



District of Columbia  
Office of the State Superintendent of Education

# 2023-2024 COURSE DATA COLLECTION

Policy Guide

April 14, 2023

# Table of Contents

Executive Summary .....	2
Introduction.....	3
LEA Responsibilities .....	3
OSSE Responsibilities.....	3
Collection Scope .....	3
Timelines and Platforms .....	4
Overview of the Collection Process.....	5
Training and Support .....	5
OSSE Course Catalog .....	6
Interpreting OSSE Course Identifier .....	7
OSSE Course Code .....	7
OSSE Course Level .....	8
Carnegie Units or Grade Span .....	8
Course Sequence .....	8
Examples.....	9
Frequently Asked Questions.....	9
Collection Template .....	12
Required Data Elements.....	13
LEA Course Offerings Template.....	13
Frequently Asked Questions – LEA Course Offerings.....	17
School-level Information Template.....	18
Frequently Asked Questions – School-level Information .....	22
Applying for a New OSSE Course Code.....	22

# Executive Summary

The Office of the State Superintendent of Education (OSSE) is launching a statewide course data collection process to collect course data for students receiving education services in the District of Columbia for the purposes of reporting, streamlining data collections from OSSE and informing policy decisions. This document serves as the policy guide for the 2023-24 school year Course Data Collection.

Collecting these data will allow OSSE to work with local education agencies (LEAs) to achieve the following goals in the upcoming school years:

- A. Supporting the transfer of student course data from one LEA to another when a student transfers.
- B. Streamlining the course data collection process and lessen burdens on LEAs in the long term (e.g., DC Public Charter School Board [DC PCSB] high school course offerings list, dual enrollment, etc.)
- C. Collecting and sharing actionable course data to strengthen the School Accountability System, grow dual enrollment opportunities and ensure all students have access to a high-quality education, which are aligned with [OSSE Strategic Plan 2023-25](#) priorities.

Further, DC code § 38-2609(f)(1)(A) instructs OSSE to develop a plan on “creating a standardized course-coding system, such as the School Courses for the Exchange of Data (SCED) Classification System as provided in the National Forum on Education Statistics guidance, to identify, code, and track all courses offered by the District's LEAs.”

In response to DC Council, OSSE developed a comprehensive plan to pilot course data collection and has completed the pilot with 12 LEAs in the 2022-23 school year. During the pilot, LEAs reported 4,063 courses, 4,070 course sections, 3,641 instructors and 54,658 students via Integrated Data Submission (IDS). Participating LEAs provided constructive feedback via a series of one-on-one meetings and feedback sessions with OSSE. Building upon the lessons learned in the pilot, OSSE has made informed decisions on scaling the collection plan for the upcoming school years. Starting with the 2023-24 school year, OSSE will begin collecting course-level and school-level data from LEAs. In upcoming school years, OSSE will scale up to collecting section-level and student-level course data. OSSE will continue to iterate on the collection process. OSSE’s goal is to make the collection process a low administrative lift for LEAs while providing them high-leverage data.

As a State Education Agency (SEA), OSSE has a role to play in supporting all learners in DC, especially the most marginalized, by ensuring that they have equal access to appropriate and high-quality educators, coursework and learning environments. In order to do this work, OSSE must work collaboratively with LEAs to understand the realities of the student experience in DC, including the courses they take and the educators who serve them.

# 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-level and school-level information
- Attend Course Data Collection meetings, training and course coding workshops
- Map courses to [OSSE State Course Catalog V2](#)
- Fill in Course Data Collection Template and upload to IDS
- Certify IDS submission via Qlik
- Submit questions via OST ticket

## OSSE Responsibilities

- Provide collection template, OSSE State Course Catalog and Policy Guide to LEAs
- Address questions from LEAs on OSSE Support Tool (OST) tickets
- Provide training, workshops and one-on-one support to LEAs prior to submission
- Develop and maintain IDS and Course Data Qlik Dashboard
- Update and maintain [Knowledge Base \(KB\) Tool](#)

## 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, which typically includes a set of learning objectives of standards that students are expected to achieve by the end of the course.

LEAs should report all courses offered to students in the 2023-24 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 offered 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 teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.”<sup>1</sup> A PBL course 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 at an accredited postsecondary institution, using an online/virtual-learning platform through the accredited postsecondary institution, or a hybrid of these settings. This category also includes courses taken at the Advanced Technical Center (ATC).

The below should not be included in this collection:

- **Non-Public Courses:** For the 2023-24 school year, LEAs have no responsibilities to report nonpublic courses taken by your students. OSSE will work directly with nonpublic schools on collecting course data to lessen the burden from LEAs.
- **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).
- **Ungraded Homeroom:** Homeroom does not need to be reported if it is not graded.
- **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.

## Timelines and Platforms

LEAs will submit Course Data using the Course Data templates and the [Integrated Data Submission \(IDS\) platform](#). 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 the [OSSE Support Tool \(OST\)](#) under “Course Collection” issue type.

Once data has 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. Please resolve all errors, and re-upload the template. Data will not be accepted until it is error-free.

LEAs will submit data according to the following certification date for the 2023-24 school year:

Collection	Collection Window	OST Deadline	Certification Date
Course Data Collection	Sept. 1 – Oct. 20, 2023	Oct. 20, 2023	Nov. 3, 2023

---

<sup>1</sup> PBLWorks: <https://www.pblworks.org/what-is-pbl>

## Overview of the Collection Process

OSSE has a statewide course catalog (see below) and LEAs will create their own course catalog and submit data about their schools, such as key dates, schedule types and information about grading systems by using the templates provided by OSSE. The templates to complete this process are called LEA Course Offerings and School-level Information. Information about all credit-bearing courses should be included in the course catalog.

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

## Training and Support

OSSE will provide training on the Course Data Collection template and workshops on mapping LEA courses to the OSSE State Course Catalog:

- Course Data Collection Training
- Course Coding Workshops (pick one or more to attend):
  - Master Course Coding Workshop for all LEAs
  - Themed workshops for LEAs offering unique courses:
    - Coding Montessori Courses
    - Coding Adult Courses
    - Coding Dual Enrollment (including ATC) Courses
    - Coding Career and Technical Education (CTE) (including ATC) Courses
    - Coding Bilingual and EL courses
    - Coding Courses for Students with Disabilities (including ESY offerings)

LEAs may register on the [OSSE Learning Management System \(LMS\)](#) to attend training and workshops. The trainings and workshops 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.

# OSSE Course Catalog

The OSSE State Course Catalog V2 is developed upon the SCED framework, which is obtained from the National Center for Educational Statistics (NCES). 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 used SCED to create the OSSE Course Catalog V1, which was used by pilot LEAs. For the 2023-24 school year statewide course data collection, LEAs will be using [OSSE Course Catalog V2](#), which was modified based on feedback from pilot LEAs as well as changes to the SCED system. The OSSE Course Catalog V2 is an Excel document with the below 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:** The Full Catalog tab includes the OSSE Course Title, OSSE Course Code, Course Description and Subject Area. Additionally, there are the 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 otherwise general to an entire grade, such as “Language Arts (kindergarten)” or “Science (grade 8).” Additionally, courses in this filter that start with “23” are non-subject specific, such as “Kindergarten” or “Grade 5.” This filter will not include courses for ninth grade or higher.
- C. **Summary of Changes:** This tab will be used to show what changes OSSE made to the catalog from the most recent version that was published. OSSE will make changes annually to align the catalog with the most updated SCED framework. If warranted, OSSE might also add DC-specific courses or change OSSE Course Descriptions or OSSE Course Titles—and these changes would be included here.
- D. **CTE Course Crosswalk:** This tab provides the OSSE Course Identifier (see below section for more on OSSE Course Identifier) for CTE Courses, as well as the previous OSSEID that was used for these courses.
- E. **Advanced Placement (AP) Courses:** This tab provides a quick reference to the OSSE Course Code for AP courses.
- F. **International Baccalaureate (IB) Courses:** This tab provides a quick reference to the OSSE Course Code for IB courses.
- G. **Alphabetical List:** This tab provides the OSSE Course Code for all courses in the OSSE Course Catalog, which are listed here in alphabetical order by OSSE Course Title.

# Interpreting OSSE Course Identifier

OSSE uses the SCED framework to create an OSSE Course Identifier – a unique, 12-digit code for each course collected in state reporting. There are four separate components to this code that provide context about the courses offered by an LEA:

- 1) OSSE Course Code
- 2) OSSE Course Level
- 3) Carnegie Units or Grade Span
- 4) Course Sequence

## 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 IDs, please reference the [OSSE Course Catalog V2](#).

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 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>B</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.
<b>G</b> (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.
<b>H</b> (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.
<b>C</b> (College)	A course that is designed to be credit-bearing at a postsecondary institution.
<b>E</b> (Enriched or advanced)	A course that augments the content and/or rigor of a general course, but does not carry an honors designation.
<b>X</b> (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.

## Carnegie Units or Grade Span

Courses where students earn Carnegie Units or another type of credit will use the amount of credit earned as the third element. All other courses will use the grade span, a four-digit number that indicates the minimum and maximum grades for which the course is offered, such as “0404” or “0608.” Courses for adult students will use “AAAA.”

## Course Sequence

The final two digits of the OSSE Course ID indicate if the course is part of a larger sequence of courses. For example, the first course in a sequence of two courses would be indicate with “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.

## Examples

**Prior-to-Secondary Course (Mathematics (Grade 2)):** 02032G020211



**Secondary Course (Civics):** 04161G1.0011



**Adult Course (English as a Second Language One):** 01008XAAAA14



## Frequently Asked Questions

### **Collection Scope**

- **Does all scheduled time that is entered into our student information system (SIS), such as lunch periods, need to be included?**  
Lunch periods and other non-academic activities that students are not graded for, do not need to be captured in the course catalog.
- **Is homeroom included?**  
Homeroom does not need to be reported in the OSSE course-level template if it is not graded. If it is graded, please code it according to the type of the activities that take place, even if the OSSE Course Name is not “homeroom.”
- **Do LEAs need to report courses for elementary students participating in before care or after care?**  
OSSE is not collecting data on before care or after care, only courses offered during standard school hours. OSSE does collect and report before and after care on the DC School Report Card, but that is a separate data collection.

- **Should summer school courses be included?**  
All courses that grant course credit should be included, including summer school courses where students receive course credit.
- **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.
- **Are courses that students take at the ATC included in the course mapping?**  
Yes, LEAs should report CTE courses taken through the ATC. Please refer to the CTE Crosswalk tab of the [OSSE State Course Catalog V2](#) for the designated OSSE Course Codes for CTE courses.
- **Do we need to report transfer courses?**  
OSSE is not collecting transfer course information in the 2023-24 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 2023-24 school year.
- **Will LEAs have to redo the course catalog submission every year?**  
OSSE is planning to collect course- and school-level information 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, should I redo the submission during the school year?**  
OSSE does not expect course catalog to change significantly during the school year. If this is the case, please submit a ticket through the [OST](#) under “Course Collection” issue type.

### ***Assigning Course Codes***

- **How much time will it take for LEAs to map courses to the OSSE State Course Catalog?**  
On average, LEAs are expected to complete course mapping in three to four hours in an uninterrupted environment. The total time spent may vary depending on the number of courses being offered at the LEA, course information available to data managers, etc.
- **Which courses should LEAs map first to get started with the process?**  
OSSE suggests that LEAs start by referencing their LEA Course Catalog to map core courses (e.g., English, Math, Science and Social Studies) and then moving on to Art, Music, Physical Education/Health, Electives and other non-standard courses.
- **Where is the best place to find more information about the content of our courses?**  
Usually, staff in the Curriculum and Instruction department can provide additional input on course content or assist in mapping your courses to the OSSE State Course Catalog. If you are still unable to map certain courses, seek OSSE support.

- **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 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.
- SCED provides a structured method for transferring course information as students relocate or advance from one education setting to the next.

- **Does the local title of a course need to match the OSSE State Course Catalog title of a course?**

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 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 coded to the same OSSE Course Code?**

There may be cases where two or more courses in the same LEA 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.

- **How should elementary courses 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. However, if elementary students also take subject-specific courses, such as music or PE, information about these courses should also be submitted.

The OSSE Course Catalog also includes a filter for prior-to-secondary courses, which can help narrow down the courses that are most appropriate for those grades. However, prior-to-secondary courses can be assigned OSSE Course Codes that aren’t limited to the courses in this filter.

- **How will course mapping work for elementary schools that don't teach separate courses within a subject area?**

In the [OSSE Course Catalog V2](#), 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 be sure to record specials, such as gym or art. There is no rule against recording both non-subject specific codes and a 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 could report two courses for this student: 23004 – Grade 1 and 08031 – Physical Education (Grade 1).

- **How should multi-age classrooms, such as a 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 V2](#). In this case, consider using 22053 –Library/AVC Aide, or another non-subject specific code, which starts with “23.”

- **Which OSSE Course Code should I map DC History course into?**

Please use OSSE Course Code 04105: State-Specific Studies.

- **Where is information about dual enrollment courses found?**

Schools that provide OSSE-funded dual enrollment courses should have a designated Dual Enrollment Coordinator, who might have access to information about course enrollment and grades for OSSE-funded dual enrollment courses.

- **How should National External Diploma Program (NEDP) courses be coded?**

You should use “OSSE Course ID 22999 - Miscellaneous—Other” for NEDP courses. There is also an NEDP indicator (Y/N) in the LEA Course Offerings template, so please also make sure this is indicated in your submission.

## Collection Template

Course-level data will be provided to OSSE by completing the Course Data Collection template, and uploading this spreadsheet through the [IDS platform](#). The template specific to each LEA will be downloadable from IDS, and it will contain the following four tabs:

1. LEA Course Offerings tab: This tab is for reporting information about the courses provided by each school in your LEA.
2. School-level Information tab: This tab is for reporting information about each school’s schedule, grading terms and types of grades given.

3. Data Element Descriptions tab: Column G of this tab provides OSSE’s definition for the data element. This is the first place to look if you have a question about 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 C of this tab lists all the possible options and Column E defines each possible option.

## Required Data Elements

### LEA Course Offerings Template

LEA Course Offerings				
Category	Required?	Data Element	Definition	Allowable Type of Data
LEA and Collection Information	Required	LEA Name	Indicate the LEA’s full name.	Option Set: Downloaded template will be auto-populated with LEA Name.
	Required	LEA Code	Indicate the unique OSSE-assigned identifier for LEAs, three to four digits.	Option Set: Downloaded template will be auto-populated with LEA Code.
	Required	School Name	Indicate the school’s name.	Option Set: Downloaded template will be auto-populated with School Names from the LEA.
	Required	School Code	Indicate the unique OSSE-assigned identifier for schools, three to four digits.	Option Set: Downloaded template will be auto-populated with School Codes 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 name of the course.	Free Format Text: Permitted format is up to 100 characters.
	Required	LEA Course Code	Indicate the 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	LEA 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, Other, Multiple
OSSE Course Information	Required	OSSE Course Code	Indicate the OSSE Course Code mapping to the OSSE State Course Catalog V2.	Option Set: Please refer to the OSSE State Course Catalog V2, which will show 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, P4, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, AA (adult students)
	Required	Maximum Course Grade Level	Indicate the maximum grade level in which student may enroll in a course.	Option Set: P3, P4, KG, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12, AA (adult students)
	Conditionally Required: 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, representing part 'n' of 'm' parts (e.g., 1 of 2 parts would be reported as 12).

Curriculum Information	Optional	Literacy Curriculum Type	Indicate the Literacy Curriculum(s) that are used in the Pre-K through grade12 course.	Multi-Option Set: Amplify ELA, Creative Curriculum, Fountas and Pinnell Classroom, Foundations, Houghton Mifflin, Imagine Learning, Really Great Reading, Springboard ELA, Tools of the Mind, Wilson Reading, Wit & Wisdom, Any Other Literacy Curriculum
	Conditionally Required: 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.
Course Characteristics	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	Course for other Special Student Population	Indicate whether the course is specifically offered to provide instruction to a special student population (other than students with disabilities or ELs).	Option Set: Y/N
	Required	College Level or Career Preparatory (CLCP) Course Indicator	Indicate whether the course is designated as a College Level or Career Preparatory (CLCP) course that counts toward the CLCP requirement per 2203.3.C Graduation Requirements.	Option Set: Y/N
	Required	Workforce Preparation Indicator	Indicate whether the course includes workforce preparation activities designed to help students acquire basic academic skills, critical thinking skills, digital literacy skills and self-management skills.	Option Set: Y/N



Course Data Collection – Policy Guide

	Required	Workforce Training Indicator	Indicate whether the course includes workforce training leading to an entry-level or industry-recognized certification.	Option Set: Y/N
	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	Traditional School Year Indicator	Indicate whether the course is offered during the traditional school year.	Option Set: Y/N
	Required	Summer School Indicator	Indicate whether the course is offered in summer school.	Option Set: Y/N
	Required	Externally Available Indicator	Indicate whether the course is available to students at different LEAs.	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
	Required	Adult Basic Education Indicator	Indicate whether the course provides Adult Basic Education instruction.	Option Set: Y/N
	Required	Adult Secondary - GED Indicator	Indicate whether the course provides GED-specific instruction.	Option Set: Y/N
	Required	Adult Secondary - National External Diploma Program Indicator (NEDP)	Indicate whether the course is part of the NEDP.	Option Set: Y/N
	Required	Adult Secondary - High School Diploma/Carnegie Unit	Indicate whether the course leads to a high school diploma and provides Carnegie units.	Option Set: Y/N
Comment	Not Required	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.

## Frequently Asked Questions – LEA Course Offerings

- **What values are allowed for the “LEA Course Level” and the “LEA Course Description”?**  
These elements both use free form text, so they are not standardized by OSSE. Please use the Course Level and Course Description that is used by the LEA.
- **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 DC PCSB, or they will receive an error if they indicate that a course is competency-based.
- **Do the Minimum and Maximum Grade Level refer to the OSSE grade level, or the grade levels at LEAs?**  
Please report the minimum and maximum grades levels for specific courses at your LEA.
- **What is required in the “Course Sequence” column on the spreadsheet?**  
Course Sequence indicates where the course lies as part of a standardized course sequence. This element should be interpreted as part "n" of "m" parts. For example, 1 of 2 parts would be reported as 12. For example, two Chorus classes (Chorus I, Chorus II) are both mapped as OSSE Course Code 05110, in the “Course Sequence” column, Chorus I should be 12, Chorus II should be 22. This is to help create unique OSSE Course Identifiers. But for most of the courses that have unique OSSE Course Codes, and are not part of a sequence, you can just put “11” as the course sequence.
- **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, and they would have different OSSE Course Identifiers. 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.
- **Do all courses require “Course Credit” information?**  
Course Credit should only be reported for courses for which students receive Carnegie unit. The permitted format is X.XX with a value between 0 to 5. E.g., 1.00, 0.50. For all other types of courses, there is no need to fill in this column.
- **Should special education courses for certificate track students be coded as regular?**  
Regardless of whether a course is a special education or certificate-track course, LEAs should map courses to OSSE Course Code based on the course content and report the course level that best represents the level of the course. Definitions for course levels can be found in the “Option Set Descriptions” tab.
- **If a course is taught in more than one language, such as a bilingual course that is taught 50 percent in English and 50 percent in Spanish, should this be recorded as two courses?**  
This course should be coded into one OSSE Course Code according to the subject area. When OSSE collects section- and student-level course information in future school years, the Course Section template has a language format section to share information about the language or languages that are used to teach the course.

- **For the course characteristics, can you only have one “Y” value per course?**  
Multiple characteristics can be identified. Select as many characteristics as are appropriate for your course offerings.

## School-level Information Template

School-level Information				
Category	Required?	Data Element	Definition	Allowable Type of Data
LEA and Collection Information	Required	LEA Name	Indicate the LEA’s full name.	Option Set: Downloaded template will be auto-populated with LEA Name.
	Required	LEA Code	Indicate the unique OSSE-assigned identifier for LEAs, three to four digits.	Option Set: Downloaded template will be auto-populated with LEA Code.
	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 Code	Indicate the unique OSSE-assigned identifier for schools, three to four digits.	Option Set: Downloaded template will be auto-populated with School Codes 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
	Conditionally Required: Required if “Grading Term Scheduling Method” =	Grading Term 2 Start Date	Indicate the start date for the second grading term.	Required Format: MM/DD/YYYY

<p>Six-Weeks, Eight-Weeks, Quarters, Trimesters, Semesters</p>			
<p>Conditionally Required: Required if “Grading Term Scheduling Method” = Six-Weeks, Eight-Weeks, Quarters, Trimesters, Semesters</p>	<p>Grading Term 2 End Date</p>	<p>Indicate the end date for the second grading term.</p>	<p>Required Format: MM/DD/YYYY</p>
<p>Conditionally Required: Required if “Grading Term Scheduling Method” = Six-Weeks, Eight-Weeks, Quarters, Trimesters</p>	<p>Grading Term 3 Start Date</p>	<p>Indicate the start date for the third grading term.</p>	<p>Required Format: MM/DD/YYYY</p>
<p>Conditionally Required: Required if “Grading Term Scheduling Method” = Six-Weeks, Eight-Weeks, Quarters, Trimesters</p>	<p>Grading Term 3 End Date</p>	<p>Indicate the end date for the third grading term.</p>	<p>Required Format: MM/DD/YYYY</p>

Conditionally Required: 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
Conditionally Required: 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
Conditionally Required: 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
Conditionally Required: 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

	Conditionally Required: 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	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	Indicate the acceptable values for the corresponding grading method separated by semi-colons.	Free Format Text: Permitted format is up to 100 characters.
	Optional	Grading Method 2	Indicate a second method by which grades are assigned, if necessary.	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
	Optional	Acceptable Grade Values 2	Indicate the acceptable values for the corresponding grading method separated by semi-colons.	Free Format Text: Permitted format is up to 100 characters.
	Optional	Grading Method 3	Indicate a third method by which grades are assigned, if necessary.	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
	Optional	Acceptable Grade Values 3	Indicate the acceptable values for the corresponding grading method separated by semi-colons.	Free Format Text: Permitted format is up to 100 characters.
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.

## Frequently Asked Questions – School-level Information

- 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.
- Are we going to report school-level data every year?**  
 Both the course catalog and school-level data should be updated each year.

## Applying for a New OSSE Course Code

Each subject area of the [OSSE Course Catalog V2](#) 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 V2 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 in order 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, 2023. Once received, OSSE’s Course Data Collection team will engage relevant OSSE divisions to evaluate the request, and make a decision by February 2024. If OSSE has determined to create a new course code, the change will be reflected in the OSSE State Course Catalog V3 to be 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-Others), in the current collection cycle until OSSE has made an official update to the 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?