

**Kansas Standards Course Codes Agenda**  
**Monday, August 25, 2008**  
**Topeka & Shawnee Co. Public Library**  
**Marvin Auditorium 101C**  
**10:00 AM – 12:00 PM**

Agenda Items

1. Welcome

Meeting Facilitated by Jeannette Nobo

Introductions

Call-in: Gretchen Sherk, Barbara Clements, Jason Young, Joni Clark-Leiker, Betsy Degen

Present: Beth Fultz, Sherrill Martinez, David Barnes, Vernon Schweer, Jan Voss, Mark Frehe, Jeannette Nobo, Pam Best, Denise Murray, Kurt Gunnell, Bob Gladfelter, Tom Foster, Joyce Huser,

2. School and district feedback on the Kansas Course Codes (KCC)

Field feedback on the KCC will be shared and committee members are asked to share feedback they may have received as well as their own feedback. Receive feedback on the Marysville mapping process.

The questions that were generated from the request for feedback from the field were in regards to the urgency to make changes to records.

Concerns/Questions:

- What will kindergarten course codes look like?
  - What will the schema be?
  - Are integrated courses prevalent in Kansas?
  - How are integrated courses represented?
  - Is the tool going to be able to distinguish the integrated courses?  
(Barbara Clements will follow up.)
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- Fractional credits for courses are given to cover multiple content areas courses are listed twice and should indicate how much credit is given for a content area. In high school, a full credit is divided among content areas.
    - Should a survey be sent to find out how prevalent this is?
    - How will the data be collected?
      - Data will continue to be uploaded through CATE.
  - Course codes should be added to classes for each credit by looking at the sequences (exclusion: multiple classes offered for the credit).
  - CTE is working on finding matches of classes embedded in career clusters. There were earlier discussions about defining indicators to check CTE courses.
    - Could the indicator be a number that ties into the code?
  - There is concern about how schools will be funded based on how this will look.
    - Does all that information need to be included, or can there be a dropdown with the specific course information (i.e., pathways)?

- Instead of embedding the CTE, use additional space to house course codes. KBOR is looking at what CTE courses are offered at the secondary level, because they have to report on this. Barbara would like to see a write up, and she will follow up asking about this at the national level. A request was made for examples on overall categories in the schema.
- The foreign language term is outdated. Currently the term is World Languages. The committee agreed to change the wording of Foreign Language with World Language.
- Courses are being designated with whether or not they are SPED or ESOL
  - Why isn't Title I also indicated?
    - There are no indicators for Title I or other risk programs due to them not receiving course credits.
  - Are there other programs like SPED and ESOL that would carry similar weight?
    - Committee could not think of any at the time.
  - Do we need to distinguish between partial credits for two academic content areas being offered in one class?

**3. Update on Kansas Course Codes and the Licensed Personnel Report (LPR).  
KSDE staff will provide an update on the work to date with the integration of the KCC and the Licensed Personnel Report.**

See handout. Licensed personnel guide will be able to match an endorsement to teacher licenses. This year the licensed personnel report will have something similar; designate assignment for teacher, next to assignment a number for course codes (number for presentation purposes only). A project to rewrite licensed personnel web application is underway. The course codes cannot be used with the current web application.

See handout. A crosswalk for endorsement codes to individual SCED (assignment) codes is under way. Over 200 codes are in the system (some do not exist). What is the proper endorsement for fractional (dual) credits (e.g., look at SCED code for English /Literature (American Literature/History) p. 14).

Some pilot schools use the LPR to help with the crosswalk; once the web application is created, a school will pilot using real numbers to get an idea on how it will look before it goes live and to work out the kinks. An invitation will be sent to the committee to identify pilot districts/schools (small districts/schools would be preferable).

**4. Finalize the Kansas Course Codes**

Confirmation of the KCC schema and course codes for the elementary and middle school. This is the time to suggest any additions or revisions. Once this is final in this meeting, it will be posted on the KSDE Public Comments website. Obtaining final approval is necessary so that the SIS vendors could be given the schema for them to begin working on program changes on their end. Share the Career and technical work on course codes.

The schema is accepted by the taskforce with revisions noted above regarding the CTE and SPED/ESOL column. Jeannette will ask the vendors to add a column for qualified admissions, if necessary. Tom has met with the Qualified Admissions taskforce and Gary Alexander; there is no real clarity around changes to Qualified Admissions. Kurt agrees that it is very tenuous. Gretchen noted that the dual credit column should indicate if post secondary credit is offered.

Place the Kansas Course Codes on the public comments page in September and Jeannette will follow up with the committee.

#### 5. Mapping Tool Update

Kathy Gosa and Barbara Clements will provide an update on the mapping tool and possibly a demo.

The work done without the tool has been enormous. During the testing stages, reports will be available to district in order to determine whether those reports are useful. Provided that the tool is ready, KSDE will test the tool in the middle of September. To facilitate this, there will be a WebEx meeting to demonstrate the tool and conversation with KSDE to find out if it is meeting specific needs. Once the tool is ready, the IT department will look at it to make sure it is appropriate. Assistance will be available to those districts that will download their set of course codes to map with the State codes. Eventually, the system will be hosted on the KSDE website (currently there are some stringent issues due to security reasons). Until then, users may need to log into the vendor's site while KSDE works on internalizing the application tool. All data that is entered will move over to KSDE, and only authenticated users will be able to access the tool. A request for feedback regarding the best way to provide professional development will be extended during the piloting stage.

#### 6. Discussion of KCC Pilot

Explain the expectations for schools who will serve as pilots for the KCC. Review list of committee member schools that agreed to pilot the mapping tool for course code alignment. Identify additional pilots if necessary.

Earlier discussions led to piloting in summer. Barb sent excel file to Jeannette for review. Some schools (e.g., Marysville, Auburn-Washburn) offered to pilot. Training may be difficult for those (data entry staff) that enter the course codes. Data entry is done at the school level (may not be the case for larger districts, which is for consistency across high schools). A generic code (999) will be designated for courses that do not match a Kansas course code under any content area. The code would have the content two number code and then 999. A common language for courses needs to be developed for consistency. Marysville sent KSDE coding-matched courses and looked at the title of courses to find similarities in SCED book. Auburn-Washburn did not find it difficult to find courses in SCED book, with the exception of English. Olathe had several for science and language arts that did not match. Come October, when the tool is ready, the taskforce will be able to pilot the tool. Course code descriptions for the elementary and middle school will need to be developed since the Federal work done on course codes is at the high school level only.

## 7. KCC Timeline

Work on a timeline that will allow for additional schools to map their courses with the KCC. Also include the professional development that is needed within the timeline. Timeline is to include the pilot schools as well.

Question was posed as to whether or not there be any urgencies regarding the grant that will warrant a timeline? The answer to that question came from Kathy Gosa who indicated that as long as everybody is mapped in two years there should be no problems. Funds are available for schools to assist with the mapping and will be distributed to districts to assist in this work. It is hoped that by next summer we will have a lot of districts mapped to the KCC. The bulk of the work needs to be done this year. We need to have all schools/districts mapped by Aug. 2010. By Aug. 2009, we should have 35-50% of the schools mapped. Training to the field on how to use the mapping tool will begin in Jan. 2009. The pilot schools will begin in October to map their courses. It was decided that 4-6 weeks would be reasonable time to allow for the mapping. The pilot schools will have until the end of November to map their courses. This will allow for reports to be printed on the 999 codes and the committee to address these issues in December before the mapping tool is distributed to all districts. As training is given, schools/districts could begin their mapping. Best scenario is if all districts are done by December 2009/January 2010. This is the case because the Licensed Personnel Report due March 2010 will contain the new course codes for reporting purposes.

## 8. Next Steps

Are expectations clear? Where do we go from here? What are the next Meeting dates and purposes?

It was decided that we do need a couple of additional meetings. The meeting dates and purposes are as follows:

- End of September or beginning of October - WebEx meeting to discuss training and mentorship. The date is not scheduled because it is dependant on when the mapping tool becomes available to KSDE.
- November 7 from 10am – Noon – This is a face-to-face meeting (could be a teleconference if necessary) to discuss mapping issues the schools/district may be encountering. It is a time to review the timeline and make any adjustments that might be necessary.
- December 10 from 10am – Noon – This meeting will be a face-to-face meeting to discuss mapping issues encountered and any discrepancies with 999 codes. Training for the field in January will be discussed as well.

The committee was informed that Beth Fultz is another staff member that will be directly involved in the project with Jeannette. Jeannette will discuss with CTE course codes and how they see it fit into the schema. An e-mail will be sent out to the committee about this once obtained.