District of Columbia
Office of the State Superintendent of Education

2024-2025 COURSE DATA COLLECTION

Policy Guide

April 30, 2024

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Executive Summary

The Office of the State Superintendent of Education (OSSE) is committed to supporting all learners in DC, especially those furthest from opportunity, by ensuring that they have equal access to excellent educators, as well as appropriate and high-quality coursework and learning environments. To support an equitable education system, OSSE will collect and report about the courses schools offer, who is teaching each course and how students are performing. Additionally, OSSE will use course data to provide information to families so they can make informed decisions about their child's education.
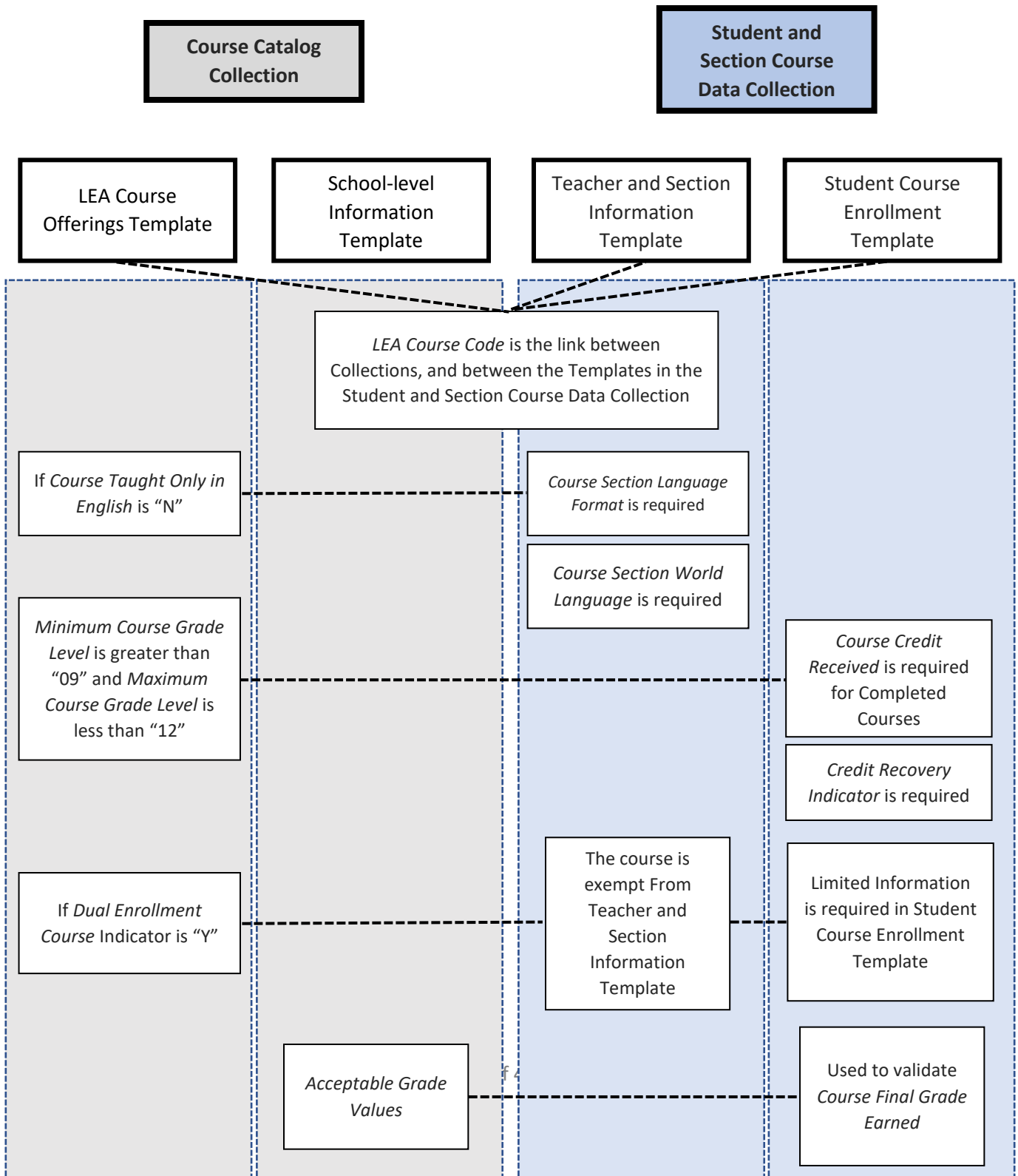
In order to do this work, OSSE must work collaboratively with local education agencies (LEAs) to understand the realities of the student experience in DC, including the courses they take and the educators who serve them. Course data will be used to strategically provide professional development to school staff and find and highlight bright spots across the District's education system. The statewide course data collection process will also enable OSSE to better perform its core compliance and monitoring functions and streamline data collection processes.

In the 2023-24 school year, OSSE rolled out the Course Catalog Collection via the Integrated Data Submission (IDS) Tool. OSSE collected 16,487 courses from all 72 LEAs in the District and created a 12-digit OSSE Course Identifier for each course and fulfilled the requirements from DC code § 38-2609(f)(1)(A) to establish a course coding system and a statewide course catalog using the School Courses for the Exchange of Data (SCED) framework, which is obtained from the National Center for Educational Statistics (NCES). Beginning in the 2024-25 school year, OSSE will launch the Student and Section Course Data Collection process via the Automated Data Transfer (ADT).

This document serves as the policy guide for the 2024-25 school year Course Data Collection. OSSE will provide training and technical assistance to all LEAs to ensure they meet reporting requirements accurately and on time. OSSE will collect Course Catalog Collection data via IDS from July through September and will administer the Student and Section Course Data Collection via ADT, with the collection, validation and certification dates aligned with Data Validation Enrollment, Attendance and Discipline Data Review Windows. OSSE will continue to iterate on the collection process with the goal of making the collection process as low of an administrative lift for LEAs as possible, while providing education stakeholders with accurate and actionable data.

The Course Catalog Collection and Student and Section Course Data Collection data elements will be linked. This will allow OSSE to most efficiently collect the data, with a focus on data quality. Please see the chart below for a visual representation of how some of the data elements in these collections will be connected.

Course Catalog Collection

Student and Section Course Data Collection

| LEA Course Offerings Template | School-level Information Template | Teacher and Section Information Template | Student Course Enrollment Template |

LEA Course Code is the link between Collections, and between the Templates in the Student and Section Course Data Collection

If *Course Taught Only in English* is "N"

Course Section Language Format is required

Course Section World Language is required

Minimum Course Grade Level is greater than "09" and *Maximum Course Grade Level* is less than "12"

Course Credit Received is required for Completed Courses

Credit Recovery Indicator is required

If *Dual Enrollment Course* Indicator is "Y"

The course is exempt From Teacher and Section Information Template

Limited Information is required in Student Course Enrollment Template

Acceptable Grade Values

Used to validate *Course Final Grade Earned*

Introduction

This section outlines the responsibilities of LEAs and OSSE during the collection process and provides details on the collection scope.

LEA Responsibilities

- Designate a Course Collection Point of Contact (POC) in All Staff Collection;
- Collect course- and school-level information for the Course Catalog Collection;
- Collect student- and section-level information for the Student and Section Course Data Collection;
- Attend Course Data Collection meetings and training;
- Map courses to the current OSSE State Course Catalog;
- Share data with OSSE by completing the Course Catalog Collection Template and uploading to IDS;
- Map student information system (SIS) based on Student and Section Course Data Collection Template to feed data via ADT;
- Certify submissions via Qlik; and
- Submit questions via OSSE Support Tool (OST).

OSSE Responsibilities

- Provide collection templates, OSSE State Course Catalog and Policy Guide to LEAs;
- Create and provide crosswalks to LEAs for mapping CTE courses, dual enrollment courses, and courses for nonpublic students;
- Ensure the process and data adheres to OSSE's data governance and data privacy standards;
- Provide training and one-on-one support to LEAs prior to submission;
- Develop and maintain IDS, ADT and LEA Course Data Qlik Dashboard;
- Update and maintain Knowledge Base (KB) Tool to provide the answers to frequently asked questions;
- Address questions from LEAs via OST;
- Perform analyses that promote equitable education policies in DC and inform policy-making decisions with stakeholder engagement; and
- Utilize course data to meet federal and local compliance laws and support state assessment administration.

Collection Scope

OSSE defines a "course" in the statewide course collection as a structured series of instructional materials, lessons and assessments designed to teach a specific subject or topic within a particular grade level or range of grades. This typically includes a set of learning objectives or standards that students are expected to achieve by the end of the course.

LEAs should report all courses offered to students in the 2024-25 school year, including:

- **Scheduled Courses**: These courses are defined by the school and offered at a scheduled time during a specific term such as a semester or quarter, including courses created for special student populations (e.g., English Learners, students with disabilities), credit recovery courses, credit-bearing summer school courses, etc.
- **Independent Study**: This type of course allows students to pursue a self-directed learning experience under the guidance of a faculty advisor or instructor and earn academic credit upon completion. These courses are defined by the school, but the timeframe for beginning and completing the course is determined by the student.
- **Project-Based Learning**: Project-Based Learning (PBL) is a course that uses project-based learning as the main teaching method.
- **Dual Enrollment**: Dual enrollment occurs when a student who is enrolled in a secondary school and seeking a high school diploma or secondary credential simultaneously enrolls in an accredited postsecondary institution. Students may take dual enrollment coursework in various settings, including in-person at a secondary school or accredited postsecondary institution, using an online/virtual-learning platform through the accredited postsecondary institution or a hybrid of these settings. Dual Enrollment also includes courses taken at the Advanced Technical Center (ATC).
- **Career and Technical Education (CTE) courses**: CTE courses focus on the skills and knowledge required for specific jobs or fields of work; these include, but are not limited to, courses offered under OSSE-approved/Perkins-funded CTE program, and Advanced Technical Center (ATC) courses.

The following parts of the school day should not be included in this collection:

- **Non-Credit-Bearing Summer Courses**
- **Intervention Services**: Services or therapy sessions to prevent students from academic regression, such as non-academic offerings during Extended School Year (ESY).
- **Before/After Care:** Programs that provide care for school-age children before and after school hours.
- **Non-Academic Blocks for Scheduling Purposes:** Recess, lunch periods, etc.

Frequently Asked Questions – Collection Scope

- **Is homeroom included?**
  Homeroom does not need to be reported in the LEA Course Offerings template if it is not graded. If it is graded or if it includes instructional time, please code it according to the type of the activities that take place, even if the OSSE Course Name is not "Homeroom."

- **Should summer school courses be included?**
  All courses that grant course credit should be included, including summer school courses where students receive course credit.

- **Should we submit information about time students spend receiving intervention services during the summer?**
  Intervention services, such as high-impact tutoring, are not within the scope of this collection. However, if a student who receives intervention services attends a summer school program that also provides academic content that is graded, and for which they receive credit, these academic courses would be considered summer school courses.

- **Do we need to report transfer courses?**
  OSSE is not collecting transfer course information in the 2024-25 school year.

- **Are LEAs reporting course data only for courses provided in the current school year, or should we include historic course data? For example, should we also map inactive courses?**
  OSSE doesn't currently have plans to collect historical data. LEAs only need to report courses active in the current school year.

- **Do we have to report information for GED/Adult or pre-K programs?**
  All LEAs should report all courses offered to pre-K 3 through adult students.

Timelines and Platforms

Course Catalog Collection

LEAs will submit Course Catalog Collection data through the Integrated Data Submission (IDS) tool. Please see the Integrated Data Submissions User Guide and Best Practices for more information about using IDS. For additional assistance with the submission process, please submit a ticket through OST under "Course Collection" issue type.

Once data have been uploaded into IDS, it will be evaluated for potential errors. These errors will appear on the new version of the template, in the actual spreadsheet that is downloaded from IDS. Please resolve all errors and re-upload the template. IDS will not accept the uploaded data until it is error-free.

LEAs will submit data according to the following certification date for the 2024-25 school year:

Collection Window	OST Deadline	Certification Date
July 1 – Aug. 23, 2024	Aug. 30, 2024	Sept. 6, 2024

The Course Catalog Collection data will be available for LEAs to review on the LEA Course Data Dashboard in the Qlik application from Aug. 1–Sept. 6, 2024. LEAs will also use Qlik application to certify the data on Sept. 6, 2024.

Student and Section Course Data Collection

LEAs will submit Student and Section Course Data through the Automated Data Transfer (ADT). This system connects directly to the LEA's SIS to collect data. Certification for the Student and Section Course Data collected through ADT will happen three times a year, using the Qlik application, aligned with the existing Data Validation schedule. Unified Data Errors (UDEs) for Student and Section Course Data will be shown to LEAs for most data in mid-October.

OSSE will share the Nonpublic Course Crosswalk with LEAs in early November. LEAs that have students enrolled at a nonpublic school will use this to find the Nonpublic Course Code for the courses their students are currently taking. LEAs will map the Nonpublic Course Code to the LEA Course Code data element for these students. The UDEs for students who are attending nonpublic schools will shown in late November.

In the first year of Student and Section Course Data Collection, we realize that LEAs might have more UDEs that in future years, as this data is linked to the Course Data Collection for the first time. OSSE will re-open the IDS process for a short time after all UDEs are shown, to allow LEAs to update anything in the Course Catalog Collection that is creating a UDE. OSSE will also re-open IDS for two windows of time later in the school year, to accommodate high schools that need to submit information about spring and summer dual enrollment courses. More information will be provided at a later date.

In the 2024-25 school year, LEAs will only be required to certify grade information on the last certification date, in July. UDEs for grades will be shown in June so LEAs can make necessary corrections in their SIS ahead of this final certification.

Overview of the Course Catalog Collection Process

LEAs will map their own course catalog to OSSE's State Course Catalog and submit this information along with additional data about their schools in the Course Catalog Collection. The templates OSSE provides to complete this process are the LEA Course Offerings Template and School-level Information Template. Information about all credit-bearing courses should be included in the Course Catalog Collection.

OSSE does not expect the course- and school-level data to change significantly throughout the school year or from year to year. Therefore, this will be an annual data collection.

OSSE will communicate trainings and office hour sessions to support submission of the Course Catalog Collection at the monthly data discussions with LEA data managers and via OSSE's weekly LEA Look Forward newsletter. LEAs will also have the opportunity to submit tickets through the OST during the collection window.

OSSE Course Catalog

The OSSE State Course Catalog is developed using the School Courses for the Exchange of Data (SCED) framework, which is obtained from the National Center for Educational Statistics (NCES). As stated on National Forum on Education Statistics - SCED, "SCED is a voluntary, common classification system for prior-to-secondary and secondary school courses. It can be used to compare course information, maintain longitudinal data about student coursework and efficiently exchange course-taking records."

OSSE creates and maintains the OSSE Course Catalog based on the most current version of SCED framework. The OSSE State Course Catalog is an Excel document with the following tabs:

A. **Contents:** This tab provides an overview of the catalog and links to other sections. This tab also includes the list of subject areas along with the two-digit code that starts their OSSE Course Code.
B. **Full Catalog:** This tab includes the OSSE Course Title, OSSE Course Code, Course Description and Subject Area. Additionally, this tab provides following filters:
    a. *AP Courses:* This will filter to the OSSE course information for Advanced Placement (AP) courses.
    b. *IB Courses:* This will filter to the OSSE course information for International Baccalaureate (IB) courses.
    c. *Project Lead the Way (PLTW) Courses:* This will filter to the OSSE course information for PLTW courses.
    d. *Prior-to-Secondary Courses:* This will filter to the OSSE course information for subject-specific courses that are provided to a specific grade or a range of grades, such as "Language Arts (kindergarten)," "Science (grade 8)" or "Social Studies—General." Additionally, courses in this filter that start with "23," are non-subject specific, such as "Kindergarten" or "Grade 5." This filter only includes courses for eighth grade or below.

C. **Summary of Changes:** This tab shows the list of recent changes on the OSSE-published catalog. OSSE makes changes annually to align the catalog with the most updated SCED framework. If warranted, OSSE may also add DC-specific courses or change OSSE Course Descriptions or OSSE Course Titles—and these changes would be noted here.

D. **Advanced Placement (AP) Courses:** This tab provides a quick reference to the OSSE Course Code for AP courses.

E. **International Baccalaureate (IB) Courses:** This tab provides a quick reference to the OSSE Course Code for IB courses.

F. **Alphabetical List:** This tab provides the OSSE Course Code for all courses in the OSSE Course Catalog, listed in alphabetical order by OSSE Course Title.

Frequently Asked Questions – Assigning Course Codes

- **What is the benefit of using the OSSE Course Codes?**
  The OSSE Course Codes are developed upon the SCED framework, which is obtained from the NCES. SCED is a voluntary, common classification system used by many state education agencies (SEAs). There are many benefits to adapting the SCED framework for OSSE's use, including:
  - The SCED coding structure can be widely shared and easily understood;
  - The SCED coding structure is flexible and can accommodate diverse course offerings and curricula in the District;
  - SCED can streamline data reporting processes and promote the collection of useful, high-quality data; and
  - SCED provides a structured method for transferring course information as students relocate or advance from one education setting to the next.

- **Our LEA Course Name is slightly different than the OSSE Course Name, but the course descriptions match. Is this OK?**
  Yes. LEAs should map their courses based on course descriptions and content, not titles.

- **If a course matches most, but not all, of the description of a course in the OSSE State Course Catalog, should it be coded using the OSSE Course Code or a generic code?**
  A perfect match is not expected or necessary. OSSE's preference is that the course is matched to the more descriptive course. Local data, such as LEA Course Description and LEA Course Level, will also be submitted to OSSE for quality assurance.

- **What if there is no appropriate match for a course in the OSSE State Course Catalog?**
  Please use "XX999" where the first two digits are specific to the subject. For example, "02999 – Mathematics—Other."

- **What is the difference between "Miscellaneous" and "Non-Subject Specific" in the OSSE Course Catalog?**
  The "Non-Subject Specific" category includes prior-to-secondary courses, which involve content that is not differentiated by subject areas (e.g., 23008 – Grade 5), whereas the "Miscellaneous" category generally includes enrichment courses such as Standardized Test Preparation, Leadership, Tutorial, Study Hall, etc.

- **Is it possible to have multiple courses within a school coded to the same OSSE Course Code?**
  There may be cases where two or more courses in the same school are mapped to the same OSSE Course Code, but these should not be common. If two courses have the same OSSE Course Code, please check the other pieces of information that make up the OSSE Course ID (e.g., the grade span and sequence) and the additional course indicators to ensure that the two courses differ in other ways. When reviewing Course Collection Data during the certification process, courses with the same OSSE Course Code where all other elements are also the same, will be highlighted in the LEA Course Data Dashboard in the Qlik application.

- **Can we use the same LEA Course Code for two different courses?**
  If an LEA uses the same LEA Course Code for two different courses, this will create problems when OSSE uses the data for analysis and reporting. We highly encourage LEAs to use a system that doesn't include duplicate LEA Course Codes, to ensure data validity.

- **How will course mapping work for elementary schools that don't separate courses by subject area?**
  In the OSSE Course Catalog, there is a filter in the Full Catalog tab for prior-to-secondary courses that are either within a subject area or are non-subject-specific. Elementary schools that do not separate courses by subject area can use non-subject-specific codes (23004 – Grade 1), whereas elementary schools that schedule subject areas separately can use subject-specific codes, such as 01030 – Language Arts (grade 2), 02035 – Mathematics (grade 5), etc.

  LEAs should also record specials, such as gym or art. There is no rule against recording both non-subject specific codes and subject-specific codes for the same student. For example, if a first-grade student receives all classes except Physical Education from the same teacher, the LEA may report two courses for this student: 23004 – Grade 1 and 08031 – Physical Education (Grade 1).

  In general, any course that is taught by a single teacher or a small team should be counted as a single course, with a differentiated LEA Course Code on the LEA Course Offerings Template in the Course Catalog Collection via IDS. This will ensure that each course will be assigned appropriately to instructors on the Teacher and Section information Template of the Student and Section Course Data Collection via ADT.

- **If a student is being evaluated for progress towards meeting their individualized education program (IEP) goals, such as through time spent in a therapy session, would this be reported as a course?**
  Students with disabilities receiving related services, including through pull-out services, does not constitute a course for the purposes of this data collection. Changes in instructional method or pedagogy related to specialized instruction to allow students with disabilities to access course content also would not be a separate or additional course. If a student is removed from the typical classroom setting to access a course for students with disabilities (for example, a student receives reading instruction in a resource classroom at the same time that the student's regular class receives reading instruction in the typical classroom), the student's receipt of instruction in an alternate setting should be documented as a separate course. There might be cases where students only receive credit toward progress on their IEP for an academic course, such as some self-contained special education classes. If this the case, "IEP Progress" can be used for the Course Grade Type of these courses.

- **How should multi-age classrooms, such as Montessori programs, be coded?**
  The Miscellaneous section of codes, which each start with "23," provides a set of codes to use for non-subject-specific content for each grade level. For example, OSSE Course Code 23012 – Prior-to-Secondary Education, might be the most appropriate for Montessori classrooms. Some of the subject-specific categories also include general codes for that subject, such as 02039 – Mathematics - General or 02028 – Mathematics (early childhood education).

  If students in the same class, or section, are receiving instruction at different grade levels, it may be necessary to have multiple course-section combinations to represent this most accurately.

- **Where should I look for a Library course - an elective where students work with our Library Tech and engage in various activities?**
  Courses should be mapped based on course content, not the title of the course, using the course descriptions and the OSSE State Course Catalog. In this case, consider using 22053 – Library/AVC Aide or another non-subject specific code that starts with "23."

Course Catalog Collection Templates

Course-level data will be provided to OSSE by completing the Course Catalog Collection templates and uploading this spreadsheet through the IDS tool. The spreadsheet specific to each LEA will be downloaded from IDS, and it will contain the following four tabs:

1. **LEA Course Offerings Template:** This tab is for reporting information about the courses provided by each school in your LEA.
2. **School-level Information Template:** This tab is for reporting information about each school's schedule, grading terms and types of grades given.
3. **Data Element Descriptions tab:** Column E of this tab provides OSSE's definition for the data element. This provides information on what OSSE expects for a given element.
4. **Option Set Descriptions tab:** For data elements that require you to choose from an option set, or drop-down menu, Column B of this tab lists all the possible options and Column D defines each possible option.

LEA Course Offerings Template

OSSE Course Code

The OSSE Course Code is a five-digit number that starts the OSSE Course ID sequence. The first two digits indicate the subject area, and the last three digits are specific to the course itself. The table below shows the two digits that are assigned to each subject area. For the complete list of OSSE Course Codes, please reference the OSSE Course Catalog.

Code	Subject Area
01	English Language and Literature
02	Mathematics
03	Life and Physical Sciences
04	Social Sciences and History
05	Visual and Performing Arts
07	Religious Education and Theology
08	Physical, Health, and Safety Education
09	Military Science
10	Information Technology
11	Communication and Audio/Visual Technology
12	Business and Marketing
13	Manufacturing
14	Health Care Sciences
15	Public, Protective, and Government Services
16	Hospitality and Tourism
17	Architecture and Construction
18	Agriculture, Food, and Natural Resources

19	Human Services
20	Transportation, Distribution, and Logistics
21	Engineering and Technology
22	Miscellaneous
23	Non-Subject Specific
24	World Languages

OSSE Course Level

Each OSSE Course ID contains a course level that indicates the level of rigor of the course. Most courses will use "G" for General.

Level	Description
B (Basic or Remedial)	A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.
G (General or Regular)	A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's or LEA's expectations of scope and difficulty for mastery of the content.
H (Honors)	An advanced-level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses and are formally designated as honors courses.
C (College)	A course that is designed to be credit-bearing at a postsecondary institution.
E (Enriched or Advanced)	A course that augments the content and/or rigor of a general course but does not carry an honors designation.
X (No specified level of rigor)	The notion of rigor may not be appropriate for some courses; survey or interest courses that expose students to a variety of subjects and study hall are examples.

Minimum and Maximum Course Grade Levels

These are used to report the minimum and maximum grade level that describes the grade-level content of the course.
- The grade level should be based on the content of the course and not the age of the student.
- Some courses may have the same minimum and maximum grade levels, but these can be used to show that the course is available to a range of grades. For example, if an Art class is open to all students at a high school, you would use Minimum Course Grade Level = "09" and Maximum Course Grade Level = "12."
- LEAs should indicate the grade range for which the course is offered, even if there are not students in all grades enrolled in the course in a given year. For example, if any student in grades

6-8 can take an art class, Minimum Course Grade Level would be "06" and the Maximum Course Grade Level would be "08," even if only seventh grade students are enrolled in the course this school year.

Course Credit

Course Credit is reported in Carnegie Units and is only required for courses with a Minimum Course Grade Level of 09 or above. If a course in this grade range is not taken by students for credit, LEAs should report "0.00."

Course Credit reporting is allowed, but optional, for grade 6-8 courses, where students receive credit in Carnegie Units for completing the course.

Course Sequence

The Course Sequence indicates if the course is part of a sequence of courses. For example, the first course in a sequence of two courses would be "12," and the second course in that sequence would be "22." Most courses will use "11" to indicate that they are not a part of a larger sequence.

Course Characteristics

All Course Characteristics are required data elements, and all have the same Option Set: Yes/No. LEAs may select "Y" for any Course Characteristic that applies to a given course, as many as needed to accurately describe the course.

Course Characteristic	Description
Course Taught Only in English	Indicates that instruction is provided 100 percent of the time in English. Select "N" for any course that has sections taught in another language as part of a dual language program, or a course where another language is the subject of the course (such as Spanish I or AP French).
Course for Students with Disabilities	Indicates that the course is specifically designed to provide instruction to students with disabilities only. Select "N" if the course includes students with disabilities but was not designed specifically for this population.
Course for English Learners	Indicates that the course is specifically designed to provide instruction to English learners (ELs) only. Select "N" if the course includes English Learners but was not designed specifically for this population.
College Level or Career Preparatory (CLCP) Course Indicator	Indicate whether the course is designated by the LEA as a College Level or Career Preparatory (CLCP) course that counts toward the CLCP requirement per 2203.3.C of the Graduation Requirements.
CTE Indicator	Indicates that this is a Career and Technical Education (CTE) course that focuses on the skills and knowledge required for specific jobs or fields of work; this includes, but is not limited to, courses offered under OSSE approved/Perkins-funded CTE program and ATC courses.

Dual Enrollment Course Indicator	Indicates that the course is a dual enrollment course, meaning the course is provided by an institute of higher education. This should include all dual enrollment courses, even those for which the student will not receive credit toward their high school diploma.
Competency-Based Indicator	Indicates that the course is a competency-based course. Only LEAs that have been specifically approved by the DC Public Charter School Board to offer these courses are able to select "Y."
Montessori Indicator	Indicates that the course is a Montessori course.
Extension Course Indicator	Indicates that the course is an elective course for a specific subject, intended to provide students with extra support in that subject.

The table below provides additional technical details about the data elements on the LEA Course Offerings template.

LEA Course Offerings Template				
Category	Required?	Data Element	Definition	Allowable Type of Data
LEA and School Information	Required	LEA Name	Indicate the LEA's full name.	Option Set: Downloaded template will be auto-populated with LEA Name.
	Required	LEA ID	Indicate the unique OSSE-assigned identifier for LEAs, three to four digits.	Option Set: Downloaded template will be auto-populated with LEA ID.
	Required	School Name	Indicate the school's name.	Option Set: Downloaded template will be auto-populated with School Names from the LEA.
	Required	School ID	Indicate the unique OSSE-assigned identifier for schools, three to four digits.	Option Set: Downloaded template will be auto-populated with School IDs from the LEA.
LEA Course Information	Optional	LEA Course Subject	Indicate the subject of the course.	Free Format Text: Permitted format is up to 100 characters.
	Required	LEA Course Name	Indicate the LEA's name of the course.	Free Format Text: Permitted format is up to 100 characters.
	Required	LEA Course Code	Indicate the LEA's course code.	Free Format Text: Permitted format is up to 100 characters.
	Optional	LEA Course Level	Indicate the level of the course.	Free Format Text: Permitted format is up to 20 characters.
	Required	LEA Course Description	Provide the LEA's description of the course.	Free Format Text: Permitted format is up to 500 characters.

	Required	Course Grade Type	Indicate the format in which grades are assigned.	Option Set: • Alphabetic • Numeric • Portfolio Assessment • Competency-Based • Progress Toward Standards • Pass-Fail • IEP Progress • Comprehensive Adult Student Assessment System (CASAS) • International Baccalaureate (IB) • Rubric • Tests of Adult Basic Education (TABE) • Ungraded • Multiple • Other
	Required	OSSE Course Code	Indicate the OSSE Course Code, mapping to the OSSE State Course Catalog.	Option Set: Please refer to the OSSE State Course Catalog, which shows the codes used to populate this Option Set.
	Required	OSSE Course Level	Indicate the Course Level from the OSSE standard.	Option Set: • B (Basic or Remedial) • G (General or Regular) • H (Honors) • C (College) • E (Enriched or Advanced) • X (No specified level of rigor)
	Required	Minimum Course Grade Level	Indicate the minimum grade level at which students may enroll in the course.	Option Set: • P3 • 06 • P4 • 07 • KG • 08 • 01 • 09 • 02 • 10 • 03 • 11 • 04 • 12 • 05 • AA (adult students)
	Required	Maximum Course Grade Level	Indicate the maximum grade level at which student may enroll in a course.	Option Set: • P3 • 06 • P4 • 07

The first group of rows (Course Grade Type) is labeled **LEA Course Information**. The remaining rows (OSSE Course Code, OSSE Course Level, Minimum Course Grade Level, Maximum Course Grade Level) are labeled **OSSE Course Information**.

OSSE Course Information			- KG 01 02 03 04 05 08 09 10 11 12 - AA (adult students)
	Required for Secondary Courses Only	Course Credit	Indicate the number of Carnegie Units associated with the course.	Numeric: Permitted format is X.XX with a value between 0 to 5. E.g., 1.00, 0.50.
	Required	Course Sequence	Indicate where the course lies as part of a standardized course sequence. This element should be interpreted as part 'n' of 'm' parts (e.g., 1 of 2 parts would be reported as 12).	Numeric: Limited to two digits, and the first digit must be less than or equal to the second digit.
Curriculum Information	Optional	Literacy Curriculum Type	Indicate the Literacy Curriculum(s) that are used in the pre-K through grade 12 course.	Multi-Option Set: - Amplify ELA - Benchmark - Creative Curriculum - Fountas and Pinnell Classroom - Fundations - Houghton Mifflin - Imagine Learning - Open Court Reading (McGraw Hill) - Really Great Reading - Springboard ELA - Tools of the Mind - Wilson Reading - Wit & Wisdom - Any Other Literacy Curriculum
	Required if "Any Other Literacy Curriculum" is selected as the Literacy Curriculum Type.	Other Literacy Curriculum Type	Indicate the name of the Literacy Curriculum if choosing "Any Other Literacy Curriculum" in Literacy Curriculum Type.	Free Format Text: Permitted format is up to 100 characters.

Curriculum Information	Optional	Math Curriculum Type*	Indicate the Math Curriculum(s) that are used in the pre-K through grade 12 course.	Multi-Option Set: • Bridges in Mathematics • Building Blocks • Carnegie Learning High School Math Solution • Eureka • Eureka Squared • Imagine Learning Illustrative Math • iReady Classroom • Kendall Hunt Illustrative Math • Open Up • Zearn • Any Other Math Curriculum
	Required if "Any Other Math Curriculum" is selected as the Math Curriculum Type.	Other Math Curriculum Type*	Indicate the name of the Math Curriculum if choosing "Any Other Math Curriculum" in Math Curriculum Type.	Free Format Text: Permitted format is up to 100 characters.
Course Characteristics	Required	Course Taught Only in English*	Indicate that instruction is provided 100 percent of the time in English.	Option Set: Y/N
	Required	Course for Students with Disabilities	Indicate whether the course is specifically offered to provide instruction to students with disabilities.	Option Set: Y/N
	Required	Course for English Learners (ELs)	Indicate whether the course is specifically offered to provide instruction to ELs.	Option Set: Y/N
	Required	College Level or Career Preparatory (CLCP) Course Indicator	Indicate whether the course is designated as a CLCP course that counts toward the CLCP requirement per 2203.3.C Graduation Requirements.	Option Set: Y/N
	Required	CTE Indicator*	Indicate whether this is a CTE course that focuses on the skills and knowledge required for specific jobs or fields of work; this includes but is not limited to courses offered under OSSE	Option Set: Y/N

Course Characteristics			approved/Perkins-funded CTE program and ATC courses.	
	Required	Dual Enrollment Course Indicator	Indicate whether the course is a dual enrollment course.	Option Set: Y/N
	Required	Competency-Based Indicator	Indicate whether the course is a competency-based course.	Option Set: Y/N
	Required	Montessori Indicator	Indicate whether the course is a Montessori course.	Option Set: Y/N
	Required	Extension Course Indicator	Indicate whether the course is an elective course for a specific subject, intended to provide students with extra support in that subject.	Option Set: Y/N
Comment	Optional	Comment	This is an optional place for LEAs to add notes that will not be validated or used by OSSE.	Free Format Text: Permitted format is up to 500 characters.

*Indicates new or significantly changed data element

> Be sure that the LEA Course Offerings Template includes all courses that might be offered by the LEA, even if they are not scheduled for a particular school year. The Student and Section Course Data Collection will be matched with course offerings from the Course Catalog Collection. If an LEA does not include a course in the Course Catalog Collection, an error will be created because the course will not exist in the system.

Frequently Asked Questions – LEA Course Offerings Template

- **Will LEAs have to redo the course catalog submission every year?**
  OSSE is planning to do the Course Catalog Collection on an annual basis. OSSE doesn't expect that the information in an LEA's course catalog will change significantly from year to year, but there may be some minimal edits that LEAs will need to make. For example, if OSSE creates new DC-specific course codes, LEAs may need to update their course catalog to include these codes, if they apply.

- **If my LEA makes significant changes to the course catalog after the submission window, including adding courses that students are taking for dual enrollment, should I redo the submission during the school year?**
  OSSE does not expect the course catalog to change significantly during the school year. However, in this first year of Student and Section Course Data Collection, OSSE will re-open the IDS process

for a short time, to allow LEAs to update Course Catalog Collection data and eliminate related UDEs.

OSSE will also re-open IDS for two windows of time later in the school year, to accommodate high schools that need to submit information about spring and summer dual enrollment courses. More information will be provided at a later date.

LEAs can also submit a ticket through the OST for additional questions.

- **What is meant by "Competency-Based" as a Course Grade Type?**
  The Competency-Based course grade applies to courses that award competency-based Carnegie Units, measured by competency-based assessments. Charter LEAs must be approved to offer competency-based courses by the DC Public Charter School Board (DC PCSB), or they will receive an error if they indicate that a course is competency-based.

- **Would half-credit semester-long courses that students are expected to take in order be considered a year-round course?**
  This would be considered two semester-long courses in sequence. For example, a school might offer a US History course for freshmen that is a sequence of two semesters. Both courses might use OSSE Course Code 04101, OSSE Course Level "G," Grade Span "0909" and "0.5" course credits. The Course Sequence for the first course would be 12 and the Course Sequence for the second course would be 22.

- **How should dual enrollment (college-level) courses be coded?**
  OSSE Course Descriptions focus on content and all courses, including dual enrollment courses, should be assigned an OSSE Course Code based on the content of the course. The OSSE Course Level element should be used to indicate the course's level of rigor. Postsecondary courses— courses that are designed to be credit bearing at a postsecondary institution—should be coded as "C" (College) for OSSE Course Level.

- **Is there a recommended OSSE Course Level to use for courses that are marked with the Course for Students with Disabilities Course Characteristic?**
  Courses for students with disabilities should be assigned at an OSSE Course Level which is appropriate to the content specific to the course. In determining the appropriate OSSE Course Level, LEAs may consider the academic level of students for which the class was designed. Courses for students with disabilities are not inherently basic or remedial.

- **If a course is taught in more than one language, such as a dual language course that is taught 50 percent in English and 50 percent in Spanish, should this be recorded as two courses?**
  No. This course should be coded into one OSSE Course Code according to the subject area and the Course Taught Only in English Course Characteristic will be "N." In the Student and Section Course Data Collection, the Teacher and Section Information Template has a language format section to share information about the language or languages that are used to teach the course.

- **If some sections of a course are offered in a language other than English, would we enter this as two different courses?**
  If some sections of a course are offered in a language other than English, enter this once in the LEA Course Offerings template and choose "N" for the "Course Taught Only in English" Course Characteristic. On the Teacher and Section Information Template in the Student and Section Course Data Collection, you will separately list the different sections, and indicate the languages taught for each one.

- **How do we report American Sign Language (ASL) courses that are for students who are deaf of hard of hearing?**
  If the intent of the course is to teach students ASL to communicate, and the entire course is designed for students with disabilities, this course should be marked "Y" for the "Course for Students with Disabilities" and "Y" for the "Course Taught Only in English" Course Characteristics on the LEA Course Offerings Template.

- **Are the Minimum and Maximum Grade Levels assigned based on the age or grade level of the students in the course, or the instructional content of the course?**
  The Minimum and Maximum Course Grade Levels should indicate that the content of the course is appropriate for students who are at a certain grade level, regardless of age. For Adult courses, the AA grade level is for courses intended for Adult Students only where the instructional content is not aligned with obtaining a traditional high school diploma.

School-level Information Template

The table below provides additional technical details about the data elements on the School-level Information template.

School-level Information Template				
Category	Required?	Data Element	Definition	Allowable Type of Data
LEA and School Information	Required	LEA Name	Indicate the LEA's full name.	Option Set: Downloaded template will be auto-populated with LEA Name.
	Required	LEA ID	Indicate the unique OSSE-assigned identifier for LEAs, three to four digits.	Option Set: Downloaded template will be auto-populated with LEA ID.
	Required	School Name	Indicate the school's name and unique OSSE-assigned identifier for schools, three to four digits.	Option Set: Downloaded template will be auto-populated with School Names from the LEA.
	Required	School ID	Indicate the unique OSSE-assigned	Option Set: Downloaded template will be auto-

			identifier for schools, three to four digits.	populated with School IDs from the LEA.
Course Section Schedule	Required	Course Section Scheduling Method 1	Indicate the method for scheduling individual sections of a course.	Option Set: • Daily Period • A/B Block • 4x4 Block • Traditional Block • Other
	Optional	Course Section Scheduling Method 2	Indicate the method for scheduling individual sections of a course.	Option Set: • Daily Period • A/B Block • 4x4 Block • Traditional Block • Other
LEA Grading Term Information	Required	Grading Term Scheduling Method	Indicate how the school year is divided into grading terms.	Option Set: • Six-Weeks • Eight-Weeks • Quarters • Trimesters • Semesters • Years
	Required	Grading Term 1 Start Date	Indicate the start date for the first grading term.	Required Format: MM/DD/YYYY
	Required	Grading Term 1 End Date	Indicate the end date for the first grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks, Quarters, Trimesters, Semesters	Grading Term 2 Start Date	Indicate the start date for the second grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks, Quarters, Trimesters, Semesters	Grading Term 2 End Date	Indicate the end date for the second grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks, Quarters, Trimesters	Grading Term 3 Start Date	Indicate the start date for the third grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks, Quarters, Trimesters	Grading Term 3 End Date	Indicate the end date for the third grading term.	Required Format: MM/DD/YYYY

LEA Grading Term Information	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks, Quarters	Grading Term 4 Start Date	Indicate the start date for the fourth grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks, Quarters	Grading Term 4 End Date	Indicate the end date for the fourth grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks	Grading Term 5 Start Date	Indicate the start date for the fifth grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks, Eight-Weeks	Grading Term 5 End Date	Indicate the end date for the fifth grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks	Grading Term 6 Start Date	Indicate the start date for the sixth grading term.	Required Format: MM/DD/YYYY
	Required if "Grading Term Scheduling Method" = Six-Weeks	Grading Term 6 End Date	Indicate the end date for the sixth grading term.	Required Format: MM/DD/YYYY
School Grading Policy Information	Required	Grading Method 1-3	Indicate the method by which grades are assigned.	Option Set: • Alphabetic • Numeric • Portfolio Assessment • Competency-Based • Progress Toward Standards • Pass-Fail • IEP Progress • Comprehensive Adult Student Assessment System (CASAS) • International Baccalaureate (IB) • Rubric • Tests of Adult Basic Education (TABE) • Ungraded • Other
	Required	Acceptable Grade Values 1-3	Indicate the acceptable values for the corresponding grading method separated by semi-colons.	Free Format Text: Permitted format is up to 100 characters.

			This is an optional place for LEAs to add notes that will not be validated or used by OSSE.	Free Format Text: Permitted format is up to 500 characters.
Comment	Optional	Comment		

Frequently Asked Questions – School-level Information Template

- **How can LEAs report the "Grading Term" if they enter grades each quarter into their SIS but award final grades and credits at semester and year end?**
  Quarters would be the most appropriate selection here. Although final grades are assigned for other terms, the school year is divided into four grading terms.

- **If our LEA does not have an alphabetic grading system, what type of information should we submit for Acceptable Grade Values?**
  For all grading methods that are not alphabetic, please provide one or two words that describes the grading value. For example, an LEA that uses a Progress Towards Standards system might submit Acceptable Grade Values that look like, "4-Exceeds Grade Level Expectations; 3-Meets Grade Level Expectations; 2-Approaches Grade Level Expectations; 1-Limited or No Progress in Grade Level Expectations."

- **If I need to submit more than one Course Section Scheduling Method or Grading Method on the School-level Information tab, should I add extra rows for the same school?**
  You have the option to submit two different Course Section Scheduling Methods (Columns F and G) and three Grading Methods with their related Acceptable Grade Values (Columns U-Z). Please work across those columns instead of adding rows. Ideally each school will only be shown on one row of the template, but you can add additional rows for a school if you have used all of the provided columns for a given value.

Please be consistent with dates and other data elements across all OSSE data collections. In some cases, OSSE will use the data collected on one collection to validate what is received in another. For example, the School-level Information Template in the Course Catalog Collection asks for the school calendar. These dates will be used to validate grade information in the Student Course Enrollment Information template in the Student and Section Course Data Collection.

Overview of the Student and Section Course Data Collection Process

The Student and Section Course Data Collection process will be done by connecting directly to the LEA's SIS through the ADT. LEAs will certify this data three times a year, aligned with other ADT collections administered by OSSE. This is also the place where the two collections will start interacting, as the Course Catalog Collection data will be used to validate some of the elements in this collection, such as LEA Course Codes.

There are two templates for this data collection. The Teacher and Section Information Template will be used to collect information about the instructors teaching each section of a course and the Student Course Enrollment Template will collect information about the students who are enrolled in each section provided in a given grade term, including information about grades and course credit received.

The Student and Section Course Data Collection will also include additional information about the average time each course is provided, language information for courses not taught completely in English, if the course is being taken for credit recovery, and dual enrollment courses. Students who are enrolled at a nonpublic school are also included in this collection.

Trainings and office hour sessions to support submission of the Course Catalog Collection will be advertised at the monthly data discussions with LEA data managers and OSSE's weekly LEA Look Forward newsletter. LEAs will also have the opportunity to submit tickets through the OST during the collection window.

Student and Section Course Data Collection Templates

Teacher and Section Information Template

The Teacher and Section Information Template will be used to collect details about the different sections of the course being taught. It includes information about the instructors teaching a section of a course, the average time spent on the course and language information, if applicable.

The Teacher and Section Information Template will not be used to collect information about dual enrollment courses or courses for students who attend nonpublic schools. Information about the students who are taking these types of courses will be collected in the Student Course Enrollment Template only.

Dual Language and World Language Courses

In the Course Catalog Collection, if a course is marked "N" for the Course Taught Only in English Course Characteristic, more information is required in the Teacher and Section Information Template of the Student and Section Course Data Collection. Please see below for details about the four option set values.

- ***Language Other Than English Less Than 50 percent:*** In a dual language program, the instruction is provided less than 50 percent the time in a Language Other Than English (LOTE). Instruction in LOTE is intended to teach a specific subject other than the LOTE.
- ***Language Other Than English At Least 50 percent:*** In a dual language program, the instruction is provided at least 50 percent or more of the time in a LOTE. Instruction in LOTE is intended to teach a specific subject other than the LOTE.
- ***World Language:*** In a World Language course, instruction is delivered in a LOTE as a foreign language class with the primary intention of learning that language (e.g., a Spanish I course designed to teach students Spanish).
- ***Instruction is provided 100 percent of the time in English***: If only some sections of a course are offered in a LOTE, this course will be entered once in the Course Catalog Collection, with "N" for the "Course Taught Only in English" Course Characteristic. On the Teacher and Section Information Template, for the sections that are taught 100 percent in English, you will choose this option for the Course Section Language Format and English as the Course Section World Language.

The table below provides additional technical details about the data elements on the Teacher and Section Information Template.

Teacher and Section Information Template				
Category	Required?	Data Element	Definition	Allowable Type of Data
LEA and School Information	Required	LEA ID	Indicate the unique OSSE-assigned identifier for LEAs.	Option Set
	Required	Local School ID	Indicate the unique OSSE-assigned identifier for schools, three to four digits.	Numeric Value
	Required	School Year	Indicate the school year for which the data collection was run.	Permitted format is YYYY-YYYY, e.g. 2014-2015.
Course Section Information	Required	LEA Course Code	Indicate the local course code.	Free Form Text: Permitted format is up to 50 characters.
	Required	LEA Section Code	Indicate the local section code.	Free Form Text: Permitted format is up to 50 characters.
	Required	Course Section Session	Indicate the school session in which the section takes place	Option Set: • Quarter 1 • Quarter 2 • Quarter 3 • Quarter 4 • Trimester 1 • Trimester 2 • Trimester 3 • Semester 1 • Semester 2 • Full Academic Year • Year-Round • Summer School • Extended School Year • Other
Section Characteristics	Required	Average Number of Sessions per Week	Indicate the average number of times per week that the section takes place.	Numeric Value: Permitted format is numeric value, which may include decimal points.
	Required	Average Minutes per Week	Indicate the average number of minutes of instruction for this course per week.	Numeric Value: Permitted format is numeric value between 0 to 3000. E.g., 60, 120.
	Optional	Section Environment Characteristic	Identify the appropriate characteristic for the course section, if applicable.	Option Set: • In-Person Only • Synchronous Online • Asynchronous Online • Hybrid

Instructor Information	Required	Course Section Primary Instructor Local Staff ID	Indicate the Local Staff ID assigned to a staff member by your internal system, and reported through the All Staff Collection, of the primary instructor for this course.	Free Form Text
	Required	Primary Instructor Role Code	Indicate the appropriate code that describes the primary instructor's role	Option Set: Teacher of Record, Long-term Substitute
	Optional	Course Section Secondary Instructor Local Staff ID	Indicate the Local Staff ID assigned to a staff member by your internal system, and reported through the All Staff Collection, of the secondary instructor for this course, if any.	Free Form Text
	Required if Course Section Secondary Instructor Local Staff ID is filled	Secondary Instructor Role Code	Indicate the appropriate code that describes the secondary instructor's role.	Option Set: • 1 - Other Teacher (Whole Class) • 2 - Other Teacher (Partial Class) • 3 - Contributing Professional (Whole Class) • 4 - Contributing Professional (Partial Class) • 5 - Teacher – EL • 6 - Teacher – SPED • 7 - Contributing Professional – EL • 8 - Contributing Professional – SPED
	Optional	Course Section Tertiary Instructor Local Staff ID	Indicate the Local Staff ID assigned to a staff member by your internal system, and reported through the All Staff Collection, of the tertiary instructor for this course, if any.	Free Form Text

Required if Course Section Tertiary Instructor Local Staff ID is filled	Tertiary Instructor Role Code	Indicate the appropriate code that describes the tertiary instructor's role.	Option Set: • 1 - Other Teacher (Whole Class) • 2 - Other Teacher (Partial Class) • 3 - Contributing Professional (Whole Class) • 4 - Contributing Professional (Partial Class) • 5 - Teacher – EL • 6 - Teacher – SPED • 7 - Contributing Professional – EL • 8 - Contributing Professional – SPED
Required if Course Taught Only in English; on LEA Course Offerings Template is "N"	Course Section Language Format	Indicate the language format for this course.	Option Set: • Language Other Than English Less Than 50 percent • Language Other Than English At Least 50 percent • World Language • Instruction is provided 100 percent of the time in English
Required if Course Taught Only in English; on LEA Course Offerings Template is "N"	Course Section World Language	Indicate the language in which the course section will be offered.	Option Set: • American Sign Language • Amharic • Arabic • Chinese • French • German • Greek • Hebrew • Italian • Japanese • Latin • Spanish • English • Other World Language
Required if Course Section World Language is "Other"	Name of Other World Language	Indicate the name of the other world language.	Free Form Text: Permitted format is up to 100 characters.

(Left vertical label for last three rows: Language Format)

Frequently Asked Questions – Teacher and Section Information Template

- **How do I report the Average Number of Sessions per Week and the Average Minutes per Week if our schedule changes each week?**
  This data element was created as an "average" to account for this exact situation. For example, if students have a 30-minute Art class that meets once in Week A and twice in Week B, the Average Number of Sessions per Week would be 1.5 (three sessions/two weeks), and the Average Minutes per Week would be 45 minutes (90 minutes/two weeks).

- **Can American Sign Language (ASL) be considered a World Language course or as part of a dual language program?**
  ASL can be a World Language course if the content of the course is designed to teach students who are otherwise proficient in English how to use ASL. It can be used in a dual language program if it is used as one of the languages to teach other content, like math or English. In these cases, the "Course Taught Only in English" Course Characteristic on the LEA Course Offerings Template in the Course Catalog Collection would be "N," and the additional information about the language used would be provided on the Teacher and Section Information Template in the Student and Section Course Data Collection.

> The LEA Course Code, LEA Section Code and Course Section Session data elements are used in both templates of the Student and Section Course Data Collection to link the students taking the course and the instructors teaching the course. The LEA Course Code, LEA Section Code and Course Section Session used on the Teacher and Section Information Template will be used to create the option set for these data elements in the Student Course Enrollment Information Template. Therefore, it is a best practice to complete the Teacher and Section Information Template before starting the Student Course Enrollment Template.

Student Course Enrollment Template

The Student Course Enrollment Template captures information about all students in grades pre –K3 through Adult, including those who are taking dual enrollment courses and those who are enrolled at a nonpublic school. However, not every data element is required for every type of student. The table below shows how to report this information based on different situations.

Please note that if a data element is required for a certain population listed below, there might be additional conditional requirements. For example, the Credit Recovery Indicator is only required for courses where Minimum Course Grade Level on the LEA Course Offerings Template is 09 or higher, and Maximum Course Grade Level on the LEA Course Offerings Template is 12 or less. If a student is enrolled in a Nonpublic School, this data element is required, but only for students taking courses that meet this condition.

Student Population	Category	Required Data Elements
Students Enrolled in Nonpublic Schools	LEA and School Information	All
	Course Section Information	LEA Course Code (This is the Nonpublic Course Code, which can be found on the Nonpublic Course Data Crosswalk.)
	Student Grading Information	Course Completed
		Course Credit Received
		Course Final Grade Earned
	Student Enrollment Characteristic	Credit Recovery Indicator
Students Taking Dual Enrollment Courses	LEA and School Information	All
	Course Section Information	LEA Course Code
	Student Grading Information	Course Completed
		Course Credit Received
		Course Final Grade Earned
	Student Enrollment Characteristic	All
Adult Students: Students assigned one of the following Grade Levels in the ADT Enrollment Collection: • Adult Workforce Training (AW) • Adult Basic Education (AB) • Adult Secondary Education (AS) • Adult GED (AG) • Adult National External Diploma Program (AN) • Adult ELL (AL) • Adult Other (AT)	LEA and School Information	All
	Course Section Information	All
	Student Grading Information	None
	Student Enrollment Characteristic	All

LEA Course Code

The LEA Course Code data element on the Student Course Enrollment Template will be validated against one of three different collections, depending on the situation:

- **Students Enrolled in Nonpublic Schools:** The Nonpublic Course Code, provided by the Nonpublic School in the Nonpublic Course Collection, will be used as a proxy for this element. LEAs can find the Nonpublic Course Codes for the schools in which their students are enrolled on the Nonpublic Course Data Crosswalk, which will be shared separately with LEAs.
- **Students Taking Dual Enrollment Courses:** Information about these courses is not collected in the Teacher and Section Information Template. Instead, these courses will only be reported in the Student Course Enrollment Template, and the LEA Course Code will be validated against the LEA Course Codes that the LEA submitted on the LEA Course Offerings Template in the Course Catalog Collection, if the Dual Enrollment Indicator Course Characteristic is "Y."
- **All Other Courses:** The LEA Course Code for any course that does not fit the description of the two situations above will be validated against the set of LEA Course Codes that was submitted on the Teacher and Section Information Template. This will allow OSSE to ensure that the teacher-student data link is accurate.

The table below provides additional technical details about the data elements on the Student Course Enrollment Template.

Student Course Enrollment Template				
Category	Required?	Data Element	Definition	Allowable Type of Data
LEA and School Information	Required	LEA ID	Indicate the unique OSSE-assigned identifier for LEAs.	Option Set
	Required	Local School ID	Indicate the unique OSSE-assigned identifier for schools, three to four digits. If a student is attending a nonpublic school, the Local School ID should reflect the school ID of the sending/responsible local school.	Numeric Value
	Required	School Year	Indicate the school year for which the data collection was run.	Permitted format is YYYY-YYYY, e.g. 2024-2025.
	Required	Student Information System ID (internal database)	Provide the ID number for a Stage 5 enrolled student automatically assigned to a student's record by your student information system (e.g. PowerSchool). This is the internal database ID.	Free Form Text

Course Section Session Information	Required	LEA Course Code	Indicate the local course code.	Free Form Text
	Required for most students. Not required if the student is taking a dual enrollment course, or the student is enrolled in a nonpublic school	LEA Section Code	Indicate the local section code.	Free Form Text
	Required	Course Section Session	Indicate the school session in which the section takes place.	Option Set: • Quarter 1 • Quarter 2 • Quarter 3 • Quarter 4 • Trimester 1 • Trimester 2 • Trimester 3 • Semester 1 • Semester 2 • Full Academic Year • Year-Round • Summer School • Extended School Year • Other
Student Grading Information	Optional	Course Grading Term 1-6	Indicate the grading term in which the course was taken.	Option Set: • Quarter 1 • Quarter 2 • Quarter 3 • Quarter 4 • Trimester 1 • Trimester 2 • Trimester 3 • Semester 1 • Semester 2 • Full Academic Year • Year-Round • Summer School

			• Extended School Year • Other
Optional	Course Grade Earned Term 1-6	Indicate course grade earned according to the course grade type identified in grading term.	Free Form Text: Grade entered should be an Acceptable Grade Value reported on the School-level Information Template in the Course Catalog Collection
Required for most students Not Required if the student is assigned one of the seven Adult indicators for Grade Level in the ADT Enrollment Collection	Course Completed	Indicate whether the student completed the course.	Option Set: • Completed • Incomplete • Withdrawal
Required if COURSE_COMPLETION = "Completed" and Minimum Course Grade Level on the LEA Course Offerings Template is 09 or higher, and Maximum Course Grade Level on the LEA Course Offerings Template is 12 or less	Course Credit Received	Indicate the amount of credit the student received for the course.	Numeric Value: Permitted format is X.XX with a value between 0 to 5 (e.g., 1.00, 0.50.)
Required if Course Completed is "Completed"	Course Final Grade Earned	Indicate final course grade earned according to the course grade type.	Free Form Text: Permitted format is up to 20 characters.
Optional	Course Numeric Final Grade Earned	Numeric grade given by the school. Schools that use other numeric grade scales (e.g., 0-10) should translate to a 0-100 scale.	Numeric Value
Required if Minimum Course Grade Level on the LEA Course Offerings Template is 09 or higher, and Maximum Course Grade Level on the LEA Course Offerings Template is 12 or less	Credit Recovery Indicator	Indicate whether the course was taken for credit recovery.	Option Set: Y/N

Left label (rows 2-6): Student Grading Information
Left label (last row): Student Enrollment Characteristics

Student Enrollment Characteristics	Required if Dual Enrollment Course Indicator in the Course Offerings Template is "Y" Not required if this student is enrolled in a nonpublic school	Dual Enrollment Program Type	Indicate the type of college and high school credit received.	Option Set: • High School and College Credit • College Credit • Advanced Technical Center (ATC) • Other Type
	Required if Dual Enrollment Course Indicator in the Course Offerings Template is "Y" Not required if this student is enrolled in a nonpublic school	Dual Enrollment Completion Location	Indicate where the student completed the course for Dual Enrollment.	Option Set: • High School and College Credit • College Credit • Advanced Technical Center (ATC) • Other Type
	Required if Dual Enrollment Course Indicator in the Course Offerings Template is "Y" Not required if this student is enrolled in a nonpublic school	IHE Enrollment	Indicate the name of the institution of higher education of the student's dual enrollment course.	Option Set: Institutes of Higher Education known to OSSE as dual enrollment options
	Required if IHE Enrollment is "Any Other IHE"	Name of Other IHE	Indicate the name of the institution of higher education if choosing "Any Other IHE" in IHE Enrollment.	Free Form Text: Permitted format is up to 100 characters.

Frequently Asked Questions – Student Course Enrollment Template

- **At what enrollment stage are we required to include students in the Student Course Enrollment template?**
  LEAs are only required to report students who have reached Stage 5 enrollment on the Student Course Enrollment template.

- **Which student identifier should be used on the Student Course Enrollment template?**
  Please use the SIS ID on the Student Course Enrollment template. This may be different than other student IDs, such as the Unique Student Identifier (USI). It should be the student ID that is used in your SIS.

- **On the Student Course Enrollment template, do we need to report information for Dual Enrollment courses and CTE courses taken at the Advanced Technical Center (ATC)?**
  On the Student Course Enrollment template, LEAs will report all courses for enrolled students, including those that are taken off-campus such as dual enrollment courses, as well as the grade and amount of credit assigned by the LEA—which may differ from what is on the student's college transcript. However, if the LEA does not have access to grade information at the certification deadline, they may report "NULL" as the Course Grade Earned. However, a Course Final Grade Earned should be reported at the final certification deadline for the school year.

- **Do we report grades for Adult students?**
  Grade information is not required for students assigned one of the following Grade Levels in the Enrollment Collection:
    - Adult Workforce Training (AW)
    - Adult Basic Education (AB)
    - Adult Secondary Education (AS)
    - Adult GED (AG)
    - Adult National External Diploma Program (AN)
    - Adult ELL (AL)
    - Adult Other (AT)

- **When are we required to report grade information?**
  The UDE for Course Completed on the Student Course Enrollment Template will be shown ahead of the final certification date for the school year. If a course is marked as "Completed" for this data element, the Course Credit Received and Course Final Grade Earned will become required. However, rather than waiting until the end of the year, we recommend that LEAs report final grade information at the end of each term and certify it if the term is completed within the collection window.

  During the 2024-25 school year, we will only require information about final grades. We do expect the interim grade information might become required in future years, and we recommend that LEAs prepare for this by mapping their grading systems to the term grades on the Student Course Enrollment Template.

- **Why am I getting a UDE for the Course Final Grade Earned?**
  Values entered for the Course Final Grade Earned should match a value that was entered on the School-level Information Template in the Course Catalog Collection. Please check this information on the LEA Course Data Dashboard in the Qlik application and make sure you are entering an exact value. If you left an acceptable grade out of your Course Catalog Collection, please submit an OST ticket, and OSSE may be able to resolve the issue.

- **If a student is taking a dual enrollment course that won't give them credit on their high school transcript, sometimes called dual credit, do we need to report this?**
  OSSE uses information about all types of dual enrollment courses that students can access, including those that do not count towards high school credit, in various types of reporting. Therefore, we recommend that LEAs report all dual enrollment courses.

  If a student will not receive credit for the dual enrollment course on their high school transcript, the Dual Enrollment Program Type will be "College Credit" and Course Credit Received will be "0.00" on the Student Course Enrollment Template.

Applying for a New OSSE Course Code

Each subject area of the OSSE Course Catalog has a code that ends in "999" to indicate that the course code is not captured by the available options. For example, 01999 can be used to indicate an English course that is not listed in the catalog. However, "999" codes are not descriptive and can mean the same code is used for significantly different types of courses. The use of 22999 – Miscellaneous - Other, for example, does not provide much information about the course. In order to reduce the use of these codes, OSSE has created a process to allow LEAs to apply for new OSSE Course Codes that are specific to the District's education system.

OSSE's State Course Catalog is based on the SCED framework, which has built in flexibility for states to create unique Course Codes. Within each subject area, the codes that end in 900-990 are reserved for state-specific use. OSSE's Course Code application process is intended to strike the balance between the need for the LEAs to accurately code their courses and the need to maintain the integrity of the coding system to collect quality data for analysis and reporting. Because there are a limited number of District-specific codes, not all unique courses can receive a new OSSE Course Code.

LEAs that are interested in applying for a new OSSE Course Code should submit their request using this form by Oct. 31, 2024. Once received, OSSE's Course Data Collection team will engage relevant OSSE divisions to evaluate the request and make a decision by February 2025. If OSSE has determined it is appropriate to create a new course code, the change will be reflected in the version of the OSSE State Course Catalog released in the next course collection cycle. LEAs applying for new OSSE Course Codes should use "XX999" codes under relevant subject areas, such as 02999 – Mathematics - Other, in the current collection cycle until OSSE has made an official update to the OSSE State Course Catalog in the following collection cycle.

OSSE will consider the following factors when making a determination:
- Are there any existing OSSE Course Codes that could be used for this course?
- Is this course related to a DC-specific graduation requirement or curriculum?
- How many students are taking the course currently, and how many are projected to take the course in the near future?
- How many schools are offering the course currently, and how many are projected to offer the course in the near future?

Appendix: Data Use Priorities for 2024-25 school year

In 2024-25 school year, collecting section- and student-level data in conjunction with course catalog collection from LEAs will allow OSSE to achieve the following data use priorities:

1. **DC School Report Card**: Federal and local statutes, including the Every Student Succeeds Act (ESSA), require OSSE to publish state and local report cards. The DC School Report Card gives families access to information on all public schools in the District of Columbia. According to 48(E) on SR24-5 Approving the Categories and Format of the District of Columbia School Report Card (Final): "OSSE proposed the following categories for inclusion on the State report card … Robust school program offerings, extracurricular and enrichment activities, and course availability data." This collection will enable OSSE to highlight course opportunities to families in the DC School Report Card.
2. **Assessment Administration**: Student-level course data will help OSSE support LEAs in getting students, particularly high school students, registered for the assessment that aligns with their courses. A good example is the DC Science assessment for high school biology, which students should take while they are learning biology. Most LEAs will benefit from automatic registration for students based on the course data they report to OSSE.
3. **Data Sharing with DC Public Charter School Board (DC PCSB)**: Starting in the 2024-25 school year, OSSE will share course catalog information collected from LEAs with DC PCSB to streamline the course data collection process and lessen burdens on LEAs. Public charter schools will no longer be required to submit course data to both OSSE and DC PCSB.
5. **Elementary and Secondary Education Act (ESEA) Compliance**: Section 2001 of ESEA specifies that Title II is designed, among other things, to provide students with greater access to effective educators. Additionally, ESEA section 1111(g)(1)(B) requires OSSE's state plan to describe "how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers." Course data will expand OSSE's understanding of the extent to which students in DC have equitable access to effective, in-field, and experienced teachers, consistent with the requirements of the ESEA.
6. **Science of Reading Compliance**: Section 107 of the Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020 (DC Law 23-292) requires that "each LEA shall adopt a science-based reading program" beginning in the 2024-25 school year. OSSE is leveraging the course data collection to determine the extent to which LEAs have adopted a science-based reading program.
7. **Dual Enrollment and Other Special Program Reporting**: Participation in dual enrollment and other special programs has been mostly self-reported at the student-level by LEAs. Course-level data will allow OSSE to more completely report on these programs on the DC School Report Card and other reporting.
8. **Provide professional support based on course offerings**: OSSE's Division of Teaching and Learning (TAL) leverages curriculum and language format data to develop professional development and resources to support LEAs in establishing high-quality instructional materials and dual language programs.
9. **OSSE Strategic Plan**: OSSE strives to collect actionable course data to ensure all students have access to a high-quality education, as outlined in the OSSE Strategic Plan 2023-25 priorities. As an SEA, OSSE takes its responsibility to support all learners in DC seriously, especially those furthest from

opportunities, by ensuring that they have equal access to highest-quality educators, as well as appropriate and highest-quality coursework and learning environments.

As OSSE continues to reiterate and improve the course collection process in upcoming school years, we will revisit and adjust those priorities based on the quality of data collected, OSSE's administrative function and how we can best support LEAs to ensure every student has access to high-quality educators and rigorous course work. When reviewing, analyzing, and sharing the course data, OSSE will implement the agency's data governance and privacy practices, which are detailed here.