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|  | STARS Volume 2 **Reference Mater­­ials**  2017-2018  V12.6 |

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Information and FAQ’s on State of New Mexico Graduation Requirements are included at the end of this manual in Appendix P. The course section attempts to distinguish between required and elective high school courses in the course description titles.

On occasion, schools and/or school districts develop additional courses that they desire to teach. The mechanism with which to have a new course code assigned to locally-provided courses is outlined in Appendix Q.

When schools/districts seek to substitute different courses for required courses, PED must provide prior approval of this action. Districts/Charter Schools should utilize the procedure documented in Appendix R “Alternative Credit Form” for approval to deviate from required coursework.

Note: Changes pertaining to the NEW School Year are highlighted in Purple

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Revision History

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| Revision Number | Date | Comment |
| 12.1 | 07/7/2017 | PED First Release |
| 12.2 | 07/10/2017 | Revised Withdrawal Codes |
| 12.3 | 07/12/2017 | NMPREK enrollment now requires QUARTERLY submissions versus MONTHLY. NMPREK enrollment (Programs Fact) will now be submitted at these snapshot dates: K3P (9/1), 40D, 80D, 120D & EOY. The first submission will now be Mid-October versus the previous July or August 5th, depending on when school started. Clarified in US Schools 12 months. Clarified Appendix Z for Economic Status field 131.Removed STARS Authorization Form |
| 12.4 | 8/4/17 | NMPREK changes to ***Appendix Z03-NMPREK***:   * Clarified the 9/1 (versus 7/15) snapshot submission process. NMPREK data must be submitted to the 9/1 snapshot date by October 1st and will only consist of these 3 templates: ***STUDENT, STUDENT SNAPSHOT & PROGRAMS FACT (*not *SCHOOL ENROLLMENT)*** * Added FAQ regarding how to calculate if student is 4 years old at Midnight Sep 1   CCRB changes:   * Deleted course code 1622 and modified course descriptions for 0344, 0346, 0347, 1615 & 1662.   Bilingual changes:   * Revised course descriptions for 1062 and 1063   Special Ed changes. |
| 12.5 | 9/5/17 | Test Description for CCR Exams page 102-103 Reversal of Previous Decision. College Board Exams will continue to be submitted by districts for the ACT, SAT, SATSUB, PSAT, and AP.  Appendix W table – Career Technical Crosswalk of National & State Career Clusters by STARS Course Codes – updated for new year  To appendix Z01, Z02 & Z04, added new Class Period PO (Pull-Out).  Appendix Z02 – Early Childhood Observation Tool (ECOT) Roster Sumbission   * In the prekindergarten programs (PK) section which identifies various PK program codes, a NOTE was added at the end of the section stating PROGRAMS FACT data pertaining to prekindergarten students will be collected at 40D, 80D, 120D & EOY instead of at 7/15 |

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| Appendix A – Course Codes |

New Course Codes 2017-18

| **Course Code** | **Course Name** | **Subject** | **Grade Range** | **Licenses** |
| --- | --- | --- | --- | --- |
| 0035 | Preschool – non-certified teacher (non-funded programs) | Elementary | PK-PK | None |
| 0480 | NCCER Core Curriculum-Introduction to Craft Skills | Construction | 9-12 | Lic 300/308,350 or 500/505 w/Agriculture (82) endorsement OR 800. |
| 0481 | NCCER Carpentry Level 1 | Construction | 9-12 | Lic 300/308,350 or 500/505 w/Agriculture (82) endorsement OR 800. |
| 0482 | NCCER Carpentry Level 2 | Construction | 10-12 | Lic 300/308 or 500/505 w/Agriculture (82) endorsement OR 800. |
| 0483 | NCCER Carpentry Level 3 | Construction | 11-12 | Lic 300/308 or 500/505 w/Agriculture (82) endorsement OR 800. |
| 0484 | NCCER Carpentry Level 4 | Construction | 11-12 | Lic 300/308 or 500/505 w/Agriculture (82) endorsement OR 800. |
| 1520 | Medical Terminology | Health Care | 10-12 | Nursing licenses 701, 702, 703 or 705 OR 800. Same licensure as 1514 (Medical Office). |
| 1674 | Advanced Career – Fundamentals of Aerospace Technology | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1675 | Advanced Career – Advanced Aerospace Technology | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1676 | Advanced Career – Aeronautics Engineering Applications | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1677 | Advanced Career – Astronautics Engineering Applications | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1678 | Advanced Career – Clean Energy Systems | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1679 | Advanced Career – Clean Energy Applications | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1680 | Advanced Career – Clean Energy Strategies | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |
| 1681 | Advanced Career – Clean Energy Innovations | Technology | 9-12 | Lic 300/308,350 or 500/505 w/Math (51) or Science (32) endorsement OR 800. |

Changed Course Codes 2017-18

| **Course Code** | **Course Name** | **Type of Change** |
| --- | --- | --- |
| 0131 | Agricultural Explorations | Grade level changed from 7-8 to 7. Curriculum specific for 7th grade only. |
| 0132 | Agricultural Science | Grade level changed from 7-8 to 8. Curriculum changed nationally and specific for 8th grade only. |
| 0133 | Introduction to the Science of Agriculture | Grade level changed from 9-12 to 9-10. Grade change needed for program of study sequence. |
| 0141 | Horticultural Science | Grade level changed from 9-12 to 10-12. Change in grade level for program of study upper division sequence. |
| 0161 | Science of Large Agriculture Animals | Grade level changed from 10-11 to 10-12. Grade level changed to meet program of study sequence and rigor in curriculum. |
| 0162 | Science of Small Animals | Grade level changed from 11-12 to 10-12. Grade level changed to meet program of study sequence and rigor in curriculum. |
| 0164 | Veterinary Science/Technician | Added “technician” to title. Change grade level from 10-12 to 11-12. Changed course description. Change in curriculum and rigor to meet demand of training and sequencing in this program of study. |
| 0266 | Hotel Management /Lodging Management II | Combine these two numbers into one: Delete 0535. Grade level changed from 10-12 to 11-12. Added “lodging” to title. |
| 0276 | Web Page Design | Changed description. Delete emphasis on Dreamweaver and include WordPress; add use/customer centered design component; change webpages to web applications. |
| 0302 | General Computer Applications | Changed outdated description; integrate data use and manipulation tied to career pathway focus and problems; Include surveillance and detection technology when applied to student projects for those in Criminal Justice Cluster. |
| 0305 | Desktop Publishing I | Changed outdated description. |
| 0307 | Computer Graphics II | Updated course description to meet industry standard in a program of study. |
| 0313 | Business Programming | Changed outdated description. |
| 0324 | Programming | Changed outdated description. Removed “Basic” from title. |
| 0325 | Advanced Programming | Changed outdated description. Removed “Pascal” from title. Added Python, Javascript, Java to description. |
| 0326 | Computer Programming – Other Language | Updated course description to meet industry standard in a program of study 4 course sequence. |
| 0327 | AP Computer Science A | Updated course description for language consistency. Each AP course includes the following final sentence (which was missing from this course description): This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| 0330 | Database Programming | Updated course description for clarity. |
| 0331 | Database Programming with SQL | Updated course description for clarity. |
| 0344 | PLTW – Computer Science Essentials | Change Name and Description (updated name and year-long course, now) |
| 0346 | PLTW - Computer Science A | Updated Description |
| 0347 | PLTW - Cybersecurity | Updated Description |
| 0402 | Construction | Corrected typo in description. |
| 0417 | Basic Woodworking | Changed title from Woodworking to Basic Woodworking. |
| 0418 | Advanced Woodworking | Changed title from Cabinetmaking to Advanced Woodworking. |
| 0431 | HVAC 1 | Changed title from Air Conditioning to HVAC 1. |
| 0432 | HVAC 2 | Changed title from Refrigeration to HVAC 2. |
| 0512 | Advanced Foods | Changed course description. |
| 0530 | Entrepreneurship | Grade level changed from 9-12 to 11-12. Changed course description. |
| 0550 | Child and Human Development – Young Children | Updated course description and title. Grade level changed from 10-12 to 9-12. |
| 0912 | Automotive Technology-Comprehensive | Changed outdated description. |
| 1062 | ELD | Updated course description to meet the legal obligation obligations to English Learners under civil rights laws (Title VI of the Civil Rights Act of 1964 and Equal Educational Opportunities Act of 1974) and other federal requirements. |
| 1063 | English Lang Arts ELD | Updated course description to meet the legal obligation obligations to English Learners under civil rights laws (Title VI of the Civil Rights Act of 1964 and Equal Educational Opportunities Act of 1974) and other federal requirements. |
| 1269 | AP Latin | Changed description. Course was redesigned by College Board in 2012. |
| 1271 | Language for Native Speakers I | Revised course description to include 6th grade. |
| 1272 | Language for Native Speakers II | Revised course description to include 6th grade. |
| 1273 | Language for Native Speakers III | Revised course description to include 6th grade. |
| 1274 | Language for Native Speakers K-6 | Revised course description to clarify eligibility for BEP funding. |
| 1514 | Medical Office | Changed course description. |
| 1615 | PLTW Introduction to Engineering Design | Updated description and deleted duplicated course 1622. |
| 1622 | PLTW Medical Intervention | Update description. (Currently identical to 1660). |
| 2752 | Contemporary World Issues | Updated course description to include 21st century. |

Deleted Course Codes 2017-18

**College and Career Readiness Courses:**

* 0135 Science Environmental, Animal Plant in Agriculture (No longer part of program of study sequence)
* 0142 Science, Agriculture Animals/Agronomy (National curriculum change and no longer part of program of study)
* 0172 Agricultural Marketing Sales (No longer part of program of study sequence)
* 0174 Science of Animal Production Processing (No longer part of program of study sequence)
* 0329 Computer Science AB (Course discontinued by College Board)
* 0463 Particular Topics in Electricity/Electronics (Duplicate of 0453)
* 0505 Child Development (same as 0550)
* 0534 Lodging Management I (Duplicate of 0265)
* 0535 Lodging Management II (Duplicate of 0266)
* 0551 Working with Young Children II (Description combined with 0550 for education pathway students)
* 0556 Child Care Careers (Description combined with 0550 for education pathway students. Introduction to careers is given in 0550.)
* 0713 Blueprint Reading – Related (Same as 0712)
* 0914 Automotive Service (Duplicate of 0901)
* 1207 French Literature (Course discontinued by College Board)
* 1270 Latin Literature (Course discontinued by College Board)
* 1560 GRADS (Duplicate of 0570)
* 1605 Diversified Occupations (Same as 0852/0853)
* 1622 PLTW Introduction to Engineering Design (Duplicate of 1615)
* 1628 PLTW Biotechnical Engineering (This PLTW course no longer exists)
* 1651 Working Towards Sustainability (Ford partnership curriculum no longer valid in NM)
* 1653 Getting Smart About Business (Ford partnership curriculum no longer valid in NM)
* 1654 Manufacturing for Tomorrow (Ford partnership curriculum no longer valid in NM)
* 1655 Data, Decisions and Design (Ford partnership curriculum no longer valid in NM)
* 1656 Living in a Global Economy (Ford partnership curriculum no longer valid in NM)
* 1657 Putting Math to Work (Ford partnership curriculum no longer valid in NM)

Course Codes

Course codes consist of 8 digits. The first 2-digits refer to a subject area. The first 4-digits refer to the course code specific to the course and content. The 5th digit is the common field and indicates an audience of a course. As of school year 2013-14, only the 8 in the 5th digit is meaningful to PED. Eight (8) in the 5th digit is now used to report a course requiring a bilingual endorsement because it is part of a state-funded Bilingual Multicultural Education Program. Otherwise Y/N indicator fields have replaced the 5th digit in the template Course Instructor, which allows multiple audiences. See the End of the Course section for common field codes and descriptions. Digits 6-8 used to be considered subject fields and were specific to subject areas. Please refer to the end of each subject area for the appropriate code values for digits 6-8. Note: In School Year 2013-14, subject codes 6-8 may be reported as 000. The following subject areas all have the same subject field codes and descriptions and are only listed 1 time to eliminate duplication (Agriculture, Business, Computer and Information Sciences, Construction Trades, Cosmetology, Drafting, Energy, Power, Transportation Technology, Family and Consumer Sciences, Graphic and Printing Communication, Health Care Sciences, Marketing, Precision Metalwork, Public, Protective, and Social Services, Technology Education). Please see the last section of the Course Codes appendix for the list of subject field codes for the subject areas listed above. For license requirements for teachers of courses, please refer to Appendix E.

To insure that course codes used by New Mexico school districts adhere to the fidelity and rigor of course content as intended by both the Public Education Department and the U.S. Department of Education, please use the intervention codes when students are receiving courses intended to provide remedial education.

1. Elementary Course Codes

| **Code** | **Descriptions – Elementary School** |
| --- | --- |
|  |  |
| **0000** | **Kindergarten** |
| **0001** | **First Grade** |
| **0002** | **Second Grade** |
| **0003** | **Third Grade** |
| **0004** | **Fourth Grade** |
| **0005** | **Fifth Grade** |
| **0006** | **Sixth Grade - if taught in an elementary classroom setting** |
| **0007** | **Seventh Grade - if taught in an elementary classroom setting** |
| **0008** | **Eight Grade - if taught in an elementary classroom setting** |
| **0033** | **3 year old - Special Education** |
| **0034** | **Preschool - 3 & 4 year olds NOT special education \*\*** |
| **0035** | **Preschool Non-Certified Teacher (Only to be used for preschool students who are in a school district’s Head Start or FACE (Family and Children Education) program. Not to be used for students who are in a NMPREK, Title I PreK or 3Y/4Y Special Ed program due to licensing requirements.)** |
| **0044** | **4 year old - Special Education** |
| **0K3P** | **K-3 Plus Summer (Includes Start Smart K-3 Plus)\*** |
| **1024** | **Elementary Language Arts Intervention(Elementary setting)** |
| **1025** | **Elementary Language Arts(Elementary setting)** |
| **1710** | **Elementary Science Intervention(Elementary setting)** |
| **1717** | **Elementary Science(Elementary setting)** |
| **2017** | **Elementary Math Intervention(Elementary setting)** |
| **2020** | **Elementary Math(Elementary setting)** |
| **2728** | **Elementary Social Studies Intervention(Elementary setting)** |
| **2738** | **Elementary Social Studies(Elementary setting)** |

The above ELEMENTARY course codes are ONLY to be used for PreK and Elementary students (not middle school students). There are additional course codes for Elementary (and Middle School) students listed through-out the various course sections. Because the K-8 Elementary teaching license covers both elementary and middle school grade levels, you’ll find these “shared” course codes listed in their respective subject areas.

\* Course Code 0K3P is the only course code that contains characters. All other values of the Course Code Long field (length of 8) should be a numeric value between 0 & 9.

\*\* The “Pre-School” course (course code = 0034) allows districts to report pre-school (grade = PK) students receiving Title 1A services but are not Special Ed, and therefore are not counted in membership and not funded by the state. This course will distinguish between the licensing requirement necessary for those teaching Special Ed Pre-School students (reported in Program Codes 3Y/4Y in course codes 0033/0044) and those Non-Special Ed Pre-School students (reported in grade PK in course code 0034). Teachers teaching courses 0033 / 0044 will not meet the licensing requirement if they hold an “Educational Assistant” license only (since an Assistant cannot be the primary teacher in a classroom).

**Elementary Setting Subject Area Courses (1024, 1025, 1710, 2017, 2020, 2728, 2738) business rules:**

* To better align subject areas to teachers and students, some districts/charters are reporting these elementary subject-area-specific course codes instead of reporting elementary homeroom course codes (0000-0008). This is acceptable as long as every subject area covered under the homeroom is represented. There is an exception to this rule with the new ECOT system. For prekindergarten and kindergarten students, the homeroom course codes 0033, 0034, 0035, 0044, 0000, 0K3P or 2802 must be used and reported to STARS ONCE per student to the 7/15 (Open Year Round), because these are the only course codes transferred to the Early Childhood Observation Tool (ECOT) system for assessing prekindergarten and kindergarten students.
* Some districts/charters may opt instead to continue to report elementary homeroom course codes (0000-0008) as in the past; which allows an elementary licensed teacher to teach ALL subject areas. In this case, all of their student’s SBA/PARCC scores will be attached to the homeroom teacher. Do not report homeroom course codes for people who are taking attendance only; STARS does not have an Attendance Course Code available for this purpose.
* One purpose of these course codes is for reporting pull-out courses, so a teacher may be identified as teaching these specific CORE subject areas for the purpose of aligning student’s assessments to teachers.
* Allows SBA/PARCC scores of students to be attached to the correct teacher for purposes of Teacher Evaluations. i.e. Math SBA/PARCC score tied to Math teacher
* If your school reports 6th-8thgraders as taught in an elementary classroom setting via course codes 0006-0008, then you would report these “elementary setting course codes” for your 6th-8th grade pull-out courses.
* If an elementary class is taught one subject by one teacher and another subject by another teacher, then it is imperative that both specific elementary course codes are used to attach the correct subject to the correct teacher to the correct student’s assessments. The “homeroom” course codes of 0000-0008 should not be used in these situations.
* Reading and Writing subjects are both encompassed under the Language Arts (1024, 1025) course codes umbrella.
* These are considered CORE subject area courses, and therefore will appear on the Highly Qualified Teacher (HQT) reports. However, only an elementary teaching license will be required. Nothing more is needed as when similar classes are taught in the Middle School classroom setting, which in these cases may require 24 semester hours of coursework in that subject area (or passing the appropriate content knowledge New Mexico Teaching Assessment (NMTA)).

i.e. If teaching math to 6th graders, use course code 2020 (Elementary Setting Math) for Elementary School models; use course code 2025 (6th Grade Math) for Middle School models.

2. Agriculture, Food and Natural Resources – 0129-0199

This subject area encompasses courses that prepare learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. All courses should adhere to the complete program model, incorporating 1) classroom and laboratory instruction, 2) supervised agricultural (occupational) experience, and 3) participation in leadership, knowledge and skill development activities provided through FFA.

| **Codes** | **Agriculture, Food & Natural Resources – 0129-0199** |
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| **0131** | **Agricultural Explorations - Recommended for Students Grades 7** - Surveys a wide array of topics within the agricultural industry, exposing students to the many and varied types of agricultural career opportunities and to those in related fields. As the name implies, these courses serve simply to introduce the agricultural field, providing students the opportunity to identify and focus for continued study. Primarily designed for seventh and/or eighth grade. |
| **0132** | **Agricultural Science - Recommended for Students Grades 8** - Surveys a wide array of topics within the agricultural industry, exposing students to the main and varied types of agricultural career opportunities and to those in related fields. This course serves as a stage two, building upon the seventh grade class. |
| **0133** | **Introduction to the Science of Agriculture - Recommended for Students Grades 9-10** - The local, national, and global definitions, history, and scope of agriculture in society is covered in this course. It also covers plant and animal sciences, production and processing; agricultural mechanics, including tool and machine operation; business and natural resource management; management of food and fiber systems; soil characteristics, formation and properties; and development of leadership and communication skills. |
| **0134** | **Intro to the Physical Science of Agriculture - Recommended for Students Grades 10 - 12** - The course covers the global market place, development of a Program of Activities, and leadership development. Animal science emphasis is on the selection, reproduction and genetics of breeds of beef, sheep, and swine, dairy cattle, horses, poultry, and specialty animals. Plant science emphasis is on the structure and function of plant parts; identification of common pasture and range plants; plant growth and development; sexual and asexual reproduction of plants. Soil science topics include nutrients, fertilizers, and organic matter; conservation practices and sampling techniques. |
| **0136** | **Applied Science in Agriculture - Recommended for Students Grades 10 - 12** - Specific subject matter covered in this course includes current issues relevant to the agricultural industry, marketing and sales techniques. Disease and parasites effecting the various breeds of livestock; Animal welfare and relationship to the human environment; May include the horticultural practices of greenhouse management; fruit, nut and vegetable production; and landscaping principles; Forest fire prevention and techniques, public and private land forests; Wildlife mammals, waterfowl, freshwater fish, and game management. |
| **0137** | **Agricultural Leadership/Communication - Recommended for Students Grades 10 - 12** - Course is designed to strengthen students’ personal and group leadership skills. Topics such as public speaking, effective communication, human relations, parliamentary law, and group dynamics are covered. Also covered is the development of Programs of Activity, and Service Learning projects, including student development, chapter development, and community development. |
| **0141** | **Science-Horticulture/Botany - Recommended for Students Grades 10 - 12** - The focus of this course is on the science of plants (botany). Specific topics include photosynthesis and respiration, analysis of the difference of plant and animal cell structure, genetics, taxonomy and classification. Also included are topics covering entomology, soil chemistry, and plant diseases; virus and bacteria life cycles and effects on plant growth. Focus is on horticultural crops including greenhouse, landscape and floral plants. |
| **0143** | **Greenhouse/Nursery Operations - Recommended for Students Grades 10 - 12** - This course covers greenhouse/nursery operation and management. Plant propagation including grafting, budding, and layering. Students are often involved in the planning, management, and marketing associated with the school greenhouse/nursery. |
| **0144** | **Landscape - Recommended for Students Grades 10 - 12 - Introduction to landscape design**, construction, and maintenance. Irrigation systems for the landscape, including water conservation and use, and xeriscape for plants. Drawing instruments and symbols used in designing the landscape plan, identification and selection of landscape ground covers, shrubs, trees, and other construction materials. Cost estimates and landscaped proposals are also covered in this course. |
| **0145** | **Floriculture - Recommended for Students Grades 10 - 12** - Focus is on the floriculture industry including plant production, processing, marketing, and principles of floral design. Students are often involved in a simulated floral shop on the school grounds. Interior plantscaping may also be included in this course. |
| **0151** | **Introduction to Agricultural Mechanics - Recommended for Students Grades 9 - 12** - Course provides for the skill and knowledge development applicable to the tools and equipment used in the agricultural industry. In learning to apply basic industrial knowledge and skills (engines, power, welding, and carpentry), a broad range of topics may be explored, including the operation, mechanics, and care of tools and machines; the construction and repair of structures; introduction to electricity and power. Procedures for safe operations in the agricultural mechanics laboratory are included in this course. |
| **0152** | **Agricultural Structures and Construction - Recommended for Students Grades 10 - 12** - Topics include surveying, concrete and masonry, plumbing, drafting, carpentry and electrical wiring; use of bids and billing information to develop a complete materials list and project cost estimate; use of measurement and layout tools. Procedures for safe operations in the agricultural mechanics laboratory are included in this course. |
| **0153** | **Metal Fabrication for the Agricultural Industry - Recommended for Students Grades 10 - 12** - Topics include oxyacetylene and mig welding techniques including cutting, brazing, and welding; Fabrication techniques and project design including estimating and developing materials list. Tool room management and safety procedures are essential to the course. |
| **0154** | **Agricultural Power and Machinery - Recommended for Students Grades 10 - 12** - The course includes maintenance and troubleshooting, and repair of small gas engines, auto and farm equipment maintenance; Identification and comparison of energy sources. Troubleshoot problems and evaluate performance to service and repair components of internal combustion engines. Follow manufacturers’ guidelines to service and repair power transmission systems. Utilize maintenance manuals to service and repair hydraulic systems. Utilize schematics to service vehicle electrical systems. |
| **0161** | **Science of Large Agriculture Animals - Recommended for Students Grades 10 - 12** - Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal’s life cycle. Identification of environmental factors that affect an animal’s performance, and recognition of animal behaviors to facilitate working with animals safely. |
| **0162** | **Science of Small Animals - Recommended for Students Grades 10 - 12** - Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal’s life cycle; Identification of environmental factors that affect an animal’s performance; Recognition of animal behaviors to facilitate working with animal safely. Specific focus of this course is on small animals including rabbits, fowl, dogs, and cats. |
| **0163** | **Science of Large Animals - Recommended for Students Grades 11 - 12** - Course imparts information about the care and management of domesticated animals. Animal nutrition, health, reproduction, genetics, facilities, and marketing are all possible topics; Study of anatomy and physiology of livestock and other domesticated animals. Examination of developmental stages and analysis of feed ration for different parts of an animal’s life cycle. Identification of environmental factors that affect an animal’s performance and recognition of animal behaviors to facilitate working with animal safely. Specific focus of this course is on dairy cattle and equine. |
| **0164** | **Veterinary Science/Technician – Grades 11-12** – Course imparts basic information about employment as a veterinary technician. Animal health, nutrition, reproduction, genetics, facilities maintenance, anatomy and physiology and business management are all possible areas of study. Specific focus of this course is on mastering the entry level skills needed for employment as a veterinary assistant or technician. (Introductory units available via New Mexico Secondary Agriculture Education. Resources should be followed by dual credit enrollment in a recognized certification program). |
| **0171** | **Agricultural Economics and Business Management - Recommended for Students Grades 10 - 12** - Course provides students with the information and skills necessary for career success in agribusiness and in the operation of entrepreneurial ventures. Topics include economic principles, budgeting, risk management, finance, business law, insurance and resource management. Other possible topics are development of a business plan, employee/employer relations, problem solving and decision making, using computers. A survey of the careers within the agricultural industry is also incorporated. |
| **0173** | **Science of Food Products and Food Processing - Recommended for Students Grades 10 - 12** - Course imparts the knowledge and skill needed to bring animal and plant products to market. Processing topics will include quality selection and preservation, equipment care and sanitation, government regulations, and consumer trends. |
| **0181** | **Environmental Science/Natural Resources - Recommended for Students Grades 10 - 12** - Course combines the fields of ecology and conservation with planning for the efficient use and preservation of land, water, wildlife, and forests. Within this course may be topics covering environmental factors affecting water, water pollution, water and land use management, alternative energy resources, metals and minerals. |
| **0182** | **Science of Wildlife and Forestry Management - Recommended for Students Grades 10 - 12** - Course provide the information necessary for the cultivation and care of forests or timberlands. Forestry topics covered are the processes of regeneration and reforestation, conservation of natural resources, erosion control, trail development and maintenance, mapping and surveying, operation of forestry tools, government regulations, and recreational uses. Wildlife topics include land and ecological systems that enable non-domesticated animal to thrive. Emphasize on how humans and animals may both take advantage of the same land, how to gain economic benefits from the land while not degrading its natural resources or depleting the plant and animal populations. |
| **0183** | **PLTW - Environmental Sustainability - Recommended for Students Grades 9 - 12** - In ES, students investigate and design solutions in response to real-world challenges related to clean and abundant drinking water, food supply issues, and renewable energy. Applying their knowledge through hands-on activities and simulations, students research and design potential solutions to these true-to-life challenges. (A “Project Lead the Way” course). |
| **0191** | **Agricultural Internship/OJT/Coop - Recommended for Students Grades 11 - 12** - Through these courses, work experience is gained within the agricultural industry. Goals are set for the employment period. Classroom experience may involve further study in the field, improvement of employability and career readiness skills. |
| **0192** | **Agricultural Entrepreneurship - Recommended for Students Grades 11 - 12** - Through this course the student will gain knowledge in the development of a business enterprise. Financial and resource management is an important aspect of this course. Classroom experience may involve further study in the field, improvement of responsibility and career readiness skills. |
| **0199** | **Agriculture Other - Recommended for Students Grades 11 - 12** - Course provides knowledge and skills in specific areas of the agricultural industry and is designed to adapt to the needs of the local community. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

3. Athletics – 3001-3099

This subject area encompasses courses that concern instruction in athletic activities. Title IX of the Education Amendments of 1972, allows athletic classes to be segregated by sex and/or by team. Elective athletic classes must have written, delivered, assessed, and sequential curriculum, based on locally developed student expectations. **A teacher of athletic classes needs 2 licenses: a K-12 or secondary license and a 501 coaching license.**

| **Code** | **Athletics – 3001-3099** |
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| **3001** | **Football - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in football. |
| **3002** | **Cross-Country - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in cross-country. |
| **3003** | **Volleyball - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in volleyball. |
| **3004** | **Basketball - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in basketball. |
| **3005** | **Soccer - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in soccer. |
| **3006** | **Wrestling - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in wrestling. |
| **3007** | **Swimming and Diving - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in swimming and diving. |
| **3008** | **Tennis - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in tennis. |
| **3009** | **Track and Field - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in track and field. |
| **3010** | **Baseball - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in baseball. |
| **3012** | **Softball - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in softball. |
| **3014** | **Golf - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in golf. |
| **3016** | **Weightlifting/Weight Training - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills with free-weights and weight machines. |
| **3020** | **Fitness/Conditioning Activities - Recommended for Grades 7 - 12** - Course that provides instruction and development of skills in physical fitness. |
| **3025** | **Athletic Training - Recommended for Grades 7 - 12** - Course that provides instruction and skill development in techniques of athletic training. A teacher of athletics training classes needs two (2) licenses: a K-12 or secondary license AND an Athletic Trainer’s License issued by the Athletic Trainer’s Board in the Regulation and Licensing Department. |
| **3026** | **Team Sports – Grades 7-12 -** Course that provides instruction and development of skills in team sports as selected by the local school. |
| **3027** | **Individual Sports – Grades 7-12 -** Course that provides instruction and development of skills in individual sports as selected by the local school. |
| **3099** | **Athletics - Recommended for Grades 7 - 12** – Other. |

| **Code** | **Subject Fields - Digits 6-8 - Athletics** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

4. Business – 0200-0299

This subject area encompasses courses that concern knowledge and skills useful in business, secretarial, and office technology, including general office procedures, use of office technology, business management, and financial operations.

| **Code** | | **Business – 0201-0299** | |
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| **0201** | | **Business/Office Career Exploration - Recommended for Students Grades 6 - 8** - Geared for students with a possible interest in business or office technology. Business/Office Career Exploration courses expose students to the opportunities available in the accounting, administration, computer applications, data processing, management, and secretarial fields. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths. These courses may also include consumer education topics, computer exposure, employability skills, and/or hands-on experience within the various occupational areas. | |
| **0202** | | **Office Technology - (formerly Office Technology - Comprehensive) - Recommended for Students Grades 9 - 10** - Courses provide numerous opportunities to explore and understand the responsibilities and duties common to most office personnel. These comprehensive courses cover such topics as communication skills, reception and transmission of information via electronic media, filing and electronic record keeping, management, mail handling, scheduling meetings and conferences, creating itineraries, dictation and machine transcription, and varied computer applications to include are word processing, spreadsheets, data bases, presentation software, and internet. | |
| **0203** | | **Business Communication and Technology II – Grades 10-12** – Business Communication and Technology II focuses on the integration of information technology, communication skills, leadership skills, and workplace skills in the business world and/or post-secondary education arena. In addition, the student examines career paths available after graduation. | |
| **0204** | | **Keyboarding - Recommended for Students Grades 3 - 12** - This middle-school level course provides an introduction to the keyboard (letter, numbers, and symbols), basic machine operation, and proper keyboarding technique. As students progress through the course and into advanced courses, they improve their speed and accuracy. Initial courses typically focus on producing business letters and reports that incorporate column typing. Advanced courses continue to emphasize developing speed and accuracy in producing a variety of increasingly complex business documents. Such courses develop proficiency, production skills, and problem solving skills. Keyboarding skills may be developed on typewriters or computers. | |
| **0205** | | **Word Processing - Recommended for Students Grades 6 - 12** - Courses introduce automated document production using one or more software packages. These courses may introduce keyboarding techniques or may require prior experience; in either case, speed and accuracy are emphasized. A parallel focus is placed on the use of software commands and functions to create, edit, format, and manipulate documents, capitalizing on the power offered by word processing software programs. File and disk management and other computer related skills may also be covered in Word Processing courses. | |
| **0206** | | **Data Management - Recommended for Students Grades 9 - 12** - Classes provide a basic understanding of the procedures involved in recording personal financial transactions as well as transactions typically undertaken by small businesses. Partial emphasis may be placed on personal banking, budgeting, and income tax calculations; additional emphasis is usually placed on cashier and clerical procedures, inventory control for small businesses, database management, merchandising, and payroll. Data management courses teach students the value of data management to the organization, operation, and control of a business. | |
| **0207** | | **Accounting - Recommended for Students Grades 9 - 12** - Courses introduce and then expand upon the fundamental accounting procedures used in small businesses. Typically, the first year covers the full accounting cycle, and incorporates topics such as payroll, taxes, debts, depreciation, ledger and journal techniques, and periodic adjustments. Students may learn how to apply standard auditing principles to the projects they work on and may prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools may be used. In advanced courses, elementary principles of partnership and corporate accounting are introduced and explored, as are the managerial uses of control systems and the accounting process. | |
| **0210** | | **Advanced Accounting - Recommended for Students Grades 10 - 12** - This course builds upon the concepts learned in Accounting Fundamentals. Students will study and apply advanced accounting principles relating to partnerships, corporations, cost accounting, number systems, inventory control, depreciation, petty cash systems, accruals, notes and interest, payroll and taxes, and computerized accounting. Computerized spreadsheet applications and a “simulation” project are integral to the class. | |
| **0212** | | **Cost Accounting - Recommended for Students Grades 11 - 12** - This course builds upon the concepts learned in Advanced accounting, and introduces students to principals of cost accounting with an emphasis on job order costing. Topics covered may include manufacturing statements; cost theory; and integration of materials, labor and overhead to the computerized job cost situation. Computerized spreadsheet applications are emphasized | |
| **0220** | | **Exploring Business and Marketing - Recommended for Students Grades 6 - 8** - This middle-school course is designed to explore the nature of business and to study related careers in fields such as financial services, fashion merchandising, information systems, marketing, office systems technology, public relations and promotion, and travel and tourism. Emphasis is on using the computer while studying applications in these careers along with problem solving and thinking skills. Entrepreneurship practices and principles may be surveyed or implemented through a project or thematic unit. | |
| **0221** | | **Introductory Business - Recommended for Students Grades 9 - 12** - Courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance; the role of government in business, consumerism, credit, investment, and management; and may provide a brief overview of the American economic system and corporate organization. In addition, Introductory Business courses may expose students to the varied opportunities in secretarial, accounting, management, and related fields. | |
| **0223** | | **Business Management - Recommended for Students Grades 9 - 12** - Courses acquaint students with management opportunities and effective human relations. These courses may provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they may provide a macro level study of the business world, including business structure and finance, and the interconnections between industry, government, and the global economy. | |
| **0224** | | **Business Ownership and Management Entrepreneurship - Recommended for Students Grades 10 - 12** - Courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Several topics surveyed in Business Management courses may also be included. | |
| **0225** | | **Financial Services - Recommended for Students Grades 10 - 12** - Courses provide students with an overview of the American monetary and banking system, types of financial institutions, and the services and products they offer. Course content may include government regulations; checking, savings, and money market accounts; loans; investments, and negotiable instruments. As the courses provide information about career opportunities, students may practice the varying responsibilities of personnel within the banking and finance industries. | |
| **0226** | | **General Business (formerly Business & Marketing) - Recommended for Students Grades 7 - 12** - This business and marketing course explores the world of business and marketing. Curriculum will focus on the skills, knowledge, and attitudes demanded by employers in the workplace. Students will study economics, marketing and basic accounting concepts. Emphasis will be placed on business computer applications including word processing, spreadsheets, and databases. Students will have the opportunity to demonstrate knowledge of retail merchandising, customer service, and working with a team by participating in the operation of a school-owned student operated snack bar and classroom projects. Student participation in related co-curricular vocational student organizations, DECA and BPA, is strongly encouraged. | |
| **0227** | | **Business, Marketing and Finance II – Grades 11-12–** Business, Marketing, and Finance II continues the exploration of business, marketing, and financial concepts. This course continues to focus on the skills, knowledge, and attitudes demanded by employers in the workplace. The student studies advanced economic, marketing, and financial concepts. Emphasis is placed on business computer applications including word processing, spreadsheets, and multimedia applications. | |
| **0228** | | **Personal and Business Finance - Recommended for Students Grades 10 - 12** - Course covers fundamental concepts of personal financial management to include insurance, budgeting, credit, savings, investments, home financing, retirement, and estate planning, and consumer debt management. Finance relating to problems, methods, and policies in financing business enterprise are also covered. | |
| **0229** | | **Word Processing for Business – Grades 10-12** – Word Processing for Business is intended for the student who desires additional hands-on training in the use of computer software programs with an emphasis in word processing (e.g. Microsoft Word®). Topics include merges, macros, tables with formulas and templates used in a real-life work simulation within the classroom. | |
| **0230** | | **Consumer/Business Math - Recommended for Students Grades 7 - 12** - This course covers mathematical applications that reinforce general math topics, such as arithmetic using rational numbers, measurement, and basic statistics. Consumer applications may include personal and business budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment. | |
| **0231** | | **Financial Spreadsheets - Recommended for Students Grades 7 - 12** - This course provides an in-depth study of Microsoft Excel spreadsheet software. A hands-on approach is taken with projects and assignments and may cover the MOUS certification requirement. | |
| **0232** | | **Business Computer Skills for the Workplace – Grades 9-12** – In Business Computer Skills for the Workplace, the student becomes proficient in the use of Windows™ and computer software programs including word processing (e.g., Microsoft™ Word), databases (e.g., Microsoft™ Access), spreadsheets and charts (e.g., Microsoft™ Excel), presentation (e.g., Microsoft™ PowerPoint®), and desktop publishing (e.g., Microsoft™ Publisher®) as well as the Internet and basic Web page design. The student becomes competent in workplace skills and is prepared for employment or advanced training. | |
| **0239** | | **Individual Taxation - Recommended for Students Grades 11 - 12** - This course examines the fundamental characteristics of Federal and state legislation as applied to individual incomes. Students will be introduced to basic tax return preparation issues and the software to do basic tax returns. On the job training and a certification examination may be integral to this class. | |
| **0240** | | **Business Communications - Recommended for Students Grades 9 - 12** - Course emphasizes written reports, proposals, memos and business letters, Principles of effective business writing, business letter and solution of business problems by letter, letter of application, development of effective expression, related business forms and business reports are covered. Additional communication skills are addressed - nonverbal communication, cultural differences in non-verbal communication, listening, and oral communication. | |
| **0250** | | **Business Law - Recommended for Students Grades 10 - 12** - Course is designed to give students an understanding of the U.S. legal system, the law of contracts, and Uniform Commercial Code statutes regulating the sale of goods and commercial paper. Student will investigate the nature and role of the law in our society with emphasis in personal, consumer, and business law. The legal environment in which business operates will be investigated. | |
| **0254** | | **Business Ethics - Recommended for Students Grades 10 - 12** - Reasoning for issues in business and business practices that uses both a theoretical and practical approach to business decision-making are examined as well as quality and customer service insight and skills. An emphasis on current events/issues in the local, state, national, and world economy are integrated in the instruction. | |
| **0261** | | **Hospitality and Tourism - Recommended for Students Grades 10 - 12** - Course provides basic knowledge plus as well as job shadowing experiences for the student who is interested in a career in lodging, hospitality, travel and tourism. Areas of study may cover culinary arts, lodging occupations, travel services, customer service and management of recreation, sales, marketing, leisure programs or events. In some school districts, membership in the student vocational organization may be required to involve students in leadership, community service and competitive events. Course may also be a part of a team-teaching approach to a career pathway (several aligned sequential courses) | |
| **0265** | | **Hotel Management I - Recommended for Students Grades 11 - 12** - Sequential course designed to introduce students to industry standards such as customer relations, accounting, management techniques, public relations, customer services, and marketing. Industry standards and certifications for front and back of the house are also available. Students are also encouraged to explore a wide variety of careers found in the hospitality and lodging/resort industries. School districts involved in this program must complete an RFP process and be a recognized site. Co-sponsored by the Educational Institute of the American Hotel and Lodging Association. Course may also be a part of a team-teaching approach to a career pathway (several aligned sequential courses) | |
| **0266** | | **Hotel Management/Lodging Management II - Recommended for Students Grades 11 - 12** - Sequential course designed for students pursuing careers in hospitality and lodging/resort industries. This is an intensive program involving topics covering entrepreneurship and managerial techniques, portfolio and customer service skills, safety and related work issues, beverage/banquet, limited service, full service, resort, and bed and breakfast operations. Golf course maintenance and human resource management are also covered with certifications available. Students who complete the program, a 400-hour internship, and pass the national exam leave high school with a national certification recognized by the hospitality industry. Co-sponsored by Educational Institute of the American Hotel and Lodging Association. Course may also be a part of a team-teaching approach to a career pathway (several aligned sequential courses) | |
| **0267** | | **Human Resource Management - Recommended for Students Grades 11 - 12** - This course is designed to provide the student with a contemporary and comprehensive introduction to the field of personnel/human resource management aimed at the student who wants to know how these functions and tools will assist one in becoming a better manager. The International Sector is also covered. Emphasis is placed on cooperation among all managers for the successful administration of human resources. | |
| **0269** | | **Hotel Management Internship - Recommended for Students Grades 10 - 12** - Sequential course designed to provide the work experience component of the Hotel Management Program of study offered through the American Hotel and Lodging Association. . Student will work in an industry-based setting and be evaluated by work-based competencies. Varying numbers of hours must be completed in the internship in order to receive the industry-recognized certification. | |
| **0270** | | **Computer/Business Technologies - Recommended for Students Grades 7 - 12** - This course is designed to develop the student’s computer technology skills as they prepare for a career in the world of business. Student will produce business documents using word processing, spreadsheet, database and presentation skills to be an effective employee; operate business equipment, read and write technical documents, apply office management procedures, learn communication etiquette, manage time and projects, develop interpersonal skills, examine employer/employee interactions, and develop job preparation skills. | |
| **0271** | | **Database Design and Programming - Oracle Academy - Recommended for Students Grades 7 - 12** - Students analyze case studies to identify patterns and connections between information not obviously related and to develop solutions to make a business effective. The program teaches inductive reasoning to solve problems and think conceptually, systematically, and critically by transforming business requirements into an operational database, creating and implementing database design, managing a business project, and preparing for SQL Certification exam. Students become proficient business analysts, technical experts in structured query language (SQL), and develop essential “professional skills” including teamwork, project management, presentation, and interviewing techniques. | |
| **0276** | | **Web Page Design - Recommended for Students Grades 7 - 12** - Course emphasizes skill development that will enable students to author, edit, evaluate and publish web pages. The basics of planning and creating Web Pages, using a variety of editors such as WordPress, selecting and adding images, choosing background colors, creating active internal and external links, adding lists and testing pages created are also covered. Basic introduction to HTML can be covered. | |
| **0290** | | **Business Economics - Recommended for Students Grades 9 - 12** - This course provides an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems on individuals, families, businesses, communities and governments. Course includes basic concepts of macro and micro economics, definition of economics, demand and supply, output and cost, competition, monopoly, markets and government, income distribution and equality, national income, employment and unemployment, budget and fiscal policy, foreign trade and business. | |
| **0294** | | **AP Microeconomics - Recommended for Students Grades 10 - 12** - Course is designed to parallel a semester of college-level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers), and place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. | |
| **0295** | | **AP Macroeconomics - Recommended for Students Grades 10 - 12** - Course is designed to parallel a semester of college-level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole, placing particular emphasis on the study of national income and price determination, and developing students' familiarity with economic performance measures, economic growth, and international economics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. | |
| **0297** | | **Business Work Experience (Co-op) (formerly Business Work Site Experience - Cooperative Education - OJT) - Recommended for Students Grades 11 - 12** - Course work experience is gained within the business field. The student, teacher, and employer will set goals cooperatively: classroom attendance, related training experience, and related course work are an integral part of the Business -OJT Experience - Course may also include work-study, internships, school based enterprises, service learning, mentor programs, or job shadowing experiences. Goals are set for the employment period and related classroom experiences will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity. | |
| **0299** | | **Business** - Recommended for Students Grades 7 - 12 – Other. Typically used with advanced dual credit topics. | |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

5. Computer and Information Sciences – 0301-0399

This subject area encompasses courses that concern computer technology, computer programming, and the electronic manipulation, processing, and transmission of data.

| **Code** | **Computer and Information Sciences – 0301-0399** | |
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| **0301** | **Basic Computer** - Courses introduce the computer and peripheral devices, the functions and uses of computers, the language of the computer industry, possible applications, and occupations related to computer hardware and software. Legal and ethical issues may be explored, as well as the effect of the computer on modern society. Performance of some computer operations may be required. | |
| **0302** | **General Computer Applications** - Designed for students with an interest in exploring the uses of the personal computer, General Computer Applications courses provide experience in the proper use of previously written software packages. A wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. Electronic mail, desktop publishing, surveillance and detection tech may also be included. Exercises and problems integrate data and manipulation and are tied to student career interests. | |
| **0303** | **Business Computer Applications** - Designed for students with an interest in business/office occupations, Business Computer Applications courses provide experience in the proper use of previously written software packages. Generally, a wide range of applications is explored, including (but not limited to) word processing, spreadsheet, graphics, and database programs. More advanced topics (such as electronic mail, desktop publishing, and telecommunications) may also be included. Exercises and problems are specifically business related. | |
| **0304** | **Computer Applications II – Grades 10-12** – In Computer Applications II, the emphasis is on the mastery of advanced computer usage techniques for post high school education and career enhancement. Topics include: language scripting, advanced telecommunications with national and international access, the consolidation of word processing, database and spreadsheet skills into report production, advanced computer graphic manipulation, desktop integration for industry publication, beginning multi-platform network information management, and multimedia presentations. | |
| **0305** | **Desktop Publishing I – Grades 9-12 –** This course provides skill development in the electronic procedures of producing and editing publications. Students will create, format, illustrate, design, edit/revise, and print publications. Improved productivity of electronically produced brochures, programs, newsletters, web pages, presentations and manuscripts. | |
| **0306** | **Desktop Publishing II – Grades 10-12** – In Desktop Publishing II, the student continues to build on his/her technical design skills developed in Desktop Publishing I. The student produces professional high-quality page design for business publications (e.g., newsletters, flyers, brochures, business cards) using page layout tools for print and the Web. | |
| **0307** | **Computer Graphics II – Grades 10-12** – In Computer Graphics II, the student learns a new medium with which to create art. The Student learns the basics of visual design elements and principles, learns to use the computer as a visual design medium, and develops skill, confidence, and sensitivity in applying knowledge of art media and techniques to the production of art work. The student receives training in an industry standard bitmap graphics program (e.g., Adobe Photoshop) in addition to a vector-based (e.g., Illustrator, Blendr, and Maya) graphics program. The production of computer art is applied to various other content areas and acquired skills are related to careers in art and other fields that now require computer graphics capabilities. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. | |
| **0308** | **Computer Graphics III – Grades 11-12** – Computer Graphics III offers the student an opportunity to further study computer graphics applications with emphasis on mastery of advanced technical skills and concepts. The student continues to apply visual design elements and principles, to use the computer as a visual design medium, and to gain proficiency, confidence, and sensitivity in applying advanced knowledge of art media and techniques to the creation of graphic products. Advanced skills are learned through a variety of applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. Emphasis is placed on creating an individualized body of work that represents a personal exploration of viewpoints. | |
| **0309** | **Computer Graphics IV – Grade 12** – Computer Graphics IV offers the student an opportunity to demonstrate a high level of competency in graphics applications with an emphasis on professional portfolio development. The student develops an individual style through a variety of graphic applications. Areas of study are visual design, conventions and history, technical literacy, visual communication, career awareness, and preparation of work for public display. Emphasis is placed on creating an individualized body of work that represents a personal exploration of viewpoints. | |
| **0310** | **Intro to 3D Design and Animation – Grade 9-12** - Students work with industry standard software to simulate 3D environments and apply 3D effects to create realistic still images and animations. Each lesson is a building block for future projects of increasing complexity. As students progress through the course, they will create products that can be integrated into other media types using familiar compositing and editing techniques. Projects will culminate in the production of products from the following areas: broadcast, animated films, visual effects, video games graphics, visualizations, web based media, mechanical modeling, forensic modeling, and architectural studies. | |
| **0313** | **Business Programming** - Courses provide students with experience in using previously written software packages as well as designing and writing programs of their own. With a focus on business application, the word processing, spreadsheet, graphics, and database exercises contain a business industry focus, and the original programs are written in languages typical of the business industry. | |
| **0314** | **Data Systems/Processing** - Courses introduce students to the uses and operation of computer hardware and software and to the programming languages used in business applications. Students will use the current industry standard languages like Java, Python, and SQL. | |
| **0315** | **Computer Graphics** - Courses provide students with the opportunity to explore the capability of the computer to produce visual imagery and to apply graphic techniques to various fields, such as advertising, TV/video, and architecture. Modeling, simulation, animation, and image retouching are possible course topics. | |
| **0316** | **Computing Systems** - Courses offer a broad exploration of the use of computers in a variety of fields. Course content may have a considerable range, but typically includes; the introduction of robotics and control systems, computer assisted design, computer aided manufacturing systems, and other computer technologies as they relate to industry applications. |
| **0317** | **Computer Technology** - Courses introduce students to the features, functions, and design of computer hardware, and provide instruction in the maintenance and repair of computer components and peripheral devices. |
| **0318** | **Network Technology** - Courses introduce students to the technology involved in the transmission of data between and among computers through data lines, telephone lines, or other transmission media (such as hard wiring, cable television networks, radio waves, and so on). The course may emphasize the capabilities of networks, network technology itself, or both. Content topics emphasizing network capabilities include electronic mail, public networks and electronic bulletin boards; topics emphasizing the technology include network software, hardware, and peripherals involved in setting up and maintaining a computer network. |
| **0319** | **Computer Networking II – Grades 11-12** – In Computer Networking II the student works more independently and continues to split his/her time between the classroom and in the field, working on the school’s local network and supporting Level I students. The student works on a live network as he/she is exposed to the many components of network management. The course is designed to train the student in the implementation of network management tools that support such network issues as security, ethics, software, hardware, and business. The student becomes familiar with:   * **Software** – Microsoft, Symantec, LAN Guard, 3Com, Adobe and more * **Hardware** – At the systems and component level, Server versus Client * **Network systems** – Hardware, Software, and Management Tools * **Network Topology, Protocols and Standards** * **The Business Side of Network Management** (This includes development of a Business Plan.) * **Methods of Quality Control & Tools** |
| **0320** | **Computer Technology Assistant I – Grades 9-12** – In Computer Technology Assistant I, the student becomes familiar with hardware and software onsite and is able to perform some preventive maintenance on the equipment. The student is introduced to computer operations and expands the depth and breadth of his/her knowledge and abilities by demonstrating objectives on a higher level of ability and on different types of equipment. The student installs software, creates and maintains web pages, and helps maintain the local area network. Literacy is integrated throughout the curriculum. |
| **0321** | **Computer Technology Assistant II – Grades 10-12** – In Computer Technology Assistant II the student increases his/her expertise with hardware and software onsite and performs some preventative maintenance on the equipment. The student applies knowledge of computer operations and expands the depth and breadth of his/her knowledge and abilities by demonstrating objectives on a higher level of ability and on different types of equipment. The student installs software, creates and maintains web pages, and helps maintain the local area network. The student spends an increased amount of time problem solving and trouble-shooting. Literacy is integrated throughout the curriculum. |
| **0322** | **Computer Technology Assistant III – Grades 11-12** – In Computer Technology Assistant III, the student works independently with hardware and software onsite, performs and analyses some preventive maintenance on the equipment, and implements new ideas and/or product to benefit the school technological environment. The student applies knowledge of computer operations and expands the depth and breadth of his/her knowledge and abilities by demonstrating objectives on a higher level of ability and on different types of equipment. The student installs software, creates and maintains web pages, and helps maintain the local area network. The Level III computer technology assistant provides mentorship and leadership to the school community. Literacy is integrated throughout the curriculum. |
| **0323** | **Computer Science/Programming** - Courses provide the background knowledge and skills to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages such as Pascal or COBOL may be used instead. Initially, students learn to structure, create, document, and debug computer programs. In advanced courses, more emphasis is placed on design, skills to relevant applications such as modeling, data management, graphics, and text processing. |
| **0324** | **Programming** - Courses provide the opportunity to gain expertise in current computer programs. Emphasis is on how to structure and document computer programs, and how to use problem solving techniques. As students advance, they learn to capitalize on more advanced features and tools (top down design, procedures, and loops) and to place greater emphasis on design and efficiency. |
| **0325** | **Advanced Programming** - Courses provide the opportunity to gain expertise in computer programs using the C++ and Python language. Emphasis is on how to structure and document computer programs, and how to use problem solving techniques. However, as students advance, they learn to capitalize on the features and strengths of C++ and Python (top down design, procedures, and loops) and to place greater emphasis on design and efficiency. |
| **0326** | **Computer Programming - Other Language** - Other Language - Computer programming is a one-year course designed to enable students to develop skills in writing computer programs in the Python, Matlab or SQL languages. Topics will include algorithmic solutions of mathematical problems, software development, top-down program design, object-oriented programming, web page design, objects and methods, syntax, primitive datatypes, strings loops, arrays, searching and sorting. |
| **0327** | **AP Computer Science A** - AP Computer Science A course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object –oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale from small, simple problems to large, complex problems. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **0328** | **IB Computer Studies** - Courses prepare students to take the International Baccalaureate Computing Studies exam at either the Subsidiary or Higher level. Usually a two year study, the courses emphasize problem analysis, efficient use of data structures and manipulation procedures, and logical decision-making. The IB Computing Studies course content also covers the applications and effects of the computer on modern society as well as the limitations of computer technology. |
| **0330** | **Database Design and Programming - Oracle Academy - Recommended for Students Grades 9 - 12** - Oracle Academy: This course of study teaches students to analyze complex business scenarios, design, and create data models and create databases using SQL. The program teaches inductive reasoning to solve problems and think conceptually, systematically, and critically by transforming business requirements into an operational database, creating and implementing database design and managing a business project. Students become proficient business analysts and develop essential “professional skills” including teamwork, project management and presentation skills. Students will leverage project-based learning techniques and will create and work with projects which challenge them to design, implement, and demonstrate a database solution for a business or organization. |
| **0331** | **Database Programming with SQL – Oracle Academy Grades 9 - 12-** Oracle Academy Grades 9 - 12- This is the second portion of the Database Design and Programming with SQL course. In this portion, students implement their database design by creating a physical database using SQL, the industry-standard database programming language. Students will utilize Oracle SQL Developer Data Modeler and Application Express (APEX) programs to provide practical, hands-on engaging activities. Leveraging project-based learning techniques, students will create and work with projects which challenge them to design, implement, and demonstrate a database solution for a business or organization. Completion of this course will prepare students for the Oracle Industry SQL Certification Exam. Additionally, students will gain enough knowledge to sit for the newly created Oracle Database Junior Certification Exam which was designed for high school students. |
| **0332** | **Advanced Career - Computers, Networks and Databases – Grades 9-12 -** This project-based-learning course engages students who are curious about informatics. In this course, students will learn how to use a design process to create systems that acquire, store and communicate data for a variety of career fields. Students will work collaboratively in teams to design systems, solve problems, think critically, be creative and communicate with each other and business partners. Students will participate in real-world experiences such as designing an inventory system for a retail store, comparing stores in a company to project future sales, track customer buying habits and more. This course is a precursor to 0333. |
| **0333** | **Advanced Career - Design for the Digital World – Grades 9-12 -** This project-based-learning course engages students who are interested in applying the design process to create systems such as a cloud-based digital storage system for images. Students will design a system to automatically collect and report data on highway usage. They will apply a geospatial system to map a store and develop a database that studies shopping habits. Through these projects, students will learn about data management and logic-based queries by collecting data, using the Global Positioning System (GPS) and analyzing data utilizing a geographic information system (GIS). They will learn how to automate data collection to make processes more effective and efficient. Students will work collaboratively in teams and demonstrate their knowledge and skills by presenting new and innovative ideas, techniques and solutions to business and industry partners. This is a precursor to 0334. |
| **0334** | **Advanced Career – Databases in the Cloud – Grades 9-12 -** This project-based-learning course is for students who successfully completed courses one and two and who want to tackle the more complex challenges that business and industry face. Students at this level will learn about Web technologies, cloud storage, information security, data, animation, introductory computer programming and database applications. Students will take more responsibility for their own learning, problem solving and thinking outside of the box. Real-world challenges will require higher levels of research, building, testing, analyzing and improving systems. Students will develop solutions for real-world problems by designing a database for ticket sales; designing security for a database; creating a game with animation; reporting information based on population data in a community; and designing, building and testing an application for a database. This course is a precursor to 0335. |
| **0335** | **Advanced Career – Developing a Cloud Presence – Grades 11-12 -** Students in this capstone course will focus on the ethics of privacy, social networking, designing for clients and artificial intelligence through six authentic projects. Students will select a business partner and design, build and test a Web presence for a company that will apply the concepts from the three prior courses. Student teams will work collaboratively with a business partner to develop a proposal for the project with evaluation criteria. Once the business partner accepts the proposal, the student team will implement it by designing, planning, building the system, and testing and revising the system to meet the needs of the business. Depending on articulation agreements or state policy, opportunity for dual credit may be available to students who successfully complete this course. |
| **0336** | **AP Computer Science Principles – Grades 9-12 -** AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP Computer Science Principles prepares students for college and career. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **0340** | **IT Essentials: PC Hardware and Software- Cisco Academy Grades 9 - 12 -** An introduction to computer components, laptops and portable devices, wireless connectivity, security, safety, environmental concerns and diagnostic tools. |
| **0341** | **CCNA Discovery - Cisco Academy Grades 9 – 12 -** A foundational curriculum that offers a hands-on approach to learning, using interactive tools and easy-to-follow labs to help students learn the general theory needed to build networks. |
| **0342** | **CCNA Exploration - Cisco Academy Grades 9 - 12 -** A comprehensive overview of networking; from fundamentals to advanced applications, based on a top-down approach to learning that emphasizes theoretical concepts and practical application. |
| **0343** | **CCNP v5.0- Cisco Academy = Grades 9 – 12 - An advanced overview of complex network configurations, diagnostic tools, and troubleshooting processes.** |
| **0344** | **PLTW - Computer Science Essentials – Grades 9-12 -** With emphasis on computational thinking and collaboration, this year-long course provides an excellent entry point for students to begin or continue the PLTW Computer Science K-12 experience. In CSE, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. Computer Science Essentials helps students create a strong foundation to advance to Computer Science Principles, Computer Science A, and beyond. (A **“Project Lead the Way**” course). |
| **0345** | **PLTW - Computer Science Principles– Grades 9-12 -** Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student's first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course curriculum is a College Board-approved implementation of AP CS Principles. This course serves as the beginning course for PLTW Computer Science (A **“Project Lead the Way”** course). |
| **0346** | **PLTW - Computer Science A – Grades 9-12 -** This course focuses on further developing computational-thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. This course aligns with the AP CS A course. This course is sequenced after PLTW Computer Science Principles 0345 (A **“Project Lead the Way”** course). |
| **0347** | **PLTW - Cybersecurity – Grades 9-12 -** Grades 9-12-Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students’ knowledge of and commitment to ethical computing behavior. It also aims to develop students’ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely. This course is sequenced after PLTW Computer Science A 0346 (A “**Project Lead the Way**” course). |
| **0395** | **Computer and Information Sciences - Related Subjects** - Courses in this category offer instruction in related topics that are necessary or helpful in occupations involving computer and computer related technologies; such topics may include mathematics, science, and/or technical reading. |
| **0396** | **Computer and Information Sciences-Independent Study** - Courses often conducted with instructors as mentors, enable students to explore computer related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular programming language, explore a topic of special interest within the computer industry, or develop skill in a specific computer application. |
| **0397** | **Computer and Information Sciences Work Site Experiences - Cooperative Education -OJT** - Recommended for Students Grades - Through these courses, work experience is gained within either the computer or information sciences fields. Goals will be set cooperatively by the student, teacher, and employer: classroom attendance, related classroom training experience, and related course work are an integral part of the Computer and Information Sciences |
| **0399** | **Computer and Information Sciences** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

6. Construction Trades – 0401-0499

This subject area encompasses courses that concern the knowledge and skills necessary for the assemblage of materials to create residential or commercial buildings, including carpentry, masonry, ventilation and air conditioning, plumbing, electricity, and electronics.

| **Code** | **Construction Trades - 0401-0499** |
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| **0401** | **Construction Career Exploration - Recommended for Students Grades 6 - 8** - Courses expose students to the opportunities available in construction related trades, such as carpentry, masonry, air conditioning/refrigeration, plumbing, and so on. Students learn about the processes involved in construction projects, and may engage in a variety of small projects. Emphasis is placed on responsibilities, qualifications, work environment, rewards, and career paths within construction related fields. |
| **0402** | **Construction - Recommended for Students Grades 9** - Courses provide basic skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance. Advanced courses may include study of transportation systems and infrastructures. Class should consider using NCCER foundation to teach the class. |
| **0403** | **Woods Technology IV – Grades 11-12** – This course advances the student’s skills in working with different types of wood. The student specializes in handmade furniture with a focus on Southwest furniture and custom production. Areas of study are safety, joinery, design, planning, procedures and material selection, usage and maintenance of hand and power tools, measurement, layout, cutting, glue up and assembly, finishing, and employability skills. The student becomes more proficient with hand tools, saws, mortise/tendon joints, dado joints, dowel joints and biscuit joints. |
| **0414** | **Residential Construction I - Recommended for Students Grades 9** - Courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods, and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills. |
| **0415** | **Residential Construction II - Recommended for Students Grades 10 - 12** - Courses provide students with much of the same knowledge as general carpentry courses (knowledge of various types and grades of woods, proper and safe use of hand and power tools, site selection and preparation), but place a special emphasis on construction methods applicable to floor, wall, roof, and/or stair framing. Course content may also include insulation installation and painting. |
| **0416** | **Particular Topics in Carpentry - Recommended for Students Grades 10 - 12** - Courses falling within the Particular Topics in Carpentry category are specialized courses concerned with building construction or carpentry. All course work focuses upon a particular skill or set of skills related to one sub topic, such as Floor Framing, Wall and Partition Framing, Interior Finishing, or Exterior Finishing. |
| **0417** | **Basic Woodworking - Recommended for Students Grades 10 - 12** - Courses introduce students to the various kinds of woods used in industry, and offer experience in using selected woodworking tools. Student’s design and construct one or more projects, and may prepare a bill of materials. Correct and safe use of tools and equipment is emphasized. As students advance within Woodworking classes, they focus on learning the nomenclature of power tools, developing skills to safely use these tools in the workshop, and becoming familiar with various kinds of wood finishing materials. Advanced students typically design a project; prepare bills of materials, construct, and finish proposed projects. |
| **0418** | **Advanced Woodworking - Recommended for Students Grades 10 - 12** - Courses provide experience in constructing cases, cabinets, counters, and other interior woodwork. Students learn to distinguish between various types of furniture construction and their appropriate applications. Various woodworking machines and power tools for cutting and shaping wood are introduced and used. Cabinetmaking courses cover the different methods of joining pieces of wood, how to use mechanical fasteners, and how to attach hardware; beginning courses may resemble Woodworking courses. Advanced classes teach how to install plastic laminates on surfaces and how to apply spray finishes. |
| **0423** | **Masonry - Recommended for Students Grades 10 - 12** - Courses enable students to learn to construct interior and exterior walls, columns, doorways, window openings, fireplaces, chimneys, and foundations from brick and concrete block. Along with other activities, students may mix and spread cement and mortar, read blueprints and plans, and estimate materials needed for a project. Training may also be offered on how to layout buildings on footings and to establish grades using a surveying transit. Some courses may treat one or more of these topics in particular detail. |
| **0425** | **Carpentry 2 Grades 9 – 12 -** This is a second sequential course in a carpentry program of study meant to take a student into higher level knowledge and skill development. |
| **0426** | **Carpentry 3 Grades 9 – 12 -** This is a third sequential course in a carpentry program of study meant to take a student into higher level knowledge and skill development. |
| **0431** | **HVAC 1 - Recommended for Students Grades 10 - 12** - Courses offer specialized training related to the design, installation, and repair of air conditioning systems for residential and commercial use. Air Conditioning courses may emphasize the theory and design of electrical, electronic, mechanical, and pneumatic control systems used in air conditioning systems; they might also (or instead) focus on procedures used in troubleshooting, servicing, and installing components of air conditioning systems. |
| **0432** | **HVAC 2 - Recommended for Students Grades 10 - 12** - Courses provide exposure to and training in the theories, equipment, and skills needed to design, install, and repair commercial and residential refrigeration systems. Course topics typically include the theory of thermodynamics, measurement of pressures and temperatures, components and common accessories of refrigeration systems, and repair and safety procedures. |
| **0433** | **Heating - Recommended for Students Grades 10 - 12** - Courses offer training specific to the design, installation, and repair of heating systems for residential use. Topics typically include electric, gas, and/or steam systems; ventilation procedures; safety practices; and installation and troubleshooting techniques. |
| **0434** | **Air Conditioning/Refrigeration - Recommended for Students Grades 10 - 12** - Courses enable students to develop the combined skills and knowledge to install, maintain, adjust, and repair both air conditioning and refrigeration systems. |
| **0435** | **Air Conditioning/Heating/Refrigeration - Recommended for Students Grades 10 - 12** - Courses enable student to learn the basic principles of these systems, along with the identification and safe use of tools/equipment used in the trade. |
| **0436** | **Heating/Ventilation/Air Conditioning - Recommended for Students Grades 10 - 12** - Courses synthesize basic and advanced principles in heating, ventilation, and air conditioning, including topics such as air filtration methods, humidity control, and the installation and maintenance of heat pumps, furnaces, and air conditioners. Students also learn climate control systems; electrical wiring; systems design; sizing, fabricating and installing ductwork; installing and maintaining climate control systems; and safety. |
| **0437** | **Particular Topics in HVACR - Recommended for Students Grades 10 - 12** - Courses offer specialized training in aspects or topics that are common to various climate control systems (heating, ventilation, air conditioning, and refrigeration systems); such topics may include electrical components, diagrams and blueprints, welding and soldering techniques, and so on. |
| **0438** | **Plumbing - Recommended for Students Grades 10 - 12** - Courses provide instruction in installing waste and vent systems, water and gas pipes, trim, and fixtures. Skills taught include cutting and joining various types of pipe (for instance, steel, plastic) using various methods (cement, seat method, and so on). Course topics may also cover plumbing occupations, employability skills, and entrepreneurship. |
| **0439** | **Plumbing and Heating - Recommended for Students Grades 10 - 12** - Courses deal with the installation, assembly, maintenance and repair of piping, plumbing, heating equipment, and water and drainage systems. Topics covered include computation of heat losses and BTU requirements, and blueprint reading. Students gain experience with electric, gas, and oil furnaces; vacuum pumps; air compressors; and mechanical and pneumatic testing equipment. |
| **0441** | **Exploration of Electricity/Electronics - Recommended for Students Grades 10 - 12** - Courses offer instruction in the theory of electricity and in the terminology, skills, and safety procedures common to careers involving electricity, electronics, and related fields. Topics included are those relevant to these careers, such as Ohm's law, electrical equipment, wire systems, and so on; career exploration is often (but not always) an integral part of these courses. |
| **0442** | **Electricity-Comprehensive - Recommended for Students Grades 10 - 12** - Courses provide a survey of the theory, terminology, equipment, and practical experience in the skills needed for careers in the electrical field. AC and DC circuitry, safety, and the National Electrical Code are typically covered; skills covered may include those involved in building circuits; wiring residential, commercial, and/or industrial buildings; installing lighting, power circuits, and cables; and estimating job costs. As students progress, their projects become more complex and expansive. Safety is stressed, and the courses may include a career exploration component. |
| **0443** | **Residential Wiring - Recommended for Students Grades 10 - 12** - Course covers many of the same topics as Electricity-Comprehensive courses, Residential Wiring courses apply the knowledge and skills gained particularly to the electrical systems found in family dwellings. Because these courses emphasize residential electricity, topics may also include cable installation, telephone systems, and installation of lighting fixtures, outlets, and so on. Maintenance and repair skills are often included as course topics. |
| **0444** | **Industrial Electricity - Recommended for Students Grades 10 - 12** - Course covers many of the same topics as Electricity - Comprehensive courses, Industrial Electricity courses apply the knowledge and skills gained particularly to the electrical systems used in industry. Because of this emphasis, Industrial Electricity courses may also include installation of transformers and control devices, emergency generator systems, and other industrial applications as course topics. |
| **0445** | **Particular Topics in Electricity - Recommended for Students Grades 10 - 12** - Courses offer specialized training in particular topics relevant to students who are preparing to be electricians. |
| **0452** | **Electronics-General - Recommended for Students Grades 10 - 12** - Courses offer training in the theory and skills involved in repairing and rebuilding electronic equipment such as radios, television sets, and industrial equipment; they typically include the basic theory of electricity as well. Course topics may include AC, DC, analog, and integrated circuitry, solid state and digital devices, amplifiers, and semiconductors. |
| **0453** | **Particular Topics in Electronics - Recommended for Students Grades 10 - 12** - Individual courses in this category offer specialized training in topics related to electronics and occupations in electronics such as diodes, transistors, digital techniques, solid state devices, analog circuits, and microprocessors. |
| **0462** | **Electricity/Electronics-General - Recommended for Students Grades 10 - 12** - Courses teach fundamental concepts of electricity and electronics, including safety procedures, and may introduce students to the available occupations in electrical and electronic industries. Topics covered typically include the following: components of circuits; reading schematics and diagrams; electricity and electronics as sources of energy and communications; and using equipment common to these occupations, such as ammeters, voltmeters, capacitor checkers, transistor testers, signal generators, and ohmmeters. |
| **0473** | **Building Maintenance - Recommended for Students Grades 10 - 12** - Courses train students to maintain commercial, industrial, and residential buildings and homes. Instruction is provided in the basic maintenance and repair of air conditioning, heating, plumbing, electrical, and other mechanical systems. Topics covered may include identification and safe use of hand and power tools; installing and repairing floor coverings, walls, and ceilings; installing and repairing doors, windows, screens, and cabinets; applying finishes to prepared surfaces; and repairing roofs, masonry, plumbing, and electrical systems. |
| **0480** | **NCCER Core Curriculum - Introduction to Craft Skills – Recommended for Student Grades 9 - 12** - The NCCER Core features a highly illustrated design, technical hints and tips from industry experts, review questions and a whole lot more! Nine modules in all provide coverage of: Basic Safety, Introduction to Construction Math, Introduction to Hand Tools, Introduction to Power Tools, Construction Drawings, Basic Rigging, Basic Communication Skills, Basic Employability Skills, and Introduction to Materials Handling. Student options available for work ready certification. INSTRUCTORS MUST BE CERTIFIED IN NCCER. |
| **0481** | **NCCER Carpentry Level 1 – Recommended for Student Grades 9 - 12 -** Curriculum features a highly illustrated design, technical hints and tips from industry experts, review questions. Key content includes: Orientation to the Trade; Building Materials, Fasteners, and Adhesives; Hand and Power Tools; Introduction to Construction Drawings, Specifications, and Layout; Floor Systems; Wall Systems; Ceiling Joist and Roof framing; Basic Stair Layout; Introduction to Building Envelope Systems. Student options available for work ready certification. INSTRUCTORS MUST BE CERTIFIED IN NCCER. |
| **0482** | **NCCER Carpentry Level 2 - Recommended for Student Grades 10 – 12** - Curriculum features a highly illustrated design, technical hints and tips from industry experts, and review questions. Key content includes: Commercial Drawings, Roofing Applications, Thermal and Moisture Protection, Exterior Finishing, Cold-Formed Steel Framing, Drywall Installation, Drywall Finishing, Doors and Door Hardware, Suspended Ceilings, Window, Door, Floor, and Ceiling Trim, and Cabinet Installation. Student options available for work ready certification. INSTRUCTORS MUST BE CERTIFIED IN NCCER. |
| **0483** | **NCCER Carpentry Level 3 - Recommended for Student Grades 11 – 12** - Curriculum features a highly illustrated design, technical hints and tips from industry experts, and review questions. Key content includes: Rigging Equipment, Rigging Practices, Properties of Concrete, Reinforcing Concrete, Handling and Placing Concrete, Trenching and Excavating, Foundations and Slab-On-Grade, Vertical Formwork, Horizontal Formwork, and Tilt-Up Wall Panels. Student options available for work ready certification. INSTRUCTORS MUST BE CERTIFIED IN NCCER. |
| **0484** | **NCCER Carpentry Level 4 - Recommended for Student Grades 11 – 12** - Curriculum features a highly illustrated design, technical hints and tips from industry experts, and includes review questions. Key content includes: Site Layout One — Distance Measurement and Leveling, Site Layout Two — Angular Measurement, Advanced Roof Systems, Advanced Wall Systems, Advanced Stair Systems, Introduction to Light Equipment, Welding, Commercial Finish Work, Site Preparation, and Introductory Skills for the Crew Leader. Student options available for work ready certification. INSTRUCTORS MUST BE CERTIFIED IN NCCER. |
| **0494** | **Electricity/Electronics-Related Subjects - Recommended for Students Grades 10 - 12** - Courses in this category offer instruction in related topics that are necessary or helpful in occupations involving electricity or electronics; such topics may include mathematics, science, technical reading, or other related topics. |
| **0495** | **Construction Trades-Related Subjects - Recommended for Students Grades 10 - 12** - Courses provide skills and knowledge necessary or useful for particular occupations or technologies within the construction trades. Particular topics and skills, or their applications, covered in these courses may vary with the occupation or technology. (For example, mathematics for carpentry students may differ somewhat from mathematics for plumbing students.) |
| **0498** | **Construction Trades Internship - Recommended for Students Grades 11 - 12** Courses provide work experience in the construction or related field, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study of the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **0499** | **Construction Trades - Recommended for Students Grades 6 - 12** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

7. Cosmetology – 0603-0699

This subject area encompasses courses that concern the knowledge and skills applicable to the care of hair, skin, and nails.

| **Code** | **Cosmetology – 0603-0699** |
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| **0603** | **Cosmetology-Licensing - Recommended for Students Grades 11 - 12** - Courses provide students with the knowledge and skills applicable to the care of hair, skin, and nails, and prepare students for the state's Board of Cosmetology examinations. Almost always a series of courses with a specified number of instructional hours, Cosmetology-Licensing courses also require applied experience. Course content covers such topics as human anatomy and skin conditions, chemistry and bacteriology, sanitation and sterilization, state laws and regulations, and shop management. Experiences are provided in shampooing, cutting, styling, bleaching, coloring, tinting, waving, and relaxing hair; and providing facials and manicures. |
| **0604** | **Barbering - Recommended for Students Grades 11 - 12** - Courses provide students with the skills and experience to shave, style, and trim mustaches and beards, and to cut, shampoo, and style hair. Course topics include hygiene, skin and scalp disease, and use of equipment. Barbering courses may aim to prepare students for the state's licensing examinations and may include topics similar to those included in Cosmetology courses. |
| **0605** | **Cosmetology-Non licensing - Recommended for Students Grades 11 - 12** - Courses provide students with the knowledge and skills applicable to the care of hair, skin, and nails, but do not necessarily prepare students for the state's Board of Cosmetology examinations. Experience is gained in hair care, facials, and manicures; course topics may include human anatomy, sanitation and sterilization, and chemistry and bacteriology. Shop management and state regulations may be included. |
| **0606** | **Cosmetology-Nail Specialization - Recommended for Students Grades 11 - 12** - Courses offer experience in providing manicures, pedicures, and nail extension treatments. These courses may also include topics such as hygiene; entrepreneurship, human relations, and other related subject matter. |
| **0607** | **Cosmetology-Facial Specialization - Recommended for Students Grades 11 - 12** - Courses offer information and experience related to skin care, the provision of facials, make up application, and facial massage. These courses may also include topics such as hygiene and sanitation, human anatomy and skin conditions, entrepreneurship, and/or human relations. |
| **0695** | **Cosmetology-Related Subjects - Recommended for Students Grades 11 - 12** - Courses in this category offer instruction in related topics that are necessary or helpful in cosmetology occupations; such topics may include mathematics, science, entrepreneurship, and so on. |
| **0698** | **Cosmetology Internship - Recommended for Students Grades 11 - 12** - Courses provide work experience in the cosmetology field, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **0699** | **Cosmetology - Other - Recommended for Students Grades 11 - 12** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

8. Drafting – 0701-0799

This subject area encompasses courses that concern the technical craft of drawing illustrations to represent or to specify the design of architectural structures, engineering projects, electrical or electronic systems, and mechanical or industrial applications.

| **Code** | **Drafting – 0701-0799** |
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| **0701** | **Drafting Careers Exploration - Recommended for Students Grades 6 - 8** - This course is geared for students with a possible interest in careers that use drafting skills and applications. Drafting Careers Exploration courses expose students to the opportunities available for a draftsperson (engineering, architectural, industrial, and other fields). These courses serve to introduce basic skills and the field in general, providing students the opportunity to identify a focus for continued study or to determine that their interests lie elsewhere. |
| **0702** | **Drafting-General - Recommended for Students Grades 9 - 12** - Courses usually offered as a sequence of courses, introduce students to the technical craft of drawing illustrations to represent and/or analyze design specifications, and then refine the skills necessary for this craft. Drafting-General courses use exercises from a variety of applications to provide students with the knowledge and experience to develop the ability to perform freehand sketching, lettering, geometric construction, multi-view projections, and to produce various types of drawings (working, detail, assembly, schematic, perspective, and so on). Computer aided drafting (CAD) systems (if available) are typically introduced and used to fulfill course objectives. |
| **0703** | **Drafting-Architectural - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from architectural applications. General drafting skills are developed, but a particular emphasis is placed on interior and exterior residential (and light commercial) design, site orientation, floor plans, electrical plans, design sketches, and presentation drawings. Students may prepare scale models. |
| **0704** | **Drafting-Civil/Structural - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from civil engineering and/or structural applications. General drafting skills are developed, but a particular emphasis is placed on skills needed for typography and survey work. |
| **0705** | **Drafting-Electrical/Electronic - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from electric and/or electronic fields. General drafting skills are developed, but a particular emphasis is placed on those skills needed for electrical and electronic schematics. |
| **0706** | **Drafting-Technical/Mechanical - Recommended for Students Grades 10 - 12** - Courses introduce and refine the technical craft of drawing illustrations to represent and/or analyze design specifications, using examples drawn from industrial applications. General drafting skills are developed, but a particular emphasis is placed on sectioning, auxiliary views, revolutions, and surface development. Basic machining and fabrication processes may be introduced as students draw schematic diagrams featuring cams, gears, linkages, lever, pulleys, and so on. Drafting-Technical/Mechanical courses are often used as prerequisites for other drafting courses. |
| **0707** | **CAD Design and Software - Recommended for Students Grades 10 - 12** - Frequently offered as an intermediary step to more advanced drafting courses (or as a concurrent course); CAD Design and Software courses introduce students to the computer aided drafting systems available in the industry. |
| **0712** | **Blueprint Reading-General - Recommended for Students Grades 10 - 12** - Courses provide students with the knowledge and ability to interpret the lines, symbols, and conventions of drafted blueprints. The general emphasis is on interpretation, not production, of blueprints, although the courses may provide both types of experiences. General Blueprint Reading courses use examples from a wide variety of industrial and technological applications. |
| **0715** | **CAD Architecture II - Grades 10-12** – In CAD Architecture II, the student develops a set of house plans using computers in drawing and problem-solving activities. The student incorporates advanced commands into projects and integrates general employability skills with architectural coursework. |
| **0716** | **CAD Architecture III – Directed Studies – Grades 11-12 -** In CAD Architecture III – Directed Studies*,* the student pursues advanced directed study in an area of Architectural graphics, building on the skills developed in CAD Architecture I and II. The Student produces a project(s) that demonstrates knowledge of Architecture content guided by the instructor. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course. |
| **0717** | **CAD Architecture IV – Independent Studies – Grade 12-** In CAD Architecture IV - Independent Studies, a student pursues advanced individual study in an area of Architectural graphics through an Industry work-site experience or through an independent and instructor guided project. The student assumes responsibility for identifying, pursuing, and culminating an activity that expands knowledge about some phase of the Architecture industry. He/She researches career fields and employability requirements that fit the skills developed in the course. Literacy is integrated through the course. |
| **0718** | **CAD Engineering II - Grades 10-12-** In CAD engineering II, the student utilizes the computer to learn advanced drafting techniques while applying drafting theories and standards to solve design problems. The student focuses on the integration of general employability with the course design problems. |
| **0719** | **CAD Engineering III – Directed Studies – Grades 11-12-** In CAD engineering III – Directed Studies, the student pursues advanced directed study in an area of Engineering graphics, building on the skills developed in CAD Engineering I and II. The student produces a project(s) that demonstrates knowledge of Engineering content guided by the instructor. He/She has the ability to work independently, to form goals, become familiar with careers and develop work habits of professionals. Literacy is integrated throughout the course. |
| **0720** | **CAD Engineering IV – Independent Studies – Grade 12 -** In CAD Engineering IV – Independent Studies, a student pursues advanced individual study in an area of engineering graphics throughout an Industry work-site experience or through an independent and instructor guided project. The student assumes responsibility for identifying, pursuing, culminating an activity that expands knowledge about some phase of the Engineering industry. He/She reaches career fields and employability requirements that fit the skills developed in this course. Literacy is integrated throughout the course. |
| **0795** | **Drafting-Related Subjects - Recommended for Students Grades 10 - 12** - Courses in this category offer instruction in related topics that are necessary or helpful in drafting occupations; such topics may include mathematics, art, design, technical reading, or other related topics. |
| **0796** | **Drafting-Independent Study - Recommended for Students Grades 10 - 12** - Courses often conducted with instructors as mentors enable students to explore drafting related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater drafting skills. |
| **0798** | **Drafting-Co-Op - Recommended for Students Grades 11 - 12** - Courses provide work experience in marketing careers, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **0799** | **Drafting - Recommended for Students Grades 6 - 12** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

9. Elective Activities – 0801-0899

This subject area encompasses courses that do not concern a particular subject field or discipline; included within it are courses that provide general test preparation, study skills, special assistance, opportunities for peer tutoring, community service, and internships, and, exposure to leadership and school governance.

| **Code** | **Elective Activities – 0801-0899** |
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| **0801** | **Standardized Test Preparation** - Courses help prepare students for national standardized tests such as the PSAT, SAT, and ACT. These courses seek to develop and/or expand students' vocabulary, test taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem solving and test taking strategies. |
| **0802** | **State Test Preparation** - Courses prepare students for particular state tests required for graduation. These courses may cover specific content areas (such as citizenship, mathematics, language arts, and so on) according to individual student needs, or may be a more general course of study, similar to the Standardized Test Preparation course described above. |
| **0803** | **Study Skills** - Courses prepare students for success in high school or for post-secondary education. Course topics may vary according to the audience, but may include reading improvement skills, such as scanning, note taking, and outlining; library and research skills; listening, note taking, and vocabulary skills; and test taking skills. The course may also include exercises to generate organized and logical thinking and writing. |
| **0804** | **Speed Reading - Recommended for Students Grades K - 12** - Courses prepare students for success in reading a variety of materials. Course topics may vary according to the audience, but may include vocabulary skills; test taking skills; speed readings. Classes teach easy techniques that help an individual focus his/her attention better. The eye is drawn to motion. Speed reading techniques put that motion on the page. A student should already be a reader before attempting to speed read. Speed reading will not help if the student has problems in comprehension and vocabulary. |
| **0805** | **Media Literacy - Recommended for Students Grades 6-12** - Course will guide students to learn the process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms.  Students will use an inquiry-based instructional model that encourages them to ask questions about what they watch, see and read.  They will learn ways to access, analyze, evaluate and produce communication in a variety of forms.  This course will help students understand the ways that words, images and sounds influence the way meanings are created or manipulated and shared in our contemporary global society. |
| **0811** | **Dropout Prevention Program - Recommended for Students Grades 7 - 12** - Courses vary widely, but typically are targeted for students who have been identified as being at risk of dropping out or failing out of school. Course content may include study skills and individual tutorials; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speaker presentations; and small group seminars. |
| **0814** | **Multicultural Studies - Recommended for Students Grades 7 - 12** - Course will provide students with a variety of experiences that directly relate to family heritage and multicultural diversity found in New Mexico. Students will participate in activities that assist in recognizing and understanding the dialectical differences found in New Mexico. This course will help students to understand variations in languages spoken, and help maintain a bridge in communications between generations. Students will also learn techniques for using church records, family histories (both written and oral), and other public documents to discover their personal backgrounds through the study of family genealogies. |
| **0815** | **Reconnecting Youth Program - Recommended for Students Grades 7 - 12** - Course teaches student the social skills needed for independent functioning within the community. The objective is to reduce risk factors and enhance protective factors linked with adolescent behaviors and adolescent drug involvement. Topics may include self-control, self-expression, decision-making, appropriate behavior, and how to interact with others and maintain relationships. Strategies utilized include social support and life skills training in personal growth curriculum, social activities and school bonding. It builds strong self-confidence, increases self-esteem, attendance and academic achievement. |
| **0817** | **Drivers' Education-Classroom Only** - Courses provides students with the knowledge to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course. |
| **0818** | **Drivers' Education-Classroom and Laboratory** - Courses provide students with the knowledge and experience to become safe drivers on America's roadways. Legal obligations and responsibility, rules of the road and traffic procedures, safe driving strategies and practices, and the physical and mental factors affecting the driver's capability (including alcohol and other drugs) are all included as topics of this course. Experience in driving a vehicle is an essential component of this course; students usually receive their learner's permit and/or driver's license during or as a result of this course. |
| **0821** | **Student Aide - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity to work in one of several campus offices (front, attendance, guidance, athletic offices, in the library or audio visual center, or with individual teachers), assisting the appropriate professionals with their duties. Note: if the particular area (office or subject) is known, use the codes below or within the particular subject area. |
| **0822** | **Office Aide - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity to work in campus offices, developing skills related to clerical office work. Duties may include, among others, typing, filing, record keeping, receiving visitors, answering the telephone, and duplicating. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures. |
| **0823** | **Teacher Aide - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity to assist teachers with classroom duties. Note: if the particular subject area is English Language and Literature or Life and Physical Science, use the code associated with the aide course within that subject area. |
| **0824** | **Guidance Aide** - Course provides students with the opportunity to work in the campus guidance office. Duties may include, among others, typing, filing, record keeping, assisting students, answering the telephone, and duplicating. Students may also act as guides to new students. Emphasis is placed on appropriate work attitude, human relations, and proper office procedures. |
| **0825** | **Library/AVC Aide** - Course provides students with the opportunity to work in the library or audiovisual center. Duties may include collecting, distributing, and categorizing materials; operating audiovisual equipment; assisting students and teachers; and clerical duties. Students typically gain experience in library science and/or media and audiovisual technology. |
| **0831** | **Tutoring Practicum** - Course provides students the opportunity to offer tutorial assistance to their peers or to younger students. After an initial training period during which students learn how to work with other students and how to capitalize on the available resources (e.g., staff, written material, audiovisual aids, etc.), students engage in tutoring and assisting others who need or request help. |
| **0832** | **Tutoria**l - Course provides students with the assistance they need to successfully complete their coursework. Tutors may be teachers or other students. Students may receive help in one or several subjects, according to their individual needs. |
| **0833** | **Study Hall - Recommended for Students Grades 7 - 12** - Course provides students with the opportunity and time to complete classroom assignments or school projects. Students typically work on their own, without the help of a tutor; however, they are supervised and usually remain in the classroom. |
| **0841** | **Leadership** - - Course is designed to strengthen students' personal and group leadership skills, typically intended for students involved in extracurricular activities (especially as officers of organizations or student governing bodies). Leadership courses may cover topics such as public speaking, effective communication, human relations, parliamentary law and procedures, organization and management, and group dynamics. (This course cannot be used to grant credit for participation in a career-technical student organization [refer to list of organizations under Field 87 Student file of ADS manual]). |
| **0842** | **School Orientation** - Courses provides an introduction to the culture of the school so that students may understand staff expectations and the school's structure and conventions. School Orientation courses are typically offered at private, alternative, or experimental schools and may vary widely according to the aims and methods of the school itself. |
| **0843** | **School Governance** - Course convenes students as an entire student body to discuss common concerns, organize groups for action, make decisions, and solve school related problems. Because of the nature of the course, School Orientation courses are typically offered at private, alternative, or experimental schools. |
| **0851** | **Community Service** - Course provides students with the opportunity to receive school credit for volunteering their time, energy, and talents in a community service organization and public schools. The courses are usually (but not always) conducted with a seminar component, so that students' volunteer experiences can be used as learning experiences in problem solving, decision-making, and effective communication. |
| **0852** | **Executive Internship with Seminar** - Course provides students with the opportunity to work alongside a community leader, administrator, or other type of professional, learning the concepts of management and professional activities. These courses have an in school component as well (such as a seminar class) to discuss the employment experience, aspects of the business world, and problems encountered |
| **0853** | **Executive Internship without Seminar** - Course provides students with the opportunity to work alongside a community leader, administrator, or other type of professional, learning the concepts of management and professional activities. These courses do not have a regular in school component (although the students typically have access to a school official, teacher, or coordinator to discuss concerns or problems). |
| **0861** | **Values Clarification** - Course enables students to undertake an exploration of individual and societal actions and implications, moving toward the development of a personal value structure and decision making process. Examples of discussion topics include philosophy and religion, world resource allocation, genetic engineering, environmental issues, and death (euthanasia, suicide, and abortion). |
| **0862** | **Seminar** - Courses vary widely, but typically offer a small peer group the opportunity to investigate areas of interest. Course objectives may include improvement of research and investigative skills, presentation skills, interpersonal skills, group process skills, and problem solving and critical thinking skills. Seminars aimed at juniors and seniors often include a college and career exploration and planning component. |
| **0864** | **Mediation** - Course offers students a positive way to settle disputes. Students learn conflict mediation and decision-making skills and learn to develop problem-solving strategies. Peer Mediation provides a neutral environment in which students can solve conflicts by talking to each other. |
| **0871** | **Supercomputing Challenge – New Mexico Computer Science for All** -New Mexico Computer Science for All - a computational science course open to all high school students. This semester long course uses computer modeling as an introduction to computer science and computational thinking while exposing students to the breadth of applicability of computer science to solving real-world problems. Computer programming exercises and activities in an agent-based modeling environment (NetLogo) lead up to building a computational science project that meets the criteria set by the Supercomputing Challenge. Students will become familiar with the iterative design, build, and test development cycle common to computer science and engineering, and learn computer science constructs, processes and tools while creating models of local phenomena as complex systems.  Students will also learn mathematics for modeling, probability and statistics, and data analysis techniques. |
| **0872** | **Chess - Recommended for Students Grades 7 - 12** - Course designed for students who wish to learn and develop an advanced level of performance skills and knowledge of concepts related to the game of chess. The course will focus on knowledge of rules, principles of chess, chess theory, winning tips, game strategies, and the history of the game. Students will develop skills through a variety of class activities. |
| **0873** | **Math Engineering Science Achievement (MESA)** - Course incorporates hands on, real-world math activities into a variety of practical scientific situations by using experimental skills and processes to reach solutions. Students are challenged to discover hidden principles of math, science, engineering, and technology and apply these principles through the use of critical thinking, problem solving, and decision making by using theoretical frameworks, and by developing prototypes and working models. |
| **0874** | **Corps Movement** - Course emphasizes physical conditioning fundamentals of movement, group precision, and public performance. The course may be intended for members of various teams, including flag corps, rifle corps, cheerleading squads, and so on. (Not permitted as physical education credit in New Mexico.) |
| **0880** | **Job for America’s Graduates (JAG) Career Awareness - Recommended for Students Grades 9 - 12** - Course includes in-classroom instruction for high school sophomores. Students will develop the following competencies in a structured JAG curriculum: Career development encompasses students’ awareness of special aptitudes, abilities, interests, life goals and desired life styles. Students acquire Information about the world of work, various occupations and career paths. Students develop basic writing and math skills critical to success both on the job and in everyday life. Leadership skills develop functional team and organizational skills. Personal skills enable students to understand and develop value systems, responsibility, and decision-making skills and to set realistic goals. |
| **0881** | **Job for America’s Graduates (JAG) Career and Job Exploration - Recommended for Students Grades 9 - 12** - Course includes in-classroom instruction for high school juniors. Students will develop the following competencies in a structured |
| **0882** | **Job for America’s Graduates (JAG) Employability and Advancement - Recommended for Grades 11 - 12** - Course includes in-classroom instruction for high school seniors. Students will develop the following competencies in a structured JAG curriculum. Students build on prior competencies and added competencies in job attainment and job survival skills: Career development encompasses students’ awareness of special aptitudes, abilities, interests, life goals and desired life styles. Students acquire Information about the world of work, various occupations and career paths. Students develop basic writing and math skills critical to success both on the job and in everyday life. Leadership skills develop functional team and organizational skills. Personal skills enable students to understand and develop value systems, responsibility, decision making skills and to set realistic goals. Job attainment provides intensive training in job search techniques and placement in a work experience. Job survival provides students realistic survival skills for dealing with the day-to-day work environment for continued success on the job. |
| **0887** | **Academic Career Experience (ACE) I – Grades 9-12** – Through work experiences as supported by portfolio, the student explores personal and career interests, aptitudes and abilities. Personal management of time, health, and finances are also included. The necessary components of a productive and successful career are examined: technical knowledge, responsible and ethical behavior, and goal setting. Literacy strategies are integrated throughout the course. |
| **0888** | **Academic Career Experience (ACE) II – Grades 10-12** – Through work experiences the student develops career decision-making and employability skills to gain an understanding of workplace cultures and expectations. The student develops an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course. |
| **0889** | **Academic Career Experience (ACE) III – Grades 11-12** – Through work experiences the student continues to develop career decision-making and employability skills to further expand and gain an in depth understanding of workplace cultures and expectations. The student demonstrates an understanding of the competing demands and responsibilities that are part of the world of work and learns how to balance those roles in his/her own life. The ability to work well with others; understand complex interrelationships; work with a variety of technologies; acquire and use information; organize, plan, and allocate resources; and safety are included in the curriculum and evidenced through a portfolio. Literacy strategies are integrated throughout the course. |
| **0890** | **College Success - Recommended for Grades 11 - 12** - This course is designed to provide students with tools, techniques, and resources to enhance academic performance and persistence. Concepts covered in this class will assists students in the transition to college and/or concurrent/dual credit enrolment. Time and stress management, college expectations and procedures, learning and teaching styles, study skills and career planning are a focus of the course. |
| **0891** | **AVID 6-8 – Grades 6-8** – Advancement Via Individual Determination (AVID 6, 7, 8) is an academic elective course in the middle school that prepares students for success in high school and future college level coursework. This class focuses on developing writing, inquiry, collaboration, and reading through the content areas as well as communication, self-advocacy, leadership, and organization/time management skills. |
| **0892** | **AVID 9 – Grade 9** – Advancement Via Individual Determination (AVID 9) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. AVID 9 assists in students in becoming aware of interests, talents, abilities, as well as planning for personal and academic development. |
| **0893** | **AVID 10 – Grade 10** – Advancement Via Individual Determination (AVID 10) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. AVID 10 continues to assist students in becoming aware of interests, talents, abilities, as well as planning for personal and academic development, and refining personal and academic goals. |
| **0894** | **AVID 11 – Grade 11** – Advancement Via Individual Determination (AVID 11) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. |
| **0895** | **AVID 12 – Grade 12** – Advancement Via Individual Determination (AVID 12) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. The course continues to emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test-taking strategies, note-taking and research. College essays, interviews, and decision factors for college selection are addressed as well. |
| **0896** | **Independent Research** - Course typically organized as a mentorship with a teacher or outside professional, enables students to conduct investigations related to their field(s) of interest. Note: if the particular subject area is known, use the code associated with the Independent/Directed Study course within that subject area. |
| **0897** | **AP Seminar – Grades 10-11** - This course is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.  This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **0898** | **AP Research – Grades 11-12** - This course allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.  This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **0899** | **Elective Activities - Other - Recommended for Grades 7 - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Electives** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

10. Energy, Power, Transportation Technology – 0901-0999

This subject area encompasses courses that concern the physics, mechanics, and repair of motorized vehicles (such as automobiles, motorcycles, aircraft, and water vessels) and small engines.

| **Code** | **Energy, Power, Transportation Technology – 0901-0999** |
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| **0901** | **Introduction to Automobiles - Recommended for Students Grades 9 - 12 -** Course primarily intended as a personal automobile technician course, but also designed for students exploring future careers in automotive technologies. Introduction to Automobiles courses offer an introduction to the various mechanical systems in automobiles and basic experience in maintenance tasks. The course may also cover career opportunities in the auto and/or transportation field. |
| **0911** | **Introduction to Transportation - Recommended for Students Grades 9 - 12** - Course introduces the principles underlying various kinds of technicians (aircraft, auto, diesel, and marine) and how energy is converted, transmitted, and controlled. The courses also provide information on career opportunities within the field of mechanics and/or transportation. Students learn employability skills, use of tools, and safety. |
| **0912** | **Automotive Technology-Comprehensive - Recommended for Students Grades 9 - 12** - Automotive Service courses emphasize preventative auto maintenance and automobile troubleshooting. Course content typically includes tune-up, oil change, and lubrication skills; tire replacement, alignment, and balancing; and basic knowledge of brake, cooling, electrical, emission, fuel, ignition, steering, suspension, and transmission systems. These courses may also include public relations, sales techniques, and service station management. |
| **0913** | **Particular Topics in Automotive Technology - Recommended for Students Grades 9 - 12** - Course provides instruction in particular topics in the field of auto technology. Although typically covering the diagnosis and repair of automobiles, these courses concentrate upon or emphasize a particular system or condition, such as transmissions, brakes, fuel, exhaust, or electrical systems. |
| **0915** | **Diesel Mechanics-General - Recommended for Students Grades 10 - 12** - Course prepares students to maintain and repair diesel engines and related systems. Specific course topics may include principles underlying diesel engines, analyzing electrical circuits and systems, troubleshooting and repairing cooling systems, testing and repairing AC charging systems, reading and interpreting service manuals, and identifying the principles and components of fuel injection systems. Courses may also cover safety, employability skills, and entrepreneurship. |
| **0916** | **Particular Topics in Diesel Mechanics - Recommended for Students Grades 10 - 12** - Course covers specific topics relevant to occupations involving the maintenance and repair of vehicles with diesel engines, such as buses and trucks. One topic (or several closely related topics) concerning diesel mechanics is covered in specific detail in this type of course. |
| **0917** | **Motorcycle Mechanics - Recommended for Students Grades 10 - 12** - Course provides training for prospective motorcycle repairers and mechanics. Topics include (but are not limited to) the maintenance of frames and suspension, wheels and brakes, and drive trains; the servicing of fuel, exhaust, and electrical systems; performance of tune ups; and the maintenance and repair of motorcycle engines. Students may also learn safety on the job, employability skills, and entrepreneurship. |
| **0918** | **Small Engine Mechanics - Recommended for Students Grades 10 - 12** - Course provides students with the opportunity to learn to service and recondition small engines. Typically, two and four cycle engines are emphasized, although content may also include others. Opportunities are provided to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems; use hand, power, and overhaul tools; read and interpret service manuals and parts' catalogs. Applications may include lawn mowers, tractors, tillers, power tools, and so on |
| **0919** | **Marine Mechanics - Recommended for Students Grades 10 - 12** - Course includes the service and repair of electrical, mechanical, power transfer, hydraulic, fuel, and cooling systems as applied to boat and/or ship engines; boat rigging; trailers; and sales merchandise. Courses may also cover communication, human relations, and employability skills, as well as safe, efficient work practices. |
| **0920** | **Auto Tech 2 - Grades 10 – 12 -** This is a second sequential course in an automotive program of study meant to take a student into higher level knowledge and skill development. |
| **0921** | **Auto Tech 3 - Grades 10 – 12 -** This is a third sequential course in an automotive program of study meant to take a student into higher level knowledge and skill development. |
| **0922** | **Aircraft Power Plant - Recommended for Students Grades 10 - 12** - Course provides the information necessary to troubleshoot, test, repair, and install aircraft engines. Course content usually includes engine ignition, electrical, lubrication, cooling, exhaust, and fuel systems, along with aircraft instrumentation and safety features. |
| **0923** | **Aircraft Airframe - Recommended for Students Grades 10 - 12** - Course offers information and instruction related to the structure and mechanics of aircraft, typically including hydraulic and pneumatic, instrumental, fuel, electrical, cabin atmosphere, and landing gear systems. Aircraft metals and coverings and related welding skills are also covered within Aircraft Airframe courses. |
| **0933** | **Automotive Detailing and Reconditioning - Recommended for Students Grades 10 - 12** - Course provides training for employment as an automotive body or related repairer, an automotive detailer, and a new and used car preparation person. In these courses, students learn occupational safety rules; employability and entrepreneurship skills; how to clean vehicle interiors, engines, and exteriors; how to recondition paint and vinyl vehicle surfaces; how to perform minor upholstery and vinyl repairs; and how to apply vinyl pinstripes and window tint. |
| **0942** | **Automotive Body Repair and Refinishing-General - Recommended for Students Grades 10 - 12** - Course provides training for occupations involving the repair and refinishing of damaged or used cars. Course content may include (but is not limited to) stretching and shrinking auto body sheet metal; welding skills; frame and metal straightening; repair of fiberglass and synthetic materials; removing, repairing, and installing auto body parts such as panels, hoods, doors, and windows/glass; preparing vehicles and vehicle surfaces for refinishing; painting; applying body fillers; and estimating material and labor costs. |
| **0943** | **Particular Topics in Automotive Body Repair and Refinishing - Recommended for Students Grades 10 - 12** - Course provides specific instruction in individual topics relevant to the repair and refinishing of automobile bodies and surfaces. One topic or several closely related topics (such as non-structural part replacement, auto body welding, or plastic repair) receive particular attention in this type of course. |
| **0944** | **Boat Repair/Refinishing - Recommended for Students Grades 10 - 12** - Course conveys a broad range of information and skills about how to repair and refinish boat mechanics, structures, and surfaces. In these courses, students become proficient in marine terminology, learn to describe types of marine manufacturing and occupations, and learn to prepare new and existing wood, fiberglass, and metal surfaces for painting or refinishing. Safety, employability skills, and entrepreneurship are also included. |
| **0953** | **Aviation - Recommended for Students Grades 10 - 12** - Course provides an understanding of the science of flight and typically includes the history, regulations, and possible career paths within the aviation industry. Physics, the relationships of weight and balance, principles of navigation and flight control, ground and airport operations and services, and Federal Aviation Agency regulations are usually covered within Aviation courses. |
| **0954** | **Barge and Boat Operation - Recommended for Students Grades 10 - 12** - Course prepares students for employment as ship, boat, and barge mates, boatswains, and deck hands. These courses cover navigation, operation, maintenance, loading and unloading, and emergency procedures, as well as skills necessary for life at sea (for example, cooking). Specific topics may include docking and undocking a vessel, engine maintenance, using navigational equipment such as chronometers and compasses, firefighting aboard ship, and CPR. |
| **0955** | **Aviation II - Recommended for Students Grades 10 - 12 -** Course is a continuation of Aviation I with emphasis in instruction in basic mechanics and instrumentation concerning an aircraft engine, airframe and GPS (Global Satellite Systems); ground school: interested students will be able to pass the private pilot written exam by the end of the school year; and airport management skills possibly including an internship. |
| **0963** | **Energy/Power - Recommended for Students Grades 10 - 12** - Course focuses on one or several aspects of energy and power in transportation and work. Course content may include various sources of energy and their use in society (for example, characteristics, availability, conversion, storage, environmental impact, and socioeconomic aspects of various energy sources); principles involved in various means of energy transfer, such as electricity/electronics, hydraulics, pneumatics, heat transfer, and wind/nuclear/solar energies; and the transmission and control of power through mechanical or electrical devices such as motors and engines. |
| **0964** | **Advanced Career - Energy and Power Foundations 9 - 12** - This course aligns to SREB’s Advanced Career Curriculum that engages students in a variety of hands-on, authentic projects to learn about energy and power methods through the design and construction of motors, pumps, heat exchangers, hydraulics and pipeline systems. These are the technologies used in large power plant systems to run and maintain processes in energy generation plants. Through contextual projects, students will learn and apply physics, chemistry, fluid mechanics, thermodynamics, algebra and statistics in learning how these systems interact in the energy and power arena.  Students will learn how engineers and technicians use these systems in the real world to optimize efficiency. |
| **0965** | **Advanced Career - Energy Transmission and Distribution 9 - 12** - This course aligns to SREB’s Advanced Career Curriculum focuses on energy transmission and consumer usage. Through projects, students will be introduced to AC and DC power, transformers, the electrical grid and Smart Grid, and consumer load on the electrical system.  To complete projects, students will use Ohm’s law, Joule’s law of heating, root mean square, Pythagorean Theorem and trigonometric principles to understand how energy travels along power lines and is converted from direct current to alternating current to end up, ultimately, in homes and businesses. Students will gain an understanding of how power companies move power — stepping it up and down to meet the needs of the end-user — by designing working transformers, capacitors, inverters and a power supply. This course is sequenced after the Advanced Career- Energy and Power Foundations course 0964. |
| **0966** | **Advanced Career - Electronics and Control Systems 9 - 12** – In this aligned course to SREB’s Advanced Career Curriculum, students will build on the knowledge and experience gained in the first two foundational courses. Through projects, students will apply their knowledge to more advanced systems and learn how to program and use National Instrument’s LabVIEW software and the myDAQ data acquisition device to work as engineers in making and analyzing countless scientific measurements. Students will study advanced topics in energy and power such as smart-home automation, plant-level process control, natural gas pipeline monitoring, energy storage and wind power. Each project presents students with a design problem that will require them to not only design and build a prototype, but also develop the software program that will test the prototype and gather measurable, quantifiable data. This course is sequenced after the Advanced Career- Energy Transmission and Distribution course 0965. |
| **0967** | **Advanced Career - Advanced Science and Engineering Systems 11 - 12** - Through well-developed projects in this advanced course that aligns to SREB’s Advanced Career Curriculum, students will assume the roles of building technicians, design engineers, recreational engineers, electrical technicians and CEOs, while learning about real-world energy and power issues. Students will work with industry mentors to independently tackle real-world scenarios in the energy and power field. The projects in this course scaffold to allow students more choice in determining the final product for each project. This course incorporates knowledge of multiple sources of energy, engineered systems, societal impact and “the business of energy” as students engage in projects involving maglev trains, advanced concepts in steam energy, carbon sequestration and coal, hydraulic fracturing, alternative forms of fuel in transportation and environmental compliance. This course is sequenced after the Advanced Career - Electronics and Control Systems 0966. |
| **0995** | **Transportation Technology-Related Subjects - Recommended for Students Grades 10 - 12** - Course in this category offers instruction in related topics that are necessary or helpful in occupations involving transportation technologies; such topics may include mathematics, science, and/or technical reading |
| **0998** | **Transportation Technology Internship - Recommended for Students Grades 11 - 12** - Course provides work experience in the transportation field, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **0999** | **Transportation Technology - Recommended for Students Grades 9 - 12** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

11. English Language and Literature – 1000-1099

This subject area encompasses courses that concern primarily the use of the English language as it is written, read, spoken, and understood; courses included here may combine these goals or may deal with them separately, as individual courses in literature, composition, speech, or reading.

| **Code** | **English Language and Literature – 1000-1099** |
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| **1000** | **English/Language Arts - Students in Middle School or Grades 6 - 8** - Course provides instruction in language arts skills with an emphasis on grammar, writing, and editing. |
| **1001** | **English/Language Arts I - Required for Graduation - Grade 9 -** Course builds upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually includes the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections. |
| **1002** | **English/Language Arts II - Required for Graduation - Grade 10 -** Course offers a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal. |
| **1003** | **English/Language Arts III - Required for Graduation - Grade 11** - Course continues to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for the PSAT may be included. *NM 9-12 Language Arts Content Standards: IV:D:1, IX:A:1, IX:C:1–3, IX:D:1, II:A:1–3, II:B:1–2, II:C:1, IX:F:1. Common Core State Standards: W.11–12.2, W.11–12.5, RI.11–12.9, RL.11–12. 3, RL.11–12.10, L.11.12.2, L.11–12.1, L.11.12.2, L.11–12.1, L.11.12.2, L.11–12.1, RI.11–12.1* |
| **1004** | **English/Language Arts IV - Required for Graduation - Grade 12** - Course blends composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi paragraph essays predominate as the form of student composition, but one or more major research papers may also be written. |
| **1005** | **English/Literature – Elective - Grades 9 - 10**- Course is designed for freshmen and/or sophomores and typically introduces two or more genres of literature (novel, short story, poetry, and so on). Exploration of each genre's literary elements; determination of theme and intent; and vocabulary and semantics are often included as part of the course content. Writing assignments may be required as an additional method to improve understanding and comprehension. |
| **1006** | **English/Literature – Elective - Grades 11 - 12 -** Course is designed for juniors and/or seniors and emphasizes comprehension, discernment, and critical thinking skills in the reading of texts and literature. More advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) are introduced and explored through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments may be required as an additional method to develop and improve critical thinking and analytic skills. |
| **1007** | **English/Composition – Elective - Grades 9 - 10 -** Course is designed for freshmen and/or sophomores and builds upon previous writing skills. These courses seek to develop the writing processes and practices necessary for producing successful high school compositions. Students typically learn to write persuasive, critical, and creative multi paragraph thematic essays and compositions. Literature may be studied as an accompaniment, to expose students to exemplary illustrations of various forms of writing. |
| **1008** | **English/Composition – Elective - Grades 11 - 12** - Course is designed for juniors and/or seniors and builds upon previous writing skills. Reinforcing the logic and critical thinking skills that accompany good writing, these courses provide continued and advanced instruction in writing for a variety of purposes and audiences. Word choice, usage, and writing mechanics are frequently emphasized. English/Composition (upper level) courses may emphasize college or business preparation; literature study may be an additional component in order to analyze examples of several **genres.** |
| **1009** | **Language Arts Laboratory - Elective - Grades 9 - 12** - Course provides instruction in basic language skills, integrating reading, writing, speaking and listening while placing great emphasis on individual student progress. Course content depends upon student abilities upon entrance into the course, and may include vocabulary building, spelling and grammar, writing and composition, reading silently or aloud, and improving listening and comprehension abilities. Language Arts Laboratory courses may or may not be taught in a laboratory setting or resource center. |
| **1010** | **Literature –Elective - Grades 11 - 12** - Course offers the opportunity for students to study and reflect upon the themes presented in the body of literature being presented. Students improve their critical thinking skills as they determine the underlying assumptions and values within the reading selection, and as they understand how the work reflects society's problems and culture. Oral discussion is an integral part of literature courses and written compositions are sometimes required, often with an emphasis toward college preparation. Literature courses may survey representative works, reflect a particular genre or a specific theme, or survey works of a particular time or people. |
| **1011** | **Composition – Elective -Grades 9 - 12** - Course focuses on a student's writing skills, and develops the student's ability to compose different types of papers for different purposes and audiences. Descriptive, narrative, persuasive, or expositive styles may all be explored and practiced as students write paragraphs, essays, letters, applications, formal documented papers, or technical reports. Although creative writing opportunities may be presented, the focus of composition courses usually remains on nonfiction, scholarly, or formal writing. |
| **1012** | **AP English Language and Composition – Elective - Grades 11 - 12** - Course is designed to parallel college level English courses, AP English Language and Composition courses expose students to prose written in a variety of periods, disciplines, and rhetorical contexts. Emphasis is placed on the interaction of authorial purpose, intended audience, and the subject at hand; students learn to develop stylistic flexibility as they write compositions covering a variety of subjects and intended for various purposes. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1013** | **AP English Literature and Composition – Elective -Grades 11 - 12** - Course is designed to parallel college level English courses, AP English Literature and Composition courses enable students to develop critical standards for evaluating literature. Students study the language, character, action, and theme in works of recognized literary merit; enrich their understanding of connotation, metaphor, irony, syntax, and tone; and write compositions of their own (including literary analysis, exposition, argument, narrative, and creative writing). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1014** | **IB Language A (English) – Elective - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes in depth study of literature chosen from the IB recommended list of text, authors, written analyses of literature, in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the English language. IB Language A (English) may be offered as a singular or progressive series of courses. |
| **1015** | **English I Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grade 9** – This class will be offered in conjunction with the regular English I core course and will offer support to students who need this assistance to pass the English I core course. This course can be taken concurrently with the required course, or in preparation, prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1016** | **English II Intervention Course – Elective** - Does NOT count for High School Graduation Credit - Grade 10 - This class will be offered in conjunction with the regular English II core course and will offer support to students who need this assistance to pass the English II core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1017** | **English III Intervention Course – Elective** - Does NOT count for High School Graduation Credit - Grade 11 - This class will be offered in conjunction with the regular English III core course and will offer support to students who need this assistance to pass the English III core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1018** | **English IV Intervention Course – Elective - Does NOT count for High School Graduation Credit -** Grade 12 - This class will be offered in conjunction with the regular English IV core course and will offer support to students who need this assistance to pass the English IV core course. This course can be taken concurrently with the required course, or in preparation prior to taking the required course. The instructor of this course shall be guided by the standards-based core curriculum of the regular course. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1019** | **Title 1 Reading – Elective - - Grades K - 12** - Supplemental reading instruction provided with Title 1 funds to help children most in need to meet state standards. |
| **1020** | **Title 1 Language Arts – Elective -**  Grades 3Y - 12 - Supplemental Language Arts instruction provided with Title 1 funds to help children most in need to meet state standards. |
| **1021** | **Creative Writing – Elective -- Grades 6 - 12** - Course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the class is on writing, although exemplary representations and authors may be studied to provide a fuller appreciation of the form and craft. Although most creative writing classes cover several expressive forms, others may concentrate exclusively on one particular form (such as poetry or playwriting). |
| **1022** | **Technical Writing – Elective - Grades 9 - 12** - Course prepares students to write research papers and/or technical reports. Researching (primary and secondary sources), organizing (material, thoughts, and arguments), and writing in a persuasive or technical style are emphasized topics. |
| **1023** | **Poetry – Elective - Grades 9 - 12** - Students will learn and apply the elements of poetry; develop an appreciation for the language of poetry; become familiar with poets from various backgrounds and beliefs; and study multi-cultural and ethnic poetry. |
| **1024** | **Elementary Language Arts Intervention (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings)** - Use this course code to report students who are pulled out of their normal elementary homeroom class for language arts intervention. The intent of this course code is to tie student’s classroom subject areas to teachers for evaluations. Because this course is defined strictly for elementary classroom use, a person with a 200/208 K-8 Elementary Teaching License will be considered Highly Qualified without needing an endorsement equivalent in Language Arts. |
| **1025** | **Elementary Language Arts(Elementary Setting)– Grades K-5 (may include 6-8 for Elementary Settings)**- This course covers applicable grade-level content in the New Mexico Language Arts Content Standards (<http://www.ped.state.nm.us/standards/>) with a movement towards Common Core State Standards (<http://www.corestandards.org/ELA-Literacy>). All levels place an emphasis on reading, writing, and interpretation of text. |
| **1030** | **Library and information Literacy Skills – Elective -Grades 6 - 12 -** An introduction to information skills: analyzing, evaluating, using and producing information resources. Information resources include all forms of recorded communication: fiction and non-fiction, print, non-print, and electronic media. This introduction will include training in the effective use of library and related resources. |
| **1031** | **Assisted Reading – Elective - Grades K - 12** - Course offers students the opportunity to focus on their reading skills. Assistance is targeted to students' particular weaknesses, and is designed to bring poor readers' reading comprehension up to the desired level, or to develop strategies to read more efficiently in order to progress through school (Elementary - High School). |
| **1032** | **Advanced Reading – Elective - Grades 10 - 12** - Course is intended to improve a student's vocabulary, critical thinking, and analysis skills, or reading rate and comprehension level. Although works of fiction are typically emphasized, nonfiction may also be included. Advanced Reading courses often have a time management focus, offering strategies for note taking or for understanding and evaluating the important points of a text. |
| **1033** | **Reading Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 6 - 8** - This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student’s reading intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1034** | **Reading Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 9 -** 12 - This class will be offered for students who are below grade level and who need reading intervention to assist them in passing the English Language Arts classes in grades 9-12. This course will be prescriptive to the student’s reading intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1035** | **Writing Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 6 - 8** - This class will be offered for students who are below grade level and who need writing intervention to assist them in passing the English Language Arts classes in grades 6-8. This course will be prescriptive to the student’s writing intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1036** | **Writing Intervention Course – Elective - Does NOT count for High School Graduation Credit - Grades 9 - 12** - This class will be offered for students who are below grade level and who need writing intervention to assist them in passing the English Language Arts classes in grades 9-12. This course will be prescriptive to the student’s writing intervention needs. It will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessments. |
| **1037** | **SREB Literacy Ready 9 - 12** - This Southern Regional Educational Board (SREB) course utilizes a disciplinary literacy approach that teaches students strategies for reading and understanding complex texts in various subject areas. Students learn to develop and defend ideas from textbooks and write about them in several disciplines such as English, history and biology on a college level. The unit structure conforms to the Literacy Design Collaborative (LDC) framework while addressing college- and career-readiness standards in a challenging curriculum. |
| **1041** | **American Literature – Elective -Grades 9 - 12** - Course integrates the study of American literature with an overview of U.S. history. These courses may also include other aspects of American culture, such as art or music. A two year sequence or two periods per day class may be required to cover the same objectives as would be covered separately in U.S. History Overview and American Literature. |
| **1042** | **Literature/Fine Arts – Elective - Grades 9 - 12** - Course provides students with the opportunity to explore the connection and interrelationships between a society's expressions of ideas and philosophies through its literature and its fine art (visual art, drama, architecture, music, and so on). Students may study a particular period in a country or region, or may explore the changes and development of literature and art over time. |
| **1043** | **Native American Literature – Elective - Grades 9 - 12** - Course provides student with the opportunity to read and discuss literature, which reflects, and was written by members of the Native American Nations (tribes) of North, Central, and South America. The course is approached from a historical and Native American perspective. Student compares and contrasts Native American Literature to literature of other cultures, and at the conclusion of the semester, will have a good understanding of the value and depth of Native American Literature. Student uses as many online resources as necessary, as many of the literature pieces have never been anthologized. |
| **1044** | **British Literature – Elective - Grade 12** - is designed as a survey course to give students an overview of British Literature from the early 600’s to the present. |
| **1051** | **English Morphology and Grammar – Elective - Grades 6 - 12** - Course involves the study of the English language-its roots and derivations, its structure and sentence patterns, its dialects and spelling systems, and its uses as a communication tool. These courses may also be a simple study of vocabulary and test preparation. |
| **1062** | **English Language Development (ELD) - Grades K - 12** - This course satisfies obligations under Title VI of the Civil Rights Act of 1964 for English Learner (EL) students to attain English language proficiency. This course code may be used for pull-out ELD instruction, or at the elementary level, for a dedicated ELD block of a minimum of 45 minutes during self-contained instruction. The purpose of this course is for students to attain English language proficiency, as measured by the department-approved annual English language proficiency assessment. This ELD course must provide specific instruction on the English language. Therefore, ELD instruction must be provided in English and focus on reading, writing, speaking, and listening skills. This ELD course must consider the English language proficiency level of ELs and must include instruction in the basic structures of the English language, social and instructional conversational English, and academic uses of the English language. An orientation to the customs and culture of people in the United States may be included in the ELD course. This course must follow the current state-adopted English Language Development (ELD) Standards Framework, the 2012 Amplification of the WIDA ELD Standards. This course code may be repeated. If this course code is used for ELD instruction that is part of a state-funded bilingual program at the elementary level, the teacher must have a Bilingual or TESOL endorsement. At the secondary level, the teacher must have a TESOL endorsement (cannot be substituted with a Bilingual endorsement). |
| **1063** | **English Language Arts ELD - Grades 6 - 12** - This course aligns with grade-level New Mexico Common Core State Standards (NMCCSS) for English Language Arts (ELA) and the current state-adopted English Language Development (ELD) Standards. This course is intended for English learners (ELs) whose English language proficiency level is nearing proficiency, as measured by the department-approved annual English language proficiency assessment. This course integrates grade-level ELA content with ELD using appropriate language supports based on the English language proficiency level of ELs. Teachers are required to have secondary licensure and be endorsed in ELA. In addition, teachers must have received specialized training in serving the needs of ELs (as required of districts in order to meet their obligations under civil rights law and other federal requirements). Course 1063 may be substituted for 1001, 1002, 1003 and 1004 to receive high school graduation credit, where applicable, if 1063 also meets all course requirements for 1001, 1002, 1003 or 1004. See course descriptions for 1001, 1002, 1003 or 1004 above for more information. Course 1063 may also be substituted for 1000 if it also satisfies all course requirements for 1000. This course may be repeated for credit. This course may also be used for ELs participating in a state-funded bilingual program. When 1063 is part of a state-funded bilingual program, the teacher must have a TESOL endorsement in addition to the ELA endorsement. |
| **1071** | **Business/Applied English – Elective - - Grades 9 - 12** - Course teaches students communication skills-reading, writing, listening, speaking-emphasizing applications in the "real world." The emphasis is usually on the practical application of communication as a business tool, and may focus on technical reports and manuals, business letters, resumes, and applications, as opposed to the course being designed around scholarly and literary uses. |
| **1072** | **Applied Communications-AIT – Elective - Grades 9 - 12** - Course uses the 15 modules developed by the Agency for Instructional Technology, Applied Communications-AIT courses focus on the language skills needed in the workplace. Gathering and using information, problem solving, presentation, evaluation, communicating with different audiences, and occupationally specific topics are included in courses using AIT's curriculum. |
| **1073** | **Communications Skills – Elective - Grades 9 - 12** - Course emphasizes writing and speaking that may include a language other than English. |
| **1074** | **Communication Skills/Career Education – Elective - Grades 9 - 12** - Course emphasizes writing, speaking, and developing skills that will afford students success throughout school and post-high school years. |
| **1081** | **Public Speaking – Elective - Grades 9 - 12** - Course enables students, through practice, to develop communication skills for a variety of speaking situations (such as small and large group discussions, delivery of lectures or speeches in front of audiences, and so on). Course topics may include (but are not limited to) research and organization, writing for verbal delivery, stylistic choices, visual and presentation skills, analysis and critique, and development of self-confidence. |
| **1082** | **Forensics-Inclusive – Elective - Grades 9 - 12** - Course offers students the opportunity to learn how to employ oral skills effectively in formal and informal situations. Logic and reasoning, the organization of thought and supporting materials and effective presentation of one's voice and body are the skills imparted in forensics courses. Often linked to an extracurricular program, numerous public speaking situations are introduced, and students learn the methods, aims, and styles of a variety of events (e.g., formal debate, Lincoln Douglas debate, expository speaking, radio broadcast, oral interpretation, and dramatic interpretation). Participation in competition is encouraged, but not always required. |
| **1083** | **Forensics-Debate – Elective - Grades 9 - 12** - Course offers students the opportunity to learn how to employ oral skills in formal and informal situations. Logic and reasoning, research and analysis, organization of thought and supporting materials, argumentative style and skill, and effective presentation of one's voice and body are developed through forensics courses. Often linked to an extracurricular program, students learn the methods, aims, and styles of the debating events (formal debate or Lincoln Douglas). Participation in competition is encouraged, but not always required. |
| **1084** | **Forensics-Individual Event – Elective - Grades 9 - 12** - Course offers students the opportunity to learn how to employ oral skills in formal and informal situations. Topics depend upon the event(s) being taught, but effective presentation of one's voice and body, thoughtful understanding and interpretation of literature, logic and reasoning, and the organization of thought and supporting materials may be emphasized and developed. Often linked to an extracurricular program, one or several individual event categories are introduced (e.g., exposition, oral interpretation, dramatic interpretation, radio broadcast). Participation in competition is encouraged, but not always required. |
| **1093** | **English Aide – Elective - Grades 11 - 12** - Course offers interested students the opportunity to assist English and communication teachers in the preparation, organization, and distribution of instructional materials. Students may provide tutorial assistance to students under teacher guidance |
| **1096** | **English Language and Literature-Independent Study – Elective - Grades 11 - 12** - Course is often conducted with instructors as mentors; allow students the opportunity to explore particular topics within the field of language arts that are not offered as part of the regular curriculum. These courses may be offered in conjunction with other subject area courses or as an opportunity for students to explore a particular topic of special interest. |
| **1098** | **English - Concurrent Enrollment – Elective - Grades 6 - 12** - Must fulfill the requirements of the Content Standards and Benchmarks.) |
| **1099** | **English Language and Literature – Elective - Grades 6 - 12** - Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 – English Language and Literature** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

12. Family and Consumer Science – 0501-0599

This subject area encompasses courses that concern creating and maintaining a healthy home and personal lifestyle, including food and nutrition, parenting, consumer economics, and personal development and management.

| **Code** | **Family and Consumer Science – 0501-0599** |
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| **0501** | **Family and Consumer Sciences Exploratory - Recommended for Students Grades 6 - 8** - Exploratory courses are introductory courses offered in middle school into the study of all areas in Family and Consumer Sciences. Scheduling practices in districts may impact on the scope of the content, but these courses are usually at the middle school level. Areas of study are foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships. They may also include self-awareness and self-management, components of a positive life-style and career-exploration. |
| **0502** | **Family and Consumer Sciences - General - Recommended for Students Grades 9 - 12** - Courses offered in high school are inclusive of the knowledge and skills useful for the efficient and productive management of the home and family. These courses typically include foods and nutrition; clothing; child development and care; housing design, decoration, and maintenance; consumer decisions; and interpersonal relationships. They may include an introduction to the careers available in the family and consumer sciences field. |
| **0503** | **Basic Foods - Recommended for Students Grades 6 - 8** - Course provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background of the nutritional needs and requirements for healthy living. Although career opportunities in the food service industry may be presented, the emphasis of these courses is not career related. |
| **0504** | **Nutrition - Recommended for Students Grades 9 - 12** - Course offers opportunities to study the composition, structure, and properties of foods and the chemical changes that occur during processing, storage, preparation, and consumption. Designed as a laboratory course, Nutrition explores the effects of various materials, microorganisms, and processes on food products. Components of this class may be incorporated into laboratory exercises of food and nutrition courses. This class may be part of a series of sequential courses designed around healthy lifestyles/ wellness, i.e., physical education, health, chemistry. |
| **0506** | **Clothing - Recommended for Students Grades 9 - 12** - Course introduces and expands upon the various aspects of wearing apparel, sewing, and fashion. Information provided usually covers grooming and good health, wardrobe planning, selection, care, and repair of clothing, personal factors affecting suitable choices in garment design, and the history of many of our fashions. Basic skills in using sewing equipment and machines, and construction skills are incorporated in the construction of one or more garments during the typical sewing class. Related topics such as fashion design and/or merchandising, careers in the clothing industry, and craft sewing may be part of the course. |
| **0507** | **Basic Applied Design - Recommended for Students Grades 9 - 12** - Course in which students learn basic principles of floral arrangement and food decorating with the primary purpose of developing marketable skills. This is an intensive program involving actual preparation of floral centerpieces, corsages, and arrangements for special occasions. Cake decorating and sugar molding, candy making and other related activities might be offered. Emphasis is place on skills needed to get and keep a job. |
| **0508** | **Culinary Arts - Recommended for Students Grades 9 - 12** - Course is designed for students interested in the food service industry. They provide instruction regarding nutrition, principles of healthy eating, and the preparation and service of food. The course may focus on a specific type of cuisine, domestic or international. Among the topics covered in Food Service courses is large-scale meal preparation, preserving nutrients throughout the food preparation process, use and care of commercial cooking equipment, food storage, advances in food technology, sanitation, management, and the careers available in the food service industry. |
| **0509** | **Professional Baking - Recommended for Students Grades 9 - 12** - Course provides basic knowledge needed to produce baked products. Instruction will include understanding ingredients, proper production methods and standard cost analysis of the product. Students are taught proper safety and sanitation requirements along with tools and equipment needed to complete tasks |
| **0510** | **Upholstery - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, materials, and techniques used to fit and repair furniture with material coverings, padding, fillers, and springs. Course content includes selection of furniture and fabric; design and construction of upholstery projects; and finishing and trimming furniture. |
| **0511** | **Fashion Design - Recommended for Students Grades 9 - 12** - This course is designed to advance individual students in their chosen area of fashion. Students will be involved in advanced clothing construction, fashion illustration and writing, fashion history and trend analysis; specialty design and line development; accessory design, basic pattern making; psychology of color; textiles and textile design, as well as home textiles; fashion portfolio. Students will learn to use Auto CAD- CADTERNS to create their own patterns on computer. May include internship component or team teaching with drama/theatre. |
| **0512** | **Advanced Foods - Recommended for Students Grades 9 - 12** - Students will apply menu selection, culinary nutrition, and menu designs to creating weekly menus for catering or other entrepreneurship projects. Students may apply for the jobs of manager, assistant manager, food and beverage director, director of sales, and business manager within developed/designed businesses. Independent work in the labs and research will also be required. FCCLA, a student leadership program is an integral part of the class. |
| **0513** | **Life Skills and Life-Management - Recommended for Students Grades 6 - 12** - Course provides students with information in a wide range of subjects so they become better-informed consumers and more productive adults. Goal setting, decision-making, prioritizing; management of money, time, energy, stress, and resources; relationships; and the development of the self are a large part of the course. Courses may include coping strategies, and practical exercises regarding housing options, transportation options, nutrition and food preparation, clothing care, household management and how to maintain good health and wellness. Specific topics such as insurance, taxation, consumer protection, and responsibilities of a good citizen are within the scope of this course as well. |
| **0514** | **Intro to Fashion Design - Recommended for Students Grades 6 - 8** - This class is for students with a strong interest in fashions, fashion design, and creative dressing. Students will be introduced to fashion, history and trends, basic fashion illustrations; basic clothing construction; basic color psychology; interior design (sewing for the home); pillows, fashion portfolio. Students will learn to use various machines and software (i.e. sewing, embroidery and serger). |
| **0515** | **Family Living - Recommended for Students Grades 6 - 8** - Course emphasizes building and maintaining healthy interpersonal relationships among family members and other members of society. Topics most often covered include self-awareness and management, social/dating practices, parenting/family styles, sexuality, marriage preparedness, parenthood and the functions of the family unit, life stages and problems typical of each stage, providing for special needs of handicapped, aged, etc. The course may include the role of the family in the community and society, in meeting global concerns, and how the family prepares its children for the changes in these. All aspects of home management are covered, including how to balance work with home life. |
| **0516** | **Personal Development - Recommended for Students Grades 6 - 12** - Course focuses on the individual, but is similar to Family Living courses. Emphasis is on personal growth, self-esteem, recognition of and resistance to negative social influences along with coping skills. Students are given the opportunity to face reality, learn to accept responsibility, learn to set reasonable goals, use logic to solve problems, and clarify values. It may have a substance-abuse prevention component. |
| **0517** | **Consumer Economics/Personal Finance - Recommended for Students Grades 6 - 12** - Course provides an understanding of the concepts and principles involved in managing one’s personal finances. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. An overview of the American economy may be provided. This course material is often included in the Family Living or Life Skills courses. |
| **0519** | **Child Care/Work Experience - Recommended for Students Grades 9 - 12** - Course is designed for the student interested in the childcare field. They provide basic knowledge about growth and development of children from conception to school age. Main topics include the fundamentals of working with infants, toddlers, and older children. Students learn how to provide healthy environments, evaluate childcare settings, and study the practices, regulations, and opportunities in the child care industry. It may include practical experience in a child-care center. In advanced courses, topics such learning theories, development of appropriate activities, operation of a childcare center, recognition of childhood diseases, abuse, and neglect and first-aid/emergency training may be covered. |
| **0520** | **Elder Care/Gerontology - Recommended for Students Grades 9 - 12** - Course is designed for students interested in caring for the elderly. Care of the elderly, the aging process, death, and dying are dealt with in a realistic manner. Biological, physiological, social, and psychological needs and concerns of the elderly are introduced and studied. It may cover work and personal habits appropriate to the field, and may offer the opportunity to explore various careers. Practical experience in an elderly care setting may be part of the course. |
| **0522** | **Introduction to Clothing and Design - Recommended for Students Grades 6 - 8** - Course introduces Basic skills in using sewing equipment and machines, and construction skills are incorporated in the construction of one or more garments during the typical sewing class. Related topics such as fashion design and/or merchandising, careers in the clothing industry, and craft sewing may be part of the course. |
| **0523** | **Housing/Interior Design - Recommended for Students Grades 9 - 12** - Course provides students with basic knowledge regarding design and decoration of places of work and living, i.e., homes, apartments, offices, restaurants, hotels. Elements of color, traffic patterns, architectural design, lighting (natural and artificial), cultural aspects, remodeling/code compliance, maintenance, and management will be explored. Career exploration may also be part of the course. |
| **0524** | **Home Management - Recommended for Students Grades 6 - 8** - Course provides information about the devices and systems found in the home. Areas covered include electrical wiring, plumbing, window and door repair and installation, wall and floor repair and finishing, furniture repair and finishing, and small appliance repair. Heating and cooling devices along with other automatic systems may be included. |
| **0525** | **Introduction to Leadership - Recommended for Students Grades 6 - 8** - Course introduces students to community service projects, personal development and goal setting, teamwork, problem solving skills and character development through the organization referred to as Family, Career and Community Leaders of America (FCCLA). Membership in FCCLA is a requirement. |
| **0526** | **Family and Consumer Sciences Education - Integrated - Recommended for Students Grades 9 - 12** - Course can take many forms, but basically combine subjects within the Family and Consumer Sciences field with those from another field, such as sciences, auto mechanics or health. These courses may be team-taught by teachers from each discipline. |
| **0528** | **Hospitality, Tourism and Recreation - Recommended for Students Grades 9 - 12** - Course provides basic knowledge plus work experience for the student who is interested in a career in travel and tourism. Areas of study may cover culinary arts, lodging occupations, travel services, customer service and management of recreation, leisure programs or events. Property management, restaurant management, and supportive services to these industries are part of the courses. |
| **0530** | **Entrepreneurship - Recommended for Students Grades 11 - 12** - Course acquaints students with the knowledge and skills necessary to own and operate their own businesses. Topics from several areas can form the content, and business management principles, economics, computer applications; mathematics and communication skills may be part of the overall content. The topic is usually at the discretion of the students and teacher based on their perception of what would be successful. Students are trained in the National Restaurant Association ServSafe Program. |
| **0532** | **ProStart I - Recommended for Students Grades 9 - 12** - Sequential course designed to introduce students to industry standards such as customer relations, accounting, food cost controls and marketing. Students are also encouraged to explore a wide variety of careers found in the hospitality and restaurant industries. Students are trained in the National Restaurant Association ServSafe Program. School districts involved in this program must complete an RFP process and be a recognized site. Students are trained in the National Restaurant Association ServSafe Program. (Co-sponsored by National Restaurant Association Education Foundation). |
| **0533** | **ProStart II - Recommended for Students Grades 10 - 12** - Sequential course designed for students pursuing careers in hospitality/food service. This is an intensive program involving topics covering entrepreneurship and managerial techniques, portfolio and customer service skills, safety and sanitation, catering, quick serve, full service, knife skills, plate presentation, and teamwork. Students are trained in the National Restaurant Assoc ServSafe Program. Students who complete the program, a 400 hour internship, and pass the national exam leave high school with a national certification. Co-sponsored by National Restaurant Association Education Foundation. |
| **0536** | **Fashion Design and Merchandising III – Grades 11-12** – This course continues to build on previous skills with practice in construction and design. Students are introduced to advance construction techniques as well as patternmaking and clothing alteration and draping on a dress form. Students receive information on educational opportunities in fashion. |
| **0537** | **Fashion Design and Merchandising IV – Grade 12** – The student works independently on projects designed with the teacher to address areas of interest within the fashion industry. Projects could include work-study, on-line study and dual credit college coursework. |
| **0539** | **ProStart Internship - Recommended for Students Grades 10 - 12** - Sequential course designed to provide the work experience component of the ProStart program of study. Student will work in an industry-based setting and be evaluated by work-based competencies. A total of 400 hours must be completed in the internship in order to receive the industry-recognized certification. |
| **0540** | **Introduction to Hospitality & Tourism - Recommended for Students Grades 9 - 12** - Course introduces students to careers in the hospitality industry, professionalism, and how to build a career in the industry. Other topics such as guest service, reservations, economic development, safety and security, maintenance can be covered. |
| **0549** | **Lodging Management Internship - Recommended for Students Grades 10 - 12** - Sequential course designed to provide the work experience component of the Lodging Management Program (LMP) program of study. Student will work in an industry-based setting and be evaluated by work-based competencies. Varying numbers of hours must be completed in the internship in order to receive the industry-recognized certification. |
| **0550** | **Child and Human Development – Young Children – Grades 9-12** – Student explores areas of study including careers in early childhood development and education. Exploration in education psychology and theories while understanding the development of humans from conception to death. Focus is on the young child including growth, development, health and safety, learning environments, accommodations to learning and human relationships. |
| **0552** | **Child Development II – Grades 11-12** – In Child Development II, the student/mother learns about infants ranging in age from birth to fifteen months. The student works cooperatively with the instructor and the childcare assistants, observing and participating in activities, routines, and practices that encourage the physical, social, cognitive, and emotional development of the infants. Some of the topics in Child Development II include, but are not restricted to, child growth and development, safety and health, learning environment, relationships, pregnancy and prenatal care, and career readiness. |
| **0553** | **Child Development Lab II – Grades 10-12** – Child Development Laboratory II (CDLII) is the second lab experience for a student developing proficiency in the care and education of infants and toddlers. In this lab, the parenting student applies health and safety standards in age-appropriate learning environments and identifies interests and aptitudes that relate to early childhood careers. The student also identifies counseling and mental health resources that may be of assistance to the student and/or his/her child. The student’s lab experiences correspond to his/her child’s developmental stage. |
| **0554** | **Child Development Lab III – Grades 11-12** – Child Development Laboratory III (CDLIII) is the third lab experience for a student demonstrating proficiency in the care and education of infants and toddlers. The parenting student demonstrates proficiency in the application of health and safety standards in a state-licensed childcare facility and applies knowledge of developmentally appropriate activities in a learning center. The student engages counseling and/or mental health services to solve relationship issues and analyzes personal interests that correspond to early childhood careers. The student’s lab experiences correspond to his/her child’s developmental stage. |
| **0555** | **Child Development Lab IV – Grade 12** – Child Development Laboratory IV (CDLIV) is the fourth lab experience for a student employing proficiency in the care and education of infants and toddlers. The parenting student assesses the health and safety procedures in a licensed childcare facility, evaluates the counseling and mental health services available to pregnant and parenting teens, analyzes a variety of learning environments for age appropriateness, and evaluates personal interests that determine career choices. |
| **0570** | **GRADS - Recommended for Students Grades 9 - 12** - Course is a specialized curriculum designed for students who are parents or parents-to-be who are in school, hold jobs and balance this with care of a child. Case Management is an integral part of this course. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0574** | **GRADS -Pregnancy Prevention - (Project Taking Charge) - Recommended for Students Grades 6 - 8** - A values-based, abstinence-focused course for middle and junior high school students. The project integrates career exploration and parental involvement; interpersonal and family communications; decision making and goal setting; adolescent sexuality education; domestic violence and sexual abuse and refusal skills MUST BE A GRADS RECOGNIZEDSITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0575** | **GRADS Pregnancy Prevention - Recommended for Students Grades 6 - 9** - A values-based, abstinence-focused course for middle and junior high school students. The project integrates career exploration and parental involvement; interpersonal and family communications; decision making and goal setting; adolescent sexuality education; domestic violence and sexual abuse and refusal skills. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0576** | **GRADS- Teen Pregnancy - Recommended for Students Grades 9 - 12** - A course designed for the expectant teen and or teen father. Topics may include: Surviving teen pregnancy, the importance of prenatal care, prenatal development, birth and delivery, healthy eating habits, substances and chemicals to avoid, FAS, goal-setting, decision-making, staying in school, communicating with father and his family, and community economic independence, and resources for teen parent. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0580** | **GRADS - Newborn - Recommended for Students Grades 9 - 12** - A course designed for the teen that is parenting a newborn baby under 1 year old. Topics may include: Goal-setting, decision-making, time management, Child development from Birth to 1 year, brain development, child support, selecting a daycare, bonding, nutrition, medical attention, economic independence, and three generational living. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0581** | **GRADS - Parenting - Recommended for Students Grades 9 - 12** - A course designed for the teen parent with a child 1-3years old. Topics may include: Child development for toddlers, potty training, discipline, brain development, career planning, job portfolios, family law, decision-making, goal-setting, second-hand smoke and health issues, child hood diseases, healthy relationships, family planning, and economic independence custody and father rights. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0582** | **GRADS - Fatherhood - Recommended for Students Grades 9 - 12** - Course addresses legal issues, fosters bonding and healthy relationships, and addresses both child development and parenting skills and fosters positive outcomes for the child. Course can provide classroom instruction to traditional students as a preventative measures. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0583** | **GRADS - Independent Living - - Recommended for Students Grades 9 - 12** - A course designed for the teen parent with pre-school age children. Topics may include: Living on your own, budgeting, checking accounts, savings, taxes, job security and advancement, continuing education, balancing work and family, economic independence, reading and language development, parent-child interaction, Child development of pre-school children, and discipline, child abuse, and sexual transmitted diseases. MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE. |
| **0599** | **Family and Consumer Sciences Education - Recommended for Students Grades 6 - 12** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

13. Fine and Performing Arts – 1101-1199

This subject area encompasses courses that concern the development of artistic skill and appreciation in dance, drama, music, and visual art.

| **Code** | **Fine and Performing Arts – 1101-1199** |
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| **1101** | **Dance Technique - Recommended for Students Grades 7 - 12** - Course provides experience in one or several dance forms (i.e., modern, jazz, ballet, tap). Initial classes are usually introductory in nature, while the more advanced classes concentrate on improving technique and may offer or require choreographic and evaluative experiences. |
| **1102** | **Dance Repertory - Recommended for Students Grades 9 - 12** - Course provides the opportunity for students with prior dance experience to develop dance techniques in small groups; these classes require auditions and emphasize performance. |
| **1103** | **Expressive Movement - Recommended for Students Grades K - 12** - Course develops students' ability to move expressively, without being based on particular dance forms or on developing specific dance techniques. |
| **1105** | **Dance Appreciation - Recommended for Students Grades K - 12** - Course expands knowledge of dance as an art form, and develops students' ability to evaluate dance performances. Learning the history of one or several dance forms may also be included as a course objective. |
| **1106** | **Dance-Independent Study - Recommended for Students Grades 9 - 12** - Courses in this category, often conducted with instructors or professional dancers/choreographers as mentors, enable students to explore a particular dance form in more detail and depth than in other courses. Polishing talent, building confidence for professional or apprenticeship auditions, and gaining experience in public performance are emphasized. Career opportunities may be explored. |
| **1107** | **Elementary Dance - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student’s experiences and skill development in a variety of aspects of rhythm, movement, technique, performance, and history. Students learn to critique their work and the work of others. |
| **1109** | **Dance - Recommended for Students Grades K - 12** - Other |
| **1110** | **Elementary Theater - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student’s experiences and skill development in a variety of aspects of techniques, traditions, performances, projection, and production. Students learn to critique their work and the work of others. |
| **1111** | **Introduction to the Theater - Recommended for Students Grades 9 - 12** - Course provides an overview of the art, conventions, and history of the theater. Although experiential exercises may be included, the courses focus on learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature or major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art. Other aspects of theatrical production such as technical aspects, costume, makeup, and so on, may also be explored. |
| **1112** | **Drama/Stagecraft - Recommended for Students Grades 9 - 12** - Course is intended to promote students' experience and skill development in one or more aspects of theatrical production. Initial courses are usually introductory in nature, while the more advanced courses concentrate on improving technique, expanding the students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. Career opportunities in the theater may be discussed. |
| **1113** | **Drama-Acting/Performance - Recommended for Students Grades 9 - 12** - Course is intended to promote students' experience and skill development in one or more aspects of theatrical production, but concentrate on acting and performance skills. Initial courses are usually introductory in nature, while the more advanced courses concentrate on improving technique, expanding the students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions. Career opportunities in the theater may be discussed. |
| **1114** | **Elementary Theatre Program - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper, i.e., K-8. Course promotes student’s experiences and skill development in a variety of aspects of techniques, traditions, performances, projection, and production. Students learn to critique their work and the work of others. |
| **1115** | **Directing - Recommended for Students Grades 9 - 12** - Course is usually taken after several other drama courses. Directing courses are intended to improve students' skills in translating a script to a final production. Directing classes enable students to create an artistic vision and develop a personal aesthetic, by expanding the students' exposure to different types of theatrical techniques and traditions, and providing opportunities to direct others' performances (either in scenes or in a full production). |
| **1116** | **Playwriting - Recommended for Students Grades 9 - 12** - Course is usually taken after several other drama courses, Playwriting courses are intended to improve students' skills in creating a script suitable for live production. Playwriting classes enable students to develop a personal voice, style, and aesthetic by expanding their exposure to various playwrights and different types of theatrical techniques and traditions. Students are expected to write original scenes, one act plays, or full productions. |
| **1117** | **History and Literature of the Theater - Recommended for Students Grades 9 - 12** - Course explores in depth the structure, elements, and style of dramatic compositions, and, as an extension, how the dramatic literature influenced theatrical production and acting styles throughout history. Some courses may focus more on the literature than on the theater (with increased emphasis on critique and analysis), but most interweave these subjects, exploring their interrelationship. Major contributors (playwrights, directors, and so on) and the architecture of the theater may also be included topics of study. |
| **1118** | **Drama/Stagecraft-Independent Study - Recommended for Students Grades 9 - 12** - Course is conducted with instructors or artists as mentors, enables students to explore a particular theatrical form in more detail and depth than in other courses. Polishing talent, building confidence for professional or apprenticeship auditions, and gaining experience in public performance are emphasized. Career opportunities may be explored. |
| **1119** | **Drama/Stagecraft - Recommended for Students Grades K - 12** - Other |
| **1120** | **General Band - Recommended for Students Grades K - 12** - Courses develops technique for playing brass, woodwind, and percussion instruments, and covers a variety of non-specified band literature styles (concert, marching, orchestral, and modern styles). |
| **1121** | **Concert/Marching Band - Recommended for Students Grades 6 - 12** - Course is designed to develop skill and technique for playing brass, woodwind, and percussion instruments, and cover band literature styles for both concert and marching performances. |
| **1122** | **Concert Band - Recommended for Students Grades 9 - 12** - Course is designed to promote students' technique for playing brass, woodwind, and percussion instruments, and cover a variety of band literature styles, primarily for concert performances. |
| **1123** | **Marching Band - Recommended for Students Grades 9 - 12** - Course is intended to develop technique for playing brass, woodwind, and percussion instruments, and cover appropriate band literature styles, primarily for marching performances. |
| **1124** | **Orchestra - Recommended for Students Grades 9 - 12** - Course develops students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles. |
| **1125** | **Contemporary Band - Recommended for Students Grades 6 - 12** - Course develops technique for playing brass, woodwind, percussion, and string instruments, as well as guitar and keyboard, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock. |
| **1126** | **Instrumental Ensembles - Recommended for Students Grades K - 12** - Course is intended to develop technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles. |
| **1127** | **Piano - Recommended for Students Grades 9 - 12** - Course covers the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines; the courses may include more advanced keyboard techniques. |
| **1128** | **Guitar - Recommended for Students Grades 6 - 12** - Course presents fundamentals of music and guitar playing techniques, such as strumming and chords; the courses may include more advanced guitar playing techniques. |
| **1129** | **Individual Technique-Instrumental Music - Recommended for Students Grades 6 - 12** - Course provides instruction in instrumental techniques to individuals. These courses may be conducted on either an individual or small group basis. |
| **1130** | **Chorus - Recommended for Students Grades K - 12** - Course provides the opportunity to sing a variety of choral literature styles for men and/or women's voices, and is designed to develop vocal techniques and the ability to sing parts. |
| **1131** | **Vocal Ensemble - Recommended for Students Grades K - 12** - Course is intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. The course goals may include the development of solo singing ability; one or several ensemble literature styles may be emphasized. |
| **1132** | **Individual Technique-Vocal Music - Recommended for Students Grades K - 12** - Course provides instruction in and development of vocal techniques other than the ability to sing in groups. These courses may be conducted on either an individual or small group basis. |
| **1133** | **Intermediate Guitar - Recommended for Students Grades 9 - 12 -** Course builds upon skills of beginning guitar. Students will develop position playing, advanced chords and progressions, learn new scales, and develop improvisation skills. Students will also develop group and performance skills and will perform in public. |
| **1141** | **Music Theory - Recommended for Students Grades K - 12** - Course teaches an understanding of the fundamentals of music, and includes one or more of the following topics: composition, arrangement, analysis, aural development, and sight-reading; Music Theory courses may or may not require previous musical experience. |
| **1142** | **AP Music Theory - Recommended for Students Grades 9 - 12** - Course is designed to be the equivalent of a first year music theory college course. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students already possessing performance level skills, AP Music Theory extends and builds upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and their interaction in a composition. Musical notation, analysis, composition, and aural skills are important components of the course. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1143** | **IB Music - Recommended for Students Grades 9 - 12** - Course prepares students to take the International Baccalaureate Music exam at either the Subsidiary or Higher level. IB Music courses develop students' knowledge and understanding of music, through training in musical skills (listening, performing, and composing), exposure to music theory, and formulation of an historic and global awareness of musical forms and styles. The IB Curriculum Board suggests historical, theoretical, and practical studies. |
| **1144** | **Music History/Appreciation - Recommended for Students Grades 9 - 12** - Course surveys different musical styles and periods with the intent of increasing enjoyment of different musical styles and/or developing an artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period. |
| **1146** | **Music-Independent Study - Recommended for Students Grades 9 - 12** - Course is often conducted with instructors or professional musicians or voice coaches as mentors enable students to explore music and their own abilities in more detail and depth than in other courses. Polishing talent, building confidence for professional or apprenticeship auditions, and gaining experience in public performance are emphasized. Career opportunities may be explored. |
| **1147** | **Elementary Music - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, read, play music and learn about music performance and history. Students learn to critique their work and work of others. |
| **1149** | **Music - Recommended for Students Grades K - 12** - Other |
| **1150** | **Introduction to Art - Recommended for Students Grades K - 12** - Course introduces students to a variety of tools, materials, skills and techniques through the elements and principals of design. Students learn to critique their work and the work of others. |
| **1151** | **Art Appreciation - Recommended for Students Grades K - 12** - Course introduces the many forms of art and help form an aesthetic framework through which art of various ages and cultures can be judged and critiqued. The place and significance of art in our society is explored. |
| **1152** | **Art History - Recommended for Students Grades 9 - 12** - Course introduces significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. The evolution of art forms, techniques, symbols, and themes is often emphasized. |
| **1153** | **AP Art History - Recommended for Students Grades 9 - 12** - Course designed to parallel college level Art History courses, AP Art-History of Art courses provide the opportunity to critically examine architecture, sculpture, painting, and other art forms within their historical and cultural contexts. In covering the art of several centuries (not necessarily in chronological order), students learn to identify different styles, techniques, and influences, and to formulate and articulate their reactions to various kinds of artwork. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1154** | **Drawing 1 Grades 9 - 12** - Basic drawing concepts and skills to assist the student in acquiring a graphic vocabulary in a variety of drawing media. |
| **1155** | **Drawing 2 Grades 9 - 12** - A continuous of Drawing 1 which will further concentration on basic drawing concepts with a greater emphasis on descriptive and perceptual drawing skills using both dry and wet media. Assigned problems explore aspects of still life, landscape, portraiture. |
| **1156** | **Painting 1 Grades 9 - 12** - This course is an introduction to painting materials, techniques, color, and fundamental composition. A brief history of painting will be acquired through lectures. |
| **1157** | **Painting 2 Grades 9 - 12** - Continued exploration of the painting concepts and techniques presented in Painting 1. Working from imagination as well as observation, emphasizing the expressive potential of the medium. |
| **1158** | **AP Studio Art 2-D Design - Recommended for Students Grades 9 - 12** - The purpose of this course is to assist students to develop a portfolio demonstrating a broad interpretation of two-dimensional issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative manner. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1159** | **AP Studio Art 3-D Design - Recommended for Students Grades 9 - 12** - The purpose of this course is to assist students to develop a portfolio demonstrating a broad interpretation of sculptural issues in depth and space. These may include mass, volume, form, plane, light, and texture. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1161** | **Creative Art-Comprehensive - Recommended for Students Grades K - 12** - Course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although the focus of creative art courses is creation, the study of major artists, art movements, and styles may also be included. |
| **1162** | **Creative Art-Drawing/Painting - Recommended for Students Grades 6 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two dimensional work, students typically work with several media (such as pen and ink, pencil, chalk, watercolor, tempera, oils, and acrylics, and so on) but some courses may focus on only one. |
| **1163** | **Creative Art-Sculpture - Recommended for Students Grades 9 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on creating three dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on) but some courses may focus on only one. |
| **1164** | **Ceramics/Pottery - Recommended for Students Grades 9 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on creating three dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, the transformation under heat, and the various methods by which objects are created and finished. |
| **1165** | **Printmaking/Graphics - Recommended for Students Grades 6 - 12** - Course covers the same topics as Creative Art-Comprehensive courses, but focus on design principles, printmaking, and graphic design. |
| **1166** | **Textiles - Recommended for Students Grades 6 - 12** - Course teaches the same lessons as Creative Art-Comprehensive courses but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include weaving, macramé, quilting, batik, stitchery, and so on. |
| **1167** | **Crafts - Recommended for Students Grades K - 12** - Course teaches the same lessons as Creative Art-Comprehensive courses, but do so with a focus on craft. A wide range of crafts may be surveyed, or the course may focus on only one type; possibilities include calligraphy, quilting, silk screening, cake decorating, tole painting, mask making, knitting, crocheting, paper making, and so on. |
| **1168** | **Print Making 2 Grades 9 - 12** - A continuation of Print Making/Graphics 1165, with emphasis on advanced methods of intaglio and relief processes in color, and introduction to black and white stone lithography, including color. |
| **1171** | **Photography - Recommended for Students Grades K - 12** - Course exposes students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, and depth of field, filters, camera angles, and film development. The course may cover black and white, or color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. In order to develop each student's style and artistic eye, major photographers, art movements, and styles may also be studied. |
| **1172** | **Film/Videotape - Recommended for Students Grades K - 12** - Course exposes students to the materials, processes, and artistic techniques involved in film or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. In order to develop each student's style and artistic eye, major filmmakers, cinematographers, and their films may also be studied. |
| **1173** | **Photography 2 Grades 9 - 12** - In this course, students refine and master technical skills as well as experiment with alternative approaches and materials as they compose unique photographs. Additionally, students will develop a photographic portfolio that demonstrates quality, shows breadth of formal, technical, and expressive experiences and concentrates on a specific theme or problem. Through collaboration with peers and instructors students will develop a personal aesthetic viewpoint. In-class and independent problems further the development of skills and techniques. |
| **1175** | **Computer Assisted Art - Recommended for Students Grades K - 12** - Course enables students to discover and explore how the computer can be used to create or to assist in the production of various forms of artwork. Previous courses in the intended art form are usually not required for enrollment. Computer Assisted Art courses provide the opportunity to become more adept in both the art form and in the use of the computer. |
| **1176** | **Digital Film Production II – Grades 10-12** – Digital Film Production II focuses on the mastery of intermediate knowledge, skills and concepts related to film production. The student develops advanced techniques and applies them to individual, collaborative and community-based projects. The student continues to investigate and analyze current trends in filmmaking, including career opportunities, contemporary technical and aesthetic considerations. The student analyzes and applies best practices to film production projects, and evaluates their effectiveness in field productions. |
| **1177** | **Digital Film Production III – Grades 11-12** – Digital Film Production III offers the student an opportunity to further study film making principles and techniques with emphasis on mastery of aesthetic and technical skills and concepts. The student refines advanced techniques through work on individual, collaborative and community-based projects. The student integrates current trends in filmmaking, including career opportunities, and contemporary technical and aesthetic considerations into his/her work. The student develops and determines best practices for film production projects, and evaluates their effectiveness in field productions. Literacy is integrated throughout the course. |
| **1178** | **Digital Film Production IV – Grade 12** –Offers the student the opportunity to demonstrate mastery of film production skills and concepts with an emphasis on professional portfolio development. The student produces work that reflects an individual style and sensitivity to professional conventions. Student will demonstrate leadership in the creation of individual collaborative and community-based projects and use these opportunities to identify career and educational choices. The student will demonstrate best practices for field productions and model awareness of contemporary technical and aesthetic considerations. Literacy is integrated throughout the course. |
| **1180** | **Intro to Media Arts Grades 9 - 12** - Media Arts is an introductory course where you will explore the nature of art, the elements of art, principals of design and art trends though the use of traditional black and white as well as digital photography. You will learn the basic techniques and skills needed to use photographic, digital, and computer equipment. This class takes a more contemporary approach to the visual arts. |
| **1181** | **Art Portfolio - Recommended for Students Grades 9 - 12** - Intended for students who are gifted in art; Art Portfolio courses offer the opportunity to create a professional body of work that reflects personal style and talent. Students are often encouraged to display their work publicly. |
| **1183** | **AP Studio Art-Drawing Portfolio - Recommended for Students Grades 9 - 12** - Designed for students with a serious interest in art, AP Studio Art-Drawing Portfolio courses enable students to refine their skill and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the course typically emphasizes quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of drawing. Representation, abstraction, and experimentation with a variety of drawing materials are explored. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1184** | **IB Art/Design - Recommended for Students Grades 9 - 12** - Course prepares students to take the International Baccalaureate Art/Design exams at either the Subsidiary or Higher level. IB Art/Design courses develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Usually a two year course, students will perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail. |
| **1186** | **Visual Art-Independent Study - Recommended for Students Grades 9 - 12** - Course often conducted with instructors or professional artists as mentors, enable students to explore a particular art form in more detail and depth than in other courses. Polishing talent, building confidence for professional showings or portfolio submission, and gaining experience in public performances or displays are emphasized. Career opportunities may be explored. |
| **1187** | **Introductory Visual Arts - Recommended for Students Grades K - 8** - Course is sequential from lower grades through upper grades K-8. Course promotes student’s experiences and skill development in a variety of aspects of tools, materials, skills, and techniques though the elements and principals of design. Students learn to critique their work and the work of others.  This class has no relationship to the FAEA (Fine Arts Education Act).  Funding for elementary students taking Fine Arts is determined by the code FAEA found in the ***Programs Fact Template.*** |
| **1189** | **Visual Art - Recommended for Students Grades K - 12** - Other |
| **1194** | **Integrated Fine Arts - Recommended for Students Grades K - 12** - Course explores self-expression across the fine arts: any subset or all of the visual arts, music, dance, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time, i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture. |
| **1195** | **Fine and Performing Art-Related Subjects - Recommended for Students Grades 9 - 12** - Course offers instruction in topics related to the fine and performing arts; such topics may include design principles, psychology, mathematics, and/or science. |
| **1196** | **Fine and Performing Art-Independent Study - Recommended for Students Grades 9 - 12** - Course is often conducted with instructors or professional artists as mentors, enable students to explore a particular art form in more detail and depth than in other courses. Polishing talent, building confidence for professional showings or portfolio submission, and gaining experience in public performances or displays are emphasized. Career opportunities may be explored. |
| **1199** | **Fine and Performing Art - Other - Recommended for Students Grades K - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Fine and Performing Art** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

14. Foreign Language and Literature – 1202-1299

This subject area encompasses courses that concern development of communication skills using non‑English languages and knowledge of the cultures and literatures of non‑English speaking peoples.

| **Code** | **Foreign Language and Literature – 1202-1299** |
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| **1202** | **AP Spanish Language - Recommended for Students Grades 7 - 12** - Course is designed to parallel third year college level courses in this category build upon prior knowledge and develop students' ability to understand others and express themselves (in Spanish) accurately, coherently, and fluently in both formal and informal situations. Upon completing these courses, students will develop a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films and television productions, and so on. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. If this course/class is part of a vertically-aligned sequence of eligible courses, it may be considered part of a state-funded bilingual program. |
| **1203** | **AP Spanish Literature - Recommended for Students Grades 7 - 12** - Course is designed to parallel college level Introduction to Hispanic Literature courses (offered at a third year level); AP Spanish Literature courses cover representative works from the literatures of Spain and Spanish America, encompassing all genres. The courses build students' Spanish language proficiency so that they are able to read and understand moderately difficult prose and to express critical opinions and literary analyses in oral and written Spanish (an ability equivalent to having completed a third year college level Spanish Language course). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. If this course/class is part of a vertically-aligned sequence of eligible courses, it may be considered part of a state-funded bilingual program. |
| **1204** | **AP Chinese Language - Recommended for Students Grades 7 - 12** - AP Chinese Language and Culture –Course in Mandarin and/or Cantonese is designed to emphasize communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentation skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course is intended to prepare students for the optional Advanced Placement Exam and should follow the published College Board guidelines. |
| **1205** | **AP Japanese Language - Recommended for Students Grades 7 - 12 -** AP Japanese (Nihongo) Language and Culture –Course is designed to emphasize communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentation skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. Students’ proficiency levels at the end of the course are expected to reach at least the Intermediate Low to Intermediate Mid-range. This course is intended to prepare students for the optional Advanced Placement Exam and should follow the published College Board guidelines |
| **1206** | **AP French Language - Recommended for Students Grades 7 - 12** - Course is designed to parallel third year college level courses in French Composition and Conversation, AP French Language courses build upon prior knowledge and develop students' ability to understand others and express themselves (in French) accurately, coherently, and fluently. Through these courses, students will develop a large enough vocabulary to understand literary texts, magazine/newspaper articles, films and television productions, and so on. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1211** | **AP German Language - Recommended for Students Grades 7 - 12** - Course is designed to parallel third year college level courses in German Language, AP German Language courses build upon prior knowledge and develop students' ability to understand spoken German in various conversational situations, to express themselves (in German) accurately and fluently, and to have a command of the structure of the German language. These courses will enable students to develop a large enough vocabulary to understand literature, magazine/newspaper articles, films and television productions, and so on. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1212** | **AP Italian Language and Culture – Grades 7-12 -** Course is designed to parallel third year college level courses in this category build upon prior knowledge and develop students' ability to understand others and express themselves (in Italian) accurately, coherently, and fluently in both formal and informal situations. Upon completion of this course, students will have developed a large enough vocabulary to understand literary texts, magazine/ newspaper articles, films and television productions, and other forms of written/verbal communication. This course is intended to prepare students for the optional Advanced Placement Exam and should follow the published College Board guidelines. |
| **1215** | **Latin - Recommended for Students Grades 7 - 12** - Latin course exposes students to the Latin language and culture, usually through a series of sequential courses. First year courses emphasize basic grammar and syntax, simple vocabulary, and the influence of Latin in current English words. Students will be able to read and write in Latin on a basic level. Second year courses enable students to expand upon what they have learned, increasing their skills and depth of knowledge. Third and fourth year Latin courses typically focus on having students express more complex concepts in writing, and comprehend and react to original Latin texts. |
| **1232** | **Native American I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic grammatical skill of oral language communication to Native American language. All language skills are included: listening, speaking, reading, and writing. Listening and speaking are emphasized at this level. |
| **1233** | **Native American II - Recommended for Students Grades 7 - 12** - The practical conversational approach to the Native American language is continued. At this level listening, speaking, and reading are emphasized. At the end of the second year, the student should be able to communicate with more grammatical skills. |
| **1234** | **Native American III - Recommended for Students Grades 7 - 12** - Previous grammatical skills will be utilized in listening, speaking, reading, and writing. Speaking, reading, and writing are emphasized at this level. Students will utilize learned skills in oral as well as written exercises, tests, and various projects. |
| **1235** | **Native American IV - Recommended for Students Grades 7 - 12** - The student will be prepared for more advanced study. Speaking, reading, and writing are emphasized at this level. Students will continue to utilize learned skills in oral as well as written exercises, tests, and various projects. |
| **1236** | **French I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - listening, speaking, reading, and writing -¬¬ and to the basic structures of French taught within the cultural context. Emphasis will be placed on oral communication skills. A career awareness component is included which emphasizes the importance of French in the world. |
| **1237** | **French II - Recommended for Students Grades 7 - 12** - Course continues to develop communicative skills. There is greater use of French in the classroom. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of French speaking countries is enhanced. |
| **1238** | **French III - Recommended for Students Grades 7 - 12** - French III continues the development of communicative skills, enhances reading skills and appreciation of supplementary materials in literature, history, geography and fine arts. The students begin to manipulate the language through creative and expository writing. Emphasis is place on cultural issues and the use of French in the classroom. |
| **1239** | **French IV - Recommended for Students Grades 7 - 12** - Course promotes oral and written communication. The students will be prepared for more advanced study and career possibilities. Selected readings in French literature, culture and current events will be the focus. |
| **1241** | **Vietnamese I – Grades 7-12 -** Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of Vietnamese taught within the cultural context. A career awareness component is included which emphasizes the importance of Vietnamese in the world. |
| **1242** | **Vietnamese II – Grades 7-12 -** Course continues to develop communicative skills. There is greater use of Vietnamese in the classroom. Emphasis is on sustained communication, both oral and written. An appreciation of Vietnamese culture is enhanced. |
| **1252** | **Spanish I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of Spanish taught within the cultural context. Emphasis will be placed on oral and written communication skills. Students are made aware of the importance of Spanish in their world. This course/class will NOT be considered as part of a funded bilingual program. |
| **1253** | **Spanish II - Recommended for Students Grades 7 - 12** - Course continues to develop communicative skills. There is wider use of Spanish not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of the culture of Spanish speaking countries is enhanced. This course/class will NOT be considered as part of a funded bilingual program. |
| **1254** | **Spanish III - Recommended for Students Grades 7 - 12** - Course further refines, reinforces, and develops the skills and cultural awareness previously acquired in the first two levels. A greater emphasis is placed on reading and on communicating orally and in writing. The importance of Spanish in career fields continues to be emphasized. This course/class will NOT be considered as part of a funded bilingual program. |
| **1255** | **Spanish IV - Recommended for Students Grades 7 - 12** - Course promotes oral and written communication. Selected readings in Hispanic literature, culture, and current events will be the focus. This course/class will NOT be considered as part of a funded bilingual program. |
| **1256** | **German I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - listening, speaking, reading, and writing - and to the basic structures of German taught within the cultural context. Emphasis will be placed on oral communication skills. A career awareness component is included which emphasizes the importance of German in the world. |
| **1257** | **German II - Recommended for Students Grades 7 - 12** - Course continues to develop communicative skills. There is wider use of German not only in classroom management, but also in teaching concepts. Emphasis is on sustained communication, both oral and written. An appreciation of culture of German speaking countries is enhanced. |
| **1258** | **German III - Recommended for Students Grades 7 - 12** - Course continues the development of communicative skills, enhances reading skills and appreciation of supplementary materials in literature, history, geography and fine arts. The students begin to manipulate the language through creative and expository writing. Emphasis is placed on cultural issues and the use of German in the classroom. |
| **1259** | **German IV - Recommended for Students Grades 7 - 12** - Course promotes oral communication in German and emphasizes the study of different genres in German literature. It focuses on literary analysis and criticism by means of extensive reading of classical and modern masterpieces in German. |
| **1261** | **IB Language A (non-English) - Recommended for Students Grades 7 - 12** - Course prepares students to take the International Baccalaureate Language A exams at either the Subsidiary or Higher level. Course content includes in depth study of literature chosen from the appropriate IB list of texts and authors, and written analyses of this literature in addition to other oral and written assignments. All course content is designed to improve students' accuracy and fluency in the language (usually the students' native tongue). |
| **1262** | **IB Language B - Recommended for Students Grades 7 - 12** - Course prepares students to take the International Baccalaureate Language B exams at either the Subsidiary or Higher level. Courses focus on improving students' accuracy and fluency in oral and written communication (usually in the students' "second" language). Students preparing to take the Subsidiary level exam will be able to understand native speakers; students preparing for the Higher-level exam will be able to communicate fluently at native speed. |
| **1263** | **IB Classical Languages - Recommended for Students Grades 7 - 12** - Course seeks to strike a balance between the study of the language itself (structure, meaning, and formulation) and the study of the civilization it reflects (particularly its culture, philosophies, and institutions). Course content enables students to understand, translate, and appreciate a Latin, Greek, or other classical text; relate literature to its historical or social background; recognize current relevance of ancient literature; and apply acquired knowledge to other subjects. |
| **1264** | **Japanese I - Recommended for Students Grades 7 - 12** - Course introduces students to the basic skills - speaking, listening, reading, and writing - and to the basic structures of Japanese taught within a cultural context. Emphasis will be placed on oral communication skills in the context of greetings, school activities, counting, and sports. Writing the Japanese language is also introduced. |
| **1265** | **Japanese II-IV - Recommended for Students Grades 7 - 12** - Course provides an extension of skills and concepts introduced in Japanese I. There is wider use of the Japanese language through increased conversational skills and larger vocabulary. Writing skills are extended, and increased understanding of Japanese culture is emphasized. |
| **1269** | **AP Latin: Vergil - Recommended for Students Grades 7 - 12** - Is designed to be approximately equivalent to an upper-intermediate (typically fourth or fifth semester) college or university Latin course. The course focuses on the in-depth study of selections from two works in Latin literature: Vergil’s Aeneid and Caesar’s Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities.  This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1271** | **Language for Native Speakers I - Recommended for Students Grades 6 - 12** - Course supports, reinforces, and expands students’ knowledge of home language. Because students have already been exposed to their home/heritage language, they understand at least the rudiments and structure of the language, and have a working vocabulary (to a greater or lesser degree). Courses in Language for Native Speakers often move faster than do Foreign Language courses, and may be structured similar to an English Language Arts course (Reading, Writing, Listening and Speaking, with the study of literature and composition). As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study of the culture, history, and traditions of the community. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program. |
| **1272** | **Language for Native Speakers II - Recommended for Students Grades 6 - 12** - Course further reinforces and expands students’ knowledge of their home/heritage language. This course emphasizes deeper development of skills (Reading, Writing, Listening and Speaking) with a study of short stories, novels, plays, poetry and other media. As per Bilingual Multicultural Education regulation and statute, this course must incorporate the study, analysis, and appreciation of the culture, history, and traditions of the community, region, and nation, related to the target language. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program. |
| **1273** | **Advanced Language for Native Speakers III - Recommended for Students Grades 6 - 12** - This course develops advanced home/heritage language skills Reading, Writing, Listening and Speaking) with a study of literature, composition, public speaking, performance, and presentation. As per Bilingual Multicultural Education regulation and statute, extensive study of the cultures and traditions related to the target language at the regional, national and international levels must be included. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program. |
| **1274** | **Language for Native Speakers - Recommended for Students Grades K - 6** - This course code is specifically for use at the elementary level for pull-out or self-contained instruction. This course provides instruction and development for elementary students in the home/heritage language other than English, with an emphasis on communication and literacy skills (Speaking, Reading, Writing, Listening and Comprehension). This course must address the New Mexico Content Standards and Benchmarks for Language Arts. This course must be taught in the target language (i.e. Spanish or a Native American language). This course/class WILL be considered as part of a funded bilingual program. |
| **1281** | **Sign Language - Recommended for Students Grades K - 12** - Course introduces American Sign Language and, as classes continue, increase students' ability to communicate with deaf persons through finger spelling, signed words, and gestures. Sign Language courses may also incorporate lessons regarding the culture of deaf people, and/or their problems and concerns. |
| **1282** | **Braille – Grades K-8 -** The course provides instruction to elementary students to tactually read and write Braille as a nonvisual medium with an emphasis on reading academic and functional material which includes the study of tactual discrimination, physical reading techniques, Braille code contractions, convections, rules of usage and Braille Formats. The course may also include the study of Braille code for writing math and science information, such as equations, formulas, and symbols, as needed by the student to progress within the math and science courses. |
| **1283** | **Braille – Grades 9-12**- This course provides instruction to students to tactually read and write Braille as a nonvisual medium with an emphasis on the study of Literary Braille as needed to read academic and functional material which includes the study of tactual discrimination, physical reading techniques, Braille code contractions, convections, rules of usage and Braille formats. The course may also include the study of Braille code for writing math and science information such as equations, formulas, and symbols, as needed by the student to progress within math and science courses. |
| **1290** | **French as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - “Standards for Excellence.” Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program. |
| **1291** | **German as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - “Standards for Excellence.” Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program. |
| **1292** | **Native American Language as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - “Standards for Excellence.” Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program. |
| **1293** | **Spanish as a Second Language for Elementary Students - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - “Standards for Excellence.” Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program. |
| **1294** | **“Other” Language as a Second Language for Elementary Students (for languages other than those identified for Elementary Students above) - Recommended for Students Grades K - 8** - This course provides instruction to elementary students in the basic skills of listening, speaking, reading, and writing in a language other than English. This course/ class must follow the Curriculum Program Requirements found in SBE Regulation 6.30.2.11.A NMAC - “Standards for Excellence.” Local curriculum will be aligned with the NM PED Modern, Classical and Native Languages Content Standards with Benchmarks. This course/class will NOT be considered as part of a funded bilingual program. |
| **1296** | **Foreign Language and Literature -Independent Study - Recommended for Students Grades 9 - 12** - Course is conducted with instructors as mentors; allow students the opportunity to explore particular topics related to one or several foreign languages that are not offered as part of the regular curriculum. |
| **1299** | **Foreign Language and Literature - Recommended for Students Grades 9 - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 – Foreign Language and Literature** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

15. Graphic and Printing Communication – 1300-1399

This subject area encompasses courses that concern knowledge and skills useful in the printing industry and in graphic communication occupations, including commercial art and design, graphic techniques, commercial photography, and printing technology.

| **Code** | **Graphic and Printing Communication – 1300-1399** |
| --- | --- |
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| **1300** | **Communication Exploration** - Course surveys an array of topics employing graphic and technical communication, exposing students to various methods of communication such as drafting, photography, graphic arts/printing, commercial art, telecommunications, and electronic and computer aided communication. These courses may serve as a basic introduction to the methods, tools, and techniques of these areas. |
| **1301** | **Graphic Communication Exploration** - Course surveys a range of topics using graphic communication, exposing students to many types of printing, design, and advertising career opportunities in various industries. Techniques of various communications fields may be presented, including printing, drafting, and commercial art. These courses may serve as a basic introduction to graphic communication tools and techniques. |
| **1302** | **Principles of Telecommunications 9 - 12** - This course provides a basic introduction to the development and impact of telecommunications and the operational and technical aspects of network and telecommunications systems. It allows students to explore the various types and uses of networks and on-line services and to develop skills in accessing, navigating, and applying on-line services. |
| **1303** | **Advanced Analog and Digital Logic and Circuits 9 - 12** - An interactive and practical introduction to fundamental concepts of electrical and computer engineering by implementing electronic systems, which can be digitally controlled and interrogated, with a programmable microcontroller with the ability to program the electrical connections between analog and digital components. |
| **1311** | **Printing Careers Exploration** - Course exposes students to the methods and tools of the industries using graphic arts and printing techniques. Opportunities and careers in the printing, newspaper, publishing and allied industries are explored as various topics related to the printing process are covered. |
| **1313** | **Graphic Arts/Printing** - Course exposes students to the various tools and techniques used in the printing industry. Topics typically include (but are not limited to) design, layout, paste up, process photography, stripping, plate making, lithography, offset press operation, and bindery. Graphics Arts/Printing courses may also include other components, such as lettering, computer graphics, or desktop publishing. |
| **1323** | **Commercial Art** - Course provides students with the opportunity to explore the use of art and design in specific industries and in business as a whole. Topics, skills, and techniques covered and refined include (but are not limited to) drawing with various media, reproduction, lettering and typography, layout and paste up, perspective drawing, illustration, and design principles. A wide range of applications may be used, including books, brochures, packages, and school publications. The courses may also include photography, silkscreen, and airbrush techniques. |
| **1333** | **Commercial Photography** - Course provides students with the opportunity to explore the application of photography in commercial enterprises and industry. Topics may include (but are not limited to) photographic techniques, composition, printmaking, and finishing. |
| **1395** | **Graphic and Printing Communication** - Related Subjects - Course offers instruction in related topics that are necessary or helpful in graphic communication, commercial arts or printing occupations; such topics may include mathematics, science, drafting, design, and so on. |
| **1397** | **Graphic and Printing Communication** - OJT - Course provides work experience within the graphic communication, commercial arts or printing fields. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Graphic Communication-OJT experience. |
| **1398** | **Graphic Communication-Co-Op** - Course provides work experience in the graphic communication, commercial arts or printing fields, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **1399** | **Graphic and Printing Communication** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

16. Health Care Sciences – 1501-1599

This subject area encompasses courses that concern individual/personal health, community/public health, and world health. A teacher of health education classes (required and/or elective) must possess either a K-12, secondary, or elementary license with a health education endorsement. Health education courses must align with the health education content standards with benchmarks.

| **Code** | **Health Care Sciences – 1501-1599** |
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| **1501** | **Health Care Occupations Career Exploration - Recommended for Students Grades 7 - 12** - Course designed for students with a possible interest in medicine or the allied health fields, Health Care Occupations Career Exploration courses expose students to the opportunities available in a variety of occupational clusters within the health care industry (such as dental care, general and administrative services, lab technology, nursing, therapy, and vision care). Experiences in several of these occupational clusters may be provided, along with information and knowledge related to the health care industry as a whole. |
| **1502** | **Health Care Occupations - Recommended for Students Grades 9 - 12** - Course usually offered as a series to provide orientation to, and refinement of, the knowledge and skills germane to the health care industry. Topics usually include (but are not limited to) an overview of health care delivery; patient care, including assessment of vital signs, body mechanics, and diet; anatomy and physiology; identification and use of medical equipment and supplies; medical terminology; hygiene and disease prevention; first aid and CPR procedures; laboratory procedures; and ethical and legal responsibilities. Clinical experiences in local health care settings are integral to the courses. |
| **1503** | **Allied Health Occupations - Recommended for Students Grades 11 - 12** - Course covering the same scope of topics as Health Care Occupations course, also, enables students to choose one or several specialties to study in more detail. Course content depends upon the chosen field (such as physical or respiratory therapy, gerontology, medical laboratory technology, medical assisting, and dental assisting, and so on). |
| **1504** | **Nursing-CNA - Recommended for Students Grades 9 - 12** - Course covering the same scope of topics as Health Care Occupations courses, the Nursing course places a special emphasis on the particular competencies required of nurses and/or nursing assistants and aides. Topics may include normal growth and development; bathing, feeding, dressing, and transporting patients; basic pharmacology; doctor, nurse, patient relationships and roles; medical and professional ethics; death and dying; and care of various kinds of patients (chronically ill, medical-surgical, children, new mothers, and so on). |
| **1505** | **Nursing-LPN - Recommended for Students Grades 9 - 12** - Course covering the same scope of topics as Nursing, Nursing-LPN courses delves into more detail, in order to prepare students to stand for the state's practical nurse licensing examination. Nursing-LPN courses provide the knowledge and experience needed for nursing care of patients of all ages, in various stages of sickness or health, and with a variety of disease conditions. Additional topics may include community health, nutrition, drug therapy and administration, and mental illness. |
| **1506** | **Home Health Care - Recommended for Students Grades 10 - 12** - Course provides instruction in the care of individuals within their homes. Course content relates health care practices and procedures to the home environment, and typically includes patient care, comfort, and safety; anatomy and physiology; disease and infection prevention; nutrition and meal preparation; human relations; first aid and CPR. Topics may also include therapy strategies, household management, and employability. |
| **1507** | **Nursing Science I – Grade 11–** In Nursing Science I the student is introduced to the foundation and fundamentals of the human systems, anatomy, equilibrium, physics, culture, history of disease, and cellular functions. All of this is applied and builds on the understanding and care of patients. Curriculum is related and connected to the care of the patient and the treatment of disease. Literacy strategies are integrated throughout the curriculum. |
| **1513** | **Medical/Clerical Assisting - Recommended for Students Grades 11 - 12** - Course trains students in the skills that combine and relate to both the medical and clerical fields. Designed for students who are interested in clerical, secretarial, or medical assistant occupations within the health care industry, these courses develop skills in patient exam preparation, assessment of vital signs, routine lab procedures, medical transcription, medical insurance, financial accounting, and record keeping. |
| **1514** | **Medical Office - Recommended for Students Grades 10 - 12** - Course exposes students to skills that combine and relate to both the medical and clerical fields. Designed for students who are interested in clerical/transcription/coding occupations within the health care industry (human and animal). Courses develop skills in patient exam preparation, evaluation and assessment of vital signs. Can include medical laboratory procedures, medical transcription/coding/billing, insurance, scheduling and patient recording in context to front office duties. |
| **1515** | **Medical Lab Technician - Recommended for Students Grades 11 - 12** - Course provides students with the background and skills necessary for employment in health care-related laboratories. Topics usually include anatomy and physiology; microbiology; chemistry; and laboratory techniques (including preparation and analysis of various cultures and specimens). Venipuncture, EKG, and CPR procedures may be included as course components. |
| **1516** | **EKG Technician - Recommended for Students Grades 10 - 12** - Course offers students the knowledge and skills to perform electrocardiograph activities within the health care field. EKG Technology courses emphasize the cardiovascular system (function, diseases, and rhythms); EKG machinery; and the use of drugs and their effects. However, these courses usually include general health care topics as well, such as basic anatomy and physiology; patient care; first aid and CPR; identification and use of medical equipment; medical terminology; and human relations. |
| **1517** | **Emergency Medical Technician (Career/Technical) - Recommended for Students Grades 9 - 12** - Course covers the same scope of topics as Health Care Occupations courses, but this course places a special emphasis on the knowledge and skills needed in medical emergency situations. Topics may include methods for lifting and transporting injured persons, controlling bleeding, stabilizing fractures, clearing airway obstructions, and responding to cardiac arrest. This course is similar to 1792 Emergency Medical Technician (Applied Science) which is listed under the Life and Physical Sciences section; however, this course follows the Career/Technical path as opposed to the Applied Science path. This course does not count as a science graduation credit. |
| **1518** | **Surgical Technician - Recommended for Students Grades 11 - 12** - Course covering the same scope of topics as Health Care Occupations courses, this course particularly emphasize assisting patients who have undergone surgical procedures. In keeping with that focus, topics include operation room materials, tools, and procedures; aseptic surgical technique; preparation and handling of surgical instruments; efficiency in the operating room; and the roles of various medical personnel present during surgery. |
| **1519** | **Central Service Technician - Recommended for Students Grades 9 - 12** - Course provides students with the knowledge and skills related to the procurement, handling, storage, and distribution of sterile goods and equipment. Course components may include quality assurance; infection control and isolation techniques; medical terminology and processes; decontamination and sterilization; and anatomy, physiology, microbiology, and chemistry. |
| **1520** | **Medical Terminology – Recommended for Students Grades 9 - 12** - The study and understanding of medical terminology as it relates to diseases, their causes, and effects, and the terminology used in various medical specialties. Emphasis will be placed on learning the basic elements of medical words, appropriate spelling and use of medical terms, and use of medical abbreviations related to anatomy & physiology. |
| **1523** | **Dental Assisting - Recommended for Students Grades 10 - 12** - Course exposes students to the tools, terminology, and procedures necessary for a career in the dental industry (usually as a dental assistant). Course content covers a wide range of topics and typically includes dental anatomy and terminology; identification and use of dental equipment; dental pathologies and procedures; asepsis; dental laboratory procedures; emergency first aid; and the ethical and legal responsibilities of dental care workers. Dental specialties and career options are often explored. |
| **1524** | **Dental Laboratory Technician - Recommended for Students Grades 11 - 12** - Course exposes students to the tools, terminology, and procedures necessary for a career in a dental laboratory. Dental Laboratory Technology courses generally cover the same scope of topics as Dental Assisting courses, but emphasize experience in making mouth guards, taking impressions, creating various types of dental molds and models, and fabricating prostheses and dental appliances. |
| **1533** | **Vision Care Assisting - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, terminology, and procedures necessary for a career in the optometric or optic field. Vision Care Assisting courses typically include the physics of light and refraction; the anatomy, physiology, and terminology associated with the eyes; identification and use of optometric and/or optical equipment; optical procedures; human relations; and the ethical and legal responsibilities of vision care workers. |
| **1540** | **Sports Medicine - Recommended for Students Grades 11 - 1**2 - This course is a study and analysis of injuries commonly associated with athletes. The roles of the athletic trainer, physician and coach are examined as they relate to the physiological and psychological welfare of the athlete. The lab portion of the class will be integrated during the semester. |
| **1550** | **Medical Anatomy & Physiology - Recommended for Students Grades 11 - 12** - Usually taken after Biology-First-Year courses, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals. |
| **1551** | **Intro to Biotechnology Research and Development 9 - 12** - Students will develop a strong foundation in molecular biology including genetics, microbiology, and cell biology. This course will introduce students to procedures and instruments used in biotechnology laboratories. Students will connect biological processes to medical diagnostics, forensic science, agricultural biology, genetics and genetic counseling, and bioethics. Safety protocols and maintenance of written records will be emphasized. Students will integrate molecular biology concepts with lab procedures, mathematics and technical writing. |
| **1595** | **Health Care Sciences-Related Subjects. - Recommended for Students Grades 9 - 12** - Course in this category offers instruction in related topics that are necessary or helpful in health care occupations; such topics may include mathematics, science, and/or communications. |
| **1596** | **Health Care Sciences-Independent Study - Recommended for Students Grades 9 - 12** - Course conducted with instructors as mentors; enable students to explore health related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular specialization, to explore a topic of special interest within a health related industry, or to develop more advanced skills. |
| **1597** | **Health Care Sciences-OJT - Recommended for Students Grades 12** - Course work experience is gained within the health care industry. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Health Care Sciences-OJT experience. |
| **1598** | **Health Care Sciences-Co-Op - Recommended for Students Grades 10 - 12** - Course provides work experience in the health care industry, and are supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job |
| **1599** | **Health Care Sciences-Other - Recommended for Students Grades 9 - 12** - Please contact Health Occupations Administrator before classifying a student in this category. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

17. Health Education – 1401-1499

This subject area encompasses courses that concern knowledge and skills useful in the health care industry, including but not limited to procedures and technology related to nursing, dentistry, vision care, medical laboratories, and the medical clerical field.

| **Code** | **Health Education – 1401-1499** |
| --- | --- |
|  |  |
| **1401** | **Health Education - Recommended for Students Grades 9 - 12** - Course that provides knowledge and skills practice in a variety of health topics including the six CDC health risk behaviors, and must be aligned with the 9-12 PED Health Education content standards with benchmarks and performance standards.   This course will meet the graduation requirement for Health Education. |
| **1402** | **Health and Fitness - Recommended for Students Grades 6 - 12** - Course combines the topics of Health Education courses (nutrition, stress management, abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life long wellness habits. |
| **1403** | **Community Health - Recommended for Students Grades 6 - 12** - Course covers not only personal health topics (nutrition, stress management, abuse prevention, disease prevention, first aid, and so on), but also more general health issues. These additional topics may include (among others) available community resources, fundamentals of the nation's health care system, contemporary world health issues, and career options within the health field. |
| **1404** | **Special Needs Health Education - Recommended for Students Grades 6 - 12** - Course focuses on the health requirements of individuals with special needs, and emphasize meeting those needs within the home setting. Information regarding the elderly and individuals with disabilities, handicaps, and/or debilitating illnesses is provided, along with strategies to prepare students for their possible roles as caretakers. |
| **1405** | **Safety and First Aid - Recommended for Students Grades 6 - 12** - Course provides specialized instruction in first aid techniques, cardiopulmonary resuscitation, relief of obstructed airways, and general safety procedures and behaviors. Course topics may include an overview of community agencies and hotlines providing emergency care and information. |
| **1406** | **Health for Parenting Teens - Recommended for Students Grades 6 - 12** - Course designed for pregnant teens and/or parents, topics within Health for Parenting Teens courses cover a wide range of both health and parenting issues. Prenatal and postnatal care, health and wellbeing of young parents, child development, stress management, and parental/adult roles are typically included. The courses may also include academic assistance, career exploration, financial management, and so on. |
| **1407** | **Health and Life Management - Recommended for Students Grades 6 - 12** - Course focuses as much on consumer education topics (such as money management and evaluation of consumer information and advertising) as on personal health topics (such as nutrition, stress management, drug/alcohol abuse prevention, disease prevention, and first aid). In addition, development of decision making, communication, interpersonal and coping skills and strategies are included as course objectives. |
| **1420** | **GRADS: - Recommended for Students Grades 6 - 12** - Course of a specialized curriculum designed for students who are parents or parents-to-be. Students are involved in topics such as balancing work and family, healthy interactions with their child and career development and advancement. (MUST BE A GRADS RECOGNIZED SITE IN ORDER TO COUNT STUDENTS IN THIS COURSE). |
| **1499** | **Health Education - Recommended for Students Grades 6 - 12** - Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 – Health Education** |
| --- | --- |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

18. Life and Physical Sciences 1700-1799

This subject area encompasses courses that concern bodies of knowledge, natural world and its phenomena, including the study of living organisms and life processes, as well as non‑living materials and the laws that govern them.

Science courses that align to the New Mexico 9-12 Science Standards or higher MAY count towards fulfilling requirements for graduation—as determined by the district; these courses are documented in the course titles. In order for courses to fulfill the ***REQUIREMENT*** of a lab component, courses must meet the definition for lab component provided in the NM Administrative Code Standards for Excellence:

For required science units, a “laboratory component” is defined as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Throughout the process, students should have opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings. The laboratory component comprises at least *40%* of the unit’s instructional time.

Courses that are offered for elective credit only are documented in the course titles. Districts may follow the procedure to apply for ***Alternative Credit*** if elective course are to be used for graduation credit.

| **Code** | **Life and Physical Sciences – 1700-1799** |
| --- | --- |
|  |  |
| **1700** | **General Science - Student Grades 9 - 12** - Course introducing students to topics including but not limited to earth science, space science, physical science, and life science. |
| **1701** | **Earth science - Student Grades 5 - 12** - Course offers insight into the environment on earth and the earth's environment in space. While teaching the concepts and principles essential to an understanding of the dynamics and history of the earth, the following topics may be explored: oceanography, geology, astronomy, meteorology, and geography. |
| **1702** | **Geology - Student Grades 9 - 12** - Course provides an in depth study of the forces that formed and continue to affect the earth's surface. Earthquakes, volcanoes, and erosion are examples of topics that are presented. |
| **1703** | **Physical Science - Student Grades 5 - 12** - Course involves the study of the structures and states of matter. Typically (but not always) an introductory survey course, topics covered may include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions. |
| **1704** | **IB Physical Science - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Physical Science exams at either the Subsidiary or Higher level. These courses integrate the study of physics and chemistry, showing how the physical and chemical properties of materials can be explained and predicted in terms of atomic, molecular, and crystal structures and forces. In keeping with the general aim of IB Experimental Sciences courses, IB Physical Science promotes critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of science and scientific advances upon society and upon issues of ethical, philosophical and political importance. Students are required to develop and pursue an individual, experimental project, which is evaluated as part of the IB exam. |
| **1705** | **Integrated (General) Science - Student Grades 5 - 8** - Course introduces students to topics from earth and space science, life science, and physical science, when possible in an integrated manner. The materials may be organized around thematic units that use inquiry and help put the topics into familiar contexts. |
| **1706** | **Earth and Space Science -Student Grades 5 - 8** - Course, using inquiry, introduces students to properties of earth science and basic concepts of cosmology. Topics presented may include basic ideas in meteorology, oceanography, geology, astronomy, and geography. |
| **1707** | **Life Science - Student Grades 5 - 8** - Course introduces students to basic ideas in biology, using hands-on and inquiry-based approaches. Topic presented may include the characteristics that are the basis for classifying organisms, the synergy among organisms and the environments of organisms, and health. |
| **1708** | **Physical Science - Student Grades 5 - 8** - Course introduces students to basic ideas in chemistry and physics, using hands-on and inquiry-based approaches. Topics presented may include properties of matter, fields, forces, and motion; and energy and energy transformations. |
| **1709** | **Elementary Exploratory Science - Student Grades K - 6** - Course exposes students to the scientific method and research while learning about science with hands on activities and concrete information. The cycle of exploration goes through a three-year cycle before starting again. Topics covered include, but are not limited to, earth, space, physical, and life sciences. |
| **1710** | **Elementary Science Intervention (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings)** - Use this course code to report students who are pulled out of their normal elementary homeroom class for science intervention. The intent of this course code is to tie student’s classroom subject areas to teachers for evaluations. Because this course is defined strictly for elementary classroom use, a person with a 200/208 K-8 Elementary Teaching License will be considered Highly Qualified without needing an endorsement equivalent in Science. |
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| **1711** | **Biology-First Year - Student Grades 9 - 12**- Course is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered include (but are not restricted to) cell structure and function, general plant and animal physiology, genetics, and taxonomy. *NM 9-12 Science Standards. Strand I: Standard I (Benchmarks I, II, III). Strand II: Standard I (Benchmark I), Standard II (Benchmarks I, II, III). Strand III: Standard I (Benchmark I)* |
| **1712** | **Biology-Advanced Studies - Student Grades 9 - 12** - Usually taken after Biology-First Year courses, Biology-Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and organisms' evolution and adaptation. These concepts are often studied on a college level. |
| **1713** | **Anatomy and Physiology - Student Grades 9 - 12** - Usually taken after Biology-First Year courses, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals. |
| **1714** | **Biology-Specific Topics - Student Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts covered in Biology-First Year courses. These courses examine biological systems in more detail, concentrating on a particular subtopic (such as botany, zoology, microbiology, genetics, and so on). These concepts are often studied on a college level. |
| **1715** | **AP Biology - Student Grades 9 - 12** - Typically taken after a year of high school biology and chemistry and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. Three general areas are covered: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college level laboratory experiments. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1716** | **IB Biology - Student Grades 9 - 12** - Course prepares students to take the International Baccalaureate Biology exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts underlying the biological field, critical analysis, evaluation, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of biology and scientific advances in biology upon society and upon issues of ethical, philosophical and political importance. IB course content varies, but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential component of this course. |
| **1717** | **Elementary Science (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings) -** This course covers applicable content in the New Mexico Science Content Standards (<http://www.ped.state.nm.us/standards/>). All levels place an emphasis on scientific thinking, data collection and analysis, and applicability. |
| **1718** | **Forensic Science – Student Grades 9 - 12** - Course will present the unifying principals of forensic science, discuss the foundation of forensic science in basic science and mathematics, and introduce the technique of integrating these areas in the determination of the cause of death. The philosophical, rational and practical framework that supports a forensic investigation will be presented via an integrated curriculum. Students will study forensic anthropology, biochemistry, chemistry, botany, entomology and physics as well as problem solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, and mass disasters, epidemiology of environmental disaster, biological weapons as well as toxicology, microbiology, and pathology. |
| **1721** | **Chemistry-First Year - Student Grades 9 - 12**-Course involves the composition, properties, and reactions of substances. The behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure are typical concepts explored in Chemistry-First Year courses. Chemical formulas and equations and nuclear reactions are also studied. *NM 9-12 Science Standards. Strand I: Standard I (Benchmarks I, II, III). Strand II: Standard I (Benchmarks I, II). Strand III: Standard I (Benchmark I)* |
| **1722** | **Chemistry in the Community - Student Grades 9 - 12** - Course developed by the American Chemical Society, Chemistry in the Community is an interdisciplinary chemistry course designed for students who desire an understanding of chemical concepts and applications but who do not plan to pursue science based careers. |
| **1723** | **Chemistry-Advanced Studies - Student Grades 9 - 12** - Usually taken after Chemistry-First Year courses, Chemistry-Advanced Studies courses cover chemical properties and interactions in more detail. Often offered as a college level course, advanced chemistry topics include organic chemistry, thermodynamics, electrochemistry, macromolecules, kinetic theory, and nuclear chemistry. |
| **1724** | **Chemistry-Specific Topics - Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts presented in Chemistry-First Year courses. These courses cover chemical principles and reactions in more detail, concentrating on a particular subtopic such as organic chemistry, chromatography and spectrometry, physical chemistry, and so on. These concepts are often studied on a college level. |
| **1725** | **AP Chemistry - Grades 9 - 12** - Course designed to parallel college level general chemistry courses; AP Chemistry courses usually follow high school chemistry and second year algebra. AP Chemistry courses require more time, effort, and formulation from students than regular secondary chemistry courses. Topics may include atomic theory and structure; chemical bonding; nuclear chemistry; states of matter; and reactions (stoichiometry, equilibrium, kinetics, and thermodynamics). AP Chemistry laboratories are equivalent to those of typical college courses. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1726** | **IB Chemistry - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Chemistry exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Chemistry promotes understanding of the facts, patterns, and principles underlying the field of chemistry; critical analysis, evaluation, prediction, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of chemistry and scientific advances in chemistry upon society and upon issues of ethical, philosophical and political importance. Course content varies, but includes the study of the materials of the environment, their properties, and their interaction. Laboratory experimentation is essential. |
| **1731** | **Physics-First Year - Grades 9 - 12** - Course involves the study of the forces and laws of nature affecting matter: equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, magnetic, and electric phenomenon. |
| **1732** | **Principles of Technology - Grades 9 - 12** - Course designed by CORD and AIT, focus on the study of the forces and laws of nature and their application to modern technology. Equilibrium, motion, momentum, energy conversion, electromagnetism, and optical phenomenon are presented in the context of current, real world applications. Demonstrations, math labs, and applied laboratory experiments are an integral part of the Principles of Technology curriculum. These courses enable students to gain a solid foundation for careers in electronics, robotics, telecommunications, and other technological fields. |
| **1733** | **Physics-Advanced Studies - Grades 9 - 12** - Course usually taken after Physics-First Year courses, Physics-Advanced Studies courses provide instruction in laws of conservation, thermodynamics, and kinetics; wave and particle phenomena; electromagnetic fields; and fluid dynamics. Physics-Advanced Studies courses are usually offered as a college level study of the field of physics. |
| **1734** | **Physics-Specific Topics - Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts covered in Physics-First Year courses. These courses present the principles of matter and energy in more detail, concentrating on a particular subtopic such as optics, thermodynamics, quantum physics, and so on. These concepts are often studied on a college level. |
| **1735** | **AP Physics B - Grades 9 - 12** - Course is designed to parallel college level physics courses that provide a systematic introduction to the main principles of physics and emphasize problem solving without calculus. Course content includes the following areas: mechanics; electricity and magnetism; modern physics; waves and optics; and kinetic theory and thermodynamics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1736** | **AP Physics (Mechanics) - Grades 9 - 12** - Course is designed to parallel college-level physics courses that serve as a partial foundation for science or engineering majors. AP Physics C Mechanics primarily focuses on mechanics. AP Physics C Mechanics is more intensive and analytic than AP Physics B and requires the use of calculus to solve the problems posed. Equal emphasis is on AP Physics C Electricity and Magnetism. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1737** | **IB Physics - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Physics exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Physics promotes understanding of the facts, patterns, and principles underlying the field of physics; critical analysis, prediction, and application of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of physics and scientific advances in physics upon society and upon issues of ethical, philosophical and political importance. Course content varies, but includes the study of the fundamental laws of nature and the interaction between concepts of matter, fields, waves, and energy. Laboratory experimentation is essential; calculus may be used in some courses. |
| **1738** | **AP Physics C Electricity and Magnetism - Grades 9 - 12** - Course is designed to parallel college-level courses that serve as a partial foundation for science or engineering majors. AP Physics C Electricity and Magnetism primarily focuses on electricity and magnetism. AP Physics C Electricity and Magnetism is more intensive and analytic than AP Physics B and requires the use of calculus to solve the problems posed. Equal emphasis is on AP Physics C Mechanics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1739** | **AP Physics 1 – Grades 9-12 -** Course is designed to be equivalent to the first semester of an introductory college-level algebra-based physics course.  Course content includes the following areas: kinematics, motion, energy, sound waves and electrostatics.  This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1740** | **AP Physics 2 – Grades 9-12 -** Explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.  This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1741** | **Integrated Science - Grades K - 12** - The specific content of Integrated Science courses varies, but emanates from suggestions made by the American Association for the Advancement of Science (AAAS) and the National Association for the Advancement of Science. Typically a multi-year program of study, Integrated Science courses draw from the principles of several scientific specialties-earth science, physical science, biology, chemistry, and physics-and organize the material around thematic units. Common themes include systems, models, energy, patterns, change, and constancy. Appropriate aspects from each specialty are used to investigate applications of the theme. |
| **1742** | **Unified Science - Grades K - 12** - Course combines more than one branch of science into a cohesive study, or may integrate science with another discipline. General scientific concepts are explored, as are the principles underlying the scientific method and the techniques of experimentation. |
| **1743** | **Applied Biology/Chemistry-CORD - Grades 9 - 12** - Course integrates biology and chemistry into a unified domain for study, and presents the resulting body of knowledge in the context of work, home, society and the environment, emphasizing field and laboratory activities. Topics include natural resources, water, air and other gases, nutrition, disease and wellness, plant growth and reproduction, life processes, microorganisms, synthetic materials, waste and waste management, and the community of life. |
| **1751** | **Environmental Science - Grades 9 - 12** - Course examines the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, the following subjects may be covered: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources. |
| **1752** | **AP Environmental Science - Grades 9 - 12** - Course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **1761** | **Astronomy - Grades 5 - 12** - Course offers the opportunity to study the solar system, stars, galaxies, and interstellar bodies; astronomic instruments are usually introduced and used in the course of this study. Theories regarding the origin and evolution of the universe, space, and time might also be explored. |
| **1771** | **Marine Science - Grades 9 - 12** - Course focuses on the ocean's content, features, and possibilities. Marine organisms, conditions, and ecology are explored; marine mining, farming, and exploration may be studied. |
| **1772** | **Marine Biology – Grades 10-12 -** This course focuses on the study, conservation, interactions, aquatic ecosystems. The introduction to wildlife science provides a broad understanding of animal biology, populations, habitats, biodiversity, and human-wildlife interactions. There is a laboratory component to this course. Prerequisite: Introductory Biology. *NM 9-12 Science Standards: Strand I, Standard I (Benchmarks I, II, III). Strand II, Standard II (Benchmarks I, III), Standard III (Benchmark II). Strand III, Standard I (Benchmark I)* |
| **1773** | **Watershed Ecology – Grades 9-12 -** This course studies patterns and processes of stream and wetland ecology. The laboratory component includes analyses of physical properties, chemical tests, macroinvertebrate samples, and riparian data. A thorough study of macro- and micro-habitats provides a framework for biological, chemical, physical, and mathematical investigations. This course focuses on the impact of humans on watersheds and aquatic systems. Prerequisite: Introductory Biology *NM 9-12 Science Standards. Strand I: Standard I (Benchmarks I, II, III). Strand II: Standard II (Benchmarks I, III), Standard III (Benchmark II). Strand III: Standard I (Benchmark I)* |
| **1774** | **Wildlife Science – Grades 10-12 -** This course focuses on the study, conservation, interactions, and use of terrestrial and aquatic ecosystems. The introduction to wildlife science provides a broad understanding of animal biology, populations, habitats, biodiversity, and human-wildlife interactions. There is a laboratory component to this course. Prerequisite: Introductory Biology *NM 9-12 Science Standards: Strand I, Standard I (Benchmarks I, II, III). Strand II, Standard II (Benchmarks I, III), Standard III (Benchmark II). Strand III, Standard I (Benchmark I)* |
| **1781** | **Science Technology/Engineering - Elective Only – Does NOT count for High School Graduation Credit - Student Grades 5 - 12** - Course offers the opportunity to approach practical, technological problems and to use scientific, experimental skills and processes to reach solutions. Students may use a theoretical framework, or may develop prototypes and working models. |
| **1782** | **Origins of Science – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 5 - 12** - Course explores the body of scientific knowledge and discoveries from an historical perspective, wherein students gain an understanding of how one discovery led to others or to entire revolutions of thought. Original experiments may be replicated, and primary materials may be studied. |
| **1783** | **Scientific Technology – Grades 10-12 -** This is a project based course using emergent technologies to give students hands on experience exploring scientific theories and processes.  Utilizing microscopy, robotics, supercomputing, and 3D modeling, students will create an independent research project to address real life problems.  Students will present their projects at a science fair and compete in robotics and/or supercomputing competitions.  *NM 9-12 Science Standards. Strand I: Standard I (Benchmarks I, II, III). Strand II: Standard I (Benchmarks II, III), Standard II (Benchmarks I, II). Strand III: Standard I (Benchmark I)* |
| **1792** | **Emergency Medical Technician (Applied Science) - Grades 9 - 12** – The curriculum must align to the New Mexico Science Standards with Benchmarks.  This course is similar to 1517 Emergency Medical Technician (Career/Technical) which is listed under the Health Care Sciences section and places a special emphasis on the knowledge and skills needed in medical emergency situations. Topics may include the biological processes underlying disease and illness as well as the medical applications of physical science principals related to forces and motion. This course may be used to satisfy both a science and career/technical credit requirement at the same time, but if taken for both requirements it does not reduce the total number of units required for graduation. |
| **1793** | **Life and Physical Sciences Laboratory Assistant – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 9 - 12** - Course offers interested students the opportunity to assist in the preparation and organization of laboratory materials. Safety techniques and the care of equipment are emphasized. |
| **1794** | **Science Laboratory Assistant – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 9 - 12** - Course is designed for the student interested in lab work. Students will learn to prepare solutions, set up lab investigations and assist the teacher in the laboratory. Student must be aware of all safety measures. |
| **1796** | **Life and Physical Sciences-Independent Study – Elective Only – Does NOT count for High School Graduation Credit - Student Grades 9 - 12** - Course, often conducted with instructors as mentors, enable students to explore scientific topics of interest, using advanced methods of scientific inquiry and experimentation. These courses may be offered in conjunction with other rigorous science courses, or may serve as an opportunity to explore a topic of special interest. |
| **1799** | **Life and Physical Sciences – Elective Only – Does NOT count for High School Graduation Credit -Student Grades 5 - 12** - Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Life and Physical Sciences** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

19. Marketing – 1801-1899

This subject area encompasses courses that concern the movement of consumer goods from manufacturer to the public, including purchasing processes, distribution systems, warehouse operations, retail transactions, and sales techniques.

| **Code** | **Marketing – 1801-1899** |
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| **1801** | **Basic Management Concepts - Recommended for Students Grades 7 - 9** - A basic introductory course which will teach concepts of entry-level marketing and entry level work skills. Course orients students to marketing education/DECA. Appropriate for students with a possible interest in marketing, sales, or small business operation. This course expose students to cashier/checker operations, opportunities available in retail, wholesale, advertising, and other occupational fields using marketing principles. |
| **1802** | **Principles of Marketing - Fundamentals - Recommended for Students Grades 9 - 12** - Course focuses on the wide range of factors that influence the flow of goods and services from the producer to the consumer. This course is usually offered as a series. Marketing - Fundamentals courses include a variety of topics related to providing goods and services, such as market research, the purchasing process, distribution systems, warehouse and inventory control, salesmanship, sales promotions, shoplifting and theft control, business management entrepreneurship and pricing and packaging. Human relations, employability skills, computers, math skills, and economics are also covered. Job and career exploration to include work site experiences are an integral emphasis of Marketing - Fundamentals. |
| **1803** | **Marketing-Fashion - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Marketing-General courses (purchasing and distribution systems; advertising, display and sales; management and entrepreneurship, and so on), but do so with particular attention to the fashion industry. In keeping with the focus on the fashion industry, course topics may also include fashion cycles, fashion history, design, and the development of fashion style and coordination. |
| **1804** | **Marketing-Real Estate - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Marketing-General courses (purchasing; advertising, sales; human relations, management and entrepreneurship, and so on), but do so with particular attention to the real estate industry. In keeping with the focus on real estate, course topics may also include financing, investment, ownership rights, ethics, and other real estate principles. Students successfully completing some courses may be eligible to take the state real estate licensing exam. |
| **1805** | **Marketing-Transportation - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Marketing-General courses (purchasing and distribution systems; advertising, display and sales; management and entrepreneurship, and so on), but do so with particular attention to the transportation industry. In keeping with the focus on this industry, course topics may also include identification and proper use of auto parts and accessories. |
| **1806** | **Marketing - Other Specialization - Recommended for Students Grades 10 - 12** - Course covers the same scope of topics as Principals of Marketing courses (purchasing and distribution systems; advertising, display and sales; management and entrepreneurship, and so on), but do so with attention to a particular industry not specified above. The course may also cover specific topics related to the particular industry being covered. |
| **1807** | **Marketing Lab II – Grades 11-12** – In Marketing Lab II the student has the opportunity to demonstrate employability skills in a hands-on school-based enterprise (SBE) environment. The student practices supervising peers in a controlled learning situation. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness. |
| **1808** | **Marketing Lab III – Grade 12**- Marketing Lab III is the capstone course for marketing lab students. The student schedules and manages peers in a controlled learning environment and applies managerial principles in daily retail activities. Areas of study are financial measures, facilities and equipment management, marketing functions, and career readiness. |
| **1813** | **Warehouse Operations - Recommended for Students Grades 11 - 12** - Course presents marketing principles and concepts related to the receipt, storage, and distribution of goods. Course topics typically include inventory control, warehouse security, purchasing and distribution systems, and safety. Warehouse Operations courses may also include other marketing principles and concepts. |
| **1814** | **Retail Marketing - Recommended for Students Grades 11 - 12** - Course covers marketing principles and concepts related to the provision of goods or services directly to the consumer, emphasizing store operation, advertisement and display of goods, store security, human relations, and business management and ownership. |
| **1824** | **Principles of Advertising - Recommended for Students Grades 10 - 12** - Course expose students to the varied concepts underlying the promotion of products. The topics included in Principles of Advertising courses range considerably, but may include the psychology of advertising, a study of various media, advertising planning and budgeting, and advertising layout and design principles. The course topics may also include an overview of commercial art and packaging. |
| **1825** | **Principles of Selling - Recommended for Students Grades 10 - 12** - Course provides students with the knowledge and opportunity to develop in depth sales competencies. Types of selling, steps in a sale, sales strategies, and skills and techniques in the area of sales may all be topics of these courses. |
| **1826** | **Marketing Management - Recommended for Students Grades 11 - 12** - Course covers the same scope of topics as Principals of Marketing courses (purchasing and distribution systems; advertising and sales; and so on) but place a particular emphasis on business management and entrepreneurship, providing exposure to common techniques and problems of management. |
| **1830** | **Principals of Marketing - Advanced - Recommended for Students Grades 10 - 12** - This course expands on, and builds on the concepts of the Principles of Marketing - Fundamentals class. Marketing Advanced is an in-depth course for the career-minded student with emphasis in the following areas: marketing and business fundamentals, business management, information management, human relations, product/service planning, finance, distribution, purchasing, pricing, promotion and selling. Job and career exploration to include work site experiences are an integral emphasis of Marketing Advanced. |
| **1832** | **Marketing Strategy - Recommended for Students Grades 11 - 12** - This course is designed as a capstone course for juniors and seniors to couple the marketing and economic skills students have mastered with the latest technology in marketing sales, mass media, research, and customer service presentation techniques. Emphasis is placed on creating a professional, polished approach to marketing products and services. Skills in technical writing, communications, mathematics, and application of current computer software are reinforced in this course. Work-based learning, internships and apprenticeships may be an integral part of this course. |
| **1834** | **Marketing Research - Recommended for Students Grades 11 - 12** - A business and marketing research class which engages students in research techniques and application to business problems. Students will be expected to identify a problem, research it, compile information and results, analyze the information, synthesize a solution from the information, present the findings and suggestions to an appropriate audience, and evaluate their process. As student presentation of the project in both a written product and a classroom and/or competitive presentation are integral to the course. |
| **1850** | **Business Communications - Recommended for Students Grades 9 - 12** - Course emphasizes written reports, proposals, memos and business letters, Principles of effective business writing, business letter and solution of business problems by letter, letter of application, development of effective expression, related business forms and business reports are covered. Additional communication skills are addressed - nonverbal communication, cultural differences in non-verbal communication, listening, and oral communication. |
| **1896** | **Marketing-Independent Study - - Recommended for Students Grades 11 - 12** - Course, often conducted with instructors as mentors, enable students to explore marketing related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater marketing skills. |
| **1897** | **Marketing - Mentorship and Internship - - Recommended for Students Grades 11 - 12** - Course work experience is gained in marketing-related careers in one of several industries. This course may include work-study, internships, school-based enterprises, service learning, mentor programs, or job shadowing experiences. Standards are set for the experience period and related classroom experience will align with occupational training in the field. Improvement of employability skills and discussion regarding the experiences and problems encountered on the job will also be included in classroom activity. |
| **1898** | **Marketing Work Experience (Co-op) - Recommended for Students Grades 11 - 12** - This course provides opportunities for students enrolled previously or concurrently in a marketing class to gain “real world” attitudes, skills, and knowledge. This experience would allow students school release time for completion of cooperative work experiences. The student, teacher, and employer will set goals cooperatively: classroom attendance related to classroom training experience and related coursework are integral part of the marketing work-based experience. Work-based competencies are to be developed and meet for the student to receive credit. |
| **1899** | **Marketing - - Recommended for Students Grades 10 - 12** - Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

20. Mass Communication – 1902-1999

This subject area encompasses courses that concern the study or use of mediums that transmit messages, information, and cultural values to a large audience (such as television, radio, publications, film, and photography).

| **Code** | **Mass Communication – 1902-1999** |
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| **1902** | **Journalism - Recommended for Students Grades 9 - 12** - Course associated with the production of a school newspaper, yearbook, or literary magazine; therefore, they not only emphasize writing style and technique, but also production values and organization. Beginning journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the basics of production design, layout, and printing of a publication. Advanced students learn and practice more refined journalistic techniques, participate to a greater extent in the formation and/or management of the production team, and gain experience in critical evaluation of story content and the publication as a whole. Photography and photojournalism skills may be included. |
| **1903** | **Yearbook - Recommended for Students Grades 9 - 12** - Course is responsible for creating, designing, marketing, producing and selling the school yearbook. Techniques in modular layout design, interviewing, writing copy and headlines, editing, advertising sales and design marketing, and business procedures are stressed. All students will be expected to complete assignments on the computer. Meeting regular deadlines and peer cooperation are emphasized in producing the yearbook. |
| **1904** | **Editor - Recommended for Students Grades 11 - 12** - Student will direct, lead, produce and edit a section of the yearbook or the newspaper along with a staff of other students. |
| **1905** | **Journalism Writing - Recommended for Students Grades 9 - 12** - Course introduces news, sports, feature and editorial writing in addition to advertising, headline writing, new editing and photography. Journalism provides a common core of skills in listening, speaking, reading and writing and technology in journalism and the new media. Emphasis is given to the study of law of the press, journalistic responsibility and concepts in layout and design, using computers, including researching and web page development on the Internet. |
| **1911** | **Mass Media-Production - Recommended for Students Grades 9 - 12** - Course provides the technical knowledge and skills necessary for television, video, film, and/or radio production. Writing scripts, camera operation, use of graphics and other visuals, lighting, audio techniques, editing, production principles, and career opportunities are typical topics covered within Mass Media-Production courses. Students are usually required to produce their own program or segment. Additional topics such as broadcast industry regulations, radio/TV operation, power of the medium, photography, transmission technology, and so on may be included. |
| **1921** | **Mass Media-Communication - Recommended for Students Grades 9 - 12** - Course enables students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and propaganda; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium. |
| **1931** | **Photojournalism - Recommended for Students Grades 9 - 12** - Course exposes students to the manner in which photography is used to convey information and experiences. Typically coordinated with production of the school newspaper or yearbook, Photojournalism courses provide students with the opportunity to improve their photocomposition and film development skills, and to apply their art to journalistic endeavors. |
| **1996** | **Mass Communication-Independent Study - Recommended for Students Grades 11 - 12** - Course, often conducted with instructors as mentors, enables students to explore topics related to journalism and/or mass media. Emphasis may be placed either on extension of production skills and techniques, or on research of a particular topic of interest. |
| **1998** | **Mass Communications - Concurrent Enrollment - Recommended for Students Grades 9 - 12** - (Must meet current standards and benchmarks). |
| **1999** | **Mass Communication - Recommended for Students Grades 9 - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Mass Communication** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

21. Mathematics – 2001-2099

Mathematics encompasses both content and processes. The content progresses from kindergarten to grade 12 and includes: number and operations, algebra, geometry, measurement, data, ratios and proportional relationships, statistics, probability, expressions and equations, and functions. The processes are the same from kindergarten to grade 12 but progress in their complexity. The processes or mathematical practices include: make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make use of structure; and look for and express regularity in repeated reasoning.

Math courses that align to the New Mexico 9-12 math standards or higher may count towards fulfilling the requirements for graduation. For students entering grade 9 in the 2010-11 school year, 4 units of mathematics are required, one of which is equivalent to or higher than the level of Algebra II. Districts must follow the procedures for requesting *Alternative Credit* if elective courses are to be used for graduation credit.

Beginning with the Spring 2011 semester, a 10th grade student may opt out of the Algebra II requirement only if the student’s parent(s) sign a waiver to this effect; the parent waiver is reflected in the student’s Next Step Plan for the 11th grade (2012 SY), and all NMPED procedures associated with granting the waiver are in place. (Procedures for the waiver of Algebra II are posted on PED’s website under "Standards for Excellence”). Even if a student does not take Algebra II, a student must take four high school math classes for graduation. Courses taken in lieu of Algebra II include: 2024 Applied Math; 2029 Probability and Statistics; 2039 Fractal Mathematics; and 2097 Financial Literacy – Math.

| **Code** | | **Mathematics – 2001-2099** |
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| **2005** | | **Sixth Grade Mathematics, Intervention – Grade 6 -** This class will be offered in conjunction with a regular sixth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/Math/> |
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| **2006** | | **Seventh Grade Mathematics, Intervention –Grade 7 -** This class will be offered in conjunction with a regular seventh grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/Math/> |
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| **2007** | | **Eighth Grade Mathematics, Intervention –Grade 8 -** This class will be offered in conjunction with a regular eighth grade math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/Math/> |
| **2009** | | **Algebra I, Intervention – Grades 9 - 10 -**For Elective Credit Only– Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Algebra I course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 15-26 |
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| **2010** | | **Geometry I, Intervention –Grades 9 - 12 -** For Elective Credit Only– Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Geometry course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 27 – 35 |
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| **2011** | | **Resource Center Math - Grades K - 8** - Course taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level. |
| **2017** | | **Elementary Math Intervention (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings)** - This class will be offered in conjunction with a regular elementary math course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment. |
| **2018** | | **Algebra II, Intervention –Grades 11-12 -**For Elective Credit Only– Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Algebra II course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 36 – 43 |
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| **2019** | | **Resource Center Math – Grades 9 - 12** - Course taught in a resource center or laboratory setting where the emphasis is on individual student progress, Resource Center Math includes the study of general math topics, such as arithmetic using rational numbers, numeration systems and place value, basic geometry, and basic statistics. These courses also apply these skills to real world problems and situations. This course is intended for students who have disabilities in the area of math and it is intended to provide them the individual services needed to meet their individualized education program (IEP). Topics are determined by individual student need and grade level. |
| **2020** | | **Elementary Math (Elementary Setting)– Grades K-5 (may include 6-8 for Elementary Settings)-** This course covers applicable grade-level content in the New Mexico Mathematics Content Standards (<http://www.corestandards.org/Math>). All levels place an emphasis on problem solving, critical thinking, evaluation, and application of mathematical processes. |
| **2024** | | **Applied Math - Grades 9 - 12** - This Applied Math course aligns to the high school standards for Mathematics I or Algebra I and Geometry with an emphasis on application. The standards are used in a contextual environment. The fundamental purpose of this course is to extend the mathematics that students learned in Mathematics I or Algebra I and Geometry through applications. This course should allow the students to apply the concepts learned in Mathematics I or Algebra I and Geometry and should not be the first time students learn these concepts. The critical areas deepen and extend understanding of linear and exponential relationships through analyzing, solving, and using quadratic functions and expand and explore more complex geometric situations and deepen their explanations of geometric relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.  View the standards for Mathematics I or Algebra I and Geometry:  <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 51 – 60; <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 15 – 26; <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 27 - 35 |
| **2025** | | **Sixth Grade Math – Grade 6** – This course focuses on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing the understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/Math/> |
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| **2026** | | **Seventh Grade Math – Grade 7** – This courses focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/Math/> |
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| **2027** | | **Eighth Grade Math – Grade 8** – This course focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/Math/> |
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| **2028** | | **Algebra I Eighth Grade – Grade 8 –** **Pre-requisite: 2036 Accelerated Traditional Mathematics – Grade 7**  **–** This course aligns to high school Algebra I and some of the grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. The five critical areas include: relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **For high school credit, the teacher must hold a secondary math endorsement.**  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 102 – 116 |
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| **2029** | | **Probability and Statistics – Recommended for Grades 9 - 12** – This course aligns to the Probability and Statistics standards. Students are to apply and expand their understanding of Probability and Statistics in this course. The four critical areas include: (1) Interpreting categorical and quantitative data by: summarizing, representing, and interpreting data on a single count, measurement, two categorical or quantitative variables or linear models; (2) Making inferences and justifying conclusions by understanding and evaluating random processes underlying statistical experiments and making inferences and justifying conclusions from sample surveys, experiments and observations studies; (3) Applying conditional probability and the rules of probability by understanding independence and conditional probability and interpreting data and using the rules of probability to compute probabilities of compound events; (4) Applying probability to make decisions by calculating expected values and using them to solve problems and using probability to evaluate outcomes of decisions. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/Math/> Statistics & Probability |
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| **2031** | | **Algebra I - Grades 9 - 10** - This course aligns to the high school standards for Algebra I and formalizes and extends the mathematical concepts. The critical areas include: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) descriptive statistics; (4) expressions and equations; and (5) quadratic functions and modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 15 – 26 |
| **2034** | | **Geometry - Grades 9 - 12** - This course formalizes and extends geometric concepts by exploring more complex geometric situations and deepening explanations of geometric relationships, moving towards formal mathematical arguments. The six critical areas include: (1) congruence, proof, and constructions; (2) similarity, proof, and trigonometry; (3) extending to three dimensions; (4) connecting algebra and geometry through coordinates; (5) circles with and without coordinates; and (6) applications of probability. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 27-35 |
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| **2036** | | **Accelerated Traditional Mathematics – Grade 7- This course is a pre-requisite for 2028 Algebra I Eighth Grade.** This course aligns to grade 7 and some of grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. This course is compacted to prepare students for Grade 8 Algebra I. The four critical areas are: rational numbers and exponents, proportionality and linear relationships, sampling inference, and geometric figures. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 92 – 101 |
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| **2037** | | **Accelerated Integrated Mathematics – Grade 7- This course is a pre-requisite for 2038 Mathematics I Eighth Grade.** This course aligns to grade 7 and some of grade 8 Common Core Standards for mathematics and requires a faster pace for instruction and learning. This course is compacted to prepare students for Grade 8 Mathematics I. The four critical areas are: rational numbers and exponents, proportionality and linear relationships, sampling inference, and geometric figures. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 126 – 135 |
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| **2038** | | **Mathematics I Eighth Grade – Grade 8 - Pre-requisite: 2037 Accelerated Integrated Mathematics – Grade 7.** This course aligns to Mathematics I and some of the grade 8 Common Core Standards for Mathematics and requires a faster pace for instruction and learning. The six critical areas include: relationships between quantities; linear and exponential relationships; reasoning with equations; descriptive statistics; congruence, proof and constructions; and connecting algebra and geometry through coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations. For high school credit, the teacher must hold a secondary math endorsement.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 136 – 146 |
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| **2039** | | **Fractal Mathematics - Grades 9 - 12** - This course provides the mathematical tools to identify fractal geometry in the environment. Fractal math has practical applications in many STEM fields particularly mathematics in nature and in computer design and technology. This course includes work with algebra, geometry, functions, and writing and solving algebraic expressions. This course will include projects where students design and develop fractals.  View the standards for Mathematics I or Algebra I and Geometry:  <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 51 – 60; <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 15 – 26; <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 27 - 35 |
| **2041** | | **Algebra II - Grades 9 - 12** - This course extends the study of functions to include: polynomial, rational, and radical functions. The four critical areas are: (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) modeling with functions and (4) inferences and conclusions from data. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> |
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| **2043** | | **Trigonometry - Grades 10 - 12** – This course is higher than the level of Algebra II. Course prepares students for eventual work in calculus and include the study the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers. Enhancement topics: vectors, graphing in the polar coordinate system, and matrix algebra. |
| **2044** | | **Algebra II/Trigonometry - Grades 10 - 12** - This course aligns to the New Mexico math standards for Algebra II and higher. Course combines topics from both of these courses for students who have attained Algebra I and Geometry objectives. Topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; operations with rational and irrational exponents; right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; and numerical tables. Review topics: operations involving real numbers, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, operations with and factoring of polynomials, and solving simple quadratics. Enhancement topics: polynomial, logarithmic and exponential functions and graphs; conic sections; vectors; graphing in the polar coordinate system; elementary probability and statistics; matrices and determinants; and sequences and series. |
| **2045** | | **Elementary Functions - Grades 10 - 12** – This course is higher than the level of Algebra II. Course, while preparing students for eventual work in calculus, include the study of relations and functions, including polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their inverses, graphs, and applications. Review topics: structure of the real number system. Enhancement topics: statistical and probability functions. |
| **2047** | | **Math Analysis - Grades 10 - 12** – This course is higher than the level of Algebra II. Course includes the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: right trigonometric and circular functions and their graphs, and other trigonometry topics. Enhancement topics: elementary probability and statistics, derivatives, and integrals. |
| **2048** | | **Trigonometry/Analytic Geometry - Grades 9 - 12** – This course aligns to the geometry standards and is higher than the level of Algebra II. Course covering the topics of both Trigonometry and Analytic Geometry, these courses prepare students for eventual work in calculus. Topics include the study of right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; vectors; the polar coordinate system; equations and graphs of conic sections; rotations and transformations; and parametric equations. Review topics: solutions of linear and quadratic equations. Enhancement topics: polynomial, logarithmic, exponential, and rational functions and their graphs; matrix algebra; and analytic geometry of solids. |
| **2049** | | **Trigonometry/Math Analysis - Grades 9 - 12** –This course is higher than the level of Algebra II. Course covering the topics of both Trigonometry and Math Analysis, these courses prepare students for eventual work in calculus. Topics include the study of right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Enhancement topics: elementary probability and statistics, derivatives, and integrals. |
| **2050** | | **Analytic Geometry/Math Analysis - Grades 9 - 12** - This course is higher than the level of Algebra II. Course covering the topics from both Analytic Geometry and Math Analysis, these courses prepare students for eventual work in calculus. Topics include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; the polar coordinate system; equations and graphs of conic sections; rotations and transformations; parametric equations; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: solutions of linear and quadratic equations and systems of these equations, right trigonometric and circular functions and their graphs, and other trigonometry topics. Enhancement topics: analytic geometry of solids, elementary probability and statistics, derivatives, and integrals. |
| **2051** | | **IB Mathematical Studies - Grades 9 - 12** – This course aligns to 9-12 math standards. Course prepares students to take the International Baccalaureate Mathematical Studies exam at the Subsidiary or Higher level. The course is intended to provide the skills needed to cope with the mathematical demands of a technological society. Course topics include linear, quadratic, and exponential functions, solutions, and graphs; skills in computation, estimation, and development of algorithms; data analysis, including collection, calculation, and presentation of statistics; set operations and logic; business techniques, including progressions and linear programming; and geometry and trigonometry. Enhancement topics: numerical functions, variation properties, financial mathematics, critical path analysis, model building, and multi-dimensional geometry. |
| **2052** | | **IB Mathematics - Grades 9 - 12** - This course aligns to 9-12 math standards. Course prepares students to take the International Baccalaureate Mathematics exams at either the Subsidiary or Higher levels. Topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry; simultaneous linear equations; polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; two-dimensional vectors and matrices; and probability. Enhancement topics: analysis and numerical calculation; analytical geometry; further calculus, including integration; complex numbers; statistics; two dimensional particle dynamics. |
| **2053** | | **Pre-Calculus - Grades 10 - 12** – This course is higher than the level of Algebra II. Course combines the study of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis topics as preparation for calculus. Topics include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity. Review topics: structure of the real number system, solutions of linear and quadratic equations and systems of these equations. Enhancement topics: elementary probability and statistics, derivatives, and integrals. |
| **2054** | | **Discrete Mathematics - Grades 9 - 12** – This course is higher than the level of Algebra II. Course designed for students who have attained Algebra II objectives, Discrete Mathematics topics include the study of polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions and relations and their graphs; set theory; symbolic logic; Boolean algebra; combinatorics; recursion; basic algebraic structures; and graph theory. |
| **2055** | | **Calculus - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives, including some combination of Trigonometry, Elementary Functions, Analytic Geometry, and Math Analysis, or Pre-Calculus. They include the study of derivatives, anti-derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Review topics: properties of elementary functions and their graphs, vectors and polar coordinates, and concepts of limits and continuity. Enhancement topics: improper integral; multiple integration; sequences and series, including convergence tests and series expansion theorems; anti-differentiation; and differential equations. |
| **2056** | | **Multivariate Calculus - Grades 11 - 12** - This course is higher than the level of Algebra II. Course includes the study of hyperbolic functions, improper integrals, directional directives, and multiple integration and its applications. Enhancement topics: differential forms and vector calculus. |
| **2057** | | **Differential Equations - Grades 11 - 12** - This course is higher than the level of Algebra II. Course includes the study of elementary differential equations including first and higher order differential equations, partial differential equations, linear equations, systems of linear equations, transformations, series solutions, numerical methods, boundary value problems, and existence theorems. |
| **2058** | | **AP Calculus AB - Grades 11 - 12** - This course is higher than the level of Algebra II. AP Calculus AB provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications. These courses introduce calculus and include the following topics: elementary functions; properties of functions and their graphs; limits and continuity; differential calculus (including definition of the derivative, derivative formulas, theorems about derivatives, geometric applications, optimization problems, and rate of change problems); and integral calculus (including anti-derivatives and the definite integral). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2059** | | **AP Calculus BC - Grades 11 - 12** - This course is higher than the level of Algebra II. Course provides students with an intuitive understanding of the concepts of calculus and experience with its methods and applications, and also requires additional knowledge of the theoretical tools of calculus. These courses assume a thorough knowledge of elementary functions, and cover all of the calculus topics in AP Calculus AB as well as the following topics: vector functions, parametric equations, and polar coordinates; rigorous definitions of finite and nonexistent limits; derivatives of vector functions and parametrically defined functions; advanced techniques of integration and advanced applications of the definite integral; and sequences and series. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2060** | | **AP Statistics - Grades 11 - 12** - This course is higher than the level of Algebra II. AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data (observing patterns and departures from patterns), planning a study (deciding what and how to measure), anticipating patterns (producing models using probability theory and simulation), and statistical inference (confirming models). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2071** | | **IB Mathematics and Computing - SL - Grades 9 - 12** – This course prepares students to take the International Baccalaureate Mathematics and Computing exam at the Subsidiary level. Designed to give students a working knowledge of a high level programming language developed in the context of sound mathematical training, course topics include operations and properties of number sets; trigonometric functions, equations, and graphs; algebra and coordinate geometry, including simultaneous linear equations, binomial theorem, and polynomial and quadratic functions and equations; calculus, including bilinear, exponential and logarithmic functions; vectors and matrices; and numerical analysis. The courses also contain components on computer problem solving and programming. Topics regarding computer hardware, software, modes of operation, and data types and structures. |
| **2072** | | **History of Math - Grades 9 - 12** – For Elective Credit Only. This course is intended for students who have attained the objectives of Algebra II, History of Math-Algebra II level courses include a study of the historical development of numbers, computation, algebra, and geometry. |
| **2073** | | **Number Theory - Grades 11 - 12** – This course is higher than the level of Algebra II. Course intended for students who have attained the objectives of Algebra II, Number Theory-Algebra II level courses review the properties and uses of integers and prime numbers, and extend this information to congruencies and divisibility. |
| **2074** | | **Abstract Algebra - Pre Calculus level - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives, Abstract Algebra-Pre Calculus level courses include a study of the properties of the number system from an abstract perspective, including such topics as number fields (i.e., rational, real, and complex numbers), integral domains, rings, groups, polynomials, and the fundamental theorem of algebra. |
| **2075** | | **Linear Algebra - Pre Calculus level - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives, Linear Algebra-Pre Calculus level courses include a study of matrices, vectors, tensors, and linear transformations. |
| **2076** | | **Linear Programming - Pre Calculus level - Grades 11 - 12** - This course is higher than the level of Algebra II. Course intended for students who have attained pre-calculus objectives, Linear Programming-Pre Calculus level courses include a study of mathematical modeling and the simplex method to solve linear inequalities. |
| **2077** | **SREB Math Ready – Grade 12** **– Pre-requisite:  either the course series of Algebra I, Geometry and Algebra II or the course series of Integrated Pathway: Mathematics I, II and III**.  This Southern Regional Educational Board (SREB) course emphasizes an understanding of math concepts. Math Ready students learn the context behind procedures and come to understand the “whys” of using certain formulas or methods to solve a problem. By engaging students in real-world applications, this course develops critical thinking skills that students will use in college and careers. | |
| **2080** | | **Integrated Pathway: Mathematics I - Grades 9-10 –**The fundamental purpose of Mathematics I is to formalize and extend the mathematical concepts and to deepen and extend understanding of linear relationships by contrasting them with exponential phenomena and by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades and ties together the algebraic and geometric ideas studied. The six critical areas include: (1) relationships between quantities; (2) linear and exponential relationships; (3) reasoning with equations; (4) descriptive statistics; (5) congruence, proof, and constructions; and (6) connecting algebra and geometry through coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 51 - 60 |
|
| **2081** | | **Integrated Pathway: Mathematics II** - **Grades 9 - 11 -** The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships. Real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles are included with their quadratic algebraic representations. The six critical areas include: (1) extending the number system; (2) quadratic functions and modeling; (3) expressions and equations; (4) applications of probability; (5) similarity, right triangle trigonometry, and proof; and (6) circles with and without coordinates. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 61 – 71 |
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| **2082** | | **Integrated Pathway: Mathematics III -Grades 11-12 -**This course integrates and applies the accumulation of learning including: drawing inferences and conclusions from data; using polynomial, rational, and radical functions; expanding right triangle trigonometry to include general triangles; and creating models and solving contextual problems. The four critical areas include: (1) inferences and conclusions from data; (2) polynomial, rational, and radical relationships; (3) trigonometry of general triangles and trigonometric functions; and (4) mathematical modeling. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 72 – 79 |
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| **2083** | | **Integrated Pathway: Mathematics IV - Grade 12 –**This course is higher than the level of Algebra II and may include topics in pre-calculus, trigonometry, math analysis and/or calculus. This course is for students who have successfully attained the standards and seek an integrated approach to further study of mathematics. |
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| **2084** | | **Integrated Pathway:  Mathematics I, Intervention – Grades 9 - 10 -** For Elective Credit Only– Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Integrated Pathway:  Mathematics I course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 51 - 60 |
| **2085** | | **Integrated Pathway:  Mathematics II, Intervention – Grades 9 - 11 -**For Elective Credit Only– Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Integrated Pathway:  Mathematics II course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 61 - 71 |
| **2086** | | **Integrated Pathway:  Mathematics III, Intervention – Grades 11 - 12 -** For Elective Credit Only– Cannot count as one of the four math credits required for High School Graduation. This class will be offered in conjunction with a regular Integrated Pathway:  Mathematics III course and will offer the extra support some students may need in order to be successful in the regular course. The teacher of this course will be guided by the Standards-based core curriculum of the regular course and will emphasize the skills, concepts and processes needed by the students. An intervention program can be thought of as a cycle consisting of three phases: diagnostic assessment, instructional actions and follow-up assessment.  View the standards: <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 72 - 79 |
| **2096** | | **Mathematics - Independent Study - Grades 9 - 12** – This course is higher than the level of Algebra II. Course, often conducted with instructors as mentors, enables students to explore mathematics topics of interest. These courses may be offered in conjunction with other rigorous math courses, or may serve as an opportunity to explore a topic of special interest. They may also serve as an opportunity to study for AP exams if the school does not offer specific courses for that endeavor. |
| **2097** | | **Financial Literacy – Math – Grades 9 – 12** - This course provides an understanding of the topics of finance while reinforcing concepts and skills in the high school mathematics standards. This course aligns to at least the Algebra I standards. The finance topics may include: income and careers; money management; credit and debt; and savings and investing. Topic sections cover: personal income, business ownership; budget; taxes; insurance; credit cards; buying verses leasing, mortgages; rent; credit ratings; bankruptcy, bank and brokerage accounts; interest rates; stocks and bonds; retirement; pensions; inheritance; and government financing. The Standards for Mathematical Practice apply throughout this course and, together with the content standards, prescribe mathematics as a coherent, useful, and logical subject that makes sense of problem situations.  View the standards for Mathematics I or Algebra I:  <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 51 – 60; <http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf> pages 15 – 26 |
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| **2099** | | **Mathematics - Recommended for Students Grades 5 - 12** – This course code is to be used for college level courses which are not listed above. It may also be used for middle school students if an appropriate MATH course code is unavailable. Typically used with advanced dual credit topics. |
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| **Code** | **Subject Fields - Digits 6-8 - Mathematics** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

22. Military Science – 2111-2199

This subject area encompasses courses that concern the history, organization, role, and objectives of the United States Armed Forces.

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| **Code** | **Military Science – 2111-2199** |
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| **2111** | **Introduction to ROTC - Recommended for Students Grades 9 - 12** - Course introduces students to the purposes and objectives of the Reserve Officer Training Corps program. As part of that introduction, course topics may include a brief history of the military branches in the United States and the basics of military drill, ceremony, and rank structure. |
| **2112** | **Military ROTC - Recommended for Students Grades 9 - 12** - Course sequences may vary, but the primary objectives of Military ROTC courses include instruction in the history, organization, role, objectives, and achievements of a particular branch of the United States Armed Forces; development of personal fitness, strong character, and leadership qualities; and exposure to the career opportunities provided by the military. Military customs, courtesies, rank, drill, and ceremonies are typically included as course topics; citizenship and scholarship are often emphasized as well. Subjects related to the particular branch being studied (such as map reading, nautical skills, aerospace technology, and jet propulsion), as well as more general subjects (international law, weaponry, celestial navigation, and geopolitical strategy) may also be included as part of the course content. |
| **2121** | **ROTC Drill - Recommended for Students Grades 9 - 12** - Course provides students with an additional opportunity to improve their skills in military precision. Marching and rifle manipulation, body coordination and mechanics, and performing as a member of an orchestrated team are particularly emphasized. Members of these classes may take part in ceremonies and competitions. |
| **2195** | **Military Science - Related Subjects - Recommended for Students Grades 9 - 12** - Course conveys information from other subject areas, but relate the skills and knowledge specifically to the emphasized branch of service. Examples include engine mechanics, electricity/electronics courses, aviation techniques, and so on. |
| **2199** | **Military Science - Recommended for Students Grades 9 - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Military Science** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

23. Multi/Interdisciplinary Studies – 2204-2299

This subject area encompasses courses that combine the subject matter of two or more of the 29 subject areas described in this classification system; apropos of this description, this subject area includes Humanities courses.

| **Code** | **Multi/Interdisciplinary Studies – 2204-2299** |
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| **2204** | **Humanities I - Recommended for Grades 9** - Course examines the role and responses of the individual as a member of groups to which he/she belongs, emphasizing citizenship and the study of U.S. government; U.S Constitution & the New Mexico Constitution; the structure and functions of government and political institutions; the concepts of rights, privileges, and responsibilities; the importance of civic participation in the democratic process. Students also study the purposes and structures of state, tribal, and local governments. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes, providing the basis for developing language use (listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. The course meets state standards in English at this grade level and Government. |
| **2205** | **Humanities II - Recommended for Students Grades 10** - Course explores the impact of culture on the individual and societies, through the study of the history and civilizations of human societies from early civilization to the twentieth century: political, social, religious, military, scientific, artistic, literary, and cultural developments. It includes an overview of world geography. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes, providing the basis for developing language use (listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. The course meets state standards in English at this grade level and World History and Geography. |
| **2206** | **Humanities III - Recommended for Students Grades 11** - Course considers the question, “Who are we, and how did we become who we are?” through an intense study and analysis of the history of the United States from its origins through World War II: political, economic, military, scientific, artistic, literary, and social developments. Students study U.S. geography to support geographical concepts as they relate to the understanding of the development of the United States. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes, providing the basis for developing language use ((listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. The course meets state standards in English at this grade level and U.S. History and Geography. |
| **2207** | **Humanities IV - Recommended for Grades 12** - Course provides an overview of contemporary global issues, with an emphasis on economics and post-World War II history. Students analyze the historical development of current world issues: economic (macroeconomics), political, military, scientific, artistic, literary, and social developments. They develop personal goals for post-high school life incorporating career interests and microeconomics principles in their plans. Literature from a variety of genres, and selected artwork, illuminate and expand on the themes of the course, providing the basis for developing language use (listening, speaking, reading, and writing) and analytical skills, and for building student knowledge and application of grammar, vocabulary, word usage, and mechanics of writing. Spring term the students conduct extensive research to write and present a senior thesis on a topic of their choice. The course meets state standards in English at this grade level and Economics. |
| **2208** | **AP Humanities (AP U.S. History & AP English Language/Composition) - Recommended for Grades 11 - 12** - Course prepares students for the Advanced Placement exams in U.S. History and English Language/ Composition, through an integrated curriculum (literature, language arts, history, geography, and fine arts) that is team-taught. Students gain the factual knowledge and analytic skills necessary to deal critically with the problems and materials in United States history, from discovery and settlement of the New World through the recent past. The English component focuses on relevant literature in a variety of genres, related to themes and content of the U.S. history portion, written in a variety of periods, disciplines, and rhetorical contexts. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2209** | **AP Humanities (AP European History & AP English Literature/Composition) - Recommended for Grades 11 - 12** - Course prepares students for the Advanced Placements exams in European History and English Literature/Composition, through an integrated curriculum (literature, language arts, history, economics, and fine arts) that is team-taught. The course examines European civilization from the High Renaissance period to the recent past, developing an understanding of some of the principal themes in European history from the Renaissance period to modern times, with special attention to the role of economics. In the English component of the course, students develop critical standards for evaluating and writing about literature (including literary analysis, exposition, argument, narrative, and creative writing). . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2210** | **Humanities - Recommended for Students Grades 6 - 8** - Course provides a multidisciplinary curriculum by integrating reading, writing, speaking, listening, research, and thinking skills with the study of geography through maps, globes, direction, and place location as well as an in-depth study of past history to present cultures as specified for social studies at each grade level. The competencies taught meet the requirements for language arts and social studies for each grade level. |
| **2211** | **IB Theory of Knowledge - Recommended for Students Grades 11 - 12** - Course that is obligatory for every candidate for the International Baccalaureate degree, IB Theory of Knowledge courses aim to stimulate critical student reflection on the knowledge and experiences gained during high school. The courses seek to generate questions regarding the bases of knowledge and their verification in the disciplines of mathematics, natural sciences, human sciences, and history, with an awareness of moral, political, and aesthetic judgments and biases. After completing the course, the student should be able to appreciate the strengths and limitations of various kinds of knowledge; to relate subjects studied to one another, general knowledge, and living experiences; to formulate rational arguments; and to evaluate the role of language in knowledge and as a means of conveying knowledge. |
| **2212** | **Service Learning - Recommended for Grades 5-12.** This course incorporates a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. This course may also provide **opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content. This course would fulfill the required elective for Service Learning passed in the 2003 legislative session.** |
| **2222** | **Thematic Integration - Recommended for Students Grades 9 - 12** - Course explores a problem posed either by faculty or by students from the perspective of various disciplines. Not necessarily team taught, the course nonetheless strives to view the problem and to pose solutions using concepts from several areas of study. |
| **2223** | **Issues of American Culture - Recommended for Students Grades 9 - 12** - Course examines political, gender related, and multicultural issues of the American experience. Typically using the discipline of language arts or history as a base, these courses explore the experiences of various groups of people in the United States. Group work, seminars, and cooperative learning are often used to foster learning and understanding. |
| **2224** | **Travel Programs - Recommended for Students Grades 9 - 12** - Course combines the study of various disciplines with a travel component. Travel Program courses enable students to physically see and experience the aspects, applications, or ramifications of the content of their coursework. The travel component may be a series of short trips or a longer, single venture lasting several weeks. |
| **2298** | **Multi/Interdisciplinary Studies - Concurrent Enrollment - Recommended for Students Grades 9 - 12** - Must meet current Standards and Benchmarks.) |
| **2299** | **Multi/Interdisciplinary Studies - Recommended for Students Grades 9 - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 – Multidisciplinary Studies** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

24. Physical Education – 2301-2399

This subject area encompasses courses that concern instruction in human movement, physical activities, and physical fitness. Title IX of the Education Amendment of 1972 requires physical education classes to be co-ed with open enrollment. Section 22-2-8.4, NMSA 1978, requires one unit of physical education for all students, taken between grades 9-12, for graduation from high school. Any course designated as the graduation requirement physical education course must include all of the physical education content standards with 12th grade benchmarks as required in 6.30.2NMAC. Any elective physical education class must address the required physical education content standards with 12th grade benchmarks that are appropriate for the class. A teacher of physical education classes (required and/or elective) must possess either a K-12 or a secondary license with a physical education endorsement.

| **Code** | **Physical Education – 2301-2399** |
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| **2301** | **Physical Education - Recommended for Students Grades K - 6** - Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with appropriate benchmarks. |
| **2304** | **Physical Education - Recommended for Students Grades 6 - 8** - Course that provides instruction and development of skills in human movement, physical activities, and physical fitness. This course must include all of the physical education content standards with 8th grade benchmarks and must be taken to meet the 7th grade physical education requirement. |
| **2305** | **Physical Education - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in human movement, physical activities and physical fitness.  This course must be aligned with the 9-12 PED Physical Education content standards with benchmarks and performance standards.  This course will meet the graduation requirement for Physical Education. |
| **2311** | **Team Sports - Recommended for Students Grades 9 - 12** - Course that provides instruction and skill development in selected team sports. |
| **2312** | **Individual/Dual Sports - Recommended for Students Grades 9 - 12** - Course that provides instruction and skill development in selected individual/dual sports. |
| **2313** | **Recreational Sports - Recommended for Students Grades 9 - 12** - Course that provides instruction and skill development in selected recreational sports and/or outdoor activities. (Badminton, table tennis, croquet, Frisbee, fishing, hiking, cycling. orienteering, etc.) |
| **2314** | **Fitness/Conditioning Activities - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in physical fitness. |
| **2316** | **Adapted Physical Education - Recommended for Students Grades 9 - 12** - Course that provides a specially designed physical education program, using NM PE Content Standards with Benchmarks and Performance Standards, when possible and appropriate, as prescribed in the student’s IEP.  This course may be taken to meet the high school PE graduation requirement. |
| **2317** | **Adapted Physical Education - Recommended for Students Grades PreK - 8** - Course that provides a specially designed physical education program, using NM PE Content Standards with Benchmarks and Performance Standards, when possible and appropriate, as prescribed in the student’s IEP. |
| **2321** | **Gymnastics - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skill in gymnastics |
| **2322** | **Weightlifting/Weight Training - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills with free-weights and weight stations. |
| **2323** | **Swimming and Diving - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in swimming and diving. |
| **2326** | **Lifesaving - Recommended for Students Grades 9 - 12** - Course that provides instruction and development of skills in lifesaving. |
| **2351** | **Physiology of Exercise - Recommended for Students Grades 9 - 12** - Course that provides instruction in the physiology of exercise. |
| **2399** | **Physical Education - Recommended for Students Grades 9 - 12** – Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Physical Education** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

25. Precision Metalwork – 2403-2499

This subject area encompasses courses that concern the knowledge and skills involved in shaping objects out of metal, including machining and welding.

| **Code** | **Precision Metalwork – 2403-2499** |
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| **2403** | **Machining - Recommended for Students Grades 9 - 12** - Course enables students to create machine parts using various machine tools and equipment. Course content may include interpreting specifications for machines using blueprints, sketches, or descriptions of parts; preparing and using lathes, milling machines, shapers, and grinders with skill and safety; developing part specifications; and selecting appropriate materials. |
| **2404** | **Particular Topics in Machining - Recommended for Students Grades 9 - 12** - Course provides instruction in specific aspects of machining. The course may emphasize a particular type of machine, tool, or procedure, or may concentrate on a particular industrial application of machining techniques. |
| **2412** | **Metalworking - Recommended for Students Grades 9 - 12** - Course introduces students to the qualities and applications of various metals and the tools used to manipulate and form metal into products. Through one or more projects involving metals, students develop planning, layout, and measurement skills; gain experience in cutting, bending, forging, casting, and/or welding metal; complete projects according to blueprints or other specifications; and may learn to polish and finish metals. Correct use of metalworking tools and equipment is stressed. |
| **2413** | **Sheet Metal - Recommended for Students Grades 9 - 12** - Course exposes students to the skills and information necessary to layout, fabricate, assemble, install, maintain, and repair items and structures created from sheet metal components. Students learn the safe and efficient operation of various tools, and typically gain skill in blueprint reading; welding; and finishing and polishing metals. |
| **2414** | **Welding 1 - Recommended for Students Grades 9 - 12** - Course introduces students to the properties, uses, and applications of various metals. Welding courses provide experience in various processes used to join and cut metals (such as oxyacetylene, shielded metal arc, metal inert gas and tungsten arc processes) and the proper use of each technique. Courses often include instruction interpreting blueprints or other types of specifications. |
| **2415** | **Particular Topics in Welding - Recommended for Students Grades 9 - 12** - In these courses students gain knowledge and skills of particular aspects of welding. Examples include individual courses in each of the following types of welding: gas metal arc welding, gas tungsten arc welding, and shielded metal arc welding. |
| **2416** | **Welding 2 Grades 9 -12 -** This is a second sequential course in a welding program of study meant to take a student into higher level knowledge and skill development. |
| **2417** | **Welding 3 Grades 9 – 12 -** This is a third sequential course in a welding program of study meant to take a student into higher level knowledge and skill development. |
| **2495** | **Precision Metalwork - Related Subjects - Recommended for Students Grades 9 - 12** - Course provides students with related skills and knowledge necessary or desirable for careers in welding or machine technologies. The presentation of particular topics and skills, or their applications, may vary with the occupation or technology. For example, mathematics for welding students may differ in some respects from mathematics for machining students. |
| **2496** | **Precision Metalwork - Independent Study - Recommended for Students Grades 9 - 12** - Course, often conducted with instructors as mentors, enables students to explore metal related topics of interest in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular industry application, to explore a topic of special interest within a related industry, or to develop greater machining skills. |
| **2497** | **Precision Metalwork - OJT - Recommended for Students Grades 9 - 12** - Course, work experience is gained within the welding or machine technologies field. Although the student, teacher, and employer may set goals cooperatively, classroom attendance/experience is not an integral part of the Precision Metalwork-OJT experience. |
| **2498** | **Precision Metalwork - Co-Op - Recommended for Students Grades 9 - 12** - Course provides work experience in the welding or machine technologies field, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **2499** | **Precision Metalwork - Other - Recommended for Students Grades 9 - 12** - Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

26. Public, Protective, and Social Services – 2501-2599

This subject area encompasses courses that concern serving and protecting the public in a non‑military fashion—public management, justice administration, fire protection, education, and civil engineering.

| **Code** | **Public, Protective, and Social Services – 2501-2599** |
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| **2501** | **Exploration of Public Service Careers** - Course exposes students to the duties, responsibilities, requirements, and career opportunities within public service. Course topics vary and may include (but are not limited to) the following: education; protective services; correction, judicial, and probation services; fire protection and firefighting; public administration; and social work. Course activities depend upon the career clusters explored. |
| **2503** | **Community Protection** - Course provides students with information regarding the personnel and agencies concerned with protection of the home, city, state, and nation. Topics may include civil defense and disaster preparedness; crime prevention; pollution control; fire prevention and control; legal and social systems and principles; and public health. These topics may be explored as a community resident and citizen using these services, or as one interested in pursuing a career in public service. |
| **2504** | **Public Administration** - Course provides an overview of the structure, roles, and duties of public governments and associated agencies. These courses explore the foundation and evolution of the public service sector, issues related to the provision of services by governmental bodies, and the missions and constraints of various departments within local and state governments. In addition, students may explore a particular topic of public administration (such as the tax base and structure, the legislative process, selection of public servants, resource management, and so on) in greater detail. |
| **2513** | **Criminal Justice Assisting** - Course trains students to understand and apply the principles and procedures essential to the U.S. criminal justice system. The principles and structure of the justice system and the law are explored; course content also typically includes traffic control, investigation, search and arrest, laboratory, forensic, and trial procedures. Students may also learn CPR and first aid skills, personal defense tactics, and crime prevention techniques. |
| **2523** | **Fire Fighting** - Course offers students the opportunity to learn fire prevention and control under controlled conditions. The organization, rules, requirements, and regulations of fire departments are presented; the tools and techniques used by firefighters to control or extinguish fires are examined and practiced; and the behavior of fires is studied. Emergency medical techniques are typically included; fire investigation techniques may also be presented. |
| **2533** | **Teacher Assisting** - Course introduces the principles underlying teaching and learning, the responsibilities and duties of teachers, and the techniques of imparting knowledge and information. Students may be trained in classroom management, student behavior, leadership and human relations skills, assessment of student progress, and various teaching techniques. Teacher Assisting courses are often accompanied by opportunities to assist elementary school or preschool teachers. |
| **2534** | **Educational Methodology** - Course is similar to Teacher Assisting courses in that they prepare students to teach and guide others. However, these courses typically provide opportunities for students to develop their own teaching objectives, to design lesson plans, and to experience teaching in a controlled environment. Teaching strategies, learning styles, time management and planning strategies, presentation and questioning skills, classroom management, and evaluation techniques are examined and practiced. |
| **2543** | **Civil Engineering** - Course exposes students to the concepts and skills used by urban planners, developers, and builders. Students may be trained in soil sampling and analysis; topography and surveying; and drafting or blueprint reading. Additional course topics may include traffic analysis, geologic principles, and urban design. |
| **2595** | **Public, Protective, and Social Services-Related Subjects** - Course provides students with related skills and knowledge necessary or desirable in public service careers. Such topics may include science, mathematics, or communications. |
| **2596** | **Public, Protective, and Social Services-Independent Study** - Course, often conducted with instructors as mentors, enables students to explore topics of interest related to their program in greater depth and detail. Independent Study courses may serve as an opportunity to expand expertise in a particular application or to explore a topic of special interest within a closely related field. |
| **2597** | **Public, Protective, and Social Services-OJT.** - Course, work experience is gained within the public service sector. Although goals may be set cooperatively by the student, teacher, and employer, classroom attendance or experience is not an integral part of the Public, Protective, and Social Services-OJT experience. |
| **2598** | **Public, Protective, and Social Services-Co-Op** - Course provides work experience in the public service sector, and is supported by classroom attendance and discussion. Goals are set for the employment period; classroom experience may involve further study in the field, improvement of employability skills, or discussion regarding the experiences and problems encountered on the job. |
| **2599** | **Public, Protective, and Social Services** – Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

27. Religious Education and Theology – 2601-2699

This subject area encompasses courses that concern a personal or institutionalized system of attitudes, beliefs, and practices, particularly as related to an ultimate deity, spirit, or reality.

| **Code** | **Religious Education and Theology – 2601-2699** |
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| **2601** | **Religious Foundations** - Although individual components may vary, the primary objectives of Religious Foundations courses include instruction in the history, tenets, and organization of a religion; development of personal faith and conviction; and exposure to the ways in which daily life may reflect personal religious beliefs. Religious faith courses may include various aspects particular to a specific religion, such as religious sacraments and symbols, food laws, the authority and structure of the church, the church calendar, and so on. |
| **2605** | **Comparative Religion** - Course surveys and compares the various forms and values of several world religions, offering students a basic understanding of the world's diverse religious faiths and practices. Course topics may include the belief systems of adherents; the relationships between humans and nature, ancestors, and the spiritual world; and the historical development of each religion. |
| **2606** | **Eastern Religions** - Course is similar to Comparative Religion, Eastern Religions courses providing an overview of various religions and belief systems, but concentrate on those of the Eastern World. Particular religious or philosophical systems studied may include Buddhism, Hinduism, Islam, Taoism, Shintoism, and Confucianism, among others. |
| **2607** | **Western Religions** - Course is similar to Comparative Religion, Western Religions courses providing an overview of various religions and belief systems, but concentrate on those of the Western World. Particular religious or philosophical systems studied may include Judaism; Christianity (including various faiths such as those of Catholics, Episcopalians, Baptists, Quakers, Mormons, Mennonites, and others); and Native Indian belief systems, among others. |
| **2611** | **Scriptures** - Course places an emphasis on understanding and interpreting scriptures of a faith (such as the Bible, Torah, Koran, Book of Mormon, and so on) from the standpoint of a religious faith. Course objectives are designed so that students may comprehend the theological, doctrinal, and ethical messages contained within the books of the religious scriptures. |
| **2612** | **Bible History** - Course treats the Bible as an historical document, and provides an overview of significant biblical events. Course content may include geography, the relationship between cultures and belief systems and the events chronicled in the Bible, and early Christian Church history. |
| **2615** | **Christology** - Course concerns the work and life of Jesus Christ and the literature relating to him. Course content is typically based on Christian scriptures, leading to an examination of the message of Jesus Christ and the application of that message to daily life. |
| **2621** | **Liturgy and Prayer** - Course varies widely, usually dependent upon the underlying religion, but in general seek to inform students of the meaning and message of public and private worship. Course content typically includes an examination or exploration of common rituals, spoken or sung prayers, and observed sacraments. |
| **2631** | **Ethics and Morality** - Course includes an introduction or examination of the tenets of a particular faith, Ethics and Morality courses seek to enable students to apply the moral teachings of a faith to their own lives, to the larger community, and to their decision making processes. Course content may focus on issues such as peace and justice, death and dying, human sexuality, professional ethics, and human rights. |
| **2632** | **Justice, Peace, and Faith** - Course examines the scriptural foundations for justice, typically with an historical overview of the church's social teaching. Poverty, hunger, conflict, discrimination, justice, and environmental issues are among the topics discussed with a view toward developing students' critical reflection and analysis of their own roles and responsibilities. |
| **2635** | **Christian Lifestyle** - Course focuses on the development of young adults from puberty to adulthood, approached from a Christian perspective. Christian values and traditions underpin the examination of such topics as identity, independence, sexuality, employment and leisure. Typically, discussions of adult roles-single life, marriage, religious life, and ordained ministry-are included. |
| **2641** | **Ministry** - Course introduces students to the vocation of service. Students may learn counseling skills, plan and be part of religious services, and minister to younger students or to members of the local community (assisting in hospitals and convalescent homes, crisis centers, soup kitchens, and so on). |
| **2642** | **Ministry** - Other |
| **2695** | **Religious Education and Theology-Related Subjects** - Course provides students with knowledge related to religious issues and religious life. Such topics may include literature, science, philosophy, history, or art. |
| **2696** | **Religious Education and Theology-Independent Study** - Course, often conducted with instructors, members of the clergy, or religious leaders as mentors, enable students to explore topics of interest related to religion in greater depth and detail. Independent Study courses may serve as an opportunity to explore a topic of special interest. |
| **2699** | **Religious Education and Theology** - Other. Typically used with advanced dual credit topics. |

| **Code** | **Subject Fields - Digits 6-8 - Religious Education and Theology** |
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| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

28. Social Sciences and History – 2700-2799

This subject area encompasses courses that concern the study of human society: the institutions and functioning of society (including political, economic, and legal systems), the relationships created among members of a society, and the history of human civilization and endeavor.

Section 22-2-8.3, NMSA 1978, requires the inclusion of social studies, including geography in grades four, five and six, all seventh grade classes shall provide instruction in New Mexico history and geography, all eighth grade classes shall provide instruction in United States history, and Section 22-2-8.4 specifies three units of social science units to meet graduation requirements to include: United States History and Geography, World History and Geography, government and economics.

The New Mexico Public Education Commission adopted and placed into regulation (6.30.2.16 NMAC) the revised Social Studies Content Standards, Benchmarks, and Performance Standards K-12 on June 22, 2001. It is the expectation of schools and districts that these standards are aligned with local written and delivered curriculum and are assessed as part of the school/district’s or charter school’s comprehensive assessment system. Therefore, all courses should have written and delivered curriculum that is supported by and assessed next to state adopted standards.

| **Code** | **Social Sciences and History – 2700-2799** |
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| **2700** | **New Mexico History – Grades6-8** - Course examines the pre-history, history, politics, geography, economics, society, and cultures within New Mexico. The appropriate Performance Standards (History, Geography, Civics, Government and Economics) should be included in this course. |
| **2701** | **World Geography – Elective - Grades 6 - 12** - Course provides an overview of world geography, but may vary widely in topic coverage. Possible topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. These courses may or may not place an emphasis on U.S. geography. |
| **2702** | **Topics in Geography – Elective - Grades 6 - 12** - Course examines a specific topic in geography, such as physical or cultural geography, or the geography of a particular area or region, rather than providing an overview. Topical geography courses may or may not concentrate on U.S. geography. |
| **2703** | **IB Geography – Grades 9 - 12** - Course prepares students to take the International Baccalaureate Geography exams at either the Subsidiary or higher level, and individual courses vary to reflect the different emphases of the exams (either human or physical geology, and case study or fieldwork instruction). In general, however, IB Geography courses aim to provide an understanding of the relations within society, those between society and the natural environment, and the processes by which those relations change over time. |
| **2704** | **World History - Overview - Grades 6 - 12** - Course provides an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History-Overview courses may include geographical studies, but often, these components are not explicitly taught as geography. |
| **2705** | **World History - Laboratory - Grades 6 - 12** - Course covers the same objectives as World History - Overview, World History - Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress. |
| **2706** | **World History and Geography – Required for Graduation - Grades 9 - 12** - Course covers the major eras and important turning points in world history from the Age of Enlightenment to the present. Included within this course is world geography to support geographical concepts as they relate to the understanding of the changes throughout the world. In addition 9-12 Social Studies Benchmarks and Performance Standards (History, Civics and Government, Economics and Geography) should be included as appropriate to the course. |
| **2707** | **Modern World History - Grades 9 - 12** - Course provides an overview of the history of human society in the past few centuries-from the Renaissance period, or later, up to the contemporary period-exploring political, economic, social, religious, military, scientific, and cultural developments. |
| **2708** | **IB History - Grades 9 - 12** - Course prepares students to take the International Baccalaureate History exams at either the Subsidiary or Higher level. These courses concern the study of political, military, economic, social, and cultural trends, and explore the nature of historical documentation and historians' methods. IB History courses survey 20th century topics in an international context; provide for a more detailed regional study of a major area (Africa, Europe, the Americas, West and South Asia, East and Southeast Asia, or Australia); and enable students to undertake an individual study on a subject of interest in greater detail and depth. |
| **2709** | **Modern European History - Grades 9 - 12** - Course examines the development of political, social, and economic movements in Europe in the past few centuries (from the Renaissance period, or later, up to the contemporary period), and may include such topics as the rise of the modern nation state, scientific and industrial revolutions, the age of exploration and nationalism, imperialism, and world war. Course content may include the history of Russia over the same time period. |
| **2710** | **AP European History - Grades 9 - 12** - Course prepares students for the AP exam in European history. The courses examine European civilization from the High Renaissance period to the recent past, provide a basic exposure to the factual narrative, and develop a) an understanding of some of the principal themes in modern European history, b) an ability to analyze historical evidence, and c) an ability to express that understanding and analysis in writing. (Districts asking to meet the World History/Geography course requirement through this course must use the Alternative Credit procedure and include geography within the scope of the written and delivered curriculum in order to meet state graduation requirement). This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2711** | **Ancient Civilizations - Grades 6 - 12** - Course surveys the evolution of society from the ancient Near East through Greek and Roman civilizations. Typically, the rise and fall of civilizations and empires are studied with an emphasis on the legacies provided to successive societies. |
| **2712** | **Medieval European History - Grades 6 - 12** - Course surveys European civilization from the fall of Rome through the late middle Ages. |
| **2713** | **Ancient and Medieval History - Recommended for Students Grades 6 - 12** - Course combines a study of ancient civilizations and Medieval Europe, beginning with the civilizations of the ancient Near East and continuing through the late Middle Ages in Europe. |
| **2714** | **World Area Studies - Grades 9 - 12** - Course examines the history, politics, economics, society, and/or culture of one or more regions of the world, such as Africa, Latin America, the former Soviet Union, Far East Asia, and the Middle East. These courses may focus primarily on the history of the region, or may take an interdisciplinary approach to the contemporary issues affecting the region. Furthermore, these courses may focus on one particular country (other than the United States), rather than focusing on a region or continent. |
| **2715** | **5th Grade Social Studies - Grade 5** - Course provides the story of the United States, examining time periods from discovery to present day with emphasis on early history examining the motivations for European settlement. Fifth grade social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course. |
| **2716** | **6th Grade Social Studies - Grade 6** - Course provides studies of the ancient civilizations of the Near and Far East, Greek and Roman civilizations, and continues through Medieval European life. Typically, the rise and fall of civilizations and empires are studies highlighting the legacies provided to successive societies. Sixth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course. |
| **2717** | **New Mexico History – Required for Graduation - Grades 9-12 –** This survey course supports students to become more knowledgeable and aware of the historical, cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas. The 9-12 Social Studies Content Standards, Benchmarks, and Performance Standards should be included as appropriate to the course. |
| **2718** | **Southwest Enrichment - - Grades 6 - 12** - Course involves exposure to different projects that will enhance student’s knowledge of the Southwest through the use of projects that allow students to do research on different cultures that have impacted the Southwest. |
| **2719** | **Native American Studies - - Grades 6 - 12** - Course will examine the cultural growth and development of the indigenous North American peoples from Pre-Columbian times to the present day. |
| **2720** | **Hispanic Studies - - Grades 6 - 12** - Course will focus on the rich contributions Hispanics and Hispanic culture have made to America and enable students to understand his/her connections to and place in the Latino experience. The use of art, literature, film discussion, personal experience, music and other elements of culture will be addressed. |
| **2721** | **U.S. History-Comprehensive - - Grades 6 - 12** - Course provides an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. Political, military, scientific, and social developments are typically included in the historical overview. Course content may or may not include a history of the North American peoples prior to European settlement. |
| **2722** | **U.S. History-Laboratory - - Grades 6 - 12** - Course has the same objectives as U.S. History-Comprehensive courses, U.S. History-Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress. |
| **2723** | **Early U.S. History - - Grade 8** - Course examines the history of the United States from the periods of exploration and colonization through the Civil War and Reconstruction. Eighth grade Social Studies Performance Standards (History, Geography, Civics and Government, and Economics) should be included in this course. |
| **2724** | **Modern U.S. History - Grades 9 - 12**- Course examines the history of the United States from the Civil War or Reconstruction era (some courses begin at a later time period) through the present time. Political, military, scientific, and social developments are typically included as part of the historical overview. *NM 9-12 Social Studies Content Standards 1-B* |
| **2725** | **AP U.S. History - -Grades 11 - 12** - Course prepares students for the AP exam in U.S. history and provides students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Students learn to assess historical materials, and to weigh the evidence and interpretations presented in historical scholarship. The course examines time periods from discovery and settlement of the New World through the recent past. (Note: Districts asking to meet the United States History/Geography course requirement through this course include geography within the written and delivered curriculum in order to meet state graduation requirement. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the U.S.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2726** | **State Specific Studies - - Grades 6 - 12** - Course examines the history, politics, economics, society, and/or cultures of one of the states in the United States. This course may focus primarily on the history of the state, or may take an interdisciplinary approach to the contemporary issues affecting the state. |
| **2727** | **U.S. Ethnic/Gender Studies - - Grades 9 - 1**2 - Course examines the history, politics, economics, society, and/or culture of one or more of the racial ethnic groups in the United States or of gender in U.S. society. These courses may focus primarily on the history of the ethnic group or of gender relations, or may take a more comprehensive approach to the contemporary issues affecting these groups. |
| **2728** | **Elementary Social Studies Intervention (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings)** - Use this course code to report students who are pulled out of their normal elementary homeroom class for social studies intervention. The intent of this course code is to tie student’s classroom subject areas to teachers for evaluations. Because this course is defined strictly for elementary classroom use, a person with a 200/208 K-8 Elementary Teaching License will be considered Highly Qualified without needing an endorsement equivalent in Social Studies. |
| **2729** | **U.S. History/Geography –Required for Graduation- Grades 9 - 12** - Course examines the history and impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction. Included within this course is U.S. Geography to support geographical concepts as they relate to the understanding of the development of the United States. In addition 9-12 Social Studies Benchmarks and Performance Standards (History, Civics, and Government, Economics and Geography) should be included as appropriate to the course. |
| **2730** | **U.S. Government-Comprehensive – Required for Graduation (or course 2739) - Grades 9 - 12** - Course provides an understanding of the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States including the New Mexico and United States Constitutions and how governments function at the local, state, tribal, and national levels. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civics, and Government, Economics and Geography) should be included as appropriate to the course. |
| **2731** | **U.S. Government-Laboratory - Grades 9 - 12** - Course covering the same objectives as U.S. Government-Comprehensive courses, U.S. Government-Laboratory courses are taught in a resource center or skills laboratory setting emphasizing individual student progress. |
| **2732** | **Topics in U.S. Government - Grades 9 - 12** - Course examine a specific topic pertaining to U.S. government and political institutions, rather than providing a general overview. The courses concentrate on one of many possible topics related to governmental structure, function, and purposes, such as the Constitution, the Supreme Court, Congress, or the Office of the Presidency. |
| **2733** | **Political Science - Grades 9 - 12** - Course approaches the study of politics from a theoretical perspective, including an examination of the role of government, and the nature of political behavior, political power, and political action. |
| **2734** | **Comparative Government - Grades 9 - 12** - Course studies the basic tenets of government, searching for the differences and similarities among several forms of government. These courses engage in a comparative approach to the study of government and politics, focusing on the United States and other nations. |
| **2735** | **International Relations - Grades 9 - 12** - Course provides an introduction to international relations, including an examination of the modern state; the foreign policies of nations; the dynamics of nationalism, ideology, and culture; and the role of international organizations. The courses may or may not emphasize contemporary events. |
| **2736** | **AP U.S. Government and Politics - Grades 11 - 12** - Course prepares students for the AP exam in U.S. Government and Politics. These courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The course generally covers the following topics: constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2737** | **AP Comparative Government and Politics - Grades 11 - 12** - Course prepares students for the AP exam in Comparative Government and Politics, offering students a basic understanding of the world's diverse political structures and practices. The course encompasses the study both of specific countries (including Great Britain, France, the former Soviet Union, China, and either India, Mexico, or Nigeria), and of general concepts used to interpret the key political relationships found in virtually all-national polities. Course content generally includes sources of public authority and political power; the relationship between state and society; the relationships between citizens and states; political and institutional frameworks; political change; and the comparative method. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2738** | **Elementary Social Studies (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings) -** This course covers applicable grade-level content in the New Mexico Social Studies Content Standards (<http://www.ped.state.nm.us/standards/>). All levels place an emphasis on patterns, principles, and influences on communities throughout the world. |
| **2739** | **Principles of Democracy – Required for Graduation (or course 2730 or 2741)- Grades 9 - 12** - Course combines a study of the structure of national, state, and local U.S. government with an overview of the principles of market economics. Course content may include contemporary U.S. issues. The emphasized purpose of Principles of Democracy courses is to prepare students to perform effectively as informed citizens. |
| **2740** | **Government and Politics - Grades 9 - 12** - Other |
| **2741** | **Economics – Required for Graduation (or course 2739) - Grades 9 - 12** - Course provides for an understanding of basic economic principles and use of economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. In addition, 9-12 Social Studies Benchmarks and Performance Standards (History, Civic and Government, Economics and Geography) should be included as appropriate to the course. |
| **2742** | **Comparative Economics - Grades 9 - 12** - Course offers a study of different economies and economic systems, including a study of differing approaches to problems in micro and macroeconomics. |
| **2743** | **AP Microeconomics - Recommended for Students Grades 11 - 12** - Course is designed to parallel a semester of college level microeconomics, AP Microeconomics courses provide students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers (both consumers and producers), and place primary emphasis on the nature and functions of product markets, while also including a study of factor markets and the role of government in the economy. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2744** | **AP Macroeconomics -Grades 11 - 12** - Course is designed to parallel a semester of college level macroeconomics, AP Macroeconomics courses provide students with a thorough understanding of the principles of economics that apply to an economic system as a whole, placing particular emphasis on the study of national income and price determination, and developing students' familiarity with economic performance measures, economic growth, and international economics. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2746** | **IB Economics - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Economics exams at either the Subsidiary or Higher level. The courses seek to provide students with the basic tools of economic reasoning and to use those tools to explain or interpret economic problems. Course content includes resource allocation under various systems, national income analysis, international economics, and economic development and growth. Income distribution may also be studied. |
| **2751** | **Contemporary U.S. Issues - Grades 9 - 12** - Course studies the political, economic, and social issues facing the United States, with or without an emphasis on state and local issues. These courses may focus on current issues, or may examine selected issues from throughout the 20th century. |
| **2752** | **Contemporary World Issues - Grades 9 - 12** - Course studies political, economic, and social issues facing the world, with or without an emphasis on the United States. These courses may focus on current issues, or may examine selected issues from throughout the 20th and 21st century. The focus may be on historical causes or possible solutions; an interdisciplinary approach may be used. |
| **2753** | **Western Civilization - Grades 6 - 12** - Course applies an interdisciplinary approach to the study of western cultural traditions, frequently using a chronological framework. Course content typically includes a survey of the major developments and contributors in art and architecture, literature, religion and philosophy, and culture. Intellectual and political movements may also be included. |
| **2755** | **AP World History - Grades 11 - 12** - The purpose of this course is to develop greater understanding of the evolution of global processes and contracts, in interaction with different types of human societies. Focused primarily on the past 1,000 years of global experience the course builds and understanding of cultural, instituti9onal, and technological precedents that, along with geography, set the human state prior to 1000 C.E. (AP World History will not have to submit an alternative credit request but will need to include the geography component in the written and delivered curriculum in order to meet the graduation requirement.) This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2761** | **Law Studies - Grades 9 - 12** - Course examines the history and philosophy of law as part of U.S. society, and includes the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although emphasis is placed on the study of law, the workings of the legal system may also be included. |
| **2762** | **Consumer Law - Grades 9 - 12** - Course presents a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as consumers and young adults (such as contractual laws, laws pertaining to housing and marriage, and constitutional rights). |
| **2763** | **Business Law - Grades 9 - 12** - Course presents a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as future business leaders and employees (such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities). |
| **2764** | **Legal System - Grades 9 - 12** - Course examines the workings of the U.S. criminal and civil justice systems, including an understanding of civil and criminal law and the legal process, of the structure and procedures of courts, and the role of various legal or judicial agencies. Although emphasis is placed on the legal process, the history and foundation of U.S. law (Constitution, statutes, and precedents) may also be included. Content may also include contemporary problems in the criminal justice system. |
| **2765** | **Mock Trial - Grades 9 - 12** - Students will learn about the law and practical application. Students will learn how to speak, argue, and debate. The course will be a competition class for Mock Trial. Lawyers will work with students. |
| **2770** | **Social Science - Grades 9 - 12** - Course provides an introduction to the various disciplines in the social sciences, including anthropology, economics, geography, history, political science, psychology, and sociology. Typically, the main course focus is on the methodologies of the social sciences and the differentiation among the various disciplines. |
| **2771** | **Psychology - Grades 9 - 12** - Course introduces students to the study of individual human behavior. Course content typically includes (but is not limited to) an overview of the field of psychology, topics in human growth and development, personality and behavior, and abnormal psychology. |
| **2772** | **Topics in Psychology - Grades 9 - 12** - Course examines a specific topic in psychology, such as human growth and development or personality, rather than providing a more comprehensive overview. |
| **2773** | **AP Psychology - Grades 11 - 12** - Course designed to parallel an introductory college level psychology course, AP Psychology courses introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals, expose students to each of the major sub-fields within psychology, and enable students to examine the methods psychologists use in their science and practice. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2774** | **IB Psychology - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Psychology exams at either the Subsidiary or Higher level. Course content includes developmental and social psychology, cognition and learning, and personality subject areas, which are approached in terms of biological/physiological, behavioral, and humanistic frameworks. Courses preparing students for the Higher-level exam include greater study of research design and statistics, and involve practical work in psychological research. |
| **2775** | **Sociology - Grades 9 - 12** - Course introduces students to the study of human behavior in society. These courses provide an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships of individuals and groups in society. |
| **2776** | **Topics in Sociology - Grades 9 - 12** - Course examines a specific topic in sociology, such as culture and society or the individual in society, rather than providing an overview of the field of sociology. |
| **2777** | **Anthropology - Grades 9 - 12** - Course introduces students to the study of human evolution with regard to the origin, distribution, physical attributes, environment, and culture of human beings. These courses provide an overview of anthropology, including but not limited to both physical and cultural anthropology. |
| **2778** | **Topics in Anthropology - Grades 9 - 12** - Course examines a specific topic in anthropology, such as physical anthropology, cultural anthropology, or archeology, rather than providing a more comprehensive overview of the field. |
| **2779** | **IB Social Anthropology - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Social Anthropology exams at either the Subsidiary or Higher level. The courses aim to create an awareness of underlying patterns and causes of social relationships and systems, preconceptions and assumptions within the social environment, and the use of ethnographic data in creating models, drawing inferences, and making comparisons. |
| **2780** | **Philosophy - Grades 9 - 12** - Course provides an introduction to the discipline of philosophy as an analysis of the principles underlying conduct, thought, knowledge, and the nature of the universe. Course content typically includes examination of the major philosophers and their writings. |
| **2781** | **Topics in Philosophy - Grades 9 - 12** - Course examines a specific topic in philosophy, such as culture and society or the individual in society, rather than providing an overview of the field of sociology. |
| **2782** | **Modern Intellectual History – Elective - Grades 9 - 12** - Course provides an historical overview of modern intellectual movements, generally drawing from different disciplines such as political science, economics, and philosophy. |
| **2783** | **IB Philosophy - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Philosophy exams at either the Subsidiary or Higher levels. These courses challenge students to reflect on and question the bases of knowledge and experience, to develop a personal mode of thought, to formulate rational arguments, and to use language to examine several conceptual themes in a thoughtful, philosophical manner. |
| **2785** | **IB Organization Studies - Grades 9 - 12** - Course prepares students to take the International Baccalaureate Organization Studies exams at either the Subsidiary or Higher levels. These IB courses provide a broad introduction to the principles and practices of enterprises engaged in producing, distributing, and exchanging goods and services in a variety of economic frameworks. Management styles and structures, decision making methods, methods for accounting, planning, and communication are a sample of topics explored within these courses. |
| **2786** | **Social Science Research - Grades 9 - 12** - Course emphasizes the methods of social science research, including statistics and experimental design. |
| **2787** | **AP Human Geography - - Grades 11 - 12** - Course introduces students to the systematic study of patterns and process that have shaped human understanding, use, and alteration of the Earth’s surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. Methods and tools geographers’ use in their science and practice will also be taught. This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines. |
| **2796** | **Social Sciences and History-Independent Study - Grades 9 - 12** - Course, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of social studies. |
| **2797** | **Financial Literacy - Social Studies -** **Offered for Students in Grades 9 - 12** - Course provides an understanding of the concepts and principles involved in managing one’s personal finances. Topics may include saving and investing, credit and debt, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. An overview of the American economy may be provided. This course would fulfill the requirement as the required elective for Financial Literacy passed in the 2007 legislative session. |
|  |  |
| **2799** | **Social Sciences and History - Grades 5 - 12** – Other. Typically used with advanced dual credit topics.  This course code may be reported for middle school or high school students if an appropriate SOCIAL STUDIES course code is unavailable. |

| **Code** | **Subject Fields - Digits 6-8 - Social Sciences and History** |
| --- | --- |
|  |  |
| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

29. Special/Exceptional Education – 2802-2899

This subject area encompasses courses that are designed particularly for students with special and exceptional needs that cannot otherwise be described by courses within the other subject areas of this classification system.

**Note**: Most special/exceptional education courses can be described using the descriptions from the appropriate subject area and a level code of 2 to denote that the class is adapted in some manner to accommodate students' special needs. One may even use the Subject Area - Other designation. Particularly when special modifications are made for a single (or a few) individual(s) in a mainstream class (using a resource teacher, interpreter, or tutor specialized equipment, or extra resource materials), the course should still be described as it is for other students not needing such services. It is the course that is being described by this system, not individual students. The following course descriptions are provided as well; however, the specific course content is developed in response to each student's Individual Education Plan (IEP).

| **Code** | **Special Education – 2802-2899** |
| --- | --- |
|  |  |
| **2802** | **Special Resources** - Course provides students with educational services and resources as needed. Reinforcement of any content area may be offered with the use of specific materials or teaching techniques through group instruction or individual tutorial assistance. |
| **2803** | **Community Living** - Course places a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEP's; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies. |
| **2804** | **Mobility Instruction** - Course, individualized according to each student's condition and needs, are designed to improve a student's ability to move about and communicate within their surrounding communities (school, neighborhood, workplace, and city or town). The student may be exposed to and assisted in several types of situation to improve the student's mobility and increase the available response options. |
| **2805** | **Communication Instruction** - Course, like Mobility Instruction courses, are typically individualized according to each student's condition and needs. Increasing the student's communication skills-oral expression, listening comprehension, reading, and writing-is emphasized; communication techniques in several areas (educational, social, and vocational) may be explored. |
| **2806** | **Social Development Instruction** - Course teaches students the social skills needed for independent functioning within the community. Topics may include self-control, self-expression, obeying rules, decision making, appropriate situational behavior, and how to interact with others and maintain relationships. Students may develop independence, self-confidence, and self-reliance. |
| **2807** | **Transition** - Course designed for students who are in the process of moving from self-contained to mainstream education, Transition courses aim to ease that passage using tutoring, seminars on coping skills, personal counseling, and so on. |
| **2808** | **Work Study** - Course includes all work experience options described in IEP’s. Work sites may be on or off campus and the work may result in stipends or wages. |
| **2899** | **Special Education** – Other. |

| **Code** | **Subject Fields - Digits 6-8 - Special Education** |
| --- | --- |
|  |  |
| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

30. Technology Education – 1602-1699

This subject area encompasses courses that concern general workplace skills, occupational preparation, and non-specific work experience, on-the-job training, and cooperative programs. Courses that develop a general familiarity with industrial materials, processes, and systems are included here, as are courses that examine new and emergent technologies. Lastly, technical or industrial courses that did not readily fit into other subject areas are also included here.

| **Code** | **Technology Education – 1602-1699** |
| --- | --- |
|  |  |
| **1602** | **PLTW Gateway to Technology - Recommended for Students Grades 6 - 8** - Middle school course that introduces the basics of design and modeling, electronic theory, the science of technology, and automation and robotics. (This is the introductory course for **Project Lead the Way**.) |
| **1603** | **Career Exploration - Recommended for Students Grades 6 - 8** - Course helps students identify and evaluate personal goals, priorities, aptitudes, and interests in the pursuit of effective career decision-making. Career Exploration courses expose students to various sources of information on career and training options, and may also enable students to understand the implications of technological and economic changes on the labor market. These courses may also include the development of job search and employability skills. |
| **1604** | **Employability Skills - Recommended for Students Grades 9 - 12** - Like Career Exploration courses, Employability Skills courses also help students match their interests and aptitudes to career options. However, the focus of Employability Skills courses is placed on sources of employment information, job seeking, interview techniques, applications and resumes, and the skills needed to remain and advance within the workplace. Course content may also include consumer education and personal money management topics. |
| **1606** | **Work Experience - Recommended for Students Grades 11 - 12** - Course provides general work experience, and emphasizes career guidance, job search, application, and employability skills (including refining academic and job skills and developing positive work attitudes). Students are employed, but their employment is not necessarily related to a particular vocational program or course of study. |
| **1611** | **General Technology Education - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, machines, processes, and systems that may be encountered in manufacturing-related occupations and enable students to develop the manual skills to use these tools in a variety of applications. The courses also explore the technology used in manufacturing products, transporting goods and people, effective communication, and efficient energy conversion. Topics may include (but are not limited to) drawing and planning, electricity, graphic arts, woodwork, metalwork, plastics, and power technology. General safety and career exploration are also covered. |
| **1612** | **Materials and Processes. - Recommended for Students Grades 9 - 12** - Similar to Technology Education courses in that they expose students to the tools, machines, and systems that may be encountered in manufacturing related occupations. Materials and Processes courses relate this exposure particularly to the analysis, testing, and processing of metals, plastics, woods, ceramics, and composite materials. |
| **1613** | **Metal and Wood Technology - Recommended for Students Grades 9 - 12** - Course includes studying the properties of metals, woods, and composites, and using these materials to design and construct functional products. Metal and Wood Technology courses enable the student to experience the process of translating an idea into a finished product, with instruction in planning, designing, selecting materials, and using tools and machines. |
| **1614** | **Industrial Safety/First Aid - Recommended for Students Grades 9 - 12** - Course provides instruction in safe operating procedures related to various trades, as well as more general training in emergency first aid and CPR. Course topics may include the importance of standard operation procedures, agencies and regulations related to occupational safety and hazard prevention, and the dangers of particular materials. |
| **1615** | **PLTW Introduction to Engineering Design - Recommended for Students Grades 9 - 12** - Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. (A “Project Lead the Way” course). |
| **1616** | **PLTW Digital Electronics - Recommended for Students Grades 10 - 12** - From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.(A **“Project Lead the Way”** course). |
| **1617** | **PLTW Principles of Engineering - Recommended for Students Grades 9 - 12** - Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. (A **“Project Lead the Way”** course). |
| **1618** | **PLTW Computer Integrated Manufacturing - Recommended for Students Grades 10 - 12** - Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system. (A **“Project Lead the Way”** course). |
| **1619** | **PLTW Civil Engineering and Architecture - Recommended for Students Grades 10 - 12 -**  Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. (A **“Project Lead the Way”** course). |
| **1620** | **PLTW Capstone Class - Engineering Design and Development - Recommended for Students Grade 11 - 12 –**  The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, and complete the EDD ready to take on any post-secondary program or career. (A **“Project Lead the Way”** course). |
| **1621** | **PLTW Aerospace Engineering - Recommended for Students Grades 10 - 12 -**  This course propels students’ learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles. (A **“Project Lead the Way”** course). |
| **~~1622~~** | **~~PLTW Introduction to Engineering Design 9 - 12~~** ~~- Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. (A~~ **~~“Project Lead the Way”~~** ~~course).~~ |
| **1623** | **Production Systems - Recommended for Students Grades 9 - 12** - Course introduces students to the concepts of manufacturing technologies, from conception through production. Although courses vary, students typically analyze markets, design and develop prototypes, plan a marketing or sales strategy, manage a production plan, and manufacture useful products. The evolution and impact of technology on society’s social, cultural, and economic systems and institutions is also explored. |
| **1624** | **Manufacturing Systems - Recommended for Students Grades 9 - 12** - Course introduces students in a general fashion to the manner in which materials are processed and transformed using various methods. Processing techniques covered may include casting, forming, separating, assembling, and finishing. The courses may also include an overview of management techniques in planning, organizing, and controlling various segments of the manufacturing process, including design, engineering, production, and marketing. Students may organize a "company" and create products for sale. |
| **1625** | **Technology Systems - Recommended for Students Grades 9 - 12** - Course enable students to explore the designs, resources, processes, management, products, and analyses as they relate to information physical and bio/chemical technologies. The development, practical application, and impact of technologies are emphasized, as is teamwork. This course may be offered in a shop setting, a computer-driven lab, a classroom, or combination of the three. |
| **1626** | **Emergent Technologies - Recommended for Students Grades 9 - 12** - Course exposes students to the new technologies that affect our technological society. A wide range of technologies may be covered, but examples include video production and editing, lasers, fiber optics, electronics, robotics, technical communications, bio/chemical technologies, and computer technologies (artificial intelligence, computer-aided design and/or machining, and so on). This course is often offered in a modular format. |
| **1627** | **Research and Development - Recommended for Students Grades 9 - 12** - Course provides students with the opportunity to focus on one or more areas of technology, creatively pursuing new knowledge or solving a technological problem, by designing and building prototypes and working models. Appropriate information is learned and applied in order to complete the research and development process. |
| **1629** | **Micro-electro-mechanical Systems (MEMS) - Recommended for Students Grades 9-12** - This course is a study of elements of MEMS design utilizing integrated Sandia National Laboratories MEMS software coupled with Auto CAD to form the basis of a fully integrated MEMS design environment.  Emphasis will be placed on teaching the process involved in producing MEMS as well as the usage of tools within the AutoCAD environment to realize these design ideas.  The class will be hands-on and facilitate laboratory equipment. |
| **1633** | **Appliance Repair - Recommended for Students Grades 9 - 12** - Course provides students with the knowledge and experience to repair, install, and service appliances such as stoves, refrigerators, washers, dryers, air conditioners, water heaters, and so on. Students gain an understanding of the mechanics and working systems of these appliances, the skills to read blueprints and specifications; and proficiency in using related tools and products. |
| **1634** | **Equipment Maintenance and Repair - Recommended for Students Grades 9 - 12** - Course prepares students to adjust, maintain, replace and repair parts of machinery and to repair tools, equipment, and machines. The courses may have a general emphasis or may focus on a specific type of machinery or on equipment related to a particular industry. Depending upon the intent, course topics may include electric, hydraulic, or mechanic systems; control devices, valves, and gates; or supplemental equipment such as fans, hoses, and pipes. |
| **1643** | **Upholstery - Recommended for Students Grades 9 - 12** - Course exposes students to the tools, materials, and techniques used to fit and repair furniture with material coverings, padding, fillers, and springs. Course content includes selection of furniture and fabric; design and construction of upholstery projects; and finishing and trimming furniture. |
| **1650** | **Foundations in 21st Century Skills Grade 9 – 12 -** Introductory course that introduces workforce skills based on the following modules of the Ford Partnership for Advance Studies curriculum: From Concept to Consumer: Building a Foundation in Problem-Solving, Media and Messages: Building a Foundation of Communication Skills, People at Work: Building a Foundation of Research Skills, Careers, Companies, and Communities. |
| **1660** | **PLTW Principles of Biomedical Sciences – Grades 9 – 12 -**  In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems. This course serves as the first course for PLTW Biomedical Science. (A **“Project Lead the Way”** course). |
| **1661** | **PLTW Human Body Systems – Grade 9 – 12 -**  Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Manikin®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. This course serves as the precursor for PLTW Principles of Biomedical Science 1662. (A **“Project Lead the Way”** course). |
| **1662** | **PLTW Medical Intervention – Grades 9 – 12 -**  Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is sequenced after PLTW Human Body Systems 1661. (A **“Project Lead the Way”** course). |
| **1663** | **Biomedical Sciences – Grades 9 – 12 --** In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences.  Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.  Students have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry.  Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community. |
| **1664** | **PLTW Biomedical Innovation 9 - 12** - In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution's. This course is sequenced after PLTW Medical Interventions 1662. (A **“Project Lead the Way”** course). |
| **1665** | **Design and Modeling – Grades 6 – 8 -** Students use geometry, problem-solving, teamwork, and project management skills to design and develop product prototypes. |
| **1666** | **Magic of Electrons – Grades 6 – 8 -** Engaged in relevant hands-on projects, students unravel the mysteries of digital circuitry |
| **1667** | **Science of Technology – Grades 6 – 8 -** Students apply scientific principles and concepts of simple machines and energy to solve real-world problems. |
| **1668** | **Automation and Robotics – Grades 6 – 8 -** Students design and build automated systems that incorporate the principles of electrons, physics, and robotics to gain an enriched understanding of the contemporary mechanical world. |
| **1669** | **Flight and Space – Grades 6 – 8 -** Developed with NASA, this unit explores the technology of aeronautics, propulsion, and rocketry. Students see connections between hands-on projects and academic subjects such as math and science. |
| **1670** | **Advanced Career- Nature of Science and Technology 9 - 12** - This is a contextual-based SREB Advanced Curriculum course that introduces students to the core fundamental concepts of science and technology through authentic projects. Through these projects, students will develop an understanding of the relationship between the physical, biological and social world. Students will gain an understanding of the differences between science and technology, and learn that technology is a process for applying science. Students will develop a deeper understanding of scientific inquiry and the engineering design process when solving real-world problems. Students will experience the interaction of science, technology, engineering, math and literacy through a problem-based learning environment. Finally, the process will require students to use mathematics to analyze costs, develop budgets and make precise measurements to successfully implement project goals. This is the first course in the course sequence. |
| **1671** | **Advanced Career- Core Applications of Science and Technology 9 - 12** - This SREB Advanced Curriculum course uses the concepts learned from the Advanced Career - The Nature of Science and Technology course to further develop students’ problem-solving strategies and skills needed by the 21st-century workforce. Students will continue to explore emerging technologies and techniques in the context of addressing authentic projects. Key concepts introduced in this course include sustainability and environmental trends, systems thinking, and trend analysis and prediction. Through engagement, students will experience the necessary connection between literacy, mathematics and science in a variety of hands-on, real-world projects requiring them to apply academic and technical concepts and skills and technology to complete. This course is sequenced after the Advanced Career- The Nature of Science and Technology 1670. |
| **1672** | **Advanced Career - Impacts of Science and Technology 9 - 12** - This SREB Advanced Curriculum course will examine the past, present and future impact of science and technology on culture, society and the environment. Students will explore how their predecessors worked to solve some problems that still exist today, and examine the potential of using modern technology to solve those problems. From these explorations, students will engage in a variety of hands-on design projects that will address tradeoffs, optimization, interconnectivity and the nature of complex systems. This course is sequenced after the Advanced Career - Core Applications of Science and Technology course 1671. |
| **1673** | **Advanced Career - Creativity and Innovations 9 - 12** - This SREB Advanced Curriculum course will allow students to brainstorm, use invention, innovation, creativity, predictive analysis and use technology to solve real-world problems. Dimensions covered will include research and development, troubleshooting, experimentation, design failures, patents and trademarks, and design under constraints. This course is sequenced after the Advanced Career - Impacts of Science and Technology course 1672. |
| **1674** | **Advanced Career-Fundamentals of Aerospace Technology 9-12** - This project-based learning course engages students who are curious about aviation and aerospace careers. This course will introduce students to an engineering design process, tools to collect and analyze data, the science of aviation, materials and structures, and safety. Students will participate in real-world experiences such as designing, building and testing a pilot seat, kite, straw rocket and launcher, motor-powered rocket and a model glider. This is the first course in the Aerospace Engineering Curriculum. |
| **1675** | **Advanced Career-Advanced Aerospace Technology 9-12** - This course builds on the foundation of Course 1 and engages students in applying the design process, using tools to collect and analyze data, exploring a deeper level of the science of aviation and discovering how quality control systems work in the aviation field. Students will work collaboratively in teams to design, build and test a wing; plot a course for a plane to take off and land; design, build and test a wing attachment system; test materials under stress; and design, build and test an electric-powered plane. Students will demonstrate their newly acquired knowledge and skills by presenting their innovative ideas, techniques and solutions to business and industry partners. |
| **1676** | **Advanced Career-Aeronautics Engineering Applications 9-12** - This project-based learning course is for students who have successfully completed Courses 1 and 2. Students will learn about systems such as flight control, remote-control vehicles and the virtual world. Students will learn to fly using flight simulators. They will work collaboratively to propose a shift from a VOR navigation system to a GPS system and determine the cost savings. In addition, students will develop rotor blades for helicopters and design and program an unmanned flying vehicle. This is the third course in the Aerospace Engineering POS. |
| **1677** | **Advanced Career-Astronautics Engineering Applications 9-12** - Students in this capstone course will focus on outer space and underwater applications. During the six projects, they will work collaboratively to design, build and test a laser communication system; develop a plan for space survivability in hostile environments; and utilize software to create a three-dimensional model of a satellite orbit and a team remote vehicle for underwater exploration. Depending on articulation agreements or state policy, students who successfully complete the course may be able to earn dual credit. This is the capstone class in the Aerospace Engineering POS. |
| **1678** | **Advanced Career-Clean Energy Systems 9-12** - This course exposes students to three sources of renewable energy: wind, solar and biofuels. Working with solar, thermal, chemical and mechanical sources of clean energy teaches students how to apply physics, geography, chemistry, biology, geometry, algebra and engineering fundamentals. Students learn the most efficient and appropriate use of energy production as they explore the relevant relationships among work, power and energy. Students will engage in a wide variety of hands-on projects and lab activities that both test their knowledge and illustrate the interrelationships between the various forms of clean energy. This is the first course in Clean Energy Technology POS. |
| **1679** | **Advanced Career-Clean Energy Applications 9-12** - This course builds on the foundation of Course 1 and introduces nuclear power, steam generation, fuel cells, geothermal power, water power, AC/DC power generation, heat transfer and the laws of thermodynamics. In addition, students now use chemical and thermal energy principles to create, store and use energy efficiently to power a variety of mechanical and electrical devices. Students will engage in a variety of hands-on design projects to demonstrate principles using advanced technology hardware and software. |
| **1680** | **Advanced Career-Clean Energy Strategies 9-12** - Students in this course utilize applicable skills from the foundational courses to tackle challenges associated with the implementation of clean energy technology. The hands-on projects encountered during this course will require students to address specific issues related to providing portable power in any situation, developing new energy storage systems, increasing the efficiency of the modern home, and designing more energy efficient buildings and homes. |
| **1681** | **Advanced Career-Clean Energy Innovations 9-12** - The innovations course is the fourth and final course in the Clean Energy Technology Pathway Program. The course will provide students the opportunity to work independently with open-ended, problem-solving scenarios to create an original solution in the area of clean energy entrepreneurship or clean energy research and development. Students will collaborate with a mentor to conduct applied research around a defined research problem, develop solutions, collect and analyze relevant data, evaluate their solutions, and present their findings in public venues and competitions. |
| **1695** | **Technology Education-Related Subjects - Recommended for Students Grades 9 - 12** - Course provides skills and knowledge necessary or useful for particular occupations or technologies within an industrial or technological field. Particular topics and skills, or their applications, covered in these courses may vary with the occupation or technology. |
| **1696** | **Technology Education-Independent Study - Recommended for Students Grades 9 - 12** - Course often conducted with instructors as mentors; enable students to explore topics of interest within one of the fields related to industry or technology. |
| **1699** | **Technology Education - Recommended for Grades** - Other. Typically used with advanced dual credit topics. |

**Subject Fields** - Please see the end of this appendix for a list of codes for digits 6-8.

31. Common Fields – 5th Digit

Common fields refer to the **fifth digit** of the course code. This code is used as an identifier for education programs.

| **Code** | **Description – Common Fields – 5th Digit** |
| --- | --- |
|  |  |
| **0** | **Untracked or Information** not collected, unavailable, or missing. |
| **1** | **Remedial**—A course offered for the improvement of any particular deficiency, including a deficiency in content previously taught but not learned. **OBSOLETE** |
| **2** | **Special Education**—A course that adapts the curriculum, materials, or instruction for students identified as needing Special Education. This may include instruction for students with any of the following: autism, deaf‑blindness, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments. **OBSOLETE** |
| **3** | **Basic**—A course focusing primarily on skills development, including literacy in language, mathematics, life and physical sciences, and social sciences and history. **OBSOLETE** |
| **4** | **General**—A course providing instruction (in a given subject matter area) that focuses primarily on general concepts for the appropriate grade level. **OBSOLETE** |
| **5** | **Honors**—An advanced level course designed for students who have earned honors status according to educational requirements. **OBSOLETE** |
| **6** | **Gifted and Talented**—An advanced level course designed primarily for elementary students who have qualified for and enrolled in a school, education institution, or district gifted and talented program. **OBSOLETE** |
| **7** | **Career Technical and Community Service – OBSOLETE**  (1) A sequence of courses that provides a student with the academic and technical knowledge and skills the individual needs to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and  (2) includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills; and  (3) meets the needs of industry for a highly skilled workforce, which includes cross-functional or workplace basics necessary for success in any occupation or career. |
| **8** | **Bilingual –** Indicates the course requires a bilingual endorsement because it is part of a state–funded ENGLISH LANGUAGE PROFICIENCY SCREENER. An 8 will never be specified for schools which are not funded through BEP. |
| **9** | **Accepted as high school equivalent**—A course offered at an education institution other than a secondary school (such as a junior high school or community college) or through correspondence or satellite media. **OBSOLETE** |

**Note:** Beginning with School Year 2014-15, the 5th digit of 8 (Bilingual) will be the only value used by The PED; therefore, technically only 0 and 8 should be reported in this field. The Yes/No indicator fields in the COURSE INSTRUCTOR must be used instead. Please note that ANY of the values 0-9 listed above will still be accepted in the 5th digit of the 8-digit course code as in the past and will NOT be rejected during the eDM data loading process. Only BILINGUAL (8 in 5th digit) is tracked by The PED, which means the course requires a BILINGUAL endorsement because it is part of a state-funded Bilingual Multicultural Education Program (BEP).

32. Subject Fields - Digits 6-8

| **Code** | **Subject Fields - Digits 6-8** |
| --- | --- |
|  |  |
| **000-999** | Subject fields may be any value 000-999. These pertain to the last 3-digits of the 8-digit Course Code long field. The Public Education Department will not use these last 3-digits for any particular purpose; therefore, any value may be submitted. Typically, school districts and charters use these last 3-digits to create a unique 8-digit Course Code Long field to prevent DUPLICATE RECORD errors when loading into the COURSE table. |

**FAQs - Courses**

**Course 1187 (Introductory Visual Arts):**

* Changed description from “Elementary Visual Arts” to “Introductory Visual Arts” to eliminate confusion.  This art class does not necessarily refer to ‘Elementary” students taking Art.  These could be High School students taking an “Introductory” art class.  This course code is only to be reported by people who are licensed to teach Art and is not to be reported if Art is taught by a teacher teaching an “elementary self-contained classroom setting”—such as a 1st grade teacher teaching art (as well as other subjects) to his/her first grade (homeroom) class.
* This class has no relationship to the FAEA (Fine Arts Education Act).  Funding for elementary students taking Fine Arts is determined by the code FAEA found in the ***Programs Fact Template.***

|  |
| --- |
| Appendix B – Staff Assignment Codes (Staff Assignment Templates - Position Codes) |

**Staff Assignments - Position Codes**

In STARS, position codes are referred to as Staff Assignment codes and define job duties.

| **Code** | **Staff Assignment Descriptions** |
| --- | --- |
|  | |
| A. Administrators | |
| 10 | Superintendent |
| 11 | Assistant Area Deputy of Associate Superintendent |
| 12 | Director of Personnel |
| 13 | Director of Instruction |
| 36 | Athletic Director |
| B. Educational Assistant | |
| 31 | Instructional EA (Not providing instructional duties in a Title 1, Part A program) |
| 31I | Instructional EA Providing instructional duties in a Title1, Part A program |
| 32 | Library/Media EA (Not providing instructional duties in a Title 1, Part A program) |
| 32I | Library/Media EA Providing instructional duties in a Title1, Part A program |
| 33 | Other EA (Not providing instructional duties in a Title 1, Part A program) |
| 33I | Other EA Providing instructional duties in a Title1, Part A program |
| 34 | Special Education EA (Instructional Assistant) for Special Education students ages 6-21 (NOT providing instructional duties in a Title 1, Part A program)**.** |
| 34S | Special Education EA (Instructional Assistant) for Special Education students ages 3-5 (NOT providing instructional duties in a Title 1, Part A program)**.** |
| 34I | Special Education EA (Instructional Assistant) Providing instructional duties in a Title1, Part A program to Special Education students ages 6-21. |
| 34IS | Special Education EA (Instructional Assistant) Providing instructional duties in a Title1, Part A program to Special Education students ages 3-5. |
| C. Healthcare | |
| 01 | Nurse (LPN) |
| 03 | Healthcare Assistant |
| 07 | Special Education Healthcare Asst. |
| 70 | Nurse (RN) |
| D. Media Specialist | |
| 76 | Secondary Media |
| 77 | Junior/Mid High Media |
| 78 | Elementary Media |
| E. Non-Certified Personnel | |
| All Other Non-Certified Support Staff | |
| 02 | Generic code for other Support Staff without a specific code in this category |
| 114 | Maintenance |
| 115 | Custodian |
| 116 | Security |
| 117 | Cafeteria Worker |
| 118 | Bus Driver |
| Non-Certified Supervisors or Directors | |
| 24 | Generic code for other non-certified Supervisors or Directors without a specific code in this category |
| 120 | Supervisor or Director of Information Technology |
| 121 | Supervisor or Director of Facilities |
| 122 | Supervisor or Director of Food Service |
| 123 | Supervisor or Director of Transportation |
| 124 | Supervisor or Director of Grants |
| 125 | Supervisor or Director of Human Resources |
| 126 | Supervisor or Director/Coordinator of Visual & Performing Arts |
| Note: | Supervisors or Directors of Business must be reported as Staff Assignment Code 65 because it requires a Business Official License. |
| Non-Certified Administrative Support Staff (typically working at a district office) | |
| 29 | Generic code for other non-certified Administrative Support Staff without a specific code in this category |
| 127 | Administrative Business Office Support |
| 128 | Administrative Clerk |
| 129 | Administrative Secretary |
| 130 | STARS/Data Coordinator |
| 131 | Information Technology/Data Staff |
| 132 | Facilitator |
| 133 | Administrative Grant Clerk |
| 134 | Administrative Grant Secretary |
| 135 | Human Resource Staff |
| Non-Certified School Support Staff  (Activities concerned with the support of teaching and administrative duties of the office of the Principal or Department Chairperson) | |
| 68 | Generic code for other non-certified School Administrative Staff without a specific code in this category |
| 136 | School Registrar |
| 137 | School Clerk |
| 138 | School Secretary |
| F. Other Personnel | |
| 04 | ROTC Instructor |
| 05 | Drivers Education |
| 06 | In School Suspension |
| 08 | Social Worker, General Education |
| 09 | Technology Coordinator |
| 65 | Business Official or Supervisor/Director of Business |
| 79 | Athletic Trainer |
| 80 | Music Therapist |
| 81 | Athletic Coach |
| 83 | Resource Coordinator |
| 95 | Special Education Speech/Language Pathologist (SLP) or SLP Clinical Fellows Acting as a Caseload Manager for speech only 6-21 year olds |
| 95S | Special Education Speech/Language Pathologist (SLP) or SLP Clinical Fellows Acting as a Caseload Manager for speech only 3-5 year olds |
| 102 | Testing Coordinator |
| 105 | Academic Instructional Coach |
| 108 | Native American Language & Culture Instructor (requires 520 Native Language & Culture Certificate) |
| 109 | Dean of Students |
| 141 | School Psychologist, General Education |
| 142 | Student Assistance Team (SAT) Chair |
| G. Principals | |
| 14 | Principal, Secondary |
| 15 | Assistant Principal, Secondary |
| 16 | Principal, Jr./Mid High |
| 17 | Assistant Principal, Jr./Mid High |
| 18 | Principal, Elementary |
| 19 | Assistant Principal, Elementary |
| H. Related Service Personnel For Special Education (6-21 Year Olds) | |
| 26 | Speech/Language Apprentice (Not allowed to carry a caseload) |
| 82 | Social Worker |
| 84 | Physical Therapy Assistant (Not allowed to carry a caseload) |
| 85 | Certified Occupational Therapy Assistant (COTA) (Not allowed to carry a caseload) |
| 86 | Audiologist |
| 87 | Diagnostician |
| 88 | Interpreter for the Deaf |
| 89 | Occupational Therapist |
| 90 | Orientation and Mobility Trainer |
| 91 | Physical Therapist |
| 92 | School Psychologist |
| 93 | Speech/Language Pathologist (SLP) |
| **98** | Recreation and Therapeutic Recreation Specialist |
| 99 | Rehabilitation Counselor |
| 107 | Medical/Nursing Services Provider for special education |
| 111 | SLP Clinical Fellows |
| I. Related Service Personnel For Special Education (3-5 Year Olds) | |
| 26S | Speech/Language Apprentice for special education 3-5 year olds (Not allowed to carry a caseload) |
| 82S | Social Worker for special education 3-5 year olds |
| 84S | Physical Therapy Assistant for special education 3-5 year olds (Not allowed to carry a caseload) |
| 85S | Certified Occupational Therapy Assistant (COTA) for special education 3-5 year olds (Not allowed to carry a caseload) |
| 86S | Audiologist for special education 3-5 years olds |
| 87S | Diagnostician for special education 3-5 year olds |
| 88S | Interpreter for the Deaf for special education 3-5 year olds |
| 89S | Occupational Therapist for special education 3-5 year olds |
| 90S | Orientation and Mobility Trainer for special education 3-5 year olds |
| 91S | Physical Therapist for special education 3-5 year olds |
| 92S | School Psychologist for special education 3-5 year olds |
| 93S | Speech/Language Pathologist for special education 3-5 year olds |
| 98S | Recreation and Therapeutic Recreation Specialist 3-5 year olds |
| 99S | Rehabilitation Counselor for special education 3-5 year olds |
| 107S | Medical/Nursing Services Provider for special education 3-5 year olds |
| 111S | SLP Clinical Fellows for special education 3-5 year olds |
| J. School Counselor | |
| 66 | Secondary School Counselor |
| 67 | Junior/Mid High School Counselor |
| 69 | Elementary School Counselor |
| 71 | Counseling Coordinator |
| 72 | Drug/Alcohol Abuse Counselor |
| 112 | Marriage & Family Therapist |
| 113 | Substance Abuse Associate |
| K. Supervisors, Directors or Managers | |
| 35 | Activities Supervisor |
| 37 | Attendance Officer Supervisor |
| 38 | Instructional Resources Supervisor |
| 39 | Pupil Personnel Services Supervisor |
| 40 | Art Supervisor |
| 41 | Bilingual Education Supervisor |
| 42 | Research/Evaluation Supervisor |
| 43 | Career Education Supervisor |
| 44 | Curriculum Supervisor |
| 45 | Social Studies Supervisor |
| 46 | Elementary Supervisor |
| 47 | Foreign Languages Supervisor |
| 48 | Health Services Supervisor |
| 49 | Indian Education Supervisor |
| 50 | Junior/Mid High Supervisor |
| 51 | Language Arts Supervisor |
| 52 | Mathematics Supervisor |
| 53 | Multi-cultural Supervisor |
| 54 | Music Supervisor |
| 55 | Special Services Supervisor |
| 56 | Physical Education Supervisor |
| 57 | Vocational Supervisor |
| 58 | Science Supervisor |
| 59 | Secondary Supervisor |
| 60 | Federal Projects Supervisor |
| 61 | Special Education Supervisor |
| 62 | District Library/Media Coordinator Supervisor |
| 63 | Media Supervisor |
| 64 | Reading Supervisor |
| L. Teachers | |
| 00 | Homebound Instructor (Regular Education) |
| 20 | Kindergarten Teacher |
| 21 | Elementary Teacher |
| 22 | Junior High/Middle School Teacher |
| 23 | Head Teacher |
| 25 | Preschool Teacher |
| 28 | Elementary Bilingual Teacher |
| 30 | Secondary Teacher |
| 73 | Secondary Librarian |
| 74 | Junior/Mid High Librarian |
| 75 | Elementary Librarian |
| 94 | Gifted Teacher |
| 96 | Special Education Preschool Teacher (Preschool) |
| 97 | General Special Education Teacher (K-12) |
| 101 | Corrections Facility Teacher |
| 103 | Computer Lab Instructor |
| 104 | Home School/Alternative School Teacher (Includes Family Schools) |
| 106 | Special Education – Alternative School Teacher (Includes Family Schools) |
| 110 | Special Education – Adapted Physical Education Teacher (K-12) |
| 110S | Special Education – Adapted Physical Education Teacher (Preschool) |
| 139 | Junior High/Middle School Bilingual Teacher |
| 140 | Secondary Bilingual Teacher |

FAQs –Staff Assignment Codes

1. **Staff Assignment Codes for determining whether an Educational Assistant is providing instructional duties in a Title 1, Part A program:**

* 31I Instructional Educational Assistant – Providing instructional duties in a Title 1, Part A program
* 32I Library/Media Educational Assistant – Providing instructional duties in a Title 1, Part A program
* 33I Other Educational Assistant – Providing instructional duties in a Title 1, Part A program
* 34I Special Education (Instructional Assistant) – Providing instructional duties in a Title 1, Part A program to Special Education students ages 6-21
* 34IS Special Education (Instructional Assistant) – Providing instructional duties in a Title 1, Part A program to Special Education students ages 3-5

**Note:** An “I” follows the assignment to indicate instructional duties. If the educational assistant is NOT providing instructional duties in a Title 1, Part A program, then report them under the OLD educational assistant codes (31, 32, 33, 34 or 34S).

**Purpose:** To identify educational assistants needing Level 3 licenses. Districts will no longer need to report the educational assistant as a “Team Teacher” in the *Other Instructor* field of the ***Course Instructor*** template for determining their Paraprofessional Educational Assistant eligibility status. However, Educational Assistants are required to be reported as “Team Teachers” for Kindergarten and First Grade Class Overload determination.

**Definition:** A ***Paraprofessional Educational Assistant*** is defined as an educational assistant who provides instructional duties in a Title 1, Part A program and holds a 502, Pre K-12 Educational Assistant, Level 3 license.

1. **Staff Assignment Code for reporting Native American Language & Culture Instructors:**

108 Native American Language & Culture Instructor

**Purpose:** To identify staff teaching their native language to Elementary “pullout” students who have a 520 Native Language & Culture Certificate but do not have a teaching license. These instructors should be reporting Course ID 1274 (Language for Native Speakers), which is a non-core course meaning it will not appear on the Highly Qualified Teacher (HQT) reports, as opposed to reporting courses 0001-0008 (1st thru 8th grade core course IDs which require a teaching license).

**Note:** In the Staff Assignment Code Table, this new staff assignment code 108 is listed under the category OTHER PERSONNEL (as opposed to TEACHERS) since the 520 Native Language & Culture is a “certificate” as opposed to a “teaching license.” Do NOT report courses taught by Native American Language & Culture Instructors with an “8” in the 5th digit of the 8-digit course code; otherwise, a Bilingual Endorsement will be required and these certificates ARE NOT issued with Bilingual Endorsements. Reporting an 8 in the 5th digit would result in a License Discrepancy.

1. **Staff Assignment Code for Dean of Students:**

109 Dean of Students

**Purpose:** A “Dean of Students” staff assignment code was added under the OTHER PERSONNEL category for reporting staff functioning in this capacity. There are no license requirements necessary for this position.

1. **Other Staff Assignment Code Changes**

**Interns:** Intern (27) Staff Assignment Code deleted. Interns are to be reported using TEACHER staff assignment codes. The INTERN status is determined by PED by the issuing of an INTERN license.

**Librarians:** Moved to the TEACHER category due to NCLB 3-Tier Licensing.

**Academic Instructional Coach (105):** Moved from TEACHER to OTHER PERSONNEL category since they do not teach classes but rather coach teachers; however, they do have a TEACHING license. The word “Academic” added for clarity. Refers to someone who coaches math, reading, etc…and has no relationship to an Athletic Coach (81). The field “Teaching Years Experience” does not apply to Academic Instructional Coaches and should not be reported.

**How to report Special Education Adapted Physical Education Teachers:**

The federal government for IDEA requires school districts to report the FTE of Special Education Adapted Physical Education Teachers. The FTE must also to be split between “Preschool” and “K-12” students. Two new Staff Assignment Codes (110/110S) have been created for this purpose and reside under the TEACHER category, although this FTE will be reported to IDEA rolled into the 98/98S Recreation and Therapeutic Recreation Specialist, Related Service Personnel codes. The Adapted Physical Education courses (2316/2317) are related to the 110/110S Staff Assignment Codes, meaning if a teacher is teaching course 2316 or 2317 then the FTE of Staff Assignment 110/110S must be greater than 0. Do not report the FTE of Special Ed Inclusion PE classes here, but only report the FTE for those teachers providing Adapted Physical Education to special needs students. Adapted PE teachers require a TEACHING license with a Physical Education (PE) endorsement.

**Staff Assignments:**

* 110 Special Education – Adapted Physical Education Teacher (K-12)
* 110S Special Education – Adapted Physical Education Teacher (Preschool)

**Adapted Physical Education Courses:**

* 2316 Adapted Physical Education (9-12) (No change)
* 2317 Adapted Physical Education (Preschool-8) (New Course)

**How to report the FTE of Special Education Adapted Physical Education Teachers:**

* The FTE of Physical Education teachers must be split between those providing adapted physical education to students with special needs versus typical Physical Education Teachers. Physical Education Teachers who are teaching PE courses beginning with “23” should be reported with TEACHING staff assignments (such as 20, 21, 22, 25, 30, 96, 97, 110 or 110S) for determining proper licensure as well as determining their total FTE as a teacher. The FTE of those PE Teachers who are teaching courses 2316/2317 “Adapted Physical Education” should be reported in Staff Assignment Codes 110/110S. For example, if a Physical Education Teacher is teaching at the Elementary Level 100% of their time, but is also teaching 2317 Adapted PE to special needs students 10% of their time, then report FTE of 90 for Staff Assignment Code 21 (Elementary Teacher) and FTE of 10 for Staff Assignment Code 110 (Adapted PE Teacher). If a teacher spends 100% of their time as a teacher, please ensure the sum of ALL their TEACHING Staff Assignment Codes equal 100%. In this example 90+10=100, since 100% of their time was spent as an elementary teacher.

**Resource Coordinator – 83**

* Effective 2009-10: Changed name from “Resource Teacher” to “Resource Coordinator”
* Moved from TEACHER to OTHER PERSONNEL category

**Reason for change:** The description “Resource Teacher” was misleading because these people do not fall under the rules of “3-tier licensing” since they are not considered teachers and do not teach classes. The “Resource Coordinator” provides resources to teachers and does not work directly with students.

**How to report “Trained people working with severely handicapped teachers”**

Report them as Resource Coordinator - 83

**Is it appropriate to report someone with a 410 “Blind & Visually Impaired Teaching License” in Staff Assignment Code 97 General Special Education Teacher?**

If they do not have a 400/408 Special Education Teaching License, then they will appear as a Licensure Discrepancy and should apply for a Special Education Teaching License to perform these job duties.

**What Staff Assignment Code should be reported for Clinical Fellows?**

Report “Clinical Fellows” under 111/111SSLP Clinical Fellows. Clinical Fellows are not allowed to carry a caseload and require mentoring by a Speech/Language Pathologist. PED will begin issuing licenses for Clinical Fellows in the May 2011 timeframe.

Prior to school year 2010-11, Clinical Fellows were included in the Speech/Language Apprentice Staff Assignment Codes 26/26S, but due to varying degrees of job duties, and the development of a new Clinical Fellows License in the Licensure Bureau (which should be ready for issuance in May 2011), a separate Clinical Fellows staff assignment code was created. PED’s policy states Clinical Fellows require mentoring by an SLP, which will be unverifiable in STARS since a relationship between two Staff IDs is not available in the Staff Assignment template.

SLP Staff Assignment Hierarchy:

* Lowest Level: 26/26S Speech/Language Apprentice
* Middle Level: 111/111S SLP Clinical Fellows
* Highest Level: 93/93S Speech/Language Pathologist

**Definition of Student Assistance Team (SAT) Chair or Supervisor:**

* This refers to staff assignment code142.
* The SAT is comprised of a **core group that anchors the team**. Core members must have good communication skills and a solid working knowledge about a variety of supports (types of interventions, educational and community resources, etc.).  Core team members may vary by school, but should include at minimum:
  + an administrator
  + regular education staff
  + specialists

For example, the core SAT may be the school principal, one or two classroom teachers and a school counselor.

One person from the core team must serve as the **SAT supervisor** or **chairperson** and directs the activities of the team. This person could be an administrator or someone on the core team that the administrator designates, such as school counselor.

For example:

* When a student is referred to the SAT, the chairperson must certify the appropriateness of the referral. The SAT Chairperson reviews grade- or class-level student performance data and compares it to the referred student. If that data reveals that this student is part of a group of students in that grade or class who are showing problems that could possibly be linked to a curricular or instruction issue, then the SAT chairperson should refer this student back to the grade-level team or other team who is overseeing Tier 1 interventions. The SAT chairperson also reviews data and the SAT referral packet to see if a classroom observation may be necessary prior to the SAT meeting, and then coordinates that through the school administrator.
* The **SAT Supervisor or Chairperson** is also responsible for ensuring that the resulting SAT Intervention Plan, BIP, or Section 504 Plan is implemented, proper documentation and data collection is maintained (data management), and timely follow-up occurs (case management). This role is so important in the implementation of an RtI framework and overall school improvement efforts that some schools now have a full- or half-time position designated to this job, or offer stipends for this additional duty.

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| Appendix C – District & School Location Codes |

District and Location Codes are found in ***STARS Reporting*** at:

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports)>[General Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/General%20Reports) |

[Schools from Location Snapshot](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/General%20Reports/Schools%20from%20Location%20Snapshot.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FGeneral%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

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| Appendix D – Other Code Sets |

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| 1. Degree Institution Codes (Staff & Staff Snapshot Templates) |

A. New Mexico Institutions of Higher Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Higher Ed Institution** |  | **Code** | **Higher Ed Institution** |
| 55 | University of New Mexico |  | 69 | Luna Vocational-Technical Institute |
| 56 | New Mexico State University |  | 70 | Navajo Community College |
| 57 | New Mexico Highlands University |  | 71 | New Mexico Junior College |
| 58 | Western New Mexico University |  | 72 | Northern New Mexico Community College |
| 59 | Eastern New Mexico University |  | 73 | San Juan College |
| 60 | New Mexico Institute of Mining and Technology |  | 74 | Santa Fe Community College |
| 61 | University of Albuquerque |  | 75 | Mesa Technical College |
| 62 | Santa Fe University of Art & Design (formerly College of Santa Fe)-Closed |  | 76 | Clovis Community College |
| 63 | College of the Southwest |  | 77 | Southwestern College (Santa Fe) |
| 64 | St. John's College |  | 78 | Wayland Baptist University |
| 65 | New Mexico Military Institute |  | 79 | University of Phoenix |
| 66 | College of Artesia |  | 80 | Western Governor’s University |
| 67 | Central New Mexico Community College |  | 81 | National American University |
| 68 | Institute of American Indian Art |  | 82 | ITT Technical Institute |
|  |  |  | 00 | Non-Degree |

B. State Codes

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Code** | **State** |  | **Code** | **State** |  | **Code** | **State** |
| 01 | Alabama |  | 18 | Kentucky |  | 35 | Ohio |
| 02 | Alaska |  | 19 | Louisiana |  | 36 | Oklahoma |
| 03 | Arizona |  | 20 | Maine |  | 37 | Oregon |
| 04 | Arkansas |  | 21 | Maryland |  | 38 | Pennsylvania |
| 05 | California |  | 22 | Massachusetts |  | 39 | Rhode Island |
| 06 | Colorado |  | 23 | Michigan |  | 40 | South Carolina |
| 07 | Connecticut |  | 24 | Minnesota |  | 41 | South Dakota |
| 08 | Delaware |  | 25 | Mississippi |  | 42 | Tennessee |
| 09 | District of Columbia |  | 26 | Missouri |  | 43 | Texas |
| 10 | Florida |  | 27 | Montana |  | 44 | Utah |
| 11 | Georgia |  | 28 | Nebraska |  | 45 | Vermont |
| 12 | Hawaii |  | 29 | Nevada |  | 46 | Virginia |
| 13 | Idaho |  | 30 | New Hampshire |  | 47 | Washington |
| 14 | Illinois |  | 31 | New Jersey |  | 48 | West Virginia |
| 15 | Indiana |  | 32 | New York |  | 49 | Wisconsin |
| 16 | Iowa |  | 33 | North Carolina |  | 50 | Wyoming |
| 17 | Kansas |  | 34 | North Dakota |  | 51 | Outside USA |

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| --- |
| 2. Termination Codes (Staff Templates) |

In STARS, Termination Codes are used to describe the reason why a Teacher is no longer with a district.

|  |  |
| --- | --- |
| **Code** | **Termination Description** |
| 01 | Left NM and teaching in other state |
| 02 | Left for reasons other than retirement |
| 03 | Left to teach in private school in NM |
| 04 | Went to other public/charter NM district |
| 05 | Took non-teaching position in district |
| 06 | Died |
| 07 | Retired |
| 08 | Personal Reasons |
| 09 | Non-Renewal of Contract |
| 10 | Non-Renewal of Teaching License |
| 11 | Discharged prior to end of contract |
| 12 | Resigned prior to completion of contract |
| 13 | Reduction in force/staff |
| 14 | Leave of absence (i.e. Permanent leave of absence due to illness or another reason) |
| 15 | Military Service |
| 16 | Teaching in Another Country |
| 17 | Peace Corps/ACTION |
| 18 | Completion of Short Term Contract |
| 19 | Left to teach in BIE (Bureau of Indian Education) school in NM |
| 99 | Unknown Reason |
| 3. Assessment Fact Template | |

|  |  |
| --- | --- |
| EARLY CHILDHOOD  Students who enroll in the program MORE than 30 days from the end of the school year require an EARLY CHILDHOOD “ENTRY” assessment in all three content areas (ex. BEHAVIOR ENTRY, SOCIAL EMOTIONAL ENTRY and LANGUAGE ACQUISITION ENTRY. This includes students receiving Speech Articulation Only services.  Submit the ENTRY and EXIT EARLY CHILDHOOD assessment only ONCE in the school year in the first reporting period after the test is administered (40D, 80D, 120D or EOY).  The ENTRY test for EARLY CHILDHOOD assessments must be administered within 30 DAYS of the child’s program start date in the current school year.  The EXIT test for EARLY CHILDHOOD assessments is administered at least six months after the ENTRY test was administered. An EXIT test is required if the student was enrolled in the program for at least six months.  Following values to be used with TEST DESCRIPTION (field #2) = EARLY CHILDHOOD. | |
| **ITEM DESCRIPTION (Field #4)** | **DESCRIPTION** |
| SOCIAL EMOTIONAL ENTRY | Early Childhood positive social emotional assessment for 3Y/4Y administered within 30 days of Program Entry |
| LANGUAGE ACQUISITION ENTRY | Early Childhood acquisition and use of Knowledge and Skills assessment for 3Y/4Y administered within 30 days of Program Entry |
| BEHAVIOR ENTRY | Early Childhood use of appropriate behavior to meet their needs assessment for 3Y/4Y administered within 30 days of Program Entry |
| SOCIAL EMOTIONAL EXIT | Early Childhood positive social emotional assessment for EXIT data administered to 3y/4y students in program at least six (6) months or more, but no earlier than 6 months after the ENTRY assessment date. |
| LANGUAGE ACQUISITION EXIT | Early Childhood acquisition and use of Knowledge and Skills assessment for EXIT data administered to 3y/4y students in program at least six (6) months or more, but no earlier than 6 months after the ENTRY assessment date. |
| BEHAVIOR EXIT | Early Childhood use of appropriate behavior to meet their needs assessment for EXIT data administered to 3y/4y students in program at least six (6) months or more, but no earlier than 6 months after the ENTRY assessment date. |
|  |  |
| Following values to be used with TEST DESCRIPTION (field #2) = HL. These assessments are required at all reporting periods. | |
| **ITEM DESCRIPTION (field 4)** | **DESCRIPTION** |
| WOODCOCK-MUNOZ | Woodcock-Munoz language proficiency assessment |
| IPT | IPT language proficiency assessment |
| LAS | LAS language proficiency assessment |
| INSTRUMENT NOT SPANISH | Instrument other than Spanish |
|  |  |
| Following values to be used with TEST DESCRIPTION (field #2) = NMELPAPT. These assessments are required at all reporting periods. | |
| **ITEM DESCRIPTION (field 4)** | **DESCRIPTION** |
| NMELPAPT | English Language Proficiency Screener |
|  |  |
| Following values to be used with TEST DESCRIPTION (field #2) = LUS. These assessments are required at all reporting periods. | |
| **ITEM DESCRIPTION (field 4)** | **DESCRIPTION** |
| LUS | Language Usage Survey |
|  |  |
| Following values to be used with TEST DESCRIPTION (field #2) = DDA. The reporting of these assessments is required at all reporting periods | |
| **ITEM DESCRIPTION (field 4)** | **DESCRIPTION** |
| SLDDDA | SLD Dual Discrepancy Model Evaluation |

|  |  |
| --- | --- |
| Following values to be used with TEST DESCRIPTION (field #2) = SAT the reporting of the referrals based on the assessment is required at each reporting period. | |
| **ITEM DESCRIPTION (field 4)** | **DESCRIPTION** |
| SAT | Student Assistance Team referral |

Following value to be used with TEST DESCRIPTION (field #2) = TITLE1D\_MATH AND TITLE1D\_RLA. The reporting of these assessments is required at all reporting periods

|  |  |
| --- | --- |
| **ITEM DESCRIPTION (field 4)** | **DESCRIPTION** |
| PRE | Title I, Part D Neglected and Delinquent Pre Test Assessment |
| POST | Title I, Part D Neglected and Delinquent Post Test Assessment |

|  |
| --- |
| Following values to be used with TEST DESCRIPTION (field #2) = WAPT FOR KINDERGARTEN ONLY. Listening and Speaking is required at 40th day and Reading and Writing at 120th day. |

| **Description** | **TEST DESCRIPTION CODE (field #2)** | **ITEM DESCRIPTION (Field #4)** | **Raw Score Range**  (Field #19) |
| --- | --- | --- | --- |
| WIDA Access Placement | WAPT | Speaking and Listening | 1-30 |
| WIDA Access Placement | WAPT | Reading | 1-30 |
| WIDA Access Placement | WAPT | Writing | 1-30 |

Please selct the link below to find the current values when TEST DESCRIPTION (field #2) = EOC.

<http://ped.state.nm.us/ped/Assessment_EOC.html>

|  |
| --- |
| The following values are to be used in the TEST DESCRIPTION (field #2) and ITEM DESCRIPTION (Field #4) when reporting Career College Readiness (CCR) Exams. |

| **Description** | **TEST DESCRIPTION (field #2)** | **ITEM DESCRIPTION (Field #4)** | **Raw Score Range** |
| --- | --- | --- | --- |
| Advanced Placement | AP | ART HISTORY | 1 - 5 |
| Advanced Placement | AP | BIOLOGY | 1 - 5 |
| Advanced Placement | AP | CALCULUS AB | 1 - 5 |
| Advanced Placement | AP | CALCULUS BC | 1 - 5 |
| Advanced Placement | AP | CHEMISTRY | 1 - 5 |
| Advanced Placement | AP | CHINESE LANGUAGE AND CULTURE | 1 - 5 |
| Advanced Placement | AP | COMPUTER SCIENCE A | 1 - 5 |
| Advanced Placement | AP | COMPUTER SCIENCE PRINCIPLES | 1 - 5 |
| Advanced Placement | AP | ENGLISH LANGUAGE AND COMPOSITION | 1 - 5 |
| Advanced Placement | AP | ENGLISH LITERATURE AND COMPOSITION | 1 - 5 |
| Advanced Placement | AP | ENVIRONMENTAL SCIENCE | 1 - 5 |
| Advanced Placement | AP | EUROPEAN HISTORY | 1 - 5 |
| Advanced Placement | AP | FRENCH LANGUAGE | 1 - 5 |
| Advanced Placement | AP | GERMAN LANGUAGE | 1 - 5 |
| Advanced Placement | AP | GOVERNMENT AND POLITICS: COMPARATIVE | 1 - 5 |
| Advanced Placement | AP | GOVERNMENT AND POLITICS: UNITED STATES | 1 - 5 |
| Advanced Placement | AP | HUMAN GEOGRAPHY | 1 - 5 |
| Advanced Placement | AP | ITALIAN LANGUAGE AND CULTURE | 1 - 5 |
| Advanced Placement | AP | JAPANESE LANGUAGE AND CULTURE | 1 - 5 |
| Advanced Placement | AP | LATIN: VERGIL | 1 - 5 |
| Advanced Placement | AP | MACROECONOMICS | 1 - 5 |
| Advanced Placement | AP | MICROECONOMICS | 1 - 5 |
| Advanced Placement | AP | MUSIC THEORY | 1 - 5 |
| Advanced Placement | AP | PHYSICS 1: ALGEBRA-BASED | 1 - 5 |
| Advanced Placement | AP | PHYSICS 2: ALGEBRA-BASED | 1 - 5 |
| Advanced Placement | AP | PHYSICS C: ELECTRICITY AND MAGNETISM | 1 - 5 |
| Advanced Placement | AP | PHYSICS C: MECHANICS | 1 - 5 |
| Advanced Placement | AP | PSYCHOLOGY | 1 - 5 |
| Advanced Placement | AP | RESEARCH | 1 - 5 |
| Advanced Placement | AP | SEMINAR | 1 - 5 |
| Advanced Placement | AP | SPANISH LANGUAGE | 1 - 5 |
| Advanced Placement | AP | SPANISH LITERATURE | 1 - 5 |
| Advanced Placement | AP | STATISTICS | 1 - 5 |
| Advanced Placement | AP | STUDIO ART: 2-D DESIGN | 1 - 5 |
| Advanced Placement | AP | STUDIO ART: 3-D DESIGN | 1 - 5 |
| Advanced Placement | AP | STUDIO ART: DRAWING | 1 - 5 |
| Advanced Placement | AP | US HISTORY | 1 - 5 |
| Advanced Placement | AP | WORLD HISTORY | 1 - 5 |
| American College Testing | ACT | ENGLISH | 1 – 36 |
| American College Testing | ACT | MATH | 1 – 36 |
| American College Testing | ACT | READING | 1 – 36 |
| American College Testing | ACT | SCIENCE | 1 – 36 |
| Accuplacer Test | ACCU | ELEMENTARY ALGEBRA | 1 – 120 |
| Accuplacer Test | ACCU | COLLEGE-LEVEL MATH | 1 – 120 |
| Accuplacer Test | ACCU | READING COMPREHENSION | 1 – 120 |
| Accuplacer Test | ACCU | WRITEPLACER | 1 – 12 |
| Accuplacer Test | ACCU | SENTENCE SKILLS | 1 – 120 |
| ACT ASPIRE | ACT ASPIRE | ENGLISH | 400 - 456 |
| ACT ASPIRE | ACT ASPIRE | READING | 400 – 442 |
| ACT ASPIRE | ACT ASPIRE | MATHEMATICS | 400 – 460 |
| ACT ASPIRE | ACT ASPIRE | SCIENCE | 400 – 449 |
| ACT ASPIRE | ACT ASPIRE | WRITING | 400 – 448 |
| Compass Test | COMP | MATH | 0 – 100 |
| Compass Test | COMP | READING | 0 – 100 |
| Compass Test | COMP | WRITING SKILLS | 0 – 100 |
| Compass Test | COMP | WRITING ESSAY (SCALE 2-12) | 2 – 12 |
| Compass Test | COMP | WRITING ESSAY (SCALE 2-8) | 2 – 8 |
| International Baccalaureate | IB | LANGUAGE A | 1 – 7 |
| International Baccalaureate | IB | LANGUAGE B | 1 – 7 |
| International Baccalaureate | IB | INDIVIDUALS AND SOCIETY | 1 – 7 |
| International Baccalaureate | IB | EXPERIMENTAL SCIENCES | 1 – 7 |
| International Baccalaureate | IB | MATHEMATICS | 1 – 7 |
| International Baccalaureate | IB | ARTS | 1 – 7 |
| International Baccalaureate | IB | DIPLOMA | 1 – 45 |
| Preliminary Standardized Test | PSAT\_NMSQT | MATH | 160-760 |
| Preliminary Standardized Test | PSAT\_NMSQT | READING AND WRITING | 160-760 |
| Preliminary Standardized Test | PSAT89 | MATH | 120-720 |
| Preliminary Standardized Test | PSAT89 | READING AND WRITING | 120-720 |
| Test of Adult Basic Education | TABE | MATH | 0 – 800 |
| Test of Adult Basic Education | TABE | READING | 0 – 800 |
| Test of Adult Basic Education | TABE | LANGUAGE | 0 – 800 |
| Work Keys | KEYS | READING FOR INFORMATION | 1 – 5 |
| Work Keys | KEYS | APPLIED MATHEMATICS | 1 – 5 |
| Work Keys | KEYS | LOCATING INFORMATION | 1 – 5 |
| Work Keys | KEYS | APPLIED TECHNOLOGY | 1 – 5 |
| Work Keys | KEYS | TEAMWORK | 1 – 5 |
| Work Keys | KEYS | LISTENING | 1 – 5 |
| Work Keys | KEYS | WRITING | 1 – 5 |
| Armed Services Vocational Aptitude Battery | ASVAB | AFQT | 1 – 100 |
| Standardized Test | SAT\_NEW | MATH | 200-800 |
| Standardized Test | SAT\_NEW | READING AND WRITING | 200-800 |
| Standardized Subtest | SATSUB | LITERATURE | 200 – 800 |
| Standardized Subtest | SATSUB | US HISTORY | 200 – 800 |
| Standardized Subtest | SATSUB | WORLD HISTORY | 200 – 800 |
| Standardized Subtest | SATSUB | MATH LEVEL 1 | 200 – 800 |
| Standardized Subtest | SATSUB | MATH LEVEL 2 | 200 – 800 |
| Standardized Subtest | SATSUB | ECOLOGICAL BIOLOGY | 200 – 800 |
| Standardized Subtest | SATSUB | MOLECULAR BIOLOGY | 200 – 800 |
| Standardized Subtest | SATSUB | CHEMISTRY | 200 – 800 |
| Standardized Subtest | SATSUB | PHYSICS | 200 – 800 |
| Standardized Subtest | SATSUB | FRENCH | 200 – 800 |
| Standardized Subtest | SATSUB | FRENCH WITH LISTENING | 200 – 800 |
| Standardized Subtest | SATSUB | GERMAN | 200 – 800 |
| Standardized Subtest | SATSUB | GERMAN WITH LISTENING | 200 – 800 |
| Standardized Subtest | SATSUB | SPANISH | 200 – 800 |
| Standardized Subtest | SATSUB | SPANISH WITH LISTENING | 200 – 800 |
| Standardized Subtest | SATSUB | MODERN HEBREW | 200 – 800 |
| Standardized Subtest | SATSUB | ITALIAN | 200 – 800 |
| Standardized Subtest | SATSUB | LATIN | 200 – 800 |
| Standardized Subtest | SATSUB | CHINESE WITH LISTENING | 200 – 800 |
| Standardized Subtest | SATSUB | JAPANESE WITH LISTENING | 200 – 800 |
| Standardized Subtest | SATSUB | KOREAN WITH LISTENING | 200 – 800 |

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| 4. Standard Achieved Code (Assessment Fact Template - Field 17) |

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| **Code** | | **Standard Achieved Description** | |
| **A. Progress Assessment Values – Progress Assessment value applies to Positive Social Skills, language Acquisition Skills and Behavior Skills assessments to 3Y/4Y students in program at least six (6) months. Used ONLY when TEST DESCRIPTION (field #2 = EARLY CHILDHOOD) and ITEM DESCRIPTION CODE, Field #4 = BEHAVIOR EXIT, LANGUAGE ACQUISITION EXIT or SOCIAL EMOTIONAL EXIT.** | | | |
| A | | Did not improve functioning | |
| B | | Improved functioning, but not sufficient to move nearer to functioning comparable to same-aged peers | |
| C | | Improved functioning to a level nearer to same-aged peers and acquired new skills, but did not reach it | |
| D | | Improved functioning to a level comparable to same-age peers | |
| E | | Maintained functioning at a level comparable to same-aged peers | |
| **B. Dual Discrepancy Assessment for children in grades K-3. Used when TEST DESCRIPTION (field #2) = DDA)** | | | |
| Y | | SLD Eligible, | |
| N | | SLD Not Eligible | |
| **C. Title I, Part D Neglected and Delinquent Pre and Post Test Assessment Values – Report pre-test value for long-term\* students only.** | | | |
| BLGR | | Long-term students who tested below grade level | |
| ATGR | | Long-term students who tested at grade level | |
| PHGR | | Long-term students who tested ½ grade level above | |
| P1GR | | Long-term students who tested ½ up to one full grade level above | |
| M1GR | | Long-term students who tested with more than one full grade level above | |
| **D. LUS - NM Language Usage Survey for K-12 students only. Reporting must provide the two following valid values:**  0 = A "No" response to questions 1-7 of the NM Language Usage Survey. Student is Initial Fluent English Proficient (IFEP)  1 = A "Yes" response to one or more questions 1-7 of the NM Language Usage Survey. Administer English language proficiency screener (W-APT or WIDA Screener) to determine English language proficiency classification.  **Note: If valid value is 1, the English language proficiency screener must be administered to the student. The results of the screener determine if a student is an IFEP or EL. The results must be entered into the next field.**  **E. NMELPAPT – English Language Proficiency Screener**  0= Initial Fluent English Proficient (IFEP)  1= Classified as English Learner (EL) | | | |

**E. WAPT – WIDA Access Placement Test Kindergarten ONLY**

0= Initial Fluent English Proficient (IFEP)

1= Classified as English Learner (EL)

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| 5. Infraction Codes (Student Infraction Template) |

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| **Code** | **Infraction Description** |
| 1 | Assault/battery with firearm |
| 2 | Assault/battery with knife or cutting object |
| 3 | Assault/battery with other dangerous weapon |
| 4 | Assault/battery aggravated with hands, feet, fist |
| 5 | Assault/battery simple |
| 6 | Other Violence - Sexual battery |
| 7 | Other Violence – Homicide |
| 8 | Other Violence – Kidnapping |
| 9 | Other Violence - Robbery using force |
| 10 | Other Violence - Self Injury |
| 11 | Other Violence – General (includes Threat or Intimidation) |
| 12 | Sexual Harassment (includes bullying on the basis of sex) |
| 13 | Disorderly Conduct |
| 14 | Bullying and or Harassment not based on sex, race, color, national origin or disability. |
| 15 | Bullying or Harassment on the basis of race, color, or national origin |
| 16 | Bullying or Harassment on the basis of disability |
| **A. Vandalism** | |
| 40 | Graffiti |
| 41 | Criminal Damage |
| 42 | Breaking/Entering/Larceny |
| 43 | Missing Property/Theft |
| 44 | Arson |
| 45 | Vandalism |
| 46 | Other Vandalism, Describe in Comment Field (Field #15) |
| **B. Weapons, Substance Abuse, Gang Activity** | |
| 51 | Weapons Possession – Knife/Cutting |
| 52 | Weapons Possession – Other |
| 53 | Gang-Related Activity |
| 54 | Drug Violation |
| 55P | Alcohol Violation – Possession |
| 55U | Alcohol Violation – Use |
| 55D | Alcohol Violation – Dealing |
| 56 | Tobacco Use |
| 57 | Other Weapons, Substance Abuse, Gang Activity – Describe in Comment Field (Field #15) |
| **C. Firearms Possession (NOT to include toy guns, cap guns, BB guns, pellet guns, etc.)** | |
| 61 | Handgun Possession |
| 62 | Rifle/Shotgun Possession |
| 63 | Other Firearms Possession - Describe in Comment Field |
| 64 | Multiple Firearms |

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| 6. Response Code (Student Infraction Response Template - Field # 7) |

| **Code** | **Response Description** |
| --- | --- |
| 1 | Arrest/referral to justice system |
| 2 | In school suspension (DO NOT include Lunch, Before/After School Detentions) |
| 3 | Out of school suspension (DO NOT include Lunch, Before/After School Detentions) |
| 4 | Expulsion - no educational services – REGULAR ED ONLY; NOT to be used for Special Ed students) |
| 5 | Modified Expulsion (still receiving some educational services) |
| 6 | Sent to alternate setting by school personnel |
| 7 | Sent to alternate setting based on hearing officer determination of likely injury |
| 8 | Other/Unknown - This response code is used only for “unknown perpetrators” and minor infractions. Use of this response is limited to the following infraction codes: 4, 5, 11, 12, 13, 14, 40, 43, 45, 46, 55P, 55U, 55D and 56. And, for **students with disabilities** this code may ONLY be used, if students remains in their current educational setting and no placement changes have been made through the IEP. Setting and level of service must remain the same. |

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| 7. Disability and Disability Primary Cause Codes (Special Education Snapshot Template) |

| **A. Disability Description (Field #s 11,12,42,43)** | |
| --- | --- |
| AU | Autism |
| DB | Deaf-Blindness |
| DD | Developmental Delay |
| ED | Emotional Disturbance |
| HI | Hearing Impairment |
| ID | Intellectual Disability (previously referred to as MR – Mental Retardation) |
| MD | Multiple Disabilities |
| OHI | Other Health Impairment |
| OI | Orthopedic Impairment |
| SL | Speech or Language Impairment |
| SLD | Specific Learning Disability |
| TBI | Traumatic Brain Injury |
| VI | Visual Impairment |

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| **B. Disability Primary Cause Description (Field #38)** | |
| **1. Syndromes** | |
| A1 | Down's Syndrome |
| A2 | Trisomy 13 |
| A3 | Usher's |
| A4 | Other Syndrome |
| **2. Multiple Congenital Anomalies** | |
| B1 | CHARGE Syndrome |
| B2 | Fetal Alcohol Syndrome |
| B3 | Hydrocephaly |
| B4 | Maternal Drug Use |
| B5 | Microcephaly |
| B6 | Other Multiple Congenital Anomaly |
|  | **Premature** |
| C1 | Prematurity as sole cause |
| **3. Congenital Prenatal Dysfunctions** | |
| D2 | Herpes |
| D3 | Rubella |
| D4 | Syphilis |
| D5 | Toxoplasmosis |
| D6 | Other Congenital Prenatal Dysfunction |
| **4. Postnatal Causes** | |
| E1 | Asphyxia |
| E2 | Encephalitis |
| E3 | Head Injury/Trauma |
| E4 | Meningitis |
| E5 | Stroke |
| E6 | Other Postnatal Cause |
| **5. Cause not listed above** | |
| F1 | Other Cause Not Listed |
| F2 | Dyslexia ( to be used only with Primary Disability code SLD) |

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| 8. Primary Setting Codes (Special Education Snapshot Template) |

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| **A. Primary Setting Code Description** | |
| 1. Early Childhood Settings (Ages 3-5) These settings only apply to students aged three and four or a student who turned 5 after the school year began. In rare occasions, students who are 6 can remain in a preschool setting. This is an IEP level decision. Six year old students will be flagged and will need to provide the department with documentation. A regular early childhood program is a program that  Includes a majority (at least 50%) of nondisabled children (children not on IEPs). | |
| EC22 | Children attending a regular early childhood program **at least** 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program |
| EC23 | Children attending a regular early childhood program **at least** 10 hours per week and receiving the majority of hours of special education and related services in some other location. |
| EC24 | Children attending a regular early childhood program **less than** 10 hours per week and receiving the majority of hours of special education and related services in the regular early childhood program. |
| EC25 | Children attending a regular early childhood program **less than** 10 hours per week and receiving the majority of hours of special education and related services in other location. |
| EC17 | Children attending a special education program (not in any regular early childhood program), specifically, a separate special education class**.** |
| EC18 | Hospital **(Use Location Code 993)** |
| EC05 | Special Education Program –PUBLIC Separate School |
| EC06 | Special Education Program – PRIVATE Separate School |
| EC07 | Special Education Program – PUBLIC Residential Facility |
| EC08 | Special Education Program – PRIVATE Residential Facility |
| EC04 | Children attending neither a regular early childhood program nor a special education program and receiving the majority of hours of special education and related services at home **(**HOMEBOUND**, Use location code 998)**. |
| EC16 | Children attending neither a regular early childhood program nor a special education program and receiving the majority of hours of special education and related services at the SERVICE PROVIDER LOCATION or some other location not in any of the other categories. |
| EC14 | Alternative Schools (includes Family Schools) |
| EC26 | In Private School - IEP placed at least 10 hours per week **(use referring school location code, not 997 or 999)** |
| EC27 | In Private School - IEP placed less than 10 hours per week **(use referring school location code, not 997 or 999)** |
| EC28 | In Private School - Parentally Placed **at least** 10 hours per week **(use Location Code 997)** |
| EC29 | In Private School - Parentally Placed **less than** 10 hours per week **(use Location Code 997)** |
| EC30 | Children attending a **BIE early childhood program at least**10 hours per week and receiving the majority of hours of special education and related services in the BIE early childhood program. ***(Use location id 992)*** |
| EC31 | Children attending a **BIE** early childhood program **at least 10** hours per week and receiving the majority of hours of special education and related services in some other location. ***(Use location id 992)*** |
| EC32 | Children attending a **BIE early childhood program less than**10 hours per week and receiving the majority of hours of special education and related services in the BIE early childhood program. ***(Use location id 992)*** |
| EC33 | Children attending a **BIE** early childhood program **less than**10 hours per week and receiving the majority of hours of special education and related services in some other location. ***(Use location id 992)*** |
|  |  |
| 2. School Age Settings (Ages 6-21)  These settings only apply to those students aged 6 - 21 enrolled in grades K - 12 or those students who have not graduated from high school. | |
| SA01 | Inside Regular Class 80% or more of day |
| SA02  SA03 | Inside Regular Class 40% - 79% of day  Inside Regular Class less than 40% of day |
| SA04 | Homebound (use Location Code 998) |
| SA05 | Public Separate School |
| SA06 | Private Separate School |
| SA07 | Public Residential Facility  *If facility is on the list of Certified Residential Treatment Facilities (RTC), submit the Special Education Services Fact template with a Services Code (Field #5) = RF.* |
| SA08 | Private Residential Facility  *If facility is on the list of Certified Residential Treatment Facilities (RTC), submit the Special Education Services Fact template with a Services Code (Field #5) = RF.* |
| SA09 | Juvenile Detention Center - JDC |
| SA10 | Private School – Parentally Placed (use Location Code 997) |
| SA12 | Removed to IAES - by School Personnel: An appropriate setting determined by the child’s IEP team in which the child is placed for no more than 45 school days. The setting enables the child to continue to receive educational services and participate in the general education curriculum (although in another setting) and to progress toward meeting the goals set out in the IEP. As appropriate, the setting includes a functional behavioral assessment and behavioral intervention services and modifications to address the behavioral violation so that it does not recur. |
| SA14 | Alternative Schools (includes Family Schools) |
| SA15 | Removed to IAES - by an impartial due process hearing officer through a formal due process hearing filed with the State. Those instances in which an impartial hearing officer orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer’s determination that maintaining the child’s current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting. |
| SA17 | Separate Class |
| SA18 | Hospital (use Location Code 993) |
| SA19 | Private School IEP placed (use referring school location code, **not** 997 or 999) |
| SA21 | Corrections |

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| 9. Event Reason Codes (Special Education Events Template) |

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| **A. Event Reason Code #7 (If Event Type Code = 1-Exit)** | |
| 1 | Returned to regular education (no longer receiving special education) |
| ------ |  |
| ------ |  |
| 4 | Reached Maximum Age (FAPE ends) |
| 5 | Died |
| 6 | Moved, known to be continuing |
| ------ |  |
| 8 | Dropped Out (*Includes dropouts, runaways, GED recipients (in New Mexico students are required to drop out of the secondary educational program in order to pursue the GED certificate), expulsions, status unknown, students who moved and are not known to be continuing in another educational program, and other exiters from special education not found in other exit reason codes).* |
| 9 | Graduated with Diploma on Standard Option (FAPE ends) |
| 10 | Graduated with Diploma on Career Readiness Option (Does not end FAPE) |
| 11 | Graduated with Diploma on Ability Option (Does not end FAPE) |
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| 10. Non-Compliance Reason Codes (Special Education Events Template) |

| **A. Non-Compliance Description Field #20** | |
| --- | --- |
| **SPP11 Compliance Codes** | |
| 7 | Student Died |
| 15 | Parent refused to provide consent for evaluation or initial services. |
| 17 | Parent fails or refuses to produce the child for evaluation (at least three documented attempts) |
| 20 | Student moved out of the school district's educational jurisdiction |
|  |  |
| SPP11 Non Compliance Codes | |
| 2 | School District missed timeline(s) |
| **SPP12 Compliance Codes** | |
| 1 | *this code has been discontinued* |
| 7 | Student Died |
| 10 | *this code has been discontinued* |
| 14 | Withdrawal from Part C by Parent ***prior to child’s third birthday****.* |
| 15 | Parent refused to provide consent for evaluation or initial services. |
| 17 | Parent fails or refuses to produce the child for evaluation (at least three documented attempts) |
| 18 | Part C referred child less than 90 days before the child’s 3rd birthday |
| 19 | *this code has been discontinued* |
| 20 | Student moved out of the school district's educational jurisdiction |
|  |  |
| **SPP12 Non Compliance Codes** | |
| 2 | School District missed timeline(s) |
| 8 | ***Discontinued*** (Dual enrollment in Part C and Part B programs) **starting SY2016-2017** |
|  |  |
| **SPP13 Compliance Codes** | |
| 7 | Student Died |
| 20 | Student moved out of the school district's educational jurisdiction |
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| SPP13 Non Compliance Codes | |
| 21 | Student graduated before IEP corrected. |
| 22 | Student dropped out of school before IEP corrected. |
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| 11. Enrollment Code (School Enrollment Template - Field # 7) |

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| Code | Enrollment Description |
| E1 | Enroll: Initial enrollment for current school year any school - Student enrolled at this school for the first time during the current school year including a student who attended this same school the last school year and returns this school year; student who has NOT been enrolled anywhere else in the U.S. during the current school year. This student is in school for the first time during this school year regardless of start date. Includes students who are **pre-enrolled, rollovers or continuing / transition IEPs. (Not for use for students entering from BIE schools. Use E3.)** |
| E2 | Enroll: Initial enrollment for current school year in this school - Student who has been enrolled in school this current school year in another state, private school, home school or transfer in from a state-supported school. Registration for school can be at any time during the year. (Not for use for students entering from BIE schools. Use E3.) |
| E3 | **NEW** Enroll: Previously enrolled in BIE school - Student who enrolls in NM Public schools for the first time during the current school year from a BIE school. Registration for New Mexico public school can occur at any time during the school year. |
| R1 | Enroll: Transfer within district - Student that transfers from one school to another school (including district charters) in same district during the current school year. |
| R2 | Enroll: Transfer from outside district - Student who moves from a school district or charter school in a different district in New Mexico into your district after school starts - does not include transfers to or from your district charter schools. |
| R3 | Enroll: Previously dropped from enrollment - Student previously dropped from school for any reason other than transfer to another school or district and later returns to your school site without attending school elsewhere during this school year (student was previously an E1, R1 or R2). This includes students who were rollovers (E1) and then No Shows (W3) and re-enrolled without having attended school elsewhere. |
| W1 | Withdrawal: Non-specific - Student who withdraws or no longer attends school for any reason not found in other withdrawal codes. This also includes a student transferring from your district to another PED district/school or has reached maximum age. |
| W2 | Withdrawal: Absent 10 days - A student that has been absent for ten (10) consecutive days must be dropped from the rolls. These may include truants and habitual truants provided the school district has intervened according to their retention and truancy policy as provided in Section [22-12-9](http://law.justia.com/codes/new-mexico/2006/nmrc/jd_22-12-9-a245.html) NMSA 1978. |
| W3 | Withdrawal: No show - Student that was pre-enrolled for the new school year and did not return to school (a No-Show). All pre-enrolled (E1) and rollover students not present on the first day of school may receive a W3 code. |
| W4 | Withdrawal: GED - Student exits to a non-diploma granting education setting such as vocational or GED program. |
| W5 | Withdrawal: Delayed – Student is detained in a court-ordered facility with no educational services, such as out-of-state jail, expulsion or out-of-school suspension **greater than 6** months - does NOT include New Mexico Corrections. |
| W6 | Withdrawal: Left U.S. – Student emigrated or moved **outside of US or US territories**; **does not include** temporary military assignment or studying abroad as US exchange student. |
| W7 | Withdrawal: **Pregnancy -** Student exited school due to pregnancy (applies to either female or male student). |
| W8 | Withdrawal: Transfer out - Student who withdraws to a potential diploma-granting, non-PED school. This includes a **private** or **BIE** school that grants a standard diploma recognized by the State of New Mexico. The school may be in or out of state. Use this code *also* for students who **moved out of New Mexico** within US or US territories or who are studying abroad as **US exchange students**. Does not include Home Schooled. |
| W9 | Withdrawal: Immunization - Student dis-enrolled due to failure to provide satisfactory evidence of 1) commencement of immunization OR 2) completion of immunization. |
| W11 - W18 | **Note withdrawal reason codes 11-18 have been deleted including: Unable to adjust, left school to work, failing, unable to complete work, Parental Request, Child Care Problems, Runaway, unable to locate, and Married, left school.** |
| W21 | Withdrawal: Absence (Suspension) - By law, a student that has been absent for ten (10) consecutive days due to out-of-school suspension **but less than 6 months** must be dropped from the rolls. Not in W5. |
| W23 | Withdrawal: Absence (Illness) - A student that has been absent for ten (10) consecutive days due to illness, verified as legitimate. |
| **W24** | **Removed** ~~A student that has been absent for ten (10) consecutive days due to illness,~~ **~~NOT~~** ~~verified as legitimate.~~ |
| W81 | Withdrawal: Home School - Use this code for students withdrawing to be **Home-Schooled** |
| WD | Withdrawal: **Death**. |
| WG | Withdrawal: Graduate - Graduated with a standard diploma (required for early graduates and optional for EOY graduates). Does not include certificates of completion. Diploma Type Code must equal 1. |
| WC | Withdrawal: Completion – Student in regular education only who completed coursework required to graduate but did not pass the HSCE. Required for early completers and optional for EOY completers. Diploma type code must equal 2. |
| D1 | Disregard: Submitted in error - Student Template record was submitted in error. Must be submitted prior to student’s inactivation. |
| D2 | Disregard: Incorrect Student ID - Student is enrolled under a different STATE ID. Must be submitted prior to student’s inactivation. |

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| 12. Residence Status Code (School Enrollment Template - Field # 10) |

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| **Code** | **Residence Status Description** |
| 1 | Public School |
| 2 | Another Charter School |
| 3 | Home School |
| 4 | Private School |
| 5 | Correctional Facility |
| 6 | Out of state |
| 7 | Out of school more than 1 year |
| 8 | BIE School / Federal Grant / BIE Contract |
| 9 | State Supported |

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| 13. Programs Code (Programs Qualification - Field # 5) |

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| --- | --- |
| **Code** | **Program Description** |
| ELL | English Learner (required at 40D, 80D, JAN, 120D and EOY) |
| MH | Mental Health Services Required (required at all reporting periods) |
| VR | Vocational Rehabilitation Services Required (required at all reporting periods) |
| DD | Developmental Disability Services Required (required at all reporting periods) |
| IL | Independent Living Services Required (required at all reporting periods) |
| PS | Postsecondary Services Required (required at all reporting periods) |

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| 14. Qualification Info Code (Programs Qualification – Field # 8) |

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| **Code** | **Qualification Description** |

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| --- | --- |
|  | **Valid Values for Initial Classification:** |
| **0** | Not Applicable |
| **1** | NM Language Usage Survey and English Language Proficiency Screener (W-APT or WIDA Screener) |
|  |  |
|  | **Valid Values for Classification from IFEP into EL status:** |
| **0** | Not Applicable |
| **2** | SAT (Student Assistance Team) Process: English Language Proficiency Screener (W-APT or WIDA Screener) |
|  | **Valid Values for Reentry into EL status (for RFEPs only):** |
| **3** | SAT Process: English Language Proficiency Screener (W-APT or WIDA Screener) and Written Parent Consent |

NOTE: Once RFEPs have exited EL status, districts must monitor them for 2 years for academic progress per 6.29.5.12 NMAC. If an RFEP is struggling during the 2-year period and/or thereafter, and there is an indication it may be due to language proficiency, districts are required to reevaluate and document language proficiency before RFEPs may reenter EL status.

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| 15. Event Type Code (Special Education Events - Field # 5) |

| **Code** | **Event Type Description** |
| --- | --- |
| 1 | Special Education Exit |
| 2 | Parental Notification of the transfer of rights has occurred |
| 3 | Parental consent revoked for Special Education & Related Services (34 CFR §300.300 (b)(4)) |
| 4 | A Communication Consideration Form was completed at their IEP for student who is deaf or hard of hearing, regardless of the disability |
| 5 | Communication Needs Considered at their IEP for student who is Blind or Visually Impaired, regardless of the disability. Note: When Developing IEPs for students who are blind or have a visual impairment must consider the instruction in Braille unless IEP team determines after an evaluation that Braille is not needed. |
| 6 | CEIS - Date of referral for special education |
| 9 | **Parental consent revoked for Medicaid and/or Private Insurance (34 CFR §300.154 (d)(2)(v)(D))** |
| 10 | **One-Time** Written Parental Consent Received for Medicaid and/or Private Insurance |
| 12 | Annual Written Notification to Parent/Guardian regarding Medicaid and/or Private Insurance |
|  |  |
| **SPP11 Child Find – 60 day timeline** (Required for all INITIAL EVALUATIONS for students suspect of being eligible for **IDEA 618, Part B** services. Special Education Referral Code (Field #167 in Student / Student Snapshot**) must = C or F. Cannot be blank**).  Student may or may not be currently enrolled. See Appendix I for additional guidance. | |
| 30 | **Part B** - Parental Consent Initial Evaluation Only |
| 31 | **Part B**- Initial Evaluation Only |
| 32 | **Part B** - Initial EDT Eligibility Determination - YES |
| 33 | **Part B** - Initial EDT Eligibility Determination - NO |
| 34 | Part B - Initial IEP Date |
|  | |
| **SPP12 Early Childhood Transition from Part C to B** (Submit if Special Education Referral Code (Field #167 in Student / Student Snapshot) = C). Student **may or may not** be in school. See Appendix I for additional guidance. **Submit only for a child who turns three during the school year.** | |
| 30 | **Part B** - Parental Consent Initial Evaluation Only |
| 31 | **Part B**- Initial Evaluation Only |
| 34 | **Part B** - Initial IEP Date |
| 18 | **Part C to B** - Date referral received from Part C |
| 20 | **Part C to B**- 90 day transition conference |
| 21 | **Part C to B**- Eligibility Determination- YES |
| 24 | **Part C to B**- Eligibility Determination – NO |
| 22 | **Part C to B**- Initial Placement IEP or when IEP was developed |
| 23 | **Part C to B**- IEP Implementation (when student started receiving special education services) |
| **SPP13 Post-Secondary Measurable Goals and Transition**. Submit a SPECIAL EDUCATION EVENTS template record EACH SCHOOL YEAR for each of the eight questions for students with disabilities (not gifted) during the reporting period for students who turn 16 and older between 7/1 and 120th Day of the current school year. If student meets the age criteria but whose new IEP has not occurred yet, the LEA may use the current IEP. A valid Event Effective Date, field #6, is any date within the current school year. Not required if student exited special education prior to their 16th birthday. See Appendix I for additional guidance. | |
| 40 | Are there appropriate measurable post-secondary annual goals? – YES |
| 42 | Have the post-secondary goals been updated annually? - YES |
| 48 | Were the postsecondary goals based upon an age appropriate transition assessment? – YES |
| 54 | Are there transition services in the IEP that will reasonably enable the student to meet the postsecondary goal(s)? - YES |
| 46 | Do the transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s)? - YES |
| 44 | Are there annual IEP goals related to the student's transition service needs? – YES |
| 50 | Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? – YES |
|  | **Please submit ONLY ONE of the following**: 52 and 56 are mutually exclusive and cannot co-exist. |
| 52  **Or**  56 | If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – **YES** |
| If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – **N/A** |

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| 16. Programs Code (Programs Fact - Field # 5) |

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| **Code** | **Program Description** |
| T1A | Title I Part A (required at all reporting periods) |
| T1APR | Title I, Part A private school students that are receiving Title I services(required at all reporting periods) |
| T1AND | Title I, Part A students that are enrolled in Neglected and Delinquent programs supported by Title 1, Part A funds(required at all reporting periods) |
| T1APK | Title I, Part A funded preschool students(required at all reporting periods) |
| T1D | Title I, Part D students that are in a program or facility supported by Title 1, Part D funds. (required at all reporting periods) |
| T1C | Title I Part C - Migrant Education Program (required at all reporting periods) |
| T3 | Title III (required at all reporting periods) District-level federal sub grant to supplement EL programs and services. Required field for all districts receiving Title III funding for ELs. Please enter in "Valid Values 6-9 for EL and/or Title III Programs in Participation Info Code (Programs Fact - Field # 18" |
| T7 | Title VII (required at all reporting periods) |
| T8 | Title VIII (required at all reporting periods) |
| BEP | Bilingual Multicultural Education Program (required at all reporting periods) |
| BUS | Bus Services (required at 80D, 120D) |
| BUSA | Bus Services for Students with disabilities K-12 at 4/D maximum service level and 3Y/4Y DD who are receiving BUS/BSCE services and the student has an IEP requiring an accommodations or special service(required at 80D, 120D ) |
| BSCE | Bus Services Vocational Ed/Concurrent Enrollment (required at 80D, 120D ) |
| FAEA | Fine Arts Education Act (required at 40D, 80D and 120D) |
| ELL | English Learner Program/Service (required at all reporting periods) All districts with identified ELs, must use this code. Please enter in "Valid Values 6-9 for EL and/or Title III Programs." Prior to school year 2016-17 was known as ELD or ELL. |
| CEIS | Coordinated Early Intervening Services (required at all reporting periods). For Regular Education Only. |
| ~~ES~~ | ~~Title IB - Even Start Program (required at all reporting periods)~~ No longer collected |
| 3Y | Child participating in the Early Childhood 3Y Program (required at all reporting periods) |
| 4Y | Child participating in the Early Childhood 4Y Program (required at all reporting periods) |
| CSDA | Charter School Students participating in a District Activity |
| HEADST | Head Start PreK |
| HSDA | Home School Students participating in a District Activity |
| K3P | Participating in K3+ program (required at K3P collection only) |
| FACE | Family and Children Education (for 3 and 4 year old only) |
| ~~SS~~ | ~~Participating in the K3+ StartSmart program(required at K3P collection only)~~ No longer collected |
| STC | Save the Children (for participating districts only) |
| NMPREK | Student is participating in the NM PreK funded program. Required to be submitted in STARS for ALL NMPREK PED funded students. To qualify, a student must be exactly 4-years old by midnight on August 31 of the current school year and not age-eligible for kindergarten. NMPREK is funded through an award letter, and funding will no longer be adjusted mid-year based on STARS enrollment data. Students are funded for 1/2 day or full-day. NMPREK students require a ***Student Snapshot***, ***Programs Fact*** and ***Course Enroll*** record (including course domain templates ***Course*** & ***Course Instructor).*** The ***School Enrollment*** template may be used to omit students from the NMPREK Enrollment report who have withdrawn from a school. |
| ECHS | Early College High School – used by CCRB bureau - students who are enrolled in an early college high school program |
| WRP | Workforce Readiness Program – used by CCRB bureau - students who are enrolled in a workforce readiness program |
| POS | Program of Study - used by CCRB bureau – identifies that the student is a CTE concentrator. The cluster in which the student is concentrating is identified in field #18 – Participation Info Code. |

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| 17. Participation Info Code (Programs Fact - Field # 18) |

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| **Code** | **Participation Description** |
|  | **Valid Values for BEP:** |
| 1 | Dual Language Immersion |
| 2 | Developmental/Maintenance Bilingual |
| 3 | Enrichment |
| 4 | Transitional Bilingual |
| 5 | Heritage/Indigenous Language |
| 6 | Parents Refusal of Services |
|  |  |
|  | **Valid Values for EL/Title III:** |
| 6 | Parents Refusal of Services - received in writing from parent (opt-out form) |
| 7 | English Language Development (ELD) pull-out course and sheltered instruction in content areas - The student is pulled out for instruction in English Language Development based on the English language proficiency level of the student and provided sheltered instruction in content areas. |
| 8 | English Language Development (ELD) block and sheltered instruction in content areas (elementary grades only) - The student receives instruction in English Language Development for a minimum of 45 minutes in a self-contained elementary setting based on the English language proficiency level of the student and provided sheltered instruction in content areas. |
| 9 | Integrated English Language Development (ELD) - English Language Arts (ELA) course and sheltered instruction in content areas (secondary grades only) - The student that is nearing proficiency in English receives instruction in an integrated ELD-ELA course at the middle school and high school level and sheltered instruction in content areas. |
| 10-12 | Note: 10-12 are no longer valid for SY 2017-18. |

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|  | **Valid Values for CEIS:** |
| 13 | Voluntary CEIS – up to 15% of funds used for CEIS |
| 14 | Mandatory CEIS – 15% CEIS is required if district had significant disproportionality. |

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|  | **Valid Values for K3+ Intervention:** |
| 17 | K3+ Tier 2 Math Intervention |
| 18 | K3+ Tier 3 Math Intervention |
| 19 | K3+ Tier 2 Reading Intervention |
| 20 | K3+ Tier 3 Reading Intervention |
| 21 | K3+ Tier 2 Math and Tier 2Reading Intervention |
| 22 | K3+ Tier 2 Math and Tier 3 Reading |
| 23 | K3+ Tier 3 Math and Tier 3Reading Intervention |
| 24 | K3+ Tier 3 Math and Tier 2 Reading Intervention |
|  |  |
|  | **Valid Values for POS (CTE Program of Study Clusters)** |
| 25 | Agriculture, Food and Natural Resources |
| 26 | Architecture & Construction |
| 27 | Arts, Audio/Video Technology & Communications |
| 28 | Business Management & Administration |
| 29 | Education & Training |
| 30 | Finance |
| 31 | Government & Public Administration |
| 32 | Health Science |
| 33 | Hospitality & Tourism |
| 34 | Human Services |
| 35 | Information Technology |
| 36 | Law, Public Safety, Corrections & Security |
| 37 | Manufacturing |
| 38 | Marketing |
| 39 | Science, Technology, Engineering & Mathematics |
| 40 | Transportation, Distribution & Logistics |
|  |  |
|  | **Valid Values for NMPREK:** |
| 450HR | NMPREK ½ day student – funding based on 450 hours |
| 900HR | NMPREK Full-Day day student – funding based on 900 hours |
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| 18. Title 1 Environment Code (Title 1 Programs Template - Field # 18) |

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|  |  |
| AC | Adult Correction facility. |
| AR | At-Risk program such as drug and/or alcohol treatment program, teen parent or teen pregnancy program, programs for drop-outs or those with a high rate of absenteeism. |
| JC | Juvenile Correction facility. |
| JD | Juvenile Detention facility. |
| NP | Neglected Program. A neglected program is a residential facility, other than a foster home that cares for children who have been committed to the facility due to abandonment, neglect, or the death of their parents or guardians. **Do not include students in Neglected Facilities that are served by Title 1, Part A funds.** |
| O | Other. Any program not defined by the other program codes, (AC, AR, JC, JD or NP) that serve non-adjudicated children and youth. |

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| 19. Tribal Affiliation / Native American |

The following tribal codes are referenced in multiple places:

Staff > Field # 70 - Race or Ethnicity Subgroup Code   
Staff Snapshot > Field # 70 - Race or Ethnicity Subgroup Code   
Student > Field # 114 - Race or Ethnicity Subgroup Code   
Student Snapshot > Field # 114 - Race or Ethnicity Subgroup Code

|  |  |
| --- | --- |
| **Code** | **TRIBAL AFFILIATION** |
| 00 | Not Applicable |
| 01 | Acoma |
| 02 | Cochiti |
| 03 | Isleta |
| 04 | Jemez |
| 05 | Jicarilla Apache |
| 06 | Laguna |
| 07 | Mescalero Apache |
| 08 | Nambe |
| 09 | Navajo |
| 10 | Picuris |
| 11 | Pojoaque |
| 12 | San Felipe |
| 13 | San Ildefonso |
| 14 | Ohkay Owingeh (formerly San Juan) |
| 15 | Sandia |
| 16 | Santa Ana |
| 17 | Santa Clara |
| 18 | Kewa (formerly Santo Domingo) |
| 19 | Taos |
| 20 | Tesuque |
| 21 | Zia |
| 22 | Zuni |
| 23 | Other |

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| 20. Language Codes – Native American and International |

The following language codes are referenced in multiple places:

* Student > Field # 123 - Home Language Code
* Student Snapshot > Field # 123 - Home Language Code
* Course Instructor > Field # 21 - Alternate Instruction Language Code

|  |  |
| --- | --- |
| **Code** | **Language Description** |
| 00 | English |
| 01 | Spanish |
| 02 | Vietnamese |
| 03 | Hmong |
| 04 | Cantonese |
| 05 | Cambodian |
| 06 | Korean |
| 07 | Laotian |
| 08 | Navajo |
| 09 | Tagalog |
| 10 | Russian |
| 11 | Creole (French) |
| 12 | Arabic |
| 13 | Portuguese |
| 14 | Japanese |
| 15 | Other |
| 16 | Tiwa |
| 17 | Tewa |
| 18 | Towa |
| 19 | Keres |
| 20 | Jicarilla Apache |
| 21 | Mescalero Apache |
| 22 | Zuni |
| 24 | American Sign Language |
| 25 | English Based Sign System |

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| 21. Service Code (Special Education Services Fact - Field #5) |

|  |  |
| --- | --- |
| SS | Speech Services |
| SO | ***has been discontinued*** |
| PT | Physical Therapy |
| OT | Occupational Therapy |
| SW | Social Work Services |
| PS | Psychological Services |
| OR | Orientation |
| IN | Interpreter |
| AU | Audiologist |
| RT | Recreational Therapy |
| RF | Certified Residential Facility Services |
| RC | Rehabilitation Counseling Services *(NEW)* |
| NMSD | Receiving services at both the district and New Mexico School for the Deaf |
| NMSBVI | Receiving services at both the district and New Mexico School for the Blind and Visually Impaired |

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| 22. Service Provider Name (Special Education Services Fact - Field #21) |

| Non-PED Licensed Personnel | **Discontinued starting in SY2015-2016. No longer required for student who is parentally placed in private school.** |
| --- | --- |
| **State of New Mexico Certified Residential Treatment Services Facilities (use when Service Code = RF)** | **Location** |
| Agape Family Services | Roswell |
| Albuquerque Reintegration Center | Albuquerque |
| All Faiths Receiving Home | Albuquerque |
| Amanecer Psychological Services | Canutillo, TX |
| Amistad Crisis Shelter | Albuquerque |
| Assurance Home, Inc. | Roswell |
| Bair Foundation | Albuquerque |
| Bernalillo Academy (formerly Camelot) | Albuquerque |
| Bernalillo County Juvenile Detention Center | Albuquerque |
| Border Area Mental Health | Silver City |
| Carlsbad Community Res. Facility | Carlsbad |
| Carlsbad Mental Health | Carlsbad |
| Child Crisis Center of Southern New Mexico | Las Cruces |
| Childhaven | Farmington |
| Children’s Treatment Center | Albuquerque |
| Christian Childcare Services | Gallup |
| Counseling Associates | Roswell |
| Covenant Child | Artesia |
| Desert Hills | Albuquerque |
| Dreamtree Project | Taos |
| Families & Youth, Inc. | Las Cruces |
| Family Works | Albuquerque |
| Grace House | Carlsbad |
| Guidance Center of Lea County / Humphrey House | Hobbs |
| Halvorson House | Farmington |
| High Desert Family Services | Albuquerque |
| Hogares, Inc. | Albuquerque |
| La Familia | Albuquerque |
| La Otra Puerta | Santa Fe |
| Mesilla Valley Hospital | Las Cruces |
| Namaste | Los Lunas |
| New Day Shelter | Albuquerque |
| New Sunrise Regional | San Fidel |
| New Vision Group Home | Clovis |
| NM Behavioral Health Services | Las Vegas |
| Presbyterian Med Svcs / Santa Fe Community GC | Santa Fe |
| River Valley Behavioral / NM Solutions | Albuquerque |
| Pasos Adelante Behavioral Health Services | Berino |
| Pathway House / El Rocky Mountain Mgmt Services | Clovis |
| Presbyterian Med Svcs / San Juan Juvenile Svcs | Farmington |
| Red Mountain | Rio Rancho |
| Sequel of New Mexico / Bernalillo Academy | Albuquerque |
| Sequoyah Adolescent Treatment Center | Albuquerque |
| South West Counseling | Las Cruces |
| Southern NM Human Development | Anthony |
| Streetwise, Inc. | Albuquerque |
| Casa de Corazon | Taos |
| Team Builders | Santa Fe |
| Team Builders / Bonem House | Portales |
| The Community Lighthouse | Albuquerque |
| The Peak at Santa Teresa | Roswell |
| The Peak Behavioral Health | Santa Teresa |
| UNM-Children’s Psychiatric Hospital (CPH) | Albuquerque |
| Valencia Counseling | Belen |
| Youth Development, Inc. | Albuquerque |
| Youth Shelters & Family Services | Santa Fe |
| Zimmerman Consulting / Sandhill Child Development | Los Lunas |

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| 23. Career Technical Student Organization Codes (CTSO) (Student Group Fact Field # 2) |

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| --- | --- |
| Valid Value | Student Organization Name |
| BPA | Business Professionals of America |
| DECA | DECA |
| ER | Educators Rising |
| FCCLA | Family, Career and Community Leaders of America |
| HOSA | Health Occupations Students of America |
| NFFA | National Future Farmers of America |
| SKILLS | SkillsUSA |
| TSA | Technology Student Association (TSA) |

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| 24. Career Technical Student Industry Certification Codes (CTE Student Industry Credential Field # 7) |

| **Valid Value** | **Certification** |
| --- | --- |
| 001 | 3D Studio Max Certification |
| 002 | A+ Certification |
| 003 | Auto CAD |
| 004 | Adobe Certified Expert |
| 005 | Associated Builders and Contractors |
| 006 | Automotive Service Technician (ASE) |
| 007 | C+ Certification |
| 008 | Certified Access Culinary |
| 009 | Certified Cisco Network Associate |
| 010 | Certified Coding Associate (CCA) |
| 011 | Certified Customer Service Specialist |
| 012 | Certified Electronics Associate |
| 013 | Certified Food Manager |
| 014 | Certified e-Marketing Associate |
| 015 | Certified Internet Webmaster |
| 016 | Certified Landscape Technician |
| 017 | Certified Medical Assistant (CMA) |
| 018 | Certified Microsoft Professional |
| 019 | Certified Novell Administrator |
| 020 | Certified Nurse Aide (CNA) |
| 021 | Certified Professional Salesperson |
| 022 | Certified Protection Officer |
| 023 | Certified Travel Associate |
| 024 | Certified Web Designer |
| 025 | Certified Web Technician |
| 026 | Certified Veterinary Assistant |
| 027 | Child Development Associate Certification |
| 028 | CMI Custodial Technician |
| 029 | Computer Maintenance Technician |
| 030 | Concierge |
| 031 | Corel Certified Expert |
| 032 | Corel Certified Proficient User |
| 033 | Cosmetology Beautician |
| 034 | County Jailer |
| 035 | Criminal Justice |
| 036 | Dental Assistant (CDA) |
| 037 | Dental Radiography (RHA) |
| 038 | e-Biz |
| 039 | Educational Aide Certification I |
| 040 | Educational Aide Certification II |
| 041 | Emergency Care Attendant (ECA) |
| 042 | Emergency Medical Dispatcher (EMD) |
| 043 | Emergency Medical Technician (EMT) |
| 044 | Environmental Technician |
| 045 | Forklift Operator |
| 046 | Front Desk Representative |
| 047 | IC Certification, |
| 048 | i-Net+ Certification |
| 049 | jCert JAVA Programmer Certification |
| 050 | Landscape Irrigator License |
| 051 | Licensed Vocational Nurse (LVN) |
| 052 | Linux+ |
| 053 | Lodging Management Passport |
| 054 | Lodging Management Program Certification I |
| 055 | Lodging Management Program Certification II |
| 056 | Macromedia Certified Dreamweaver Developer |
| 057 | Massage Therapist (RMT) |
| 058 | Micromedia Director Certification |
| 059 | Mobile Refrigerant Recovery |
| 060 | MOUS (Microsoft Office Users Specialist) |
| 061 | NCCER Carpentry |
| 062 | NCCER Electrical |
| 063 | NCCER HVAC |
| 064 | NCCER Industrial Maintenance |
| 065 | NCCER Masonry |
| 066 | NCCER Painting |
| 067 | NCCER Plumbing |
| 068 | NCCER Sheet Metal |
| 069 | NCCER Welding |
| 070 | National Health Care Foundation Skill Standards |
| 071 | Network+ |
| 072 | Networking Cabling Specialist |
| 073 | OPAC (Office Proficiency Assessment ) |
| 074 | Oracle Certified Database Associate |
| 075 | OSHA/Career Safe |
| 076 | Outdoor Power Equipment Technician |
| 077 | Pesticide Handling |
| 078 | Pharmacy Technician (CPhT) |
| 079 | Phlebotomy Technician (CPT) |
| 080 | Private Pesticide Applicators License |
| 081 | Pro Engineer Certification |
| 082 | Prostart Certification |
| 083 | Real Estate License |
| 084 | Refrigeration Handling |
| 085 | Refrigeration Technician |
| 086 | Reservationist |
| 087 | SABRE System Certification |
| 088 | Security Service |
| 089 | Server+ |
| 090 | ServSafe Certification |
| 091 | Shampoo and Conditioning Specialist |
| 092 | Small Engine Repair |
| 093 | Student Network Technician |
| 094 | Telecommunications Operator |
| 095 | New Mexico Commercial Drivers License |
| 096 | Welding Technician |
| 097 | Basic Safety Module 00101-04 NCCER Introductory Craft Skills |
| 098 | Light Line Certification Diesel |
| 099 | Heavy Line Certification Diesel |
| 100 | Comp TIA Security+ |
| 101 | Comp TIA Server+ |
| 102 | NCCER Core Curriculum |
| 103 | S/P2 Safety & Pollution Prevention |
| 104 | *Not in use* |
| 105 | First Aid/CPR BLS |
| 106 | NCCER Basic Core and Safety |
| 107 | A\*S\*K Assessment of Skills and Knowledge for Business Certificate |
| 108 | ACT National Career Readiness Certificate |
| 109 | Audio-Visual Communications |
| 110 | Certification: Autodesk Revit Architecture Certified User |
| 111 | Certification: efoodhandlers |
| 112 | Certification: Gas Metal Arc Welding |
| 113 | Certification: Gas Tungsten Arc Welding |
| 114 | Certification: Shielded Metal Arc Welding |
| 115 | Certification: WIN Career Readiness |
| 116 | DECA School Based Enterprise Individual Certification |
| 117 | Detention Officer Certification |
| 118 | Emergency Telecommunicator (911 Operator) |
| 119 | Floriculture |
| 120 | Flux Core Arc Welding D9.4 4 2F |
| 121 | Graphic Design & Illustration using Adobe Illustrator |
| 122 | Landscape |
| 123 | Marketing Management Entrepreneurship |
| 124 | Microsoft Technology Associate:  Windows Operating System Fundamentals |
| 125 | Microsoft Office Specialist |
| 126 | Microsoft Office Excel 2013 |
| 127 | Microsoft Office PowerPoint 2013 |
| 128 | Microsoft Office Word 2013 |
| 129 | NM Early Care Education and Family Support |
| 130 | NOCTI Certificate in Retail Merchandising |
| 131 | Para Pro |
| 132 | Police Explorer Certification- |
| 133 | ProStart National Restaurant Association Education Foundation |
| 134 | Texas Corrections Officer Certification |
| 135 | Video Communication using adobe Premiere Pro |
| 136 | Visual Communication using Adobe Photoshop |
| 137 | Web Communication using Adobe Dreamweaver |
| 138 | Academic Transfer Certificate |
| 139 | Certificate in Biofuels |
| 140 | Certificate in Emergency Medical Technician-Basic |
| 141 | Certificate in Fashion Design |
| 142 | Certificate in Film Production |
| 143 | Basic Wildland Firefighting Certification |
| 144 | Project Lead The Way Biomedical Sciences Certification |
| 145 | Microsoft Office Excel 2010 |
| 146 | Microsoft Office PowerPoint 2010 |
| 147 | Microsoft Office Word 2010 |
| 148 | Precision Exams: Agriculture, Food & Natural Resources |
| 149 | Precision Exams: Architecture & Construction |
| 150 | Precision Exams: Arts, AV Technology & Communication |
| 151 | Precision Exams: Business Management & Administration |
| 152 | Precision Exams: Education and Training |
| 153 | Precision Exams: Finance |
| 154 | Precision Exams: Government & Public Administration |
| 155 | Precision Exams: Health Science |
| 156 | Precision Exams: Hospitality & Tourism |
| 157 | Precision Exams: Human Services |
| 158 | Precision Exams: Information Technology |
| 159 | Precision Exams: Manufacturing |
| 160 | Precision Exams: Marketing |
| 161 | Precision Exams: Law, Public Safety, Corrections & Security |
| 162 | Precision Exams: Science, Technology, Engineering & Mathematics |
| 163 | Precision Exams: Transportation, Distribution & Logistics |

**Note:** If you require a code for a certification that is not included in the above list, please email Monique Garcia ([monique.garcia@state.nm.us](mailto:mary.medina2@state.nm.us)) of the College and Career Readiness Bureau with your request. Please cc Elaine Perea ([elaine.perea@state.nm.us](mailto:elaine.perea@state.nm.us)) on all requests.

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| 25. Course Content Codes (Student Course Enrollment Field # 16) |

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| --- | --- |
| **Course Content Code** | **Course Content** |
| APLUS | APlus |
| BYU | BYU |
| EDCONN | EdConnection |
| EDGENU | Edgenuity |
| EDMENT | Edmentum |
| FUELED | Fuel Ed |
| IDEAL | Innovative Digital Education and Learning Online Course – (returned as a value to support LEAs that still had this coded in their SIS) |
| K-12 | K-12 (Including A+ Instructional Materials) |
| ODYSSE | Odysseyware |
| OTHER | Other Distance Learning Provider |
| PROXIM | Proximity |

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| 26. Award Code Codes (Student Award Fact Field # 4) |

|  |  |
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| **Award Code** | **State Seal of Bilingualism/Biliteracy Award** |
| ARABIC | State Seal of Bilingualism/Biliteracy Award in Arabic |
| ASL | State Seal of Bilingualism/Biliteracy Award in American Sign Language |
| CHINESE | State Seal of Bilingualism/Biliteracy Award in Chinese |
| FRENCH | State Seal of Bilingualism/Biliteracy Award in French |
| GERMAN | State Seal of Bilingualism/Biliteracy Award in German |
| JAPANESE | State Seal of Bilingualism/Biliteracy Award in Japanese |
| JICARILLA | State Seal of Bilingualism/Biliteracy Award in Jicarilla Apache |
| KERES | State Seal of Bilingualism/Biliteracy Award in Keres |
| MESCALERO | State Seal of Bilingualism/Biliteracy Award in Mescalero Apache |
| NAVAJO | State Seal of Bilingualism/Biliteracy Award in Navajo |
| RUSSIAN | State Seal of Bilingualism/Biliteracy Award in Russian |
| SPANISH | State Seal of Bilingualism/Biliteracy Award in Spanish |
| TEWA | State Seal of Bilingualism/Biliteracy Award in Tewa |
| TIWA | State Seal of Bilingualism/Biliteracy Award in Tiwa |
| TOWA | State Seal of Bilingualism/Biliteracy Award in Towa |
| VIETNAMESE | State Seal of Bilingualism/Biliteracy Award in Vietnamese |
| ZUNI | State Seal of Bilingualism/Biliteracy Award in Zuni |

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| Appendix E – License Requirements |

The License Requirement files can be found on the STARS web site at: [www.ped.state.nm.us/stars/documentation.html](http://www.ped.state.nm.us/stars/documentation.html), then click on the ***Course License Requirements*** or ***Staff Assignment License Requirements*** link.

**Changes 2017-18:**

**Secondary Teacher License expanded to include 6th graders:**

* 300 Secondary Teaching License grade ranged changed from 7-12 to 6-12
* Courses specific to 6th graders will include the 300 6-12 Secondary Teaching License where appropriate in the Course License Requirement table
* Will resolve Licensure Discrepancy issues which were occurring when teaching 6th graders on a 300 Secondary Teaching license

**Audiologist Licensure Change:**

* Staff Assignment Codes 86/86S Audiologist requires a 902 Audiologist License

**BEP Language for Native Speaker Licensure Change:**

* Courses 1271-1273 Language for Native Speakers I – III requires a 60 Modern and Classical Language endorsement AND 67 Bilingual endorsement when BEP is specified in the Course Instructor template for field #60 Course Special Program Code, meaning the class is taught as part of BEP funding.
  + Exception: Doesn’t apply to 520 Native Language & Culture certificate, which is never issued with endorsements

FAQs– License Requirements

1. **Why would a teacher appear as a License Discrepancy if teaching a 6th grade class on a 7-12 Secondary Teaching License?**

Because 6th grade only classes do not allow a 7-12 Secondary Teaching License (300 License Type), since the grade level is out-of-scope. They must apply for a 5-9 Middle School teaching license (350 License Type) or a PreK-12 Specialty Area (500 License Type) teaching license.

1. **Why are GIFTED and SPECIAL ED teachers appearing on the *Licensure Discrepancy for Courses* report?**

If coded correctly, licensure for GIFTED and SPECIAL ED teachers are verified based on their STAFF ASSIGNMENT CODES (positions), not courses. Staff Assignment Code 94 (Gifted Teacher) and 97 (Special Ed Teacher) in the STAFF ASSIGNMENT template must have the SAME location code as the COURSE INSTRUCTOR template to bypass the “course” licensure requirements check. If there was a licensure issue, they should appear on the *Licensure Discrepancy for Staff Assignment* report instead.

The below exception report will identify GIFTED and SPECIAL ED teachers who are reported teaching classes in COURSE INSTRUCTOR but are not reported in STAFF ASSIGNMENT as a “Teacher” at this SAME location. It doesn’t make sense to teach a class in a school that has no TEACHING FTE associated with it.

**Exception Report:** Path: Staff>Teachers>Data Quality Tools [Teachers Teaching No Students at Teacher FTE Location](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/Teachers%20Teaching%20No%20Students%20at%20Teacher%20FTE%20Location.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FTeachers%252FTeacher%2520Data%2520Quality%2520Tools%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

1. **When does Licensure data get transferred to STARS?**

The most current licensure data gets transferred three times daily; Noon, 5pm and Midnight.

Since it takes about an hour to reprocess Licensure Discrepancies and Highly Qualified Teachers for the year, run these reports AFTER this period of time if changes were made to:

1. templates COURSE, COURSE INSTRUCTOR, COURSE ENROLL, STAFF ASSIGNMENT, STAFF SNAPSHOT or STUDENT SNAPSHOT

OR

2) PED’s AS/400 Licensure System

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| Appendix F – Family Educational Rights and Privacy Act |

**FERPA Generally**

The Family Educational Rights and Privacy Act or “FERPA” is a federal privacy protection law designed to protect student education records. FERPA, also known as the Buckley Amendment, broadly defines education records as *all* records that schools or education agencies maintain about students.

FERPA gives parents (as well as students in postsecondary schools) the right to review and confirm the accuracy of their educational records. FERPA governs what student information and under what circumstances can be released. Since enacting FERPA in 1974, Congress has strengthened privacy safeguards of education records through this law, refining and clarifying family rights and agency responsibilities to protect those rights. Also, state and federal courts can and do interpret FERPA provisions.

FERPA is a federal law that is found at Title 20, Section 1232g of the U.S. Code (20 USC 1232g), which incorporates all amendments to FERPA and can be accessed electronically at: <http://www4.law.cornell.edu/uscode/html/uscode20/usc_sec_20_00001232---g000-.html>.

FERPA regulations are published by the Government Printing Office and codified at Title 34 Code of Federal regulations, Part 99 (34 CFR Part 99). Those regulations can be accessed electronically at:

<http://www.gpo.gov/fdsys/pkg/CFR-2008-title34-vol1/content-detail.html>.

**FERPA Protects Privacy**

FERPA applies to all public schools, state educational institutions, and post-secondary state colleges/universities that receive Federal educational funds and provide educational services or instruction to students. State laws can supplement FERPA, but compliance with FERPA is mandatory if schools are to continue to be eligible to receive Federal education funds. FERPA’s protections apply to both paper and electronic educational records. In addition to the Federal laws that restrict disclosure of information from student records, some states also have privacy protection laws that reinforce FERPA. In New Mexico, the Inspection of Public Records Act cannot not be used to obtain personally identifiable student educational records specifically protected by FERPA.

FERPA requires that educational agencies annually notify parents of students who are currently in attendance or eligible students (age of 18) who are currently in attendance of their right: (1) to inspect and review the student’s education records; (2) to seek amendment of the student’s education records if they are inaccurate or misleading; (3) to consent to disclosure of personally identifiable student information; and (4) to file with the US Dept. of Education a complaint alleging failure to comply with FERPA provisions.

When students reach the age of 18, rights under FERPA transfer from the parents to the students. FERPA gives both parents equal access to their student’s educational records unless the school receives a legally binding document that specifically revokes those rights. (e.g., divorce decrees, separation agreements, domestic relations modification orders)

**FERPA Defines Education Records**

Education records include a range of information about a student that is collected by an educational agency such as: student’s name, parents’ names, student’s address, student’s social security number, unique characteristics about student such as ethnicity or place of birth, or other information that would make the student’s identity easily traceable, student’s awards, student’s course grades, student’s achievement results, student’s class location, student’s discipline, etc.. FERPA includes all this and more.

**Disclosure and Non-disclosure of Student Information**

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

* School officials with legitimate educational interest;
* Other schools to which a student is transferring;
* Specified officials for audit or evaluation purposes;
* Appropriate parties in connection with financial aid to a student;
* Organizations conducting certain studies for or on behalf of the school;
* Accrediting organizations;
* Compliance with a court order or lawfully issued subpoena;
* Health and safety officials in cases of emergency; and
* Juvenile justice system officials pursuant to state laws.

Schools may disclose, without obtaining consent, ***directory information*** which includes: student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must inform parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

To satisfy the requirement of informing parents and eligible students, schools must notify them annually in writing of their rights under FERPA. How this written information is provided is up to the school so long as the notification is an effective means of communication, is in the appropriate language of those whose primary or home language is not English, and effectively communicates to those parents/eligible students who are disabled.

**Questions?**

The Family Policy Compliance Office (FPCO) of the U.S. Department of Education is responsible for implementing FERPA. They can be contact in writing, by telephone or by email at:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Ave. S.W.  
Washington, DC 20202-5920  
202-260-3887 [FERPA.Customer@ED.Gov](mailto:FERPA.Customer@ED.Gov)

Before contacting federal officials, you can often get a direct and immediate response to your questions from your local school officials.

A helpful FERPA guide for parents can be accessed online at the following link: <http://www.ed.gov/policy/gen/guid/fpco/brochures/parents.html>

A helpful checklist for districts, *FERPA Exceptions—Summary,* can be accessed online at the following link:

<http://ptac.ed.gov/document/ferpa-exceptions-summary>

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| Appendix G – Minimum Hardware/Software Requirements to Use STARS |

All public school districts will submit student and staff data to NMPED through STARS. The **minimum** software necessary to store and report student and teacher accountability data to the NMPED is a student and staff database, an internet connection and a browser. If your district does not have a vendor created and supported student/staff database, your district may download a copy of the STARS Access Database. Your district will need an Access license to use this software.

* Recommended browsers to load files in eDM using a PC:
  + Internet Explorer 7.0 or higher
  + Firefox 3.0 or higher
* Recommended browsers to load files in eDM using a Mac:
  + Safari 5.0 or higher
  + Firefox 3.0 or higher

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| Appendix H – School Transportation (moved to STARS Manual 1) |

**School Transportation has been moved to STARS Manual 1.**

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| Appendix I – Special Education and Related Information |

HOW TO REPORT INDICATOR 7 EARLY CHILDHOOD OUTCOMES

Submit **one ENTRY and one EXIT assessment for each category each year** for preschoolers in 3Y/4Y program. All three assessments categories are required for students receiving speech only services.

Submit the ENTRY assessment on 40D or 80D submissions and the EXIT assessments on 120th and EOY submission periods. The Standard Achieved Code is used to collect the PROGRESS ASSESSMENT VALUE and is to be included with each of the Early Childhood EXIT records only.

The Standard Achieved Code for the Early Childhood ENTRY assessments is no longer required beginning with SY2012-13. Do not include the Standard Achieved Code with the ENTRY assessments

*When determining the student's PROGRESS ASSESSMENT VALUE, utilize the Childhood Outcomes Summary Form (COSF).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Item Description Code #4** | **Test Date #5** | **Stud ID #6** | **PROGRESS Assessment Value (Standard Achieved Code #17)** | **Scoring Model Code #45** |
| SOCIAL EMOTIONAL ENTRY | YYYY-08-11 | xxxxxxxx1 | **Not collected** | BRIG |
| LANGUAGE ACQUISITION ENTRY | YYYY -08-11 | xxxxxxxx1 | **Not collected** | BRIG |
| BEHAVIOR ENTRY | YYYY -08-11 | xxxxxxxx1 | **Not collected** | BRIG |
| SOCIAL EMOTIONAL **EXIT** | YYYY -02-19 | xxxxxxxx1 | A | BRIG |
| LANGUAGE ACQUISITION **EXIT** | YYYY-02-19 | xxxxxxxx1 | B | BRIG |
| BEHAVIOR **EXIT** | YYYY -02-19 | xxxxxxxx1 | E | BRIG |

HOW TO REPORT INDICATOR 13 POST-SECONDARY MEASURABLE GOALS

**AND TRANSITION OUTCOMES**

Submit a SPECIAL EDUCATION EVENTS template record EACH SCHOOL YEAR for each of the eight questions for students with disabilities (not gifted) during the reporting period for students who turn 16 and older between 7/1 and 120th Day of the current school year. If student meets the age criteria but whose new IEP has not occurred yet, the LEA may use the current IEP. Not required if student exited special education prior to their 16th birthday. In addition, postsecondary goals are not required for students parentally placed in private schools. A new survey should be completed and submitted each school year.  The SPECIAL EDUCATION EVENTS template can be submitted at all reporting periods in either a point-in-time fashion or in a cumulative fashion.  See appendix D.15 SPP13 for a complete list of the survey questions. The NSTTAC indicator 13 checklist link is: <http://www.ped.state.nm.us/SEB/law/dl11/NSTTAC%20Checklist.pdf>

Note: Indicator 13 state target is to have 100% of the questions with an answer of “YES”.  *No submission of an event implies a “NO” response.*

SPECIAL EDUCATION EVENTS template for indicator 13.

Submit one record for each event type code if the survey response is “Yes” or “N/A”.

District Code: xxx

Location Code: xxx

School Year Date:  Valid Value:  YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code:   Valid Values (Questions 1-7): Yes (40, 42, 44, 46, 48, 50or 54)

Valid Values (Question 8): Yes or N/A (52**or** 56, where 52=Yes, 56=N/A)

Event Date: Starting School Year 2016-2017, use an actual date within the last 365 calendar days.

EXAMPLE: for the 2013-2014 School Year, the responses to the questions in the survey are:

|  |  |
| --- | --- |
| 40 | Are there appropriate measurable post-secondary annual goals? – YES |
| 42 | Have the post-secondary goals been updated annually? - YES |
| 48 | Were the postsecondary goals based upon an age appropriate transition assessment? – YES |
| 54 | Are there transition services in the IEP that will reasonably enable the student to meet the postsecondary goal(s)? - YES |
| 46 | Do the transition services include courses of study that will reasonably enable the student to meet the postsecondary goal(s)? – YES |
| 44 | Are there annual IEP goals related to the student's transition service needs? – YES |
| 50 | Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? – YES |
| 52 and 56 are mutually exclusive and cannot co-exist. .**Please submit ONLY ONE of the following**: | |
| 52  or  56 | If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – **YES** |
| If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? – **N/A** |

**The records in the Special Education Events template would be:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DISTRICT CODE | LOCATION CODE | SCHOOL YEAR DATE | STUDENT ID | EVENT TYPE CODE | EVENT DATE |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **40** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **42** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **48** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **54** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **46** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **44** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **50** | YYYY-MM-DD |
| **XXX** | **XXX** | **YYYY-06-30** | **xxxxxxxxx** | **52 or 56** | YYYY-MM-DD |

**HOW TO REPORT A COMMUNICATION CONSIDERATION**

Submit a SPECIAL EDUCATION EVENTS template record each school year to indicate whether or not a deaf/hard of hearing has had a communication consideration form completed at their IEP or whether or not a blind/visually impaired student has had their communication needs considered. (34 CFR 300.324(a)(2)(iv).

Business Rule: Event 4 is required if the student is deaf or hard of hearing regardless of their disability code. Event 5 is required if the student is blind or visually impaired regardless of their disability code.

When developing IEPs for students who are blind or have a visual impairment must consider the instruction in Braille unless IEP team determines after an evaluation that Braille is not needed.

SPECIAL EDUCATION EVENTS template for communication consideration

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: 4 = Deaf or Hard of Hearing, regardless of disability code, and/or

5= Blind or Visually Impaired, regardless of disability code

Event Date: Starting School Year 2016-2017, use an actual date within the last 365 calendar days.

For example, for the 2010-2011 School Year, the records in the Special Education Events template would be:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DISTRICT CODE | LOCATION CODE | SCHOOL YEAR DATE | STUDENT ID | EVENT TYPE CODE | EVENT DATE |
| XXX | XXX | YYYY-06-30 | xxxxxxxxx | 4 | YYYY-MM-DD |
| XXX | XXX | YYYY-06-30 | xxxxxxxxx | 5 | YYYY-MM-DD |

\*Note that no submission implies that a Communication Consideration form was NOT completed at their IEP.

HOW TO REPORT A PARENTAL NOTIFICATION OF THE TRANSFER OF RIGHTS

Submit a SPECIAL EDUCATION EVENTS template record each school year to indicate whether or not parental notification of the transfer of rights has occurred.

Business Rule: “Notification of the transfer of rights when a student turns 18” is required at the IEP review for students who turn age 14 and above during the school year.

SPECIAL EDUCATION EVENTS template for communication consideration

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: 2

Event Date: Starting School Year 2016-2017, use an actual date within the last 365 calendar days.

For example, for the 2013-2014School Year, the records in the Special Education Events template would be:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DISTRICT CODE | LOCATION CODE | SCHOOL YEAR DATE | STUDENT ID | EVENT TYPE CODE | EVENT DATE |
| XXX | XXX | YYYY-06-30 | xxxxxxxxx | 2 | YYYY-MM-DD |

\*Note that no submission implies that a Parental Notification of the transfer of rights has NOT occurred.

HOW TO REPORT WRITTEN PARENTAL CONSENT for MEDICAID and/or PRIVATE INSURANCE

Beginning in SY2015-2016 all schools providing Medicaid-based services to students are required to submit the following special education event records.

A one-time parental consent record (event 10) is required once during student’s education. The record is submitted for new consents received henceforth.

Another record (event 12) is submitted each school year for reporting the annual notification.

SPECIAL EDUCATION EVENTS template

District Code: xxx

Location Code: xxx

School Year Date: Valid Value: YYYY-06-30, where YYYY is the current school year

Student ID: xxxxxxxxxxxx

Event Type Code: 10 and/or 12

Event Date: Valid Value (Use actual date of event): YYYY-MM-DD, YYYY is the current school year

For example: The records in the Special Education Events template would be:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| DISTRICT CODE | LOCATION CODE | SCHOOL YEAR DATE | STUDENT ID | EVENT TYPE CODE | EVENT DATE |
| XXX | XXX | YYYY-06-30 | XXXXXXXXXX | 10 | YYYY-MM-DD (actual date) |
| XXX | XXX | YYYY-06-30 | XXXXXXXXXX | 12 | YYYY-MM-DD (actual date) |

\*Note that no submission implies that written parental consent for Medicaid and/or Private Insurance has NOT occurred.

HOW TO REPORT A CERTIFICATE OF TRANSITION

A student receiving special education services and who has received a certificate of coursework completed and who did not pass the exit requirements for graduation must have a current IEP with prior written notice that student will receive a conditional certificate of transition. A Certificate of Coursework Completed is not a valid graduation option and does not end the student’s right to FAPE.

**Submit Student, Student Snapshot and Special Ed Snapshot as follows:**

1. **Submit STUDENT template. (use location code where served or 000)**

* Special Ed Status code is Y
* Current Grade Level = 12
* Level of Integration (Valid Values: 1, 2, 3 or 4)
* Repeating Last Year = N
* Diploma Type Code = 2
* Student Status = G
* Last Status Date = yyyy-mm-dd
* Expected Graduation Timeframe is required, use format MMYY.

1. **Submit STUDENT SNAPSHOT template. (use location code where served or 000)**

* Special Ed Status code is Y
* Current Grade Level = 12
* Level of Integration (Valid Values: 1, 2, 3 or 4)
* ….

1. **Submit SPECIAL ED SNAPSHOT template**

* Primary Disability
* Transition IEP Status Code (Valid Values: C or T)
* Last IEP Date
* Last Eval Date
* Expected Diploma Type

**Definition:**

* **C**ontinuing IEP (until they graduate or age out)- Applies to 12th grade special education students who have completed four years of high school and have not yet graduated. They are in school and must have a current IEP which contains prior written notice that the student will receive a conditional certificate of transition. The conditional certificate of transition entitles a student who has attended four or more years of high school to continue to receive special education services until a diploma is obtained or student ages out.
* **T**ransition IEP (until they graduate or age out) - Applies to 12thgrade students **who may or may not be**ing the high school setting, but continue to receive special education services in order to obtain a diploma.

HOW TO REPORT CONTINUING OR TRANSITION IEP’s FOR RETURNING 12th GRADERS

**WHO ENROLLED BEYOND THE STANDARD FOUR YEARS OF HIGH SCHOOL**

**A Continuing or Transition IEP must be in place. To receive state funding a STUDENT SNAPSHOT and SPECIAL ED SNAPSHOT must be in place.**

**Submit Student, Student Snapshot and Special Ed Snapshot as follows:**

1. **Submit STUDENT template. (use location code were served)**

* Special Ed Status code is Y
* Current Grade Level = 12
* Level of Integration (Valid Values: 1, 2, 3 or 4)
* Expected Graduation Timeframe is required, use format MMYY.

1. **Submit STUDENT SNAPSHOT template. (use location code were served or 000)**
   * Special Ed Status code is Y
   * Current Grade Level = 12
   * Level of Integration (Valid Values: 1, 2, 3 or 4)
   * Expected Graduation Timeframe is required, use format MMYY.
2. **Submit SPECIAL ED SNAPSHOT template**

* Primary Disability
* Transition IEP Status Code (Valid Values: C, T, GC, GT)
* Last IEP Date
* Last Eval Date
* Expected Diploma Type

|  |  |  |
| --- | --- | --- |
| **Graduation Status** | **Transition IEP Status Code** | **Definition** |
| **Non-Graduate and on a Continuing IEP**  Note: The conditional certificate of transition entitles a student who has attended four or more years of high school to continue to receive special education services until the diploma is obtained or until the student ages out. | **C** | Designates a Student with Disabilities who:   * Is in 12th grade * Who has completed four or more years of high school * Did not receive a diploma (Standard, Career or Ability Option) * Must be in school * Must have a current IEP with prior written notice that student will receive a conditional certificate of transition |
| **Non-Graduate and on a Transition IEP**  Note: The conditional certificate of transition entitles a student who has attended four or more years of high school to continue to receive special education services until the diploma is obtained or until the student ages out. | **T** | Designates a Student with Disabilities who:   * Completed 12th grade * ***may or may not be in the high school setting*** * Has a current IEP with prior written notice that student will receive a conditional certificate of transition * Continues to receive special education services in order to obtain a diploma (Standard, Career Readiness, Ability Options)   Example: A student receiving tutoring to pass the high school exit exam or who is completing credits to graduate |
| **Graduated and is on  a Continuing IEP**  Note: The conditional certificate of transition entitles a student who has attended four or more years of high school to continue to receive special education services until the diploma is obtained or until the student ages out. | **GC** | Designates a Student with Disabilities who:   * Received a Diploma from the Career Readiness or Ability Options * Must be in school * Must have a current IEP with prior written notice that student will receive a conditional certificate of transition * An EXIT event (Special Ed Events template) is submitted in the school year in which the graduation event occurred (reason code 10 or 11) and again if and when FAPE ends.   (for example: 4=RMA, 9=Graduated on Standard Option). |
| **Graduated and is on  a Transition IEP**  Note: The conditional certificate of transition entitles a student who has attended four or more years of high school to continue to receive special education services until the diploma is obtained or until the student ages out. | **GT** | Designates a Student with Disabilities who:   * Received a Diploma from the Career Readiness or Ability Option * ***may or may not be in the high school setting*** * Has a current IEP with prior written notice that student will receive a conditional certificate of transition * Continues to receive special education services * An EXIT event (Special Ed Events template) is submitted in the school year in which the graduation event occurred (reason 10 or 11) and again if and when FAPE ends.   (for example: 4=RMA, 9=Graduated on Standard Option).  Example 1:  Student A received his diploma through the Career Readiness Option but comes back to the HS to take art and technology classes that help him with his disability.  Example 2:  Student B received her diploma through the Ability Option but continues to need special education services while she gets work experience in a volunteer program at the hospital. |

|  |  |
| --- | --- |
| HOW TO REPORT INDICATOR 12 EARLY CHILDHOOD PART C TO B TRANSITION STUDENTS | |
|  | |
| **Report all students who were served in Part C and referred to Part B for eligibility determination and who had their third birthday during the school year.** | |
|  | |
| **1.** | **Submit a STUDENT and SPECIAL ED EVENTS template for all students who were served in Part C and referred to Part B for eligibility determination.  This includes students who are ineligible for Part B and/or are not currently enrolled.**   * If the student is NOT enrolled set fields in the STUDENT template to *special education = N; grade level = PK, SPED referral code = C, location code is either the enrollment school code or location code 000. DO NOT submit Student Snapshot or a Special Ed Snapshot template.* * If the student is enrolled, submit STUDENT SNAPSHOT template, and * If the student is currently receiving special education and related services, submit the SPECIAL ED SNAPSHOT template |
|  | |
| **2.** | **Submit a SPECIAL ED EVENTS template for each event that has occurred as follows.** |
|  | * Part C to B ELIGIBLE student would have the following events. This may include students who are NOT currently enrolled.   18 Part C to B Date referral received from Part C  20 Part C to B 90 Day Transition Conference 30      Part B - Parental Consent Initial Evaluation Only 31      Part B - Initial Evaluation  34      Part B - Initial IEP 21      Part C to B Eligibility Determination - YES 22      Part C to B Initial Placement IEP or IEP developed 23      Part C to B IEP Implementation  Non-compliance reason codes are entered in event types 18, 20, 21, 22 or 23 |
| **3.** | **STARS Reporting**  When “0” is displayed a confirmation notice that no related events have occurred for specified school year is required. |
|  | |  | | --- | | STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > Special Education Reports > |  |  |  |  | | --- | --- | --- | |  |  | * SPP12 Early Childhood Part C to B Transition Summary Report (to view all records) * EXCEPTION SPP7-13 Indicator Exception Detail Report (to view records containing data entry errors) | |
| HOW TO REPORT INDICATOR 11 INITIAL EVALUATIONS 60-DAY TIMELINE (PK – 12) | |
|  | |
| **1.** | **Generate unique state student id and submit a STUDENT template for all Initial Evaluations.  This includes students who are ineligible for Part B and/or are not currently enrolled.** When “0” is displayed, a confirmation notice that no related events have occurred for specified school year is required.   * If the student is NOT enrolled set fields in the STUDENT template to *special education = N; grade level = PK-12, SPED referral code MUST = F, except for Part C to B, then it must be “C”. The location code is either the enrollment school code or location code 000. No snapshot template is required, or* * If the student is enrolled, submit STUDENT SNAPSHOT template, and * If the student is currently receiving special education and related services, submit the SPECIAL ED SNAPSHOT template |
|  | |
| **2.** | **Submit a SPECIAL ED EVENTS template for each event that has occurred as follows.**  Starting with 2016-2017 the eligibility determination YES/NO is a required field. |
|  |
| * **Child Find ELIGIBLE student would have the following events:**   30      Part B - Parental Consent Initial Evaluation Only 31      Part B - **Initial Evaluation** 32      Part B - Initial EDT Eligibility Determination – YES  34      Part B - Initial IEP Date  Non-compliance reason codes are entered in event types 30, 31, 32 or 34 |
| * **Child Find INELIGIBLE student would have the following events:**   30      Part B - Parental Consent Initial Evaluation Only 31      Part B - **Initial Evaluation** 33      Part B - Initial EDT Eligibility Determination - NO  Non-compliance reason codes are entered in event types 30, 31 or 33 |
| **3.** | **STARS Reporting**  When “0” is displayed it will **automatically confirm** that no related events have occurred for specified school year. |
|  |
|  | STARS Reporting > Public Folders > eScholar Framework - Verify > District and Location Reports > Special Education Reports >   * SPP11 Parental Consent for Initial Evaluations 60 Day Timeline Summary Report. (to view all records) * EXCEPTION SPP7-13 Indicator Exception Detail Report (to view records containing data entry errors) |

## HOW TO REPORT STUDENTS AS GIFTED WITH A DISABILITY, GIFTED/SPECIAL ED ONLY

SEE TEMPLATE FIELD REQUIREMENTS BELOW:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***EXAMPLES:*** | STUDENT and STUDENT SNAPSHOT | | SPECIAL ED SNAPSHOT | | | |
| Gifted Participation  (field # 80) | Special Education (field #38) | Primary Area of Exceptionality per IEP  (field #59) | Primary Disability (sample) | Secondary Disability | Primary Setting Code (field #44 samples) |
| **Gifted with a *secondary* IDEA disability** | Y | Y | G | VI |  | SA01 |
| **Gifted with a *primary* IDEA disability** | Y | Y | SE | SLD | SL | SA03 |
| **Gifted Only** | Y | N | G |  |  | SA01 **(Required, can no longer be blank)** |
| **Students with a Disability Only** | N | Y | SE | VI | OHI | EC22 |
|  |  |  |  |  |  |  |

GUIDELINES FOR CALCULATING RELATED SERVICE FTE

CFR §300.34.

General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related service providers who provide direct service to students identified with a disability as per their IEP, that are funded through the State Equalization Guarantee Act using the formula described below.

* 82 Social Worker
* 86 Audiologist
* 87 Diagnostician
* 88 Interpreter for the Deaf
* 89 Occupational Therapist
* 90 Orientation and Mobility
* 91 Physical Therapist
* 92 School Psychologist
* 93 Speech/Language Pathologist
* 99 Rehabilitation Counselor

When calculating FTE for related service providers, FTE calculation **must** be based on direct services being provided by related service providers as per CFR §300.34, to students with disabilities who are receiving direct services as identified through an IEP and aligned with CFR §300.39.

* **Examples** of allowable services include but are **not limited to**:
  + Direct services per a student’s IEP;
    - Any direct services **must** be documented in the IEP and service logs;
  + Evaluations and re-evaluations as required by an IEP and/or Federal and State regulations,;
  + Travel related to direct services for students with disabilities, including travel for employees and contractors who travel to multiple schools within the district in order to provide services per the IEP;
    - Travel logs must be kept for all related service providers;
  + Travel for contractors to and from their home base; if in fact the contractor lives near the contractor home base;
    - Documentation of travel and residence must be collected by the LEAs to confirm travel time;
  + Required meetings related to students with disabilities such as IEP staffing’s, etc.;
    - Service logs must be kept;
  + Collaboration with teaching staff as identified in the student’s IEP;
    - Service logs must be kept.
* **Examples** of services/time that may **NOT** be considered in calculating FTE include:
  + Special education program administration (i.e. contact teacher, lead teachers, special education directors, SAT coordinators, etc.);
  + Student Assistance Team coordination/administration;
  + Direct services provided to students not identified as students with disabilities (i.e., providing services to students not on an IEP as part of general education program) or not identified as in need of related services as per §300.34;
  + For providers who are paid as independent contractors, LEAs may not calculate hours for:
    - general school functions (assemblies, programs, staff meetings);
    - playground supervision duties, etc.;
    - unless activities are specifically identified in the student’s IEP as requiring direct services by the related service provider.

When calculating evaluation time as per 34 CFR §300.305(a), for all related service providers, LEAs must consider each related service provider individually and be able to justify evaluation time through supporting documentation (i.e., service logs, evaluation time sheets, billing logs, etc.). When LEAs are calculating related service FTE for related service providers, LEAs must consider the total number of initial evaluations, re-evaluations, students on TIER II of the SAT process, and Eligibility Determination/IEP meeting time needed. LEAs must take into consideration the REED process and how it affects FTE.

When calculating FTE for School Psychologist, the LEA must be able to provide documentation for the duties the School Psychologist is performing and those duties must align with allowable duties for this position in accordance with CFR §300.34. For a School Psychologist, the duties may also include the following: collaboration for students with extensive behavioral and/or social needs; staffing crisis teams and interventions; etc.

Please use the average time determined by the vendor when calculating the time required to complete initial evaluations and re-evaluations. If the time exceeds the average time determined by the vendor, the LEA will be required to justify the time with supporting documentation.

* Initial Evaluations
  + Review of Data (include data review and collection)
  + Testing time
  + Report writing
  + EDT meeting
* REED with additional testing
  + Testing time
  + Report writing
  + EDT meeting
* REED with no additional testing
  + REED meeting
  + EDT meeting

1. FTE is rounded to two decimal places.
2. To determine the total time required by the LEA for an individual related service provider, the LEA should consider the following:
   1. LEAs **must** always consider direct service time as per the IEP and service time can only be considered for a student who has qualified for special education services consistent with §300.8 and §300.39. Direct service time shall be aligned with §300.321.
   2. LEAs **must** consider direct service time as identified through IEPs. The LEA should also consider travel time required for each related service provider.
      1. Travel time should be considered for contractors who commute from their home base to their work site, if in fact the contractor lives near the contractor home base and for employees and contractors who travel to multiple schools within the district in order to provide services per the IEP.

* By hours per week: calculate the total number of hours per week you are hiring this person based on total direct service time per the students’ IEP on the provider’s caseload, allowable evaluation/re-evaluation time, and travel time for the week. Divide the total number of weekly hours for each related service provider by the identified LEA workweek for a full-time related service provider\*+. This is the total FTE for this person. The total FTE for the related service provider should not exceed the total LEA workweek. Note: any extension beyond the regular hours will require documentation.
* By total number of days: Figure out the total number of days you are hiring this person based on total direct service time per the students’ IEP on the provider’s caseload, allowable evaluation/re-evaluation time, and travel time for the week. Divide the number of days you have for each related service provider by the identified LEA contract days determined for a full-time related service provider\*+. Note: any extension beyond the regular days will require documentation.
* By total number of hours: Figure out the total number of hours you are hiring this person based on total direct service time per the students’ IEP on the provider’s caseload, allowable evaluation/re-evaluation time, and travel time for the week. Divide the number of hours you have for each related service provider by the identified LEA contract hours determined for a full-time related service provider\*+. Note: any extension beyond the regular hours will require documentation.

\*Note: If the calculation for an individual related service provider exceeds a 1.0 FTE, the LEA will be required to obtain SEB approval prior to submission of data.

+Note: Full time status is defined as 40 hours a week for related service providers. If LEAs would like to request an alternative denominator it must be approved by the SEB.

For Speech only please use the calculation below.

1. FOR Speech only. If this person is seeing any students as a caseload teacher (that is, if this person is the child’s only special education teacher) this person will have a caseload FTE.

FTE for A-level service = # of students FTE for B-level service = # of students

(Code 95) 60 (Code 95) 35

FTE for 3Y/4Y itinerant\* service = # of hours spent with these students

(Code 96) LEA work week

\*FTE for 3Y/4Y service for a teacher at a center-based program on the public school campus is not audited. Instead, we audit the adult-to-student ratio as required by state regulations. Add them together. This is the caseload FTE for this person.

1. Finally, figure related service FTE.

* If the remainder of this person’s service is only students who are five or older prior to September 1, then do the following:

Total FTE minus caseload FTE = related service FTE

* If the remainder of this person’s service includes some 3Y/4Y students, then do the following:

time for 3Y/4Y related service

LEA work week = 3Y/4Y related service FTE (unfunded)

Total FTE minus caseload FTE minus 3Y/4Y rel serv FTE = related service FTE

If you have any questions, please call the Special Education Bureau at 505-827-1457.

GUIDELINES FOR SUBMITTING SPECIAL ED EXIT DATA (Ages 14 and Older)

***IMPORTANT NOTE: A Certificate of Course Work Completed is not a valid graduation option and does not end the student’s right to FAPE.FAPE ends when a regular diploma on a “Standard” Option is obtained or the student reaches maximum age. A regular diploma obtained on the Career Readiness or Ability Option DOES NOT end the student’s right to FAPE.***

The templates to be used in submitting data on Exited Special Education Students depend on the reasons for exiting special education (e.g. Returned to Regular Education, Graduated with a regular diploma on all options, Moved, Dropped Out, etc.,). In all cases a record needs to be submitted in the Special Education Events Template for students ages 14 and above as of the child count date who received special education and related services under **IDEA 618, Part B**and exited special education at any time during the school year. For returning students who have reached maximum age and have previously graduated with the Career Readiness or Ability option submit RMA when FAPE ends, otherwise no submission is required.

SUBMIT SPECIAL ED EVENTS TEMPLATE.

* Event Type Code = 1 - EXIT
* Event Reason Code = use values 1,4,5,6,8,9,10 or 11

☞STUDENTS WHO ARE RETURNING TO REGULAR EDUCATION

* SUBMIT STUDENT and STUDENT SNAPSHOT templates
  + Special Ed Status code must equal “N”
  + Level of Integration (not required unless student is gifted)
* **No Special Ed Snapshot** record is required for Students returning to Regular Education
* SUBMIT SPECIAL ED EVENTS template
  + Event Type Code = 1 – indicating the student is exiting Special Ed
  + Event Date (Use actual date of the event)
  + Event Reason Code = 1 – Returned to Regular Education

☞STUDENTS GRADUATING WITH A REGULAR DIPLOMA (includes Standard, Career Readiness or Ability options) at END of YEAR. EOY = YYYY-06-01

* SUBMIT STUDENT and STUDENT SNAPSHOT templates and complete the

following fields:

* + **Special Education must equal “Y”**
  + Level of Integration (1,2,3 or 4)
  + Repeating Last Year = N
  + Student Status = G
  + Last Status Date = yyyy-mm-dd
  + Post Graduate Activity (Valid values: 1,2,3,4 or 5)
  + Diploma Type Code (valid values: 1–Diploma)
  + LEP/EL Eligibility
* SUBMIT SPECIAL ED SNAPSHOT TEMPLATE:
  + Primary Disability (If gifted only leave blank)
  + Primary Area of Exceptionality (valid values: SE or G)
  + Expected Diploma Type (use 3-Career Readiness Option, 4-Ability Option or 5-Standard Option)
  + Primary Setting Code
  + Transition IEP Status Code (If student is *graduating with a diploma* leave blank).
* SUBMIT SPECIAL ED EVENTS TEMPLATE.
  + Event Type Code = 1 – indicating the Event is Exiting Special Ed
  + Event Date (Use actual date of the event)
  + Event Reason Code (Use 9-Graduated on Standard Option, 10- Graduated on Career Readiness Option or 11-Graduated on Ability Option).

☞STUDENTS who are **EARLYGRADUATES** (1st Semester) and obtained a regular diploma on a Standard, Career Readiness or Ability options)

* SUBMIT STUDENT TEMPLATE and complete the following fields
  + **Special Education must equal “Y”**
  + Level of Integration (Valid values: 1,2,3 or 4)
  + Repeating Last Year = N
  + Student Status = G
  + Last Status Date = yyyy-mm-dd
  + Post Graduate Activity (Valid values: 1,2,3,4 or 5)
  + Diploma Type Code (valid values: 1–Diploma)
  + LEP/EL Eligibility
* No STUDENT SNAPSHOT record is required
* No SPECIAL ED SNAPSHOT record is required
* SUBMIT SPECIAL ED EVENTS TEMPLATE.
  + Event Type Code = 1 – indicating the Event is Exiting Special Ed
  + Event Date (Use actual date of the event within the current school year)
  + Event Reason Code (Use 9-Graduated on Standard Option, 10- Graduated on Career Readiness Option or 11-Graduated on Ability Option)

**☞SUMMER GRADUATES** WITH A REGULAR DIPLOMA (includes Standard, Career Readiness or Ability options). SUMMER SESSION = YYYY-06-29.

* SUBMIT STUDENT and STUDENT SNAPSHOT templates and complete the

following fields:

* + **Special Education must equal “Y”**
  + Level of Integration (1,2,3 or 4)
  + Repeating Last Year = N
  + Student Status = G
  + Last Status Date = yyyy-mm-dd
  + Expected Graduation Timeframe = 0715 (required only if not graduated by EOY)
  + Post Graduate Activity
  + Diploma Type Code (valid values: 1–Diploma)
  + LEP/EL Eligibility
* SUBMIT SPECIAL ED SNAPSHOT TEMPLATE:
  + Primary Disability (If gifted only leave blank)
  + Primary Area of Exceptionality (valid values: SE or G)
  + Expected Diploma Type (use 3-Career Readiness Option, 4-Ability Option or 5-Standard Option)
  + Primary Setting Code
  + Transition IEP Status Code (If student is *graduating with a diploma* leave blank).
* SUBMIT SPECIAL ED EVENTS TEMPLATE.
  + Event Type Code = 1 – indicating the Event is Exiting Special Ed
  + Event Date (Use actual date of the event)
  + Event Reason Code (Use 9-Graduated on Standard Option, 10- Graduated on Career Readiness Option or 11-Graduated on Ability Option).

**☞STUDENTS WHO HAVE REACHED MAXIMUM AGE. FAPE ENDS at the end of the school year.**

**Submit EXIT Event record at EOY for students who turn 22 during the school year OR will be 22 prior to the first day of the next school year. May include students with a Continuing (C/GC) or Transition IEP (T/GT).**

* SUBMIT STUDENT template and complete the following fields
  + **Special Education must equal “Y”**
  + Level of Integration (Valid values: 1,2,3 or 4)
  + LEP/EL Eligibility
* STUDENT SNAPSHOT is required ( same as STUDENT)
* SPECIAL ED SNAPSHOT is required
* SUBMIT SPECIAL ED EVENTS TEMPLATE.
  + Event Type Code = 1 = indicating the Event is Exiting Special Ed
  + Event Date (Use actual date of the event within current school year)
  + Event Reason Code - 4=Reached Maximum Age

**☞STUDENTS who have EXITED for OTHER REASONS: Died, Moved, known to be continuing or Dropped Out (Does not include Reached Maximum Age)**

* SUBMIT STUDENT template and complete the following fields
  + **Special Education must equal “Y”**
  + Level of Integration (Valid values: 1,2,3 or 4)
  + LEP/EL Eligibility
* No STUDENT SNAPSHOT record is required
* No SPECIAL ED SNAPSHOT record is required
* SUBMIT SPECIAL ED EVENTS TEMPLATE.
  + Event Type Code = 1 – indicating the Event is Exiting Special Ed
  + Event Date (Use actual date of the event within current school year)
  + Event Reason Code - (Valid values: 5-Died, 6-Moved, known to be continuing or 8-Dropped Out)

**GUIDELINES FOR CALCULATING LEVEL OF INTEGRATION (SERVICE LEVEL)**

Students who attend school full-time

(1) Total the minutes of special education service scheduled on the student’s IEP. Special education service should include the following:

* Service to a student from a licensed special education teacher or related service provider (34 CFR 300.24) or licensed speech language pathologist
* Service to a student from a one-on-one aide or job coach
* Service to a student from a general education teacher who is implementing curriculum modifications developed jointly with the special education teacher\*
* Service to a general education teacher from a special education teacher who is consulting on a weekly basis with the general education teacher about classroom modifications for a student

(2) Refer to the following state-mandated school day minimums:

|  |  |
| --- | --- |
| Grade | Hours per day |
| KF/KN | 5.5/2.5 |
| 1-6 | 5.5 |
| 7-12 | 6 |

(3) Divide #1 by #2

* 1% - 10% is Level 1/Minimum/A
* 11% - 49% is Level 2/Moderate/B
* 50% or more is Level 3/Extensive/C
* Approaching a full day is Level 4/Maximum/D
* For students on block scheduling, divide the total hours of special education service in the whole year by the total hours in the whole year (i.e., For high school, use 6 hrs/day X 5 days/week X 36 weeks/year = 1080 hours) and use the percents above for each count date to determine funding

For students in a 3Y/4Y program, the service level is 4/Maximum/D, EXCEPT for SPEECH ONLY students. If SPEECH ONLY the service level must be 1/Minimum/A or 2/Moderate/B

For students who have reduced-day programs including those in homebound or hospital settings, use the same method for calculating service level as for full-time students. Please note that the student’s special education service time is divided by the time in a state-mandated school day, not that student's reduced-hour day.

To count service from a general education teacher as part of a student’s special education service, that general education teacher must be involved in collaboration with the special education teacher at least twice a week, preferably including common planning time. If the general education teacher is only implementing directions from the special education teacher regarding simple modifications (i.e., sit in an area free from distractions, do half as many problems, allow extended time for tests, read with a partner, etc.), that service is NOT included in a calculation of special education service. Irrespective of the calculation of service level, IEP teams are required to plan and provide the supports and services necessary to ensure that a free appropriate public education is available to every student with exceptionality.

GUIDELINES FOR SUBMITTING EXTENDED CONTRACT DOCUMENTATION

**FOR STAFF DELIVERING SPECIAL EDUCATION SERVICE**

1. Tell us how many paid hours per day in a standard contract

Tell us how many days in a standard contract

We need both of these pieces of information to verify the extra FTE you are claiming

1. For Special Education Teachers: submit the page from a signed written agreement that specifies the extra hours before or after the normal school day (or school year) they are providing service to students. If the teacher’s prep period is being purchased, we will divide 1 hour by the number of paid hours in a day in order to calculate the extra FTE, unless you specify the length of the prep period.
2. For related Service Providers: submit a signed written agreement that specifies the extra hours and / or days for each provider.
3. The first time you submit your staff file on the 40th day, you will NO LONGER receive a warning message. We encourage you to submit your staff files before the 40th day and if you have an OVER FTE situation, we also encourage your staff to complete the caseload waiver documentation and get approval before the 40th day. After your caseload waiver documentation has been approved by the PED staff, continued approval will be automatic when you submit your staff file (80th& 120th count days) unless the FTE record exceeds the approved level or there is a new OVER FTE situation.
4. On the 80th and 120th day entry counts: staff with extended contracts previously approved will not require re-approval documentation unless the FTE exceeds the approved level. New staff OVER FTE will require submission of caseload waivers and extended contract approvals. NOTE: STARS will accept FTE’s > 1.0 input from the LEA without PED approval. This does not relieve the LEA from following up with the caseload waiver and extended contract approval requirement. The 5, 7 & 10 day documentation rules detailed in the “Guidelines for Submitting Caseload Waivers” instructions apply to extended contracts also.
5. PED staff will contact special education directors about any extended contact documentation that is not approved.

**HOW TO FIGURE CASELOAD MAXIMUMS**

For teachers with Assignment Codes:

94 regular education teacher of gifted

95 speech-language pathologist caseload manager

95S preschool speech-language pathologist caseload manager

96 preschool teacher

97 special education teacher

*each “A or minimum” level student* ***1/35 or .029 FTE*** (receives sp ed service 10% or less of the day = level 1 on STARS)

each “A or minimum” related service student **1/60 or.017 FTE**

(must be under staff at code 95)

each “B or moderate” level student **1/24 or .042 FTE**

(receives sp ed service less than half of the day = level 2 on STARS)

each “B or moderate” related service student **1/35 or.029 FTE**

(must be under staff at code 95)

each “C or extensive” level student **1/15 or .067 FTE**

(receives sp ed service half a day or more = level 3 on STARS)

each “D or maximum” level student **1/8 or .125 FTE**

(receives sp ed service all day or approaching a full day = level 4 on

STARS)

The FTE generated by the students cannot exceed the FTE for their

caseload teacher unless a waiver is granted. These caseload waivers are granted by the Secretary of Education on a case-by-case basis, and are available at: <http://www.ped.state.nm.us/admin.personnel/waiver_requests.html>.

|  |
| --- |
| Appendix J – Highly Qualified Teacher |

**School year 2017-18 change:**

* The PED will not be monitoring the Highly Qualified Teacher (HQT) reports.
* In addition the PED will no longer require Individual Plans (IPs) be sent to Title II.
* Highly Qualified Teacher (HQT) reports will still be available as a reference in STARS Reporting.
* However, the Licensure Bureau will continue to monitor the Licensure Discrepancy reports for courses and staff assignments.

**FAQ for Highly Qualified Teacher Reports**

**Problem:** **District not appearing in dropdown menu of Highly Qualified Teacher Report**

**Reason:** No Highly Qualified Teacher (HQT) data was found for this district based on the criteria.

**Possible reasons are:**

Same Class/Section not found in both the ***Course Instructor Template*** and the ***Student Course Enrollment template***. Typically it’s the *Section Code Long* that’s not matching between the two templates.

* + **Solution:** Run reports ***“Course Instructor w/o Course Enrollments” & “Course Enrollments w/o Instructors”*** to identify data mismatch issues. If changes are made to any KEY fields, such as section code below, please make a request of the STARS help desk to delete all the records first in the template before resubmitting, and then resubmit the entire template.

**Report Path:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Course](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course?CSRT=9356276178329240930) |
| Course Enrollments without Course Instructors  Course Instructors without Course Enrollments |

Example of Section mismatch between *Course Instructor* and *Student Course Enrollment:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Location ID** | **Location Name** | **Course ID** | **Staff ID** | **Section Code Submitted in Course Instructor Record** | **Section Code Submitted in Student Course Enrollment Record** |
| 184 | ALAMEDA MIDDLE | 10003000 | 123123123 | **ENG/LANG ART813** | **813** |
| 184 | ALAMEDA MIDDLE | 10003800 | 123123123 | **ENG/LANG ART815** | **815** |
| 184 | ALAMEDA MIDDLE | 10003800 | 123123123 | **ENG/LANG ART812** | **812** |
| 110 | EDWARD ORTIZ MIDDLE | 28022000 | 111222333 | **ACADEMIC LAB611** | **611** |
| 012 | CAREER ACADEMY | 02284100 | 444555666 | **CNMSR SKILLS004** | **004** |

* Only typical districts (001-089 Public/Local Charter Schools; 500-599 State Charters), are included in the HQT reports. The following *District Organization Type Codes* are omitted from the HQT reports:
  + State Supported
  + DOH FIT
  + BIA District

**To Verify *Course Instructor*:**

**Report Path:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Course Instructor Template Verification |

**To Verify *Student Course Enrollment*:**

**Report Path:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Student](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Student?CSRT=9356276178329240930)> Student Course Enrollment Template Verification |

**Problem:** **School/Location not appearing in dropdown prompt of Highly Qualified Teacher Report**

**Reason:** No Highly Qualified Teacher (HQT) data was found for this district’s school/location based on the criteria.

**Possible reasons are:**

* If the defined school’s grade range does not fall neatly into ONE and ONLY ONE Elementary, Middle or High School definition, then the school cannot be judged under the NCLB rules. For example, if a school is defined as K-12, then there is an overlap of Elementary, Middle and High School. Note: In School Year 2009-10 this criteria has changed and now all Public, Local Charter and State Charter schools defined as Elementary, Middle, Junior High or High School will receive HQT results. Certain exceptions may still apply, such as if ONLY Concurrent Enrollment or Religious Studies classes are being taught and therefore dummy Staff IDs such as 777777777 or 555555555 are being submitted as the Primary Instructor in the Course Instructor Template, then no HQT results will be generated.
  + **Solution:** Run report ***“School Grade Range for HQT Verification”*** to determine if the grade range is valid for HQT. Schools showing multiple school type designations will contain a NO under the column labeled “On HQT Report” and will be omitted from the HQT reports. YES means the school will be judged for HQT. All Public/Charter schools defined as Elementary, Middle, Junior High or High School will be listed.
  + To see a list of schools that won’t appear on the HQT reports, run report ***“School Grade Range for HQT Verification – Not on HQT Report.”***

**Note:**

* + - For non-state level users, only THEIR district and/or schools will appear.
    - PK only schools (grade range=PKPK) are omitted from the HQT reports.
    - For School Year 2006-07& 2007-08, 11 schools statewide were omitted from the HQT reports due to grade ranges spanning multiple school types (Elementary, Middle & High School).

**Report Path:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=9356276178329240930)>[HQT Data Review](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/HQT%20Data%20Review?CSRT=9356276178329240930)> School Grade Range for HQT Verification

| School Level | Valid Grade Ranges |
| --- | --- |
| ES | 0101,0102,0103,**0104**,0105,0106,**0107,0108**,0202,0203,0204,0205,**0206**,0303,0304,0305,0306,0405,0406,0506,0606,KN01 thru **KN09**,KNKN,PK01 thru **PK09**,PKKN |
| MS | **0506,0507,0508,0509,0606**,0607,0608,**0609,0707**,0708,**0709,0808,0809** |
| JH | 0608,**0609**,0708,**0709,0809** |
| HS | **0612,0712,0812,0909**,0911,0912,1012,**1112** |

NNote: Grade ranges in BOLD were added 4/4/07. **The grade range restriction was removed in school year 2009-10. The Course License Requirement Table is now the driver in determining if proper licensure was held as opposed to verifying this based on School Levels**.

School Level definition: ES=Elementary School, MS=Middle School, JH=Junior High, HS=High School. (MS and JH schools both appear on the Middle School Reports.)

* Pre-Kindergarten only schools are omitted from the Highly Qualified Teacher reports. These are defined in the ***Location*** table as *Grade Range* PKPK. Some Pre-K schools are also coded with school level PREK, which automatically omits them from the HQT reports as well.
* If the school is not defined as PUBLIC or CHARTER, the school will not appear in the location dropdown prompt.
  + School Level Code must also be ES (Elementary School), MS (Middle School), JH (Junior High) or HS (High School) or it will be omitted from the HQT report and will not appear in the location dropdown prompt.

**Problem:** T**eacher not appearing in the Highly Qualified Teacher Report**

**Reason:** No Highly Qualified Teacher (HQT) data was found for this teacher based on the criteria.

**Possible reasons are:**

* Only CORE courses (as defined by NCLB) will be included on the Highly Qualified Teacher reports. If teaching ALL NON-CORE courses, then the teacher will not appear on the report.
  + To view a list of courses showing the *Core Course Indicator* column, run ***“State Courses by Course ID”*** Report.

**Report Path:**

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* The class may be defined as core; however, if every student in the course is GIFTED-ONLY (*Gifted Participation Code=Y* in ***STUDENT SNAPSHOT*** *and Special Education = N, meaning no Special Ed Disabilities*), then the class will not appear on the HQT report. According to NCLB, gifted-only classes are excluded from the Highly Qualified Teacher criteria. **Note:** Prior to school year 2009-10 gifted students were determined by *Challenge Type*=G in ***STUDENT SNAPSHOT.***
* Team Teachers will not appear in the HQT reports, only the Primary Teacher will appear. However, when determining if a class is being taught by a highly qualified teacher, the licenses of the ENTIRE TEAM of teachers (Primary + Other Instructors) will be considered. However, there are instances where the Primary Instructor must hold the proper credentials, in which case it does matter which is the Primary and which is the Team Teacher.

**Note:** Team Teachers are reported in the *Other Instructor* fields of ***Course Instructor***. The “teacher of record” will be reported in the *Primary Instructor ID* of ***Course Instructor***.

* Substitute teachers are excluded from the HQT reports. If the Primary Teacher was reported as a Substitute teacher (*Staff Qualification Status Code* = S or T in the ***STAFF SNAPSHOT*** table), they will be excluded.
* “Dummy” staff ID’s of 555555555 (religious instruction) and 777777777 (Concurrent enrollment courses) are excluded from the HQT reports.
* “Dummy” staff IDs of 888888888 should be used for distance learning courses only where the “live” instructor of record is not a teacher hired by the district. 888888888 may also be used for computer-based courses that have no “Teacher of Record”, such as a proctor monitoring the course. These teachers will be OMITTED from HQT reports.
* A primary teacher reported in the following *Staff Assignments* (position codes) is excluded from the HQT reports if the staff assignment is reported at the same district and location as the course taught:
  + 93, 93S = Speech/Language Pathologist
  + 95, 95S = Related Service Provider Acting as Caseload Teacher
  + 101 (Corrections Facility Teacher), 104(Home School/Alternative School Teacher) &106 (Special Education Alternative School Teacher) added School Year 2009-10.

**Problem:** **Class not appearing in the Highly Qualified Teacher Report.**

**Reason:** The class did not meet the criteria in order to be judged as being taught by a Highly Qualified Teacher.

**Possible reasons are:**

* Only CORE courses (as defined by NCLB) will be included on the Highly Qualified Teacher reports.
* Classes containing ALL GIFTED students with no disabilities (*Gifted Participation Code=Y* in ***STUDENT SNAPSHOT*** *and Special Education = N, meaning no Special Ed Disabilities*), will not appear on the Highly Qualified Teacher reports. Likewise, courses typically designated for gifted only students will not be defined as core courses. **Note:** Prior to school year 2009-10 gifted students were determined by *Challenge Type*=G in ***STUDENT SNAPSHOT.***

**Problem:** **Why is class listed as NOT being taught by a Highly Qualified Teacher?**

**Reason:** Based on the complex Highly Qualified Teacher criteria, the class is deemed to NOT be taught by a highly qualified teacher. There are several ways to investigate and verify the Highly Qualified Teacher results.

**How to investigate:**

* **View Teacher’s licenses**

1) District’s Human Resource person may log onto PED’s Licensure Database via the web site [www.ped.state.nm.us](http://www.ped.state.nm.us)

OR

2) Run “Licensure Information by District” report in STARS

**Report Path:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports?CSRT=9356276178329240930)  Licensure Information by District for Snapshot Date  Licensure Information by District, Location for Snapshot Date |

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Note: The PED Licensure Database is real time and the Staff Certifications in STARS are transferred 3 times daily (Midnight, Noon & 5:00 PM), so there may be slight inconsistencies between the two systems.

* **View Course License Requirements**
  + Run report, ***Course License Requirements*** found at:

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports?CSRT=9356276178329240930)

* + Compare the licenses & endorsements required for the 4-digit course code with the licenses & endorsements held by the teacher.
  + Endorsement Equivalents (such as HOUSSE, 24 Semester Hours, Testing or NBPTS) may apply to 200/208 & 400/408 licenses.

Note: For the HQT determination, the 200 & 208 licenses with no endorsements are filtered out of the Course License Requirements table for all courses but 0000-0008. Courses requiring a Language Arts, Social Studies, Math or Science endorsement for a person holding a 200/208 or 400/408 license may be deemed highly qualified due to having Endorsement Equivalents.

* + The teacher may possess the correct license/endorsement for the course; however, it may not be the appropriate license for the school (Elementary, Middle or High School).

i.e.) An Elementary 200 K-8 license is not appropriate for teaching in a High School (unless teaching middle grades such as 6th – 8th grade). Also, a Secondary Licensed 7-12 teacher is not appropriate for teaching in an Elementary School (unless teaching middle grades such as 7th -8th grade).

* **Refer to Highly Qualified Teacher flowchart and data templates in STARS manual when performing your analysis.**

**Templates used in Highly Qualified Teacher reports:**

* + - * ***Course Instructor***
      * ***Student Course Enrollment***
      * ***Course***
      * ***Staff Snapshot***
      * ***Staff Assignment***
      * ***Student Snapshot***

The flowchart, templates and business rules may also be found at PED’s STARS website (under the FAQ, Highly Qualified Teacher URL <http://www.ped.state.nm.us/stars/documentation.html>, then click DOCUMENTATION ARCHIVE, then HIGHLY QUALIFIED TEACHER INFORMATION). For specific documents, refer to ***“Where to find additional Information Related to the Highly Qualified Teacher Process”*** section of this STARS Manual.

**Note:**

* Since the key fields from these templates are used to join all the various tables together for determining the Highly Qualified Teacher status, it’s important that all the key fields match for related data. For example, a teacher must be found in ***Staff Snapshot***, ***Staff Assignments***, ***Course Instructor*** and their students must be found in ***Student Snapshot*** as well as ***Student Course Enrollment***. The course being taught must be found in ***Course***. Key fields are identified as K under the CODE column in the template specifications.
* ***Staff Certifications*** are loaded from the PED’s AS/400 Licensure Database.

**Problem: How to report Team Teachers?**

**Solution:** Team teachers are reported in the *Other Instructor 1*&*Other Instructor 2* fields in the ***Course Instructor*** template. The Other Instructor fields contain the *STAFF ID* of the team teachers. The STAFF ID of the Team Teachers must be included in ***Staff Snapshot***.

**Report Path:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Course Instructor Template Verification |

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**Problem: To correct HQT errors, I’ve had the STARS help desk delete certain data (e.g. *Course Instructor, Student Course Enrollment, etc…*) and I’ve resubmitted this data, yet my Highly Qualified Teacher report shows no data or doesn’t reflect the changes I believe it should?**

**Reason:** The Highly Qualified Teacher statuses are recalculated 3 times a day (Midnight, Noon and 5:00PM) based on the district’s data that’s present at that time as well as licenses that have been reloaded. When districts resubmit data, they will not see the HQT results until 30 minutes (or as long as 1.5 hours) after the Licensure Database transfer occurs. The HQT statuses ARE NOT regenerated on the fly when the report is run as it was in ADS.

**Problem: How could someone appear on the License Discrepancy Report as not properly licensed to teach a course yet appear on the Highly Qualified Teacher report as Highly Qualified?**

**Solution:** This could occur if teamed with someone who is “Highly Qualified” to teach the course.

**Problem: How could someone appear on the Highly Qualified Teacher report as NOT Highly Qualified to teach a course yet they do not appear on the License Discrepancy Report; and therefore, appear to have the proper licensure to teach the course?**

**Solution:** This could occur if 1) their Elementary K-8 Teaching License or K-12 SpEd Teaching License “Pre-dates Testing” OR 2) if teaching the subject areas Language Arts, Social Studies, Math or Science in a Middle School. As an example, if teaching Math in a Middle School, the State of NM statute states an Elementary K-8 teaching license is appropriate, but the Federal government under NCLB states this isn’t good enough. They also need for instance 24 semester hours in Math.

**Other Common Problems:**

* A different *location code* was reported in ***Staff Assignment*** than ***Course Instructor.***

**How to properly report correctional facility teachers (and other such teachers who are teaching various CORE subject areas but do not have endorsements in these areas) so they do not appear as Not Highly Qualified on the HQT reports?**

Three staff assignment codes are reserved for these types of situations:

* 101 Corrections Facility Teacher
* 104 Home School/Alternative School Teacher (Includes Family Schools)
* 106 Special Education/Alternative School Teacher (Includes Family Schools)

Business Rules:

* Classes taught by the above staff assignments will NOT be judged as being taught by a Highly Qualified Teacher; therefore, eliminating these classes from appearing on the Highly Qualified Teacher report (similar to what occurs on the License Discrepancy Report).
* An HQT logic change occurred school year 2009-10.

The following related change was made to the License Discrepancy report school year 2007-08:

* Staff Assignments 101 (Corrections Facility Teacher), 104 (Home School/Family School Teacher) and 106 (Special Education Alternative/Family School Teacher) may teach ANY course as long as they have a valid teaching license (as defined in the ***Staff Assignment License Requirements*** table). Endorsements in those particular subject areas will not be checked.

**Course 1187 (Elementary Visual Arts):**

* In school year 2008-09 the description will change from “Elementary Visual Arts” to “Introductory Visual Arts” to eliminate confusion. This art class does not necessarily refer to ‘Elementary” students taking Art. These could be High School students taking an “Introductory” art class. This course code is only to be reported by people who are licensed to teach Art and is not to be reported if Art is taught by a teacher teaching an “elementary self-contained classroom setting”—such as a 1st grade teacher teaching art (as well as other subjects) to his/her first grade (homeroom) class.
* This class has no relationship to the FAEA (Fine Arts Education Act). Funding for elementary students taking Fine Arts is determined by the code FAEA found in the ***Programs Fact Template.***

**How to report Elementary Classes**

**Business Rules for reporting Elementary Self-contained Classroom Settings:**

**Definition:**

* If elementary students are being taught various subjects (such as math, English, reading, writing, etc…) by the same teacher (in the same classroom) then report the teacher ONCE in Course Instructor for this homeroom (Course Code = 0000-0008).

i.e.) Jane Doe teaches a 5th grade elementary class which contains 15 students.

Course Instructor: 00054000 Section 1 Jane Doe

Student Course Enrollment: Will contain 15 records for this Class/Section (00054000/Section 1); One for each student.

**Criteria:**

* Use courses 0000 (Kindergarten) through 0008 (8th Grade) to indicate Elementary Self-contained Classroom Settings. This will trigger the system to ensure the teacher has an Elementary Teaching License. A Middle School or Secondary teaching license would not be appropriate for these elementary courses.
* *Course Instructor* should contain ALL courses being taught and by whom-- including pullouts. All instructors should be included here.
* If students are sent to another teacher for any type of instruction, then report these situations in ***Course***, ***Course Instructor*** and ***Student Course Enrollment***. A goal of PED is to ensure classes are being taught by appropriately licensed instructors.

**Pullouts:**

**Definition:**

* There may be situations where students are “pulled out” of their elementary self-contained classroom and placed into another classroom for portions of the day. These classes should also be reported to STARS.

Typical Elementary Pullout classes include:

* + PE (2301), Art (1150,1187), Music (1147), Special Education Resource Course (2802), ELD (1062,1063), Title 1 Language Arts (1020), Title 1 Reading (1019), Assisted Reading (1031), Elementary Setting Language Arts Intervention (1024), Elementary Setting Language Arts (1025),Elementary Setting Science Intervention (1710), Elementary Setting Science (1717),Elementary Setting Math Intervention (2017),Elementary Setting Math (2020),Elementary Setting Social Studies Intervention (2728)&Elementary Setting Social Studies (2738).

**Criteria:**

* Teachers who are teaching “pullout” type classes must be appropriately licensed and endorsed in the area they are teaching.

Note: If students are sent to another teacher for any type of instruction, then these should be reported in STARS with the appropriate Course Code.

**Course Enrollment – Consistent Reporting Period Verification:**

Assure the following 3 fields are consistent and refer to the SAME reporting period (40D, 80D, 120D, etc…) otherwise erroneous HQT may result:

ENROLLMENT PERIOD NUMBER

Valid values: 501 = 40D  
 502 = 80D  
 503 = 120D  
 901 = EOY

902 = K3P

903 = Summer

EFFECTIVE DATE

Valid values: YYYY-10-01 = 40D  
 YYYY-12-15 = 80D  
 YYYY-03-01 = 120D  
 YYYY-06-01 = EOY

YYYY-09-01 = K3P

YYYY-06-29 = Summer

SEMESTER

Valid Values: 1 = 40D  
 2 = 80D  
 3 = 120D  
 4 = EOY

5 = K3P

6 = Summer

COURSE INSTRUCTOR SNAPSHOT DATE

Valid values: YYYY-10-01 = 40D  
 YYYY-12-15 = 80D  
 YYYY-03-01 = 120D  
 YYYY-06-01 = EOY

YYYY-09-01 = K3P

YYYY-06-29 = Summer

Run the following STARS report to check for consistent reporting periods:

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=9356276178329240930)>[HQT Data Review](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/HQT%20Data%20Review?CSRT=9356276178329240930)> Course Enrollment – Consistent Reporting Period Verification

**Social Security Number (SSN) in PED’s online Licensure Database is 999999999 and therefore licenses are not being found:**

* Affects License Discrepancy Report and Highly Qualified Teacher Report
* If the SSN is unknown or never obtained (such as a foreigner) when applying for a license, then the Licensing Bureau will enter their SSN as 999999999. These “dummy” SSNs are NOT loaded into STARS, and therefore licenses will never be found for these Staff IDs.
* If a District or Charter hires a person with SSN 999999999, when the SSN is known please contact the PED Licensing Bureau to have their SSN changed. The Staff ID submitted in STARS must match the SSN in PED’s Licensure Database for determining licensure.

**STARS and understanding the determination if a class is taught by a Highly Qualified Teacher:**

* In STARS, the student make-up of the class is considered.
  + All Special Ed Students
    - * Special Ed Self-Contained Classroom
      * Requires a Special Ed 400 or 408 (Lifetime) license
      * Special Ed Inclusion classes that contain ONLY Special Ed Students and are taught by a Regular Ed Licensed Teacher, require teaming with a Special Ed Licensed teacher for CONSULTATION purposes to be considered Highly Qualified.
  + 0 or SOME Special Ed Students
    - * Requires a Regular Ed license, whose definition may be found in the ***Course License Requirements*** table
* In STARS, a unique classroom is defined by the 8-digit *course code* plus the *section code*.

In STARS these are two separate 1st grade classes.

|  |  |
| --- | --- |
| **Course Code** | **Section** |
| 00012000 | A |
| 00014000 | A |

* In STARS, the Highly Qualified Teacher statuses are regenerated 3 times a day (Midnight, Noon & 5:00 PM); therefore, if teacher data is loaded into STARS prior to these times, their HQT results won’t be available until the process completes (which takes approximately 30 minutes to 1.5 hours, depending on where we are in the school year. At the beginning of the year it will process quicker than towards the end because the entire school year’s data is re-evaluated).

**Definitions:**

**Classroom** A unique classroom is defined by the 8-digit course code PLUS the section code.

**Student Classroom make-up definitions:**

|  |  |  |
| --- | --- | --- |
| 0 Special Ed students | Regular Ed Classroom | Requires Regular Ed Teaching License |
| Some Special Ed students | Special Ed Inclusion Classroom | Requires Regular Ed Teaching License |
| ALL Special Ed students | Self-contained Special Ed Classroom | Requires SpEd Teaching License for SpEd Courses prefixes with 28  OR  Requires Special Ed Teaching License, Highly Qualified in Subject Area for Core-Content Non-SpEd Courses codes not prefixed with 28  OR  Requires Regular Ed Teaching License teamed with Special Ed Teaching License who provides CONSULTATION services as needed to Regular Ed Teacher |

**Explanation of Not Highly Qualified Reasons:**

**Problem:** **Highly Qualified Status (Reason) states, “Not properly licensed for the School Type.”**

**Reason:** A school is designated as Elementary, Middle or High School and each has different NCLB rules. Currently, a school may only be defined as ONE and ONLY ONE school type/level.

Note: School Type renamed to School Level in the data warehouse January 2008.

**Appropriate teaching licenses for school level (school type):**

|  |  |  |
| --- | --- | --- |
| **School Level Description** | **School Level value in Location Table** | **Licenses** |
| Elementary | ES | 200/208, 250/251/252, 400/408, 500, 505, **300/308**, **350**  Note: 300, 308 & 350 added 4/4/08 to allow Secondary/Middle Licensed teachers to teach middle school grades in an Elementary School. |
| Middle | MS & JH | 200/208, 250, 300/308, 350, 400/408, 500, 505  Note: 250 added School Year 2008-09. |
| High School | HS | 300/308, 350, 400/408 500, 505, **200/208** or 250.  Note: 250 added School Year 2008-09. 200 & 208 added 4/4/08 to allow Elementary Licensed teachers to teach middle school grades in the High School. |

**Note:** Licenses in BOLD added School Year’s 2007-08 & 2008-09 to allow for 1) Elementary Licensed Teachers teaching middle school grades at a High School and 2) Secondary Licensed Teachers teaching middle school grades at an Elementary School. Since K-12 type schools contain overlapping school levels and only one school level may be assigned to a school, the above license requirements were removed 2009-10 to allow HQT results to be determined for K-12 schools. Due to this change, the reason “Not Properly Licensed for School Type” should no longer occur.

**Teaching Licenses:**

|  |  |
| --- | --- |
| **License** | **Description** |
| 200 | Elementary K-8 |
| 208 | Lifetime Elementary K-8 |
| 250 | Early Childhood (Birth thru 3rd grade) |
| 251 | Early Childhood (Birth thru Pre-K) |
| 252 | Early Childhood (Pre-K thru 3rd grade) |
| 300 | 7-12 Secondary |
| 308 | Lifetime Secondary |
| 350 | 5-9 Middle Level |
| 400 | Special Ed Pre K-12 |
| 408 | Lifetime Special Ed Pre K-12 |
| 500 | Pre K-12 Specialty Area |
| 505 | Lifetime Pre K-12 Specialty Area |

**Problem:** **Highly Qualified Status (Reason) states, “Does not have Regular Ed License.”**

**Reason:** It’s been determined there are 0 or SOME (but not all) Special Ed students in the classroom, in which case the teacher assigning the grade (the Primary Teacher) OR the Team Teacher(s) must have the license/endorsement as specified in the Course License Requirement Table.

**Student Classroom make-up definitions:**

|  |  |
| --- | --- |
| 0 Special Ed students | Regular Ed Classroom |
| Some Special Ed students | Special Ed Inclusion Classroom |
| ALL Special Ed students | Special Ed Self-contained Classroom |

**The following report shows the SpEd/RegEd/GiftedOnly Class Make-up (provides an aggregate level, “detail by student” selection to view individual students and their SpEd status):**

**Report Path:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=9356276178329240930)>[HQT Data Review](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/HQT%20Data%20Review?CSRT=9356276178329240930)> HQT Class Summary-Includes Class Size and Class Makeup

**Note:** For courses 0000-0003 (KN-3rd grade) a teacher needs a 200/208 or 250/251/252 license. For courses 0004-0008 (4th-8th grade) a teacher needs 200 or 208 license. For all other courses, refer to the ***Course License Requirements*** Table.

**Problem:** **Highly Qualified Status (Reason) states, “Does not have Special Ed license for Self-Contained class,” and I didn’t define the class as such with a 2 (SpEd) in the 5th digit (common code) of the 8-digit course code.**

**Reason:** In STARS, if EVERY student in the class/section is defined as Special Ed (excluding gifted), then a Special Ed teaching license is required (by either the primary teacher or a team teacher). This is a change from how the Special Ed class determination was made in ADS. The 5th digit (common code) is only used to indicate the course requires a bilingual endorsement because it is part of a state-funded Bilingual Multicultural Education Program, in which case the 5th digit would be 8. The 2 (SpEd) is ignored for HQT.

Special Ed Inclusion classes that contain ONLY Special Ed Students and are taught by a General Education Teacher (holding a Regular Ed Teaching License), require teaming with a Special Ed Licensed Teacher (400/408 License) for CONSULTATION purposes to be considered Highly Qualified. For additional information, refer to<http://teachnm.org/programs/no-child-left-behind.html>click on the [Highly Qualified Special Education Teachers](http://teachnm.org/docs/Highly_Qualified_SPED_11.07.ppt) link and view the CONSULTATION verbiage.

This Not Highly Qualified reason may also occur if EVERY student in the class is defined as GIFTED, but some of the gifted students also have a Special Ed Disability. In this case, you’ll need to team the GIFTED teacher with a Special Ed Licensed Teacher (400/408 License) for CONSULTATION purposes to be considered Highly Qualified.

**Possible scenarios for classrooms containing ALL Special Ed Students:**

1. Course Code is 0000-0008
   * Elementary Self-Contained classroom setting for Kindergarten thru 8th Grade
   * Requires a 400/408 SpEd Teaching License
2. Course Code prefixed with “28” -- meaning Special Ed course.
   * Requires a 400/408 SpEd Teaching License
3. Course Code NOT prefixed with ‘28” -- meaning subject area course.
4. If taught by a 400/408 SpEd Teacher, then needs to be Highly Qualified in Subject Area

As an example, if teaching course 1709 Elementary Exploratory Science, the 400/408 SpEd License holder would need to be Highly Qualified in Science.  This requires in PED’s Licensure Database the District having marked 24 semester hours in Science (per their transcript) if the person did not pass the NMTA Science test.

1. If taught by a RegEd Teacher, then needs to have appropriate License/Endorsement for the course AND be teamed with a SpEd Licensed Teacher (400/408) who provides CONSULTATION to the RegEd teacher per the student’s IEP.
   * Typically occurs with Special Ed INCLUSION classes that happen to have ALL SpEd students.

**SpEd Student Definition:** *Special Education*=Y and Gifted Participation Code=Nin ***STUDENT SNAPSHOT***. **Note:** Prior to school year 2009-10 gifted students were determined by *Challenge Type*=G in ***STUDENT SNAPSHOT.***

**Problem:** **Highly Qualified Status (Reason) states, “License predates Testing. File ID is less than 202814.”**

**Reason:** These particular teachers holding a 200/208 or 400/408 license need additional requirements (Testing, HOUSSE or NBPTS) to be deemed Highly Qualified under NCLB because the Feds state a teacher will not be considered Highly Qualified unless they’ve passed a test to receive their license.

* Applies to Elementary schools only.
* Only applies to courses 0000-0008 (KN-8th grade courses).

**Problem:** **Highly Qualified Status (Reason) states, “Does not have HOUSSE or NMTA or 24 Semester Hours or NBPTS endorsement.”**

**Reason:** These particular teachers do not have the normal license requirements for the course nor do they have the endorsement equivalent requirements to be deemed Highly Qualified under NCLB. These apply to the following endorsement/content areas: Language Arts, Social Studies, Math & Science.

Only applies to those people holding a 200/208 Elementary Teaching License or a 400/408 Special Ed Teaching license. Because these licenses are not issued with the endorsements Language Arts, Social Studies, Math and Science yet NCLB requires knowledge in these subject areas, the districts/charters will need to verify the number of semester hours on their transcripts for these subject areas and mark them as Highly Qualified in PED’s online Licensure Database in order to be considered HQT. They may also qualify through HOUSE, NBPTS (National Board Professional Teaching Standards) or by passing a NM Test Assessment.

**Problem:** **Highly Qualified Status (Reason) states, “Does not have License and or Endorsement required for the Course.”**

**Reason:** Teacher wasn’t appropriately licensed to teach the course. Appropriate licenses/endorsements for the course may be found in ***Course License Requirements***.

**Note:** The teacher’s STAFF ID is used to find their licenses in the PED Licensure Database. If you believe the teacher is properly licensed, verify the STAFF ID submitted in STARS matches the one found in the PED Licensure Database. If a “dummy” SSN was entered into the licensure database (i.e. 999999999), please contact the Professional Licensure Bureau to have it corrected.

**Problem:** **Highly Qualified Status (Reason) states, “Does not have Bilingual Endorsement required for Course,” yet when I check the Course License Requirements, the person has the correct License/Endorsement.**

**Reason:** Not EVERY class taught as BEP requires a bilingual endorsement; some require Language Arts, TESOL, Modern and Classical Languages (MCNL) endorsements, or a 520 Native American Language and Culture Certificate. If a class is considered as part of a state-funded Bilingual Multicultural Education Program, then a bilingual endorsement (67) may be required (in conjunction with the Course License Requirement specified in the table). If the 5th digit (common code) of the 8-digit course code contains an 8, this indicates the course requires a bilingual endorsement because it is part of a state-funded Bilingual Multicultural Education Program.

i.e.: If teaching a MATH class and has the appropriate license with the Math Endorsement will be Highly Qualified; however, if the class is ALSO taught as part of a state-funded Bilingual Multicultural Education Program, then you will also need the Bilingual Endorsement.

Note: For ELD classes (1062 and 1063) or Native American language classes (1271-1274) taught by a tribally-approved language instructor with a 520 Native American Language and Culture Certificate, you should not report an 8 in the 5th digit (common code) because the bilingual endorsement does not always apply in these instances and may result in a Licensure Discrepancy.

Note: See additional guidance in FAQ (Q11, 13, 14, and 34) regarding Course Instructor and Student Course Enrollment Templates in the Course and Grades Domain in V1 of STARS Manual.

**Problem:** **Highly Qualified Status (Reason) states, “License Requirements for the Course cannot be found.”**

**Reason:** No licenses/endorsements for the course were found in ***Course License Requirements***. The Professional Licensure Bureau needs to be contacted because the ***Course License Requirements*** table needs to be updated. Every core course should have a license requirement.

**Problem:** **Highly Qualified Status (Reason) states, “No Staff Snapshot record for primary teacher.”**

**Reason:** This is an error in the District’s reporting. The teacher was not reported in the ***Staff Snapshot*** template for the appropriate report period. Districts will need to resubmit the appropriate Staff Snapshot record for the primary teacher. To view this list, run report ***“Staff Snapshot Compared to Staff Assignment Exception.”*** One of the error messages listed under the Error Message column is, “No Staff Snapshot.” Note: Another error message identified is, “No Staff Assignment.”

**Report Path:** [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=16945580748883809708)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=16945580748883809708)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=16945580748883809708)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=16945580748883809708)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=16945580748883809708)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=16945580748883809708)

* + - Report = Staff Snapshot Compared to Staff Assignment Exception

This error may also occur if this person is no longer teaching in your district yet their Staff ID is still being reported in Course Instructor as teaching a class. In this case, the Course Instructor record should either be DELETED OR the Primary Instructor changed to reflect the current teacher of record.

This error may also appear if the Primary Instructor is a “dummy Staff ID” (555555555, 777777777 or 888888888) and a team teacher was specified or vice versa. To correct, ensure dummy Staff ID’s are entered as a Primary Instructor only and no Team Teacher is entered.

**Where to find additional information related to the Highly Qualified Teacher (HQT) process:**

**PED’s website at:**

<http://www.ped.state.nm.us/stars/documentation.html>

**Or, alternatively at:**

<http://www.ped.state.nm.us/> (PED’s homepage)

* Click **A TO Z DIRECTORY**
* Click ***STARS***
* Click ***Highly Qualified Teacher Logic Flowchart*** under ***Additional Documentation*** Section.

**Highly Qualified Teacher Logic – Intervention Courses:**

* Second page of flowchart
  + Processed differently than normal course codes
  + Processed same as “elementary setting,” subject specific course codes
  + Lists 25+ course codes that are “exceptions” to the HQT rule
    - 200/208 (Elem) or 400/408 (SpEd) license requires nothing more to be considered highly qualified
      * doesn’t require 24 semester hours of coursework in subject area or having passed content knowledge area assessment
* Handled differently in Teacher Evals

Trouble-shooting report: Path: HQT Data Review [HQT Class Summary-Includes Class Size and Class Makeup](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/HQT%20Data%20Review/HQT%20Class%20Summary-Includes%20Class%20Size%20and%20Class%20Makeup.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FHighly%2520Qualified%2520Teacher%2520Reports%252FHQT%2520Data%2520Review%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B97C2247A%2D2D1F%2D4454%2D9AB1%2D7D9D771BD718%7D&DefaultItemOpen=1&DefaultItemOpen=1)

Note: Running the COURSE LICENSE REQUIREMENTS report (shows valid licensure for Course Codes) explains half the HQT story. The HQT logic Flowchart on the website above explains the other half.

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars) > [STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod) > [Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders) > [eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify) > [District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports) > [STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF) > [Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports) |

[Course License Requirements](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports/Course%20License%20Requirements.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FLicensure%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

**How NCLB/HQT distinguishes between an Elementary Self-contained classroom and a Middle School non-Self-contained classroom:**

* Different licensing rules apply to the two different classroom settings, Elementary versus Middle School.
* Problem is for some schools, grades 7 & 8 may be considered a “self-contained Elementary Setting” and in others it may be a “Middle School Setting.” STARS will know this by the Course Code being reported.

**Self-contained Classroom Setting - Elementary:**

* Courses 0000-0008 (K-8 Elementary Homeroom), 1024/1025 (Elem Lang Arts), 1710/1717 (Elem Science), 2017/2020 (Elem Math) & 2728/2738 (Elem Social Studies).
* Students taught all classes by same teacher in same classroom (all day long)
* NCLB doesn’t require “endorsement equivalents” for self-contained elementary classroom settings. A 200/208 K-8 Teaching License is appropriate for 0 or some SpEd students in the class OR a 400/408 Special Ed Teaching License is appropriate for ALL SpEd students in the class. All subjects may be taught with these licenses.

**Not Self-contained Classroom Setting – Middle School:**

* Any course other than 0000-0008
* Students are not in the same classroom all day long and are taught different subjects by different teachers
* NCLB does require “endorsement equivalents” for these non-self-contained classrooms. For a 200/208 K-8 Teaching License with 0 or some SpEd students in the class OR a 400/408 Special Ed Teaching License with ALL SpEd students in the class, knowledge in the subject is required (and these licenses are not issued with Math, Science, Language Arts or Social Studies endorsements).

**Highly Qualified Teacher Reports are located in STARS reporting at:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=9356276178329240930) |

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**Reports in** *Highly Qualified Teacher Reports > HQT Data Review* **folder:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=7008308845812669730)>[HQT Data Review](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/HQT%20Data%20Review?CSRT=7008308845812669730) |

Course Enrollment – Consistent Reporting Period Verification

HQT Class Summary – Includes Class Size and Class Makeup

School Grade Range for HQT Verification

For a list of NOT Highly Qualified Teachers ONLY, run the report found at

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=7008308845812669730)>[Not HQT](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/Not%20HQT?CSRT=7008308845812669730)

Not Highly Qualified Teacher Detail by District, Location

**Templates used in Highly Qualified Teacher Reports:**

* Course Template
* Course Instructor Template
* Student Course Enrollment Template
* Staff Snapshot Template
* Staff Assignment Template
* Student Snapshot Template

**Note:**

* Staff Certifications template loaded from PED’s AS/400 Licensure Database is also used to verify licensure.
* Since the key fields from these templates are used to join all the various tables together for determining the Highly Qualified Teacher status, it’s important that all the key fields match for related data. For example, a teacher must be found in ***Staff Snapshot***, ***Staff Assignments***, ***Course Instructor*** and their students must be found in ***Student Snapshot*** as well as ***Student Course Enrollment***. The course being taught must be found in ***Course***. Key fields are identified as K under the CODE column in the template specifications.

**How to report Special Education students attending a Regular Education class (Special Ed Inclusion):**

Report ALL students in the SAME 8-digit Course Code AND SAME Section Code.

Below shows an example of what the HQT reports will show if the Regular Ed students are reported in a DIFFERENT section than the Special Ed students AND if the team teaching the class/section containing ALL Special Ed students DOES NOT have a Special Ed license. The NOT Highly Qualified reason states, “Does not have Special Ed license for Self Contained Class.”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course ID 8-Digit** | **Classes** | **Meets NCLB/IDEA Definition for Highly Qualified** | | **Highly Qualified Status (Reason)** |
| 00034000 | 1 | Not Established | | Does not have Special Ed license for Self Contained class |
| 00034000 | 1 | YES | | Highly Qualified |
|  | 2 | 1 | 50.0% HQT |  |

**Below is a copy of a memo that explains the Special Education Inclusion reporting problem and how to correct it for HQT:**

Upon review of Highly Qualified Teacher (HQT) Reports, PED found that some districts submit Special Education students attending Regular Education classes under a separate section number in the same class. This manner of reporting causes the Regular Education teacher to show up as not being highly qualified in Special Education and artificially inflates the number of teachers that are not highly qualified in your district.

Please review the HQT Reports (Elementary, Middle & High School) to see if this problem exists in your district. If there are any data corrections that need to be made, they will only apply when the HQT Report shows a teacher designated as Highly Qualified for the regular education class, but Not Highly Qualified due to, “Does not have Special Ed License for Self-Contained Class” for a different section of the SAME class. Note a unique class is defined as an 8-digit Course ID PLUS Section.

To correct the aforementioned situation, changes will need to be made to the 120th day *COURSE INSTRUCTOR* and/or *STUDENT COURSE ENROLLMENT* templates and will not impact the SEG Funding reports. A reopen of the 120th day data submission window will need to be requested for the COUSRE INSTRUCTOR and/or STUDENT COURSE ENROLLMENT templates only. These should be the only templates open for resubmission so as not to impact SEG funding.

How to reflect 120th Day Data in the templates:

*Course Instructor*

* Semester = 3

*Student Course Enrollment*

* Enrollment Period Num = 503
* Effective Date = 2008-03-01
* Semester = 3

PED has identified two potential solutions for this issue. (Please select the BEST solution for your specific district. Only 1 is necessary.):

Solution 1: Requires a SECTION change. For the Special Ed Inclusion class, report all students (SpEd and RegEd) in the SAME SECTION. Make sure ALL students in this classroom have the same 8-Digit Course ID AND Section. Then STARS will truly see this class as ONE Special Ed Inclusion class as opposed to TWO classes, one being a Self-Contained Special Ed class and the other a Regular Ed class, each requiring different licensing.

Steps:

1. Request from STARS help desk, [jared.vigil@state.nm.us](mailto:jared.vigil@state.nm.us) a DELETE of both the 120th Day *Course Instructor* and 120th day *Student Course Enrollment* templates for your district.
2. In the 120th Day *Course Instructor* Template, remove the Special Ed Self Contained Class record(s) for that particular SECTION(s) in the *Course Instructor* Template.
3. In the 120th Day *Student Course Enrollment* Template, change the section(s) of all the students in the Self Contained SpEd class to the section(s) listed for the Regular Ed class. So ALL students (SpEd & RegEd) now appear in the same class/section.
4. After verifying the *Course Instructor* and *Student Course Enrollment* 120th day data has been deleted in STARS, resubmit the 120th day *Course Instructor* and *Student Course Enrollment* templates. You’ll need to resubmit both templates in their entirety since ALL 120th day data has been deleted and not just those records that were changed.

Solution 2: Requires a Special Ed Team Teacher change. Report a Special Ed team teacher with the Class/Section that is NOT Highly Qualified due to “Does not have Special Ed License for Self Contained Class.”

Steps:

1. In the 120th day *Course Instructor* Template, include the Staff ID of the Special Ed Team Teacher in the *OTHER INSTRUCTOR* field of the class/section stating, “Does not have Special Ed License for Self Contained Class.”
2. Resubmit to STARS the 120th day *Course Instructor* Template containing these changes. This solution requires ONLY changes to be resubmitted and no deletes are necessary since key fields are not changing. Also, this change WILL NOT impact the Caseload Waiver Summary report.

The summarized steps are as follows:

* Step 1: Update your STARS data via either Solution 1 or Solution 2
* Step 2: Re-run the HQT reports to insure the changes have been reflected. You should see the HQT percentages increase.

Note: You’ll need to wait to run the HQT reports until the HQT process completes. Changes to HQT occur 3 times daily (Midnight, Noon & 5:00 PM) and takes approximately 30 minutes to 1.5 hours to complete.

Be advised that the above solutions reflect how PED will need to see Special Ed students in a Regular Ed classroom reported from this point on.

**Licensure Reports:**

These reports define proper licensure for courses and for staff assignments and are used in the License Discrepancy reports and the Highly Qualified Teacher reports.

**License Discrepancy Reports:**  [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports?CSRT=9356276178329240930)

* Licensure Discrepancy for Courses by District, Location
* Licensure Discrepancy for Staff Assignments by District, Location

**License Requirements:** [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports?CSRT=9356276178329240930)

* Course License Requirements
* Course No License Requirements
* Staff Assignment License Requirements
* Staff Assignment No License Requirements

**Differences between HQT and License Discrepancy Reports:**

Federal versus State Rules

* + HQT based on Federal NCLB rules
  + License Discrepancy based on State of NM rules

Course differences

* + License Discrepancy includes ALL courses
  + HQT includes CORE subject area courses only

Course License Requirement Differences

* + 200/208 K-8 Elementary Teaching Licenses AND 400/408 K-12 Special Ed Teaching Licenses have “additional” requirements for HQT than what is listed in the report “Course License Requirements.” They must have knowledge in the Subject Area being taught to be considered Highly Qualified. This information is entered into the online Licensure Database by the Districts and Charters (and NOT by PED staff). If their transcript states they have 24 Semester Hours in the subject areas of Language Arts, Math, Science and/or Social Studies, then place an “X” in the appropriate Row/Column. This information will be transferred to STARS 3 times daily (Midnight, Noon & 5:00 PM) and will be reflected in the HQT reports.

Staff Assignment Codes

* + Not used in HQT. Only staff reported teaching COURSES are included on HQT reports.
  + Staff Assignment Code 95 (Related Service Provider acting as a caseload teacher) as well as other Related Service Providers who are reported teaching classes are omitted from HQT but included in License Discrepancy.
  + Substitute Teachers are omitted from HQT. For the License Discrepancy Reports, substitute teachers require either a Substitute Teaching license or a Teaching License and this is based on their STAFF ASSIGNMENT CODE (course requirements are NOT checked).

License Discrepancy only shows people with a licensing issue (goal is to not have any data listed) WHEREAS HQT shows all primary teachers, whether HQT or not.

Primary Teachers names only appear on the HQT reports (Primary Instructor from *COURSE INSTRUCTOR TEMPLATE*), not TEAM teachers (reported in OTHER INSTRUCTOR of *COURSE INSTRUCTOR TEMPLATE*)

* + Although Secondary Teachers (team teachers) are considered for HQT
  + For License Discrepancy, only PRIMARY INSTRUCTORS are considered (not OTHER INSTRUCTORS)

**Business Rules for Highly Qualified Teacher (HQT) Reports**

**Summary of changes for SY 2017**

* When elementary licenses are checked in the “No Regular Ed License found” area, replaced flowchart decision box for “Does teacher(s) hold a regular 250 ECE license for 0000-0003” with “Appropriate licensure held? (Omit 400/408 SpEd Lic & HQ records).” Will fix error occurring when a person only has a 500 license with a 20 (Lang Arts) endorsement and is teaching course 1025 Elem Lang Arts because logic is requiring a 200/208 license. This new logic will also capture the 250 licenses found for course codes 0000-0003 as well as the new 251 Birth-PK and 252 PK-3rd early childhood licenses.
* New item 18. Same Course Codes 1062 & 1063 may be used for both state-funded Bilingual Multicultural Education Program (BEP) and not state-funded BEP; however, different Course Licensure Requirement rules will be applied. Based on whether BEP was specified in the COURSE INSTRUCTORtemplate in field #60, *Course Special Program Code*.
  + 1062 ELD K-12
    - BEP: Requires TESOL (27) or BILINGUAL (67) on elementary license; TESOL (27) on Secondary License (determined in HQT logic)
    - Non-BEP: Requires any teaching license aligned with student grade level (determined in Course License Requirement Table)
  + 1063 EngLangArts & EngLangDev(ELD) 6-12
    - BEP: Requires TESOL (27). Also requires Lang Arts endorsement (20) (determined in HQT logic).
    - Non-BEP: Requires Lang Arts endorsement (20) (determined in Course License Requirement Table)

Note: Non-BEP requirements are specified in the Course License Requirement table (lowest level of licensure) and the additional licensure requirements for IN BEP are built into the HQT logic (as well as Course License Discrepancy Logic), page 3 of the HQT flowchart “Check BEP.”

**Summary of changes for SY 2014**

* Previously the HQT logic ignored course license requirements where the course was other than 0000 to 0008, the license type was 200 or 208 and there was no required endorsement.
  + Four exceptions to this rule are being introduced for school year 2014. License requirements for courses 1025 (Elem Lang Arts), 1717 (Elem Science), 2020 (Elem Math) and 2738(Elem Social Studies) are to be considered for license types 200 and 208 even if an endorsement is not required. This change is further described in business rule # 13 below.

**Summary of changes for SY 2013**

* Previously the HQT logic ignored course license requirements where the course was other than 0000 to 0008, the license type was 200 or 208 and there was no required endorsement.
  + Four exceptions to this rule are being introduced for school year 2013. License requirements for courses 1024 (Elem Lang Arts), 1710 (Elem Science), 2017 (Elem Math) and 2728(Elem Social Studies) are to be considered for license types 200 and 208 even if an endorsement is not required. This change is further described in business rule # 13 below.

**SY2012**: **No changes**

**Summary of changes for SY 2010**

* Previously the HQT logic ignored course license requirements where the course was other than 0000 to 0008, the license type was 200 or 208 and there was no required endorsement.
  + Six exceptions to this rule are being introduced for school year 2010. License requirements for Middle School Math Intervention courses 2005-2008; 1033 Reading Intervention & 1035 Writing Intervention are to be considered for license types 200 and 208 even if an endorsement is not required. This change is further described in business rule # 13 below.
* The following staff assignment codes won’t be considered for HQT Reporting (because they teach various subjects without requiring specific endorsements in those areas):

101       Corrections Facility Teacher

104       Home School/Family School Teacher

106       Special Ed-Alternative/Family School Teacher

This change is further described in business rule # 8 below.

* Grade Ranges for School Levels (Elementary, Middle and High School) will no longer be validated. Reason “Not Properly Licensed for School Type” has been removed. This change is further described in business rules #2, #10 & J. Reason Code 1 – Not Properly Licensed for School Type.
* Gifted Students are now stored in a different field in the data warehouse and is further described in business rule #9 below.
* The following License Statuses are now considered OK and will result in HQT if the appropriate license is held: Conditional, License Case, or Ethics Case. Additional licenses were added to School Levels so they now all include the SAME teaching licenses. This change is further described in business rule #11 below.

**Summary of changes for SY 2008**

There is only one minor change, detailed below, to the HQT business rules for school year 2008. Please note that this change technically should have been part of the HQT rules or logic for school year 2007. For this reason, the updated logic will apply to both the 2008 and 2007 school years.

In the future it’s possible that the HQT logic will need to change due to regulation or policy changes. If this occurs eScholar will need to maintain separate sets of HQT logic for separate school years.

Changes:

* Previously the HQT logic ignored course license requirements where the course was other than 0000 to 0008, the license type was 200 or 208 and there was no required endorsement.
  + Three exceptions to this rule were introduced for school year 2008. License requirements for courses 0034, 1020 and 2017 are to be considered for license types 200 and 208 even if an endorsement is not required. This change is further described in business rule # 13 below.

In addition to this change to the business logic, eScholar will need to change the HQT code to be based on the Staff Certification Snapshot table. This table, new in version 9 of the CDW, will store licensure information for each staff member for each school year. The code will need to be changed to use this table and to pull the licensure data for the appropriate school year.

**Business Rules**

1. The intent of Highly Qualified Teacher Report is to identify classes taught, or not taught, in a highly qualified manner. The teacher, the course taught and the circumstances of the particular class (BEP, Special Ed students) are used to determine if the teacher is highly qualified for a class assignment. In other words, a teacher alone is not highly qualified, nor is a course highly qualified. The determination to be made is whether the teacher is highly qualified to teach a specific class or not.
2. One criterion in making the determination of whether a teacher is highly qualified is whether or not the teacher is appropriately licensed for the course. There also are other factors such as whether special education students are included in the course and whether the course is part of a state-funded Bilingual Multicultural Education Program or if a local school district has conducted a transcript analysis of the teacher’s college records and found that the teacher meets the highly qualified criteria and has marked their findings on the licensure database. Note that beginning School Year 2009-10, the Course License Requirement table will drive what licenses are appropriate and the School Level (Elementary, Middle or High School) requirement will be removed. This change will allow K-12 schools (those schools containing multiple school levels) to now receive HQT results. It will also eliminate the need to validate specific Grade Ranges for various School Levels.
3. In some cases a class may be taught by two or more teachers (team teaching). In this case all of the licenses held by the group of teachers are to be considered for determining HQT.
4. Only Core Courses are to be considered for HQT Reporting. These courses can be identified as having a “Y” in the CORE INDICATOR field in the COURSE table. The CORE INDICATOR field indicates whether a course is defined as a CORE NCLB COURSE.
5. Only Public and Charter schools are to be considered for HQT reporting. This can be identified by locations having ORGANIZATION TYPE CODE of “Public” or “Charter” in LOCATION table.
6. Courses taught by the primary teacher who is a Long Term and Short Term Substitute Teacher (STAFF QUALIFICATION STATUS CODE = “S” or “T” in STAFF SNAPSHOT table) are not to be considered for HQT reporting. If the class primary teacher does not have a Staff Snapshot record for the appropriate School Year and Report Period then the class should be Not HQT for reason of “No Staff Snapshot record for primary teacher”.
7. “Dummy” staff ID’s (used to report religious, concurrent enrollment, distance instructors, etc.) of 555555555, 777777777 and 888888888 are not to be considered for HQT reporting.
8. Courses taught by the primary teacher who is a Speech Lang Pathologist or a Related Service Provider acting as Caseload Teacher (STAFF ASSIGNMENT CODE = 93, 93s, 95 and 95s in STAFF ASSIGNMENT table) are not to be considered for HQT reporting. Note that this only applies to courses taught at the same location as the 93, 93s, 95 or 95s staff assignment. In other words, if a staff member has a 93 staff assignment at District A, Location A but is teaching a course at District A, Location B this course should not be filtered out. Note: Matching “location” criteria was removed 4/4/08.

Beginning school year 2009-10 the following staff assignment codes won’t be considered for HQT Reporting (because they teach various subjects without requiring specific endorsements in those areas):

101 - Corrections Facility Teacher

104 - Home School/Family School Teacher

106 - Special Ed-Alternative/Family School Teacher

1. Gifted students (SY2010 STUDENT SNAPSHOT **Gifted Only** students defined as **Special Education=N AND Gifted Participation Code=Y**) are not to be considered for HQT reporting. If a class is made up of all gifted students then that class will not have a HQT determination. If a class is made up of partial gifted students then the class will have a HQT determination. Please note, however, that the gifted students are not to be considered in the class composition. For example, if a class were made up of 9 Sp Ed students and 1 gifted student this class is to be considered all Sp Ed since the gifted student will be ignored.
2. Only Schools with School Types Elementary, Middle (includes Junior High) and High School will be judged as HQT. SCHOOL TYPE "ES" will be considered for Elementary, "MS" and "JH" for Middle and "HS" for High School.

Note: Jan 2008 ***School Type*** was changed to ***School Level Code*** in the Cognos framework. At the beginning of School year 2009-10 the valid grade range check was omitted. The Course License Requirement table will be the driver for determining valid licenses as opposed to using grade ranges.

1. The valid License Types for a Teacher to be able to teach in a particular School Type/Level are as follows:

|  |  |
| --- | --- |
| School Type | Valid Licenses |
| Elementary | 200,208,250,251,252,400,408,500,505,300, 308 or 350.  Note: 300, 308 & 350 added 4/4/08 to allow Secondary/Middle Licensed teachers to teach middle school grades in an Elementary School. |
| Middle | 200,208,250,300,308,350,400,408,500 or 505  Note: 250 added School Year 2009-10. |
| High | 300,308,350,400,408,500, 505, 200, 208 or 250.  Note: 200 & 208 added 4/4/08 to allow Elementary Licensed teachers to teach middle school grades in the High School.  Note: 250 added School Year 2009-10. |

Note: Starting School Year 2009-10, valid teaching licenses will be identical across all school types (Elementary, Middle and High School). Basically, ANY valid teaching license is appropriate. The Course License Requirement Table will determine which “grade level” license is appropriate for that course. If the course isn’t appropriate for certain School Levels, then the table will state this.

These License Types can be determined from the CERTIFICATION TYPE CODE in STAFF CERTIFICATIONS table. In addition the Licenses must be current (EXPIRATION DATE greater than or equal to School Year) and have one of the following statuses – Approved, Approved Waiver, Reinstated, Reprimand, Conditional, License Case, Ethics Case. All of the above licenses are “regular” licenses (not HOUSSE, Testing, 24 Semester Hours or NBTPS). This means that the Staff Certification Level should not be HQ1, HQ2, HQ3 or HQ4.

1. In an Elementary or Middle School (and High School added School Year 2009-10 due to K-12 grade ranges needed to include elementary courses) for Course codes whose first four characters are between “0000” and “0008” the following rules apply:

|  |  |
| --- | --- |
| Class Composition | Primary Teacher and or Team Teacher must have the following Licenses for the course to be deemed being taught by HQT |
| Special Ed students ONLY | 400 or 408 |
| Regular Ed students only or Regular Ed and some Special Ed students | 200, 208 or 250/252 for Course codes 0000 – 0003  200 or 208 for Course codes 0004 – 0008 |

All of the above licenses are “regular” licenses (not HOUSSE, Testing, 24 Semester Hours or NBTPS). This means that the Staff Certification Level should not be HQ1, HQ2, HQ3 or HQ4.

Note: Courses 0000 – 0008 apply to elementary “self-contained” classroom settings and mean students reported in these classes; Kindergarten (0000) through8th grade (0008), sit in the same classroom all day long and are taught all subject areas by the same teacher. In this classroom setting, this single teacher is only required to have an Elementary K-8 200/208 license.

In addition the teachers must have a CERTIFICATE NUMBER greater than or equal to 202814 in STAFF CERTIFICATIONS table to meet HQT requirements. If the CERTIFICATE NUMBER is less than that then the teachers must have CERTIFICATION LEVEL of 24 Semester Hours (Staff Cert Level = HQ1) or NMTA (HQ2) or HOUSSE (HQ3) or NBPTS (HQ4) in STAFF CERTIFICATIONS table.

The class composition can be determined by checking STUDENT COURSE ENROLLMENT table to see if it contains any students who have a “Y” in SPECIAL EDUCATION in STUDENT SNAPSHOT table. As mentioned in business rule # 9, gifted students are not to be considered either way in the class composition. Exited Special Education students (SPECIAL EDUCATION = ‘N’ in STUDENT SNAPSHOT) are not considered as Special Ed.

1. For Courses whose first 4 characters are other than “0000” through “0008”, course license requirements are to be ignored if an endorsement is not required AND the license type is 200 or 208. There are exceptions to this rule however. Course license requirements for ***Title 1 courses:*** “0034” (Title 1 Preschool) and “1020” (Title 1 Language Arts) are to be considered for license types 200 and 208, even if there is no required endorsement.

Effective school year 2009-10, the following ***Middle School Intervention Courses*** are to be considered for license types 200 and 208 even if there is no required endorsement: “2005” (Math Intervention 6th Grade), “2006” (Math Intervention 7th Grade), “2007” (Math Intervention 8th Grade), “1033” (Reading Intervention Grade 6-8) & “1035” (Writing Intervention Grade 6-8).

Effective school year 2012-13, the following ***Elementary School Intervention Courses*** are to be considered for license types 200 and 208 even if there is no required endorsement: “1024” (Elementary Setting Language Arts Intervention), “1710” (Elementary Setting Science Intervention), “2017” (Elementary Setting Math Intervention-Renamed from Title 1 Math) and “2728” (Elementary Setting Social Studies Intervention).

Effective school year 2013-14, the following ***Elementary School Courses*** are to be considered for license types 200 and 208 even if there is no required endorsement: “1025” (Elementary Setting Language Arts), “1717” (Elementary Setting Science), “2020” (Elementary Setting Math) and “2738” (Elementary Setting Social Studies).

Additionally, all course license requirements associated with license type 800 (Voc Ed) are to be ignored (this is regardless of the course code and whether or not there is an endorsement required).

As per Federal NCLB law, the above licenses are not adequate to meet the HQT requirements for these courses. If after ignoring these license requirements, there are no more requirements found for that Course in the COURSE CERTIFICATION REQUIREMENT table, then that Course needs to be flagged as Non HQT. Note: Every CORE course must have at least ONE License Requirement defined and if not, a PED IT Administrator should be notified.

1. For Courses whose first 4 characters are other than “0000” through “0008” the Primary and or Team Teacher must have the license type (CERTIFICATION TYPE CODE) and endorsement (CERTIFICATION AREA CODE) and perhaps level (CERTIFICATION LEVEL CODE) as required in the COURSE CERTIFICATION REQUIREMENT table. If the Primary and or Team Teacher meets the required License Type and Endorsement, they need to meet additional License Type requirements based on the class composition as below:

|  |  |
| --- | --- |
| Class Composition | Primary Teacher and or Team Teacher must have the following **additional** Licenses for the course to be deemed being taught by HQT |
| Sp Ed students ONLY | 400 or 408 |
| Regular Ed students only or Regular Ed and some Sp Ed students | A teaching license other than a 400 or 408. Teaching licenses include the following: 200, 208, 250, 251, 252, 300, 308, 350, 500, 505. |

All of the above licenses are “regular” licenses (not HOUSSE, Testing, 24 Semester Hours or NBTPS). This means that the Staff Certification Level should not be HQ1, HQ2, HQ3 or HQ4.

1. For Courses whose first 4 characters are other than “0000” through “0008” if the Primary and or Team Teacher do not meet the required License Type and or Endorsement they can still meet the HQT requirements if they hold a “regular” License Type 200 or 208 (for Elementary or Middle School) or “regular” 400 or 408 (for all School Types). This is possible if the Course required an endorsement of Social Studies (CERTIFICATION AREA CODE =10), Language Arts (20), Science (32) or Mathematics (51) and the Primary and or Team teacher have a license with a CERTIFICATION LEVEL of 24 Semester Hours (HQ1) or NMTA (HQ2) or HOUSSE (HQ3) or NBPTS (HQ4) AND they have the appropriate endorsement attached to this license. For example, if the endorsement (CERTIFICATION AREA) required for the course is a 32, then the staff member must have a license with a CERTIFICATION LEVEL of HQ1, HQ2, HQ3 or HQ4 and this license must have a 32 endorsement attached to it. Likewise, if the course required a 51 endorsement the staff member would need a license with a CERTFICATION LEVEL of HQ1, HQ2, HQ3 or HQ4 with a 51 endorsement. In other words, if a K-8 Elementary Licensed teacher (200/208) is teaching a Math class in a middle school and has a MATH endorsement equivalent, then this person would be deemed Highly Qualified (HQT) to teach Math. This person would not be considered HQT to teach Math if they had a SCIENCE endorsement equivalent instead.
2. If the 5th digit of the Course Code = 8 for the class in question, then it requires a bilingual endorsement because it is part of a state-funded Bilingual Multicultural Education Program (CERTIFICATION AREA CODE = 67).

Note: Not EVERY class taught as BEP requires a bilingual endorsement; some require Language Arts, TESOL, Modern and Classical Languages (MCNL) endorsements, or a 520 Native American Language and Culture certificate and therefore may not have a course code 8 in the 5th digit (i.e. course 1062 at the secondary level, 1063, or a Native American language course taught by tribally-approved instructor with a 520 NALC).

1. Districts where the ORGANIZATION TYPE CODE equals ‘State Supported’ or ‘DOH FIT’ or ‘BIA DISTRICT’ or ‘State’ should not be considered for HQT reporting. Only PUBLIC and CHARTER are considered for HQT reporting.
2. For Courses whose first 4 characters are 1062 (ELD) or 1063 (EngLangArtsELD) AND field #60 Course Special Program Code = BEP in the COURSE INSTRUCTOR table, check for additional licensure requirements (rather than what is found in the COURSE LICENSE REQUIREMENT table); refer to new “Check BEP” logic on page 3 of the HQT flowchart. Reason for the change is because different licensure requirements exist for state-funded Bilingual Multicultural Education Programs (BEP) versus non-state-funded Bilingual Multicultural Education Programs (and PED didn’t want to create additional Course Codes to handle the differences).
   1. 1062 ELD K-12
      1. BEP: Requires TESOL (27) or BILINGUAL (67) on elementary license 200/208,250/252,400/408; TESOL (27) on Secondary License 300/308,350,500/505 (determined in HQT logic)
      2. Non-BEP: Requires any teaching license aligned with student grade level; Lic 200/208,250/252,400/408,300/308,350,500/505 (determined in Course License Requirement Table)
   2. 1063 EngLangArts & EngLangDev(ELD) 6-12
      1. BEP: Requires TESOL (27). Also requires Lang Arts endorsement (20). Lic 200/208,300/308,350,500/505 (determined in HQT logic). Note: Since Lang Arts endorsements (20) are not issued with 200/208 elementary licenses, look for the Lang Arts HQ endorsement equivalent.
      2. Non-BEP: Requires Lang Arts endorsement (20); Lic 200/208,300/308,350,500/505 (determined in Course License Requirement Table) Note: Since Lang Arts endorsements (20) are not issued with 200/208 elementary licenses, look for the Lang Arts HQ endorsement equivalent.
3. Update “Pre-dates Licensure Testing” field. Populating this field is separate from the normal HQT logic. Perhaps this logic should be run after the HQT logic is complete. This field should be populated with a “YES” if the following below conditions occur. If not, leave null.

* Only applies to HQT results (CLASS\_SUMMARY.HQ\_STAFF\_IND = ‘YES’)
* HQT is “Not Established” (CLASS\_SUMMARY.HQ\_STAFF\_IND = ‘NO’)
* State-level Course ID is 0000 through 0008
* File ID for staff member is less than 202814 (lookup to STAFF\_CERT2 table, select distinct CERTIFICATE\_NUMBER as File ID)
* Staff member has “Regular” current 200 or 208 license. “Regular” means that the Staff Certification Level is not HQ1, HQ2, HQ3 or HQ4.
* Staff member does not have a current license with the Staff Certification Level of HQ1, HQ2, HQ3 or HQ4.

**Predates testing Exception:** Predates testing only applies to Elementary Classroom settings defined as course codes 0000-0008. Predates testing only applies to the following teaching licenses 200/208 & 400/408. It does not apply to the 250/251/252 Early Childhood Education (ECE) License since a test was required to be passed in order to receive this license since the beginning of its issuance. Therefore, if the course code is 0000-0003 (Kindergarten thru 3rd grade) AND the class contains 0 or some Special Ed Students AND the teacher holds a 250/252 ECE License, then is Highly Qualified—regardless if the File ID is less than 202814. If the Course Code is 0000-0008 AND the teacher holds a 200/208 or 400/408 license AND the File ID is less than 202814 (Predates testing), then requires NMTA (HQ2), HOUSSE (HQ3) or NBPTS (HQ4) to be Highly Qualified.

Note that this logic is not included on the flowchart.

This document needs to be used in conjunction with the Flowchart for HQT Logic for Elementary, Middle and High School.

Expected Output is to be stored in a table (Class Summary) from which reports can be generated. The table would include the following:

1. District Code
2. Location Code, Location Name, School Type
3. Course Code Long, Course Name
4. School Year Date
5. Reporting Period (40D/80D…..)
6. Section Number Long
7. Staff Id (will store only the Primary Teacher), Staff Name
8. Predates Testing
9. Meets HQT Requirement (computed field Y/N)
10. Reason Code (for not meeting HQT Requirements) suggested valid values are:

1 – Not properly licensed for the School Type (This reason no longer relevant starting school year 2009-10)

2 – Does not have Regular Ed License

3 – Does not have Special Ed license for Self Contained class

6 - License predates Testing. File ID is less than 202814.

7 – Does not have HOUSSE or NMTA or 24 Semester Hours or NBPTS endorsement

8 – Does not have License and or Endorsement required for the Course

9 - Does not have Bilingual Endorsement required for the Course

10 – License Requirements for the Course cannot be found

11 - No Staff Snapshot record for primary teacher

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| Appendix K – Exited Teacher |

**Definition of an Exited teacher:**

Exited teachers are teachers (excluding substitute teachers) that were teaching in the district and within a 1 year timeframe stopped teaching at the district. Exited Teachers are tracked annually to calculate Exited Teacher Rates. The “first” year a teacher is NOT teaching on the 120th day is the year the teacher will be included in the Exited Teacher Rate. Exited teachers may be reported at any time throughout the year. In the case of retirees (or people that didn’t renew their contract the following year), their exit year would be the year they did not renew their contract (or the 1st 120th day they were reported as no longer teaching). Even retirees may be reported at EOY of their CURRENT year without having to wait until their EXITED YEAR to report them. Teachers often retire and return to work as a substitute teacher. In these cases they may be reported with an EXIT DATE as well as still reported as actively teaching classes as a substitute teacher. SUBSTITUTE teachers are identified as S (Long-Term Sub) or T (Short-Term Sub) in the Staff Qualification Status Code in STAFF & STAFF SNAPSHOT) and are omitted from the Exited Teacher reports.

Exited Teachers will be reported in the STAFF template only with their appropriate EXIT DATE and TERMINATION CODE (reason for exiting). The EXIT DATE will be used to determine their EXIT YEAR for calculating EXIT RATES. If the Exit Date falls AFTER the 120th day, the Exited Teacher will be applied to the following year (the 1st 120th day they were not actively teaching). Beginning with School Year 2009-10, Exited Teachers will no longer be submitted in the STAFF SNAPSHOT template. If the “Exited” staff person is mistakenly reported in the STAFF SNAPSHOT template during the reporting periods 40th, 80th, 120th, etc.… then STARS will inadvertently view this person as ACTIVE, even if a TERMINATION CODE is specified in the STAFF template. Exceptions to this rule are SUBSTITUTE teachers. A sub may be both ACTIVE and exited at the same time and will not result in an error since substitute teachers are omitted from the Exited Teacher reports.

Exited teachers are reported only once upon leaving—meaning they should not be continually reported as exited year after year. If a person exits and returns several years later, the historical exit date should be removed. It will eventually be replaced with a NEW exit date when they leave for a second time. Historical data will be lost in STARS, because there is only ONE STAFF record allowed per district, and therefore only ONE EXIT DATE (and reason for exit) per staff per district.

**Criteria:**

* Staff Termination codes only to be reported for TEACHERS, those staff reported in a TEACHER staff assignment **(with the exception of Substitute Teachers).**
  + For a listing of TEACHER staff assignment codes, refer to the STARS MANUAL Volume 2, Appendix B – Staff Assignment Codes.
* To calculate the Exited Teacher Rate, the count of exited teachers will be divided by the count of teachers.
  + To ensure accurate percentages, Staff ID’s will be matched between those reported as exited with a termination code and those reported as a TEACHER the previous year (or current year for those that didn’t work the previous year).
  + Only Staff ID’s reported with a Staff Termination Code and Exit Date AND reported in a TEACHER Staff Assignment Code the prior year or current year will be included in the Exited Teacher Rate.
  + Teacher Count = Total number of teachers found between the 120th days
  + If Termination Codes are reported for Non-Teachers, these will be omitted from the Exited Teacher Rate.
  + If a teacher is reported as exited yet they are found presently teaching on the 120th day of that same year (with the exception of Substitute Teachers), then they will be omitted from the state’s “Exited Teacher” report and won’t be considered as an Exited Teacher.

**Note:** If the Exited Teachers reported by the districts don’t match those appearing on the State’s Exited Teacher report, the reason is most likely due to a data issue. Verify all teachers reported as exiting were in fact reported as teachers previously AND were NOT reported as actively teaching on the 120th day the year they were also reported as exited.

**Exited Teacher Reports**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Teachers](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers?CSRT=9356276178329240930)>[Exited Teachers](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Exited%20Teachers?CSRT=9356276178329240930)  Exited Teachers Exception  Exited Teachers Verified |

Exited Teacher District Detail reports:

* Lists teachers’ names with exit date and termination code by District/School.
* Lists teachers who have been verified as having exited within the past year of the selected school year.  If the selected school year is 2009-10, the report will include teachers with an Exit Date between 3/2/09 and 3/1/10.  These are people that were previously reported in a TEACHER Staff Assignment Code and are no longer reported as “actively” teaching on the 120th day of the selected school year.

Exited Teacher Exception District Detail reports:

* Lists people reported as Exited Teachers within the selected school year but who are not qualifying as exited teachers due to:  1) Never reported within the past year in a TEACHER Staff Assignment Code or 2) Still reported as “actively” teaching on the 120th day of the selected school year.

Exited Teacher Rate District Summary reports:

* Shows Exited Teacher Rates by District by Termination Code.

Exited Teacher Rate Termination Summary reports:

* Shows Exited Teacher Rates by Termination Code.  When the report is executed by PED Staff all districts will be included.

Note:  There will be a folder called “Prior 2009-10” that will include versions of the exited teacher reports for school year’s prior to 2009-10.  In these versions the Termination Code was retrieved from the EOY STAFF SNAPSHOT templates.  Beginning with the 2009-10 school year the Exit Date and Termination Codes used to produce the Exited Teacher Reports were retrieved from the STAFF template. The reports containing the Exited Teacher logic for school year’s Prior to 2009-10 are currently unavailable but will be developed in the future.

**FAQs – Exited Teacher**

**1. How do I report Exited Teachers?**

Exited Teachers are reported with an Exit Date and Termination Code in STAFF only. PED will verify the teacher reported as exited was not actively teaching on the 120th day of the same year they were reported as exited (with the exception of Substitute Teachers).

**2. Why do I need to report Exited Teachers in STAFF only and will no longer report them in STAFF SNAPSHOT?**

STAFF SNAPSHOT contains ACTIVE staff only and if the person exited, they are no longer actively employed at your district or charter school. Note, there is one exception to this rule, and that is someone who left the teaching profession but is still employed in your district or charter. An example would be a teacher who becomes a principal or a substitute teacher. Starting in the 2009-10 School Year, Exited Teachers will be reported in the STAFF template only with an Exit Date and Termination Code. STAFF does not contain a School Year but it does contain an Exit Date for determining the year in which they exited. The grain of STAFF is 1 record per District/Staff ID. Staff may now be reported at the time they exit and no longer need to be reported at EOY only.

**3. Why do I need to report exited teachers? Can’t exited teachers be derived by PED?**

Yes, they can be derived, but PED needs to know WHY the teacher exited. Future decisions may be based on these reasons.

**4. Can I report exited teachers in Staff Snapshot, Staff Assignment, Course Instructor & Staff Compensation?**

No, these templates are reserved for ACTIVE staff only. However there is one exception. If a person exited the Teaching Profession yet remains employed at your district, then they would be reported in Staff Snapshot, Staff Assignment and Staff Compensation as an active employee. They would also be reported as having exited as a teacher. This also applies to Substitute Teachers, in which the teacher is reported as RETIRED while at the same time is still reported as a Sub.

**5. If an educational assistant or coach retires, should I report them with a termination code?**

No, only TEACHERS should be reported with termination codes; those Staff Assignment Codes listed under the TEACHER category found in the STARS MANUAL Volume 2, Appendix B – Staff Assignment Codes.

**6. If a teacher leaves due to *health* reasons, what *termination code* should be used?**

Use Termination Code 12, “Resigned prior to completion of contract.” You may also use code 14, “Leave of Absence” if the person initially took a leave of absence intending to return to work, but then never returns the following year.

**7.  Should “Substitute Teachers” be reported as Exited Teachers?**

If a Substitute Teacher leaves your district (or stops teaching in your district), do not report them as an Exited Teacher (because substitute teachers aren’t considered “Active” teachers for purposes of 3-Tier Licensure).

If a “teacher” RETIRES and returns as a Substitute Teacher, report them as an EXITED TEACHER in the year they retired with TERMINATION CODE = 07 (Retired).  In this case, they would be reported as an EXITED TEACHER in the same year they were reported as a Substitute Teacher.

**8.  Should teachers who are “On Leave” be reported as Exited Teachers?**

If a teacher is on a “Leave of Absence” (even for a year or more) but is expected to return, then they have not technically left your district and therefore should NOT be reported as an exited teacher.  However, there is an Exited Teacher Termination code of 14 (Leave of Absence) which may be used if the person took a “permanent” Leave of Absence. In other words, initially they were planning to take one year off but then decided not to return. This may also apply to someone who became ill and took a temporary “leave of absence” but then decided not to return.

**9.  Can I report RETIRED teachers at the end of their retirement year OR do I need to wait to report them the following year?**

You do not need to wait until their EXIT YEAR to report exited teachers; therefore, RETIRED teachers may be reported at EOY even though they are still active teachers. Because the Exited Teacher logic uses the 120th day as the cut-off, they will automatically be considered exited in the FOLLOWING year.

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| Appendix L – Staff Data for the Educator Quality Division |

**Educator Quality Division STARS Reports are to be run by Districts/Charters for 40th, 80th& 120th Day**

**Data contained in these reports pertains to STAFF and includes the following:**

* Licensure
* Highly Qualified Teachers
* Educational Assistants (Instructional Assistants) as Paraprofessionals
* Staff Development
* Teacher’s Salaries
* Classes

**Definitions:**

A teacher is defined as someone reported in the *Staff Assignment Template* with a TEACHER Staff Assignment code, those listed under the TEACHER category in Volume 2, Appendix B-Staff Assignment Codes.

They are determined in STARS in the following ways:

1. Reported in a TEACHING Staff Assignment Code in the ***Staff Assignment*** template
   1. Positions or job duties with FTE assigned
   2. Contains location (school) code
   3. May contain multiple records if teaching in multiple schools
2. Reported in ***Course Instructor*** teaching a course
   1. “Teacher of Record” (Primary Instructor) versus team teachers
   2. Contains location (school) code
      1. problem if different than their ***Staff Assignment*** location
   3. Must contain students in a class to be evaluated

**Problems:**

* Reported as non-teacher in ***Staff Assignment*** (Resource Coordinator, Academic Instructional Coach) but reported teaching a course
* Reported as teacher in ***Staff Assignment*** (elementary teacher) but never reported teaching a course

Reports

* EAs as Paraprofessionals
* Staff Development
* Licensure
* Highly Qualified Teacher
* Teacher Salary

**Exception reports to identify misalignment of classroom data in relation to teachers, students and courses:**

Validating Courses

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730)>[Course](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course?CSRT=7008308845812669730) |

**Bad Dates in Student Course Enrollment causing Duplicates for Year-Summary:**

Summarizes bad data found in the Student Course Enrollment (Course Enroll) file. The two columns REPORTING PERIOD and COURSE ENROLLMENT EFFECTIVE DATE must reflect the SAME reporting period or duplicate Course Enroll records will result. To fix the duplicates, request a DELETE of the COURSE ENROLLMENT data for the snapshot date (semester) that is showing the duplicate records.

**Course Enroll Exception – Inconsistent Reporting Periods:**

Identifies whether any of these fields which represent a reporting period are inconsistent for a single record:

* Marking Period
* Semester
* Course Instructor Snapshot Date
* Effective Date

The following error messages are identified in the ERROR MESSAGE column:

* Wrong Course Enroll Effective Date for Snapshot Date (from prompt)
* No Course Enroll Effective Date
* Wrong Course Instructor record for Snapshot Date (from prompt)
* No Course Instructor
* Wrong Semester for Snapshot Date (from prompt)
* Course Instructor Snapshot Date not found in CourseInstruct
* Wrong Student Snapshot Date
* No Student Snapshot

The purpose of this report is to check for inconsistent reporting periods in the STUDENT COURSE ENROLLMENT table. In order to tie the grade a student received in a class to their enrollment record and to the teacher of the class, all fields in a single STUDENT COURSE ENROLLMENT record that represent a reporting period must refer to the SAME reporting period.

**Course Instructor Compared to Staff Assignment Exceptions:**

The following error messages are identified in the ERROR MESSAGE column:

* No TEACHING Staff Assignment
* No TEACHING Staff Assignment at Location (Teaching Staff Assignment found but at a different location than where the class is being taught)
* No Staff Snapshot
* No Course Instructor
* No Course Instructor at Location (Course Instructor record found but at a different location than the teaching staff assignment record specified)
* No FTE
* No Staff Snapshot

The purpose of this report is to check for inconsistencies when comparing the Course Instructor against the Staff Assignment tables for a single snapshot date. Staff reported as "teachers" in the STAFF ASSIGNMENT table are typically reported teaching a class in the COURSE INSTRUCTOR table (either as a Primary Instructor or a Team Teacher); exceptions are Librarians which have been omitted. Primary Instructors reported teaching classes in the COURSE INSTRUCTOR table typically are reported in a TEACHING Staff Assignment with FTE at the same school; exceptions are 1) Dummy Staff IDs 555555555,777777777,888888888 are omitted, 2) Classes which require no licensure are omitted. Short Term substitute teachers ('T') are not reported in the STAFF ASSIGNMENT or COURSE INSTRUCTOR templates; however, Long Term Subs ('S') if teaching classes should be reported in COURSE INSTRUCTOR as well as STAFF ASSIGNMENT. The FTE of Long Term Substitute Teachers may be reported as 0; however, the FTE of other teachers must contain a value or they will be listed as an exception. All teachers reported in the COURSE INSTRUCTOR and/or STAFF ASSIGNMENT tables must have a corresponding Staff Snapshot record found or an exception will be listed. All exceptions will be identified in the Error Message column.

**Course Instructor Exception – Inconsistent Reporting Periods:**

Identifies whether any of these fields which represent a reporting period are inconsistent for a single record:

* Semester
* Course Instructor Snapshot Date

The following error messages are identified in the ERROR MESSAGE column:

* Wrong Semester when matched Snapshot Date (from prompt) to Course Instructor Snapshot Date
* Wrong Course Instructor Snapshot Date when matched Semester to Snapshot Date (from prompt)
* No Staff Snapshot

The purpose of this report is to check for inconsistent reporting periods in the COURSE INSTRUCTOR table. In order to tie the grade a student received in a class to their enrollment record and to the teacher of the class, all fields in a single COURSE INSTRUCTOR record that represent a reporting period must refer to the SAME reporting period. This requires the fields SNAPSHOT DATE & SEMESTER to all refer to the SAME reporting period--80th day as an example. Records are retrieved from COURSE INSTRUCTOR by matching the Snapshot Date in the prompt to the Snapshot Date or Semester Date in Course Instructor. If the SEMESTER was inadvertently tied to a DIFFERENT reporting period, these inconsistent records will appear. Semester (1=40D; 2=80D; 3=120D; 4=EOY; 5=K3P; 6=Summer) is retrieved from the COURSE table. Staff Name is retrieved from the STAFF table (not STAFF SNAPSHOT), however, missing Staff Snapshot records will be listed as an exception; except for dummy Staff IDs 555555555,777777777,888888888, which do not have Staff Snapshot records.

**Student Grade Levels Outside Course Grade Range:**

The purpose of this report is to identify students taking classes outside the recommended grade range assigned to the course. As an example, it will list a 7th grader taking a 9-12 grade course or a 12th grader taking a 1st grade course. If students are only a few grade levels off and they are truly taking these courses, these may be considered warnings and may be ignored, but obvious errors should be corrected.

[Student Grade Level Outside Course Grade Range](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Student%20Grade%20Level%20Outside%20Course%20Grade%20Range.rdl)

**Course Instructor & Student Course Enrollment Mismatch:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Course](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course?CSRT=9356276178329240930) |
| Course Enrollments without Course Instructors  Course Instructors without Course Enrollments |

The purpose of these reports are to 1) identify students enrolled in a class but the teacher cannot be determined OR 2) the teacher has been identified as teaching a class but no students are enrolled.

Validating Staff

**Staff Assignment Exceptions – Missing FTE:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730) |
| Staff Assignment Exceptions – Missing FTE  The purpose of this report is to check for missing FTEs in the STAFF ASSIGNMENT table. All Staff in the Staff Assignment table should have a "Percentage of Time Assigned" in relation to their job duty, with the exceptions 1) Substitute Teachers have been omitted because FTE is not required due to their sporadic nature and 2) Athletic Coaches (staff assignment code 81) have been omitted since it's a stipend. |

**Staff Snapshot Compared to Staff Assignment Exceptions:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730) |
| Staff Snapshot Compared to Staff Assignment Exceptions  The purpose of this report is to check for inconsistencies when comparing the Staff Snapshot against the Staff Assignment tables for a single snapshot date. |

* Every STAFF ID found in Staff Snapshot should exist in Staff Assignment and *vice versa* except
  + Dummy Staff IDs omitted (888888888, 777777777, 555555555)
  + Substitute Teachers omitted
* Error Message column will contain the error
  + No Staff Snapshot
  + No Staff Assignment

**Validating Teachers:**

**Report Path: STAFF>Teachers>Teacher Data Quality Tools**

[Teachers Teaching No Students at District](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/Teachers%20Teaching%20No%20Students%20at%20District.rdl)

* Reported as TEACHER in Staff Assignment but couldn’t link to any students in Course Enroll

[Teachers Teaching No Students at Teacher FTE Location](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/Teachers%20Teaching%20No%20Students%20at%20Teacher%20FTE%20Location.rdl)

* Reported as TEACHER in Staff Assignment but couldn’t link to any students in Course Enroll at this location (school)

**Spot-check Teacher, Course & Student data alignment:**

**Report Path: STAFF>Course**

[Teachers Classes By District, School, Staff, Course](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teachers%20Classes%20By%20District,%20School,%20Staff,%20Course.rdl)

* Aggregate, one row per class

**Report Path: Student Grades and Online Course reports**

[Classes By District, School, Course, Student with Grade and Teacher](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades%20and%20Dual%20Credit%20reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher.rdl)

* Requires Staff Snapshot (of Course Instructor’s Primary Instructor) and Student Snapshot (of Course Enroll’s Student) found
* If not found, student record will be omitted. Should run exception report to determine why it was omitted and fix data if appropriate.

[Classes By District, School, Course, Student with Grade and Teacher-Course Content](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades%20and%20Dual%20Credit%20reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher-Course%20Content.rdl)

* Course Delivery Model Codes Distance Learning and Computer-based (may be taught by teachers not reported in Staff Snapshot; therefore, it joins to STAFF instead of STAFF SNAPSHOT to get Staff Name)

[Classes By District, School, Course, Student with Grade and Teacher-Dummy Staff ID](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades%20and%20Dual%20Credit%20reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher-Dummy%20Staff%20ID.rdl)

* Dummy Staff ID (888888888,777777777,555555555) classes (Taught by teachers not reported in Staff Snapshot; therefore, it joins to STAFF instead of STAFF SNAPSHOT to get Staff Name)

**Student Grades reports:**

**Classes by District, School, Course, Student with Grade and Teacher:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[Student Grades](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades?CSRT=7008308845812669730) |
| Classes by District, School, Courses, Student with Grade and Teacher |

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The purpose of this report is to list the grade the student received in the class as well as their teacher.

The primary tables used are Course Instructor and Course Enrollment. Includes ALL classes at the selected school(s) as long as a Staff Snapshot (for the primary instructor) and at least one Student Snapshot record is found for the students in the class. This means the Dummy Staff ID classes for 555555555 (Religious Studies), 777777777 (Concurrent Enrollment/Dual Credit) & 888888888 (Distance Education) are omitted since Staff Snapshot records are not submitted for them. If a Student's grade was found, it's shown.

**Classes without Student Grades:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[Student Grades](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades?CSRT=7008308845812669730) |
| Classes without Student Grades |

This is an Exception report and lists student's classes with no corresponding STUDENT GRADE record; however, not all Course Enrollment records at each reporting period will contain grades. The primary tables used are Course Instructor and Course Enrollment. Includes ALL classes (with no corresponding STUDENT GRADE) at the selected snapshot date and school(s) as long as a Staff Snapshot (for the primary instructor) and at least one Student Snapshot record is found for the students in the class. This means the Dummy Staff ID classes for 555555555 (Religious Studies), 777777777 (Concurrent Enrollment/Dual Credit) & 888888888 (Distance Education) are omitted since Staff Snapshot records are not submitted for them.

**Student Grade Template Exceptions:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[Student Grades](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades?CSRT=7008308845812669730) |
| Student Grade Template Exceptions |

Identifies the following exceptions when trying to match Grade record with other corresponding records:

* Missing Student Snapshot
* Missing Staff Snapshot for Primary Instructor
* Missing Student Course Enrollment

The purpose of this report is to identify missing data when attempting to tie the grade a student received in a class to their enrollment record and to the teacher of the class. The primary table used is Student Grades. The exceptions include 1) No Student Snapshot for Student ID 2) No Student Course Enrollment for Course/Section 3) No Course Instructor for Course/Section 4) No Staff Snapshot for Primary Instructor's Staff ID (excludes Dummy Staff IDs 555555555 (Religious Studies)& 777777777 (Concurrent Enrollment/Dual Credit). Includes ALL Student Grade records for the selected Snapshot Date, District and Schools with missing template data. The student's grade record must have a corresponding Course Enrollment record which corresponds to a Course Instructor record. The teacher should also have a corresponding Staff Snapshot record, and the Student a Student Snapshot record; EOY may contain exceptions because snapshots don’t always exist for Students and Staff when grades are submitted at this time.

**Student Grades Exception – Inconsistent Reporting Periods:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[Student Grades](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades?CSRT=7008308845812669730) |
| Student Grades Exceptions – Inconsistent Reporting Periods |

Identifies whether any of these fields which represent a reporting period are inconsistent for a single record:

* Marking Period
* Semester
* Course Instructor Snapshot Date

The following error messages are identified in the ERROR MESSAGE column:

* No Course Enroll
* Wrong Course Enroll Effective Date for Snapshot Date
* Wrong Course Instructor Marking Period for Snapshot Date
* No Course Instructor
* Wrong Semester for Snapshot Date
* Course Instructor Snapshot Date not found in CourseInstruct

The purpose of this report is to check for inconsistent reporting periods in the STUDENT GRADES table. In order to tie the grade a student received in a class to their enrollment record and to the teacher of the class, all fields in a single STUDENT GRADES record that represent a reporting period must refer to the SAME reporting period. This requires the fields MARKING PERIOD NUM, SEMESTER & COURSE INSTRUCTOR SNAPSHOT DATE to all refer to the SAME reporting period--80th day as an example. Records are initially retrieved from STUDENT GRADES by matching the Snapshot Date in the prompt to the Marking Period Num's date in Student Grades. If the SEMESTER was inadvertently tied to a DIFFERENT reporting period, these inconsistent records will appear. Semester (1=40D; 2=80D; 3=120D; 4=EOY; 5=K3P; 6=Summer) is retrieved from the COURSE table. Student Name is retrieved from STUDENT table not STUDENT SNAPSHOT. Staff Name is retrieved from STAFF table not STAFF SNAPSHOT. Course Instructor Reporting Period Date is determined by linking School Year, Semester, Location, Course ID & Section from STUDENT GRADES to COURSE INSTRUCTOR.

**Teacher Class Load/Class Size Reports:**

\*Based on “class overload” reports, except these include ALL classes; not just the overloaded ones.

\*Allows drill-down to grade level (grade determined by students grade level since teachers aren’t reported by grade levels)

**Report Path: STAFF>Course**

[Teachers Class Loads By District, School, Grade Level for Grade Level](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teachers%20Class%20Loads%20By%20District,%20School,%20Grade%20Level%20for%20Grade%20Level.rdl)

[Teachers Class Loads By District, School, Staff, Course for Grade Level, Subject](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teachers%20Class%20Loads%20By%20District,%20School,%20Staff,%20Course%20for%20Grade%20Level,%20Subject.rdl)

[Teachers Class Loads By District, School, Staff, Course for Grade Level](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teachers%20Class%20Loads%20By%20District,%20School,%20Staff,%20Course%20for%20Grade%20Level.rdl)

[Teachers Class Loads By District, School, Staff, Course for Grade Level-Required English](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teachers%20Class%20Loads%20By%20District,%20School,%20Staff,%20Course%20for%20Grade%20Level-Required%20English.rdl)

**Teachscape Reports:**

**Overview:**

**Teachscape - Company PED obtained through RFP process:**

* Capture “observation scores” of teachers performance in a classroom
  + One of the NMTEACH Educator Effectiveness measures
* Provide “professional development” to teachers via online tools

**How are new Teachers/Evaluators added to Teachscape?**

* Manually entered into Teachscape’s system, which should require the License Number be entered at this time.

**Unique key used to identify STAFF is License Number (File ID) - not SSN**

* Requires “license number”(Lic#) for teachers in Teachscape

**To view a list of TEACHERS, based on a TEACHER Staff Assignment Code, which should match those with Observations, run the following STARS report:**

**STARS report path: STAFF>Teachers>Teacher Data Quality Tools**

[STARS Staff Data for Teachscape Reconciliation](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/STARS%20Staff%20Data%20for%20Teachscape%20Reconciliation.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FTeachers%252FTeacher%2520Data%2520Quality%2520Tools%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB&DefaultItemOpen=1&DefaultItemOpen=1)– select the TEACHER option.

**STARS report path: STAFF**

[Staff Assignments by District, Location, Staff for Snapshot Date](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Assignments%20by%20District,%20Location,%20Staff%20for%20Snapshot%20Date.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF&DefaultItemOpen=1&DefaultItemOpen=1) – If a teacher did not appear in the above report, run this report to view their Staff Assignment code.

**License Discrepancies:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports?CSRT=9356276178329240930)  Licensure Discrepancy for Courses by District, Location  Licensure Discrepancy for Staff Assignments by District, Location |

**Description:**

* Based on State of NM Statutes
  + No “Team Teaching” concept or qualifying through HOUSSE.
* Lists staff not properly licensed for their Staff Assignment(s).
* Lists staff not properly licensed for Courses they are teaching.
  + Proper licensure is checked for the *PRIMARY INSTRUCTOR* only, not the *OTHER INSTRUCTORS* (Team Teachers).

**FAQs License Discrepancies:**

1. **Our school hired a person with a Substitute Teaching License (503) to perform Educational Assistant/Instructional Assistant duties and is kicking on the Licensure Discrepancy report for Staff Assignment Code 34 as No Valid License -- even though I’ve coded this person in the Staff Snapshot Template as a Long Term/Short Term Sub (Qualification Status=S/T). Why?**

Because substitute teaching licenses only apply to “Teaching” staff assignment codes of which Educational Assistants (EAs) do not belong. This person would need to obtain an Educational Assistant License (502) to perform EA job duties. It is not uncommon for people who have Substitute Teaching Licenses to also have an Educational Assistant License.

**Additional License Reports:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Licensure Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Licensure%20Reports?CSRT=9356276178329240930)

Licensure Information by District-All Active Licenses

Available for districts/charters who would like a file extract of the Licensure database that includes Staff ID (SSN), Licensure File ID Number & licensure information for a given School Year. This data is updated daily in STARS (noon, 5pm and midnight).

**Highly Qualified Teachers (HQT):**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=9356276178329240930)  Highly Qualified Teacher Detail by District, Location |

**Description:**

* Based on Federal, No Child Left Behind (NCLB) Statutes
* Lists all CORE courses (non-gifted), their *PRIMARY INSTRUCTOR* and if the class is being taught by a Highly Qualified Teacher (or team of Highly Qualified Teachers).
* People holding an Elementary K-8 license or a K-12 Special Education License may require additional qualifications to be deemed Highly Qualified if:
  + Pre-dates Testing
    - File ID < 202814
  + Is a Middle School Teacher or Special Ed Teacher teaching the subjects areas of Language Arts, Math, Science or Social Studies.

**Lists ONLY those Teachers/Classes NOT Highly Qualified:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=7008308845812669730)>[Not HQT](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports/Not%20HQT?CSRT=7008308845812669730)  Not Highly Qualified Teacher Detail by District |

**Educational Assistants:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Highly Qualified Teacher Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Highly%20Qualified%20Teacher%20Reports?CSRT=9356276178329240930)

EAs with Instructional Duties by District, Location

**Description:**

* Lists staff reported in Staff Assignment Codes 31I-34I (Educational Assistants (EAs) providing instructional duties in a Title 1 school) and states if they are at the Paraprofessional Status; meaning they hold a Level 3 EA license.
* Goal is to have all these types of EAs at a Level 3 EA license.

**Staff Development:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)  Staff Development Summary by District, Location |

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**Description:**

* Provides the total number of staff receiving Staff Development.
* “Charters Excluded” version shows totals by District. “Charters Only” version shows totals by District, School.

**Activity Codes define type of Staff Development being received:**

* Activity Code HQMS (High Quality Mentorship) reported on 40th day if “receiving” mentorship and at EOY if “completed” mentorship.
* Activity Codes HQPDT (High Quality Professional Development for Teachers) and HQPDA (High Quality Professional Development for Administrators) reported on 120th day.

Mentorship Award (used for funding) on 40th day only:

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)

High Quality Mentorship Service Award for Beginning Teachers

Beginning Teachers Receiving Mentorship on 40th day-Exception (People on exception report won’t be eligible for award)

**Note: As of school year 2010-11, no funding was available for Mentorship.**

**Completed Mentorship:**

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| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development)>[Completed Mentorship](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development/Completed%20Mentorship) |

[Completed Mentorship for Beginning Teachers](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development/Completed%20Mentorship/Completed%20Mentorship%20for%20Beginning%20Teachers.rdl)

* Lists beginning teachers who completed mentorship (based on those reported at 40th day as receiving mentorship).

**Teachers Salaries:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930) |
| Certified Staff Salary Validation Teachers Only |

**Description:**

Lists teachers with questionable salaries **Minimum Teacher’s Salary:**

* $30,000 Level 1 Teaching License
* $40,000 Level 2 Teaching License
* $50,000 Level 3 Teaching License
* Note: Substitute Teachers and Part-Time Teachers may be ignored.

**Salaries:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730) |
| Salaries for Staff Assignments |
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| --- | --- | --- |
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Lists staffs salaries for their positions. These salaries are derived by using the formula Annual\_Salary\*FTE. Annual\_Salary is found in the Staff Snapshot table. The main tables are Staff Snapshot and Staff Assignments. This report includes only Staff Qualification Status Codes C (Certified) or N (Non-Certified), meaning substitute teachers (S, T) and contracted related service providers (R) have been omitted. This data will be displayed on the State's Sunshine Portal and should include all district and charter school employees who are on payroll and receiving benefits. People listed on this report should have Staff Compensation records to determine what percentage of their salary is paid out of various funds, such as state versus federal. Coaches have been omitted (staff assignment code=81), since these are stipends & FTE cannot be used to compute salary.

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730) |
| Salaries for Staff Compensation |
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Lists staffs salaries based on compensation amounts and percentages. Shows percentage and amount of salary paid out of various funds, such as State versus Federal. The sum of the compensation percentages must equal 100% for the Reporting Period, District and Staff ID grain. This report includes only Staff Qualification Status Codes C (Certified) or N (Non-Certified), meaning substitute teachers (S, T) and contracted related service providers (R) have been omitted. People listed on this report must have Staff Assignment records.

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| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=7008308845812669730)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=7008308845812669730)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=7008308845812669730)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=7008308845812669730)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=7008308845812669730)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=7008308845812669730) |
| Salaries Out Of Balance when Comparing Staff Assignment with Compensation |
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Compares the total salary amounts by Staff ID from the two reports listed above (*Salaries for Staff Assignments* and *Salaries for Staff Compensation*) and lists any differences. In theory, these dollar amounts should be equal.

Lists 1 record per Staff, totaling salaries at a Staff ID level from both the Staff Assignment and Staff Compensation tables and compares them. If the "Show Errors=Yes" parameter is selected, then only salaries out-of-balance are shown. Salaries based on Staff Assignments are derived by using the formula SUM (Annual\_Salary\*FTE) for Staff ID. Annual\_Salary is found in the Staff Snapshot table. FTE and Staff Assignment codes are found in the Staff Assignment Table. Total Staff Compensation Salary is calculated by SUM (Compensation Amount) for Staff ID. The main tables are Staff Snapshot, Staff Assignment, and Staff Compensation. This report includes only Staff Qualification Status Codes C (Certified) or N (Non-Certified), meaning substitute teachers (S, T) and contracted related service providers (R) have been omitted. Coaches have also been omitted (staff assignment code=81), since these are stipends versus base salaries. .5% rounding factor allowed when comparing Staff Assignment Salary with Staff Compensation Salary.

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| Appendix M – Staff Development Beginning Teacher Mentorship |

**Mentorship program for beginning teachers:**

Districts may receive the funding for the beginning teacher mentorship programs based on the data districts submit for the 40th day. Please pay close attention to the Staff Development Template item – HQMS (High Quality Mentoring Support).

Of those beginning teachers that were receiving mentorship on the 40th day, PED needs to know how many completed the district’s 1-year Mentorship program by the end of the year.

**Report paths for Mentorship reports:**

**“Template Verification” reports:**

**Shows count of total mentorship records sent by district. These are the records found in the Staff Development Template for 40th day with Activity Code=HQMS:**

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| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Staff Development Summary |

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**Shows detail of mentorship records sent by district (of the summary count listed above), such as Staff ID of those receiving mentorship. These are the records found in the Staff Development Template for 40th day with Activity Code=HQMS:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Staff Development Template Verification

**Mentorship Exception (those that won’t appear on the Awards report):**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)> Beginning Teachers Receiving Mentorship on 40th day-Exception

Mentorship Award (used for funding):

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)> High Quality Mentorship Service Award for Beginning Teachers

Run the above mentorship reports to get 1) total number of mentorship staff submitted by district 2) number of exceptions and 3) number receiving an award.

TTL Mentorship = #Exceptions + #Awards

Note: Staff appearing on the Exception report is being omitted from the Awards report and should be fixed.

**Mentorship Exceptions that need to be corrected by the district:**

1. No Course Instructor

* To qualify for mentorship, the beginning teacher must be in a classroom. To fix this error, include the mentorship Staff ID in the Course Instructor template-- in either the Primary Instructor field or in one of the Other Instructor fields (as a team teacher).

1. No Teaching Staff Assignment

* To qualify for mentorship, the person must be reported as a teacher. To fix this error, the mentorship Staff ID must be included in the Staff Assignment Template with a TEACHING staff assignment code. Those codes may be found in the STARS manual, volume 2 Appendix B - Staff Assignments, under the TEACHER category.

3. No Staff Snapshot

* Since we retrieve the person’s name and years experience from Staff Snapshot, this record must exist. To correct this error, include the mentorship Staff ID in the Staff Snapshot template.

4. No Level 0 or Level 1 License

* To qualify for the mentorship award, these must be beginning teachers that have a level 0 (or “I”) (Internship) or level 1 TEACHING license. The person must have a TEACHING license. For instance, if someone has a Level 1 Administrative License, they do not qualify. Note that Substitute Teaching licenses and Educational Assistant licenses do NOT qualify for the award since these are not considered TEACHING licenses but instead are defined as Instructional Support Provider licenses.
* If someone does not qualify for mentorship, because they have a level 2 or 3 license, please have the district request a delete of those STAFF IDs from the Staff Development template (Activity Code=HQMS) from the STARS help desk.
* If someone has applied for their Intern or Level 1 teaching license but has not yet been issued a license from the PED Licensure Database, we’ll need to know who those people are so the district gets compensated for these—it may require a manual adjustment by PED’s Professional Development Bureau.

**Common “NO COURSE INSTRUCTOR” Exceptions:**

To qualify for the mentorship award, the beginning teacher teaching Pull-Out Classes and Special Ed teachers who visit many classrooms, must be reported in the Course Instructor Template at least once. Some may be considered Team Teaching situations in which case it’s not necessary to team this beginning teacher with EVERY classroom they visit, but to qualify for funding, STARS needs to see at least ONE classroom association in the Course Instructor template.

**EOY Completed Mentorship Reports and Process:**

Main Reports:

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)> Completed Mentorship > Completed Mentorship for Beginning Teachers

To view Template Data only:

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Staff Development Template Verification

To View 40D Exceptions, those who did not qualify for Mentorship Funding Award:

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)> Beginning Teachers Receiving Mentorship on 40th day-Exception

Note: Those who did not qualify for the Mentorship Award on the 40th day will be OMITTED from the Completed Mentorship Reports and will not be considered as completing the program. Staff ID’s must match between the 40th and EOY Staff Development Templates, and the Activity Codes must be HQMS for both reporting periods to count as Completed Mentorship. No funding is involved in Completed Mentorship. It’s simply a tracking mechanism to determine, “*What percentage of beginning teachers completed the Mentorship program?”*

Since only EOY data may be corrected, those who are not being considered as completing the program cannot be fixed if this requires changing 40th day data.

**Step 1:**  Submit STAFF, STAFF SNAPSHOT & STAFF DEVELOPMENT FACT templates.

**Step 2:** Verify Completed Mentorship data was loaded into STARS.

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Staff Development Template Verification

**Step 3:**  Run Completed Mentorship Reports.

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)> Completed Mentorship > Completed Mentorship for Beginning Teachers

To determine why Mentorship was not completed, check the following:

* Are Staff ID’s matching between 40th Day Mentorship and EOY Mentorship?
  + You’ll verify this information in the STAFF DEVELOPMENT FACT Template (where Code= HQMS) by running the following report for both 40D and EOY

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[Template Verification Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports?CSRT=9356276178329240930)>[Staff](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Template%20Verification%20Reports/Staff?CSRT=9356276178329240930)> Staff Development Template Verification

* Did they not qualify for the Mentorship Award at 40th day?
  + Run the following Exception reports against the 40th day snapshot date. Any teachers that appear here but were reported as “Completed” at EOY will NOT be considered as a completer of the Mentorship program.

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars?CSRT=9356276178329240930)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod?CSRT=9356276178329240930)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders?CSRT=9356276178329240930)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify?CSRT=9356276178329240930)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports?CSRT=9356276178329240930)>[STAFF](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF?CSRT=9356276178329240930)>[Staff Development](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Development?CSRT=9356276178329240930)> Beginning Teachers Receiving Mentorship on 40th day-Exception

**FAQs – Mentorship**

1. **What constitutes successful completion of the Mentorship program?**

Successful completion of the beginning teacher mentorship program requirement is defined in 6.60.10 NMAC. All beginning teachers must successfully complete a minimum of a one-year district-supervised mentorship program to be eligible for licensure advancement to Level II.  District administrators are responsible for determining if a beginning teacher has successfully completed the one-year mentorship program requirement.  Additionally, the district shall provide documentation to the teacher and in the teacher’s personnel file verifying successful completion of the beginning teacher mentorship program requirement.

1. **What is the regulation I may reference for more information regarding the Mentorship program?**

The current regulation is – “Mentorship Programs for Beginning Teachers” (6.60.10 NMAC) and states…”All beginning teachers holding a waiver, internship license, or level I NM teaching license and employed in a NM public school district, charter school, or state agency shall successfully complete a one to three year beginning teacher mentorship program…

1. **What is the objective of the Mentorship program for beginning teachers?**

To establish requirements for statewide mentorship programs to provide beginning teachers an effective transition into the teaching profession, retain capable teachers, improve the achievement of students, and improve the overall success of the school.

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| Appendix N – Class Overload / Teacher Overload |

**DESCRIPTION OF CLASS LOAD & TEACHING LOAD**

Class size requirements for general education are divided into Class Load and Teacher Load. Class Load describes the number of students in a single K-6 class. Class Load requirements are further delineated as Individual Class Load and Average Class Load. Teacher Load describes the total number of 7-12 grade students that a teacher has on their roster at one time. Teacher Load requirements are content and grade level specific. Teacher Load requirements do not apply to band, music, or athletic elective classes.

Individual Class Load

Individual Class Load is applicable only to Kindergarten and First Grade classes.

Kindergarten – The class load for kindergarten classes shall not exceed 20 students. Teachers with Kindergarten classes of 15 to 20 students shall be entitled to an educational assistant.

First Grade – There is no maximum class load for grade one. However, teachers with a first grade class of 21 or more students shall be entitled to an educational assistant.

Average Class Load

There are two categories for Average Class Load: Average Class Load for grades 1-3 and Average Class Load for grades 4-6.

Grades 1-3 – The Average Class Load at an individual elementary school shall not exceed 22 students, when averaged among grades 1-3.

Grades 4-6 – The Average Class Load at an individual elementary school shall not exceed 24 students, when averaged among grades 4-6.

Teacher Load

The Teacher Load requirement is relevant to grades 7-12. The Teacher Load requirement does not apply to band, music, or athletic elective classes. The Teacher Load shall not exceed 160 students in all content areas except required English.

Required English 7-8 – The Teacher Load shall not exceed 135 students with a maximum of 27 students per class.

Required English 9-12 - The Teacher Load shall not exceed 150 students with a maximum of 30 students per class.

NOTE - For information on requesting waivers to these requirements, please refer to 22-10A-20.NMSA Staffing patterns; class load; teaching load.

**How to report Educational Assistants (EA’s) for Class Overload Reports in STARS:**

* EA’s only apply to Kindergarten and First Grade (in regards to Class Overloads)
  + Kindergarten
    - Classes with 15-20 students require an EA to be in compliance
  + First Grade
    - Classes with 21 or more students require an EA to be in compliance
* EA’s are to be reported as “team teachers” in STARS to be considered for Class Overload adjustments
  + The Staff ID (SSN) of the EA must be entered in the ***OTHER INSTRUCTOR 1*** or ***OTHER INSTRUCTOR 2*** field of the ***COURSE INSTRUCTOR*** template for the appropriate 8-digit ***Course Code*** and ***Section***.

**The following “key” fields define a unique classroom in the COURSE INSTRUCTOR template:**

* District Code
* Location Code
  + School Code
* School Year Date
  + i.e.) 2012-06-30 = School Year 2011-12
* Semester
  + 1=40D; 2=80D; 3=120D; 4=EOY; 5=K3P
* Course Code Long
  + 8-digit course code; 1st 4-digits=State Course Code
* Section Code
  + Section or period
* Course Instructor Snapshot Date
  + i.e. 2011-10-01 = 40D

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| Appendix O – Protocol for Delete Requests of Data |

Districts have the capability to perform deletes in the TEST environment. The information in this appendix applies to deletes from the PRODUCTION environment.

The two primary methods of changing data within STARS are to “delete” or “update” the data. In both cases the data has been reviewed and it is determined to be in error. In the case of the delete, the data must be removed from the data warehouse and resubmitted as appropriate. In the case of an update, a simple resubmission of the appropriate data will replace the existing data and no delete is required.

To determine which method is more appropriate, review the respective template table (found in the STARS Manual) for which the data element was submitted. Find the appropriate data element. Review the Code column field. If there is a “K” value in the Code field signifying a key field, the data must be deleted. There may be additional values along with the “K” in the column, but as long as one of the values is a “K” the data must be deleted. For any other value in the code field, with the exception of when a “K” is present, the data is updatable and no delete is required.

**Template Deletions**

There are two primary methods for deleting data within STARS: 1) complete template deletion, and, 2) individual record deletion. The table below lists the primary method for deleting data for each respective template:

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| Delete Choices |

| Delete Name | Templates Deleted | Data Deletion Level |
| --- | --- | --- |
| CTE - Delete CTE Student Credential By District Code, School Year, and Student ID | **CTE\_STUDENT\_CREDENTIAL** | **All Records for Student** |
| CTE - Delete CTE Student Credential By District Code, School Year, Student ID, and Industry Credential Code | **CTE\_STUDENT\_CREDENTIAL** | **Single Record** |
| Delete Assessment Fact by District , School Year, Item Description and Test Date and Student Id | **ASSESSMENT\_FACT** | **Single Record** |
| Delete Assessment Fact by District , School Year, and Item Description | **ASSESSMENT\_FACT** | **All Records for Test and Item** |
| Delete Assessment Fact by District , School Year, and Test Description | **ASSESSMENT\_FACT** | **All Records for Test** |
| Delete Assessment Fact by District , School Year, Item Description and Test Date and Student Id | **ASSESSMENT\_FACT** | **All Records for Test for Student** |
| Delete Course By District Code, Semester, and School Year | **COURSE, COURSE\_ENROLL, CRSE\_INSTRUCT\_SNAPSHOT, STUD\_GRADES** | **All Records for Period** |
| Delete Course Instructor Snapshot By District Code, Semester, and School Year | **CRSE\_INSTRUCT\_SNAPSHOT** | **All Records for Period** |
| Delete District Fact by District Code and Reporting Date | **DISTRICT\_FACT** | **All Records for Period** |
| Delete Migrant Student by District Code and Reporting Date | **MIGRANT\_STUDENT** | **All Records for period** |
| Delete Migrant Student by District Code, School Year, Reporting Date, and Student Id | **MIGRANT\_STUDENT** | **Single Record** |
| Delete Programs Fact by District , School Year, Programs Start Date, and Student Id | **PROGRAMS\_FACT** | **Single Record** |
| Delete Programs Fact by District and Programs Start Date | **PROGRAMS\_FACT** | **All Records for Period** |
| Delete Programs Qualifications by District and Qualification Date | **PROGRAMS\_QUALIF** | **All Records for Period** |
| Delete Programs Qualifications by District, Qualification Date, and Student ID | **PROGRAMS\_QUALIF** | **Single Record** |
| Delete School Enrollment By District Code and School Year | **SCHOOL\_ENROLL** | **All Records for Period** |
| Delete School Enrollment by District Code, School Year, Student ID, and Enrollment Code | **SCHOOL\_ENROLL** | **Single Record** |
| Delete SE Events by District, School Year, and Student ID - (Specific Records) - (Specific Records) | **SE\_EVENTS** | **Single Record** |
| Delete SE Events by District, School Year, Event Type, and Student ID - (Specific Records) | **SE\_EVENTS** | **Single Record** |
| Delete Special Education Services Fact By District and Service Start Date | **SE\_SERVICES\_FACT** | **All Records for Period** |
| Delete Special Education Services Fact By District, School Year, Service Start Date, and Student Id | **SE\_SERVICES\_FACT** | **Single Record** |
| Delete Special Education Snapshot by District and Snapshot Date | **SPECIAL\_ED\_SNAP** | **All Records for Period** |
| Delete Special Education Snapshot by District, School Year, Snapshot Date, and Student Id | **SPECIAL\_ED\_SNAP** | **Single Record** |
| Delete Staff Assignment by District and Assignment Date | **STAFF\_ASSIGNMENT** | **All Records for Period** |
| Delete Staff Attendance by District and School Year | **STAFF\_ATTENDANCE** | **All Records for Period** |
| Delete Staff Attendance by District, School Year and Start Date | **STAFF\_ATTENDANCE** | **All Records for Period** |
| Delete Staff Compensation by District and Staff Compensation Start Date | **STAFF\_COMP** | **All Records for Period** |
| Delete Staff Development Fact by District and Staff Development Start Date | **STAFF\_DEV\_FACT** | **All Records for Period** |
| Delete Staff Snapshot by District and Snapshot Date | **STAFF\_SNAPSHOT, STAFF\_COMP** | **All Records for Period** |
| Delete Student by District Code; School Year; and Student ID | **STUDENT,ASSESSMENT\_FACT, CTE\_STUDENT\_CREDENTIAL, COURSE\_ENROLL, MIGRANT\_STUDENT, PROGRAMS\_FACT, PROGRAMS\_QUALIF, SCHOOL\_ENROLL, SE\_EVENTS, SE\_SERVICES\_FACT, SPECIAL\_ED\_SNAP, STUD\_ATT\_SUM, STUD\_ATTEND\_DAY, STUD\_GRADES, STUD\_INFR\_RESP, STUD\_INFRACTION, STUD\_SNAPSHOT, TITLE1\_PROGRAMS** | **Single Record** |
| Delete Student Course Enrollment by District and Effective Date | **COURSE\_ENROLL** | **All Records for Period** |
| Delete Student Course Enrollment by District, School Year, Effective Date, and Student Id | **COURSE\_ENROLL** | **Single Record** |
| Delete Student Daily Attendance by District Code and School Year | **STUD\_ATTEND\_DAY** | **All Records for Period** |
| Delete Student Grades District Code and School Year | **STUD\_GRADES** | **All Records for Period** |
| Delete Student Group Fact by District Code, Group Code and Student ID | **STUD\_GROUP\_FACT** | **All Records for Period** |
| Delete Student Infraction by District Code and School Year | **STUD\_INFRACTION** | **All Records for Period** |
| Delete Student Infraction Response By District Code and School Year | **STUD\_INFR\_RESP** | **All Records for Period** |
| Delete Student Snapshot by District and Snapshot Date | **STUD\_SNAPSHOT** | **All Records for Period** |
| Delete Student Snapshot by District Code, School Year, Snapshot Date, and Student ID | **STUD\_SNAPSHOT** | **Single Record** |
| Delete Student Summary Attendance based on District and End date | **STUD\_ATT\_SUM** | **All Records for Period** |
| Delete Student Summary Attendance based on District, School Year, End date, and Student Id | **STUD\_ATT\_SUM** | **Single Record** |
| Delete Title1 by District and Start Date | **TITLE1\_PROGRAMS** | **All Records for Period** |
| Delete Title1 by District, School Year, Start Date, and Student Id | **TITLE1\_PROGRAMS** | **Single Record** |
| Delete Vehicle Mileage by District Code and Reporting Date | **VEHICLE\_MILEAGE** | **All Records for Period** |
| Delete Vehicle Snapshot by District Code and Reporting Date | **VEHICLE\_SNAPSHOT,VEHICLE\_MILEAGE** | **All Records for Period** |
| Delete Student Group Fact by District Code and School Year | **STUD\_GROUP\_FACT** | **All Records** |

**Complete Template Deletions**

The majority of templates have snapshot dates for each reporting period (40D, 80D, 120D, and EOY). For these templates the whole template will be deleted for that reporting period. The following is required when requesting a delete for templates with snapshot dates:

       District

Template Name

            Snapshot Date - 40D, 80D, 120D, and/or EOY

Reason for Deleting Data

For example:

District (001 – Albuquerque Public Schools)

Template Name (Student Snapshot Template)

Snapshot Date (40D)

Reason for Deleting Data (Incorrect Student ID’s)

**Individual Record Deletions**

**Assessment Fact**

The Assessment Fact Template is a Template from which individual records CAN be deleted. Since this template does not have a snapshot date associated with it, the following “key fields” are required when requesting deletion of data from the Assessment Fact Template.

\* This is used for each individual student record that needs to be deleted from the Assessment Fact Template

* Test Description \**Please see Valid Values*
* Assessment School Year Date \**Dates must be in ISO format: yyyy-mm-dd*
* Item Description Code \**Please see Valid Values in Vol. 2*
* Test Date \**Dates must be in ISO format: yyyy-mm-dd*
* Student ID \**9digits*

*For example*: Test Description (HL)

Assessment School Year Date (2012-06-30)

Item Description Code (Valid Values)

Test Date (2011-09-01)

Student ID (123456789)

**School Enrollment Template**

School Enrollment can be either an entire file delete or individual record delete. Since this template does not have a snapshot date associated with it, the following “key fields” are required when requesting deletion of individual records from the School Enrollment Template:

* District Code *District Codes must be 3 digits: ###*
* School Year Date *Dates must be in ISO format: yyyy-mm-dd*
* School Enrollment Code
* Student ID *9 digits*

**Special Education Events Template**

The Special Education Events Template is a Template from which individual records CAN be deleted, but not the entire file. Since this template does not have a snapshot date tied to it, the following “key fields” are required when requesting a deletion of data from the Special Education Events Template:

* District Code *District Codes must be 3 digits: ###*
* Location Code *Location Codes must be 3 digits: ###*
* School Year Date *Dates must be in ISO format: yyyy-mm-dd*
* Student ID *9 digits*
* Event Type Code
* Event Date *Dates must be in ISO format: yyyy-mm-dd*

*For example*: District Code (020)

Location Code (123)

School Year Date (YYYY-06-30)

Student ID (123456789)

Event Type Code (Valid Values)

Event Date (YYYY-MM-DD)

**Templates that are automatically deleted based on dependencies**

See “Delete Choices” above.

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| Appendix P – New Mexico Graduation Requirements | FAQs |

**NEW MEXICO PUBLIC EDUCATION DEPARTMENT**

**HIGH SCHOOL GRADUATION REQUIREMENTS**

**FOR FRESHMAN ENTERING**

**2013-2014**

**FREQUENTLY ASKED QUESTIONS**

**(FAQ)**

**June 2012**

**High School Graduation Requirements:**

<http://ped.state.nm.us/ped/Graduation_index.html>

**Note: The following information is non-regulatory guidance.**

**COURSE AND REPORTING REQUIREMENTS**

1. **What courses are required for students entering grade 9 in 2009-2010 and subsequent school years?**

[HS Graduation Requirements](http://www.conwaygreene.com/nmsu/lpext.dll?f=FifLink&t=document-frame.htm&l=jump&iid=11524dcf.61c67343.0.0&nid=bec7)

**A**: **4** units in English

**4** units in Mathematics, of which 1 unit shall be equivalent to or higher than the level of Algebra II unless a parental waiver is signed in the spring of a student’s sophomore year

**3** units in Science, 2 units of which shall have a laboratory component

**3 ½** units in Social Science, including: U.S History and Geography, World History and Geography, Government, Economics, and ½ unit of New Mexico History

**1** unit in Physical Education or .5 units in Health Education

**1** unit in one of the following: a career cluster course, workplace readiness or a language other than English.

**6 ½ or 7** elective units (depends on LEA Health Education decision).

1. **Why is it important to know the correct course codes?**

**A:** Districts have the responsibility to report to the state the courses that students are taking. In order to ensure the students are on track for graduation, the following course codes are to be used unless Alternative Credit Courses are approved by PED using the Alternative Credit process.

**I.** 1001 English/Language Arts I

1002 English/Language Arts II

1003 English/Language Arts III

1004 English/Language Arts IV

**II.** 2031 Algebra I

2041 Algebra II

**See PED STARS Manual** for names and numbers of other Mathematics courses. Also, for additional information see Question 10 Math Requirements/Information.

**III.** 3 units in Science, 2 units of which shall have a laboratory component.

**IV.** 2706 World History and Geography – 1 unit

1. New Mexico History – ½ unit
2. United State History and Geography – 1 unit
3. Government – ½ unit
4. Economics – ½ unit

OR

1. Principles of Democracy – 1 unit (this unit substitutes for Government and Economics if taken for a year)

**V.** 2305Physical Education

**VI**.        1401      Health Education – 1 unit or .5 unit (LEA decision)

**3. Students are also required to earn one credit in an advanced placement or honors course, a dual credit course or a distance learning course. What is the difference between an honors course and an advanced placement course?**

**A: Honors courses** are developed locally to meet the needs of accelerated students. Honors classes offer the same curriculum that non-honors courses offer, but are more challenging. Honors courses are generally faster paced and cover topics more in-depth. However, these courses are not usually considered equivalent to college-level work. Section

**Advanced Placement (AP) courses** are taught by high school teachers trained in advanced placement course delivery provided through the College. These courses are more difficult and involve more work than standard classes. AP courses are considered college-level courses, and may allow a student to earn college credit depending upon college and university policies for the institution the student may later attend.

**4. What is the difference between concurrent enrollment and dual credit?**

**A: If a high school student is taking a course for credit at an institution of higher education but not receiving high school graduation credit at the primary enrollment high school location, the student is considered to be concurrently enrolled. If, however, the same student was taking a class for credit at an institution of higher education which also counts for credit toward high school graduation, the student would be considered to be dually enrolled. Students who are enrolled in a dual credit course do so at public expense.**

**5**. **What is distance learning and a distance learning course?**

**A:** Distance learning refers to the technology and educational process used to provide credit or grade bearing courses when the course provider and the distance-learning student are not necessarily physically present at the same time or place. Distance learning does not include educational software that utilizes only on-site teaching. A distance learning course is one where the student and primary instructor are separated by time or space and linked by technology.

Computer Assisted Instruction without an online teacher is not considered a distance learning course. Thus, distance learning does not include educational software that utilizes only on-site teaching and self-paced learning. Distance Learning courses that utilize highly-qualified teachers at-a-distance, such as those offered by [IDEAL-NM](http://idealnewmexico.org/), <http://idealnewmexico.org/>, do meet the criteria for distance learning courses. All online distance learning courses must be taught by a teacher who holds a New Mexico teaching license with endorsements in the appropriate subject areas.

**6. Students are also required to earn one credit in one of the following: a career cluster course,**

**workplace readiness or a language other than English. What is the difference between**

**a career cluster course and a workplace readiness course?**

**A:** A career cluster course is an identified career-technical education course. These courses are part of an aligned, sequential series of courses within a related grouping of occupations in a given industry sector. Completing a series of career cluster courses may result in an industry recognized certification or post-secondary degree and add relevance to the high school curricula.

A workplace readiness course is designed specifically to address entry-level career skill requirements, standards and benchmarks as identified under Career-Technical Education in the “Standards of Excellence.” This does not include courses already identified as meeting other specified graduation requirements.

**7. What is the procedure for awarding graduation credit to students who complete specified career technical education courses?**

**A:** The Alternative Credit Process is to be followed.

OTHER GENERAL REQUIREMENTS

**8. Next Step Plan**

**A:** At the end of grades 8 through 11, each student is required to prepare an interim Next Step Plan that sets forth the coursework for the grades remaining until high school graduation. Each year’s plan shall explain any differences from previous interim next-step plans.  (See Section 22-13-1.1.A, B, C, D, E, and N   NMSA 1978 for details)

For a student receiving special education support and services, the Individualized Education Program (IEP) transition plan must meet the federal Individual with Disabilities Education Act (IDEA) requirements, which satisfy the next-step plan requirements.

**9. Do students have to take and pass the New Mexico State 11th grade Standards Based graduation assessment?**

**A:** Yes. Students are required to take and pass the graduation examination. Students with an IEP and or who are English Language Learners may receive accommodations which could include: the modification of content, instruction, and or learning outcomes for diverse student needs.

MATH REQUIREMENTS / INFORMATION

**10. Which math courses count as meeting the requirements for high school math?**

**A:** Math courses that align to the New Mexico 9-12 math standards or higher can be counted.

For example:

2024 Applied Math

2031 Algebra I

2041 Algebra II

2034 Geometry

2080 Integrated Pathway:  Mathematics I

2081 Integrated Pathway:  Mathematics II

2082 Integrated Pathway:  Mathematics III

2029 Probability & Statistics

2053 Pre-Calculus

2058 AP Calculus AB

2097 Financial Literacy-Math

**11. Some 9th grade students enter high school who are not ready to take Algebra I. What courses can they take?**

**A:** Each district is to monitor student progress in achieving the standards.  From the end of grade 8 and in grades 9 through 12, each student must work with his or her school to develop what is known as a Next Step Plan.  If a student is not ready to take a particular course or is not making progress toward achieving the standards, then the Next Step Plan must be developed and revised yearly to reflect a course sequence which will lead to achieving the standards.  For a student receiving special education (or gifted education services), the IEP transition plan serves as the Next Step Plan.

For students who need extra assistance to master a subject, or more time to develop prerequisite skills, the Next Step Plan may include elective or other classes where they receive more intense help through individual or small-group tutoring, different materials, specialized assignments, or perhaps just more opportunity to practice. This may focus on learning more effective study or organizational skills. In these situations, teachers conduct short cycle assessments, progress checks with students (often using computerized assessments) so they can determine if the more intense level of instruction is resulting in better grades or subject mastery.

**12.**  **Can credit be awarded for Pre-Algebra?**

**A:** No.  Pre-algebra no longer has a STARS codes and is not in the 2016-2017 STARS manual.  Pre-algebra is not offered beginning this year, because it does not align to the common core standards and puts students behind in meeting the Algebra II graduation requirements.  This change has been indicated on the graduation checklist for the last 3 years and has been presented at data conferences.

Students who are not ready for Algebra I have two options:

1. take Algebra I (2031) and Algebra I Intervention (2009) at the same time  (1 grad credit + 1 elective).  This will bring them up to the level needed to meet the college ready requirements.

2. take Resource Center Math (2019) which can be adjusted to meet an individual student’s need (1 grad credit) and requires an IEP

**13. Do intervention math courses count as one of the 4 required math units for graduation?**

**A:** No, an intervention math course does not count as one of the 4 required math units for graduation. Intervention math courses are to be offered in conjunction with a regular course and provide the extra support that some students may need in order to be successful in the regular course. Examples of these courses include:

2009 Algebra I, Intervention

2010 Geometry 1, Intervention

2018 Algebra II, Intervention

**14. Do students have to take Geometry?**

**A:** Every student must have the opportunity to achieve all of the 9-12 standards which are assessed on the grade 11 annual standards-based accountability assessments. Links for the annual standards-based accountability assessments Assessment Frameworks and the Performance Level Descriptors are listed below. Since geometry is one of the three strands in the 9-12 math standards, the recommendation is that every student take Geometry.

Link to the annual standards-based accountability assessments Assessment Frameworks:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/assessmentFrameworks.html>

**15. Beginning in school year 2011-12, when a parent submits a written permission for his or her child to complete a lesser math unit than Algebra II, what math courses can the student take?**

**A:** The student would take the required Algebra I, recommended Geometry, plus two other math courses (**Section 22-13-1.1 I (2) NMSA 1978**). The PED Administrative Code that permits a written parental request to complete a lesser math can be found at NMAC subsection J.2.l and k of 6.29.1.9.

**16. How do we indicate ROTC is given as graduation credit?**

**A:** In Student Grades, specify the “credits earned” value of these ROTC course codes (2111-Intro to ROTC, 2112-Military ROTC or 2121-ROTC Drill). In STARS, the PED does not collect the “type of credit earned” (to indicate PE in this case).

Senate Bill 122 authorized the use of ROTC for HS PE credit.  There is no need to submit a waiver.  Please see the memo and bill here: <http://ped.state.nm.us/ped/GradDocs/guidance/Senate%20Bill%20122%20and%20Memo.pdf>.

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| Appendix Q – Course Code Request Submission Process |

**COURSE CODE SUBMISSION PROCESS**

1. In writing, submit a letter to the *Director of Policy*, outlining the proposed course, description and knowledgeable contact person, that does not currently have a clearly identified course code in the STARS code set for districts ( <http://ped.state.nm.us/stars/documentation.html> ).
2. The *Director of Policy’s* office will forward the request to the applicable content area expert at the Public Education Department.
3. The content area expert will direct the district to an existing course code, or a recommendation to create a new course code and what that code might be.
4. PED’s IT Division will work with the content area expert on creation of a course code, if needed.
5. When the code has been created, the *Director of Policy’s* office will notify the district of the results and the code will be added to the online posted code set.

All requests for Fall Semester must be submitted in writing prior to April 15 of the prior school year.

All requests for Spring Semester must be submitted in writing prior to October 1, of the prior semester.

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| Appendix R – Alternative (Course) Credit Form |

New Mexico Public Education Department

**ALTERNATIVE CREDIT**

**Approval rEQUEST**

*Instructions: Please complete this form electronically from the Superintendent’s or designee’s e-mail. Note: the boxes automatically expand as you add text. Please call the Constituent Services phone, 505-827-4296, for the email address where you need to send this form.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Superintendent: | | |  | | | | | | | | | | | | |
| District/School (if applicable): | | | | | |  | | | | | | | | | |
| Mailing Address: | | |  | | | | | | | ST: | | NM | Zip: |  | |
| Phone: |  | | | | Fax: | |  | Email: | |  | | | | | |
| Secondary Contact: | | | |  | | | | | Title: | |  | | | | |
| Mailing Address: | | |  | | | | | | | ST: | | NM | Zip: | |  |
| Phone: | |  | | | Fax: | |  | Email: | |  | | | | | |

|  |  |
| --- | --- |
| Date of Submission |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Has local school board approval been obtained? | | |  | Yes |  | No |
| Date of board approval. |  |

**PLEASE USE A SEPARATE REQUEST FOR EACH COURSE.**

***APPLICABLE STATUTE AND/OR STATE RULE:***

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| **NMAC 6.29.1.9 PROCEDURAL REQUIREMENTS:**  J. (11) Alternative credit. Local districts, charter schools or state educational institutions may design elective courses, known as alternative credit courses, to satisfy any of the specified credits required for graduation.  (a) The process includes:  (i) review of the licensure and endorsements of affected staff;  (ii) review of required course content standards with benchmarks and performance standards with the proposed elective course, and summary of alignment between the two courses;  (iii) determination of the amount of credit that will be generated;  (iv) publication of information regarding what course is available for alternative credit and identification of STARS course number;  (v) inclusion of the availability of alternative credit in all next-step plans;  (vi) note on the student transcript that the graduation requirement course was completed using the named alternative credit course.  (vii) review and preliminary approval by the local board of education or governing body of a charter school.  (b) Once the process has been completed, the district superintendent or administrator of a charter school or state educational institution shall submit a written request, with appropriate documentation, to the secretary for approval. |

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**Course to be replaced with its assigned STARS number:**

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**Proposed alternative course with STARS number if applicable:**

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**Amount of credit offered for the proposed alternative course:**

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**Please explain if there is not a one-to-one unit ratio between the two courses:**

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**Assurances:**

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| How will the alternative credit information be included in the Next Step plans? |
| How will alternative credit information be disseminated in advance of the course offering? |

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**Explain rationale for alternative credit request:**

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**Provide a summary showing the alternative course will meet the content standards of the graduation requirement course:**

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| FOR PED INTERNAL USE ONLY: PED PS # | |
| Reviewed by: | Date: |
| ***Rationale for approval*:** | Date: |
| Concur with staff recommendations for approval:  Hanna Skandera  Secretary of Education | Date: |
| ***Rationale for non-approval:*** | Date: |
| Concur with staff recommendations for non-approval:  Hanna Skandera, Secretary of Education | Date: |
| Returned to Superintendent by: | Date: |

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| Appendix S – Homeless Definitions |

**Homeless**

Section 725 of the McKinney-Vento Act, as amended by the ESSA, defines the following terms:

(a) *Homeless children and youths* means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

(1) Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.

(2) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

(3) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(4) Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended), who qualify as homeless because they are living in circumstances described in this definition.

(b) *Enroll and enrollment* include attending classes and participating fully in school activities.

(c) *Unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian.

**NOTE:** The definition no longer includes “awaiting foster care placement.” The deletion of “awaiting foster care placement” goes into effect on December 10, 2016, in every State except Delaware and Nevada, where the deletion is effective on December 10, 2017. (Section 725(2)(B)(i)).

**Unaccompanied Youth**

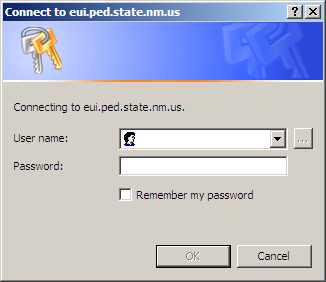
Homeless student as defined by McKinney Vento NOT in the presence of a parent, guardian or legal status identified by the court system (e.g., Guardian ad Litem, court system or foster parent). The term unaccompanied youth applies ONLY to homeless students and includes youth in homeless situations who are not in the physical custody of a parent or guardian. Examples would include but are not limited to young people who have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians. Unaccompanied youth have the same rights as other students experiencing homelessness. These young people are separated from their parents for a variety of reasons. The primary causes of homelessness among unaccompanied youth are physical or sexual abuse by a parent or guardian, neglect, parental substance abuse, and family conflict. Schools may not condition school enrollment upon the receipt of proof of legal guardianship by caregivers of homeless, unaccompanied youth; nor may they require caregivers to become legal guardians within a certain period of time after the child enrolls in school. Note that the absence of an available caregiver must not impede enrollment. Unaccompanied, homeless youth who are on their own completely must be enrolled in school immediately.

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| Appendix T – Accessing Stars |

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| Internet Explorer is the recommended  browser for STARS |

From your browser, go to http://eui.ped.state.nm.us/sites/STARS/

You will be prompted for a **User name:** and **Password:**

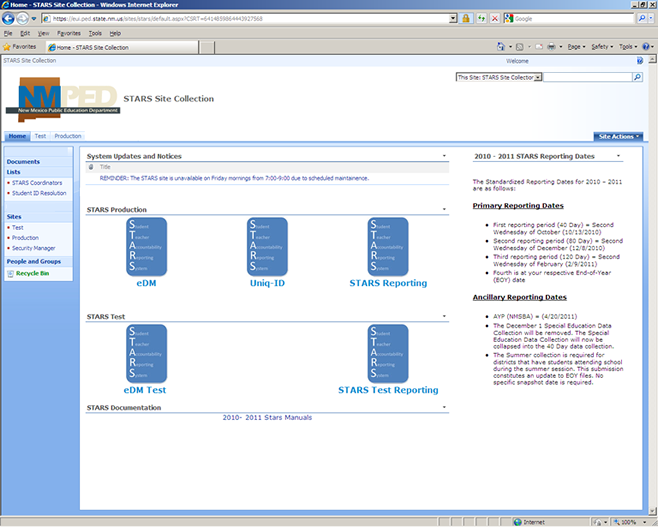
**

Your **User name** is the email address you provided to the STARS Help Desk when you requested a STARS account.

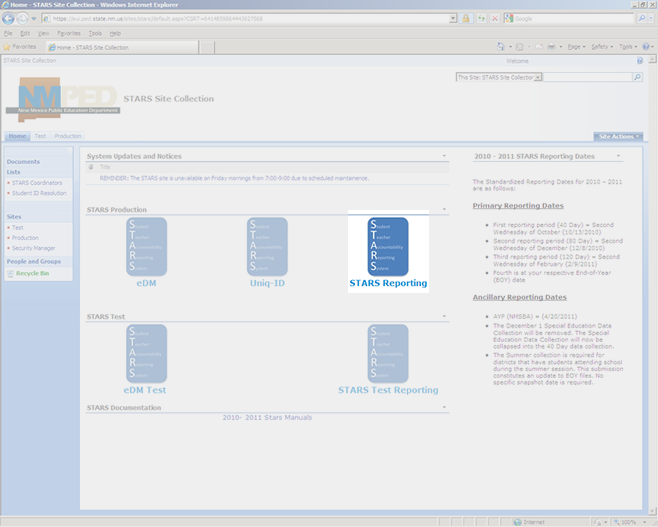
If you cannot remember your password, call the STARS Help Desk at (505) 827-7935.

If you do not have a STARS account, complete the “STARS User Authorization Form” included at the back of this manual.   
You may also download the form from http://www.ped.state.nm.us/STARS/.

After you login, you will see the STARS Site Collection page:



To run STARS production reports, click **STARS Reporting** on the top row:



From the **STARS Reporting** page, click one of the links for **Public Folders** – they all go to the same place:



From the list of Public Folders, go to the **eScholar Framework – Verify** folder. All STARS reports will be organized inside this folder.

For help, call the STARS Help Desk at (505) 827-7935.

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| Appendix U – Guide to Extracting Data |

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| 1. Introduction |

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| **Purpose** |

To provide guidance on extracting data from source systems into eScholar Complete Data Warehouse® for PK-12 (CDW-PK12 ™) Data Integration Template format.

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| **Definitions, Acronyms, and Abbreviations** |

ASCII: American Standard Code for Information Interchange. ASCII is a code for representing English characters as numbers, with each letter assigned a number from 0 to 127. For example, the ASCII code for uppercase M is 77. Most computers use ASCII codes to represent text, which makes it possible to transfer data from one computer to another.

ISO Date Format: A date format defined by the International Standards Organization; the ISO Date Format is YYYY-MM-DD and is the required date format within much of CDW-PK12™.

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| 2. CDW-PK12 Data Integration Templates |

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| **Overview** |

The eScholar Data Integration Templates provide the specifications that must be followed to create extract files that can be successfully processed by CDW-PK12 load plans. The load plans are executed via eScholar Data Manager ® (eDM™).

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| **Individual Template Structure** |

Each template includes the following header information:

1. Data Domain(s)
2. Template Name
3. Target Table / eDM File ID

Each template may include the following columnar information:

1. Field Number.
2. Field Start and End Position for creating fixed-width files Length.
3. Scale and Data Type information: Scale of any decimal columns (Scale = 0 for integer columns). If there is no information in this column, the field could be character or date.
4. Field Name. Note - All date fields have a field name ending in DATE.
5. Code:
   * K - field is a component of the logical key.
   * U - field is updateable through the load plan based on matching logical key.
   * R – field is required.
   * CR – field is conditionally required based on business rules.

Each template includes a Rules section. Any relevant extract rules that must be followed in creating the data file are defined.

Each template includes a Load Sequence section. This section defines any pre-requisite files that must be loaded prior to loading the current template-formatted file (see *Template File Dependencies* section below).

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| **Template Formats Supported** |

Each template contains an extract rule on the specific file formats that are supported for that template. This extract rule is generally the last rule within the *Rules* section.

Some templates support both delimited and fixed width options; others support only delimited. For templates that support a delimited file format, the following delimiters are supported:

1. Comma
2. Tab

Additional delimiters may also work but have not been formally tested. For templates that support fixed width options, only ASCII is supported.

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| **Template File Naming Convention** |

The Naming convention for template-formatted files is as follows:

1. DistrictCode\_EDMFileID\_YYYYMMDDHHMM.xxx
2. District Code is the state-supplied or eScholar-supplied value.
3. EDMFileID is the Target Table.
4. The Date and Time information is required to handle processing more than one file for the same template per day.
5. xxx represents the file extension:
   * csv – comma-delimited
   * tab – tab-delimited
   * del – other delimiter
   * txt – ASCII flat file

The extracted file must conform to the naming convention in order to be processed by eScholar Data Manager (eDM).

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| **Template File Dependencies** |

Files may have dependencies. Dependencies are noted at the bottom of each template in the Load Sequence Section. By following the dependencies, extractors can come up with a prioritized list of when to work on each template.

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| 3. Creating Extract Files |

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| **Data Dictionary** |

The STARS Manual, Volumes 1 and 2, provide information on the elements to include in the extract files.

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| **District Code** |

This value is a required field in every record of virtually every template-formatted file. Any extraction tool must have this value available to insert into each record, if the value is not already stored in the source system.

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| **School Year** |

Many templates contain a School Year Date field:

1. A school year in CDW-PK12 begins on July 1st and ends on the following June 30th.
2. The school year is represented as the last day of the year, i.e. June 30th.

For example, the school year that begins on July 1, 2011 and ends on June 30th, 2012 would be represented by the value 2012-06-30 and would be referred to as the ‘2012 school year’. Since School Year Date is a date field, the date format must be ISO: YYYY-06-30 (see *Date Format* section below).

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| **Date Format** |

Any date field included in any template-formatted record must be in ISO date format: YYYY-MM-DD. This includes the full ten characters, including the dashes between the components. All date fields are identified on the templates with a Field Name ending in DATE.

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| **Field Lengths** |

Field lengths are identified in each template in the Length column.

When the input file format is delimited, the load plan checks each field for length violations. CDW-PK12 load plans reject any record which contains data in a field that is greater than the maximum allowed length. Text qualifiers are not included in the calculation of the input data field length (see below for a discussion of text qualifiers).

When creating a delimited file, there is no need to use all of the positions within a single field – it is not necessary to pad with blanks, for example.

When creating a fixed-width file, every position must be accounted for.

Do not use leading spaces with any character fields unless they are actually part of the value – leading spaces are not trimmed and are included in the field length. Trailing spaces are trimmed.

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| **Text Data** |

Text Qualifiers: For clients using a delimited format, in particular comma-delimited, it is important to use an appropriate text qualifier to handle situations where the delimiter is part of the field value. For example, some name fields are designated to be in the form Last Name, First Name, where a comma is part of the field value. Enclosing the value within a qualifier such as “enables the value to successfully load.

**Note**: eScholar highly recommends using the double quote (“), rather than the single quote (‘) as the text qualifier.

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| 4. How the CDW-PK12 Load Plan Works |

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| **Basic Format Checking** |

*Are the field lengths correct*? – if any fields would be truncated then the entire record is rejected.

*Are the data types correct*? – for example, if there is any text data in a numeric field, then the entire record is rejected.

*Are dates valid*? – if any date field supplied is an invalid date (e.g. February 30th), the entire record is rejected.

*Are the date formats correct*? – if any date field supplied in a template-formatted file is not in ISO format, the entire record is rejected.

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| **Duplicate Checking** |

The Data Loading process checks for the presence of duplicate records within each input file. This check is based on the components of the logical key – the fields identified with a K in the Code column of the template. Note that this could mean that two records that are not identical could fail the duplicate logic test if their logical keys are identical.

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| **Other Data Validations** |

Other types of data validations may be executed by the load plan:

1. Data comparisons – that an end date is greater than or equal to a start date, e.g.

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| **Duplicate Processing** |

There are two types of rejection:

1. Partial Duplicate Rejection: The first record encountered is processed (which could mean inserted, updated, or rejected depending on the full contents of the record and the database) and each subsequent record in a duplicate set that is encountered is rejected.
2. All records involved in a duplicate set are written to the Duplicates Log file for client review.

Please note that an input file record with a matching record in the database is not a duplicate situation – this is an update situation (see *Insert vs. Update Processing* section).

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| **Insert vs. Update Processing** |

Once a record has passed all the required checks it is ready for database processing. There are two kinds of processing: Insert and Update.

The input record is compared to the target table to see whether the record is already in the table. This is performed based on logical key – the fields in the template where Code = K.

If no match is found, the record is new and Insert processing is performed. The record is prepared and then inserted into the warehouse.

If a match is found, the record exists in the table and Update processing is performed.

Each field in the input file record is compared to the matching table record to determine whether any values have changed. Only fields identified with a U in the template are checked. If any updateable field has changed, the table record is updated appropriately. If no updateable fields have changed, no further processing is done.

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| **Error, Warning, and Alert Logs** |

The CDW-PK12 load plans produce error information when records are rejected based on any of the checks described above.

The CDW-PK12 load plans produce warning information when records are processed but violations are detected.

For field level validations, errors and warnings are combined in an Alert file. These log files are provided as feedback to the client in an appropriate manner.

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| Appendix V – Guide to Identifying and Correcting Duplicate IDs |

School Budget Business Rule concerning duplicate students reported:

***“In the case of a duplicate student, the district or charter where the student is actually attending on the reporting date is the entity that will report the student as enrolled for the reporting period in question.”***

Examples:

1. Student enrolls in District A at any time prior to 40D.  Student enrolls in District B two days prior to 40D.  Even if the student has not notified District A of withdrawal nor been unenrolled in District A, the student is attending District B.  District B reports the student for 40D.
2. Student enrolls in District A at any time prior to 40D.  Student enrolls in District B on 40D. Even if the student has not notified District A of withdrawal nor been unenrolled in District A, the student is attending District B.  District B reports the student for 40D
3. Student enrolls in District A at any time prior to 40D.  Student enrolls in District B one day after 40D.  District A reports the student for 40D

With the inception of the single day reporting for 40th, 80th& 120th day, the expectation is to have ‘no duplicate funding’ which translates into ‘no duplicate student ids’ reported.  Hence, PED has created a report for district/charter school use that identifies students reported in multiple locations within a reporting period.

The intent is to help you identify students who have been submitted by more than one district / charter school for the critical 80th and 120th day submissions.  These two data submission are used to determine district/school funding.  We must strive to eliminate duplicate ids.

Recommended Action Plan:

* Run the report which should identify student duplicates reported in multiple locations for first reporting period (second Wednesday in October).
* Reconcile ‘ownership’ of the students in question – where was that student on second Wednesday in October?
* Have this complete by start of second reporting period, Dec. 1.
* Re-run this report after your Dec. 1 submissions
* You may need to run this daily until certified.
* At close of Dec. 1 collection, data will be submitted for certification which may cause changes.
* PED will assist you with questions, deletes and provide as much guidance as possible.

The report is located at:

[STARS Reporting](http://eui.ped.state.nm.us/sites/stars/prod)>[Public Folders](http://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/Forms/AllItems.aspx?View=%7b11D2655E%2d6985%2d4B2C%2d81D5%2d686F415DDDA4%7d)>[eScholar Framework - Verify](http://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fstars%2Fprod%2FPublic%20Folders%2FeScholar%20Framework%20%2D%20Verify&View=%7b11D2655E%2d6985%2d4B2C%2d81D5%2d686F415DDDA4%7d)>[District and Location Reports](http://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/Forms/AllItems.aspx?RootFolder=%2Fsites%2Fstars%2Fprod%2FPublic%20Folders%2FeScholar%20Framework%20%2D%20Verify%2FDistrict%20and%20Location%20Reports&View=%7b11D2655E%2d6985%2d4B2C%2d81D5%2d686F415DDDA4%7d)>General Reports>[EXCEPTION - Student ID Duplicates by District, LocationUse SHIFT+ENTER to open the menu (new window).](http://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/General%20Reports/EXCEPTION%20-%20Student%20ID%20Duplicates%20by%20District,%20Location.rdl)

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| Appendix W – Career Technical Crosswalk of National & State Career Clusters by STARS Course Codes |

| **Cluster** | **STARS Course Code** | **STARS Course Name** |
| --- | --- | --- |
| Agriculture Food and Natural Resources | 0133 | Intro Science of Agriculture |
| Agriculture Food and Natural Resources | 0134 | Intro Physical Science Agriculture |
| Agriculture Food and Natural Resources | 0141 | Horticultural Science |
| ~~Agriculture Food and Natural Resources~~ | ~~0142~~ | ~~Plant/Crop Science~~ |
| Agriculture Food and Natural Resources | 0143 | Greenhouse/Nursery Operations |
| Agriculture Food and Natural Resources | 0144 | Landscape |
| Agriculture Food and Natural Resources | 0151 | Intro Agricultural Mechanics |
| Agriculture Food and Natural Resources | 0152 | Agricultural Structures/Construction |
| Agriculture Food and Natural Resources | 0153 | Metal Fabrication for the Agricultural Industry |
| Agriculture Food and Natural Resources | 0154 | Agricultural Power and Machinery |
| Agriculture Food and Natural Resources | 0161 | Science of Large Agriculture Animals |
| Agriculture Food and Natural Resources | 0162 | Science of Small Animals |
| Agriculture Food and Natural Resources | 0163 | Science of Large Animals |
| Agriculture Food and Natural Resources | 0164 | Veterinary Science/Technician |
| Agriculture Food and Natural Resources | 0171 | Agricultural Economics/BusMgt |
| ~~Agriculture Food and Natural Resources~~ | ~~0172~~ | ~~Agricultural Marketing/Sales~~ |
| Agriculture Food and Natural Resources | 0173 | Food Products and Processing |
| ~~Agriculture Food and Natural Resources~~ | ~~0174~~ | ~~Animal Production/Processing~~ |
| Agriculture Food and Natural Resources | 0181 | Environmental Science/Natural Resources |
| Agriculture Food and Natural Resources | 0182 | Forestry/Wildlife Management |
| Agriculture Food and Natural Resources | 0183 | PLTW - Environmental Sustainability |
| Agriculture Food and Natural Resources | 0191 | Agricultural Internship/OJT |
| Agriculture Food and Natural Resources | 0192 | Agricultural Entrepreneurship |
| Agriculture Food and Natural Resources | 0199 | Agriculture-Other |
| Agriculture Food and Natural Resources | 0207 | Accounting |
| Agriculture Food and Natural Resources | 0231 | Financial Spreadsheets |
| Agriculture Food and Natural Resources | 0504 | Nutrition |
| Agriculture Food and Natural Resources | 0702 | Drafting-General |
| Agriculture Food and Natural Resources | 0915 | Diesel Mechanics-General |
| Agriculture Food and Natural Resources | 0916 | Diesel Mechanics-Various Topics |
| Agriculture Food and Natural Resources | 0918 | Small Engine Mechanics |
| Agriculture Food and Natural Resources | 0919 | Marine Mechanics |
| Agriculture Food and Natural Resources | 0963 | Energy/Power |
| Agriculture Food and Natural Resources | 1606 | Work Experience |
| Agriculture Food and Natural Resources | 1619 | Civil Engineering/Architecture |
| Agriculture Food and Natural Resources | 1623 | Production Systems |
| Agriculture Food and Natural Resources | 1624 | Manufacturing Systems |
| Agriculture Food and Natural Resources | 1626 | Emergent Technologies |
| Agriculture Food and Natural Resources | 1627 | Research and Development |
| ~~Agriculture Food and Natural Resources~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| Agriculture Food and Natural Resources | 1634 | Equipment Maintenance and Repair |
| ~~Agriculture Food and Natural Resources~~ | ~~1651~~ | ~~Working Toward Sustainability~~ |
| Agriculture Food and Natural Resources | 1793 | Life and Physical Sciences Lab |
| Agriculture Food and Natural Resources | 1794 | Science Laboratory Assistant |
| Agriculture Food and Natural Resources | 1813 | Warehouse Operations |
| Agriculture Food and Natural Resources | 2403 | Machining |
| Agriculture Food and Natural Resources | 2404 | Particular Topics in Machining |
| Agriculture Food and Natural Resources | 2412 | Metalworking |
| Agriculture Food and Natural Resources | 2413 | Sheet Metal |
| Agriculture Food and Natural Resources | 2414 | Welding |
| Agriculture Food and Natural Resources | 2415 | Particular Topics in Welding |
| Agriculture Food and Natural Resources | 2416 | Welding 2 |
| Agriculture Food and Natural Resources | 2417 | Welding 3 |
| Agriculture Food and Natural Resources | 2543 | Civil Engineering |
| Architecture and Construction | 0144 | Landscape |
| Architecture and Construction | 0151 | Intro Agricultural Mechanics |
| Architecture and Construction | 0152 | Agricultural Structures/Construction |
| Architecture and Construction | 0315 | Computer Graphics |
| Architecture and Construction | 0402 | Construction |
| Architecture and Construction | 0403 | Woods Technology IV |
| Architecture and Construction | 0414 | Carpentry |
| Architecture and Construction | 0415 | Framing Carpentry |
| Architecture and Construction | 0416 | Particular Topics in Carpentry |
| Architecture and Construction | 0417 | Basic Woodworking |
| Architecture and Construction | 0418 | Advanced Woodworking |
| Architecture and Construction | 0423 | Masonry |
| Architecture and Construction | 0425 | Carpentry 2 |
| Architecture and Construction | 0426 | Carpentry 3 |
| Architecture and Construction | 0431 | HVAC 1 |
| Architecture and Construction | 0432 | HVAC 2 |
| Architecture and Construction | 0433 | Heating |
| Architecture and Construction | 0434 | Air Conditioning/Refrigeration |
| Architecture and Construction | 0435 | Air Conditioning/Heating/Refrigeration |
| Architecture and Construction | 0436 | Heating/Ventilation/Air Conditioning |
| Architecture and Construction | 0437 | Particular Topics in HVACR |
| Architecture and Construction | 0438 | Plumbing |
| Architecture and Construction | 0439 | Plumbing and Heating |
| Architecture and Construction | 0441 | Exploration of Electricity |
| Architecture and Construction | 0442 | Electricity-Comprehensive |
| Architecture and Construction | 0443 | Residential Wiring |
| Architecture and Construction | 0444 | Industrial Electricity |
| Architecture and Construction | 0445 | Various Topics in Electricity |
| Architecture and Construction | 0452 | Electronics-General |
| Architecture and Construction | 0453 | Various Topics in Electronics |
| Architecture and Construction | 0462 | Electricity/Electronics-General |
| ~~Architecture and Construction~~ | ~~0463~~ | ~~Electricity/Electronics Topics~~ |
| Architecture and Construction | 0473 | Building Maintenance |
| Architecture and Construction | 0480 | NCCER Core Curriculum-Intro to Craft Skills |
| Architecture and Construction | 0481 | NCCER Carpentry Level 1 |
| Architecture and Construction | 0482 | NCCER Carpentry Level 2 |
| Architecture and Construction | 0483 | NCCER Carpentry Level 3 |
| Architecture and Construction | 0484 | NCCER Carpentry Level 4 |
| Architecture and Construction | 0494 | Electricity/Electronics-Related Subjects |
| Architecture and Construction | 0495 | Construction Trades-Related Subjects |
| Architecture and Construction | 0498 | Construction Trades-Internship |
| Architecture and Construction | 0499 | Construction Trades-Other |
| Architecture and Construction | 0507 | Basic Applied Design |
| Architecture and Construction | 0510 | Upholstery |
| Architecture and Construction | 0523 | Housing/Interior Design |
| Architecture and Construction | 0702 | Drafting-General |
| Architecture and Construction | 0703 | Drafting-Architectural |
| Architecture and Construction | 0704 | Drafting-Civil/Structural |
| Architecture and Construction | 0705 | Drafting-Electrical/Electronic |
| Architecture and Construction | 0706 | Drafting-Technical/Mechanical |
| Architecture and Construction | 0707 | CAD Design and Software |
| Architecture and Construction | 0712 | Blueprint Reading-General |
| ~~Architecture and Construction~~ | ~~0713~~ | ~~Blueprint Reading-Related~~ |
| Architecture and Construction | 0715 | CAD Architecture II |
| Architecture and Construction | 0716 | CAD Architecture III |
| Architecture and Construction | 0717 | CAD Architecture IV |
| Architecture and Construction | 0718 | CAD Engineering II |
| Architecture and Construction | 0719 | CAD Engineering III |
| Architecture and Construction | 0720 | CAD Engineering IV |
| Architecture and Construction | 0795 | Drafting-Related Subjects |
| Architecture and Construction | 0796 | Drafting-Independent Study |
| Architecture and Construction | 0798 | Drafting-Co-Op |
| Architecture and Construction | 0799 | Drafting-Other |
| Architecture and Construction | 0963 | Energy/Power |
| Architecture and Construction | 1606 | Work Experience |
| Architecture and Construction | 1612 | Materials and Processes |
| Architecture and Construction | 1613 | Metal and Wood Technology |
| Architecture and Construction | 1614 | Industrial Safety/First Aid |
| Architecture and Construction | 1615 | Intro to Engineering Design |
| Architecture and Construction | 1616 | Digital Electronics |
| Architecture and Construction | 1617 | Principles of Engineering |
| Architecture and Construction | 1618 | Computer Integrated Manufacturing |
| Architecture and Construction | 1619 | Civil Engineering/Architecture |
| Architecture and Construction | 1620 | Engineering Design/Development |
| Architecture and Construction | 1621 | Aerospace Engineering |
| Architecture and Construction | 1623 | Production Systems |
| Architecture and Construction | 1624 | Manufacturing Systems |
| Architecture and Construction | 1625 | Technology Systems |
| Architecture and Construction | 1626 | Emergent Technologies |
| ~~Architecture and Construction~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| Architecture and Construction | 1629 | Microelectromechanical Systems |
| Architecture and Construction | 1633 | Appliance Repair |
| Architecture and Construction | 1634 | Equipment Maintenance and Repair |
| Architecture and Construction | 1643 | Upholstery |
| Architecture and Construction | 1650 | Foundations in 21st Century |
| ~~Architecture and Construction~~ | ~~1651~~ | ~~Working Toward Sustainability~~ |
| ~~Architecture and Construction~~ | ~~1654~~ | ~~Manufacturing for Tomorrow~~ |
| ~~Architecture and Construction~~ | ~~1655~~ | ~~Data, Decisions, and Design~~ |
| Architecture and Construction | 1695 | Technology Education-Related |
| Architecture and Construction | 1696 | Technology Education-Independent |
| Architecture and Construction | 1699 | Technology Education-Other |
| Architecture and Construction | 1732 | Principles of Technology |
| Architecture and Construction | 1781 | Science Technology/Engineering |
| Architecture and Construction | 2403 | Machining |
| Architecture and Construction | 2404 | Particular Topics in Machining |
| Architecture and Construction | 2412 | Metalworking |
| Architecture and Construction | 2413 | Sheet Metal |
| Architecture and Construction | 2414 | Welding |
| Architecture and Construction | 2415 | Particular Topics in Welding |
| Architecture and Construction | 2416 | Welding 2 |
| Architecture and Construction | 2417 | Welding 3 |
| Architecture and Construction | 2495 | Precision Metalwork-Related |
| Architecture and Construction | 2496 | Precision Metalwork-Independent |
| Architecture and Construction | 2497 | Precision Metalwork-OJT |
| Architecture and Construction | 2498 | Precision Metalwork-Co-Op |
| Architecture and Construction | 2499 | Precision Metalwork-Other |
| Architecture and Construction | 2543 | Civil Engineering |
| Arts Audio-Video Technology and Communications | 0276 | Web Page Design |
| Arts Audio-Video Technology and Communications | 0304 | Computer Applications II |
| Arts Audio-Video Technology and Communications | 0305 | Desktop Publishing I |
| Arts Audio-Video Technology and Communications | 0306 | Desktop Publishing II |
| Arts Audio-Video Technology and Communications | 0307 | Computer Graphics II |
| Arts Audio-Video Technology and Communications | 0308 | Computer Graphics III |
| Arts Audio-Video Technology and Communications | 0309 | Computer Graphics IV |
| Arts Audio-Video Technology and Communications | 0315 | Computer Graphics |
| Arts Audio-Video Technology and Communications | 0323 | Computer Science/Programming |
| Arts Audio-Video Technology and Communications | 0417 | Basic Woodworking |
| Arts Audio-Video Technology and Communications | 0506 | Clothing |
| Arts Audio-Video Technology and Communications | 0507 | Basic Applied Design |
| Arts Audio-Video Technology and Communications | 0510 | Upholstery |
| Arts Audio-Video Technology and Communications | 0511 | Fashion Design |
| Arts Audio-Video Technology and Communications | 0536 | Fashion Design/Merchandising 3 |
| Arts Audio-Video Technology and Communications | 0537 | Fashion Design/Merchandising 4 |
| Arts Audio-Video Technology and Communications | 0702 | Drafting-General |
| Arts Audio-Video Technology and Communications | 0703 | Drafting-Architectural |
| Arts Audio-Video Technology and Communications | 0704 | Drafting-Civil/Structural |
| Arts Audio-Video Technology and Communications | 0705 | Drafting-Electrical/Electronic |
| Arts Audio-Video Technology and Communications | 0706 | Drafting-Technical/Mechanical |
| Arts Audio-Video Technology and Communications | 1111 | Introduction to the Theater |
| Arts Audio-Video Technology and Communications | 1112 | Drama/Stagecraft |
| Arts Audio-Video Technology and Communications | 1113 | Drama-Acting/Performance |
| Arts Audio-Video Technology and Communications | 1115 | Directing |
| Arts Audio-Video Technology and Communications | 1116 | Playwriting |
| Arts Audio-Video Technology and Communications | 1118 | Drama/Stagecraft-Independent |
| Arts Audio-Video Technology and Communications | 1154 | Drawing 1 |
| Arts Audio-Video Technology and Communications | 1155 | Drawing 2 |
| Arts Audio-Video Technology and Communications | 1156 | Painting 1 |
| Arts Audio-Video Technology and Communications | 1157 | Painting 2 |
| Arts Audio-Video Technology and Communications | 1165 | Printmaking/Graphics |
| Arts Audio-Video Technology and Communications | 1166 | Textiles |
| Arts Audio-Video Technology and Communications | 1167 | Crafts |
| Arts Audio-Video Technology and Communications | 1168 | Print Making 2 |
| Arts Audio-Video Technology and Communications | 1171 | Photography |
| Arts Audio-Video Technology and Communications | 1172 | Film/Videotape |
| Arts Audio-Video Technology and Communications | 1173 | Photography 2 |
| Arts Audio-Video Technology and Communications | 1175 | Computer Assisted Art |
| Arts Audio-Video Technology and Communications | 1176 | Digital Film Production II |
| Arts Audio-Video Technology and Communications | 1177 | Digital Film Production III |
| Arts Audio-Video Technology and Communications | 1178 | Digital Film Production IV |
| Arts Audio-Video Technology and Communications | 1180 | Intro to Media Arts |
| Arts Audio-Video Technology and Communications | 1301 | Graphic Communication Explore |
| Arts Audio-Video Technology and Communications | 1311 | Printing Careers Exploration |
| Arts Audio-Video Technology and Communications | 1313 | Graphic Arts/Printing |
| Arts Audio-Video Technology and Communications | 1323 | Commercial Art |
| Arts Audio-Video Technology and Communications | 1333 | Commercial Photography |
| Arts Audio-Video Technology and Communications | 1395 | Graphic/Printing Communication-Related |
| Arts Audio-Video Technology and Communications | 1397 | Graphic/Printing Communication-OJT |
| Arts Audio-Video Technology and Communications | 1398 | Graphic Communication-Co-Op |
| Arts Audio-Video Technology and Communications | 1399 | Graphic/Printing Communication-Other |
| Arts Audio-Video Technology and Communications | 1606 | Work Experience |
| Arts Audio-Video Technology and Communications | 1615 | Intro to Engineering Design |
| Arts Audio-Video Technology and Communications | 1643 | Upholstery |
| ~~Arts Audio-Video Technology and Communications~~ | ~~1655~~ | ~~Data, Decisions, and Design~~ |
| Arts Audio-Video Technology and Communications | 1803 | Marketing-Fashion |
| Arts Audio-Video Technology and Communications | 1902 | Journalism |
| Arts Audio-Video Technology and Communications | 1903 | Yearbook |
| Arts Audio-Video Technology and Communications | 1904 | Editor |
| Arts Audio-Video Technology and Communications | 1905 | Journalism Writing |
| Arts Audio-Video Technology and Communications | 1911 | Mass Media-Production |
| Arts Audio-Video Technology and Communications | 1921 | Mass Media-Communication |
| Arts Audio-Video Technology and Communications | 1931 | Photojournalism |
| Arts Audio-Video Technology and Communications | 1996 | Mass Communication-Independent |
| Arts Audio-Video Technology and Communications | 1998 | Mass Communications-Concurrent Enrollment |
| Arts Audio-Video Technology and Communications | 1999 | Mass Communication-Other |
| Arts Audio-Video Technology and Communications | 2412 | Metalworking |
| Arts Audio-Video Technology and Communications | 2414 | Welding |
| Arts Audio-Video Technology and Communications | 2415 | Particular Topics in Welding |
| Arts Audio-Video Technology and Communications | 2416 | Welding 2 |
| Arts Audio-Video Technology and Communications | 2417 | Welding 3 |
| Business Management & Administration | 0137 | Agricultural Leadership/Communication |
| Business Management & Administration | 0171 | Agricultural Economics/BusMgt |
| ~~Business Management & Administration~~ | ~~0172~~ | ~~Agricultural Marketing/Sales~~ |
| Business Management & Administration | 0192 | Agricultural Entrepreneurship |
| Business Management & Administration | 0206 | Data Management |
| Business Management & Administration | 0207 | Accounting |
| Business Management & Administration | 0210 | Advanced Accounting |
| Business Management & Administration | 0212 | Cost Accounting |
| Business Management & Administration | 0221 | Introductory Business |
| Business Management & Administration | 0223 | Business Management |
| Business Management & Administration | 0224 | Business Ownership/Management |
| Business Management & Administration | 0225 | Financial Services |
| Business Management & Administration | 0226 | General Business |
| Business Management & Administration | 0227 | Business/Marketing/Finance II |
| Business Management & Administration | 0228 | Personal and Business Finance |
| Business Management & Administration | 0229 | Word Processing for Business |
| Business Management & Administration | 0231 | Financial Spreadsheets |
| Business Management & Administration | 0239 | Individual Taxation |
| Business Management & Administration | 0240 | Business Communications |
| Business Management & Administration | 0250 | Business Law |
| Business Management & Administration | 0254 | Business Ethics |
| Business Management & Administration | 0261 | Hospitality and Tourism |
| Business Management & Administration | 0265 | Hotel Management I |
| Business Management & Administration | 0266 | Hotel Management /Lodging Management II |
| Business Management & Administration | 0267 | Human Resource Management |
| Business Management & Administration | 0269 | Hotel Management Internship |
| Business Management & Administration | 0271 | Database Design/Programming |
| Business Management & Administration | 0290 | Business Economics |
| Business Management & Administration | 0294 | AP Microeconomics |
| Business Management & Administration | 0295 | AP Macroeconomics |
| Business Management & Administration | 0297 | Business Work Experience/Co-op |
| Business Management & Administration | 0299 | Business Other |
| Business Management & Administration | 0302 | General Computer Applications |
| Business Management & Administration | 0303 | Business Computer Applications |
| Business Management & Administration | 0304 | Computer Applications II |
| Business Management & Administration | 0313 | Business Programming |
| Business Management & Administration | 0316 | Computing Systems |
| Business Management & Administration | 0318 | Network Technology |
| Business Management & Administration | 0330 | Database Design/Programming |
| Business Management & Administration | 0473 | Building Maintenance |
| ~~Business Management & Administration~~ | ~~0534~~ | ~~Lodging Management I~~ |
| ~~Business Management & Administration~~ | ~~0535~~ | ~~Lodging Management II~~ |
| Business Management & Administration | 0540 | Intro to Hospitality/Tourism |
| Business Management & Administration | 0549 | Lodging Management Internship |
| Business Management & Administration | 1514 | Medical Office |
| Business Management & Administration | 1606 | Work Experience |
| Business Management & Administration | 1623 | Production Systems |
| Business Management & Administration | 1624 | Manufacturing Systems |
| Business Management & Administration | 1625 | Technology Systems |
| Business Management & Administration | 1627 | Research and Development |
| Business Management & Administration | 1650 | Foundations in 21st Century |
| ~~Business Management & Administration~~ | ~~1653~~ | ~~Getting Smart about Business~~ |
| ~~Business Management & Administration~~ | ~~1655~~ | ~~Data, Decisions, and Design~~ |
| ~~Business Management & Administration~~ | ~~1656~~ | ~~Living in a Global Economy~~ |
| ~~Business Management & Administration~~ | ~~1657~~ | ~~Putting Math to Work~~ |
| Business Management & Administration | 1803 | Marketing-Fashion |
| Business Management & Administration | 1804 | Marketing-Real Estate |
| Business Management & Administration | 1805 | Marketing-Transportation |
| Business Management & Administration | 1813 | Warehouse Operations |
| Business Management & Administration | 1814 | Retail Marketing |
| Business Management & Administration | 1824 | Principles of Advertising |
| Business Management & Administration | 1825 | Principles of Selling |
| Business Management & Administration | 1826 | Marketing Management |
| Business Management & Administration | 1830 | Principals of Marketing-Advanced |
| Business Management & Administration | 1832 | Marketing Strategy |
| Business Management & Administration | 1834 | Marketing Research |
| Business Management & Administration | 1850 | Business Communications |
| Business Management & Administration | 1896 | Marketing-Independent Study |
| Business Management & Administration | 1897 | Marketing-Mentorship/Internship |
| Business Management & Administration | 1898 | Marketing Work Experience-Coop |
| Business Management & Administration | 1903 | Yearbook |
| ~~Education and Training~~ | ~~0505~~ | ~~Child Development~~ |
| Education and Training | 0516 | Personal Development |
| Education and Training | 0519 | Child Care/Work Experience |
| Education and Training | 0550 | Child and Human Development – Young Children |
| ~~Education and Training~~ | ~~0551~~ | ~~Working with Young Children II~~ |
| Education and Training | 0552 | Child Development II |
| Education and Training | 0553 | Child Development Lab II |
| Education and Training | 0554 | Child Development Lab III |
| Education and Training | 0555 | Child Development Lab IV |
| ~~Education and Training~~ | ~~0556~~ | ~~Child Care Careers~~ |
| Education and Training | 1404 | Special Needs Health Education |
| Education and Training | 1406 | Health for Parenting Teens |
| Education and Training | 1407 | Health and Life Management |
| Education and Training | 1499 | Health Education-Other |
| Education and Training | 1606 | Work Experience |
| Education and Training | 1611 | General Technology Education |
| Education and Training | 1627 | Research and Development |
| Education and Training | 1650 | Foundations in 21st Century |
| ~~Education and Training~~ | ~~1657~~ | ~~Putting Math to Work~~ |
| Education and Training | 2501 | Exploration of Public Service |
| Education and Training | 2533 | Teacher Assisting |
| Education and Training | 2534 | Educational Methodology |
| Finance | 0206 | Data Management |
| Finance | 0207 | Accounting |
| Finance | 0210 | Advanced Accounting |
| Finance | 0212 | Cost Accounting |
| Finance | 0223 | Business Management |
| Finance | 0224 | Business Ownership/Management |
| Finance | 0225 | Financial Services |
| Finance | 0227 | Business/Marketing/Finance II |
| Finance | 0228 | Personal and Business Finance |
| Finance | 0229 | Word Processing for Business |
| Finance | 0231 | Financial Spreadsheets |
| Finance | 0239 | Individual Taxation |
| Finance | 0254 | Business Ethics |
| Finance | 0290 | Business Economics |
| Finance | 0297 | Business Work Experience/Co-op |
| Finance | 0303 | Business Computer Applications |
| Finance | 0517 | Consumer Economics/Personal Finance |
| Finance | 1606 | Work Experience |
| ~~Finance~~ | ~~1656~~ | ~~Living in a Global Economy~~ |
| ~~Finance~~ | ~~1657~~ | ~~Putting Math to Work~~ |
| Finance | 1850 | Business Communications |
| Government and Public Administration | 0137 | Agricultural Leadership/Communication |
| Government and Public Administration | 0181 | Environmental Science/Natural Resources |
| Government and Public Administration | 0182 | Forestry/Wildlife Management |
| Government and Public Administration | 0207 | Accounting |
| Government and Public Administration | 0210 | Advanced Accounting |
| Government and Public Administration | 0212 | Cost Accounting |
| Government and Public Administration | 0225 | Financial Services |
| Government and Public Administration | 0231 | Financial Spreadsheets |
| Government and Public Administration | 0239 | Individual Taxation |
| Government and Public Administration | 0240 | Business Communications |
| Government and Public Administration | 0250 | Business Law |
| Government and Public Administration | 0254 | Business Ethics |
| Government and Public Administration | 0294 | AP Microeconomics |
| Government and Public Administration | 0295 | AP Macroeconomics |
| Government and Public Administration | 0473 | Building Maintenance |
| Government and Public Administration | 0504 | Nutrition |
| Government and Public Administration | 0704 | Drafting-Civil/Structural |
| Government and Public Administration | 1404 | Special Needs Health Education |
| Government and Public Administration | 1606 | Work Experience |
| Government and Public Administration | 1614 | Industrial Safety/First Aid |
| Government and Public Administration | 1619 | Civil Engineering/Architecture |
| Government and Public Administration | 1627 | Research and Development |
| ~~Government and Public Administration~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| ~~Government and Public Administration~~ | ~~1656~~ | ~~Living in a Global Economy~~ |
| Government and Public Administration | 1813 | Warehouse Operations |
| Government and Public Administration | 1850 | Business Communications |
| Government and Public Administration | 2111 | Introduction to ROTC |
| Government and Public Administration | 2112 | Military ROTC |
| Government and Public Administration | 2121 | ROTC Drill |
| Government and Public Administration | 2195 | Military Science-Related Subjects |
| Government and Public Administration | 2199 | Military Science-Other |
| Government and Public Administration | 2501 | Exploration of Public Service |
| Government and Public Administration | 2503 | Community Protection |
| Government and Public Administration | 2504 | Public Administration |
| Government and Public Administration | 2513 | Criminal Justice Assisting |
| Government and Public Administration | 2523 | Fire Fighting |
| Government and Public Administration | 2533 | Teacher Assisting |
| Government and Public Administration | 2534 | Educational Methodology |
| Government and Public Administration | 2543 | Civil Engineering |
| Government and Public Administration | 2595 | Public, Social Services-Subject |
| Government and Public Administration | 2596 | Public, Social Services-Independent |
| Government and Public Administration | 2597 | Public, Social Services-OJT |
| Government and Public Administration | 2598 | Public, Social Services-Coop |
| Government and Public Administration | 2599 | Public, Social Services-Other |
| Health Science | 0181 | Environmental Science/Natural Resources |
| Health Science | 0504 | Nutrition |
| ~~Health Science~~ | ~~0505~~ | ~~Child Development~~ |
| Health Science | 0516 | Personal Development |
| Health Science | 0520 | Elder Care/Gerontology |
| Health Science | 0528 | Hospitality/Tourism/Recreation |
| Health Science | 1404 | Special Needs Health Education |
| Health Science | 1405 | Safety and First Aid |
| Health Science | 1406 | Health for Parenting Teens |
| Health Science | 1407 | Health and Life Management |
| Health Science | 1499 | Health Education-Other |
| Health Science | 1501 | Health Care Occupations Career |
| Health Science | 1502 | Health Care Occupations |
| Health Science | 1503 | Allied Health Occupations |
| Health Science | 1504 | Nursing-CNA |
| Health Science | 1505 | Nursing-LPN |
| Health Science | 1506 | Home Health Care |
| Health Science | 1507 | Nursing Science I |
| Health Science | 1513 | Medical/Clerical Assisting |
| Health Science | 1514 | Medical Office |
| Health Science | 1515 | Medical Lab Technician |
| Health Science | 1516 | EKG Technician |
| Health Science | 1517 | Emergency Medical Technician (Career/Technical) |
| Health Science | 1518 | Surgical Technician |
| Health Science | 1519 | Central Service Technician |
| Health Science | 1523 | Dental Assisting |
| Health Science | 1524 | Dental Laboratory Technician |
| Health Science | 1533 | Vision Care Assisting |
| Health Science | 1540 | Sports Medicine |
| Health Science | 1550 | Medical Anatomy & Physiology |
| Health Science | 1551 | Intro to Biotechnology Research and Development |
| Health Science | 1595 | Health Care Sciences-Related |
| Health Science | 1596 | Health Care Sciences-Independent |
| Health Science | 1597 | Health Care Sciences-OJT |
| Health Science | 1598 | Health Care Sciences-Co-Op |
| Health Science | 1599 | Health Care Sciences-Other |
| Health Science | 1606 | Work Experience |
| Health Science | 1627 | Research and Development |
| ~~Health Science~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| Health Science | 1629 | Microelectromechanical Systems |
| Health Science | 1660 | Principles Biomedical Sciences |
| Health Science | 1661 | Human body Systems |
| Health Science | 1662 | Medical Intervention |
| Health Science | 1663 | Biomedical Sciences |
| Health Science | 1792 | Emergency Medical Tech (Sc) |
| Health Science | 1793 | Life and Physical Sciences Lab |
| Health Science | 1794 | Science Laboratory Assistant |
| Health Science | 2504 | Public Administration |
| Health Science | 2523 | Fire Fighting |
| Hospitality and Tourism | 0207 | Accounting |
| Hospitality and Tourism | 0227 | Business/Marketing/Finance II |
| Hospitality and Tourism | 0231 | Financial Spreadsheets |
| Hospitality and Tourism | 0240 | Business Communications |
| Hospitality and Tourism | 0250 | Business Law |
| Hospitality and Tourism | 0254 | Business Ethics |
| Hospitality and Tourism | 0261 | Hospitality and Tourism |
| Hospitality and Tourism | 0265 | Hotel Management I |
| Hospitality and Tourism | 0266 | Hotel Management /Lodging Management II |
| Hospitality and Tourism | 0267 | Human Resource Management |
| Hospitality and Tourism | 0269 | Hotel Management Internship |
| Hospitality and Tourism | 0290 | Business Economics |
| Hospitality and Tourism | 0297 | Business Work Experience/Co-op |
| Hospitality and Tourism | 0473 | Building Maintenance |
| Hospitality and Tourism | 0502 | Family/Consumer Sc-General |
| Hospitality and Tourism | 0504 | Nutrition |
| Hospitality and Tourism | 0506 | Clothing |
| Hospitality and Tourism | 0508 | Culinary Arts |
| Hospitality and Tourism | 0509 | Professional Baking |
| Hospitality and Tourism | 0512 | Advanced Foods |
| Hospitality and Tourism | 0526 | Family/Consumer Sc-Integrated |
| Hospitality and Tourism | 0528 | Hospitality/Tourism/Recreation |
| Hospitality and Tourism | 0532 | ProStart I |
| Hospitality and Tourism | 0533 | ProStart II |
| ~~Hospitality and Tourism~~ | ~~0534~~ | ~~Lodging Management I~~ |
| ~~Hospitality and Tourism~~ | ~~0535~~ | ~~Lodging Management II~~ |
| Hospitality and Tourism | 0539 | ProStart Internship |
| Hospitality and Tourism | 0540 | Intro to Hospitality/Tourism |
| Hospitality and Tourism | 0549 | Lodging Management Internship |
| Hospitality and Tourism | 0599 | Family/Consumer Sc-Other |
| Hospitality and Tourism | 1405 | Safety and First Aid |
| Hospitality and Tourism | 1606 | Work Experience |
| Hospitality and Tourism | 1814 | Retail Marketing |
| Hospitality and Tourism | 1824 | Principles of Advertising |
| Hospitality and Tourism | 1825 | Principles of Selling |
| Hospitality and Tourism | 1826 | Marketing Management |
| Hospitality and Tourism | 1830 | Principals of Marketing-Advanced |
| Hospitality and Tourism | 1832 | Marketing Strategy |
| Hospitality and Tourism | 1834 | Marketing Research |
| Hospitality and Tourism | 1850 | Business Communications |
| Hospitality and Tourism | 1896 | Marketing-Independent Study |
| Hospitality and Tourism | 1897 | Marketing-Mentorship/Internship |
| Hospitality and Tourism | 1898 | Marketing Work Experience-Coop |
| Hospitality and Tourism | 1902 | Journalism |
| Hospitality and Tourism | 1903 | Yearbook |
| Hospitality and Tourism | 1921 | Mass Media-Communication |
| Human Services | 0502 | Family/Consumer Sc-General |
| Human Services | 0504 | Nutrition |
| ~~Human Services~~ | ~~0505~~ | ~~Child Development~~ |
| Human Services | 0516 | Personal Development |
| Human Services | 0519 | Child Care/Work Experience |
| Human Services | 0520 | Elder Care/Gerontology |
| Human Services | 0526 | Family/Consumer Sc-Integrated |
| Human Services | 0532 | ProStart I |
| Human Services | 0533 | ProStart II |
| ~~Human Services~~ | ~~0534~~ | ~~Lodging Management I~~ |
| ~~Human Services~~ | ~~0535~~ | ~~Lodging Management II~~ |
| Human Services | 0539 | ProStart Internship |
| Human Services | 0550 | Child and Human Development – Young Children |
| ~~Human Services~~ | ~~0551~~ | ~~Working with Young Children II~~ |
| Human Services | 0552 | Child Development II |
| Human Services | 0553 | Child Development Lab II |
| Human Services | 0554 | Child Development Lab III |
| Human Services | 0555 | Child Development Lab IV |
| ~~Human Services~~ | ~~0556~~ | ~~Child Care Careers~~ |
| Human Services | 0603 | Cosmetology-Licensing |
| Human Services | 0604 | Barbering |
| Human Services | 0605 | Cosmetology-Non licensing |
| Human Services | 0606 | Cosmetology-Nail Specializing |
| Human Services | 0607 | Cosmetology-Facial Specialize |
| Human Services | 0695 | Cosmetology-Related Subjects |
| Human Services | 0698 | Cosmetology-Internship |
| Human Services | 0699 | Cosmetology-Other |
| Human Services | 0880 | JAG-Career Awareness |
| Human Services | 0881 | JAG-Career/Job Exploration |
| Human Services | 0882 | JAG-Employment/Advancement |
| Human Services | 1404 | Special Needs Health Education |
| Human Services | 1406 | Health for Parenting Teens |
| Human Services | 1407 | Health and Life Management |
| Human Services | 1499 | Health Education-Other |
| Human Services | 1501 | Health Care Occupations Career |
| Human Services | 1502 | Health Care Occupations |
| Human Services | 1503 | Allied Health Occupations |
| Human Services | 1504 | Nursing-CNA |
| Human Services | 1505 | Nursing-LPN |
| Human Services | 1506 | Home Health Care |
| Human Services | 1513 | Medical/Clerical Assisting |
| Human Services | 1606 | Work Experience |
| Human Services | 1662 | Medical Intervention |
| Human Services | 1663 | Biomedical Sciences |
| Human Services | 2501 | Exploration of Public Service |
| Human Services | 2503 | Community Protection |
| Human Services | 2504 | Public Administration |
| Human Services | 2595 | Public, Social Services-Subject |
| Human Services | 2596 | Public, Social Services-Independent |
| Human Services | 2597 | Public, Social Services-OJT |
| Human Services | 2598 | Public, Social Services-Coop |
| Human Services | 2599 | Public, Social Services-Other |
| Information Technology | 0271 | Database Design/Programming |
| Information Technology | 0276 | Web Page Design |
| Information Technology | 0303 | Business Computer Applications |
| Information Technology | 0304 | Computer Applications II |
| Information Technology | 0307 | Computer Graphics II |
| Information Technology | 0308 | Computer Graphics III |
| Information Technology | 0309 | Computer Graphics IV |
| Information Technology | 0310 | Intro to 3D Design and Animation |
| Information Technology | 0313 | Business Programming |
| Information Technology | 0314 | Data Systems/Processing |
| Information Technology | 0315 | Computer Graphics |
| Information Technology | 0316 | Computing Systems |
| Information Technology | 0317 | Computer Technology |
| Information Technology | 0318 | Network Technology |
| Information Technology | 0319 | Computer Networking II |
| Information Technology | 0320 | Computer Technology Assist I |
| Information Technology | 0321 | Computer Technology Assist II |
| Information Technology | 0322 | Computer Technology Assist III |
| Information Technology | 0323 | Computer Science/Programming |
| Information Technology | 0324 | ~~BASIC~~ Programming |
| Information Technology | 0325 | ~~Pascal~~ Advanced Programming |
| Information Technology | 0326 | Computer Programming Other Lang |
| Information Technology | 0327 | AP Computer Science A |
| Information Technology | 0328 | IB Computer Studies |
| ~~Information Technology~~ | ~~0329~~ | ~~AP Computer Science AB~~ |
| Information Technology | 0330 | Database Design/Programming |
| Information Technology | 0331 | Database Programming w/SQL |
| Information Technology | 0332 | Advanced Career-Computers Networks and Databases |
| Information Technology | 0333 | Advanced Career-Design for the Digital World |
| Information Technology | 0334 | Advanced Career-Databases in the Cloud |
| Information Technology | 0335 | Advanced Career-Developing a Cloud Presence |
| Information Technology | 0336 | AP Computer Principles |
| Information Technology | 0340 | IT Essentials: PC Hw/Sw Cisco |
| Information Technology | 0341 | CCNA Discovery-Cisco Academy |
| Information Technology | 0342 | CCNA Exploration-Cisco Academy |
| Information Technology | 0343 | CCNP v5.0 - Cisco Academy |
| Information Technology | 0344 | PLTW - Introduction to Computer Science |
| Information Technology | 0345 | PLTW - Computer Science Principles |
| Information Technology | 0346 | PLTW - Computer Science A |
| Information Technology | 0347 | PLTW - Cybersecurity |
| Information Technology | 0395 | Computer/Info Sc-Related Subjects |
| Information Technology | 0396 | Computer/Info Sc-Independent |
| Information Technology | 0397 | Computer/Info Sc-OJT |
| Information Technology | 0399 | Computer/Info Sc-Other |
| Information Technology | 0707 | CAD Design and Software |
| Information Technology | 1175 | Computer Assisted Art |
| Information Technology | 1176 | Digital Film Production II |
| Information Technology | 1177 | Digital Film Production III |
| Information Technology | 1178 | Digital Film Production IV |
| Information Technology | 1301 | Graphic Communication Explore |
| Information Technology | 1302 | Principles of Telecommunications |
| Information Technology | 1303 | Advanced Analog and Digital Logic and Circuits |
| Information Technology | 1311 | Printing Careers Exploration |
| Information Technology | 1313 | Graphic Arts/Printing |
| Information Technology | 1323 | Commercial Art |
| Information Technology | 1333 | Commercial Photography |
| Information Technology | 1395 | Graphic/Printing Communication-Related |
| Information Technology | 1397 | Graphic/Printing Communication-OJT |
| Information Technology | 1398 | Graphic Communication-Co-Op |
| Information Technology | 1606 | Work Experience |
| Information Technology | 1616 | Digital Electronics |
| Information Technology | 1618 | Computer Integrated Manufacturing |
| Information Technology | 1625 | Technology Systems |
| Information Technology | 1626 | Emergent Technologies |
| ~~Information Technology~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| Information Technology | 1629 | Microelectromechanical Systems |
| Information Technology | 1674 | Advanced Career – Fundamentals of Aerospace Technology |
| Information Technology | 1675 | Advanced Career – Advanced Aerospace Technology |
| Information Technology | 1676 | Advanced Career – Aeronautics Engineering Applications |
| Information Technology | 1677 | Advanced Career – Astronautics Engineering Applications |
| Information Technology | 1678 | Advanced Career – Clean Energy Systems |
| Information Technology | 1679 | Advanced Career – Clean Energy Applications |
| Information Technology | 1680 | Advanced Career – Clean Energy Strategies |
| Information Technology | 1681 | Advanced Career – Clean Energy Innovations |
| Information Technology | 1695 | Technology Education-Related |
| Information Technology | 1696 | Technology Education-Independent |
| Information Technology | 1699 | Technology Education-Other |
| Information Technology | 1732 | Principles of Technology |
| Information Technology | 1921 | Mass Media-Communication |
| Law Public Safety & Security | 0250 | Business Law |
| Law Public Safety & Security | 0319 | Computer Networking II |
| Law Public Safety & Security | 1606 | Work Experience |
| Law Public Safety & Security | 1814 | Retail Marketing |
| Law Public Safety & Security | 2501 | Exploration of Public Service |
| Law Public Safety & Security | 2503 | Community Protection |
| Law Public Safety & Security | 2513 | Criminal Justice Assisting |
| Law Public Safety & Security | 2523 | Fire Fighting |
| Law Public Safety & Security | 2595 | Public, Social Services-Subject |
| Law Public Safety & Security | 2596 | Public, Social Services-Independent |
| Law Public Safety & Security | 2597 | Public, Social Services-OJT |
| Law Public Safety & Security | 2598 | Public, Social Services-Coop |
| Law Public Safety & Security | 2599 | Public, Social Services-Other |
| Manufacturing | 0254 | Business Ethics |
| Manufacturing | 0290 | Business Economics |
| Manufacturing | 0297 | Business Work Experience/Co-op |
| Manufacturing | 0403 | Woods Technology IV |
| Manufacturing | 0439 | Plumbing and Heating |
| Manufacturing | 0441 | Exploration of Electricity |
| Manufacturing | 0494 | Electricity/Electronics-Related Subjects |
| Manufacturing | 0507 | Basic Applied Design |
| Manufacturing | 0509 | Professional Baking |
| Manufacturing | 0512 | Advanced Foods |
| Manufacturing | 0523 | Housing/Interior Design |
| Manufacturing | 0703 | Drafting-Architectural |
| Manufacturing | 0704 | Drafting-Civil/Structural |
| Manufacturing | 0705 | Drafting-Electrical/Electronic |
| Manufacturing | 0706 | Drafting-Technical/Mechanical |
| Manufacturing | 0707 | CAD Design and Software |
| Manufacturing | 0712 | Blueprint Reading-General |
| ~~Manufacturing~~ | ~~0713~~ | ~~Blueprint Reading-Related~~ |
| Manufacturing | 0715 | CAD Architecture II |
| Manufacturing | 0716 | CAD Architecture III |
| Manufacturing | 0717 | CAD Architecture IV |
| Manufacturing | 0718 | CAD Engineering II |
| Manufacturing | 0719 | CAD Engineering III |
| Manufacturing | 0720 | CAD Engineering IV |
| Manufacturing | 0795 | Drafting-Related Subjects |
| Manufacturing | 0922 | Aircraft Power Plant |
| Manufacturing | 0923 | Aircraft Airframe |
| Manufacturing | 1166 | Textiles |
| Manufacturing | 1606 | Work Experience |
| Manufacturing | 1612 | Materials and Processes |
| Manufacturing | 1613 | Metal and Wood Technology |
| Manufacturing | 1614 | Industrial Safety/First Aid |
| Manufacturing | 1615 | Intro to Engineering Design |
| Manufacturing | 1616 | Digital Electronics |
| Manufacturing | 1617 | Principles of Engineering |
| Manufacturing | 1618 | Computer Integrated Manufacturing |
| Manufacturing | 1619 | Civil Engineering/Architecture |
| Manufacturing | 1620 | Engineering Design/Development |
| Manufacturing | 1621 | Aerospace Engineering |
| Manufacturing | 1623 | Production Systems |
| Manufacturing | 1624 | Manufacturing Systems |
| Manufacturing | 1625 | Technology Systems |
| Manufacturing | 1626 | Emergent Technologies |
| Manufacturing | 1627 | Research and Development |
| ~~Manufacturing~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| Manufacturing | 1629 | Microelectromechanical Systems |
| ~~Manufacturing~~ | ~~1654~~ | ~~Manufacturing for Tomorrow~~ |
| ~~Manufacturing~~ | ~~1655~~ | ~~Data, Decisions, and Design~~ |
| Manufacturing | 1695 | Technology Education-Related |
| Manufacturing | 1696 | Technology Education-Independent |
| Manufacturing | 1699 | Technology Education-Other |
| Manufacturing | 1732 | Principles of Technology |
| Manufacturing | 1813 | Warehouse Operations |
| Manufacturing | 2403 | Machining |
| Manufacturing | 2404 | Particular Topics in Machining |
| Manufacturing | 2412 | Metalworking |
| Manufacturing | 2413 | Sheet Metal |
| Manufacturing | 2414 | Welding |
| Manufacturing | 2415 | Particular Topics in Welding |
| Manufacturing | 2416 | Welding 2 |
| Manufacturing | 2417 | Welding 3 |
| Manufacturing | 2495 | Precision Metalwork-Related |
| Manufacturing | 2496 | Precision Metalwork-Independent |
| Manufacturing | 2497 | Precision Metalwork-OJT |
| Manufacturing | 2498 | Precision Metalwork-Co-Op |
| Manufacturing | 2499 | Precision Metalwork-Other |
| Manufacturing | 2543 | Civil Engineering |
| Marketing Sales & Service | 0137 | Agricultural Leadership/Communication |
| Marketing Sales & Service | 0145 | Floriculture |
| Marketing Sales & Service | 0171 | Agricultural Economics/BusMgt |
| ~~Marketing Sales & Service~~ | ~~0172~~ | ~~Agricultural Marketing/Sales~~ |
| Marketing Sales & Service | 0192 | Agricultural Entrepreneurship |
| Marketing Sales & Service | 0207 | Accounting |
| Marketing Sales & Service | 0227 | Business/Marketing/Finance II |
| Marketing Sales & Service | 0229 | Word Processing for Business |
| Marketing Sales & Service | 0231 | Financial Spreadsheets |
| Marketing Sales & Service | 0240 | Business Communications |
| Marketing Sales & Service | 0254 | Business Ethics |
| Marketing Sales & Service | 0276 | Web Page Design |
| Marketing Sales & Service | 0290 | Business Economics |
| Marketing Sales & Service | 0294 | AP Microeconomics |
| Marketing Sales & Service | 0297 | Business Work Experience/Co-op |
| Marketing Sales & Service | 0303 | Business Computer Applications |
| Marketing Sales & Service | 0305 | Desktop Publishing I |
| Marketing Sales & Service | 0306 | Desktop Publishing II |
| Marketing Sales & Service | 0307 | Computer Graphics II |
| Marketing Sales & Service | 0308 | Computer Graphics III |
| Marketing Sales & Service | 0309 | Computer Graphics IV |
| Marketing Sales & Service | 0315 | Computer Graphics |
| Marketing Sales & Service | 0323 | Computer Science/Programming |
| Marketing Sales & Service | 0506 | Clothing |
| Marketing Sales & Service | 0528 | Hospitality/Tourism/Recreation |
| Marketing Sales & Service | 1165 | Printmaking/Graphics |
| Marketing Sales & Service | 1175 | Computer Assisted Art |
| Marketing Sales & Service | 1176 | Digital Film Production II |
| Marketing Sales & Service | 1177 | Digital Film Production III |
| Marketing Sales & Service | 1178 | Digital Film Production IV |
| Marketing Sales & Service | 1301 | Graphic Communication Explore |
| Marketing Sales & Service | 1313 | Graphic Arts/Printing |
| Marketing Sales & Service | 1323 | Commercial Art |
| Marketing Sales & Service | 1333 | Commercial Photography |
| Marketing Sales & Service | 1606 | Work Experience |
| ~~Marketing Sales & Service~~ | ~~1654~~ | ~~Manufacturing for Tomorrow~~ |
| ~~Marketing Sales & Service~~ | ~~1656~~ | ~~Living in a Global Economy~~ |
| Marketing Sales & Service | 1802 | Principles of Marketing |
| Marketing Sales & Service | 1803 | Marketing-Fashion |
| Marketing Sales & Service | 1804 | Marketing-Real Estate |
| Marketing Sales & Service | 1805 | Marketing-Transportation |
| Marketing Sales & Service | 1806 | Marketing-Other Specialization |
| Marketing Sales & Service | 1807 | Marketing Lab II |
| Marketing Sales & Service | 1808 | Marketing Lab III |
| Marketing Sales & Service | 1814 | Retail Marketing |
| Marketing Sales & Service | 1824 | Principles of Advertising |
| Marketing Sales & Service | 1825 | Principles of Selling |
| Marketing Sales & Service | 1826 | Marketing Management |
| Marketing Sales & Service | 1830 | Principals of Marketing-Advanced |
| Marketing Sales & Service | 1832 | Marketing Strategy |
| Marketing Sales & Service | 1834 | Marketing Research |
| Marketing Sales & Service | 1850 | Business Communications |
| Marketing Sales & Service | 1896 | Marketing-Independent Study |
| Marketing Sales & Service | 1897 | Marketing-Mentorship/Internship |
| Marketing Sales & Service | 1898 | Marketing Work Experience-Coop |
| Marketing Sales & Service | 1902 | Journalism |
| Marketing Sales & Service | 1903 | Yearbook |
| Marketing Sales & Service | 1905 | Journalism Writing |
| Marketing Sales & Service | 1911 | Mass Media-Production |
| Marketing Sales & Service | 1931 | Photojournalism |
| Marketing Sales & Service | 1996 | Mass Communication-Independent |
| Marketing Sales & Service | 1998 | Mass Communications-Concurrent Enrollment |
| Marketing Sales & Service | 1999 | Mass Communication-Other |
| ~~Science Technology Engineering and Math~~ | ~~0135~~ | ~~Agricultural Industry and Tech~~ |
| Science Technology Engineering and Math | 0136 | Applied Agriculture |
| Science Technology Engineering and Math | 0151 | Intro Agricultural Mechanics |
| Science Technology Engineering and Math | 0152 | Agricultural Structures/Construction |
| Science Technology Engineering and Math | 0153 | Metal Fabrication for the Agricultural Industry |
| Science Technology Engineering and Math | 0154 | Agricultural Power and Machinery |
| ~~Science Technology Engineering and Math~~ | ~~0174~~ | ~~Animal Production/Processing~~ |
| Science Technology Engineering and Math | 0181 | Environmental Science/Natural Resources |
| Science Technology Engineering and Math | 0182 | Forestry/Wildlife Management |
| Science Technology Engineering and Math | 0271 | Database Design/Programming |
| Science Technology Engineering and Math | 0314 | Data Systems/Processing |
| Science Technology Engineering and Math | 0316 | Computing Systems |
| Science Technology Engineering and Math | 0317 | Computer Technology |
| Science Technology Engineering and Math | 0318 | Network Technology |
| Science Technology Engineering and Math | 0319 | Computer Networking II |
| Science Technology Engineering and Math | 0323 | Computer Science/Programming |
| Science Technology Engineering and Math | 0324 | ~~BASIC~~ Programming |
| Science Technology Engineering and Math | 0325 | ~~Pascal~~ Advanced Programming |
| Science Technology Engineering and Math | 0326 | Computer Programming Other Lang |
| Science Technology Engineering and Math | 0327 | AP Computer Science A |
| Science Technology Engineering and Math | 0328 | IB Computer Studies |
| ~~Science Technology Engineering and Math~~ | ~~0329~~ | ~~AP Computer Science AB~~ |
| Science Technology Engineering and Math | 0330 | Database Design/Programming |
| Science Technology Engineering and Math | 0331 | Database Programming w/SQL |
| Science Technology Engineering and Math | 0340 | IT Essentials: PC Hw/Sw Cisco |
| Science Technology Engineering and Math | 0341 | CCNA Discovery-Cisco Academy |
| Science Technology Engineering and Math | 0342 | CCNA Exploration-Cisco Academy |
| Science Technology Engineering and Math | 0343 | CCNP v5.0 - Cisco Academy |
| Science Technology Engineering and Math | 0395 | Computer/Info Sc-Related Subjects |
| Science Technology Engineering and Math | 0396 | Computer/Info Sc-Independent |
| Science Technology Engineering and Math | 0397 | Computer/Info Sc-OJT |
| Science Technology Engineering and Math | 0399 | Computer/Info Sc-Other |
| Science Technology Engineering and Math | 0441 | Exploration of Electricity |
| Science Technology Engineering and Math | 0442 | Electricity-Comprehensive |
| Science Technology Engineering and Math | 0444 | Industrial Electricity |
| Science Technology Engineering and Math | 0445 | Various Topics in Electricity |
| Science Technology Engineering and Math | 0452 | Electronics-General |
| Science Technology Engineering and Math | 0453 | Various Topics in Electronics |
| Science Technology Engineering and Math | 0462 | Electricity/Electronics-General |
| ~~Science Technology Engineering and Math~~ | ~~0463~~ | ~~Electricity/Electronics Topics~~ |
| Science Technology Engineering and Math | 0494 | Electricity/Electronics-Related Subjects |
| Science Technology Engineering and Math | 0507 | Basic Applied Design |
| Science Technology Engineering and Math | 0702 | Drafting-General |
| Science Technology Engineering and Math | 0703 | Drafting-Architectural |
| Science Technology Engineering and Math | 0704 | Drafting-Civil/Structural |
| Science Technology Engineering and Math | 0705 | Drafting-Electrical/Electronic |
| Science Technology Engineering and Math | 0706 | Drafting-Technical/Mechanical |
| Science Technology Engineering and Math | 0707 | CAD Design and Software |
| Science Technology Engineering and Math | 0715 | CAD Architecture II |
| Science Technology Engineering and Math | 0716 | CAD Architecture III |
| Science Technology Engineering and Math | 0717 | CAD Architecture IV |
| Science Technology Engineering and Math | 0718 | CAD Engineering II |
| Science Technology Engineering and Math | 0719 | CAD Engineering III |
| Science Technology Engineering and Math | 0720 | CAD Engineering IV |
| Science Technology Engineering and Math | 0912 | Automotive Technology-Comprehensive |
| Science Technology Engineering and Math | 0913 | Topics in Automotive Technology |
| Science Technology Engineering and Math | 0922 | Aircraft Power Plant |
| Science Technology Engineering and Math | 0923 | Aircraft Airframe |
| Science Technology Engineering and Math | 0953 | Aviation |
| Science Technology Engineering and Math | 0955 | Aviation II |
| Science Technology Engineering and Math | 0963 | Energy/Power |
| Science Technology Engineering and Math | 0964 | Advanced Career - Energy and Power Foundations |
| Science Technology Engineering and Math | 0965 | Advanced Career - Energy Transmission and Distribution |
| Science Technology Engineering and Math | 0966 | Advanced Career - Electronics and Control Systems |
| Science Technology Engineering and Math | 0967 | Advanced Career - Advanced Science and Engineering Systems |
| Science Technology Engineering and Math | 0995 | Transportation Tech-Related |
| Science Technology Engineering and Math | 0998 | Transportation Tech-Internship |
| Science Technology Engineering and Math | 0999 | Transportation Tech-Other |
| Science Technology Engineering and Math | 1606 | Work Experience |
| Science Technology Engineering and Math | 1611 | General Technology Education |
| Science Technology Engineering and Math | 1612 | Materials and Processes |
| Science Technology Engineering and Math | 1613 | Metal and Wood Technology |
| Science Technology Engineering and Math | 1615 | Intro to Engineering Design |
| Science Technology Engineering and Math | 1616 | Digital Electronics |
| Science Technology Engineering and Math | 1617 | Principles of Engineering |
| Science Technology Engineering and Math | 1618 | Computer Integrated Manufacturing |
| Science Technology Engineering and Math | 1619 | Civil Engineering/Architecture |
| Science Technology Engineering and Math | 1620 | Engineering Design/Development |
| Science Technology Engineering and Math | 1621 | Aerospace Engineering |
| Science Technology Engineering and Math | 1622 | PLTW Introduction to Engineering Design |
| Science Technology Engineering and Math | 1623 | Production Systems |
| Science Technology Engineering and Math | 1624 | Manufacturing Systems |
| Science Technology Engineering and Math | 1625 | Technology Systems |
| Science Technology Engineering and Math | 1626 | Emergent Technologies |
| Science Technology Engineering and Math | 1627 | Research and Development |
| ~~Science Technology Engineering and Math~~ | ~~1628~~ | ~~Biotechnical Engineering~~ |
| Science Technology Engineering and Math | 1629 | Microelectromechanical Systems |
| Science Technology Engineering and Math | 1650 | Foundations in 21st Century |
| ~~Science Technology Engineering and Math~~ | ~~1651~~ | ~~Working Toward Sustainability~~ |
| ~~Science Technology Engineering and Math~~ | ~~1654~~ | ~~Manufacturing for Tomorrow~~ |
| ~~Science Technology Engineering and Math~~ | ~~1655~~ | ~~Data, Decisions, and Design~~ |
| Science Technology Engineering and Math | 1660 | Principles Biomedical Sciences |
| Science Technology Engineering and Math | 1663 | Biomedical Sciences |
| Science Technology Engineering and Math | 1664 | PLTW Biomedical Innovation |
| Science Technology Engineering and Math | 1670 | Advanced Career- Nature of Science and Technology |
| Science Technology Engineering and Math | 1671 | Advanced Career- Core Applications of Science and Technology |
| Science Technology Engineering and Math | 1672 | Advanced Career - Impacts of Science and Technology |
| Science Technology Engineering and Math | 1673 | Advanced Career - Creativity and Innovations |
| Science Technology Engineering and Math | 1674 | Advanced Career – Fundamentals of Aerospace Technology |
| Science Technology Engineering and Math | 1675 | Advanced Career – Advanced Aerospace Technology |
| Science Technology Engineering and Math | 1676 | Advanced Career – Aeronautics Engineering Applications |
| Science Technology Engineering and Math | 1677 | Advanced Career – Astronautics Engineering Applications |
| Science Technology Engineering and Math | 1678 | Advanced Career – Clean Energy Systems |
| Science Technology Engineering and Math | 1679 | Advanced Career – Clean Energy Applications |
| Science Technology Engineering and Math | 1680 | Advanced Career – Clean Energy Strategies |
| Science Technology Engineering and Math | 1681 | Advanced Career – Clean Energy Innovations |
| Science Technology Engineering and Math | 1695 | Technology Education-Related |
| Science Technology Engineering and Math | 1696 | Technology Education-Independent |
| Science Technology Engineering and Math | 1699 | Technology Education-Other |
| Science Technology Engineering and Math | 1732 | Principles of Technology |
| Science Technology Engineering and Math | 1781 | Science Technology/Engineering |
| Science Technology Engineering and Math | 1793 | Life and Physical Sciences Lab |
| Science Technology Engineering and Math | 1794 | Science Laboratory Assistant |
| Science Technology Engineering and Math | 2195 | Military Science-Related Subjects |
| Science Technology Engineering and Math | 2199 | Military Science-Other |
| Science Technology Engineering and Math | 2543 | Civil Engineering |
| Transportation Distribution & Logistics | 0151 | Intro Agricultural Mechanics |
| Transportation Distribution & Logistics | 0154 | Agricultural Power and Machinery |
| Transportation Distribution & Logistics | 0901 | Introduction to Automobiles |
| Transportation Distribution & Logistics | 0911 | Introduction to Transportation |
| Transportation Distribution & Logistics | 0912 | Automotive Technology-Comprehensive |
| Transportation Distribution & Logistics | 0913 | Topics in Automotive Technology |
| ~~Transportation Distribution & Logistics~~ | ~~0914~~ | ~~Automotive Service~~ |
| Transportation Distribution & Logistics | 0915 | Diesel Mechanics-General |
| Transportation Distribution & Logistics | 0916 | Diesel Mechanics-Various Topics |
| Transportation Distribution & Logistics | 0917 | Motorcycle Mechanics |
| Transportation Distribution & Logistics | 0918 | Small Engine Mechanics |
| Transportation Distribution & Logistics | 0919 | Marine Mechanics |
| Transportation Distribution & Logistics | 0920 | Auto Tech 2 |
| Transportation Distribution & Logistics | 0921 | Auto Tech 3 |
| Transportation Distribution & Logistics | 0922 | Aircraft Power Plant |
| Transportation Distribution & Logistics | 0923 | Aircraft Airframe |
| Transportation Distribution & Logistics | 0933 | Auto Detailing/Reconditioning |
| Transportation Distribution & Logistics | 0942 | Auto Body Repair/Refinishing-General |
| Transportation Distribution & Logistics | 0943 | Particular Topics in Automotive Body Repair and Refinishing |
| Transportation Distribution & Logistics | 0944 | Boat Repair/Refinishing |
| Transportation Distribution & Logistics | 0953 | Aviation |
| Transportation Distribution & Logistics | 0954 | Barge and Boat Operation |
| Transportation Distribution & Logistics | 0955 | Aviation II |
| Transportation Distribution & Logistics | 0963 | Energy/Power |
| Transportation Distribution & Logistics | 0995 | Transportation Tech-Related |
| Transportation Distribution & Logistics | 0998 | Transportation Tech-Internship |
| Transportation Distribution & Logistics | 0999 | Transportation Tech-Other |
| Transportation Distribution & Logistics | 1606 | Work Experience |
| Transportation Distribution & Logistics | 1614 | Industrial Safety/First Aid |
| Transportation Distribution & Logistics | 1617 | Principles of Engineering |
| Transportation Distribution & Logistics | 1621 | Aerospace Engineering |
| Transportation Distribution & Logistics | 1625 | Technology Systems |
| Transportation Distribution & Logistics | 1626 | Emergent Technologies |
| Transportation Distribution & Logistics | 1634 | Equipment Maintenance and Repair |
| ~~Transportation Distribution & Logistics~~ | ~~1651~~ | ~~Working Toward Sustainability~~ |
| ~~Transportation Distribution & Logistics~~ | ~~1656~~ | ~~Living in a Global Economy~~ |
| Transportation Distribution & Logistics | 1805 | Marketing-Transportation |
| Transportation Distribution & Logistics | 1813 | Warehouse Operations |
| Transportation Distribution & Logistics | 2195 | Military Science-Related Subjects |
| Transportation Distribution & Logistics | 2199 | Military Science-Other |
| Transportation Distribution & Logistics | 2543 | Civil Engineering |

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| Appendix X – Teacher Attendance |

**Staff Attendance Template was introduced in School Year 2013-14. In 2014-15 the collection period changed from collecting the data twice a year to collecting it once a year.**

**Purpose:** To collect Number of Days Absent for teachers, one of the measures for NMTEACH Educator Effectiveness.

**One attendance record per teacher will be collected per year:**

Time period covered is “Beginning of the current school year” through the “end of the current school year”

* 1. Provide “Number of Days Absent” per teacher within this range
     1. **Attendance Period Start Date** must be reported as YYYY-07-01 (where YYYY equals the current school year and July 1st represents the beginning of the current school year in STARS). For school year 2015-16 report as 2015-07-01. eDM validation rules will be set to ONLY accept this date during the loading process. July 1st is a placeholder representing the beginning of the current school year in STARS. Even though this Start Date must be reported as 2015-07-01, your district may extract data using one of these as your data-pull start date: 2015-07-01, first day of school of the current year, or the beginning of the current contract year.
     2. **Attendance Period End Date** must be reported as YYYY-06-30 (where YYYY equals the current school year and June 30th represents the last day of the current school year in STARS). For school year 2015-16 report as 2016-06-30. eDM validation rules will be set to ONLY accept this date during the loading process. June 30th is a placeholder representing the last day of the current school year in STARS. If your district or charter ends on a different day, you may use that day (instead of 6/30) in the calculation process as your data-pull end date.
     3. Any teacher employed during this date range should have a STAFF\_ATTENDANCE record if Teacher Attendance was chosen as one of the multiple measures for your district or charter for Teacher Effectiveness.

1. Submitted during the End-of-Year (EOY) data window.
2. This data will be used in the Summative Teacher Evaluation calculations for this matching year. As an example, the 2015-16 Summative Teacher Evaluations will contain 2015-16 Teacher Attendance data.

**Business Rules:**

* Submit 1 record per teacher per year as part of the EOY data collection
  + Even if number of days absent is 0
    - PED won’t assume missing data = 0 days absent
  + Even if teacher is no longer employed (but worked at some point during the year AND was loaded into STARS at some point during the year)
    - Teachers that left will still be evaluated
  + Include anyone who was reported in STARS as a teacher during the year
    - Exceptions: Omit substitute teachers and dummy staff ids
    - Teachers are defined as people reported in a TEACHING Staff Assignment code with FTE who typically are reported in Course Instructor teaching classes
  + Applies to a year-long range which covers “beginning of the school year” through the “end of the school year”
  + Start Date
    - **“Beginning of school year”**
    - The Start Date must be July 1 of the current-year. This value MUST be reported to STARS, even if your data-pull start-date is different and even if the beginning of your school year is not July 1.
  + End Date
    - **“End of the school year”**
    - The End Date must be June 30 of the current-year. This value MUST be reported to STARS even if your data-pull end-date is different and even if this is not your last day of school.
  + Data must be finalized by July 15th for publishing Summative Teacher Evaluations in September
  + The Staff Attendance Template is required to be submitted by ALL districts and charters beginning 2016-17 regardless of whether Teacher Attendance was chosen as one of the measures in your Teacher Evaluation Plan.

**Additional Business Rules:**

* Because there is no School Year available in this table, the Start Date (key field) as well as End Date will be used to determine the school year in which to apply Teacher Attendance.
* Because the Start Date is a key field and End Date is not, please ensure there is only ONE record per teacher (per district and school) within the range July 1 through June 30. The Number of Days Absent should be cumulative for the range. If multiple “school” records are sent for a single teacher, ensure the SUM of their days absent is correct within the range specified. PED recommends submitting only ONE record per teacher (for simplicity and reduction of errors), rather than one record per teacher for each school. If attendance data is re-submitted and you intend to UPDATE an existing attendance record, ensure the START DATE, END DATE and LOCATION CODE for the teacher does not change. PED also recommends the location code be the same as the observation’s school (school where teacher was observed), but is not a requirement. The field NUMBER OF DAYS ABSENT is an updatable field.
* Because this table also defines LOCATION CODE as a key field, ensure LOCATION CODE has not changed on resubmittals. If the location may have inadvertently changed, it’s best to request a DELETE of the districts data for START DATE=YYYY-07-01 before resubmitting to avoid duplicate attendance records from loading.

**Note:** Refer to Staff Attendance template in volume 1 for detail.

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| Appendix Y – Teacher Effectiveness |

**Teacher Effectiveness was first introduced in School Year 2013-14.**

**Purpose:** A measure used to determine how effective New Mexico teachers are by assigning ratings. Highly Effective Teachers will eventually replace Highly Qualified Teachers, which didn’t seem to be a very good indicator since it only measured one area (ensuring the teacher had knowledge in the subject area through licensure, coursework and passage of New Mexico Teaching Assessments (NMTA)).

**Teacher Effectiveness Flowchart**

Observation Found?

No Teacher Effectiveness Rating

No

Yes

Get Student Achievement and other measures (Parent/Student Surveys; Teacher Attendance)

Produce Teacher Effectiveness Rating

**Note:** Special Ed Teachers who are giving100% instruction to Special Ed students graduating on the Ability option shouldn’t be observed (Group D). However, if observations are found, then they may (inadvertently) receive a Teacher Effectiveness Rating.

**Teacher Effectiveness Overview**

**Teachers are assigned to groups:**

* A=Teaching courses mapped to Standard Based Assessments (SBA-Math, Reading, Science/PARCC-Math, Reading)
* C=K-2 teachers (DIBELS)
* D=SpEd teachers teaching ONLY students on Ability graduation option-omitted from Teacher Effectiveness (No observation; No rating)
* B=All other teachers (Art, Music, PE, Electives, etc…; EOC)

**Teacher Effectiveness Rating:**

* ½ based on current year (observations/parent &student surveys/teacher attendance)
* ½ based on prior 3 years (student achievement growth)

**Observation:**

* NMTEACH Rubric measures effectiveness of classroom instruction (was teacher prepared, students engaged and classroom environment safe, etc…)

**Teacher Effectiveness: Course Codes are tied to Assessments**

It’s important to know Course Codes are tied to Assessments.

i.e. Elementary Homerooms (0000-0008)

* Tied to SBA (Math/Reading/Science) prior to 2016-17, and beginning 2016-17 will be tied to PARCC Math/Reading; SBA Science. PARCC tests first administered 2014-15.
* Important: Only report teachers providing instruction with these course codes (don’t report those who are only taking attendance 1st period)

Many other assessments are attached to various course codes:

* EOC, Alternative Assessments for SpEd, Access EL, DIBELS for K-2, Interim Assessments, etc…
* New STARS report next year showing relationships

**Reporting Courses to STARS for Teacher Effectiveness**

**Align course codes to students and teachers that reflect a true classroom instructional environment**

* Primary Instructor=Teacher of Record (assigns the grade)
  + Educational Assistants (EAs)/Instructional Assistants cannot be Primary Instructors because they do not have a teaching license (they have an EA license)
* Other Instructors
  + Co-teachers
  + Any person also providing instruction in classroom

**Note:** If an observation is not found during the CURRENT school year, then they won’t receive a Teacher Effectiveness rating for the CURRENT year. Observations only affect 1 year (current year).

**Only report people providing instruction with course codes**

* Applies to both Primary Instructors and Other Instructors
* Don’t report proctors, people who are only taking attendance and NOT instructing, resource coordinators (83), people who monitor classrooms, those who provide special ed services only which are unrelated to instruction (such as SLP(93)), Special Ed Supervisor (61), Academic Instructional Coaches (105), etc..
  + These are not TEACHING position codes; even though some may allow or even require a teaching license
* People who have a teaching license and are providing instruction to students MUST be reported in a TEACHING staff assignment code
  + EAs have their own non-TEACHING category and MAY be included as “Other Instructors” (but not as Primary Instructors); Used in some class overload reports

**ALL teachers providing instruction should be reported to STARS with course codes**

* Applies to both Primary Instructors and Other Instructors
  + Both will receive equal weighting in Teacher Effectiveness (i.e. Counts 25% for each of the 4 snapshots (40D, 80D, 120D & EOY) for a total of 100%; adjusted by Teacher Start (new) & End dates)
    - To determine percentage of time spent in a classroom the STAFF START DATE OF CURRENT SCHOOL YEAR (field #35 in *STAFF SNAPSHOT)* will be used in conjunction with the TEACHER EXIT DATE (field #36 in *STAFF*) to make adjustments to snapshot dates

**Problem:** Not all teachers are being associated with Course Codes (such as Special Ed teachers going into classrooms, students pulled out for additional instruction& classes omitted because they don’t align with PED’s snapshots).

* + - Hurts teachers trying to advance through licensure because if they attain a certain rating they may be eligible to auto-advance to the next level

**All teachers providing instruction should have an observation score**

* Applies to both Primary Instructors and Other Instructors
* If no observation is found for the CURRENT year, then they will not receive a teacher effectiveness rating for the CURRENT year
* A teacher will receive only ONE teacher effectiveness rating for the year which will be associated with a SINGLE school, where their LATEST observation occurred (even if they worked in multiple districts or multiple schools through-out the year)

**Teacher Effectiveness Ratings are impacted anytime someone is reported in Course Instructor as either a “Primary” or “Other” Instructor**

* Multiple teachers may be responsible (and held accountable) for a student’s learning in a particular subject for a single course code
* 4-digit state course codes align to assessments
  + Report available on PED’s website at [www.ped.state.nm.us](http://www.ped.state.nm.us)
* Important to properly align teachers and students to course codes and to not omit teachers

**Note:** In 2013-14 only Primary Instructors received Teacher Effectiveness ratings. In the future, “Other” instructors will be included.

**It’s Important to align TEACHING Staff Assignment codes with instructors of Course Codes**

* Entails aligning the *STAFF ASSIGNMENT* template data to the *COURSE INSTRUCTOR* template data
* People providing instruction to students (excluding EAs) require a TEACHING license and must be reported in a TEACHING staff assignment code as well as reported teaching a Course Code

**Types of Classes to Include**

**Include Pull-out classes**

* Even if no grade is assigned
* If it impacts students’ learning
* i.e. ELD (English Language Development), Assisted Reading & intervention courses are often considered pull-outs

**Include Pull-in classes (inclusion)**

* Special Ed students who are pulled into a general education classroom

**Note:** The accuracy of Subject areas and Course Codes are critical because they are tied to assessments. Student’s assessment scores get linked to teachers to generate Student Achievement Growth over a 3 year period.

If the course code linkage is missing, then the teacher doesn’t have a complete picture.

**Goal:** Show an accurate instructional environment in STARS

**Problem: Course falls outside a snapshot date collection**

If a class ends BEFORE the snapshot date (and it’s an ongoing class in which a student completed and received a grade), then include the course related data in the next snapshot submission in STARS for Teacher Effectiveness. You don’t need to wait until EOY to submit this data.

i.e. Student completes a class before 40th day and is enrolled in a new class at 40th day. Ideally, PED would like BOTH classes submitted at 40th day in *COURSE INSTRUCTOR*, *COURSE ENROLL* and *STUDENT GRADES* (if received a grade for the 1st completed class). Not EVERY class schedule change needs to be reported; only report classes which impact students’ learning, which is left up to the discretion of the districts.

This occurs because class schedules don’t necessarily coincide with PED’s snapshots; due to Semesters, Trimesters, Block Scheduling, etc…

**Rule:** If a class has completed, report it (which allows a grade to be submitted). Districts/charters no longer have to wait until EOY to submit completed class data.

**Exception to Rule:** Due to the Data Quality Engine (DQE) rule which is in place at the 40th, 80th& 120th day snapshots, which requires a STUDENT SNAPSHOT record be found for each student’s COURSE ENROLL record and requires a STAFF SNAPSHOT record be found for each Primary Instructor’s COURSE INSTRUCTOR record, if the STUDENT SNAPSHOT and/or STAFF SNAPSHOT record is not present on those given snapshots (because they are not active), then this data will need to be submitted at EOY (in which this rule has been turned off).

**Report classes even if not attended daily**

At 40th day, The PED would prefer significant ongoing classes that occurred between day 1 and day 40 to be included at the 40th day snapshot; including pull-outs or classes which completed between snapshots. Same logic applies for all snapshots.

i.e. If a student attends a Period 1 Math class on Monday, Wednesday & Friday and a Period 1 Elective class on Tuesday and Thursday, report BOTH course codes and sections with the appropriate teachers and students.

* Even if the seat they were in on the 40th day snapshot was only the “Elective” class above, you would still report the Math class

**Homeroom Course Codes 0000-0008**

To better align subject areas to teachers and students, some districts have stopped reporting elementary homeroom course codes and instead are reporting the elementary, subject –area-specific course codes.

**Elementary Setting Subject Specific Course Codes:**

* 1025 Lang Arts, 1717 Science, 2020 Math, 2738 Social Studies
* Elementary Intervention: 1024 Lang Arts Intervention, 1710 Science Intervention, 2017 Math Intervention, 2728 Social Studies Intervention

e.g. If elementary students have one teacher for Math and another for Language Arts, then report both subject specific course codes and not the elementary “homeroom” course codes of 0000-0008.

**Note:** Don’t report homeroom course codes if taking attendance only; otherwise, this non-teacher will get all SBA Math/Reading/Science assessments attached to them--STARS does not have an Attendance Course Code.

**Misalignment Issues: Courses vs. Staff Assignments**

For correct data alignment, ensure people reported in the COURSE INSTRUCTOR template teaching courses (as either a Primary Instructor or Other Instructor) are also reported in the Staff Assignment template 1) in a TEACHING staff assignment code AND 2) have matching School Location Codes.

Below exception report will identify discrepancies:

**STARS report path: STAFF>Course**

[**Course Instructor Compared to Staff Assignment Exceptions**](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Course%20Instructor%20Compared%20to%20Staff%20Assignment%20Exceptions.rdl)

* Error Message
  + No Staff Snapshot
  + No Course Instructor
  + No Course Instructor at Location
  + No FTE
  + No TEACHING Staff Assignment
  + No TEACHING Staff Assignment at Location

e.g. To avoid an “exception”, if a Principal is also teaching classes, then split their Staff Assignment FTE between a principal and a teacher; especially if being observed in a classroom.

**These are legitimate “exceptions” which may be ignored if encountered:**

* Staff Assignment Codes in the EDUCATIONAL ASSISTANT category should NEVER be reported as *Primary Instructors* (Teacher of Record); however, they may be reported as *Other Instructors* in the COURSE INSTRUCTOR template.
* Staff Assignment Code 108 (Native American Language & Culture Instructor) appears under the OTHER PERSONNEL category because they are not considered TEACHERS under the 3-tier licensure statute; however, they may be reported as “*Primary Instructors*” (Teacher of Record) in the COURSE INSTRUCTOR template and will NOT result in a Licensure Discrepancy if coded correctly (with the appropriate Staff Assignment Code and Course Code). They are issued a “certificate” not a “teaching license.”
* Substitute teachers (identified as Staff Qualification Status Code =S (Long-term) or T (Short-term) in the STAFF SNAPSHOT template) may be reported as *Primary Instructors* (Teacher of Record) in the COURSE INSTRUCTOR template but may not necessarily have a STAFF ASSIGNMENT record. Subs are omitted from the above exception report.

**Common mistakes:**

* Staff Assignment Codes in the SUPERVISOR, DIRECTOR or MANAGER category should NEVER be reported as *Primary Instructors* (Teacher of Record) in the COURSE INSTRUCTOR template. If an Art Supervisor is also teaching Art Classes, report this person with TWO Staff Assignment Codes with appropriate FTE in both. i.e. Report 40=Art Supervisor and appropriate TEACHER staff assignment code (30=Secondary Teacher for high school, 21=Elementary Teacher, etc…)
* 93/93S Speech Language Pathologists (SLP) should never be reported teaching a course because they are NOT teachers; and consequently, a SPEECH course code does not exist. They should not be observed and evaluated using the NMTEACH rubric. Instead, this service should be reported in the SPECIAL EDUCATION SERVICES FACT template, which includes Staff ID, Student ID and type of service provided. SLPs fall under the RELATED SERVICE PERSONNEL FOR SPECIAL EDUCATION category.
* 83 Resource Coordinator falls under the OTHER PERSONNEL category and should never be reported teaching courses. Because their job duty allows a teaching license (among other licenses), it does not imply they are teaching. If performing multiple job duties, such as a TEACHER and RESOURCE COORDINATOR, please report both Staff Assignment codes with the appropriate FTE, then they may be reported in COURSE INSTRUCTOR. There may be some confusion because years ago this used to be referred to as RESOURCE TEACHER, but was renamed to RESOURCE COORDINATOR because they are not necessarily teachers. This re-alignment occurred when 3-tier licensure went into effect, which drives minimum salaries based on license levels.
* 105 Academic Instructional Coach falls under the OTHER PERSONNEL category and should never be reported teaching courses in the COURSE INSTRUCTOR template. If performing multiple job duties, such as a TEACHER and ACADEMIC INSTRUCTIONAL COACH, please report both Staff Assignment codes with the appropriate FTE for each. Then they may be reported in COURSE INSTRUCTOR.

For a complete list of Staff Assignment Codes with categories, go to Appendix B, Staff Assignment Codes.

**Exited Teacher reporting problem**

**If a teacher retired at the end of last year and they are reported one last time to STARS at the beginning of this year, then only report them in STAFF with an Exit Date and reason for leaving.**

* Don’t report them in *STAFF SNAPSHOT* or *STAFF ASSIGNMENT* because these templates are reserved for “active” staff only

**Problem: Missing Parent/Student Survey records**

**Caused by misaligning courses to teachers to students**

* Various causes:
  + Teacher never reported in STARS teaching a course code in *COURSE INSTRUCTOR*
  + Teacher reported teaching a course but no students were enrolled in the course in *COURSE ENROLL*

**Important:** Everyone providing instruction to students should be reported to STARS in COURSE INSTRUCTOR and COURSE ENROLL.

**Problem: Missing Teacher Attendance Data**

**Issue:** Academic Instructional Coach (105), Resource Coordinator (83) & supervisor/manager staff assignment codes are common mistakes and are not considered TEACHERS. If performing BOTH job duties (teacher + other position), submit 2 Staff Assignment Codes with the appropriate FTE.

**Business rules for determining missing Teacher Attendance data:**

* **Teachers of Courses must be reported in a TEACHING Staff Assignment Code**
* PED relies on teachers being reported in a TEACHING Staff Assignment. Run the STARS report *“Teacher Attendance Missing Days Absent”* to determine if ANYONE reported in a TEACHING Staff Assignment for the year is missing a STAFF ATTENDANCE record.

**STARS report path: STAFF>Teachers>Teacher Attendance:**

[Teacher Attendance Missing Days Absent](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Attendance/Teacher%20Attendance%20Missing%20Days%20Absent.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FTeachers%252FTeacher%2520Attendance%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

* + Missing teachers (based on Staff ID) should be added to STARS via the *STAFF ATTENDANCE* template
    - Even if no longer employed at your district/charter
* **STAFF ATTENDANCE is mandatory if Teacher Attendance chosen on Evaluation Plan**
* If Teacher Attendance was chosen as a measure in your Evaluation Plan AND the person has an observation score, then a STAFF ATTENDANCE record stating *Number of Days Absent* is mandatory.
* **Teachers of courses may be determined from COURSE INSTRUCTOR template**
* Include both PRIMARY INSTRUCTORS and OTHER INSTRUCTORS
* If teachers of classes are not in alignment with TEACHER Staff Assignment codes, this is a better option for determining teachers rather than relying on the Staff Assignment Code in business rule 1.

**Note:** If districts/charters are creating their own business rules for determining which Staff IDs to include in the STAFF ATTENDANCE template, refer to the above business rules.

**To view a list of TEACHERS based on a TEACHER Staff Assignment Code (which should match those with Observations), run the following STARS report:**

**STARS report path: STAFF>Teachers>Teacher Data Quality Tools**

[STARS Staff Data for Teachscape Reconciliation](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/STARS%20Staff%20Data%20for%20Teachscape%20Reconciliation.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FTeachers%252FTeacher%2520Data%2520Quality%2520Tools%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB&DefaultItemOpen=1&DefaultItemOpen=1)– select the TEACHER option.

**STARS report path: STAFF**

[Staff Assignments by District, Location, Staff for Snapshot Date](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Assignments%20by%20District,%20Location,%20Staff%20for%20Snapshot%20Date.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF&DefaultItemOpen=1&DefaultItemOpen=1)– If a teacher did not appear in the above “*STARS Staff Data for Teachscape Reconciliation”* report, run this report to view their Staff Assignment code.

**ELD Pull-out Example - Elementary**

**Program code: ELL/T3; Valid Value: 7 & 8**

**Business Rule**:

**Report students in proper program codes (ELL, T3) and include 1062 ELD course codes**

* e.g. Homeroom elementary 3rd grade class contains both English Learners (ELL) and non-ELL students (IFEP or RFEP)
  + Report course code **00030000**
    - 0003 denotes 3rd grade homeroom and requires an elementary teaching license
* 5 ELL students are provided ELD instruction in the above homeroom class (valid value 8) with the same teacher
  + Report course code **10620000**, in addition to course code 0003
    - 1062 denotes ELD course as part of ELL program
* e.g. Homeroom elementary 3rd grade class contains both English Learners (ELL) and non-EL students (IFEP or RFEP)
  + Report course code **00030000**
    - 0003 denotes 3rd grade homeroom and requires an elementary teaching license
* 5 ELL students get pulled-out of the above homeroom class for ELD pull-out (valid value 7) portion an sent to a different teacher
  + Report course code **10620000**
    - 1062 denotes ELD course as part of ELL program

**Reporting Bilingual Classes**

**Business Rules and Examples:**

**BEP Courses must be identified. If the BEP course is taught as part of a state-funded Bilingual Multicultural Education Program, then also specify Bilingual Multicultural Education Program (BEP) code in COURSE INSTRUCTOR (field #60, Course Special Program Code = BEP). Note: The Bilingual endorsement rules are built into the Licensure Discrepancy logic.**

e.g. Home Room Elementary 3rd grade as part of first and/or third hour funded BEP

• Report course code 00030000

• 0003 denotes 3rd grade homeroom and requires an elementary teaching license

e.g. Home Room Elementary 3rd grade as part of first and/or third hour funded SPANISH BEP

• Report course code 00038000

• 0003 denotes 3rd grade homeroom and requires an elementary teaching license

• 8 in the 5th digit denotes that a bilingual endorsement is required because it is part of state-funded BEP

e.g. Elementary language class as part of first hour funded BEP

• Report course code 12740000

• 1274 denotes a class specifically for elementary home/heritage language pull-out programs or self- contained instruction (Native American language)

• For Native American language classes taught by a tribally-approved instructor with a 520 NALC do NOT put an 8 in the 5th digit.

e.g. Elementary SPANISH language class as part of first hour funded BEP

• Report course code 12748000

• 1274 denotes a class specifically for elementary home/heritage language pull-out programs or self- contained instruction (Spanish)

• 8 in the 5th digit denotes that a bilingual endorsement is required because it is part of state-funded BEP

e.g. Secondary language class as part of first hour funded BEP

• Report course code 12720000

• 1272 denotes a class specifically for secondary home/heritage language programs

• For Native American language classes taught by a tribally-approved instructor with a 520 NALC do NOT put an 8 in the 5th digit.

e.g. Secondary SPANISH language class as part of first hour funded BEP

• Report course code 12728000

• 1272 denotes a class specifically for secondary home/heritage language programs and requires a secondary teaching license with an MCNL endorsement

• 8 in the 5th digit denotes that a bilingual endorsement is required because it is part of state-funded BEP.

1062 ELD at the elementary level as part of the second hour funded BEP

• Report course code 10620000

• 1062 denotes ELD course in an EL program

• The 1062 course as part of a state-funded BEP, at the elementary level can be taught by a TESOL or Bilingual endorsed teacher.

• For classes taught by a Bilingual endorsed teacher, put an 8 in the 5th digit. 8 in the 5th digit denotes that a bilingual endorsement is required because it is part of state-funded BEP

1062 ELD at the secondary level as part of the second hour funded BEP

• Report course code 10620000

• 1062 denotes ELD course in an EL program

• The 1062 course as part of a state-funded BEP, at the secondary level must be taught by a TESOL endorsed teacher, do NOT put an 8 in the 5th digit.

1063 ELA-ELD as part of the second hour funded BEP, Secondary Only

• Report course code 10630000

• 1063 denotes ELA/ELD course in an EL program and requires a secondary teaching license with an English Language Arts endorsement

• The 1063 course as part of a state-funded BEP must be taught by a TESOL endorsed teacher, do not put an 8 in the 5th digit.

2031 Math at the secondary level as part of the third hour funded BEP

• Report course code 20310000

• 2031 denotes Algebra I course

• For classes taught in SPANISH by a Bilingual endorsed teacher, put an 8 in the 5th digit. 8 in the 5th digit denotes that a bilingual endorsement is required because it is part of state-funded BEP

**Bilingual Ed Program courses need to be identified**

* If the ELD course is taught as part of a Bilingual Ed Program, then also specify Bilingual Multicultural Education Program (BEP) code in *COURSE INSTRUCTOR* for EACH of the two courses above (00030000 and 10620000).
* Field 60, *Course Special Program Code* = BEP
  + Should match teachers identified on BEP application
* At least ONE student in this BEP funded class needs to be reported as a BEP student

**Class Roster Report identifies BEP Courses:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports)>[Bilingual Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Bilingual%20Reports)

[Detailed Class Roster - BEP Courses](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Bilingual%20Reports/Detailed%20Class%20Roster%20-%20BEP%20Courses.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FBilingual%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

* Lists students in BEP courses, including their teacher and includes if teacher is properly licensed

**List BEP Teachers, including whether they are appropriately licensed for the BEP courses they teach:**

[STARS Site Collection](https://eui.ped.state.nm.us/sites/stars)>[STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod)>[Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders)>[eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify)>[District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports)>[Bilingual Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Bilingual%20Reports)

[BEP Teachers with Licensure Qualified Status](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Bilingual%20Reports/BEP%20Teachers%20with%20Licensure%20Qualified%20Status.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FBilingual%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

**Special Ed Student’s Graduation Options**

**Standard or Career**

All Special Ed teachers providing instruction to students graduating on a Standard or Career option should be reported with Course Codes (either as a Primary or Other instructor)

* **Important:** If a Special Ed Teacher is teaching CORE subjects, then don’t use Course Code 2802 Resource Center
* If a Special Ed Teacher is teaching CORE subjects (Math, Science, Lang Arts, Social Studies, Music, Art) at the MIDDLE or HIGH SCHOOL, then use subject area course codes (not Special Ed course codes that begin with 28)
  + Must be highly qualified in the course code subject area
* If a Special Ed Teacher is teaching CORE subjects (Math, Science, Lang Arts, Social Studies, Music, Art) to ELEMENTARY students, then use subject area course codes (not Special Ed course codes that begin with 28)
  + Use Elementary CORE course codes to avoid a Not-HQT kick-out for Special Ed self-contained classes (1024/1025 Lang Arts;1710/1717 Science;2017/2020 Math; 2728/2738 Social Studies)

**Ability**

* If 100% of a Special Ed teacher’s instruction is to ABILITY students only, then they won’t have Observations and won’t have a Teacher Effectiveness Rating (Group D)
* Still report course codes
* Most likely ALL course codes will be Special Ed course codes that begin with 28
* May use course code 2802 Resource Center for core subjects, and won’t have to be highly qualified (HQ) in all four CORE content areas since they are using alternative curriculum and courses

**Note:** 2802 Resource Center should not count as graduation credit for CORE subjects for Standard and Career students

**Special Ed Course Code Guidance: Self-contained**

**SpEd Classroom with SpEd students only and taking required CORE class for graduation credit**

* Must be taught by Special Ed teacher
* Special Ed teacher MUST be Highly Qualified(HQ) in content area – there is no other option (cannot be teamed with General Ed teacher to pass HQT)
* If Special Ed teacher is not HQ, will need to work on becoming HQ with Licensure through alternatives to count the course as a CORE course for graduation credit

**Additional Special Ed Course Code Information**

SpEd Teachers teaching low-incident populations (1-2%) where students are in a self-contained class do NOT need to be HQ in all four CORE content areas since they are using alternative curriculum and courses.

Course Codes 2802-2899 meet requirements for students taking alternate assessment, using alternate academic achievement standards (graduating on Ability Option). Any combination of these courses per a students’ IEPs make up required graduation credits (same number for all graduates). These students may also take any class outside these course codes as determined by their IEP team.

If Course 2802 is used to supplement CORE courses or test-taking prep for students, this counts as an elective. i.e. Course 2802 wouldn’t count as Math graduation credit.

**Special Ed Inclusion Scenario I – General Ed Only Teacher**

**Special Ed Inclusion-100% of instruction given by General Ed Teacher**

* General Ed teacher MUST be HQ in content area
* Special Ed teacher doesn’t participate with instruction and doesn’t go into classroom

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduation Option For SpEd** | **Setting** | **Course** | **Section** | **Teacher of Record (Primary Instructor)** | **Other Instructor** | **Students** | **Assessment** |
| **Standard/Career** | Inclusion | Algebra I (2031) | Period1 | GenEd | blank | RegEd + SpEd | Math PARCC/Math SBA; EOC Algebra I |

**Special Ed Inclusion Scenario II – General Ed & SpEd Teachers Split Responsibility**

**General Ed teacher responsible for instruction to RegEd Students and Special Ed teacher responsible for instruction to SpEd students**

* General Ed teacher MUST be HQ in content area
* Special Ed teacher MUST be HQ in content area
* Report same course code (different section) to split students among teachers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduation Option For SpEd** | **Setting** | **Course** | **Section** | **Teacher of Record (Primary Instructor)** | **Other Instructor** | **Students** | **Assessment** |
| **N/A** | Inclusion | Algebra I (2031) | Period1-A | GenEd | blank | RegEd | Math PARCC/Math SBA; EOC Algebra I |
| **Standard /Career** | Inclusion | Algebra I (2031) | Period1-B | SpEd | blank | SpEd | Math PARCC/Math SBA; EOC Algebra I; SpEd Assessment |

**Special Ed Inclusion Scenario III – General Ed Teacher 100% responsible for everyone & SpEd Teachers responsible for SpEd students only**

**General Ed teacher responsible for instruction to RegEd & SpEd Students and Special Ed teacher responsible for instruction to SpEd students only**

* General Ed teacher MUST be HQ in content area
* Special Ed teacher not required to be HQ in content area
* Report same course code (different section) to split students among teachers
* Both teachers receive equal weighting for SpEd students

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Graduation Option For SpEd** | **Setting** | **Course** | **Section** | **Teacher of Record (Primary Instructor)** | **Other Instructor** | **Students** | **Assessment** |
| **N/A** | Inclusion | Algebra I (2031) | Period1-A | GenEd | blank | RegEd | Math PARCC/Math SBA; EOC Algebra I |
| **Standard /Career** | Inclusion | Algebra I (2031) | Period1-B | GenEd | SpEd | SpEd | Math PARCC/Math SBA; EOC Algebra I; SpEd Assessment |

**Online Course Code example**

**Business Rules:**

* Course Code: Any 4-digit course code may be used for online courses (or distance learning)
* Course Instructor: Staff ID
  + Dummy Staff ID 888888888
    - Omitted from Licensure Discrepancy, HQT & Teacher Effectiveness
  + Actual Staff ID
    - Used to verify proper licensure and must be Highly Qualified for CORE courses
* Student Course Enrollment:
  + Course Delivery Model Code (field #15)
    - FF=Face-to-Face:
      * Report local instructor’s SSN as primary instructor with one exception; for Dual Credit report Dummy Staff ID 777777777.
      * Majority of classes
    - HY=Hybrid (Blended learning):
      * Report local instructor’s SSN as primary instructor of person providing Face-to-Face learning
      * Use for CTE courses that encompass both face-to-face and online instruction
      * Requires vendor in *Course Content* (field #16)
    - DL= Distance Learning:
      * Report Dummy Staff ID 888888888 as primary instructor; unless the teacher is employed by the district and known.
      * Use if teacher and students are separated by space and time
      * Requires vendor in *Course Content* (field #16)
    - CB= Computer-based:
      * Report Dummy Staff ID 888888888 as primary instructor if the person is monitoring (or is a proctor) and is not the teacher of record
      * Instruction via computer only
      * Requires vendor in *Course Content* (field #16)
* Course Content Code (field #16)
  + Online Vendor must be specified in the *Course Content Code* (field #16) if *Course Delivery Model Code* (field #15) is Hybrid, Distance Learning or Computer-based
    - Vendor examples: Aplus, EdConnection, Edgenuity, Edmentum, K-12 or Odysseyware.

**Report Path: Online Course Reports**

* [Classes By District, School, Course, Student with Grade and Teacher-Course Content](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Online%20Course%20Reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher-Course%20Content.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FOnline%2520Course%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B97C2247A%2D2D1F%2D4454%2D9AB1%2D7D9D771BD718%7D&DefaultItemOpen=1&DefaultItemOpen=1)
* [Classes By District, School, Course, Student with Grade and Teacher-Dummy Staff ID](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Online%20Course%20Reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher-Dummy%20Staff%20ID.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FOnline%2520Course%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B97C2247A%2D2D1F%2D4454%2D9AB1%2D7D9D771BD718%7D&DefaultItemOpen=1&DefaultItemOpen=1)

**Class Rosters**

**Important to run and disseminate to teachers for accuracy**

* Make corrections to STARS during open window
* If data is missing, run exception reports or Template Validation reports and resubmit missing data
* Accurate class roster data in STARS will reduce the number of changes to Accuroster

**Report Path: STAFF>Course**

* [Detailed Class Roster All Snapshots](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Detailed%20Class%20Roster%20All%20Snapshots.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FCourse%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)
  + Shows snapshots for each student in a CourseCode+Section (can easily identify holes)
* [Detailed Class Roster for Teachers](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Detailed%20Class%20Roster%20for%20Teachers.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FCourse%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)
  + Starts new page when teacher changes
  + Includes Other Instructors

**Validating Staff Data through STARS reports**

**Report Path: STAFF**

[Staff Snapshot Compared to Staff Assignment Exceptions](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Snapshot%20Compared%20to%20Staff%20Assignment%20Exceptions.rdl)

* Every STAFF ID found in Staff Snapshot should exist in Staff Assignment and *vice versa* except
  + Dummy Staff IDs (888888888, 777777777, 555555555) are omitted
  + Substitute Teachers are omitted
* Error Message
  + No Staff Snapshot
  + No Staff Assignment

**Validating Course Data through STARS reports**

**Why is this important?**

* To ensure accurate student-course-teacher associations because of its use in NMTEACH Educator Effectiveness

**Report Path: STAFF>Course**

[Bad Dates in Student Course Enrollment causing Duplicates for Year-Summary](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Bad%20Dates%20in%20Student%20Course%20Enrollment%20causing%20Duplicates%20for%20Year-Summary.rdl)

* Statewide report showing aggregate data
* There should NEVER be any data appearing
  + If there is, it means multiple Snapshot Dates were associated with a single reporting period; such as 40D reported for 10/1 AND 12/15. Bad data needs to be deleted.

[Course Enrollments without Course Instructors](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Course%20Enrollments%20without%20Course%20Instructors.rdl)

[Course Instructors without Course Enrollments](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Course%20Instructors%20without%20Course%20Enrollments.rdl)

[Student Grade Level Outside Course Grade Range](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Student%20Grade%20Level%20Outside%20Course%20Grade%20Range.rdl)

* Look for obvious misreporting; such as High School students reported in Kindergarten classes. If off by a few grade levels, probably not a problem, because it’s possible to have an 8th grader taking a 9th grade class.

[Course Enroll Exception - Inconsistent Reporting Periods](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Course%20Enroll%20Exception%20-%20Inconsistent%20Reporting%20Periods.rdl)

* Error Message
  + Wrong Course Enroll Effective Date for Snapshot Date
  + No Course Enroll Effective Date
  + Wrong Course Instructor record for Snapshot Date
  + No Course Instructor
  + Wrong Semester for Snapshot Date
  + Course Instructor Snapshot Date not found in Course Instructor
  + Wrong Student Snapshot Date
  + No Student Snapshot Date

[Course Instructor Exception - Inconsistent Reporting Periods](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Course%20Instructor%20Exception%20-%20Inconsistent%20Reporting%20Periods.rdl)

* Error Message
  + Wrong Semester when matched Snapshot Date to Course Instructor Snapshot Date
    - Semesters have snapshot dates associated with them which must be consistent; such as Semester 1 = 40D = 10/1
  + Wrong Course Instructor Snapshot Date when matched Semester to Snapshot Date
  + No Staff Snapshot

[Course Instructor Compared to Staff Assignment Exceptions](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Course%20Instructor%20Compared%20to%20Staff%20Assignment%20Exceptions.rdl)

* Error Message
  + No Staff Snapshot
  + No Course Instructor
  + No Course Instructor at Location
  + No FTE
  + No TEACHING Staff Assignment
  + No TEACHING Staff Assignment at Location

[Teacher Class Search - External](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teacher%20Class%20Search%20-%20External.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FCourse%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

* Search by Teacher (Name, DOB or Staff ID) and lists all courses ever taught
* Including those taught in other districts
* Longitudinal search across years
* Staff ID is masked on result set
* Summarizes by year, district, school & 4-digit Course Code + Course Description
* Use for Teacher Effectiveness analysis (student achievement data mapped to teachers through course codes)

**Validating Teachers through STARS reports**

**Report Path: STAFF>Teachers>Teacher Data Quality Tools**

[Teachers Teaching No Students at District](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/Teachers%20Teaching%20No%20Students%20at%20District.rdl)

* Reported as TEACHER in Staff Assignment but couldn’t link to any students in Course Enroll

[Teachers Teaching No Students at Teacher FTE Location](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/Teachers%20Teaching%20No%20Students%20at%20Teacher%20FTE%20Location.rdl)

* Reported as TEACHER in Staff Assignment but couldn’t link to any students in Course Enroll at this location (school)

[STARS Staff Data for Teachscape Reconciliation](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Teachers/Teacher%20Data%20Quality%20Tools/STARS%20Staff%20Data%20for%20Teachscape%20Reconciliation.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%252FTeachers%252FTeacher%2520Data%2520Quality%2520Tools%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

* Allows selection of TEACHERS reported in STARS, which should be the same people with observations
* If a teacher is missing, then run the following report to see what Staff Assignment Code was reported for them and make the correction
  + **Report Path: STAFF,** [Staff Assignments by District, Location, Staff for Snapshot Date](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Staff%20Assignments%20by%20District,%20Location,%20Staff%20for%20Snapshot%20Date.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FSTAFF%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

**Spot-check Teacher, Course & Student data alignment**

**Report Path: STAFF>Course**

[Teachers Classes By District, School, Staff, Course](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/STAFF/Course/Teachers%20Classes%20By%20District,%20School,%20Staff,%20Course.rdl)

* Aggregate, one row per class

**Report Path: Student Grades and Online Course reports**

[Classes By District, School, Course, Student with Grade and Teacher](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades%20and%20Dual%20Credit%20reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher.rdl)

* Requires Staff Snapshot (of Course Instructor’s Primary Instructor) and Student Snapshot (of Course Enroll’s Student) be found
* If not found, student record will be omitted. Should run exception report to determine why it was omitted and fix data if appropriate.

[Classes By District, School, Course, Student with Grade and Teacher-Course Content](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades%20and%20Dual%20Credit%20reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher-Course%20Content.rdl)

* *Course Delivery Codes* Distance Learning and Computer-based (may be taught by teachers not reported in Staff Snapshot (Dummy Staff IDs); therefore, it joins to *STAFF* instead of *STAFF SNAPSHOT* to get Staff Name)

[Classes By District, School, Course, Student with Grade and Teacher-Dummy Staff ID](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/Student%20Grades%20and%20Dual%20Credit%20reports/Classes%20By%20District,%20School,%20Course,%20Student%20with%20Grade%20and%20Teacher-Dummy%20Staff%20ID.rdl)

* Dummy Staff ID (888888888,777777777,555555555) classes (taught by teachers not reported in Staff Snapshot; therefore, it joins to *STAFF* instead of *STAFF SNAPSHOT* to get Staff Name)

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| Appendix Z – Crosswalk for Food Program Participation, Direct Certification and Economic Status |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **School**  **NSLP**  **Program**  **Type** | **Food Program Participation**  **field 33** | | | **Direct Certification Status Code**  **formerly called**  **Economic Disadvantaged Status Code**  **field 88**  **Only identified students are reported**  **regardless of school's NSLP program type** | | | **Economic Status**  **field 131** | | |
| **Valid Values** | | | **Valid Values** | | | **Valid Values** | | |
| **F** | **R** | **N** | **1** | **2** | **3** | **F** | **R** | **N** |
| **CEP Community Eligibility Provision** | Report all  students as FREE | NA | NA | SNAP | Other - Homeless,  Migrant, Foster, Head start, or FDPIR | SNAP - through  extended eligibility household member of SNAP student | Report the students  identified in the Direct Cert Report as SNAP or Other Categorically Eligible | Typically there are no reduced students in  a CEP school. However if a student transferred from a Non CEP school and they were identified as Reduced Report them here. | All other  students |
| **Standard** | Report according to NSLP income applications; include those directly certified from the Direct Cert Report. | Report according to NSLP income applications | Report according to NSLP income applications | SNAP | Other - Homeless,  Migrant, Foster, Head start, or FDPIR | SNAP - through  extended eligibility household member of SNAP student | Report according to NSLP income applications; include those directly certified from the Direct Cert Report. | Report according to NSLP income applications | Report according to NSLP income applications |
| **Provision 2** | Report all  students as FREE | NA | NA | SNAP | Other - Homeless,  Migrant, Foster, Head start, or FDPIR | SNAP - through  extended eligibility household member of SNAP student | Report as identified in NSLP  applications collected in the base year or the Direct Cert Report as SNAP or Other Categorically Eligible | Report as identified in NSLP  applications collected in the base year or the Direct Cert Data | All other  students |
| **Not in  NSLP** | Report as identified  on annual family income survey or the Direct Cert Report as SNAP or Other Categorically Eligible | Report as identified  on annual family income survey or the Direct Cert Report as SNAP or Other Categorically Eligible | Report as identified  on annual family income survey or the Direct Cert Report as SNAP or Other Categorically Eligible | SNAP | Other - Homeless,  Migrant, Foster, Head start, or FDPIR | SNAP - through  extended eligibility household member of SNAP student | Report as identified  on annual family income survey or the Direct Cert Report as SNAP or Other Categorically Eligible | Report as identified  on annual family income survey or the Direct Cert Report as SNAP or Other Categorically Eligible | Report as identified  on annual family income survey or the Direct Cert Report as SNAP or Other Categorically Eligible |

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| Appendix Z01 – 7/15 (Open Year Round) Snapshot Date |

A new snapshot date was implemented in school year 2017-18 in STARS to allow the collection of data falling outside the normal snapshot dates of 40D, 80D, 120D and EOY.

July 15 (represents the open year round snapshot date)

Values:

* Snapshot Date=**YYYY-07-15 (e.g. 2017-07-15 is the value for school year 2017-18)**
* Semester = **9**
* Enrollment Period Number/Marking Period = **906**

**Purpose:** To allow the collection of data falling outside our normal snapshot dates of 40D, 80D, 120D & EOY. It’s also used as a data transfer mechanism to feed other systems. ETLs (Extract, Transform and Load) have been written which load STARS data into these other systems.

**Goal:**

* To have the most up-to-date data transferred from STARS to various systems to meet their data needs. Different systems will require different time period collections. As an example, NMEPIC requires data submission in the Fall and Spring.

**Business Rules:**

* Open all year long and will be available the beginning of June for data submission
  + Allows data collection to occur on the first day of school as opposed to waiting until the 40th day
  + Accommodates data collection timelines for K-3 Plus and PreK schools
* Its unlike other snapshot date collections, in that the data in the 7/15 snapshot is NOT cumulative, but should reflect the school district’s Student Information Systems (SIS) data at the time of submission; real-time SIS data at that time. Real-time data will be submitted to the 7/15 snapshot date throughout the year.
* Data will be transferred from the 7/15 snapshot date to other systems (NMEPIC, ECOT) and will be used to keep other systems up-to-date. This methodology may require some clean-up in other systems because it can’t reflect EVERY change, such as, it doesn’t know if a Course Code changed from 0033 to 0034.
* Unlike other snapshot dates, school districts may delete their own 7/15 STARS data in PRODUCTION for these snapshotted templates:
  + ***Staff Snapshot, Student Snapshot, Course, Course Instructor, Student Course Enrollment (Course Enroll) & Programs Fact*** (***Programs Fact*** template no longer needs to be submitted to the 7/15 snapshot date)
    - Note: ***Staff***, ***Student*** and ***School Enrollment*** deletes are not allowed by districts since they do not contain a snapshot date.

**Systems fed by 7/15 snapshot data:**

* NMEPIC
  + For scheduling students to take online End-of-Course Exams (EOCs) in the EPIC application
  + Only NMEPIC participating schools and only class rosters with course codes tied to EOCs will be transferred
  + Class rosters are transferred, which identifies the course, teacher and student at a school
  + STUDENT data is transferred to allow students to be added to an existing EPIC class roster once they are associated with your district
* ECOT (Early Childhood Observation Tool)
  + For assessing prekindergarten and kindergarten students
  + Only PreK and Kindergarten students reported in home-room courses codes 0033, 0034, 0035, 0044, 0K3P, 0000 or 2802 will be transferred
  + Class rosters are transferred, which identifies the course, teacher and student at a school

**Templates to submit to 7/15 for ECOT and NMEPIC class roster creation:**

STAFF, STAFF SNAPSHOT, STUDENT, STUDENT SNAPSHOT, COURSE, COURSE INSTRUCTOR & COURSE ENROLL

* Ensure any templates that reference a Snapshot Date (including snapshot place-holder fields) contain the values relating to the snapshot date
  + COURSE
    - Field 26, Semester valid values: **9** = 7/15 Open Year Round
  + COURSE INSTRUCTOR
    - Field 17, Semester valid values: **9** = 7/15 Open Year Round
    - Field 18, Class Period valid values:
      * For PreK
        + **AM** (morning); **PM** (afternoon) or **FD** (full-day)
      * For K-12
        + **FD** (Full-day; typically for Kindergarten),

**SEM** (semester); **TRI** (trimester); **YR** (Year-long); **BLK** (Block Scheduling); **SP** (Self-Paced); **QTR** (Quarter); **PO** (Pull-out)

* + - Field 24, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + COURSE ENROLL
    - Field 4, Enrollment Period Number valid values: **906** = 7/15 Open Year Round
    - Field 5, Effective Date valid values: **2017-07-15** = 7/15 Open Year Round
    - Field 13, Semester valid values: **9** = 7/15 Open Year Round
    - Field 21, Course Instructor Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STAFF SNAPSHOT
    - Field 50, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STUDENT SNAPSHOT
    - Field 83, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STAFF
    - No change
  + STUDENT
    - No change

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| Appendix Z02 – Early Childhood Observation Tool (ECOT) Roster Submission to STARS |

The Early Childhood Observation Tool (ECOT) was first introduced in the School Year 2017-18. It is an enhancement of KOT (Kindergarten Observation Tool) and was expanded to include Prekindergarten (PreK) students and teachers.

**Purpose:**

ECOT is an application developed and housed at The PED and will contain the STARS universe of PreK and Kindergarten students for assessing students and tracking growth to assure students are on-track.

* PreK – Progress monitoring tool
* Kindergarten – Knowledge & skill level assessment tool

In STARS, PreK includes students defined as NMPREK, Head Start, FACE, PEER, Title I PreK and 3Y and 4Y Special Ed students.

The 7/15 Open Year Round snapshot window for ECOT submission opens the beginning of June. Teachers will want to assess their students soon after school starts.

## ECOT Business Rules:

* Requires data submission to the 7/15 (Open Year Round) snapshot of all the templates which make up a class roster (***STAFF***, ***STAFF SNAPSHOT***, ***STUDENT,*** ***STUDENT SNAPSHOT , COURSE***, ***COURSE INSTRUCTOR***, ***COURSE ENROLL***) – Only 7/15 snapshot data is transferred to ECOT
  + July 15 Values
    - Snapshot Date = **YYYY-07-15**
      * YYYY represents a school year. e.g. for school year 2017-18 the snapshot date value will be 2017-07-15)
    - Semester = **9**
    - Enrollment Period Number/Marking Period = **906**
  + Data may be submitted whenever changes occur and will get transferred within 24 hours from STARS to ECOT (the current schedule is daily at 9:30a)
    - It’s recommended to submit data to the eDM Test Environment first (and clean it up there) before loading it into eDM Production. This prevents bad data from being transferred to ECOT.
    - The teacher’s email address is passed to ECOT and is used to generate an email with their ECOT login information. Email address changes should be submitted to STARS and are processed automatically in ECOT; Teachers will be sent new login credentials and their OLD login will no longer work.  Prior students will still be tied to them as long as their Staff ID has not changed.
* The STARS universe of prekindergarten (PreK) and kindergarten students should be assessed in ECOT. These students are identified in the ***Student Snapshot*** template as *Student Grade Level* = PK (PreK) or KF (Kindergarten Full-Day). Note: KN (1/2 day kindergarten) is obsolete. The transfer process is setup to ONLY transfer Prek and kindergarten students.
* Only PK and kindergarten “home-room” Course Codes are transferred to ECOT
  + **PK “Home-room” Course Codes:**
    - 0033 (3-yr old SpEd self-contained class – teacher must be certified; cannot be used for NMPREK funded students because 3-yrs olds are not funded thru NMPREK--only 4-yr olds are funded thru NMPREK)
    - 0034 (3 & 4 year olds, typically non-special ed class, but may contain SpEd students if it’s an inclusion class. Teacher must be certified. May contain NMPREK 4-yr olds.)
    - 0044 (4-yr old SpEd self-contained class – teacher must be certified. May contain NMPREK 4-yr olds.)
    - 0035 (new – Non-certified PreK Teacher. May be used for Head Start & FACE but not for NMPREK, Title I or 3Y/4Y (due to funding rules))
  + **Kindergarten “Home-room” Course Codes:**
    - 0000 Kindergarten
    - 0K3P K-3 Plus Summer
    - 2802 Special Ed Self-contained C & D level
* ECOT’s goal is to receive from STARS 1 student record per 7/15 snapshot date with one Course Code and one Teacher (Primary Instructor is passed to ECOT, but not the other instructors). If duplicate student records are found, they will need to be resolved manually in ECOT by the district/charter.

**How often to submit ECOT data to the 7/15 (Open Year Round) snapshot date?**

**Assessment Data Windows (1 window for Kindergarten; 3 windows for PreK):**

Beginning of Year (BOY)

* Beg-Jun thru Mid-Oct
* both PK and K

Middle of Year (MOY)

* Beg-Dec thru Feb
* PK only

End of Year (EOY)

* Mid-Apr thru End-May
* PK only

Note: When students move between districts and schools, teachers who are using ECOT for assessing students may request periodic Class Roster updates be submitted to the STARS 7/15 snapshot date; so the latest changes may be reflected in ECOT.

## ECOT Data Process:

* 7/15 Open-Year-Round snapshot window for ECOT submission opens the beginning of June and is available for submission all year long. Teachers will want to assess their students in ECOT soon after school starts; therefore, STARS Coordinators will want to prepare their Student Information System (SIS) earlier than normal and start submitting their PreK and Kindergarten rosters to STARS then. Early submission in June is due to K-3 Plus. PreK schools start opening in July.
* Data in the 7/15 snapshot date is NOT cumulative, but should reflect data at the time of submission; real-time SIS data at that time. Districts will be extracting real-time data from their SIS and submitting to the 7/15 snapshot date throughout year

## eDM Submission Process:

This collection window is open in both TEST and PRODUCTION, but only PRODUCTION data will be transferred to ECOT. The eDM collection window is called ***SY2018 7/15 Open Year Round***.

**Roster creation in ECOT requires the submission of the following templates:**

STAFF, STAFF SNAPSHOT, STUDENT, STUDENT SNAPSHOT, COURSE, COURSE INSTRUCTOR & COURSE ENROLL

* Ensure any templates that reference a Snapshot Date (including snapshot place-holder fields) contain the values relating to the new snapshot date.
* Because the automatic data transfer to ECOT will be applying the following filters, your vendor may create a 7/15 snapshot extract for ECOT using these same filters:
  + Student Grade Level = PK, KF (Kindergarten full-day) or KN (1/2 day kindergarten is obsolete)
  + 4-alphanumeric Course Codes = 0033, 0034, 0044, 0035, 0000, 0K3P or 2802

Note: The actual Course Code Long field is 8 in length. The course codes listed here will be reported in the 1st 4 positions of the 8-alphanumeric Course Code Long field.

* Please do not report a student in more than one of these course codes within a snapshot date or duplicate data cleanup will be required in ECOT
  + 0033, 0034, 0044, 0035, 0000, 0K3P or 2802
* PED IT’s recommendation is to have your vendor emulate an existing snapshot extract process (preferably the prior year’s NMEPIC Spring Snapshot of 4/1) and replace the snapshot information as follows:
  + COURSE
    - Field 26, Semester valid values: **9** = 7/15 Open Year Round
  + COURSE INSTRUCTOR
    - Field 17, Semester valid values: **9** = 7/15 Open Year Round
    - Field 18, Class Period valid values:
      * For PreK
        + **AM** (morning); **PM** (afternoon) or **FD** (full-day)
      * For Kindergarten
        + **FD** (Full-day) or any of these valid values

**SEM** (semester); **TRI** (trimester); **YR** (Year-long); **BLK** (Block Scheduling); **SP** (Self-Paced); **QTR** (Quarter); **PO** (Pull-out)

* + - Field 24, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + COURSE ENROLL
    - Field 4, Enrollment Period Number valid values: **906** = 7/15 Open Year Round
    - Field 5, Effective Date valid values: **2017-07-15** = 7/15 Open Year Round
    - Field 13, Semester valid values:  **9** = 7/15 Open Year Round
    - Field 21, Course Instructor Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STAFF SNAPSHOT
    - Field 50, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STUDENT SNAPSHOT
    - Field 83, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STAFF
    - No change
  + STUDENT
    - No change

**ECOT STARS reports:**

Note: A new ECOT folder has been created.

|  |  |
| --- | --- |
| |  | | --- | | [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars) > [STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod) > [Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders) > [eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify) > [District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports) > [ECOT](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/ECOT) |   [ECOT Detailed Class Roster](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/ECOT/ECOT%20Detailed%20Class%20Roster.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FECOT%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB&DefaultItemOpen=1&DefaultItemOpen=1) |

* Run this report to verify roster data against the new 7/15 Open Year Round snapshot date of 2017-07-15
* Report modeled after “Detailed Class Roster for Teachers” and lists students enrolled in courses with their teacher. Only the PRIMARY INSTRUCTOR (Teacher of Record) is transferred to ECOT; not the “other instructors” because a class can only be associated with one teacher in that system. Note: In addition, in ECOT a teacher can only be associated with ONE school.
* Snapshot parameter specified will be **2017-07-15 – YEARLONG**.
* To see EXACTLY which rosters will (or were) transferred to ECOT, leave the default parameter for **COURSES = ECOT**, so only those courses to be transferred will be displayed. For trouble-shooting purposes, you may want to change this value to ALL. For example, if you’re wondering why a particular course wasn’t transferred to ECOT, if you run the “COURSES=ALL” parameter, you’ll see all the Class Roster records for the snapshot date. You should then verify the grade level of the student is PreK or Kindergarten AND verify the course code is one of the predefined PreK or Kindergarten homeroom course codes of 0033, 0034, 0044, 0035, 0000, 0K3P or 2802.

**To view a list of valid CLASS PERIODS to report in Course Instructor, run the following report:**

|  |
| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars) > [STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod) > [Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders) > [eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify) > [District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports) > [General Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/General%20Reports) |

[List Master Lookup](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/General%20Reports/List%20Master%20Lookup.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FAllItems%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FGeneral%2520Reports%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B9D3AC498%2D37EF%2D47A9%2D800A%2D97A46F617772%7D&DefaultItemOpen=1&DefaultItemOpen=1)

* Prompts
  + School Year = 2017-2018
  + Lookup Name = CLASS PERIOD

It’s important to note, **ONLY data submitted to the 7/15 Open Year Round snapshot date (2017-07-15) will be transferred to ECOT.**

**Prekindergarten programs/models (Only to be used when Student Grade Level = PK):**

NMPREK

* PED NM PreK funded program
* Field #5 ***Programs Code*** ***(PROGRAMS FACT)*** = NMPREK

FACE (Family and Children Education)

* Program created by Bureau of Indian Affairs to develop a model for American Indian early childhood & parental involvement. Serves 3 & 4 year olds & funded thru Bureau of Indian Education (BIE).
* Field #5 ***Programs Code*** ***(PROGRAMS FACT)*** = FACE

PEER – Preschool Peer Model (Reverse inclusion)

* GenEd students included in Special Ed classrooms to serve as peers and role models
* Field #18 ***Course Special Program Code*** in ***Student Course Enrollment*** = P
* Note: Because this is a “classroom model” and not a program, it’s not stored in Programs Fact, but instead it’s used to identify the GenEd student in the ***Student Course Enrollment*** (***Course Enroll***) template. It’s stored in the same field where “D” for Dual Credit is stored.
* PEER never applies to NMPREK
* PEER is only used for Special Ed stand-alone programs

HEAD START

* **Head** **Start** is a federal program for preschool children three to five years of age in low-income families. Its aim is to prepare children for success in school through an early learning program.
* Some districts are direct grantees, meaning federal money goes directly to district. PED will be identifying schools that have Head Start programs (or entire schools as Head Start) in STARS next year for additional tracking of Head Start students.
* Field #5 ***Programs Code*** ***(PROGRAMS FACT)*** = HEADST

3Y/4Y

* Field #5 ***Programs Code*** ***(PROGRAMS FACT)*** = 3Y (3-year old Special Ed) or 4Y (4-year old Special Ed)

Title I PreK

* Field #5 ***Programs Code*** ***(PROGRAMS FACT)*** = T1APK

Note: Since the **PROGRAMS FACT** template is no longer reported at the 7/15 snaphshot date, prekindergarten students should be identified with appropriate codes at the standard reporting periods 40D, 80D, 120D & EOY, so prekindergarten statistics may be obtained. At these given points-in-time, STARS should be able to determine who the PK students are, what programs they are participating in, & who their teachers are through course codes.

## Support contacts:

For STARS eDM loading issues or questions, please contact the STARS help desk; ***jared.vigil@state.nm.us*** and ***chris.vigil1@state.nm.us***.

For STARS ECOT Class Roster report questions once the data has been successfully loaded, please contact Joe Manley at ***jmanley@crecnm.org***. Joe has a login to both STARS and ECOT. Joe is also a member of the ***PED-EcoTHelpdesk@state.nm.us*** distribution list.

For ECOT application support, please contact the ECOT Help Desk at ***PED-EcoTHelpdesk@state.nm.us.***

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| Appendix Z03 – NMPREK Program |

Beginning in school year 2017-18, PED NMPREK funded students are required to be submitted to STARS. NMPREK is funded through an award letter and data verified through STARS. Students are funded for ½ day (450 Hours) or full-day (900 Hours).

**Purpose:** To verify PED NMPREK funding.

**Business Rules:**

* PED NMPREK funded students are required to be submitted to STARS at EACH reporting period (40D, 80D, 120D, EOY & 9/1 snapshot date)
  + 9/1 is the K-3 Plus (K3P) reporting window, but PED also requires ALL enrolled NMPREK students be submitted no later than 10/1 to this window to meet a 1st quarter reporting deadline. 10/1 may also be used as the cut-off date. Those NMPREK students who enroll AFTER 10/1 may be submitted at the 40th day window. In addition, even though the same student can never be both NMPREK and K3Plus, please be careful when requesting deletes of STUDENT SNAPSHOT records so it doesn’t corrupt the K-3 Plus data OR the NMPREK data. Individual STUDENT SNAPSHOT deletes based on Student ID may be performed by The PED STARS Help Desk to alleviate this timing issue.
* To identify NMPREK students, in the ***PROGRAMS FACT*** template, field #5 ***Programs Code*** must be **NMPREK** and field #18 ***Participation Info*** must be 450HR (1/2 day funded) or 900HR (full-day funded)
* To adhere to state reporting requirements, a quarterly up-to-date NMPREK student submission to the 9/1 (K3P) & 40D for 1st quarter , 80D 2nd quarter, 120D 3rd quarter and EOY 4th quarter snapshot dates are required for the following templates:
  + ***STUDENT, STUDENT SNAPSHOT & PROGRAMS FACT***

Note: NMPREK will no longer be submitted to the 7/15 (Open Year Round) snapshot date. Also, the School Enrollment will no longer be used to omit withdrawal students from the NMPREK Enrollment report since only ACTIVE students will be submitted in ***STUDENT SNAPSHOT*** and ***PROGRAMS FACT*** for these snapshot dates. The first NMPREK enrollment submission will be due mid-October. PED must report quarterly data to the Human Services Division on these dates: Oct 15, Jan 15, Apr 15 & July 15; therefore, data must be finalized in STARS 1-2 weeks prior.

* Only PED NMPREK funded students should be identified as Program Code = NMPREK
  + NMPREK is defined as PreK students attending a public or charter school
  + Do not submit to STARS PreK students who are in a CYFD-funded facility (unless they are funded by Special Ed, in which case report Program Code 3Y or 4Y)
  + NMPREK reported students are NOT funded through SEG, but are funded through an award letter
* NMPREK vs. Special Ed
  + 3Y/4Y Special Ed Students are funded through the State Equalization Guarantee (SEG)
  + A Special Ed student who is exactly 4 years old by midnight on September 1 (and not age-eligible for kindergarten) may be submitted in BOTH 4Y and NMPREK program codes (generating 2 records in the ***PROGRAMS FACT*** template), and they will be funded for both programs.  4Y is funded thru SEG; NMPREK is funded through an award letter (funding is verified by STARS enrollment data).  In addition, the student’s grade level reported in the ***STUDENT SNAPSHOT*** template must be PK.
  + A Special Ed student who is 3 years old by midnight on September 1 should be reported in program code 3Y but not NMPREK (because they don’t meet the requirement “must by 4 by midnight Sep 1 and not age-eligible for kindergarten”).  3Y is funded thru SEG. In addition, the student’s grade level reported in the ***STUDENT SNAPSHOT*** template must be PK.
* PEER never applies to NMPREK

**Data Quality Engine (DQE) Business Rules for prekindergarten:**

* If PROGRAMS\_FACT Programs Code = NMPREK, then student must be exactly 4 years old by midnight on 7/1 of current school year (cannot be 3 or 5 years old)
* If PROGRAMS\_FACT Programs Code = NMPREK, then Student Grade Level in Student Snapshot must be PK.
* If PROGRAMS\_FACT Programs Code =NMPREK, then 1st 4 characters of COURSE\_ENROLL.COURSE\_CODE must be 0034 or 0044
  + These course codes may be used for 4 year old students and require an early childhood teaching license (a requirement for funding)
* If PROGRAMS\_FACT Programs Code is NMPREK, HEADST, T1APK, 3Y, 4Y, or FACE, then Student Grade Level in Student Snapshot must be PK.
* If COURSE\_ENROLL.SPECIAL\_PGM\_CODE=P (PEER), then Student Grade Level in Student Snapshot must be PK.
* If 1st 4 characters of COURSE\_ENROLL.COURSE\_CODE is 0033, 0034, 0035 or 0044, then Student Grade Level in Student Snapshot must be PK.
* If StudentSnapshot.GradeLevel=PK, then CRSE\_INSTRUCT\_SNAPSHOT.CLASS\_PERIOD must be AM, PM or FD
  + Don’t confuse the Class Period values, (which refers to a classroom environment used in ECOT to determine if a teacher teaches a morning, afternoon or full-day class) with the 450HR/900HR values (which determines whether an NMPREK student should be funded for a ½ day or a full-day).
  + Class Period is collected in the COURSE domain; NMPREK funding is collected in the STUDENT domain.
* If the 1st 4 characters of COURSE\_ENROLL.COURSE\_CODE are 0035, then the student’s PROGRAMS\_FACT Programs Code cannot be NMPREK, T1APK, 3Y or 4Y. Use 0035 for HEADST and FACE. 0035 is a course taught by a non-certified preschool teacher.

**Templates to submit to 9/1, 40D, 80D, 120D & EOY snapshot windows for NMPREK:**

Note: The NMPREK program requires quarterly submissions to adhere to their data reporting requirements.

* STUDENT
* STUDENT SNAPSHOT
  + Field 83, ***Snapshot Date***(must reflect appropriate date for submission window. e.g. 40D=YYYY-10-01)
* PROGRAMS FACT
  + Field 5, ***Programs Code*** must be **NMPREK**
  + Field 18, ***Participation Info Code*** will require a value of **450HR** (1/2 day) or **900HR** (full-day) when field #5 ***Programs Code***=NMPREK

**NMPREK Reports:**

NMPREK reports will be available in “STARS Reporting” in a new folder called NMPREK.

## Support contacts:

**Catherine Quick**

* Early Childhood Special Education (619) Coordinator
* Literacy and Early Childhood Bureau/Special Education Bureau
* Phone: 505-827-6561 or 827-1461 (Tuesday and Wednesday)
* Email: Catherine.Quick@state.nm.us

**Brenda Kofahl**

* PreK Program Manager
* Literacy and Early Childhood Bureau
* Phone: 505-827-6627
* Email: Brenda.Kofahl@state.nm.us

**FAQ:**

**1. How do I calculate if a student is 4 years old on midnight September 1?**

Place the student’s Date-of-Birth (DOB) into the 24 hour date/time format of **YYYYMMDDHHMM** where YYYY = DOB year, MM=DOB Month, DD=DOB day, HH=DOB Hour & MM=DOB minute. Use 00:00 for Midnight (start-of-the-day), 12:00 for noon & 24:00 (end-of-the-day). For the school year 2017-18, if the DOB is between (including these dates) 201209010001 and 201309010000, then the student will be 4 years old on 20170901 Midnight.

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| Appendix Z04 – NMEPIC – Online End-of-Course Exams in EPIC application |

Beginning in school year 2016-17, a company called Learning Mate developed an application called EPIC, which allows class rosters to be transferred from STARS to EPIC; so testing coordinators may schedule students to take online End-of-Course Exams (EOCs) within the EPIC application. STARS refers to this system as NMEPIC. PED also receives these EOC scores back from EPIC and loads them into the Assessment Fact template; therefore, online EPIC EOC scores will NOT be loaded by school districts into STARS. However, non-online EOCs scores (those taken on paper) will be loaded by school districts. EOC scores not in the EPIC application (some districts give their own EOCs) will also need to be loaded by school districts.

**Purpose:** To allow testing coordinators to schedule students to take online end-of-course exams (EOCs) in an application called EPIC. Student’s test scores will be loaded into the STARS Assessment Fact template. Data originates in STARS via a class roster to ensure correct Student IDs and Staff IDs are used.

**Business Rules:**

* Only data submitted to the 7/15 (Open Year Round) snapshot date will be transferred to EPIC
* Two sets of data are transferred:
  + Class Rosters
    - Associates a Course Code to a student and their teacher; assessments can then be tied to students via the course codes
  + STUDENT template data
    - Allows a student who transfers to your school district to be added to an EXISTING CLASSS ROSTER in EPIC. Because staff are associated with a district code in both STARS and EPIC, only students who belong to your district in STARS are available to testing coordinators in EPIC.
* Only schools listed in the STARS report [NMEPIC Schools](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC/NMEPIC%20Schools.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FNMEPIC%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B97C2247A%2D2D1F%2D4454%2D9AB1%2D7D9D771BD718%7D&DefaultItemOpen=1&DefaultItemOpen=1) (folder NMEPIC) are transferred to EPIC. These are the participating schools.
* Only Course Codes tied to EOCs are transferred to EPIC
  + In the NMEPIC folder, run these two reports:
    - [NMEPIC Detailed Class Roster](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC/NMEPIC%20Detailed%20Class%20Roster.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FNMEPIC%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B97C2247A%2D2D1F%2D4454%2D9AB1%2D7D9D771BD718%7D&DefaultItemOpen=1&DefaultItemOpen=1)
      * When the prompt **COURSES=EOC** is specified, these are the courses that will be transferred; ALL is available for troubleshooting other courses which may have been submitted inadvertently.
    - [NMEPIC Course Code EOC Crosswalk](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC/NMEPIC%20Course%20Code%20EOC%20Crosswalk.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FNMEPIC%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB%26View%3D%7B97C2247A%2D2D1F%2D4454%2D9AB1%2D7D9D771BD718%7D&DefaultItemOpen=1&DefaultItemOpen=1)
      * Shows a list of valid End-of-Course Exam, Test Description Codes (key fields which make a test unique) and their associated 4-alphanumeric course code.
* Data must be submitted to STARS by 6pm to be transferred to EPIC that evening.
* If FALL data was submitted to the 7/15 snapshot, then before submitting SPRING data, DELETE all the course template data by deleting COURSE (which will automatically delete COURSE, COURSE INSTRUCTOR and COURSE ENROLL data as well).

Note: This will also delete all the ECOT roster data as well, which is ok because this data would have been transferred to ECOT earlier. In addition, districts can now delete 7/15 snapshot date data in production themselves without having to request a delete from the STARS help desk.

**Templates to submit to 7/15 for NMEPIC class roster creation:**

STAFF, STAFF SNAPSHOT, STUDENT, STUDENT SNAPSHOT, COURSE, COURSE INSTRUCTOR & COURSE ENROLL

* Ensure any templates that reference a Snapshot Date (including snapshot place-holder fields) contain the values relating to the snapshot date
  + COURSE
    - Field 26, Semester valid values: **9** = 7/15 Open Year Round
  + COURSE INSTRUCTOR
    - Field 17, Semester valid values: **9** = 7/15 Open Year Round
    - Field 18, Class Period valid values:
      * For PreK
        + **AM** (morning); **PM** (afternoon) or **FD** (full-day)
      * For K-12
        + **FD** (Full-day; typically for Kindergarten),

**SEM** (semester); **TRI** (trimester); **YR** (Year-long); **BLK** (Block Scheduling); **SP** (Self-Paced); **QTR** (Quarter); **PO** (Pull-out)

* + - Field 24, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + COURSE ENROLL
    - Field 4, Enrollment Period Number valid values: **906** = 7/15 Open Year Round
    - Field 5, Effective Date valid values: **2017-07-15** = 7/15 Open Year Round
    - Field 13, Semester valid values: **9** = 7/15 Open Year Round
    - Field 21, Course Instructor Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STAFF SNAPSHOT
    - Field 50, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STUDENT SNAPSHOT
    - Field 83, Snapshot Date valid values: **2017-07-15** = 7/15 Open Year Round
  + STAFF
    - No change
  + STUDENT
    - No change

**Template to submit to 7/15 for NMEPIC Student creation:**

STUDENT

* To add students to an existing EPIC class roster, its only necessary to submit the ***STUDENT*** template
* Not until a student is associated with your district will you see the student in EPIC

**How often to submit NMEPIC data to the 7/15 (Open Year Round) snapshot date?**

**Assessment Data Windows:**

* Fall
* Spring

Note: Due to test retakes (when students do not receive a passing score), the submission window may last several months.

**NMEPIC STARS reports:**

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| --- |
| [STARS Site Collection](https://eui.ped.state.nm.us/sites/stars) > [STARS Reporting](https://eui.ped.state.nm.us/sites/stars/prod) > [Public Folders](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders) > [eScholar Framework - Verify](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify) > [District and Location Reports](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports) > [NMEPIC](https://eui.ped.state.nm.us/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC) |

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| [NMEPIC Course Code EOC Crosswalk](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC/NMEPIC%20Course%20Code%20EOC%20Crosswalk.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FNMEPIC%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB&DefaultItemOpen=1&DefaultItemOpen=1)   * Lists 4-digit course codes tied to EOCs * Only rosters pertaining to these course codes will be transferred to NMEPIC for scheduling student’s online EOCs |  |  |

[NMEPIC Schools](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC/NMEPIC%20Schools.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FNMEPIC%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB&DefaultItemOpen=1&DefaultItemOpen=1)

* Lists participating schools whose rosters will be transferred to NMEPIC
* If any participating schools are not listed, please contact Adam Rios (Adam.Rios@state.nm.us) to have them added. Only District Codes and Location Codes listed that match your COURSE INSTRUCTOR & STUDENT COURSE ENROLLMENT data will be transferred to NMEPIC.

[NMEPIC Detailed Class Roster](https://eui.ped.state.nm.us/sites/stars/prod/_layouts/ReportServer/RSViewerPage.aspx?rv:RelativeReportUrl=/sites/stars/prod/Public%20Folders/eScholar%20Framework%20-%20Verify/District%20and%20Location%20Reports/NMEPIC/NMEPIC%20Detailed%20Class%20Roster.rdl&Source=https%3A%2F%2Feui%2Eped%2Estate%2Enm%2Eus%2Fsites%2Fstars%2Fprod%2FPublic%2520Folders%2FForms%2FReport%2520with%2520Description%2Easpx%3FRootFolder%3D%252Fsites%252Fstars%252Fprod%252FPublic%2520Folders%252FeScholar%2520Framework%2520%252D%2520Verify%252FDistrict%2520and%2520Location%2520Reports%252FNMEPIC%26FolderCTID%3D0x012000DD96E31CE742A74BA11979835D0307EB&DefaultItemOpen=1&DefaultItemOpen=1)

* Run this report to verify roster data for transfer
* Dummy Staff ID rosters are included for distance learning and dual credit, so these students may be scheduled for EOCs if necessary
* Report was modeled after “Detailed Class Roster for Teachers” and lists students enrolled in courses with their teacher. Only the PRIMARY INSTRUCTOR (Teacher of Record) is transferred to NMEPIC, not the “other instructors” because a class can only be associated with one teacher in the EPIC system.
* Snapshot parameter specified will be **YYYY-07-15** (for both Fall and Spring)
* To see EXACTLY which rosters will (or were) transferred to NMEPIC, leave the default parameter for **COURSES = EOC**, so only those courses tied to an EOC will be displayed. For trouble-shooting purposes, you may want to change this value to ALL. For example, if you’re wondering why a particular course wasn’t transferred to NMEPIC yet you submitted this Class Roster to the SPRING snapshot date, if you run the COURSES=ALL parameter, you’ll see the course. If you specify COURSES=EOC in the prompt, you won’t see the course listed because it’s only showing course codes tied to EOCs.

## Support contacts:

Adam Rios at Adam.Rios@state.nm.us