# ISBE Student Information System Project User Manual – Statewide

**January 29, 2013**

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1 Change History

Creation Date 06/20/2012

Creation Date 01/29/2013
   1. Added Erroneous Records section.
2 Introduction

Welcome to ISBE’s Statewide Student Information System (SIS). The SIS system is designed to assign a unique Student Identifier (SID) to each student; collect demographic, performance, and program participation data for each student; track students from school to school and district to district within Illinois; and report timely and accurate information and data through standardized reporting capabilities. This system serves as the vehicle to collect student-related information electronically from school districts. The result of successful implementation is the ability to provide the state education agency, state and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state.

The SIS application allows authorized users at school, district, and Regional Offices of Education (ROE) Sites to access the system via IWAS (ISBE Web Application Security) at www.isbe.net. This application facilitates the assignment of an individual SID through secure online web forms or mass assignment of SIDs through batch processing. The Statewide SID web application is designed from the user’s perspective to include all the function necessary to perform the user’s role effectively and efficiently.
2.1 Using this Manual

The SIS User Manual introduces the user to the SIS system and provides the brief overview of the Student Information System. This manual explains how to access SIS and use the basic functions of the SIS application.

The SIS User Manual is constructed in a manner to allow the user to find the answers to application questions easily. It uses specific language found in the SIS system, as well as application pictures to create direct references between the application and the supporting section of the manual.

For ease of use, the manual is organized as follows:

- The manual is divided into multiple sections, with each section separated with numbered tabs.
- Each section of the manual is divided into subsections with a hierarchical section number. For example, Sections 2.1 and 2.2 would both be subsets of Section 2. When making references between subsections, the section number is referenced rather than a page number.
3 SIS Overview

This section provides an overview of the SIS project, application, and the major system functions within the SIS application. Through this section, the user becomes familiar with the different data access levels within the application and the system functions that can be performed based on a particular SIS user role. The SIS matching logic used in the system functions is described in this section in conjunction with the audit function and data validations.

3.1 Project Overview

The goal of the SIS project is to develop and deploy a student information system that provides the state education agency, state and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state. This information system developed and deployed for the Illinois State Board of Education, provides secure and appropriate access for applications such as student record inquiry, retrieval, and transfer. This system serves as the vehicle to collect all student-related information electronically from school districts. The system provides for:

- Assigning a unique student identifier to all students,
- Collecting demographic, performance, and program participation data for each student,
- Tracking students from school to school and district to district within the state, and
- Reporting timely and accurate information/data through standardized reporting capabilities.

The SIS project has been developed and implemented in many phases since July 1, 2004. The types of student data collected over the phases include:

<table>
<thead>
<tr>
<th>SIS Project</th>
<th>Student Data Collected</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot</td>
<td>Student Demographics</td>
<td>2005</td>
</tr>
<tr>
<td></td>
<td>Student Enrollment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Program Indicators</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Student Demographics</td>
<td>2006</td>
</tr>
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</table>

Figure 1 - SIS History
<table>
<thead>
<tr>
<th>SIS Project</th>
<th>Student Data Collected</th>
<th>School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student Enrollment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Program Indicators</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Assessment (Pre-Identification and Score Data)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ISAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMAGE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSAE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IAA</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>ACCESS Test</td>
<td>2007</td>
</tr>
<tr>
<td>Implementation</td>
<td>English Language Learners (ELL)</td>
<td>2008</td>
</tr>
<tr>
<td>Implementation</td>
<td>Early Childhood (3-5) (Pilot)</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Early Childhood (3-5)</td>
<td>2009</td>
</tr>
<tr>
<td>Implementation</td>
<td>Early Childhood Outcomes</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Pre-K Follow-Up</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Fall Enrollment Counts</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Missing Persons Report</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Student Discipline</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Homeless</td>
<td>2010</td>
</tr>
<tr>
<td>Implementation</td>
<td>Fall Enrollment Counts Used to Generate Funding</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>End of Year Report</td>
<td></td>
</tr>
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<td>Implementation</td>
<td>Student Suspensions</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Student Expulsions</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>High School Dropouts</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>High School Graduates</td>
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<td>Implementation</td>
<td>ELL Screener Data</td>
<td>2011</td>
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<td>Implementation</td>
<td>LEP Validation upon Enrollment against Previous Year ACCESS Scores</td>
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</tr>
<tr>
<td>Implementation</td>
<td>Enrollment Comparison reports</td>
<td></td>
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<tr>
<td>Implementation</td>
<td>Student Course Assignment (Grades 9-12)</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Outside Course Assignment (Grades 9-12)</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Teacher Course Assignment (Grades 9-12)</td>
<td>2012</td>
</tr>
<tr>
<td>Implementation</td>
<td>Birth to 3</td>
<td></td>
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<tr>
<td>Implementation</td>
<td>Adjusted Cohort Graduation Rates</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Birth to 3 Prevention Initiative Caregiver Demographic Information</td>
<td>2013</td>
</tr>
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<td>Implementation</td>
<td>Educator Student Service</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Student Course Assignment (Grades K-8)</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Teacher Course Assignment (Grades K-8)</td>
<td></td>
</tr>
</tbody>
</table>
3.2 System Functions

The SIS application facilitates the batch and online generation of a State ID, as well as the collection and the maintenance of student information for data reporting purposes. Dependent on which system function is utilized, users are able to request a new State ID, search the system for an existing student with a State ID, view records, add or update records, request records, and view summary or detail reports of student records in the system. When batch processes are used, the SIS application provides users with appropriate result codes and/or messages. The SIS application also provides data validations and offers helpful messages when online processes are used.

The functions of the SIS are listed below:
- **Batch Process**
  - Allows a user to upload student data files (CSV, Text, or XML) to SIS:
    - Adjustment Cohort Graduation Rates
    - Assessment Pre-ID
    - Assessment Correction
    - Birth to 3
    - Demographics and Early Childhood
    - Early Childhood
    - Early Childhood Outcomes
    - ELL
    - ELL Screener
    - Exit Enrollments
    - Homeless
    - Multiple SIDS
    - Outside Course Assignment
    - Pre-K Follow-Up
    - Student Course Assignment
    - Student Demographics Enrollment
    - Student Discipline
    - Teacher Course Assignment Entry
    - Teacher Course Assignment Exit
  - Allows a user to Download processed batch files from SIS

- **Online Process**
  - Allows a user to view, add, and update records through ISBE Web Application Security (IWAS) with system interfaces
    - Request New SID
    - Add Enrollment
    - Reports
    - Request File
    - Upload File
    - Download File
    - Adjusted Cohort Graduation Rates
- Request File
  - Allows a user to retrieve copies of their data (for specific areas) from SIS
    - Adjusted Cohort Graduation Rates
    - Assessment Pre-ID
    - Assessment Correction
    - Birth to 3
    - Early Childhood
    - Early Childhood Outcomes
    - ELL
    - ELL Screener
    - Exit Enrollments
    - Homeless
    - Multiple SIDS
    - Outside Course Assignment
    - Pre-K Follow-Up
    - Student Course Assignment
    - Student Demographics Enrollment
    - Student Discipline
    - Teacher Course Assignment Entry
    - Teacher Course Assignment Exit
The following figure illustrates the SIS application’s system functions through a System Site map.

**Figure 2 - SIS Site Map**

Additionally, the diagram below illustrates the overall process for requesting and generating a Statewide ID for a student.
Figure 3 - SID Assignment Process Overview

- Login to IWAS
- Upload File/Enter Student Data
- Perform Edit Checks
- Failed Edit Checks
- Search for Matching Record(s)
- No Matching Record(s) Located
- Create New SID
- Link Student Data to SID
- Return New SID
- Create Audit Trail
- Return Existing SID
- Notify User that Multiple Matches Exist
- Matching Record(s) Located
- Multiple Matches
- One Match
- Return/View Existing SID
3.3 Access Levels

The SIS system has different user roles which are defined with specific access rights to system functions. These roles can be assigned to users based on the needs of their position. These roles include:

**View Only**

The View Only user access level grants view only access to district personnel. The system areas available to “View Only” users include:

⚙️ Search SID, and
⚙️ Reports.
⚙️ Help

**RCDT General User**

The RCDT General User role has access to functions that include requests for new SID for students, searching for an existing SID, and exiting student enrollment records. The RCDT General User must enter, at a minimum, the key student attributes when requesting a new SID, searching for an existing SID, or exiting a student enrollment.

The system functions available to the RCDT General users include:

⚙️ Search SID,
⚙️ Request New SID,
⚙️ Adjusted Cohort Graduation Rates,
⚙️ Birth to 3,
⚙️ Discipline,
⚙️ Early Childhood Records,
⚙️ Early Childhood Outcomes,
⚙️ ELL Screener,
⚙️ Exit Enrollment,
⚙️ Homeless Data,
⚙️ Outside Course Assignment,
⚙️ Pre-K Follow-Up,
⚙️ Student Course Assignment,
⚙️ Teacher Course Assignment, and
⚙️ Help.

**ROE Administrator (ROE Admin)**

The ROE Administrator role is in charge of a district or a private entity that has been granted access to IWAS and SIS from the Illinois State Board of Education. The role of the ROE Administrator is managing and granting user access to those in his or her district or private entity. The ROE Administrator role also includes, at a minimum, all of the attributes of the
RCDT General User role, plus the ability to conduct the Batch Process to request a new SID, to change Student Demographics and enrollment attributes after a SID has been assigned, to exit student enrollments, and to view system reports. The system functions available to the RCDT/ROE Administrator users include:

- Grant User Access,
- Search SID,
- Request SID,
- Assessment,
- Birth to 3,
- Discipline,
- Early Childhood,
- Early Childhood Outcomes,
- ELL,
- ELL Screener,
- Exit Enrollment,
- Homeless,
- Pre-K Follow-Up,
- Outside Course Assignment,
- Student Course Assignment,
- Teacher Course Assignment,
- Upload file,
- Download file,
- Reports,
- Request file, and
- Help.

**RCDT Administrator (District Admin)**

The RCDT Administrator role includes, at a minimum, all of the attributes of the RCDT General User role, plus the ability to conduct the Batch Process to request a new SID, to change Student Demographics and enrollment attributes after a SID has been assigned, to exit student enrollments, and to view system reports. The system functions available to RCDT Administrator users include:

- Search SID,
- Request SID,
- Assessment,
- Birth to 3,
- Discipline,
- Early Childhood,
- Early Childhood Outcomes,
- ELL,
- ELL Screener,
- Exit Enrollment,
- Homeless,
Pre-K Follow-Up,
Outside Course Assignment,
Student Course Assignment,
Teacher Course Assignment,
Upload file,
Download file,
Reports,
Request file, and
Help.

**Special ED Coop User**

The Special ED Coop approval group grants limited access to Special Ed facilities. The system functions available to Special Ed Coop users include:

- Search SID,
- Download file,
- Reports,
- Request file, and
- Help.

**ISBE Administrator (Admin)**

The ISBE Administrator role is appointed by ISBE personnel for administrative purposes at a state level. The system functions available to ISBE Administrator users include:

The system functions available to the ISBE Administrator users include:

- Search SID,
- Reports,
- Orphan Processing
- Score Merging and Invalidation, and
- Help.
3.4 Matching Logic

The SIS application uses matching logic to search for records that match identifying student attributes before creating a new SID or attempting to link to an existing SID record. Both the online and batch processes use the same matching logic.

Additionally, this system uses SoundEX techniques where appropriate to search for existing records. The SoundEX function searches for similar-sounding words or names in the database to identify records that match the criteria input. For example, the following record exists in the SIS database:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Gender</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Smith</td>
<td>Male</td>
<td>1/1/1990</td>
</tr>
</tbody>
</table>

A user inputs the following information:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Gender</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon</td>
<td>Smith</td>
<td>Male</td>
<td>1/1/1990</td>
</tr>
</tbody>
</table>

Using SoundEX techniques, the system recognizes that although the first name is spelled differently, this is actually a matching record.

Several elements are used in the student match process. The system first searches on the following four mandatory elements:
1. Legal First Name,
2. Legal Last Name,
3. Date of Birth, and
4. Gender.

Based on the combination of these factors, the SIS application logic determines the outcome of the Matching Entries Process, which is one of the following three:
1. 100% Match - the same student already exists in the SIS system;
2. No match found - a new SID is assigned; or,
3. Potential Duplicate Matches - the user is prompted to select the matching record or add additional information to determine uniqueness.
3.5 Audit Functions

The SIS application generates audit trail entries for all online and batch processes. An audit trail is maintained when the user requests the assignment of a new SID or validates and updates student attributes.

The following audit information is kept for all additions and modifications to the database records:

- **Activity Code** - Code designating either Creation or Update;
- **User ID or Batch Job ID** - who is making the transaction;
- **Time Stamp** - Date/Time of transaction;
- **Old Value**;
- **New Value**;
- **Table Name**;
- **Table Key ID** - the identifier for a particular data row in a particular staging table; and
- **Upload File Name**.
4 Accessing SIS

This section provides an overview of accessing the SIS system, as well as system-navigating techniques. Through this section, the user becomes more familiar with logging into the ISBE Web Application Security System, connecting to the SIS System, and viewing the various functions of the SIS application.

To access IWAS and SIS, a user must have an Internet connection. The browsers used to access IWAS and SIS must be Microsoft Explorer 8 or higher, Safari, Firefox 3.5 or higher.

4.1 Connecting to IWAS

SIS is accessible through ISBE’s Web Application Security System (IWAS). An IWAS Login allows authorized users at a school, district, ROE, and ISBE to login into IWAS and access the SIS system. IWAS can be accessed through the website - www.isbe.net.

An IWAS link is displayed on the top of the page. Once the user clicks the IWAS link, the IWAS login page is displayed.

Below is an illustration of the IWAS Login Screen.
The user must enter their IWAS **Login Name** and **Password** and click the Login button.

Once successfully logged in through IWAS, the IWAS home page is displayed. Following is an illustration of the IWAS **Home Page Screen**.
Select System Listing on the left-hand side to view the link for ISBE “Student Information System – Statewide” in the main window.
Below is an illustration of the *IWAS System Listing Screen*.

![IWAS System Listing Screen](image)

To see the ISBE “Student Information System – Statewide” link, the “Reporting” and “Monthly” categories must be expanded.

### 4.2 Logging in to SIS

After a user has successfully logged in through IWAS and clicked the “System Listing” link on the left-hand side, the user should be able to access the link to SIS. (To be able to access this link, a user must be authorized, by signing up for access and receiving approval from their Superintendent.)

After a user clicks the SIS link, the SIS Home Page is displayed.
4.3 Home Page and Navigation

The home page allows the user to navigate throughout the entire SIS application. All of the major functions of the SIS application are accessed through the links on the SIS Home Page.

The system functions available to a particular user depend on their data access role, which is based on their IWAS/SIS login account profile.

The navigation links for accessing the major system functions appear at the left of all SIS online screens. A user is able to access the major system functions from any page within the application.

Following is an illustration of the SIS Home Page Screen.

Figure 7 - SIS Home Page

SIS includes a session timeout feature that aids in the prevention of unauthorized access to the system. If a user remains on a web page for 20 minutes without any activity, the user’s browser “session” expires. (If the user then selects another SIS link, the time may appear to reset, but system functionality will have been lost.)

Once the session expires, the user must begin a new browser session. The simplest way to do this is to close all related browser windows (in order to clear the browser cache), re-open a new browser window, and log back into IWAS and SIS using the steps outlined above.

4.4 Accessing, Creating and Updating Student Data

This section provides an overview of creating, accessing, and updating a Student record. An authorized SIS user has the ability to directly update Student data through an online process or a batch process. The method that is chosen may vary at times, depending on the amount of potential data involved. Typically, smaller amounts of data are easier to update via the online
process, and larger amounts through (if available) a batch process. If a separate student administrative software package is used to interact with SIS, consideration should also be given to keeping data “in sync” between the two systems.

To create a new student record, the Request New SID function must be selected. To update an existing student record, the Search SID functionality must be used.

Below is an illustration of the SIS Student Details screen - Student Demographics tab. This screen will be available to the student’s home school / district representatives as soon as a Student Identifier (SID) is created, and from that point forward through the “Search SID” function.

---

**Figure 8 - Student Details Screen (Student Demographics Tab)**

---

**Request Student Identifier (SID)**

The Request New SID function allows an authorized user to request a unique nine digit numeric SID for a student. Each SID is randomly generated, does not have a leading zero, and does not include any repeatable sequence of three digits. A SID is never reused or reassigned to another student. A user can request a new SID through the online process via the “Request New SID” link in the main menu. A new SID can also be created through a batch SIS process (covered later in this user manual) by submitting a Demographics file. If another student administrative software package interfaces with SIS, the user should ensure that the SID generated through SIS is correctly entered into that software package, so that necessary student data is correctly linked to SIS.

The online Request New SID function guides the user through inputting the three required categories of information - Student Demographics, Student Enrollment, and Program Indicators.
Once a student has been assigned a SID, use the *Search SID* function to locate and access that student’s information in the future.

After a student has been assigned a SID, that identifier should be used throughout the student’s Illinois school career. The *Search SID* function should always be utilized to search for the student’s existing data, instead of creating a new SID. (If an additional SID is ever created by accident, it should be merged with the original SID data using the “Multiple SID” template located on the www.isbe.net/sis website. If ever in doubt on this topic, please call the ISBE Help Desk at 217-558-3600.)

**Search SID**

A student cannot receive an initial SID without also creating an “enrollment” record. Additional student and school information is collected while creating the enrollment record, and depending on the data provided, it can trigger a need for more specific information. For example, if the “Homeless” indicator is set to “Yes” during the enrollment process, additional related information will be required. Currently, almost all links to these specific types of information can be found on the “Enrollment” tab within the “Student” area. Again, after the initial creation of data for a given student, the existing student data can be accessed (and usually updated) by using the *Search SID* function.

The following information can be accessed and updated via the enrollment tab:

- Birth to 3
- Early Childhood
- Early Childhood Outcomes
- Pre-K Follow-up
- Student Discipline
- Homeless
- *Student Course Assignment*

*Note: Student Course Assignments can also be found on the student’s “Enrollment” tab. Courses are submitted for a given enrollment using the serving location where the course occurred. Once an enrollment record is created, a “Student Course Assignment link” will be viewable from the enrollment tab whether a user is associated with the home school or serving school of the enrollment. Only the Home RCDTS can actually submit Student Course Assignment data, but serving locations can view Student Course Assignment data.

Due to the relationship between an enrollment and the related course information, dependencies exist between the data. For example, the associated dates must make sense in relationship to each other. As another example, if incorrect data (e.g., dates, school codes) is associated with an enrollment record, the related data may need to be marked as an “erroneous” entry, since it is invalid. In that case, however, all associated “course” information must also be set to “erroneous” before the enrollment data can be closed out (i.e., “exited”).
Once a student is enrolled, other information regarding the student can be accessed, such as “English Language Learner” (ELL) data. ELL Screener data and ELL program related data are both ultimately accessible using the Search SID function.

The ELL Screener can be found on the student’s Demographics tab. The ELL Screener is an optional collection and should only be used when a student is being screened to determine if they require ELL services. If a student is eligible for services and the Limited English Proficiency (LEP) indicator is set, an ELL record is created. The ELL record can be edited by selecting the ELL tab after searching for and locating the student’s SID. (If there no ELL tab is present, the student is not defined as LEP.)

**Exit Enrollment**

Every student enrollment record should eventually be closed out – technically, “exited”. This should most typically occur when the school year ends, though it should occur sooner if the student leaves early for another reason. To exit a student enrollment online, the Exit Enrollment link must be selected. When exiting a student’s enrollment, SIS first checks for any related incomplete data. If an enrollment record is missing some associated data, SIS will not allow the enrollment record to be exited until the related data has been submitted. For example, if a student has been marked “homeless”, SIS will not allow the student’s enrollment record to be exited until the district updates the student’s related homeless record. (It is often the case that the related portion of the student record was created in error. If so, it must be set to “erroneous” before exiting the larger enrollment record.) Below is a list of potentially associated data that must be complete before a student enrollment record can be exited:

- Early Childhood Outcomes
- ELL
- Homeless
- Pre-K Follow-up

Once a student has been exited, the prior enrollment record can no longer be updated. Most peripheral data associated with the enrollment should have been submitted by that point, though a limited amount of specific data (as listed below) can still be associated afterward. It’s always particularly important that correct enrollment and exit dates are used. Enrollment and exit dates are validated in association with other related information. For example, if a related Student Discipline record is created, the “Incident Date” must fall on or between the enrollment and exit dates, and must be for the school that was serving the student while that incident occurred. Currently, the following data collections can be created or updated before or after a student’s Enrollment record has been exited:

- Student Course Assignment
- Student Discipline
- Assessment Correction
Assessment

If a student is enrolled in grades 3-8 or 11, they are required to take some type of state assessment. An Assessment record is created for a student once they are enrolled in SIS in the identified grade levels. The online Assessment function can be used to update Assessment data after the student has been enrolled. There are two separate phases of assessment: the Assessment Pre-ID phase and the Assessment Scores / Correction phase. Data for either area can be accessed and updated (where applicable) using the Assessment link online in SIS. SIS will automatically direct the user appropriately, based on the district, date, student grade, and assessment being taken. The various Assessment reports (available online via the “Reports” link) are also an integral part of working with student assessment data.

The Assessment Pre-ID is created once a student is enrolled, and it remains active until the last day of associated testing. It is important to make any needed data corrections during the Assessment Pre-ID phase, to ensure that test labels are printed appropriately and sent to the correct location. On the student’s last day of testing, the assessment correction record is created.

Assessment Correction data includes a snapshot of student enrollment and demographic data taken at a specific point in time. If updates are needed to Assessment Correction data, those updates occur separately from the “ongoing” student enrollment and demographic data. For example, if a portion of a student’s name is incorrect within the Assessment Correction data, an update must be made directly to that Assessment Correction data, even if the same data area was already updated elsewhere in SIS. (In such a case, the related data was probably incorrect when the Assessment Correction data was initially created.) If the same data area is also still incorrect in the general SIS student enrollment and demographic data, then it would need to be updated there as well.

The Assessment screen, seen in the illustration below, contains a box in the top right corner with information that is directly related to the district’s Assessment. The box contains the grade tested, test taken, the last day of testing and the last day for the district to make corrections. This information is custom to each district and set by ISBE every year.

Below is an illustration of the SIS Student Assessment Search screen, accessible via the Assessment link.
Adjusted Cohorts

The “Adjusted Cohorts” link in the main menu leads to the Adjusted Cohort Graduation Rate page in SIS. After an authorized user searches for and locates a student defined within one of their current graduation cohorts, there are two related fields that can be potentially updated. The “First Year in 9th Grade” and the “Exit Type Code” can be updated from the values that were pre-populated based on related SIS values, though this should only be done when some local evidence (such as a form of documentation) exists to support the change. Changes in either area can affect the actual rate. The various Adjusted Cohort Graduation Rate reports (available online via the “Reports” link) should always be an integral part of working with this related data.

Teacher

The “Teacher” link in the main menu will allow an authorized user to view or update Teacher Course Assignments. First, to search for a given teacher, a user must supply either the teacher’s Illinois Educator Identification Number (IEIN) or the teacher’s first name and last name. (Regardless of the search method used, a teacher must have an IEIN for related data to be processed within SIS.) Once a teacher is located, their course assignments can be entered by the teaching location. NOTE: When entering teacher course assignment data, it is imperative that the teaching location communicates with the home schools served by the teacher. Although they will typically be at the same location, home school representatives will enter Student Course Assignment data, which must match Teacher Course Assignment data for such key areas as state course code, term, and section number. Section numbers in particular can vary greatly (as much
flexibility was needed across the districts), but they must still match exactly in order for related data to be stored correctly and for course listings to be displayed on related reports.

4.5 Uploading and Downloading Files

Upload File

This section provides an overview of the file upload function in SIS. The user has the ability to submit student data files (batch files) with student information through a user interface in the SIS System. The user must upload their text, csv, or xml file with student information via the SIS Upload file function.

The user must expand the Batch Files category and select the Upload File link on the SIS Home Page and the Upload File screen is displayed. This screen provides a user access to upload all accepted SIS file types.

Following is an illustration of the Upload File screen.
To upload a student data file into the SIS system, the user must select the **Browse** button. Once the box appears navigate to the location of the saved file and select the file to upload. The file must have a `.txt`, `.xml` or `.csv` extension.
Below is an illustration of the dialog box that is displayed when the **Browse** button is pressed.

![Figure 12 - Upload File Screen (Browse)](image)

After selecting the file, click the **Open** button. The selected path and the filename now appear in the text box to the left of the **Browse** button. The user must then click the **Upload** button to send the file to SIS.

Immediately upon upload, SIS performs a high level validation on the overall format of the submitted file (.txt, .csv, or .xml). If the file’s formatting does not meet the systems specifications (please see File Format Layouts document), an error message is displayed to the user and the file is immediately rejected. The user must make corrections the file’s format prior to resubmitting the file.
Below is an example of an error message that is received if the file is not in the correct format.

**Figure 13 - Upload File Screen (File Format Error Message)**

If the file being submitted passes the initial validations, it is accepted. (Additional validations will still be performed on individual pieces of data within the file, and any related warning or error messages will be noted in the follow-up file a user may download from SIS.) The message displayed is “File has been uploaded successfully. The file will be processed overnight and an email will be sent to the user’s IWAS account notifying them the file has processed and is now available for download.”
Below is an illustration of the message that is displayed when the file has been successfully uploaded to SIS.

![Figure 14 - Upload File Screen (Successful Upload)](image)

SIS attempts to process all files as they are submitted. In the case where SIS receives numerous files in a short period of time, the system will process the files in the following order:

<table>
<thead>
<tr>
<th>Batch File Order</th>
<th>File Type Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Request File (All types)</td>
</tr>
<tr>
<td>2</td>
<td>Pre-K Follow-Up</td>
</tr>
<tr>
<td>3</td>
<td>Assessment Correction</td>
</tr>
<tr>
<td>4</td>
<td>Exit Student Enrollment</td>
</tr>
<tr>
<td>5</td>
<td>Student Demographics</td>
</tr>
<tr>
<td>6</td>
<td>Assessment Pre-id</td>
</tr>
<tr>
<td>7</td>
<td>Demographics and Early Childhood</td>
</tr>
<tr>
<td>8</td>
<td>Discipline</td>
</tr>
<tr>
<td>9</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>10</td>
<td>Early Childhood Outcome</td>
</tr>
<tr>
<td>11</td>
<td>English Language Learners</td>
</tr>
<tr>
<td>12</td>
<td>Student Course Assignment</td>
</tr>
</tbody>
</table>
| 13               | Assessment Scores  
|                  | Match SID  
|                  | Multiple SID  
|                  | Homeless  
|                  | ELL Screener  
|                  | Outside Course Assignment  
|                  | Birth To 3  
|                  | Birth To 3 Participant Demographics  
|                  | Adjusted Cohort Graduation Rate  
|                  | Teacher Course Assignment Entry |
| 14               | Teacher Course Assignment Exit  
|                  | Educator Student Service |

Once the file is processed, a notification email is sent to the user’s IWAS email box. An option is available within the IWAS user profile to have emails forwarded to an external email account. This function can be accessed through the user’s profile on IWAS.
After the file is processed it is returned to the user who initially submitted the file. The file can be accessed from the SIS **Download File** link located on the Home Page.

### Download File

When the user is ready to download a file, the user must expand the **Batch Files** category in the main menu and click the **Download File** link. The system displays all batch files submitted by a user within the last 6 months. This screen allows an authorized user to retrieve a processed file. Remember, processed files are only returned to the user that submitted them.

Below is an illustration of the **Download File** Screen.

**Figure 15 - Download File Screen**

On the Download file screen, 6 months of archived files are available. The most recent files processed are displayed first. The date and time processed for each file is provided with each file name. The user can page through the processed files by clicking the links provided at the bottom.

Select a file to download by clicking on the file name. A dialog box will appear on the screen, navigate to a location such as the desktop and save the file before opening in Microsoft Excel. The file may also be retrieved by right clicking the filename with the mouse and performing “Save As” or “Save Target As.” The user will need to determine what your browser allows.

Following is an illustration of the dialog box that is displayed when a file is selected for downloading from the list on the **Download File** Screen.
Authorized users may request district-wide data files that can provide a current snapshot of their data relating to various areas, such as Assessment data, Early Childhood data, ELL data, and Student or Teacher Course data. These files can provide a convenient starting point for the data required for related processes, and for processes such as “exiting enrollments”. (For Assessment data, files may be requested for all students, only for grades 3-8, or only for grade 11.)

If the user clicks the **Request File** link on the SIS Home Page, the *Request File* screen is displayed. This screen provides a user access to request files to update all SIS data.

All request files are district-wide files containing the records of students currently enrolled in the user’s district.

Additional information may be required to successfully request some files, such as grade level(s). File requests are also limited to one request for any given file type within a given time frame, so a short wait (generally just a few minutes) may be necessary before a user may place another request for the same file type.

Below is an illustration of the *Request File Screen.*
After the request for the file is submitted, the file will be generated overnight or, when possible, generated earlier. Once the file is created, the file will be placed in the user’s download file directory. A user may access the file from the **Download File** link located under **Batch Files** on the SIS homepage. The person that requested the file is the only individual that may download the file from SIS.

Below is an illustration of the **Download File** Screen.
5 Batch Process

The SIS Batch Process facilitates:

- Assignment of unique Student IDs (SID)
- Updates of Student Demographics, enrollment and all program related data
- Student Course Assignments
- Exiting of student enrollments
- Addition/Updates of Assessment data
- Update Graduation Cohort Data
- Removal of Multiple SIDs
- Entry and Exit of Teacher Course Assignments

A standard file format must be followed in order to successfully interface data with the SIS batch processes. Files must conform to the following requirements:

- Each file must conform to the appropriate file layout specified in the SIS File Format Layouts document. The various types of data submitted to SIS represent unique sets of information and thus require different data layouts.
- Files must be in either an .xml format, a .txt format, or a .csv (comma separated value) format that has been based on a converted Excel spreadsheet.
- Each file must contain a header row, providing basic information such as the type of data being submitted and the code for the district submitting the data. This is specified in the SIS File Format Layouts document and is needed to help process the data appropriately.
- Data must conform to the codes and definitions in the SIS Data Elements document.
- SAP ID: The SAP ID is the Student Administrative Package ID or local student ID number used by schools to identify a student in the local system. The district may (optionally) choose to submit the SAP ID or local student ID to provide a link of the state SID to the local student ID.

The file format layouts, data elements, and data validations performed in SIS are available on the www.isbe.net/sis website. Districts are responsible to report SIS changes to local software vendors. If a school district does not have a student management package, or chooses to submit data without the involvement of the local system, Excel templates are available with detailed instructions on creating a template and converting the file to a .CSV file for submission to ISBE.

Excel templates are available on the SIS webpage at www.isbe.net/sis. The template contains a header row, column name row, and rows to input student data. The template provides simple data type validations and limits and allows the entry of data to only the appropriate columns and cells. If an Excel spreadsheet is used to submit data, the SIS template should be utilized. Once the data has been input and is ready to be submitted, the user must save the file as a .CSV file; the file name is entered and the file type must be changed to .CSV (Comma Separated Value).
There are detailed steps and tips available for working with Excel spreadsheets and .CSV files in conjunction with the various SIS batch file processes. Documents are tailored toward specific SIS batch files, though the general processing steps are similar across most areas. To view or download the specific documents, please visit the appropriate areas under:
http://www.isbe.net/sis/html/excel_templates.htm

5.1 Process Overview

The SIS system only allows RCDT/ROE Administrators to submit batch files. In order to submit a batch file, the user must login to IWAS and access the SIS System. Each authorized user can submit as many batch files as desired. An authorized user may choose to consolidate the student information from multiple schools within a district and submit one batch file with all of the data to be processed, which is the preferred method by the ISBE. However, a batch file may only contain one file type.

A batch file may be submitted as frequently as required to meet the individual needs of the school district to report student activity to ISBE. The Student Demographics batch file type may contain both new and existing students. This means that students without SIDs (students that are new to SIS) may be submitted in the same batch file as existing students that are already assigned SIDs. It is acceptable to submit such a batch file with all student records, or just the new students, or just those students that need updates or corrections. All other current file types (other than Student Demographics) must include the SID for the existing student.

If the user desires to update Student Demographics information, the elements verified before an update occurs are the SID and at least one of the three mandatory elements (Legal Last Name, Legal First Name, or Date of Birth) remaining in the original state. All updates to Student Demographics data must be made through the batch process. Updates to Student Demographics information (after the initial data has been set) are not allowed through the online web application, though many other SIS data areas can be updated either through a batch process or through the online web application.

The SIS batch process is initiated through an online upload by the RCDT/ROE Administrator, after logging into IWAS and accessing the SIS application. During the upload, the format of the file is validated (e.g., .TXT, .CSV, or .XML). If the file is not in the correct format, an error message is displayed and the file is not uploaded.

If the file format validations pass, the file is uploaded. The file is placed into the batch queue for processing. The system automatically selects the next file for processing and validates the identifying student attributes contained in the file.

After each record is processed, a code (and potential message) is assigned and displayed at the end of the related data that was supplied via the input file. This information indicates the results of the batch process (Created SID, Updated Record, Invalid Data, etc.) for that specific data record.

After the file has processed, the user is notified via an email (to their IWAS account) that the file is ready for download. The Download File page displays the date and time the file was
processed. The user who uploaded the initial file is the only person who may retrieve the processed file on the Download File page.

The SIS export file is returned in the same format with the same data provided, plus the following for each record:
- New or Returned (Existing) SIDs (for Student Demographics file type)
- Result Code
- Result Message

Please refer to the SIS File Format Layouts document posted at www.isbe.net for result codes and result messages.

5.2 Data Review Prior to File Submittal

Prior to the Batch Job submission, the RCDT/ROE Administrator should review the data for the following edit checks and data cleanup:
- Research potentially duplicate records (run a query using First Name, Last Name, Date of Birth, and Gender, at a minimum, and then add optional attributes such as Middle Name) before submitting the records to SIS.
- Provide as many Optional Student Attributes (Native Language, Mother’s Maiden Name, and Birth Place Name) as possible to minimize the number of duplicate records.
- Check that all Mandatory fields are populated.
- Ensure that all “date” type fields contain data that is valid. For example, if enrollment and exit dates are not correct, courses and other data associated with those enrollments cannot link together properly, and then all related data may need to be re-entered. Also, verify that “Date of Birth” is within a reasonable range.
- Remove apostrophes in names such as Obrien, and replace any periods in names with a space.
- In the case of children whose mother’s maiden name may appear on the birth certificate and whose father’s last name may appear on the social security card, it is recommended that the last name be submitted with the Mother’s Maiden Name, followed by a hyphen (-), followed by the Father’s Last Name.
- Remove any junk, dummy, or test data prior to creating the final version of the batch file, and double-check the header row for accuracy.
6 Erroneous Records

The SIS system collects quality data on students and teachers. The data in SIS is audited; transactions for all users are logged with a username appended. When a user creates a SID, an enrollment must also be created. When an enrollment is created other indicators are collected as well, e.g. LEP, Homeless etc… These indicators depending on the value reported, may create a mandatory “blank” records that must be completed before the student’s enrollment can be exited. If the indicator value was set incorrectly and a record was created erroneously or in error, the district must complete the record and identify it as “Erroneous”. For example, a student was enrolled and the LEP indicator was set to “yes”. The system automatically creates an ELL record that is the record to be completed before the student’s enrollment is exited. Each file format in SIS has a way to indicate the record is erroneous. Below are each of the file formats and the rules for marking the records erroneous.

6.1 ACCESS Score

Return file only. This file type does not have an “Erroneous” function.

6.2 Adjusted Cohort Graduation Rate

This file type does not have an “erroneous” function.

6.3 Assessment Correction

This file type does not have an “erroneous” function.

6.4 Assessment Pre-ID

This file type does not have an “erroneous” function. To remove a record from the Assessment Pre-ID the student must be exited.

6.5 Assessment Score

Return file only. This file type does not have an “erroneous” function.

6.6 Birth to 3

This file type does not have an “erroneous” function. To identify this record as erroneous the enrollment must be exited as “erroneous”.

6.7 Birth to 3 Caregiver Demographic Information
To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Birth to 3 Caregiver Demographic record is being identified as “erroneous”. Refer to the SIS data elements posted at [www.isbe.net/sis](http://www.isbe.net/sis) to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Birth to 3 Caregiver Demographic File completed to identify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS for Home School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS for Serving School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Caregiver SID (Optional)</td>
<td>Optional</td>
</tr>
<tr>
<td>Caregiver Last Name (Optional)</td>
<td>Optional</td>
</tr>
<tr>
<td>Caregiver First Name (Optional)</td>
<td>Optional</td>
</tr>
<tr>
<td>Birth Date of Caregiver</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Caregiver's Relationship to Child</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Caregiver's Race</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Educational Background of Caregiver</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Current Employment Status of Caregiver.</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

6.8 Demographics and Early Childhood

The Demographic and Early Childhood format and the Demographics and Enrollment format both create the student enrollments. The Exit Enrollment format must be used to mark an enrollment “erroneous”.

6.9 Early Childhood

This file type does not have an “erroneous” function. To identify this record as erroneous the enrollment must be exited as “erroneous”.

6.10 Early Childhood Outcomes

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Early Childhood Outcomes record is being identified as “erroneous”. Refer to the SIS data elements posted at [www.isbe.net/sis](http://www.isbe.net/sis) to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Early Childhood outcomes file completed to identify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Item</td>
<td>Requirement</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Home RCDTS</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Positive Social Relationships</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Entry Rating – Acquire Use and Knowledge Skills</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Entry Rating – Take Appropriate Action to Meet Own Needs</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Entry Rating – How was Parent Involved in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Did an Early Childhood Teacher Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Did a Psychologist or Social Worker Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Did a Speech/ Language Pathologist Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Entry Rating – Did another Related Service Provider (e.g. OT/PT) Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Home RCDTS</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Positive Social Relationships</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Exit Rating – Made Progress Positive Social Relationships</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Acquire Use and Knowledge Skills</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Exit Rating – Made Progress Acquire use and Knowledge Skills</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Take Appropriate Action to Meet Own Needs</td>
<td>Mandatory - “99” Erroneous</td>
</tr>
<tr>
<td>Exit Rating – Made Progress Take Appropriate Action to Meet Own Needs</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Primary Assessment</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – How was Parent Involved in Ratings</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Did a Coordinator, LEA Representative or Administrator Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Did the Child’s Teacher Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Did a Psychologist or Social Worker Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Did a Speech/ Language Pathologist Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Exit Rating – Did another Related Service Provider (e.g. OT/PT) Participate in the Ratings?</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### 6.11 ELL
To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the ELL record is being identified as “erroneous”. Refer to the SIS data elements posted at [www.isbe.net/sis](http://www.isbe.net/sis) to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example ELL file completed to identify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS Home School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Date First Enrolled in District/LEA</td>
<td>Mandatory</td>
</tr>
<tr>
<td>New Arrival to U.S.</td>
<td>Mandatory</td>
</tr>
<tr>
<td>ELL Placement – Status</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Placeholder 1</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 2</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 3</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 4</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 5</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 6</td>
<td>Blank</td>
</tr>
<tr>
<td>Date Student Enrolled or Re-entered to Receive ELL Services</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Date ELL Services Ended</td>
<td>Mandatory – Set date equal to “Date Student Enrolled or Re-entered to Receive Services”</td>
</tr>
<tr>
<td>Reason Ending ELL Services</td>
<td>Mandatory - “07” Erroneous</td>
</tr>
<tr>
<td>Class Periods Provided per Week</td>
<td>Mandatory - “00” None</td>
</tr>
<tr>
<td>Title III Status</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Placeholder 7</td>
<td>Blank</td>
</tr>
<tr>
<td>504 Accommodation Indicator</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Placeholder 8</td>
<td>Blank</td>
</tr>
<tr>
<td>Developmental Bilingual Education</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Dual Language &amp; Two-Way Immersion</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Placeholder 9</td>
<td>Blank</td>
</tr>
<tr>
<td>Sheltered English Instruction</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>Mandatory</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Push-In Services</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Placeholder 10</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 11</td>
<td>Blank</td>
</tr>
<tr>
<td>Pull-Out Services</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Self-Contained</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>
6.12 ELL Screener

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the ELL Screener record is being identified as “erroneous”. Refer to the SIS data elements posted at www.isbe.net/sis to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example of an ELL Screener file completed to indentify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Home RCDTS</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Grade Level At Time Of Screener</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Semester</td>
<td>Mandatory</td>
</tr>
<tr>
<td>ELL Screener Test Taken</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Date ELL Screener Test Taken</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Placeholder 1</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 2</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 3</td>
<td>Blank</td>
</tr>
<tr>
<td>Placeholder 4</td>
<td>Blank</td>
</tr>
<tr>
<td>Listening - Raw Score / Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Listening – Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Speaking – Raw Score / Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Speaking – Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Reading – Raw Score / Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Reading – Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Writing – Raw Score / Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Writing – Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Literacy Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Oral Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Overall or Composite Proficiency Level</td>
<td>Optional</td>
</tr>
<tr>
<td>Final Determination of LEP status</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

6.13 Exit Enrollment

While the Demographic and Early Childhood format and the Demographics and Enrollment format both create the student enrollments. The Exit Enrollment format must be used to mark an enrollment “erroneous”. To exit a student as “erroneous” all existing records related to the enrollment must also be identified as “erroneous”. For example, if a student was enrolled with the Homeless and LEP indicators set to “Yes”, both the Homeless and ELL records would be created for the student. These records would need to be set to erroneous before the student’s enrollment could be set to erroneous. The following file types must be set to erroneous before exiting a student.
• Birth to 3 Caregiver Demographic  
• Homeless  
• ELL  
• Student Course Assignment  
• Student Discipline

Once all records that are part of the student’s enrollment are set to erroneous the student’s enrollment can exited as erroneous. The following is an example of the Exit Enrollment file with “erroneous” set as the exit Withdrawal/type code.

<table>
<thead>
<tr>
<th>Field</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS for Home School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS for Serving School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Enrollment Exit Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Enrollment Exit Status</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Enrollment Exit/ Withdrawal Type</td>
<td>Mandatory-“99” Erroneous</td>
</tr>
</tbody>
</table>

### 6.14 Homeless

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Homeless record is being identified as “erroneous”. Refer to the SIS data elements posted at [www.isbe.net/sis](http://www.isbe.net/sis) to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Homeless file completed to indentify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS Home School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS Serving School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Unaccompanied Youth Status</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Primary Nighttime Residence</td>
<td>Mandatory-“99” Erroneous</td>
</tr>
<tr>
<td>Tutoring and Other Instructional Support</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Expedited Evaluations</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Staff Professionals Development and Awareness</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Referrals for Medical, Dental, and other Health Services</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Early Childhood Programs</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Assistance with Participation in School Programs</td>
<td>Mandatory</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Before-School, After-School, Mentoring, Summer Programs</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Obtaining or Transferring Records Necessary for Enrollment</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Parent Education Related to Rights and Resources for Children</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Coordination between Schools and Agencies</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Counseling</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Addressing Needs Related to Domestic Violence</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Clothing to Meet a School Requirement</td>
<td>Mandatory</td>
</tr>
<tr>
<td>School Supplies</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Referral to Other Programs and Services</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Emergency Assistance Related to School Attendance</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Other (Services and Activities Provided by the McKinney-Vento Subgrant Program)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Eligibility for Homeless Services</td>
<td>Mandatory</td>
</tr>
<tr>
<td>School Selection</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Transportation</td>
<td>Mandatory</td>
</tr>
<tr>
<td>School Records</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Immunizations or Other Medical Records</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Other (Barriers to the Education of Homeless Children and Youths)</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### 6.15 Multiple SID

This file type does not have an “Erroneous” function

### 6.16 Outside Course Assignment

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Outside Course Assignment record is being identified as “erroneous”. Refer to the SIS data elements posted at [www.isbe.net/sis](http://www.isbe.net/sis) to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Outside Course Assignment file completed to identify the record as “erroneous”:

| Student ID | Mandatory |
| SAP ID | Optional |
| Legal Last Name | Mandatory |
| Legal First Name | Mandatory |
| Birth Date | Mandatory |
| RCDTS Home School | Mandatory |
| Outside Course School Year | Mandatory |
| Outside Course Grade Level | Mandatory |
| Outside Course Facility Type | Mandatory |
| Outside Course Facility Name | Mandatory |
| Term (Semester) | Mandatory |
| State Course Code | Mandatory |
Local Course ID | Optional
---|---
Local Course Title | Optional
Student Course Start Date | Mandatory
Section Number | Mandatory
Course Level | Mandatory
Course Credit | Mandatory
Articulated Credit | Mandatory
Dual Credit | Mandatory
Course Setting | Mandatory
Actual Attendance (Classes) | Mandatory
Total Attendance (Classes) | Mandatory
Single Parents including Single Pregnant Women (Reported for CTE Courses Only) | Mandatory
Displaced Homemaker (Reported for CTE Courses only) | Mandatory
Course Numeric Grade (Term) | Mandatory
Maximum Numeric Grade (Term) | Mandatory
Student Course End Date | Mandatory
Course Final Letter Grade/Completion Status (Term) | Mandatory -“99” Erroneous

### 6.17 Student Course Assignment

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Student Course Assignment record is being identified as “erroneous”. Refer to the SIS data elements posted at [www.isbe.net/sis](http://www.isbe.net/sis) to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Student Course Assignment file completed to identify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID</td>
<td>Mandatory</td>
</tr>
<tr>
<td>SAP ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Legal Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Legal First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS Home School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>RCDTS Serving School</td>
<td>Mandatory</td>
</tr>
<tr>
<td>School Year</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Term (Semester)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>State Course Code</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Local Course ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Local Course Title</td>
<td>Optional</td>
</tr>
<tr>
<td>Student Course Start Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Section Number</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Level</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Credit</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Articulated Credit</td>
<td>Mandatory</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Setting</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Actual Attendance (Classes)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Total Attendance (Classes)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Single Parents including Single Pregnant Women (Reported for CTE Courses Only)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Displaced Homemaker (Reported for CTE Courses only)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Numeric Grade (Term)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Maximum Numeric Grade (Term)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Student Course End Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Course Final Letter Grade/ Completion Status (Term)</td>
<td>Mandatory -“99” Erroneous</td>
</tr>
</tbody>
</table>

6.18 Student Demographics Enrollment

The Demographic and Early Childhood format and the Demographics and Enrollment format both create student enrollments. The Exit Enrollment format must be used to mark an enrollment “erroneous”. Please refer back to the Exit Enrollment format.

6.19 Student Discipline

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Student Discipline record is being identified as “erroneous”. Refer to the SIS data elements posted at www.isbe.net/sis to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Student Discipline file completed to identify the record as “erroneous”:

| Student ID | Mandatory |
| SAP ID     | Optional  |
| Legal Last Name | Mandatory |
| Legal First Name | Mandatory |
| Birth Date  | Mandatory |
| RCDTS Home School | Mandatory |
| RCDTS Serving School | Mandatory |
| School Year | Mandatory |
| Incident Date | Mandatory |
| Incident Number | Mandatory |
| Disability Type | Mandatory -“99” None |
| Incident Type Code | Mandatory -“99” Erroneous |
| Disciplinary Action | Mandatory -“99” Erroneous |
| Disciplinary Duration | Mandatory -“99” Erroneous |
6.20 Teacher Course Assignment Entry

The Teacher Course Assignment Entry creates the Teacher Course Assignments. The Teacher Course Assignment Exit format must be used to mark The Teacher Course Assignment Erroneous “erroneous”.

6.21 Teacher Course Assignment Exit

To identify this record as erroneous the mandatory fields require values entered. The mandatory fields will hold no value since the Teacher Course Assignment record is being identified as “erroneous”. Refer to the SIS data elements posted at www.isbe.net/sis to determine correct values for the fields. The “erroneous” value will also be identified in the data elements for each format. Below is an example Teacher Course Assignment Exit file completed to indentify the record as “erroneous”:

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEIN</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Local Teacher ID</td>
<td>Optional</td>
</tr>
<tr>
<td>Teacher Last Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Teacher First Name</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Teacher Birth Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>School Year</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Teacher Serving Location RCDTS</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Employer RCDTS</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Term (Semester)</td>
<td>Mandatory</td>
</tr>
<tr>
<td>State Course Code</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Section Number</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Actual Attendance (Classes)</td>
<td>Optional</td>
</tr>
<tr>
<td>Total Attendance (Classes)</td>
<td>Optional</td>
</tr>
<tr>
<td>Teacher Course End Date</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Reason for Exit</td>
<td>Mandatory -“99” Erroneous</td>
</tr>
</tbody>
</table>
7 Reports

The SIS Online “Reports” page allows an authorized user to view summary and detail reports that are based on student and teacher information. There is a wide (and growing) variety of reports that help districts and schools with such tasks as gathering specific demographic, enrollment, or course data, and verifying test assessment data used for assessment scoring and ISBE’s Annual Yearly Progress (AYP). The various reports are grouped into different sections on the Reports page - first according to the general data focus (Student, Teacher, State Reporting, or Miscellaneous) and within those groups by specific topics (Assessments, Bilingual, Course Assignment, etc.) For almost any report, additional criteria can be easily specified before running the report. Such examples might include viewing only the related report data for a selected grade level, or displaying the data in a specific order, so that certain data criteria are highlighted and very easy to find. All reports can be viewed in web format or can be exported to PDF for faster viewing.

Following is an illustration of the SIS Reports Screen.

![Figure 19 - SIS Reports Screen](image)

7.1 SIS Report Navigation

All SIS reports are displayed using a Crystal Reports viewer. After a report has been selected from the main screen, a report criteria screen is displayed. This screen allows a user to add filters to the reports. Detailed reports also include a sort option. The user can choose to view the reports online using the browser or to download a .pdf version of the report.

If the browser is chosen to view the reports, the reports will display in a new browser window and will only display one page of the report at a time. If reports are not displaying correctly, a
user should check the “Pop-Up Blocker” settings for the browser. Once the report is displayed, a user may navigate from page to page, search for a value, change the display size, export the data, as well as print the report. If the .pdf option is selected, a dialog box will generally appear that allows the user to just “Open” or to first “Save” the report.

Below is an illustration of a Report Criteria Screen.

**Figure 20 - SIS Report Criteria Screen**

Below is an illustration of the SIS Crystal Report menu bar.

**Figure 21 - SIS Crystal Report Menu**

7.2 Navigation

To navigate from page to page, the user must click the right or left arrow to navigate to the next page or navigate to the first or last page of the report.
Additionally, a user may navigate to a specific page by typing the page number in the following text box and clicking the “Go To” button.

![Page Navigation](image)

### 7.3 Display Size

To change the display size, the user may click the following drop-down arrow to make the display smaller or larger.

![Display Size](image)

### 7.4 Search

To search for a word or value, the user may type the value in the text box and click on the binocular icon to conduct the search. The user must click the following button to conduct the search:

![Search](image)

### 7.5 Export

The Crystal reports menu bar allows a user to export data to a desired format. For example, a user may select to export the report to Excel or MS Word. When the data is exported, it is not in the same format as the batch files and may not be used to submit back to SIS. Additionally, a user may choose to only export specific pages of the report. The export function should only be used to review data at a local level. The user must click the following button to export the data:

![Export](image)

Once the button is selected, an export selection screen is displayed. Following is an illustration of the Report Export Selection Criteria Screen.
7.6 Print

A user is given the option to print the report. The entire report may be printed or only specific pages. A user must click the following button to print the report:

Once the button is selected, a print selection screen is displayed.

Following is an illustration of the Report Print Selection Criteria Screen.
Figure 23 - Report Print Selection Criteria

Once the **Print** button is pressed, the report is generated in Adobe Acrobat (PDF) format and the user may then print the report from the PDF format.

### 7.7 Listing of SIS Reports

- **Student**
  - Assessments
    - Assessment Pre-ID
    - Assessment Correction
    - Assessment Scores (Scale Score and Performance Level Only)
    - Assessment Subscores (Detailed Scores by Subject Area)
    - Assessment Score History
    - Unassigned Test Results
    - Plan and Explore
  - Bilingual
    - ELL Screener
    - Student ELL
    - ACCESS Pre-ID
    - ACCESS Score
    - Student ELL History
    - Former ELL Students Report
    - Student ACCESS Scores History
  - Course Assignment
- Course Information
- Student Information
- Student Outside Courses
  - Demographics and Enrollment
    - Student Demographics
    - Student Enrollment
    - Current Enrl Vs. Previous Year Enrl
    - Enrollment Grade Discrepancies
  - Discipline
    - Student Discipline
  - Early Learning
    - Birth to 3
    - Early Childhood
    - Early Childhood Outcomes
    - Pre-K Follow-Up
  - Homeless
    - Homeless
  - Individual Student
    - Individual Demographics and Enrollment
    - Individual Assessment Data and Scores
    - Individual Student Course Assignment
    - Individual Outside Course Assignment
  - State Reporting
  - Adjusted Cohort Graduation Rates Overview
  - Adjusted Cohort Graduation Rates
    - Adjusted Cohort Graduation Rates - SIS Calculated First Year 9th Grade
      - Fall Enrollment Counts
      - End of the Year Student Discipline
      - End of the Year Student Suspensions
      - End of the Year Student Expulsions
      - End of the Year High School Dropouts
      - End of the Year High School Graduates
  - Miscellaneous Reporting
    - Closed School with Students and Open Schools with No Students
    - Missing Persons - All
    - Missing Persons - Possible SIS Matches
    - Multiple Student IDs
7.8 Assessment Reports

Assessment Pre-ID (Summary and Detail)

There are two Assessment Pre-ID reports available for school districts to view Pre-ID information for the current assessment period. Both summary and a detail Assessment Pre-ID reports are available in SIS. Students displayed on this report will receive labels from the testing vendor if they are on the report at the deadline for Pre-ID labels identified by ISBE. If a user selects the ISAT, IAA, or PSAE test, only those students currently enrolled in a Home School district will display on the Assessment Pre-ID reports. A student that is being served by a school that is not their Home School will not display on the Serving School’s Assessment Pre-ID report. Any student that has been exited from the Home School district will not display on the report. The report will identify those students that will receive Pre-ID labels. The data displayed in the reports is updated as Pre-ID information, as well as when students are enrolled and exited in SIS.

Assessment Correction (Summary and Detail)

The Assessment Correction Reports contain student records for those students eligible for assessment testing (i.e., Grades 3-8 and Grade 11). The report displays student information captured in SIS at the end of a district’s testing window. Districts may submit correction files to correct information captured at the end of the testing window, including correcting student data and marking students as not tested. The data displayed in the reports is updated as soon as Assessment Correction files are processed in SIS or the data is updated online. There are two assessment reports available for school districts to view regarding current school year assessment correction data; a summary report and a detail report.

Assessment Score (Summary and Detail)

The Assessment Score Reports contain student score records for those students eligible for assessment testing (i.e., Grades 3-8 and Grade 11). The report displays score information received from the testing vendors. There are two assessment reports available for school districts to view regarding current school year assessment score data; a summary report and a detail report.

Assessment Subscores (Summary and Detail)
The Assessment Subscores Reports contain student score records for those students eligible for assessment testing (i.e., Grades 3-8 and Grade 11). The report displays subscore information (detailed by a specific test subject area) received from the testing vendors; both a summary report and a detail report are available.

**Assessment Score History**

The Assessment Score History Report displays historical student score records for those who are currently enrolled in the IWAS user’s Home School. The report displays score information received from the testing vendors. This report only contains scores for ISAT, IMAGE, IAA and PSAE.

**Unassigned Test Results (Detail)**

The Unassigned Test Results Report contains students with scores who are not on the Assessment Correction detail report, or students who are on the report with information that does not match the bubbled information from the testing document that was returned to ISBE. These records could appear on the Unassigned Test Results report for two reasons. The testing booklet was bubbled incorrectly, or incorrect data has been submitted to SIS. There is one detail report available for school districts to view regarding unassigned test results.

Authorized users are instructed to add or update the Unassigned Student records found on the Unassigned Test Results report to the Assessment Correction Data. This can be done via the Assessment Correction Online or thru the batch process. A nightly process will be executed to link students listed on the Unassigned Test Results Report to the district’s assessment correction records. Districts are instructed to review the Unassigned Test Results and the Assessment Score Reports the following morning. If students remain on the Unassigned Test results please call the help desk at 217-558-3600.

### 7.9 Bilingual Reports

**ACCESS Pre-Id (Summary and Detail)**

There are two ACCESS Pre-ID reports available for school districts to view Pre-ID information for the current assessment period. Both summary and detail ACCESS Pre-ID reports are available in SIS. Students displayed on this report will receive labels from the testing vendor if they are on the report at the deadline for Pre-ID labels identified by ISBE. When selected, only those students currently enrolled in a Home School district as LEP = Yes will display on the ACCESS Pre-ID reports. A student that is being served by a school that is not their Home School will not display on the Serving School ACCESS Pre-ID report. Any student that has been exited from the Home School district will not display on the report. The report will identify those students that will
receive Pre-ID labels. The data displayed in the reports is updated as Pre-ID information, as well as when students are enrolled and exited in SIS.

**ACCESS Score (Summary and Detail)**

The ACCESS Score Reports contain student score records for those students eligible for ACCESS testing (i.e., Grades K-12 and LEP = Yes). The report displays score information received from the testing vendors. There are two assessment reports available for school districts to view regarding current school year ACCESS score data; both a summary report and a detail report are available.

**English Language Learners (ELL) (Summary and Detail)**

There are two reports available for school districts to view ELL data details for a student. Only those students currently enrolled in a Home School/Facility that are marked Limited English Proficient (LEP) = ‘Yes’ will display on the ELL reports. Any student who was exited from the Home School District will not display on the report. Summary and Detail ELL Reports are available in SIS. The data displayed in the reports is updated using the ELL online or batch process found in SIS. When selecting the ELL Report, an authorized user must select the Home School to be displayed on the report.

**ELL Screener (Summary and Detail)**

There are two reports available for school districts to view ELL Screener data for a student. Only those students currently enrolled in a Home School/Facility will display on the ELL Screener Reports. Any students who were exited from the Home School/Facility will not display on the report. Both a Summary and a Detail ELL Screener Report are available in SIS. The ELL Screener data displayed in the reports may be updated using either the online process or the batch process.

**ELL History (Summary and Detail)**

To see a history of all ELL students, the school district user may select the ELL History Summary or Detail reports. This report gives a listing of all students actively enrolled in the district and their ELL history.

**Former ELL Students Report (Detail)**
The Former ELL Student report shows all students that are actively enrolled that were ever identified as LEP at anytime while enrolled as an Illinois Student.

**Student ACCESS Scores History (Detail)**

The ACCESS Score History report displays historical student score records for those who are currently enrolled in the IWAS user’s Home School. The report displays score information received from the testing vendors. This report contains scores for ACCESS only.

**Unassigned Test Results (Detail)**

The Unassigned Test Results Report contains students with scores who are not on the ACCESS Score detail report, or students who are on the report with information that does not match the bubbled information from the testing document that was returned to ISBE. These records could appear on the Unassigned Test Results report for two reasons. The testing booklet was bubbled incorrectly, or incorrect data has been submitted to SIS. There is one detail report available for school districts to view regarding unassigned test results.

Authorized users are instructed to add or update the Unassigned Student records found on the Unassigned Test Results report to update the student’s LEP indicator to Yes or No. This can be done via the Student’s Program indicators online or thru the batch process. A nightly process will be executed to link students listed on the Unassigned Test Results report to the district’s ELL records. Districts are instructed to review the Unassigned Test Results and the ACCESS Score Reports the following morning. If students remain on the Unassigned Test results please call the help desk at 217-558-3600.

**ACCESS Pre-ID (Summary and Detail)**

**ACCESS Test**

Two reports are available for school districts to view ACCESS Pre-ID data for a student. The ACCESS Pre-ID will contain students that will receive an ACCESS Pre-ID label on the deadline identified by ISBE in the SIS Key Dates posted at [www.isbe.net/sis](http://www.isbe.net/sis). The report will contain those students identified as participating in the LEP program at the time of the data extraction.
7.10 Course

Course Information (Detail)

Student Course Assignment displays a listing by student with all related course information that has been populated in SIS. Only those students enrolled in a home school/facility for the current school year will display on the Student Course reports. The data displayed in the reports is updated using the Student Course Assignment online or batch process found in SIS. When selecting the Course information Report, an authorized user must select the Home/Serving school to be displayed on the report.

Student Information (Detail)

The Student Information report provides a listing of courses and a detailed listing of students within those courses. The data displayed in the reports is updated using the Student Course Assignment online or batch process found in SIS. When selecting the Student Information Report, an authorized user must select the Home/Serving school to be displayed on the report.

Student Outside Courses (Detail)

The Student Outside Courses report contains data regarding students that attended a Parochial School, were homeschooled, or attended school out of state or out of the country. The current home school has the ability to enter an outside course assignment and assign credit to the course, in order to help complete a transcript. When selecting the Student Course Assignment - Outside Courses (Detail) report, an authorized user must select the Home/Serving school to be displayed on the report.

7.11 Demographics and Enrollment

Student Demographics (Summary and Detail)

There are two reports available for school districts to view active Student Demographics details for a student. Only those students currently enrolled in a Home School district will display on the Student Demographics reports. A student that is being served by a school that is not their Home School will not display on the Serving School’s Student Demographics report. Any student that has been exited from the Home School district will not display on the report. Both a summary and a detail Student Demographics report are available in SIS. The data displayed in the reports is updated as Student Demographics details are updated, as well as when students are enrolled and exited in SIS. When selecting the Student Demographics (Summary or Detail) Reports, an authorized user must select the school year and school (home school) to be displayed on the report.
Current Enrollment (Summary and Detail)

There are two reports available for school districts to view active student enrollment records for a current school year (example: school year 2009). Only those students currently enrolled in a Home School district will display on the Enrollment reports. A student that is being served by a school that is not their Home School will not display on the Serving School’s enrollment report. Any student that has been exited from the Home School district will not display on the report. Summary and Detail Enrollment Reports are available in SIS. The Enrollment reports may be used to assist school districts in completing the end of year enrollment process. The data displayed in the reports is updated as enrollment records in SIS are enrolled and/or exited in active SIS.

When selecting the Current Enrollment Reports, an authorized user must select the school year. The user must also select Home School or Serving School. If the user selects Home School all students that are enrolled with the user’s district as the Home School will be displayed. If the Serving School is selected, all students that are entered as served at the user’s district will be displayed. To narrow the results, grade may also be selected.

Current Enrollment Vs. Previous Year Enrollment

This report allows a user to look at the current year enrollment totals by school and grade, and compare it against last year’s related end of year data. By using this report, large differences in enrollments can be spotted early and dealt with accordingly.

Enrollment Grade Discrepancies

The Enrollment Grade Discrepancies report will show any students that are enrolled in a grade that has not been indentified as a “Grade Level Served” in the Entity Profile System (EPS). To correct this discrepancy, either the EPS system will need to be updated or the student will need to be exited and enrolled correctly.

7.12 Discipline

Student Discipline (Summary and Detail)

Two reports are available for school districts to view Student Discipline data for a student. Only those students enrolled in a Home School/Facility for the current school year will display on the Student Discipline reports. Any student who was exited from the Home District will still display on the reports until the end of the school year. The school year ends July 31st. Both summary and Detail Student Discipline reports are available in SIS. The data displayed in the reports is updated using the Student Discipline online or batch process found in SIS. When selecting the
Student Discipline Report, an authorized user must select the Home School to be displayed on the report. A user may select all schools or a specific school. A user may select all schools in the district or just a specific school, and may also filter results by specific fields.

7.13 Early Learning

Birth to 3 (Summary and Detail)

There are two reports available for school districts to view Birth to 3 data for a student. Only those students currently enrolled in a Home School/Facility will display on the Birth to 3 reports. Both summary and detail versions of the Birth to 3 report are available in SIS. The Birth to 3 data displayed in the reports may be updated using either the SIS online process or uploading a file via the batch process. When selecting the Birth to 3 (Summary) Report, an authorized user must select the Home School to be displayed on the report. A user may select all schools or a specific school. The Birth to 3 reports may also be run by Serving School. Generating the report by Serving School will return all students that have been identified as served at the user’s district. A user also has the opportunity to filter the report by a specific field, such as race.

Early Childhood (Summary and Detail)

There are two reports available for school districts to view Early Childhood data details for a student. Only those students currently enrolled in a Home School/Facility will display on the Early Childhood reports. Any student who was exited from the Home School/Facility will not display on the report. Both Summary and a Detail Early Childhood Report are available in SIS. The Early Childhood data displayed in the reports may be updated using either the online process or the batch process. When selecting the Early Childhood (Summary) Report, an authorized user must select the Home School to be displayed on the report. A user may select all schools or a specific school. The Early Childhood Report may also be run by Serving School. Generating the report by Serving School will return all students that have been identified as served at the user’s district. A user also has the opportunity to filter the report by a specific field, such as race.

Early Childhood Outcomes (Summary and Detail)

There are two reports available for school districts to view Early Childhood Outcomes data for a student. Only those students currently enrolled in a Home School/Facility will display on the Early Childhood Outcomes Reports. Any student who was exited from the Home School/Facility will not display on the report. Both summary and detail versions of the Early Childhood Outcomes Report are available in SIS. The Early Childhood Outcomes data displayed in the reports may be updated using either the online process or the batch process. When selecting the Early Childhood Outcomes (Summary and Detail) Reports, an authorized user must select the Home School to be displayed on the report. A user may select all schools or
a specific school. A user also has the opportunity to filter the report by a specific field, such as race.

### Pre-K Follow-Up (Summary and Detail)

Two reports are available for school districts to view Pre-K Follow-Up data for a student. Only those students actively enrolled in a Home School/Facility for the current school year will display on the Pre-K Follow-Up reports. Summary and Detail Pre-K Follow-Up reports are available in SIS. The data displayed in the reports is updated using only the batch process found in SIS. When selecting the Pre-K Follow-Up Report, an authorized user must select the Home School or Serving School to be displayed on the report. A user may select all schools or a specific school.

### 7.14 Homeless

#### Homeless (Summary and Detail)

Two reports are available for school districts to view Homeless data for a student. Only those students enrolled in a Home School/Facility for the current school year will display on the Homeless reports. Both summary and detail Student Homeless reports are available in SIS. The data displayed in the reports is updated using the Homeless online or batch process found in SIS. When selecting the Homeless Report, an authorized user must select the Home School to be displayed on the report. A user may select all schools or a specific school. A user also has the opportunity to filter the report by a specific field, such as race.

### 7.15 Individual Student

The Individual Student reports will display data specific to a student by school year. The Individual Student reports can only be viewed by authorized users in a district where the student has at least one active enrollment

#### Individual Student Demographics and Enrollment

The Individual Student Demographics and Enrollment Report will display a history of Demographic and Enrollment data for an individual student. Only authorized users may run the report and the student must be currently enrolled with the district that is viewing the report. Students are identified using the State Identification number.

After an authorized user selects the Individual Student Demographics and Enrollment Report link, a screen is displayed allowing the user to input a state ID.

After a state ID has been entered, an authorized user must click the **Next** button to continue to the student review screen.
The authorized user can verify the state ID entered matches the student requested. If the student displayed is correct, the user can click the View Report button to display the Individual Student Demographics and Enrollment Report.

### Individual Student Assessment Data and Scores

The Individual Student Assessment Data and Scores Report will display a history of Assessment data for an individual student. Only authorized users may run the report and the student must be currently enrolled with the district that is viewing the report. Students are identified using the State Identification number. Data related to the year tested and all scores will be displayed.

After an authorized user selects the Individual Student Assessment Data and Scores report link, a screen is displayed allowing the user to input a state ID.

After a state ID has been entered an authorized user must click the Next button to continue to the student review screen.

The authorized user can verify the state ID entered matches the student requested. If the student displayed is correct the user can click the View Report button to display the Individual Student Assessment Data and Scores Report.

### Individual Student Course Assignment

The Individual Student Course Assignment Report will display a history of Student Course Assignment data for an individual student. Only authorized users may run the report and the student must be currently enrolled with the district that is viewing the report. Students are identified using the State Identification number. Data related to the current enrollment will be displayed.

After an authorized user selects the Individual Student Course Assignment report link, a screen is displayed allowing the user to input a state ID.

After a state ID has been entered an authorized user must click the Next button to continue to the student review screen.

The authorized user can verify the state ID entered matches the student requested. If the student displayed is correct the user can click the View Report button to display the Individual Student Course Assignment Report.

### 7.16 Teacher
Teacher Course Assignment (Detail)

Currently only one report is available for school districts to view Teacher Course Assignment data for a Teacher. The Teacher Course assignments can be accessed by the Teaching Location. Both summary and detail Teacher Course Assignment reports are available in SIS. The data displayed in the reports is updated using the Teacher Course Assignment online or batch process found in SIS. When selecting the Teacher Course Assignment report, an authorized user must select the Teaching Location to be displayed on the report. A user may select all schools or a specific school.

Teacher/Student Course Assignment - Course Information (Detail)

The Teacher/Student Course Assignment – Course Information report displays all teachers working at a districts location, the courses they are teaching and the students that are taking the course. The Teacher/Student Course Assignment report ties the teacher and the student data together using the teaching/serving location, state course code, and term and section number.

Teacher/Student Assessment Score History

The Teacher/Student History report ties the Teacher and the Student data together using the teaching/serving location, state course code, and term and section number. This report shows the teacher, the course, the student and an assessment score history on every student taking the course. This report only contains scores for ISAT, IMAGE, IAA and PSAE.

7.17 State Reporting

State Reporting is a category added to display district reports for aggregate data collections reported to the state. The State Reporting category can only be viewed by authorized users in a district where the student has at least one active enrollment.

Fall Enrollment (Summary)

The Fall Enrollment Counts are taken from the district’s SIS data by ISBE in the fall of every school year. This report identifies students that were enrolled in the home district on or before September 30th of the current school year.
Adjusted Cohort Graduation Rate Overview (Summary)

The Adjusted Cohort Graduation Rate Overview report allows an authorized user to view the adjusted cohort graduation rate (along with other high level statistics) for their entire district or for specific schools in their district. Reports can be tailored for various time frames. For example, a user can choose 2009 for the “First Year in 9th Grade” and 2012 for “Graduation Year” to view statistics for a 4-Year Adjusted Cohort that began in 2009. This report focuses on the high level components of the formula. At a high level, it reflects the number of cohort members who earned a regular high school diploma, divided by: the number of first-time 9th graders plus students who transferred in minus students that were removed from the cohort. The report also has absolute counts for the number of graduates, first-time 9th graders in the cohort, students who transferred into the cohort, students who were removed from cohort, and non-graduates.

Adjusted Cohort Graduation Rate (Summary and Detail)

The Adjusted Cohort Graduation Rate Summary report allows an authorized user to view the adjusted cohort graduation rate with a breakdown of calculation components by “enrollment exit type”, such as “Transfer to Private School”. Reports can be run for the entire district or for specific schools in the district, and they can be tailored for various time frames. For example, a user can choose 2009 for the “First Year in 9th Grade” and 2012 for “Graduation Year” to view statistics for a 4-Year Adjusted Cohort that began in 2009. Along with the adjusted cohort graduation rate, the summary report will then display the list of all the comprising enrollment exit types. The report will display the number of students for each type within the proper category: “Graduates”, “Non-Graduates”, and “Removed from Cohort”.

The related detail report is also broken down by specific enrollment exit types within the three categories “Graduated”, “Not Graduated”, or “Removed from Adjusted Cohort”. In this report, individual student details (such as name and SID) are listed within the applicable enrollment exit type category. For example, non-graduates are listed by their specific exit type (e.g., “Dropped Out”) within the overall “Not Graduated” section, and students that were removed from the cohort will be listed by their specific exit type (e.g., “Transfer to Private School”) within that overall section.

There are 2 notes that may be potentially added to individual student details within the detail report. Note #1 indicates “SIS Calculated First Year in 9th Grade”, and note #2 indicates “Student Transferred In”.

For any of the Adjusted Cohort Graduation Rate reports, keep in mind that the various counts (and therefore the overall percentage) is based on the enrollment exit type codes. Whenever a current year is included within the calculation/report, the individual counts (and overall percentage) will remain low until student enrollments are “exited” for that current year in SIS.

Adjusted Cohort Graduation Rate - SIS Calculated First Year 9th Grade (Detail)
This report displays all students in which SIS has calculated First Year in 9th grade for the student. The report is broken down by sections Graduated, Not Graduated, and Removed from Adjusted Cohort and displays students in their appropriate section by Enrollment Exit Type Code (e.g. Promotion). Total student count is listed below each category.

**Homeless Counts (Summary)**

This report displays details of any student in the selected cohort for which SIS has calculated “First Year in 9th Grade”. The student details are grouped into the overall sections “Graduated”, “Not Graduated”, and “Removed from Adjusted Cohort”. Within each overall section, the report lists students by their applicable enrollment exit type (e.g., Promotion). The total student count is listed below each category.

**End of Year Reports**

Six reports are available for school districts to view End of Year Data for a student. Only those students enrolled in a home school/facility will display on the End of Year reports. Any student who was exited from the home district will still display on the reports until the end of the school year. The school year ends July 31st.

**Student Suspensions (Summary)**

This report displays the number of students suspended only once and more than once by gender, grade cluster, and race/ethnicity. The report will display the End of the Year – Student Suspensions reporting school RCDTS 15-digit code and the school name selected.

**Student Expulsions (Summary)**

This report shows student expulsions by gender, grade cluster, and race/ethnicity. The report will display the End of the Year – Student Expulsions reporting school RCDTS 15-digit code and the school name selected.

**High School Dropouts (Summary)**

The End of the Year - High school Dropouts Report contains the total number of students that indicated Exit Type Code 09 “Drop Out” when exiting the previous year enrollments. The report will display the End of the Year – High School Dropouts reporting school RCDTS 15-digit code and the school name selected.
High School Graduates (Summary)

The End of the Year - High school Graduates Report contains the total number of students that indicated Exit Type Code 06 “Graduated” when exiting the previous year enrollments. The report will display the End of the Year – High School Graduates reporting School RCDTS 15-digit code and the school name selected.

Student Discipline (Summary and Detail)

Student information has been replaced with unique numbers that tie multiple discipline records together, but do not link to the original student in the Student Information System.

7.18 Miscellaneous Reporting

Missing Persons (Detail)

The Illinois State Police will periodically send a file to ISBE regarding Missing Persons. The entire file can be viewed by selecting the Missing Persons – All (Detail) Report. Once the Missing Persons – All (Detail) Report is selected, the Missing Persons – All Criteria screen will be displayed.

The user can then select the View Report button and the Missing Persons – All Report will be displayed.

ISBE has matched the file sent by the Illinois State Police with students in the SIS system. The results are displayed back to the school districts where matches were found. These possible match results can be accessed by running the Missing Persons - Possible SIS Matches (Detail) Report. Once the report is selected, the Missing Persons – Possible SIS Matches Criteria screen is displayed.

The user can then select the View Report button and the Missing Persons – SIS Possible Matches (Detail) Report will be displayed.

Closed School with Students and Open School with No Students

Schools that have changed RCDTS codes for any reason may still have students actively enrolled. Other school codes may currently have no students associated with them. The “Closed School with Students” report and “Open Schools with No Students” report provides district users the ability to monitor and follow-up on these unexpected data situations. For example, a district user may still request an “Exit Enrollment” file and exit students from an RCDTS code that has already been closed.
8 ISBE Administrator Functions

This section provides information related to the functions available to the RCDT/ROE Administrator. Illustrated are the SIS screen views along with the supporting information necessary for the ISBE Administrator to perform the online batch process functions. The ISBE Administrator role can view all data for the entire State.

8.1 ISBE Internal

The SIS Internal function allows an authorized ISBE user to support the districts during the annual assessment process. After the scores are received from the test vendors, authorized users may use the internal management functions in SIS to complete the following tasks:

- Invalidate/Merge Scores,
- Reassign Scores,
- Process Orphan Records,
- Grade 12 Determination, and
- Multiple SID Exception.

Following is an illustration of the ISBE Internal Management and Tools Screen.
8.2 Invalidate/Merge Scores

The SIS application allows an ISBE Administrator User to invalidate or merge scores. A user may request a score be “Invalidated” for one of the following reasons:

- Student took more than one test.
- Student took the incorrect type of test.
- Student took the incorrect grade level test.

A user may request a score be “Merged” if there is more than one score record for the test the student took. For example, a student may have a separate Day 1 and Day 2 PSAE score that should be merged into one score record.

8.3 Reassign Scores

The SIS application allows an ISBE Administrator User to reassign assessment scores from one student or SID to another student or SID. A user may request a score be reassigned for one of the following reasons:

- Student has multiple test scores and one score belongs to another student such as a twin, or
- Student had multiple SIDs and the score should be assigned to the other SID.

8.4 ISBE Internal Process Orphan Records

The SIS application will allow an authorized ISBE user to associate unassigned score records to an Assessment Correction Record.
8.5 Grade 12 Determination

The SIS application will allow an authorized ISBE user to enroll in grade 12 if local evidence exists and ISBE personnel approves.

8.6 Multiple SID Exception

The “Multiple SID Exception” utility will allow an authorized ISBE Admin user to enter a pair of State IDs that have been verified as NOT representing a duplicate student. If Student IDs appearing on a district’s “Multiple SID” report have been verified to be two separate students, the district may contact the Help Desk at 217-558-3600, and an ISBE Admin user can use the Multiple SID Exception utility to remove those SIDs from the district’s related report.
9 Data Quality

SBE believes in the importance of collecting quality data about Illinois students and agrees with the National Forum on Education Statistics’ (NFES), recommendations for creating a “Culture of Quality Data” which is explained in their publication, “Forum Guide to Building a Culture of Quality Data.” This guide expresses the need for school and district personnel to focus on the quality of the data being collected on student information that has many uses - statistics, school budget planning, a child’s placement in a class, and instructional plan development.

To help your schools and districts move toward a “Culture of Quality Data,” a brief overview of NFES’s “Forum Guide to Building a Culture of Quality Data” is provided below.

“The intent of this [NFES] guide is to point out some common principles that can help increase the likelihood that data will be secure, accurate, and useful.”

Individual copies of the Guide may be printed from the Forum website at: http://nces.ed.gov/forum/pub_2005801.asp. Tip sheets on the Roles of Key Players may also be found and duplicated so that each person can retain a copy of the appropriate suggestions for their role in the collection of Quality Data student information.
9.1 Introduction

Quality data, like quality students, come from schools. While it is undeniably harder to teach a student than it is to collect statistics, there are procedures that can help us achieve our goals in both cases. Recently, there has been a growing awareness that effective teaching, efficient schools, and quality data are linked. The quality of information used to develop an instruction plan, run a school, plan a budget, or place a student in a class depends upon the school data clerk, teacher, counselor, and/or school secretary who enter data into a computer. With that in mind, the focus of this guide is on data entry - getting things right at the source.

9.2 Orderly Information from Disorderly Setting

Data often enter electronic systems from a school or school district office, which may not be an optimal setting for paying careful attention to numbers. Office staff members are expected to perform many tasks, from greeting parents to answering the phone, sorting the mail, producing memos, and bandaging wounded knees. While all these things are going on, often simultaneously, staff members are expected to fill out forms and enter data into computers. During conference periods in classrooms when teachers are trying to enter attendance information or grades into computers, the situation can be just as busy.

We want trained data entry personnel who work in an environment that assists, not hinders, data entry. When people are doing important work, we want them to concentrate on the task. We do not expect, for example, the person preparing our tax returns to be eating lunch or talking on the phone with clients while entering our itemized deductions into a computer. However, those may be the conditions of a school secretary’s life. And remember, bad data about a student or school can cause bigger problems than a lost tax refund.

It is important to understand that “quality data” is not something that just occurs when an office clerk hits the right number on a keyboard. It is a process. We need to pay attention to the process involved because the information derived from school data is vital. The intent of data entry and collection is to produce information that reflects reality - that lets us know what is actually happening in a school. It is important for all staff members to understand the issues involved in data collection and data entry and to recognize that those issues reflect the values of the organization. Based on an analysis of these processes, we can work toward developing a “Culture of Quality Data” that will result in good information.

9.3 What is a Culture of Quality Data?

A Culture of Quality Data is the belief that good data are an integral part of teaching, learning, and managing the school enterprise. Everyone who has a role in student outcomes - teachers, administrators, counselors, office support staff, school board members, and others - shares this belief. Because good data are as much a resource as staff, books, and computers, a wise education system is willing to invest time and money in achieving useful information and respects the effort taken to produce it.
9.4 NCES Components of a Culture of Quality Data

According to the Forum, “everyone whose job touches students has a role in ensuring data quality. When a school or district embraces a Culture of Quality Data, it shows its concern in the following major areas:

- **Accuracy.** The information must be correct and complete. Data entry procedures must be reliable to ensure that a report will have the same information regardless of who fills it out.
- **Security.** The confidentiality of student and staff records must be ensured, and data must be safe.
- **Utility.** The data have to provide the right information to answer the question that is asked.
- **Timeliness.** Deadlines are discussed and data are entered in a timely manner.”

9.5 Key Elements to Achieving Quality Data

- **Clear standards and guidelines for data quality:**
  - Policies and Regulations
  - Standards and Guidelines
- **School staff with the needed skills and information to enter data correctly:**
  - Training and Professional Development
- **Workable calendars and timelines to make sure the data are available when needed:**
  - Timelines
  - Calendars
- **Technology and technology support in place to support these efforts:**
  - Technology (Hardware + Software + Network)
  - Data Entry Environment
9.6 Summary

Effective policies, guidelines, professional development, and efficient environments are all earmarks of a school or district that values data quality. It is understandable that these conditions will not develop overnight. Like the creation of any other successful program, the creation of a quality data system takes time and requires the development of a systematic process.

When an effective data entry and collection environment exists, staff will spend less time and money correcting data errors and more time on other tasks, such as the instructional program. This can happen when all those involved in the collection and use of data are communicating, when all those involved respect the contributions of the staff who enter the data, and when all staff understand how the data are used.
# 10 Glossary

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AYP</td>
<td>Adequate Yearly Progress</td>
</tr>
<tr>
<td>CFC</td>
<td>Child and Family Connections</td>
</tr>
<tr>
<td>CSV</td>
<td>Comma-Separated Value</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
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<tr>
<td>EI</td>
<td>Early Intervention</td>
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<tr>
<td>ELL</td>
<td>English Language Learners</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>ECO</td>
<td>Early Childhood Outcomes</td>
</tr>
<tr>
<td>FACTS</td>
<td>Funding and Child Tracking System</td>
</tr>
<tr>
<td>FAQ</td>
<td>Frequently Asked Questions</td>
</tr>
<tr>
<td>FERPA</td>
<td>Federal Educational Rights and Privacy Act</td>
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<tr>
<td>FRL</td>
<td>Free or Reduced Lunch</td>
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<tr>
<td>FTE</td>
<td>Full Time Equivalent</td>
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<tr>
<td>GED</td>
<td>General Education Development</td>
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<tr>
<td>IAA</td>
<td>Illinois Alternate Assessment</td>
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<tr>
<td>IEIN</td>
<td>Illinois Educator Identification Number</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Program</td>
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<td>IEP</td>
<td>Immigrant Education Program</td>
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<tr>
<td>ISBE</td>
<td>Illinois State Board of Education</td>
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<td>ISAT</td>
<td>Illinois Standards Achievement Test</td>
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<td>ISIS</td>
<td>Illinois Student Information System</td>
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<tr>
<td>IWAS</td>
<td>ISBE Web Application Security System</td>
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<tr>
<td>LEA</td>
<td>Local Education Agency</td>
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<tr>
<td>LEP</td>
<td>Limited English Proficiency</td>
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<tr>
<td>NCES</td>
<td>National Center for Education Statistics</td>
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<td>NCLB</td>
<td>No Child Left Behind Act of 2001</td>
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<td>NFES</td>
<td>National Forum of Education Statistics</td>
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<tr>
<td>PSAE</td>
<td>Prairie State Achievement Examination</td>
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<tr>
<td>RCDT</td>
<td>Region, County, District, Type</td>
</tr>
<tr>
<td>RCDTS</td>
<td>Region, County, District, Type, School</td>
</tr>
<tr>
<td>ROE</td>
<td>Regional Offices of Education</td>
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<tr>
<td>SAP</td>
<td>Student Assistance Program</td>
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<tr>
<td>SES</td>
<td>Supplemental Educational Services/Socio-Economic Status</td>
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<td>SID</td>
<td>Student Identifier</td>
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<td>Schools Interoperability Framework</td>
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<td>Transitional Program of Instruction</td>
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<td>TXT</td>
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</tr>
<tr>
<td>XML</td>
<td>eXtensible Markup Language</td>
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