

Student Information System (SIS) Data Elements for Choice Schools

Version 1.1 Last updated 9/23/2015

To meet report card requirements, private schools participating in the Choice program will submit a limited subset of the student information currently submitted by Public School Districts. This information is summarized in three groups, personally identifiable information, demographics, and education outcomes.

This document provides a description of each element and a list or table of expected values. Use this document to determine which information is currently gathered by your school and which information will need to be gathered beginning in 2015-16. Verify that information gathered will have a sufficient level of detail to report to DPI within the below listed data elements.

The next seven pages contain the element detail. Each element of student information is identified in bold.

WISEid

Each student shall be assigned, by the Wisconsin Department of Public Instruction, a unique, permanent and unduplicated student identifier.

Student Name (Legal and Aliases)

The student's legal name shall be submitted. This is the name that appears on the birth certificate and should match the name in the Choice program online application system (OAS). Schools may wish to request documentation, but this is not required. Middle name or initial are optional. Former names, nicknames, and aliases are also collected in alias name fields but are optional.

Date of Birth

Month, day, and year of birth shall be submitted. (Using the mm/dd/yyyy format.) This data must also match the date of birth reported in OAS. This data element is used in the matching process. Birth month and birth year are critical because if no match is found, then a student may get assigned a new WISEid when in fact the student already has a WISEid.

Gender

Gender shall be submitted as Male or Female.

Racial and Ethnic Data

The report cards categorize and in some areas compare performance across different racial/ethnic groups: American Indian or Alaska Native, Asian or Pacific Islander, Black (not Hispanic), and Hispanic students, to their White (not Hispanic) student counterparts. In report card calculations, a student is only counted in a single racial/ethnic group.

A two part question is used to determine which group the student belongs or with which he or she most identifies. It is required to answer both parts of the question. Even if the person is Hispanic or Latino, it is necessary to answer the second question. If both questions are not answered by the parents or students, the school will be responsible for completing both parts of the question. The designations, according to the federal Office of Management and Budget are:

Part One: Is this person Hispanic or Latino?

Hispanic or Latino

Not Hispanic or Latino

Part Two: Select one or more of the following categories that apply to this person.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Parent / Guardian (for students under age 18)

At least one parent or guardian name is required. This information should match the names entered into OAS. Middle name or initial are optional. The Type shall be submitted as Mother, Father, Guardian, or Other. This information is gathered solely to help agencies identify matches.

Birth Location (optional)

Birth city, county, and state are optional and are primarily used to assist with identification/matching.

Choice School Program Participant

A Yes / No identifier. This indicates that a student is attending a private school participating in the Milwaukee, Racine or Wisconsin Parental Choice Program and whether the student has met the qualifications for MPCP, RPCP or WPCP. If a school chooses to report all students, then the non-voucher students should be reported as No.

Grade Level Placement

Grade level is the level of the educational program studied by a student.

Level	Code
4-yr-old kindergarten	K4
5-yr-old kindergarten	KG
Grade 1	01
Grade 2	02
Grade 3	03
Grade 4	04
Grade 5	05
Grade 6	06
Grade 7	07
Grade 8	08
Grade 9	09
Grade 10	10
Grade 11	11
Grade 12	12

Disability & Order of Disability

The disability condition as indicated in the pupil's individualized service plan (ISP) or individualized education plan (IEP) that best describes the impairment; the impairment that is most disabling shall be reported as the Primary (order of disability). Secondary disabilities may be submitted, but are optional.

Description	Code
Autism	A
Cognitive Disability (deprecated)	Report as ID
Deaf-Blind	DB
Emotional Behavioral Disability	EBD
Hearing Impairment	H
Intellectual Disability (formerly CD)	ID
Specific Learning Disability	LD
Other Health Impairment	OHI
Orthopedic Impairment	OI
Speech or Language Impairment	SL
Traumatic Brain Injury	TBI
Visual Impairment	V
Significant Developmental Delay	SDD
No Disability	N

English Language Proficiency

English language proficiency classifications are defined in PI 13.08 Wis. Admin Code. Students with English language proficiency classifications of 1-5 are considered Limited English Proficient (LEP). Students with limited English proficiency are also called English Language Learners (ELL).

- 1 = ELL/LEP Beginning Preproduction. (WIDA label: Entering)
- 2 = ELL/LEP Beginning Production. (WIDA label: Beginning)
- 3 = ELL/LEP Intermediate. (WIDA label: Developing)
- 4 = ELL/LEP Advanced Intermediate. (WIDA label: Expanding)
- 5 = ELL/LEP Advanced. (WIDA label: Bridging)
- 6 = Formerly ELL/LEP, now fully English proficient
- 7 = Fully English proficient, never ELL/LEP

United States Entry Date - (optional)

Month, day, and year of entry can be submitted. Students are exempted from taking the English language arts assessment during their first year in the country.

Economically Disadvantaged Status

An "economically disadvantaged" student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program (NSLP). Schools are permitted to use their best local source of information about the economic status of individual students consistent with the DPI definition above. In the absence of reliable student-level NSLP meals eligibility data, schools might want to consider using available direct certification data, or the alternate income form:

<http://dpi.wi.gov/sites/default/files/imce/school-nutrition/doc/alternate-household-income-form-1516.docx>

Status codes must be reported whether or not the school participates in the National School Lunch Program.

Status	Code
Eligible for free lunch	F
Eligible for reduced-price lunch	R
Economically disadvantaged - alternative mechanism	A
Not economically disadvantaged or no evidence	N

State Assessment Type

Identification of whether a student is expected to take the general or alternate assessment. For more information on types of assessment please see the following webpage:

<http://oea.dpi.wi.gov/assessment/parentalchoiceprogram>

District of Residence

District of Residence is based on where the public school district in which the student typically sleeps at night. This may be at home, in an institution, or in any other facility.

Date of Enrollment and Date of Exit

The school enrollment date is the date a student initially receives educational services from a choice school during a period of continuous enrollment at a choice school not greater than the school year. A separate enrollment date is required for each continuous period of enrollment at any given school.

Enrollment status is not interrupted simply by truancy, suspensions, breaks in school sessions, or breaks during the operation of summer classes. Expulsions do not interrupt enrollment status if either one of the following applies: (1) the student continues to receive his/her primary PK-12 educational services through the school or (2) the student does not receive these services but the expulsion is temporary or with early reinstatement conditions and the student is not yet eligible to return to school.

Enrollment status at a private school could be interrupted by transfer to another school or any other situation described in the list of exit types. Students in these situations who are known to have left the school have school exit dates.

The school exit date is the date before transfer to another school, the date on which a student graduated, the date official evidence is received or documented that the student left the school, or the date a student died whichever comes first. For continuing students, the exit date is the last day of attendance for the school year.

Reason of Exit

Exit type describes the circumstances under which the student exited from a school. Exit type is required any time there is an exit date.

Exit Type	Code
Student is known to be continuing:	
Transfer to another WI school covered by WISEdata (public school or private school participating in the Choice program). Known to be continuing.	TC
Transfer to a WI school not covered by WISEdata (private school not participating in the Choice program) Known to be continuing.	TNC
Transfer out-of-state. Known to be continuing.	TOS
Student is not known to be continuing:	
Expected transfer/ promotion to new school covered by WISEdata. Not known to be continuing.	ETC
Interstate move to another state within the country. Not known to be continuing.	ISM
International move. Not known to be continuing	INM
Other dropout or possible dropout	ODO
High school completion:	
High school completion	HSC
Prior completion credential	PCC
Other:	
Death	DE
Below compulsory age	BCA
Maximum age	MA

Reason of Entry

Entry type describes the circumstances under which the student entered a school such as, new enrollment, continuing, or transfer.

Primary Service Provider

A Yes / No identifier shall be gathered to identify whether the submitting school is providing the primary educational services for the student. A choice student must be receiving primary educational services from a private school participating in the Choice program.

High School Credential Type

Credential Type	Code
Regular High School Diploma	Regular Diploma
High School Equivalency Diploma (HSED)	High School Equivalency Credential Other Than GED
Other High School Completion Credentials (Certificate of Attendance, Certificate of Completion, etc.)	Other Diploma

Daily Actual and Possible Attendance and Receiving Services on a Count Date

Attendance is contact between a student and a teacher during which school supervised K-12 educational services are provided.

Attendance reflects the time when attendance can occur and shall be reported daily to the one-half day. If a student is enrolled for less than the entire school term, possible days of attendance must reflect that reduction.

Students who receive at least 66% of school supervised educational services for the day have accrued a full day (1.0) of actual attendance for that day.

Students who receive at least 33% and less than 66% of school supervised educational services for the day have accrued a half day (0.5) of actual attendance for that day.

Students who receive less than 33% of school supervised educational services for the day have accrued no attendance for that day.

If a private school has decided that a student can be present for less than one-half day (as occurs in certain kindergarten programs) and that student is present, the actual days of attendance should be reported as 0.5.)

For the Third Friday of September Pupil Count, the student must be enrolled in the private schools. Each student shall be identified as one of Present, Absent, or Not Receiving Services (not enrolled).

Disclaimer

Each school is responsible for the work of gathering data, completing entry into SIS, and working with SIS vendor to submit data via edfi API to DPI. This student information should be gathered and stored starting with the 2015-16 school year.