

**How to Create a Local Course Index**

**Grades K – 8**

**For School Year 2011-2012**

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## I. Introduction

*The Minnesota Common Course Catalogue (MCCC)* is a course classification and data collection system that describes the courses offered in Minnesota schools, the teachers who taught them and the students who completed them. The course classification system is based on a national model, *Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) developed by the National Center for Education Statistics (NCES) and published in 2011. It has been adapted to align more closely with Minnesota school systems. **The MCCC does not limit or dictate local course offerings.**

The Minnesota Department of Education (MDE) is implementing the MCCC in response to the requirements of Federal HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System. All 50 states are gathering information to meet this federal legislation.

Unlike the grades 9-12 portion of the MCCC that gathers information on all courses offered in all subject areas, the **grades K-8 portion of the MCCC gathers only language arts and mathematics information.** Special education and English as a second language course information in language arts and math is also included in the K-8 collection.

The term “course” should be interpreted in the broadest sense for grades K-8. In the typical junior high setting the concept of “course” is most often applied just as it is in high school. While elementary and some middle school classrooms are not typically thought of as “courses,” the MCCC contains classifications for single and multi-grade level, multiple subject area classrooms which will be considered “courses.”

When the MCCC is complete, it will cover grades P-12. **Including grades K-2 information is optional at this time. Grades 3-8 information is expected for initial implementation.**

The MCCC system includes these four data collections:

Number	Name	Description
1	<b>Local Course Index</b>	List of local courses offered and indexed according to the MCCC.
2	<b>Calendar Information</b>	Selected local scheduling information to identify point in time courses are offered.
3	<b>Staff Course Record</b>	Identifies educators who taught individual sections of local courses.
4	<b>Student Course Record</b>	Identifies student who completed courses, including marks and credits (if credits are awarded).

Coursework completed by students is reported as one of three **Coursework Types** on the **Student Course Record**. The MCCC system collects completed student coursework at the permanent record level. It does not collect coursework information at the progress report level.

The table below identifies and describes the three coursework types used to report completed student coursework.

<b>Coursework types</b>	<b>Characteristics</b>	<b>Where generally offered</b>
<b>1. Scheduled</b>	<ul style="list-style-type: none"> <li>• Can be indexed</li> <li>• Can be scheduled</li> </ul>	All schools, including: <ul style="list-style-type: none"> <li>• Junior high, middle and elementary</li> <li>• Alternative learning centers and programs</li> <li>• Charter schools</li> </ul>
<b>2. Independent Study</b>	<ul style="list-style-type: none"> <li>• Can be indexed</li> <li>• Cannot be scheduled</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative Learning Centers</li> <li>• Alternative Learning Programs</li> </ul>
<b>3. Project-Based Learning</b>	<ul style="list-style-type: none"> <li>• Cannot be indexed</li> <li>• Cannot be scheduled</li> </ul>	<ul style="list-style-type: none"> <li>• Charter schools</li> <li>• Alternative Learning Centers</li> </ul>

**Note:** Coursework in other education contexts such as care and treatment and adjudicated youth programs may better be reported as Independent Study or Project-Based Learning coursework rather than the traditional Scheduled type.

**Information collected through the MCCC system will support:**

- A statewide, longitudinal student course-taking and achievement information system.
- Identification of factors to increase percentage of low-income and minority students who are prepared to achieve academically.
- Course-taking information for use in evaluation of and research about student achievement.
- Data to inform education policy and practice, including to improve alignment of K-12 standards and curricula.
- Comparison of course offerings among school districts.
- Updating and modernizing MDE’s data collection systems.

All information reported through the MCCC system is stored in a secure database at MDE and can be accessed only by designated local district and MDE personnel. The privacy of students and staff is protected by the Minnesota data practice laws. Public reporting of student information will be aggregated by the nine categories identified under No Child Left Behind (NCLB) and the two gender categories, male and female.

The MCCC system was developed with input from Minnesota schools and education organizations, including:

1. **The MCCC Statewide Advisory Committee**, which includes 16 Minnesota school districts. The group's tasks included:
  - a. Modifying the national classification model.
  - b. Establishing content for initial data collections.
  
2. **The MCCC Technical Advisory Committee**, which includes 28 people from Minnesota school districts and student vendor systems. The group's tasks included:
  - a. Reviewing data collection formats.
  - b. Reviewing file specifications.

## II. MCCC Subject Areas for Grades K – 8

The MCCC Grades K-8 is based on the national model, *Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) developed by the National Center for Education Statistics (NCES) and published in 2011.

While Minnesota is currently collecting course information in only language arts and math for grades K-8, the structure of the national model, including all curricular areas, was retained. This was done in the event collecting data in additional content areas such as science, social studies, world languages and the arts becomes required in the future.

The categories of course classifications within each Subject Area are listed below. For the list of classifications under each category, download the *Minnesota Common Course Catalogue Grades K-8* from [the MCCC Web page](#).

### Subject Area 51: English Language and Literature

#### Categories of classifications:

- A. Comprehensive Language
- B. Literature/Reading
- C. Composition/Writing
- D. Speech/Communication
- E. Linguistics
- F. All Others

### Subject Area 52: Mathematics

#### Categories of classifications:

- A. Comprehensive Mathematics
- B. Pure Mathematics
- C. Applied Mathematics
- D. All Others

### Subject Area 73: Academic and Career Development

#### Categories of classifications currently included in this subject area:

- A. Academic Enrichment
- D. Support Services/Special Education
- E. English Language Development (English as a second language)
- G. All Others

### Subject Area 74: Non-Subject-Specific Grade Levels

#### Categories of classifications currently included in this subject area:

- A. All Classifications (Includes classifications for single and multiple grade level classrooms and programs. Only language arts and mathematics information will be collected from these non-subject-specific classrooms and programs.)

### III. Overview of Local Course Index K-8

Each district—and in some cases individual schools within a district—will create a Local Course Index of unique course offerings **beginning with the school year 2011-2012** in language arts and math, by:

- Classifying courses using the MCCC course classifications for grades K-8.
- Documenting additional, contextual information about each classified course.

The Local Course Index for each district will be stored in a database at MDE. This site is secure and accessible only by designated local and MDE personnel. **Grades 3-8 course information is expected in this initial phase of implementation.** K-2 information may be reported at this time if the school or district chooses to do so.

Every grade 3-8 math and language arts course offered, including special education and English as a second language of the **Scheduled** and **Independent Study** coursework types, must be classified and documented or no information about the students who completed those courses will be reportable to MDE. See page 5 of this booklet for information about coursework types. **Do not include courses in your Local Course Index for coursework transferred in** from other school districts or education institutions.

Courses “offered” means those for which the local system provides instruction and awards marks and credits, if credits are awarded. Local school systems do not index courses that its enrolled students complete by taking online or physically attending other school districts or education institution sites. The school district or education institution responsible for instruction and awarding of marks and credits (if credits are awarded) will report that information as well as MCCC course classification and documentation information to MDE.

#### **Elements of a single course code in a K-8 Local Course Index include:**

1. Local site number (identifying a course as either district-wide or school-site specific)
2. Local course number or code
3. Local course title
4. MCCC classification number (selected from the MCCC Grades K-8 classifications)
5. Course level (selected from a list of choices)
6. Course sequence (reported as two numbers)
7. Standards addressed, if any (selected from a list of choices)
8. Two fulfillment indicators that indicate if the course satisfies a) a graduation requirement and b) an end of course assessment. These Indicators will default to “FALSE” for K-8.

#### **Explanation of elements:**

1. The **local site number** identifies the course as 1) specific to a school or program site (three digit MDE org site number) within a district, or as 2) a district-wide (triple zero) course for districts with multiple school sites if all sites use the same course number or code and curriculum for courses offered throughout the district. A course is either site-specific or district-wide. Do not include a course twice and identify it once as site-specific and a second time as district-wide. For more information see “Appendix A. Determining Local Site Number” on page 14 of this booklet.

2. **Local course number or code** is unique to the local district or site and corresponds to the local course in the scheduling system or student registration handbook. Report the local course number or code used by your student information vendor if you have one.
3. **Local course title** is unique to the district or school and corresponds to the course name in the scheduling system or student registration handbook. Report the course name used by your student information vendor if you have one.
4. **MCCC classification number** is the number of the MCCC classification that best describes the local course. **MCCC classifications may be used** as often as necessary to classify all local courses in math and language arts, but each local course may have only one classification number. For more information about how to classify local courses, see “Step 4: Classify local courses” on page 11 of this booklet.
5. **Course level** is reported using one of the codes listed in the table below. For more information about each course level type, see “Appendix B. Determining Course Level” on page 15 of this booklet.

Level Code	Course Level Types
<b>B</b>	Basic or remedial courses (less rigorous than regular courses)
<b>G</b>	General or regular courses
<b>E</b>	Enriched, honors or advanced courses identified as such at the local district or school site
<b>N</b>	No credit courses identify courses that do not carry credits <i>if credits are awarded at the grade level or in the program.</i>
<b>X</b>	Not applicable <ul style="list-style-type: none"> <li>• Use for courses to which the concept of level does not apply.</li> <li>• <i>Use for special education and English as a second language courses in <b>Subject Area 74, Categories D and E.</b></i></li> <li>• Use for courses that receive college credit.</li> </ul>

6. **Sequence** is reported as two digits that identify the order and number of a consecutive series of courses. The first number indicates where the course falls in the series, for example first, second or third. The second number identifies the total number of courses in the series. For more information, see “Appendix C. Sequence Information” on page 16 of this booklet.
7. **Standards addressed** are reported by the type of content standard the district or school uses to align curriculum and assess whether or not students meet grade level expectations. Choices include:

**N** = National standards

**S** = State standards

**L** = Local standards

**C** = Combination of national, state and/or local standards

**A** = No standards addressed

## IV. Examples of Local Course Index Course Codes

### Example 1: 030 634 Concepts in Algebra 52051 B 2 3 C (Mathematics course)

**030** (site-specific course—three digit org number for a specific school or program in district)

**634** (local course number—could be combination of numbers and letters)

**Concepts in Algebra** (local course title)

**52052** (MCCC classification number that best describes course)

**B** (course level code; this is a basic/remedial course)

**2** (second course in a sequence)

**3** (total number of courses in the sequence)

**C** (a combination of math standards—state, local and/or national—are addressed)

### Example 2: 000 GR05 Grade Five Classroom 74035 G 1 1 S (Elementary course)

**000** (district-wide course; site-specific would have 3 digit school org number)

**GR05** (local course code—can be just a number)

**Grade Five Classroom** (local course title)

**74035** (MCCC classification number that best describes local course)

**G** (course level code; this is a general or regular course)

**1** (first course in a sequence)

**1** (total number of courses in sequence—1 of 1 is a stand-alone course)

**S** (state standards in math and language arts are addressed in this course)

## V. Getting Started at the Local Level

**Step 1: Assemble an MCCC team:** The local MCCC team should include curriculum and data members who will work together to build a Local Course Index and submit it to MDE.

- **Curriculum members**, such as curriculum coordinators or specialists, counselors, principals and lead teachers who have general knowledge of courses offered in the local system and a willingness to seek additional information when needed to classify and document a course.
- **Data members**, such as data managers, specialists or other technology staff, including STAR and MARSS coordinators who have general knowledge about how MDE reporting systems work and a willingness to learn the new MCCC submission system.

**Step 2: Attend MCCC WebEx Information sessions.** Dates, times and registration instructions for live MCCC WebEx information sessions are posted online. View the [MCCC page](#) on the MDE website. For more information about WebEx sessions or general information about course indexing, please contact [mde.mccc@state.mn.us](mailto:mde.mccc@state.mn.us).

**Step 3: Determine Site Number.** A Local Course Index can be built in three different ways. Each local course must be labeled with either the district-wide triple zeroes or the specific three-digit school site organization (org) unit number. For more detailed information, see “Appendix A. Determining Local Site Number” on page 14 of this booklet.

## Notes before classifying local courses:

- **The term “course” should be interpreted in the broadest sense for grades K-8.** In a typical junior high setting the concept of “course” is most often applied just as it is in high school. While an elementary and middle school classroom may not be thought of as a “course,” the MCCC contains classifications for single or multi-grade level, multiple subject area classrooms which will be considered “courses.”
- **There is no one correct way to gather and record the Local Course Index information to prepare for submission to MDE.** Some schools maintain spreadsheets or databases of courses and additional columns or fields may be added to record the MCCC information as it is gathered. Other teams may want to record information directly in the student registration handbook, parent information guide or a district or school curriculum guide. The first phase is simply gathering and recording the information; the second phase is submitting the information to MDE.
- **Check with your student information vendor to determine what kind of support they will provide your district in submitting your local course index to MDE.** Vendors work in different ways. How your vendor will support your district may help you determine the best way to gather and record the information. **Many vendors need to be the primary holder of your Local Course Index information. If that is true, do not enter Local Course Index information manually using the MCCC user interface.**

**Step 4: Classify local courses.** The curriculum team does the work of classifying local courses to build a Local Course Index. Items required for classifying courses include:

- A complete list of local language arts and math courses offered, including coursework in multiple subject area classrooms for grades 3 through 8 or K-8 if your system chooses to report K-2 at this time. Most often, local student registration handbooks, parent information guides, curriculum guides or spreadsheets of courses that are maintained in the local system or the student information vendor system provide MCCC teams with this information.
- *The Minnesota Common Course Catalogue Grades K-8.*
- This booklet, *How to Create a Local Course Index K-8*, which contains indexing instructions.

Every grade 3-8 language arts and math course, including coursework within self-contained, multiple subject area classrooms, as well as **special education** and **English as a second language** courses of the **Scheduled** and **Independent Study Coursework Types**, must be included in the Local Course Index or no information about the students who completed these courses will be reportable to MDE. **See page 5 of this booklet for more information on coursework types.** Please use the classifications in **Subject Area 73: Academic and Career Development, categories D and E** to classify specific special education and English as a second language math and language arts courses.

Courses “offered” means those for which the local system provides instruction and awards end-of-course marks and credits (if credits are awarded). **Do not include courses in your Local Course Index for coursework transferred in from other school districts or education institutions.** Each district or education institution reports the courses it offers, the teachers who taught the courses, and the students who completed them, even if that district or institution is not a student’s school of enrollment. Multiple districts and institutions will be able to contribute to a single student’s MCCC record of coursework completed.

It is helpful to skim through *The Minnesota Common Course Catalogue Grades K-8* to see how classifications are organized in each Subject Area, including for example:

- Comprehensive language arts as well as specific reading and writing classifications by grade level in **Subject Area 51: Language Arts.**
- Comprehensive grade level classifications as well as specific math content area classifications such as algebra, geometry and consumer math in **Subject Area 52: Mathematics.**
- Curricular-area specific classifications for language arts and math as well as comprehensive, self-contained course classifications in special education and English as a second language classifications in **Subject Area 73: Academic and Career Development.**
- Comprehensive grade-by-grade and multiple grade-level classroom classifications in **Subject Area 74: Non-Subject-Specific Grade Levels.**

MCCC classifications are written to be broad, umbrella descriptions. **Each MCCC classification can be used as many times as necessary** to index all local courses, but **each local course must be classified under only one MCCC classification.** You are looking for the classification that best describes the local course.

If no MCCC classification adequately describes the local course, classify it under a “Particular Topics” classification. There are “Particular Topics” classifications in the **Subject Area 52: Mathematics** and the categories for special education and English as a second language in **Subject Area 73: Academic and Career Development.** If there are no “Particular Topics” classifications in the Subject Area, please use one of the “Other” classifications. There are “Other” classifications in all Subject Areas. If you use an “Other” classification, you will need to add a brief description of the local course content. **As a rule, you should be able to classify 95 percent or more of local courses to defined (not “Other”) MCCC classifications.**

**Please note:** All local courses that will be reported as the **Independent Study Coursework type must be classified under Independent Study MCCC classifications.**

**Step 5: Document local courses.** The curriculum team adds contextual information for each classified course to more fully describe the course. It is helpful to review “*Overview of Local Course Index*” on page 8 of this booklet before beginning to document contextual information.

- A. How do we determine course level?** Read “Appendix B. Determining Course Level” on page 15. Each course can generally be identified by selecting only one of the choices in the list provided.
- B. How do we document course sequence?** Read “Appendix C. Determining Course Sequence” on page 16. Each course will be documented with two digits. The first digit represents the place the course holds in a series of sequential courses; the second digit represents the total number of courses in the series. Appendix C provides information on how the MCCC defines a sequence of courses.
- C. How do we report standards addressed?** Standards are used to align course curriculum, assessment and evaluation. They are also used to determine if a student is meeting grade level expectations for learning. Report the type of standards addressed in the course from the list of choices provided below. **A local course may be assigned only one standard type from the list below. If the course contains both language arts and math subject areas, the code will apply to both subject areas.**
- N = National standards  
S = State standards  
L = Local standards  
C = Combination of national, state and/or local standards  
A = No standards addressed
- D. What do we do with the two Fulfillment Indicators?** The MCCC processing engine will default these two indicators to “false” when a Local Course Index file is uploaded or when local course information is entered through the MCCC user interface. These two Fulfillment Indicators do not currently apply to K-8.

## Appendix A. Determining Local Site Number

The local course index can be built in three different ways. Each classified course in the Local Course Index must be labeled with either the district-wide triple zeroes or the site-specific three digit school organization (org) unit number.

**Do not build a Local Course Index listing all courses with triple zero and then adding the same courses again with individual site numbers. A course is either district-wide (used in multiple sites within the district) or site-specific (used in only one site within the district); it is not both.**

- 1. The index is built as all district-wide courses.** Courses are district-wide if the district has an internal common course catalogue from which all sites in the district choose courses. Although not all sites may offer all courses, all sites do use the same course number or code to identify the courses and the courses follow the same curriculum when they are offered in individual sites within the district. District-wide courses are labeled with the three zeroes (000).
- 2. The index is built site by site.** Individual sites within the district offer courses with unique course numbers or codes and curriculum is specific to the site. Site-specific courses are labeled with the three-digit site org unit number that represents that school or program in the MDE system.
- 3. The index is a mixture of district-wide and site-specific courses.** Some sites within the district have common course offerings and use the same course number or code and follow the same curriculum while one or more specific sites have unique course numbers or codes and curriculum. District-wide courses are labeled with three zeroes and site-specific courses are labeled with the three-digit school org unit number that represents that site in the MDE system.

**Note:** Each local course in the K-8 portion of the Local Course Index must have a unique number or code. The same number or code cannot be used for two different courses unless they are differentiated by either different site numbers or a site number and a triple zero for district-wide.

## Appendix B. Determining Course Level

Assign a course level to each local course. One course level is all that is necessary.

**B = basic or remedial.** These courses are less rigorous than general courses and are often intended to prepare students for general courses. They provide instruction that primarily focuses on developing age or grade-level appropriate skills, knowledge and/or concepts. **If “B” is selected, “G,” “E” and “X” cannot also be selected.**

**G = general or regular.** These courses typically meet state or district expectations of scope and difficulty for mastery of content. They provide instruction that focuses primarily on skills, knowledge and/or concepts appropriate for the age or grade level. **If “G” is selected, “B,” “E” and “X” cannot also be selected.**

**E = enriched, honors or advanced.** These courses provide advanced instruction and/or additional content not found in general courses. They augment the rigor of general courses and are designated as such in the course title, description or by additional requirements beyond simple pre-requisites at the local level. International Baccalaureate (IB) courses in middle and primary levels have IB specific MCCC classifications. See *51007 IB Language A (English), Middle Years Program, 52132 IB Mathematics, Middle Years Program, and 74041 IB Primary Years Program*. Courses indexed under these classifications should be documented as “E.” **If “E” is selected, “B,” “G” and “X” cannot also be selected.**

**N = no credit.** These courses carry no credit if credits are awarded at the grade level or within the program at the local level. **Do not assign this code if credits are not awarded at the grade level or within the program.** **If “N” is selected, it is not necessary to also select “B,” “C” or “E.” “X” cannot be selected.**

**X = not applicable.** The concept of level does not apply to these courses. **English as a Second Language (ESL) and Support Services/Special Education (SPED) courses should be labeled X.** Junior high or middle school courses that are also awarded college credit should be indexed as course level X. If college credit is awarded, college information must be included. **If “X” is selected, no other choice can also be selected.**

## Appendix C. Determining Course Sequence

Sequence is cited as two digits, such as 1 of 4. The first number identifies where a course sits in a consecutive series of courses, for example first, second or third. The second number identifies the number of courses in the entire series. If a course is a stand-alone, it is documented as 1 of 1. The sequence documentation for the same course can vary from one school or district to another, depending on the local course scheduling system.

**Rule 1: Courses in a sequence must always have the same MCCC classification number.**

**Example A:** One example of sequence is a three-year series of integrated math courses for sixth, seventh and eighth grades. All courses at each grade level would be classified under *52061 Integrated Math—Multi-Year Equivalent*.

- If all the courses are offered as yearlong courses with one local course number for each year, the first year course is documented as 1 of 3, the second year as 2 of 3, the third year as 3 of 3.
- If, however, the same three grade levels of integrated math are offered semester by semester at each grade level with a different local course number for each semester, it is documented as a sequence of six courses. First semester, sixth grade is 1 of 6; second semester, sixth grade is 2 of 6; first semester, seventh grade is 3 of 6, second semester, seventh grade is 4 of 6; and so on.
- If each grade level of the course is offered in trimesters for the three years and each trimester has a different course number the courses would be documented as a sequence of nine.

**Example B:** Another example of sequence is a yearlong enriched reading course that is classified under *51066 Strategic Reading*.

- If the local system offers the course as one yearlong course, it is documented as 1 of 1.
- If the local system offers this as a yearlong course over two semesters and each semester of the course has its own unique course number or code, then it is documented as a sequence. The first semester is 1 of 2, and the second semester is 2 of 2.

**Note:** Students may not be required to take all courses offered in a sequence. Sequence in the Local Course Index only **indicates the relationship among the courses, not whether students complete all courses offered in the sequence.**

**Rule 2: Not all courses classified under the same MCCC classification are a sequence.**

- A local system may offer four, quarter-long literature courses, including 1) Sports Heroes, 2) Science Fiction and Tales of Horror, 3) Everyday Poems, and 4) Myths and Legends. All four courses are correctly placed under the MCCC classification *51053 Literature*, but there is no relationship or sequence to these courses. Students may take one or more courses in any order. Each is documented as 1 of 1.

## Appendix D. Brief Description of Index Elements and Choices

1. Determine how you will build your Local Course Index. Choices include:
  - District wide
  - Site-by-site
  - Combination of district-wide and site-by-site
2. Classify each local course by selecting the number of the **MCCC classification** that best describes it.
  - Classify only courses for which your local system provides instruction and awards marks and credits, if credits are awarded.
  - Each local course may have only one classification number.
  - Remember to use classifications in Subject Area 73 to index local courses in special education and English as a second language.
3. Select a **course level** for each course from the following list of choices:
  - B** = Basic or remedial
  - G** = General or regular
  - E** = Enriched, honors or advanced (identified or defined as such in the local system)
  - N** = No credit, if credit is awarded at the grade level or in the program
  - X** = Not applicable (special education, English as a second language courses and courses that receive college credit)
4. Determine **sequence** and report as two numbers.
  - The first number is where course sits in sequence.
  - The second is the total number of courses in the sequence.
5. Select **standards addressed**. Selection indicates the type of standard the district or site uses to align curriculum and assess whether or not students are meeting grade level expectations. **Selection will apply to both language arts and math standards if course includes both curricular areas as only one choice is permitted from the list below:**
  - N** = National standards
  - S** = State standards
  - L** = Local standards
  - C** = Combination of national, state and/or local standards
  - A** = No standards addressed
6. The two **Fulfillment Indicators**, a) satisfies a graduation requirement and b) meets an end of course assessment requirement currently do not apply to K-8 and will default to "false."