

New York State Comprehensive Course Catalog Frequently Asked Questions (FAQs)

1) Why do we need a statewide comprehensive course catalog?

Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) requires the New York State Education Department (NYSED) to establish a longitudinal data system (LDS) that includes a teacher identifier system with the ability to match teachers to students. New data elements are necessary to support the policy development and reform agenda of the Board of Regents. These initiatives include the implementation of a statewide instructional reporting system and professional development network, required by the State's Race to the Top award, as well as the ongoing evaluation of the State assessment program.

For more information, please see the NYSED memo "Updated Guidance on the Collection and Reporting of Teacher and Course Data in the Student Information Repository System (SIRS)" at:

<http://www.p12.nysed.gov/irs/sirs/documentation/Teacher-CourseDataCollection-final-5-2-11-2.pdf>

2) Did State course codes previously exist for some courses?

Yes. NYSED previously established statewide course codes for all elementary/middle-level courses linked to New York State Testing Program (NYSTP) Assessments in Grades 3–8 English Language Arts (ELA) and Mathematics as well as 4 and 8 grade science and for secondary-level courses that prepare students to take a Regents examination upon completion of the course (e.g., Integrated Algebra). Please note that starting in the 2012–13 school year NYSED adopted the US Department of Education's School Codes for the Exchange of Data (SCED) as the State Course Catalog. Because of this, new course codes were established for the NYSTP Assessments in Grades 3–8 ELA and Mathematics. Please refer to the document at the following site which lists the required course codes for courses leading to a State assessment: http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

3) What will course codes be used for?

Beginning in the 2011–12 and 2012–13 school years, a comprehensive course code catalog was developed primarily for use in instructional reporting, teacher/principal performance evaluation, and student transcript purposes.

4) How will the State course codes be used in a district's local student management system?

To ensure comparability among schools and districts, a statewide comprehensive course catalog is required for the reporting of course information. Although schools do not need to adopt these statewide codes for local use, it will be necessary to map local codes to State codes when reporting data to the Student Information Repository System (SIRS).

5) Will districts be required to stop using local course codes and adopt the State course codes?

No. Mapping to State codes will be required, but NYSED will also collect local course codes and titles for use in reporting.

The NCES SCED document for secondary codes is available at:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341>

The NCES SCED document for prior to secondary codes is available at:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011801>

6) Aside from the legal and regulatory requirements to use State course codes, are there other benefits to having a State comprehensive course catalog?

Yes. There are many benefits to having a State comprehensive course catalog. A good reference document that articulates the case for course codes can be found at:
http://www.espsolutionsgroup.com/espweb/assets/files/ESP_Course_Numbers_ORG.pdf

7) What impact does collecting staff and course data in SIRS have on the Personnel Master File (PMF)?

None. We will continue to collect teaching assignments via the PMF for the near future.

8) Will any local course codes be automatically mapped to a State assessment? For instance, will a teacher of a Reading Grade 5 course automatically be linked with a student's Grade 5 ELA State assessment so that assessment can be used to determine a growth score for the teacher?

Local course codes will not automatically be mapped to a State assessment. Courses that culminate in students taking a State assessment must be reported with the appropriate State exam course code (see link below). For example, if a Reading Grade 5 course culminates in students taking the State Grade 5 English Language Arts (ELA) assessment, then the 51033 State

course code (Grade 5 English Language Arts) must be reported. The document at the following site lists the required course codes for courses leading to a State assessment:

http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

9) What course codes will be used to indicate courses aligned with Common Core assessments?

The SCED currently does not have course codes to indicate alignment with Common Core assessments. To accommodate the transition to Common Core assessments, starting in the 2013-14 school year, NYSED is adding supplemental course codes for courses ending in these assessments. Please refer to the document at the following site which lists the required course codes for all courses leading to a State assessment:

http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

For more information on the transition to Common Core please refer to the September 2013 Memorandum from Ken Wagner titled Transition to Common Core Regents Examinations in English Language Arts and Mathematics found at

<http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1113.pdf>

10) If a teacher has a course where some students will be taking one of the State assessments indicated in the list provided by the State (http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf) and others will not, does this course have to be reported using two course codes: one course code for students taking the State assessment and one that indicates the description of the course for students not taking the State assessment? Examples:

- A course where the majority of students are taking the State Grade 4 ELA but a few are taking the Grade 4 NYSAA ELA.
- A secondary-level course that generally leads to a Regents examination but some of the students in the course already took the Regents examination and are only taking the course for credit.

For both examples, you do NOT need to report the course as two. Report the course as one course, using the code that matches the State assessment.

11) How do we report a situation where a teacher has different grades in the same class. For example, a few kids will take the grade 4 ELA assessment, a few will take the grade 5 ELA assessment, and a few will take the grade 6 ELA assessment?

In cases like these, in order to ensure data quality for those elementary/middle-level courses

in which a State assessment is offered (grades 3-8 ELA and mathematics; grades 4/8 science), districts can report data to the State only for those students who are enrolled in the grade level identified by the state course code or are ungraded. For example, a grade 6 student cannot be reported as enrolled in a grade 8 mathematics class for state reporting purposes. A student who is enrolled in a local course that ends in a State assessment, and allows for multiple grades of enrollment, must be reported to the State as enrolled using a State course code that aligns with the individual student's grade level.

Therefore, any such course needs to be broken into separate grade appropriate courses and reported on separate Staff Student Course (SSC) records with the correct corresponding course code. Using the example above, the course would be reported as three separate courses. One SSC would include all 4th grade students and use the course code linked to the 4th grade ELA assessment (51032); a second SSC would include all 5th grade students and use the course code linked to the 5th grade ELA assessment (51033); and a third SSC would include all 6th grade students and use the course code linked to the 6th grade ELA assessment (51034).

12) Do courses that do not end in a State assessment need to be broken out by grade?

- Art, PE, music, etc.
- Multigrade elementary K-2 classes
- NYSSA and Special Education self-contained classes

If a multigrade course does not end in a State assessment then you do not need to break it out by grade. If a multi-grade class includes grade levels associated with State assessments, the course must be broken out by grade and linked to the appropriate State exam course codes for the purposes of reporting teacher-student data linkages (see FAQ 11 above).

13) We have a high school class of students who are taking a course named Honors/College Biology where the curriculum doesn't match the school's regular Biology course. These students will take the Living Environment Regents Examination at the end of the course. Should the Honors/College Biology course be mapped to the state course code linked to Living Environment Regents Examination (03051)?

Yes. If a course leads to any Regents Examination, the course code linked to the Regents Examination must be used. There are no exceptions for coding courses that lead to State exams. It does not matter what the local course is called. Please refer to the following table for a list of course codes linked to State assessments

http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

14) What State course code should be reported for students whose ELA instruction is split between Reading and Writing if the students take a State assessment at the conclusion of

the course?

Any course that leads to a State assessment must use the State exam course code corresponding to the assessment, even if the course is split into multiple parts. In the case of students whose ELA instruction is split between Reading and Writing, use the ELA State exam course code for the appropriate grade level. For example, in a school where grade 3 students take separate Reading and Writing courses in preparation for the State Grade 3 ELA assessment, report both courses using the State course code 51031 (English Language Arts grade 3) on separate Staff Student Course records.

15) Should courses such as music, art, sports, or technology in which a percentage of the grade is a written project be reported with the State course code for the ELA assessment, since the written project is providing skills necessary to the State ELA exam? For example, should a Music Grade 3 course in which 10% of the grade comes from a written project be reported with State course code 51031 (Grade 3 English Language Arts) or 55133 (Music Grade 3)?

Music Grade 3 should be mapped to State course code 55133. Music Grade 3 is not an ELA course. While many courses may help to develop English and/or math skills, they are not English or math courses and should not be mapped to the State exam course code.

16) How do I report a course that leads to two State assessments? For example, some students take an Integrated Algebra course in grade 8 and then take the State Grade 8 Mathematics assessment as well as the Regents Examination in Algebra I (Common Core) at the completion of the course.

Report one Staff Student Course record with the reporting date of end of year, one Staff Student Course record with the reporting date for the NYSTP Grade 8 Assessment in Mathematics, and one Staff Student Course record with the reporting date for the Regents Examination in Algebra I (Common Core). When reporting the course code for these records, select the one code that links to the assessment that best describes the instruction being provided. In this case, the code would be the one associated with the Regents Examination in Algebra I (Common Core) (02052CC).

17) Some courses are taught in two parts over two years (e.g., Global History): Part 1 in year one and Part 2 the next year. After the students complete Part 2, they take the State exam. Which course should be linked to the State course code?

Only the year two (Part 2) course should be linked to the State exam. The Part 1 course should not be mapped to the State exam code but should be mapped to the course code that best matches the course instruction/curriculum.

18) Some courses (e.g., Global History) are taught in multiple parts over multiple years by different teachers. However, only the second year of the course is linked to the State course code for the assessment. How are teachers who taught the first parts of these courses held accountable for student learning?

For policy guidance with regard to this question, please contact educatoreval@mail.nysed.gov.

19) Do we need to report summer school courses?

For courses taken during summer school, a Student Class Grade Detail Record must be reported only for those students who take a course to make up incomplete or failed course credit through CR Part 100.5(d)(8) and those who earn graduation credit or a final grade that needs to go on their transcript. Staff Student Course records are not required for summer school classes.

20) How do we report course codes for science labs?

For science courses that culminate in a Regents examination where the lab is scheduled separately from the course, or the teachers for the course and the lab are different, use the science lab course codes at the following link: http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

If the lab is scheduled separately, do not report a separate course grade for the lab.

21) Are there course codes for college-level courses?

There are course codes for Advanced Placement (AP) and International Baccalaureate (IB) courses in the New York State Comprehensive Course Catalog, but there are no course codes for “college-level courses” per se. Schools should map to the best match for the curriculum of the course. If there is no good match, an “other” code may be used. Schools should remember that local codes and local titles are being collected. If it is important to the school to note that it's a “college level course,” the local title could indicate that.

22) Are districts required to report courses that are not instructional and may not have an associated teacher, such as "Study Hall" (22006 Secondary and 72007 Prior-to-Secondary)?

No. Mapping is only required for instructional courses with a classroom teacher. Scheduled sections such as study hall, lunch, recess, etc. do not have to be mapped or reported. However, you may choose to include these in your local system if it helps you to develop a master schedule.

23) What code should be used for “Library”?

The best code to use for elementary library is code 72003, which is titled Study Skills (description follows). Study Skills courses prepare students for success in high school and/or postsecondary education. Course topics may vary according to the students involved, but typically include reading improvement skills, such as scanning, note taking, and outlining; library and research skills; listening and note taking; vocabulary skills; and test-taking skills. The courses may also include exercises designed to generate organized, logical thinking and writing.

At the secondary level there is also a Study Skill course 22003. Additionally, there is a Library/AVC Aide 22053. Please review the descriptions and select the course that best meets your need.

24) How do we indicate a course is special education?

There are no course codes specifically for special education. Please select the course code from the list that best describes the instruction you are providing. If the course leads to a State assessment, please ensure you are using the appropriate codes. If you do not find a course that best describes the instruction you are providing, please feel free to use one of the “other” choices. It is not necessary to specifically indicate it is a special education course.

25) Do you have suggestions for how we can map our Academic Intervention Services (AIS) courses to the new State course codes?

AIS courses are generally designed to provide instruction or instructional support for courses that lead to a State assessment. As such, AIS courses should be reported using the course code linked to the appropriate related State assessment.

For example, a 4th grade student is enrolled in AIS Reading and AIS Writing courses in preparation for the State Grade 4 ELA assessment. The student’s school/district should report both courses using the State course code 51032 (English Language Arts grade 4) on separate Staff Student Course records. Also, a high school student is enrolled in an AIS Global Studies course in preparation for the Regents Exam in Global History and Geography. This student’s school/district should report the course using the course code linked to the Regents Exam in Global History and Geography (04052 World History and Geography).

Please refer to the following table for a list of course codes linked to State assessments
http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

If the AIS course is not providing instruction that relates to a state assessment then use the course code that best describes the instruction provided. Tutorial course codes 72005 (Prior-to-Secondary) or 22005 (Secondary) could be used for courses not linked to a State assessment. Tutorial courses provide the assistance students need to successfully complete their

coursework. Students may receive help in one or several subjects.

26) Can you suggest a course code for general push-in and pull-out services?

If the push-in and/or pull-out services are scheduled to provide instruction or instructional support for courses that lead to a State assessment they should be reported using the course code linked to the appropriate related State assessment. Please refer to the following table for a list of course codes linked to State assessments

http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf

For push-in/pull-out services provided in courses that do not lead to a State assessment, the prior-to-secondary level Tutorial code 72005 may apply. Courses under the subject area “Miscellaneous” with codes that start with a “72” may also apply. At the secondary level, Tutorial code 22005 may apply. Courses under the subject area “Miscellaneous” with codes that start with “22” may also apply. Please read the course descriptions to select the one that best meets your needs.

27) When a district or BOCES reports a CTE course, do they report the whole CTE program as one course or do they need to report individual courses separately?

Districts and BOCES must report the program as a Program Fact record and the individual courses in the Staff Student Course and Student Class Grade Detail templates.

28) How should a BOCES report their CTE programs? How should a BOCES map courses to their programs?

BOCES must map their courses in the same way a local school district maps its courses. The course catalog contains hundreds of technical and career courses. Use the “Secondary SCED” tab in the state course catalog workbook found here to identify appropriate course codes:

<http://www.p12.nysed.gov/irs/courseCatalog/home.html>

29) If a BOCES or district has an integrated program where students are enrolled in a CTE course, but English and Math credits are integrated, how should the program be mapped to a State course code?

Because students enrolled in integrated CTE courses receive multiple credits for multiple component courses, each component course must be reported on separate Staff Student Course records linked to the appropriate teacher/s. Each course should be mapped to the course code that best matches the course instruction/curriculum.

In the event a CTE course culminates in students taking a State assessment, the course must be reported with the appropriate State exam course code. The document at the following site lists the required course codes for courses leading to a State assessment:

http://www.p12.nysed.gov/irs/courseCatalog/2013-14/StateCourseCodesForStateExams_2013.pdf