

ISIS, Mac School, and Gradebook Relationship

Last year, some teachers experienced “disappearing data” from the opening of school until October. The data entered by teachers was not “lost,” but appeared so because teachers could no longer access it. The file had become “disassociated” within the Pinnacle database. Disassociation occurs when staff changes the master schedule, closing one class section in the master schedule and moving all the students into another new section (e.g. for documenting co-teaching for inclusion classes or leveling).

The gradebook files are dependent upon the master schedule. To minimize the impact of master schedule changes on the gradebook files, we have compiled a list of best practices.

Principals:

- foster communication between the gradebook manager and the scheduler. The gradebook manager must be aware of all changes made to the master schedule.
- remember that master schedule changes affect teachers’ gradebook files

Schedulers:

- update/change employee numbers on sections rather than create new sections whenever possible.
- create/document sections with multiple teachers (co-teaching in regular and SPED classes) in ISIS as soon as possible (secondary only).
- inform GBM of all master schedule changes.

GBMs:

- remind teachers that their classes and associated gradebook files may fluctuate until the master schedule is “set,” and this process often takes several weeks.
- remember that gradebook information (assignments, grades and attendance) is associated with a unique course sequence/section
- consult with the scheduler to determine if the master schedule has been changed whenever a teacher reports “disappearing” data.
- contact Support Services to request re-association of the old and the new sections, making the old assignments, grades, and attendance available in the new class file if necessary.

Teachers:

- remember that the GBM is the first line of support.
- report gradebook discrepancies to GBMs as soon as possible.