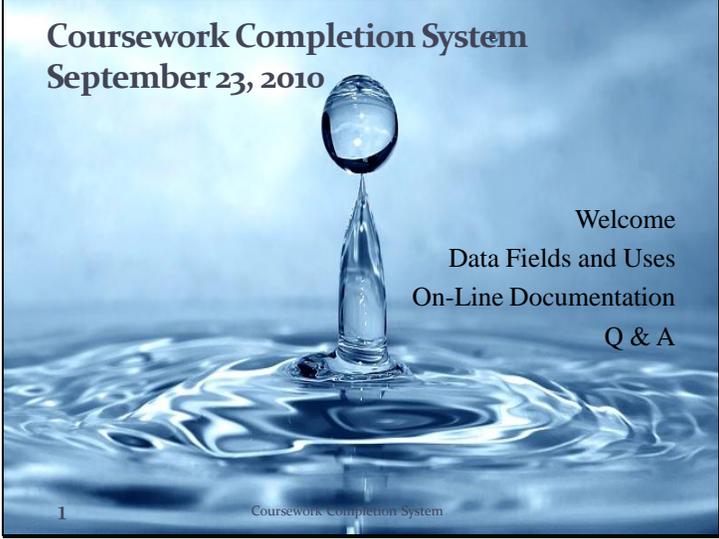


Slide 1



Coursework Completion System
September 23, 2010

Welcome
Data Fields and Uses
On-Line Documentation
Q & A

1 Coursework Completion System

Common Data Elements:
For Both Record Types and Data Files

- Collection Type
- Record Type
- Submitting District
- School Code
- Year
- Term
- Record Type
- Section ID

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USES – Applies to all data elements unless otherwise stated.

In order to meet the requirements of the American Recovery and Reinvestment Act (ARRA) and address existing gaps in the state LDS data sets, the Department of Public Instruction (DPI) will build a new student level data collection and begin accumulating new data the first quarter of 2011 and beyond. The main objectives of this effort will be to address 2 key components referenced in ARRA and specified in the America COMPETES Act, the ability to match teachers with students and capture student-level transcript information, including courses completed.

Collection Type

The coursework completion collection will be collected three times a school year. Each collection will be identified by a unique collection type. Each district can submit multiple files per collection type. The files will be unique based on the term of the data. Only completed terms are submitted during a collection cycle.

- **CW1:** Collection 1 – Generally intended to gather 1st and 2nd quarter, 1st semester, and 1 trimester term data.
- **CW2:** Collection 2 – Generally intended to gather 3rd and 4th quarter, 2nd semester, and 2nd and 3rd trimester and annual term data.
- **CW3:** Collection 3 – Generally intended to gather summer school data.

Record Type

- **WS:** CWCS Student record type
- **WCT:** CWCS Course and Teacher record type

Submitting District

A unique 4-digit LEA Code assigned by the Wisconsin Department of Public Instruction to each school district. Also known as "District Code." For WSLs and ISES collection purposes, the data element "District" (also known as "Submitting District") is the code for the agency submitting the WSLs or ISES record. This code is generally the code for a school district under ch. 119 or ch.120, Wis. Stats. It may also be the code for a non-district charter school (under s. 118.40(2r), Wis. Stats.), the WI Department of Corrections (DOC), or the WI Department of Health Services (DHS).

ANSWERS TO QUESTIONS ABOUT SUBMITTING DISTRICT:

1. Full time open enrolled students should be assigned in the WSLs to the district providing primary educational services (district of open enrollment). This district is responsible for reporting to the CWCS.
2. Part-time open enrolled students will be reported to the CWCS by the district and school which holds the WSN. This is NOT the school which is providing the part-time open enrollment course.
3. Similar to ISES Year End, if a student was enrolled in your district but transferred prior to the end of the school year, CWCS records are expected for the portion of the school year in your district. For students that transfer mid-term that are not eligible to earn a grade for the portion of the coursework completed, a CWCS record should not be submitted. Refer to the CWCS FAQs Related to Course for more information.
4. Yes students taking courses offsite at a technical college must be reported through CWCS. The districts where the student's WSN resides is responsible for reporting courses that earn credits and/or the grade earned.

School Code

A unique 4-digit school code assigned by the Wisconsin Department of Public Instruction to each school. Also known as "School Code."

A school is an administrative unit dedicated to and designed to impart skills and knowledge to students. A school is organized to efficiently deliver sequential instruction from one or more teachers. In most cases, but not always, a school is housed in one or more buildings. Also, multiple schools may be in one building. By statute, a home-based private educational program is not a school.

A school:

- Has an assigned administrator/principal responsible for all personnel actions.
- Has a unique identification code assigned by the DPI (referred to as a school code).
- Provides or directly supervises the primary PK-12 educational services received by students in one or more PK-12 grade groups.
- Has one or more teachers to provide instruction or care.
- May be located in one or more buildings; multiple schools may be in one building.

YEAR

The school year based on the district, school, and term of the courses completed. s.115.001 definitions include;

(12) SCHOOL TERM. "School term" means the time commencing with the first school day and ending with the last school day that the schools of a school district are in operation for attendance of pupils in a school year, other than for the operation of summer classes.

(13) SCHOOL YEAR. "School year" means the time commencing with July 1 and ending with the next succeeding June 30.

(14) SESSION. "Session" means the time during a school term that the schools of a school district are operated for the attendance of pupils.

Term

Term is an indicator for when the course is offered that varies by district, school, and/or grade level. A term is used to measure the length of time required in course hours to achieve a grade earned and/or credits earned.

- 1S: 1st Semester
- 2S: 2nd Semester
- 1T: 1st Trimester
- 2T: 2nd Trimester
- 3T: 3rd Trimester
- 1Q: 1st Quarter
- 2Q: 2nd Quarter
- 3Q: 3rd Quarter
- 4Q: 4th Quarter
- A: Annual
- SM: Summer School

Record Type

Indicates whether the data element is included in a record with student/section information or a record with teacher/section/course information.

- WS: CWCS Student record type
- WCT: CWCS Course and Teacher record type

Section ID

A unique identifier defined by the district to differentiate courses offered into distinct sections necessary to associate teachers to students taught. This identifier must be unique within the school for a given collection. The identifier may be alphanumeric up to 25 characters.

A section may be a classroom unit, a project unit, or other group of students associated with a specific time, block, or other period of time.

For example, American Literature 205A held during period 1 in room 34 could be 00205AF2010, AmLit205A, 01054AmLitP1R34, 01054010034, or any other identifier deemed appropriate by the district.

ANSWERS TO QUESTIONS ABOUT SECTION ID

1. A section may be a classroom unit, a project unit, or other group of students associated with a specific time, block, or other period of time. For example, American Literature 205A held during period 1 in room 34 could be 00205AF2010, AmLit205A, 01054AmLitP1R34, 01054010034, or any other identifier deemed appropriate by the district.
2. The Section ID is defined by the school and must be unique within a term for the school. Example: HHSRm101SmithAlgebraII (This includes the abbreviation of the high school, the room number, the teacher's name, and the course title).
3. There is no minimum course schedule required for elementary students. It is DPI's intent to capture the district and schools decisions. Under s. 121.02 (1) (L), Wis. Stats., for grades K-6 English language arts, social studies, mathematics, science, health, physical education, art, and music are required to be provided to all students and need to be identified and reported. Any additional courses to record are those that are reported to students and their parents, such as world languages or career and technical education.
4. Coursework completed outside the regular school day such as credit retrieval, which counts towards graduation requirements or grade level advancement should be reported to the CWCS. Extracurricular activities and extended learning such as after school programs provided as a service to parents and children or the community should not be reported to the CWCS. Non-credit activities and schedule segments which take place during the regular school day such as school clubs, study hall, tutorials, and guidance may be submitted to CWCS, but are not required.
5. There are not a minimum number of sections that must be reported per student. Each student's schedule will determine the number of courses that will be reported for each term.
6. Students within a single school will not be required to submit similar schedules or the same number of sections.
7. Teachers will not be required to be assigned to a certain number of sections.
8. When you have a classroom that encompasses one teacher, multiple disciplines, and multiple students ideally a section ID should be created for each of the students in such a classroom to specify the association of section to a course code and a teacher.

Data Elements:
Associated with the Course and Teacher Data File

Section Identification

- Classroom Type
- Dual Enrollment Credit
- Distance Ed
- Virtual Online Ed
- Bilingual/ESL
- Project Based

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Classroom Type

Indicates the grade level(s) of students within a classroom. For example is your classroom populated with students all at the same grade level placement of 9th grade, if yes this would qualify as a single grade classroom type. When you have a classroom that is populated with students at the grade level placement of 1st and 2nd grade this classroom would qualify as a multiple grade classroom type.

- S: Single – a single grade level classroom.
- M: Multiple – a multiple grade level classroom.

Dual Enrollment Credit

A program through which high school students are dually enrolled in both high school and college (e.g., youth options, youth apprenticeship, advanced standing, transcribed credit) and earn both high school and college credit.

USES

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Dual Enrollment Credit Code Table:

- AS: Advanced Standing – High school courses, or competencies that result in advanced college standing in the technical college system.
- CAPP: Cooperative Academic Partnership Program – Program existing in some Wisconsin school districts which allows students to take college-level courses and receive college credits without attending the college campus.
- TC: Transcribed Credit – High school courses that also result in the simultaneous earning of college credit.
- YA: Youth Apprenticeship – Students enrolled in a work-based learning program generally revolving around articulated and transcribed credit; 11th and 12th grade students.
- YOPC: Youth Options – private college – Students are enrolled in a WI private college course for high school credit (student also receives college credit); available only for 11th and 12th grade students.
- YOTC: Youth Options – technical college - Students are enrolled in a WI technical college course for high school credit (student also receives college credit); available only for 11th and 12th grade students.
- YOUW: Youth Options – UW-System - Students are enrolled in a UW-system course for high school credit (student also receives college credit); available only for 11th and 12th grade students.
- NA: Not Applicable

Distance Ed

Includes participation by a student in a course where the educational materials are provided through cable television, satellite classes, videotapes or correspondence courses.

Virtual Online Ed

Are any education programs where student's enrollment and participation in the course is done through the internet (online). These types of educational programs are available for students at grade levels K-12.

Bilingual/ESL

Includes a course of study designed specifically for students whose native language is not English, delivered either in English or primarily in the native language of the students. To include a course of study delivered in English and the target language as part of a two-way immersion program.

- B: Bilingual – A course of study designed specifically for students whose native language is not English, and delivered primarily in the native language of the students.
- E: ESL – A course of study designed specifically for students whose native language is not English.
- T: Two-Way Immersion – A course of study that is delivered in English and/or the target language as part of a two-way immersion program.
- NA: Not applicable – The course is not designed specifically for students whose native language is not English, nor is it part of a two-way immersion program.

Project Based

PBL curriculum supports comprehensive student-directed research projects centered on the individual's passions, interests, and goals. The learning model is supplemented by teacher-led workshops and student-proposed seminars. The processes of learning, i.e. reading, researching, writing, and speaking, are emphasized throughout the project process. A service component often provides significant learning experiences.

Project Based Learning (PBL) is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

Data Elements:
Associated with the Course and Teacher Data File

Course Identification

- Course Code
- Local Course Title
- Academic Service Learning
- Equivalency
- World Language
- Alternative Education Program

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Course Code

A unique identifier assigned to a course. Course code consists of three parts, a Subject Area, a Course Identifier within that Subject Area, and the Course Level. This is a 6 character alphanumeric field. The course code will utilize the NCES standards where applicable. The first two numeric characters reflect the subject area, the middle three numeric characters reflect the specific course identifier, and the last alpha character reflects the course level.

USES

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There are 22 general content categories, each represent by a two-digit code. Courses within a Subject Area are distinguished by a three-digit code. The codes carry no meaning within themselves. As with all entries in the NCES Handbook series, “999” is reserved for courses coded as “other.” The course descriptions are fairly general. They provide enough specificity to identify the course’s topic and to distinguish it from other courses in that Subject Area. However, the course descriptions do not include course objectives. The Course Level conveys the course’s level of rigor. There are four options for coding this elements course level. B for basic or remedial, G for general or regular, E for enriched or advanced, and H for honors.

We encourage a review of the course content by the faculty to determine the most appropriate match. Beyond that please forward course specific questions to our DPI consultants.

Refer to http://www.dpi.wi.gov/lbstat/xls/cwcs_coursecodes.xls for complete list of valid course codes.

ANSWERS TO QUESTIONS ABOUT COUSE CODE

1. Students taking part in youth options or alternative education must be reported to the CWCS. A section ID including course and teacher information must be created.
2. A limited number of English / Language Arts courses specifically include grade level within the definition. This grade level identifies the content of the course. Though the student grade level will likely match the course in this case, this is not required.
3. DPI has incorporated the NCES secondary course codes with DPI defined elementary course codes and a limited number of generic course codes for CWCS reporting for 2010-11. Non-secondary course codes have been proposed but not finalized by NCES. Please refer to <http://dpi.wi.gov/lbstat/cwcsapp.html> to download a copy of the WI DPI Course Code List. To download or order a copy of the NCES Secondary School Course Classification System: School Codes for the Exchange of Data (SCED) refer to <http://nces.ed.gov/pubSearch/pubsinfo.asp?pubid=2007341>. The course codes used in prior years for the PI-1215 are not valid for the CWCS.
4. The WI DPI Course codes are based off the NCES Secondary Course Codes. The first two characters identify the subject area. The middle three characters represent the course identifier for a specific topic within a subject area. The final character is course level and is based on the content of the class taught.
5. A course code or codes must be associated with each section. Students are then associated with each section. The course code and all components are elements of the Course and Teacher file (data group).
6. Use of non-secondary (elementary) versus secondary course codes may vary between (or possibly within) grade levels for a single school. The appropriate code set is determined by the school model, elementary, middle, or high school. If 7th and 8th grade courses implement a middle school model, then the secondary course codes should be used. However, if an elementary model is implemented, then the elementary course codes should be used.
7. In general course codes should be available for all coursework. The school should review the list to identify the most appropriate course code. If no course code makes sense to the district, then contact the WSLs/ISES Help Desk for assistance. Refer to the CWCS FAQs Related to Course for more information.
8. All students including PK and Kindergarten students should be reported to the CWCS. Course codes, e.g. '73E01G', Non-Subject Specific Studies (Elementary and Middle School Only), are available for early childhood through middle school who are not associated with subject specific courses.

Local Course Title

The Local Course Title is a free-form text field which an LEA may choose to as a better descriptor for the college course title. A Youth Options course section, Local Course Title could contain the course name and number of the college course; for example, "UW-Madison Math 221 Calculus and Analytic Geometry." This free-form text field will have a maximum of 100 characters. Avoid use of special characters.

Academic Service-Learning

Academic Service-Learning (ASL) is an instructional approach that engages students in addressing meaningful community needs as a way of deepening their academic skill development through critical thinking and problem solving. Students develop 21st century skills through active participation that focuses on application of knowledge and skills to address a relevant issue in the community. Immersed within the academic curriculum, academic service learning involves investigation, planning, action, reflection, and a demonstration and celebration of outcomes.

Equivalency

The terminology “equivalent graduation policy” refers to approved courses that are by subject area that permit selected equivalent courses as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed.

Through an approval process established by the Department of Public Instruction (DPI) school districts may apply to have courses approved for equivalency to other courses.

Chapter PI 18.02 defines “equivalent graduation policy” as “a board policy which meets the credit requirements specified (s. 118.33, Wis. Stats.,) for each subject area, but which permits selected equivalent courses as long as such courses contain the time allotment and substantially the same objectives to develop the knowledge, concepts, and skills of the course for which an equivalent is proposed.” Only courses that have been approved by DPI should be identified as such in this field.

- ELA: English Language Arts
- M: Math
- S: Science
- SS: Social Studies
- NA: Not applicable

World Language

World Language Courses are domestic courses of study in languages other than English. Courses may be designed to meet the needs of heritage or second language learners. Such courses were previously commonly referred to as “Foreign Language” courses. The discipline has adopted the term “World Languages” to reflect the reality that these languages are spoken by resident communities within the United States as well as other in other nations.

USES

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Valid World Language options within the DPI World Language table include:

- FLEX: Foreign Language Exploratory (FLEX) Programs – An exploratory program, less than 60 minutes of instruction per week, with a cultural focus.
- FLES: Foreign Language in the Elementary School (FLES) Programs – A standards-based sequential curriculum, yearlong course of study, greater than 60 minutes of instruction per week, with a language focus.
- IMMR: Two-way Immersion programs – 50% or more of the student’s day is spent learning in a language other than English.
- WL: World Language – A world language program included within the ‘Foreign Language and Literature’ subject area of the NCES course codes.
- NA: Not applicable.

Alternative Education Program

Available for alternative education programs that are not credit producing (e.g. s.118.15 contracts for HSED, GEDO#2, competency-based). Should not be used when local course title and credits are available.

- CA: Challenge Academy – Alternative education program operated by the Wisconsin Department of Military Affairs open to students' ages 16.9 to 19.
- CBPB: Competency-based and project-based programs – Middle school and high school programs that rely on completion of competencies, not credits.
- GEDO2: GEDO #2 – GED Option 2 program for high school youth operated by a school district for 11th and 12th graders.
- HSED: 118.15 contracts – Students who are enrolled at a technical college or with a community based organization for HSED preparation for 11th and 12th graders.
- JD: Jail and Detention – Students who are enrolled to a school district where a county jail or detention center is located, generally for a short duration. Long-term enrollment may result in course and credit completion.
- PS: MPS Partnership Schools – Alternative education programs operated by community based programs under contract with Milwaukee Public Schools for at-risk youth in grades 6-12.
- NA: Not applicable.

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Data Elements: Associated with the Course and Teacher Data File
Educator Identification <ul style="list-style-type: none">• Teacher Role• DPI Educator File Number• Last Name• Former Last Name

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USES: DPI Educator File Number, Last Name, and/or Former Last Name are used to uniquely identify an educator within the Teacher Licensing database.

Teacher Role

A teacher can have many roles. As an educator a “teacher role” could be to monitor students, develop curriculum, student assessment or work with another educator on a course. In CWCS a teacher role is defined by what the teacher does in a given section. An individual, assigned to a Section ID, which assists in the acquisition of knowledge by another. Valid teacher roles for the Coursework Completion System include the collaborating teacher, monitoring educator, multiple teachers, or a single teacher.

- **CT:** Collaborating Educator – An educator working in collaboration with another teacher assigned to a section.
- **ME:** Monitoring Educator – An educator (teacher, administrator, pupil services personnel) who is assigned to monitor students who are taking courses or enrolled in a program not being taught by a district teacher.
- **MT:** Multiple Teachers – A member of a group of two or more educators assigned to a section and who is equally responsible for curriculum development and assessment.
- **ST:** Single Teacher – The educator assigned to a section who is responsible for curriculum development and assessment.

ANSWERS TO QUESTIONS ABOUT TEACHER ROLE

1. For courses which have no district teacher (teacher of record) such as virtual / on-line classes, classes taken from a technical college or university, and youth apprenticeship, a district teacher must be assigned as a 'Monitoring Educator.' Refer to table D.9 of the Course and Teacher file interface specification, <http://www.dpi.wi.gov/lbstat/cwcsapp.html>, for a definition of 'Monitoring Educator.'
2. If your district has specific staff assigned to Alternative Education Programs, within the jail site or a detention center, then that teacher should be reported. If not, then a monitoring educator must be assigned.
3. Youth Options students must be associated with a section, course, and a local (district) teacher. The actual teacher in the technical college is NOT submitted to the CWCS.
4. For programs such as off-site four-year-old kindergarten, the district has to ensure a licensed teacher and oversee the program so that it meets state and district requirements. Thus, an educator with a DPI Educator File Number can be identified.

5. Ideally, course, teacher, and student information will be submitted separately by Section ID for each elementary course which may be grade producing such as art, music, and physical education. The CWCS will be flexible for 2010-11 and allow alternative methods of reporting which consolidate coursework for ease of reporting. Districts are expected to work toward submission of separate course sections for 2011-12.

DPI EDUCATOR FILE NUMBER

This is the unique six-digit identifier assigned by Teacher Licensing to individuals when they apply for a license to teach in the State of Wisconsin. In the Coursework Completion System, it is used to identify and report an individual assigned to a Section ID.

ANSWERS TO QUESTIONS ABOUT DPI EDUCATOR FILE NUMBER

1. CWCS uses the DPI Educator File Number and the last name or former last name field as the unique identifier for a teacher based on the district, school, collection, year, and term.
2. For teach assignments the DPI Educator File Number may be retrieved from the PI-1202 download.
3. All teachers submitted to the CWCS regardless of teacher role must have a DPI Educator File Number.

Last Name

The legal last name of the educator assigned to a Section ID which may be used to authenticate the DPI Educator File Number provided.

Former Last Name

The legal former last name of the educator assigned to a Section ID which may be used to authenticate the DPI Educator File Number provided.

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Data Elements:
Associated with the Student Data File

- WSN ID
- Enroll Date
- Grade Level Placement
- Completion Status
- Grade Earned
- High School Credits Earned
- College Credits Earned
- Part-Time Open Enrollment District

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WSN ID

The Wisconsin Student Number is a unique, unduplicated number assigned to each student enrolled in Wisconsin public schools. The Wisconsin Student Number Locator System is used to assign a WSN. The WSN is intended to be the student's sole identifier throughout his or her PK-12 experience. Parents cannot opt their child out of being assigned a number in the system.

Enrollment dates will be used for multiple data collection, reporting, and accountability purposes including logic checks, routing of email requests and notifications, student counts on count dates, duration of enrollment at a school, calculation of certain fields/codes and more.

ANSWERS TO QUESTIONS ABOUT WSN ID

1. Any student that does not have a WSN assignment including home school or private school students enrolled in up to two courses within your district should not be included in the CWCS data collection.
2. The subset of students receiving education from their home that are enrolled through a school district and assigned a WSN should be included in the CWCS data collection.
3. Tutoring activities are not recorded; only record courses for which course completion, credit earned, and/or a grade earned may be reported.
4. It is DPI's intent to collect what a school district deems as appropriate for migrant students. For example migrant students that enroll in the fall of the year, then move out of the area, and return again in the spring. If completion status, credit earned, and/or grade earned are reported at the local level for the student for the time period being reported, then this data should be reported in the coursework completion reporting.
5. All students receiving education from a school district should be reported through CWCS through the maximum age of 26.

Enroll Date

The **school enrollment date** is the date a student initially receives educational services from a school during a period of continuous enrollment at a school. A separate enrollment date is required for each continuous period of enrollment at any given school. School enrollment dates are collected as part of the Wisconsin Student Number Locator System.

The historical date this student enrolled in the district. If the student had a break in membership and then returned, use the most recent date.

ANSWERS TO QUESTIONS ABOUT ENROLL DATE

1. Enroll date is the student's enrollment date for the current period of assignment to the district in the WSLs; please refer to <http://www.dpi.wi.gov/lbstat/dataenroll.html> for further details.

Grade Level Placement

This is the level of the educational program studied by a student.

ANSWERS TO QUESTIONS ABOUT GRADE LEVEL PLACEMENT

1. Grade level should be reported in the CWCS in the same manner as it is reported for other ISES collections, please refer to <http://www.dpi.wi.gov/lbstat/datagrade.html>. Certain course codes have a grade level specified. This grade level represents the course content. Students from multiple grade levels as identified in the student record may be associated with such a course.

Completion Status

Indicates if a student fulfilled the accountability required during the course term to receive a grade and or credits earned based on course curriculum.

A completion status is a required field for all student records (grade level placement K3 – 12) by course completed for a specific term.

- Incomplete, I, The student's coursework was not completed within the specified term thus this course is ineligible to be assigned a grade earned or credits earned.
- Failing, F, The student's coursework recorded for this course or program was assigned a failing completion status. A student receiving a failing completion status is ineligible to be assigned credits earned for that course.
- Passing, P, The student's coursework recorded for this course or program was assigned a passing completion status.
- Withdrawal or Dropped, WD, The student withdrew or dropped the course within the specified term and was assigned a completion status of withdrawal or dropped. A student receiving a withdrew or dropped completion status is ineligible to be assigned a grade earned or credits earned for that course.
- Not Applicable, NA, Not Applicable

Grade Earned

An alphanumeric grade assigned by a licensed educator indicating a student's level of accomplishment in a course. Grade earned is based on a 4.0 numeric point scale and should be unweighted. DPI has included the following alphanumeric codes for course codes when a numeric grade earned is not appropriate.

- N.NN: Based on a 4.00 numeric point scale.
- CBC: Competency Based Credit – credit based on the competency level and/or proficiency level achieved.
- E: Exempt from receiving a grade earned
- O: Other – available for grading exceptions ONLY
- NA: Not applicable

ANSWERS TO QUESTIONS ABOUT GRADE EARNED

1. The following response applies to the 2010-11 school year only. For grade levels 09 – 12 grade earned is a required field. Grade earned for grades 09 – 12 must be reported on a 4.0 scale. The data field format will allow up to 3 decimal points.
2. Districts are responsible for the conversion to the 4.0 scale if another scale is used within the district. DPI will not be providing a standard conversion for alternate grade scales.
3. Grade earned should be un-weighted.
4. For 2010-11 for grade levels of K3 – 08 grade earned is not required, however completion status must be provided.
5. Alternative codes are available for grade earned when a scale score is not available or does not apply. The value of 'CBC' may be used when the course is associated with competency or standards based credit. In the event competency based credit and a scaled score are available then scaled score should be reported. 'E' or exempt from receiving a grade earned is available for specific coursework where no marks are granted such the Department of Military Affairs ChalleNGe Academy. 'O' or other is available only for grading exceptions. Use of 'NA' or not applicable will be restricted to specific scenarios such as records where completion status is 'Incomplete'.
6. Once the CWCS data collection is closed, any corrections and/or additions to grade earned or completion status will not be allowed for the closed collection and should not be submitted in a subsequent collection.
7. The course and the actual grade earned (pass or fail) should be reported upon completion. A course that is repeated should be reported multiple times though most likely in different terms.

High School Credits Earned

Recognition of attendance or performance in a high school level instructional activity (course or program) that can be applied by a recipient toward the requirements for a diploma, certificate, or other formal award. Maximum of 10 credits total for any one course or program by term.

ANSWERS TO QUESTIONS ABOUT HIGH SCHOOL CREDITS EARNED

1. Coursework in progress, but not yet completed, for the term in which the student transferred is reported only by the district and school to which the student transferred once the student completes (or withdraws from) the course in the transfer district. Coursework completed in the previous school is reported only by the previous school and district regardless of whether the school to which the student transferred accepts the transfer credit.
2. The number of credits granted by the district should be reported. If credit was available, but not granted to a student, then 0 credits should be reported.

College Credits Earned

Recognition of attendance or performance in a college level instructional activity (course or program) that can be applied by a recipient towards college requirements.

ANSWERS TO QUESTIONS ABOUT COLLEGE CREDITS EARNED

1. There is no need to report college credit earned for AP courses, as the credit is awarded based on postsecondary institutions' policies and is not automatically awarded merely by completing the course. Do report the high school credits earned based on the grade the student received and the district policy. Only a course set up as dual enrollment may have both high school credits and college credits earned.
2. Transfer credits should not be reported through CWCS. This is a course completion data collection. We are not attempting to create an actual student transcript.

Part-Time Open Enrollment District

For part-time open enrollment students taking up to two courses in a district other than the submitting district, identify the district providing educational services for this section.

Part-time open enrollment district will be a parallel collection for 2010-11, as the data will be collected within the PI 1215 under the 4th Tab; Part 1 includes the number of resident students attending another school district for purposes of participation as a part-time student in the Open Enrollment Program. Part 2 includes the number of non-resident students attending courses offered within your district. This count does not include resident private school and home based students who take courses under s. 118.145(4), Wis. Stats. Nor does it include students' enrolled in a postsecondary program. This data is used to complete the School performance Report (SPR) s. 115.38, Wis. Stats. In addition, the courses offered by your district and the student count for only non-resident students. Part-time open enrollment district will also be collected as an optional field for 2010-11 CWCS data collection and DPI will use this data to validate against the data reported by district within the PI 1215 for accuracy throughout 2010-10 in preparation for this being a mandatory field in program year 2011-12.

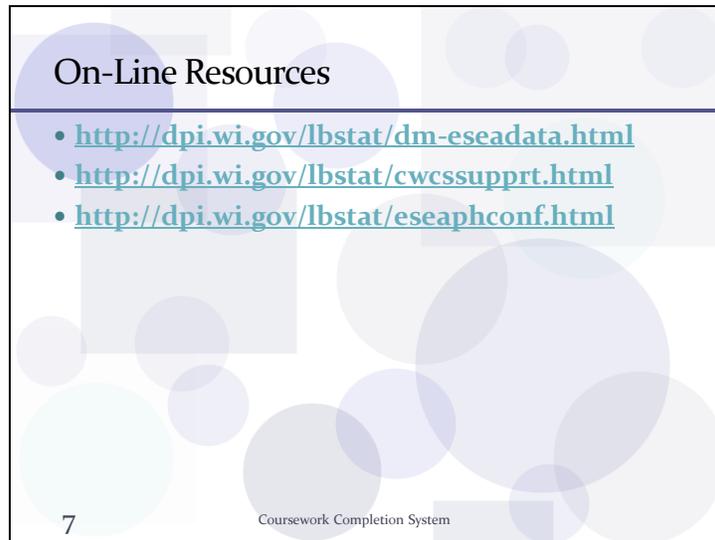
USES

In order to meet the requirements of the American Recovery and Reinvestment Act (ARRA) and address existing gaps in the state LDS data sets, the Department of Public Instruction (DPI) will build a new student level data collection and begin accumulating new data the first quarter of 2011 and beyond. The main objectives of this effort will be to address 2 key components referenced in ARRA and specified in the America COMPETES Act, the ability to match teachers with students and capture student-level transcript information, including courses completed. The School Performance Report (SPR) was created in 1991 with the passage of s.115.38 WI Statutes which includes reporting of courses offered and student participation.

ANSWERS TO QUESTIONS ABOUT PART-TIME OPEN ENROLLMENT DISTRICT

1. Part-time open enrollment classes must be reported by the district and school which the student is enrolled and their WSN resides.

Slide 7



On-Line Resources

- <http://dpi.wi.gov/lbstat/dm-eseadata.html>
- <http://dpi.wi.gov/lbstat/cwcssupprt.html>
- <http://dpi.wi.gov/lbstat/eseaphconf.html>

7 Coursework Completion System



Thank You

- Question and Answers
- Reminder: Please forward questions to the WSL/ISES Help Desk and open a Help Desk Ticket or call 800-507-5744.

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Coursework Completion System