

TOPSpro Enterprise FAQs for ICCB

1. Why did all our test dates change to 7/1, negating attendance before that date and affecting the 40-hour requirement?

The original test records were not altered and TE never changes student records. If a user runs the Proxy Wizard, TE creates a proxy pretest record dated July 1 so that the student's most recent test in each modality is available in the new program year (PY) for class-related reporting.

Attendance hours are program-year scoped, so hours-since-test reports in PY27 count from July 1; hours earned in PY26 sit against the PY26 record. Additionally, hours can cross the PY boundary if they are inside a PoP that continues from PY26 to PY27.

Regarding the 40-hour requirement for posttesting, the Test Score Overview report includes a parameter for 40 hours since last test, a parameter to look backward 120 days, a parameter to go back into the previous PY, and it aggregates hours across all of the student's classes.

2. How does the Data Integrity Report work, and how can it be used to correct errors?

The DIR runs NRS logic checks across enrolled students and lists exceptions by item (missing entry record, no valid pretest, no post-test, insufficient hours, missing exit or follow-up data, and so on). Each item drills down to the affected students so corrections can be made to the source records. Recommended practice is to run the DIR and the Summary Audit before each quarterly review and before final NRS submission.

3. Class ID structure: when should the extended ID be used, does the course code repeat year to year, and is the course ID unique per year?

Course codes continue year to year as long as they remain approved.

The Class Definition (site, course code, class ID, description) is the persistent, multi-year object; do not embed a year in it. The Class Instance carries the year-specific detail (program year, start and end dates, teacher, schedule). Use of extended ID is optional, for example, if you need to distinguish parallel sections of the same course within a year (e.g., morning and evening sections at one site, or Fall, Winter, Spring, etc.); otherwise leave it blank. If you use Extended ID uniqueness is enforced on class ID plus extended ID.

4. Do you assign teachers at the definition level, the instance level, or both?

Teachers are assigned at the Class Definition level. Go to Organization → Personnel → Functional Roles to select the teacher and associated class. Tip: It may be easier to use the

CASAS PERS template to enter all your teachers in a spreadsheet and import to TE. Important: convert the spreadsheet to CSV file before importing.

5. Constitution test, AMOC, GED, and HiSET: are programs manually entering HSE outcomes?

No. In due time, HSE attainment (GED, HiSET, and the Illinois Constitution requirement) will be inserted automatically via API. CASAS has not yet received the specifications for enabling the API. We expect this feature to be operational sometime this Fall.

6. Is High School Credit Recovery still self-reported, and does it map to an MSG?

Yes, HSCR is a program enrollment that has to be self-reported. It will become MSG 2 if a High School Diploma is earned, or MSG 1b if Carnegie units or credits are earned in adult high school at the 11th or 12th grade level.

7. How can we run a post-test-ready report?

The Test Score Overview report, which is found in both the Teacher Portal and TE Client, includes a parameter for 40 hours since last test, a parameter to look backward 120 days, a parameter to go back into the previous PY, and it aggregates hours across all of the student's classes.

8. How is our funding tracked in TE?

CASAS has set the agency-level funding defaults of Section 231 (ABE/ESL) for all agencies, and Section 225 for DOC. Additionally, CASAS received a list of all agencies with Section 243 (IELCE) funding and made that endorsement. You can check your assigned funding in TE Client under Organization → Agencies.

9. Which TOPSpro achievements are we required to report, and which count as MSG?

CASAS has published a “cheat sheet” called **Achievements Mapped to MSGs** which illustrates the entire list of Work Results and Education Results and identifies which achievements earn a particular MSG.

10. How can TE keep a pretest older than 120 days as a valid pretest?

Three different rules are in play. The 120-day guidance is a CASAS recommendation about test validity for placement and instruction since scores go stale. NRS reporting validity is governed by the period of participation, so a pretest carries as long as the PoP is continuous, even across fiscal years and even past 120 days. Illinois has its own 120-day rule which can be enforced by parameter as in the Test Score Overview report.

11. Do we need to mark Bridge students individually, or does a designated Bridge class count?

Marking the class instance as Bridge is sufficient since students enrolled in it inherit the Special Program entry and exit. Marking students individually is not necessary unless the student is not associated with a Bridge class.

12. Do we need to mark ICAPS students individually, or does a designated ICAPS support class count?

This follows the same principle as Bridge courses. Marking the class instance as ICAPS is sufficient since students enrolled in it inherit the Special Program entry and exit. Marking students individually is not necessary unless the student is not associated with a ICAPS class.

13. How are Registered Apprenticeships counted?

Entry into a Registered Apprenticeship counts as entry into postsecondary training. In Teacher Portal it can be marked in Educational Progress under Work Results as *Entered apprenticeship*. For a student in IET (including ICAPS) that becomes MSG 1c. It also feeds the "enrolled in postsecondary education or training" follow-up outcome. This field does not need to be marked if the student enrollment is available via data match.

14. How is "entered training" counted?

Same as 13, it is MSG 1c when the student is in an IET or workplace literacy program and enters postsecondary education or training. Entry into training outside an IET context is a follow-up outcome, not an MSG.

15. How are IELCE students and classes marked for the funding formula?

Three places: Section 243 funding at the agency (or program) level, the IELCE Special Program entry on the student record, and the class instance flagged as IELCE. Your agency should already be marked for Section 243, if appropriate, in which case you need only identify class instances with special program IELCE.

16. How should team-taught classes be set up?

TE supports multiple teachers per class. In TE Client go to Organization → Personnel → Functional Roles and add each teacher separately to the same Class Container. However, class reports are currently designed to show only the most recent teacher assigned. Please contact Tech Support to request multiple teachers be shown on a favority report you use so we can assign a priority.