Course/Instructor Data Set

**Collection 6**

January 2024



COMMONWEALTH OF PENNSYLVANIA

DEPARTMENT OF EDUCATION

607 South Drive

 Harrisburg, PA 17120

www.education.pa.gov



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# Executive Summary

The PIMS Course/Instructor data set has been included in PIMS since its inception in the 2007-08 school year. The data set contains lists of courses and the students and teachers related to those courses. The Course/Instructor data set is larger than many other PIMS data sets. PDE recommends that local education agencies (LEAs) submit the data as early as possible and regularly check and update the data as needed.

The Course/Instructor data set is important for a number of reasons. It is the data source for the following reports and measures:

1. School and district level growth scores – The Pennsylvania Value-Added Assessment System (PVAAS) vendor, SAS Education Value-Added Assessment System (EVAAS), uses participation in a Keystone course to filter the group of students that are included in growth scores.
2. Future Ready PA Index
	* PDE counts Courses of Rigor (Advanced Placement (AP), International Baccalaureate (IB), Cambridge International (CI), Dual Credit) in this data set. These indicators on the index are populated based on enrollments in courses of rigor.
		+ Percentage of 12th grade students who participated in AP, IB, CI or dual credit courses or in a concentrated CTE program of study (POS).
		+ Total number of AP, IB, CI and dual credit courses offered by the SD
		+ Percent of 12th graders who participated in AP, IB and/or CI courses
		+ Percent of 12th graders enrolled into a concentrated CTE program of study (POS)
			- Number of students enrolled in a concentrated POS in a CTC
			- Number of students enrolled in a concentrated POS in the LEA
		+ Percent of 12th graders enrolled in college courses eligible to receive college credit through dual credit, College in the High School, or another college accredited program in which the student receives course credit toward high school graduation and is sponsored by the district.
	* As all courses are reported, those that culminate in a Keystone Exam (Algebra I, Literature, Biology) are reported in this data set. Performance and growth measures based on Keystone exam results are taken into account for the Future Ready PA Index.
3. Equitable Access to Effective, Experienced, and In-Field Educators – Consistent with the Every Student Succeeds Act (ESSA) requirements, Pennsylvania will annually publish data on the rates at which students in high vs. low poverty schools are served by effective, experienced, and in-field educators. The Course/Instructor data set serves as a key teacher-student data linkage in PIMS. It is one of the only data sets that connects students to specific teachers.

# PIMS Course/Instructor Data Set

## Who Must Report

School districts, charter schools, intermediate units, career and technical centers (both occupational and comprehensive), and state juvenile correctional institutions must report Course/Instructor data. Approved private schools and private residential rehabilitation institutions do not need to report this data set to PIMS.

With the ever-changing landscape of how students learn and the way in which the course is being delivered, it is important to understand who should report Course data in certain situations. For October student enrollment, students in **virtual** programs are reported by the sending LEA at the school they would attend otherwise. Consider how a student is reported in AUN of Enrollment (field 217 of the Student template).  Students who are reported as special education referral (field 167 of the Student template) = Y in the student template will not be reported in courses by the referring LEA, as this indicates the student is being 100% educated at another PIMS-reporting entity.

Virtual/online courses contracted by other LEAs will be reported by each LEA that utilizes the contract (e.g. consortium, one LEA holding the main contract due to budgeting), regardless of if it’s with another PIMS-reporting entity or non-reporting entity.

Additionally, an LEA that contracts with another PIMS reporting entity to fill a teaching position that was vacated (in-person or virtual/online) should report the course and teacher filling the position.

The list below determines who reports a course:

School District (SD)

* SD-staffed courses taught to SD-enrolled students.
* **Contracted courses (virtual/online/in-person)** taught to SD-enrolled students as the SD implements course and graduation requirements for their students and should report the courses to PIMS, as the sending LEA, regardless of contracting with another PIMS-reporting entity or contracting with a non-reporting entity.

Charter School (CS)

* CS-staffed courses taught to CS-enrolled students.
* **Contracted courses (virtual/online/in-person)** taught to CS-enrolled students as the CS implements course and graduation requirements for their students and should report the courses to PIMS, as the sending LEA, regardless of contracting with another PIMS-reporting entity or contracting with a non-reporting entity.

Intermediate Unit (IU)

* IU-staffed courses taught to IU-enrolled students.
* **Contracted courses (virtual/online/in-person)** taught to IU-enrolled students as the IU implements course requirements for their students and should report the courses to PIMS, as the sending LEA, regardless of contracting with another PIMS-reporting entity or contracting with a non-reporting entity.

State Juvenile Correctional Institutions (SJCI)

* SJCI-staffed courses taught to SJCI-enrolled students.
* **Contracted courses (virtual/online/in-person)** (regardless of if PIMS-reporting entity or non-reporting entity) taught to SJCI-enrolled students.

Comprehensive Career and Technical Centers (COMCTC)

* Nontechnical courses: Report COMCTC-staffed courses taught to COMCTC-enrolled students.
* Technical courses (CTE): Report COMCTC-staffed courses taught to COMCTC-enrolled students.
* **Contracted courses (virtual/online/in-person)** taught to COMCTC-enrolled students as the COMCTC implements course and graduation requirements for their students and should report the courses to PIMS, as the sending LEA, regardless of contracting with another PIMS-reporting entity or contracting with a non-reporting entity.

Occupational Career and Technical Centers (OCCCTC)

* Nontechnical courses: Report OCCCTC-staffed courses taught to OCCCTC-enrolled students.
* Technical courses (CTE): Report OCCCTC-staffed courses taught to OCCCTC-enrolled students.
* **Contracted courses (virtual/online/in-person)** taught to OCCCTC-enrolled students **if** the OCCCTC implements course requirements for their students should report the courses to PIMS, as the sending LEA, regardless of contracting with another PIMS-reporting entity or contracting with a non-reporting entity.

An LEA that offers its students AP/IB/CI/Dual Credit opportunities through a contract with another PIMS-reporting entity should also report those courses to PIMS in order to ensure it will receive credit for offering those courses.

## What Must Be Reported

LEAs must report to PIMS all courses in which students are enrolled. LEAs must also report the teacher of record using Professional Personnel ID (PPID) for each course section taught and each student that enrolled in each course section for any portion of the school year.

### Teacher of Record

Teachers who teach the entirety of a course should be reported as the Teacher of Record. A teacher on leave for the entirety of a course should not be reported as the teacher for that course. Long-term substitute teachers who are assigned primary Instructional Responsibility for students in a course should be considered Teacher of Record.

* For teachers on long-term leave – report the teacher that taught the class the most:
	+ If the teacher is on leave the entire year, report the substitute as the teacher of record/course instructor. (If there are multiple substitutes, report the one with the most teaching time.)
	+ If the teacher is on leave for more than half of the year, report the substitute as the teacher of record/course instructor. (If there are multiple substitutes, report the one with the most teaching time.)
	+ If a teacher is out for half of the year but they provided all the lesson plans for the substitute, LEA may report the employed teacher as the teacher of record/Course Instructor vs. the substitute teacher.
* If a teaching position is vacant, report the substitute. If there were multiple substitutes through the year, report the one that taught the class the most.
	+ LEA may report as the teacher of record/Course Instructor a retired teacher that taught a portion of the class prior to their retirement.
* District Run Cyber Classes where the main instruction is from a program should report the district teacher that is in the classroom as the teacher of record/course instructor.

Teachers do not need to fill a vacancy to be reported as part of the Course/Instructor Collection.

## Course/Instructor Templates

The core of this data set comes from three PIMS templates: *Course*, *Course Instructor*, and *Student Course Enrollment*. These three templates also refer to and have dependencies on the *Student* and *Staff* templates for contextual information.

### Course Template

The *Course* template contains a list of courses taught through an LEA. The specification for this template is in the Course domain of the [*PIMS Manual Volume 1*](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx). The template captures one course code designated in Course Code Long (field 27) per record. Course Code Long is designated as a local course code by the LEA. Multiple local course codes can be aligned to a single state course code, as designated in Alternate Course Code (field 29). However, there should not be multiple records in this template if there are multiple sections of a local course. Course sections are reported in different template.

Alternate Course Code (field 29) aligns to the National Forum on Education Statistics’ School Courses for the Exchange of Data (SCED) version 11 found at [*https://nces.ed.gov/forum/SCED.asp*](https://nces.ed.gov/forum/SCED.asp)*,* which provides a downloadable Excel workbook containing Course Description by SCED Course Code. LEAs may use these course descriptions to most appropriately align local course codes to the state course codes. The valid values for alternate course code can be found at education.pa.gov > PIMS > Manuals and Calendars > Course Codes – App A. These were taken from PIMS Manual Volume 2 and placed in an excel workbook for ease of use.

This template also serves as a mapping file for PDE. The Alternate Course Codes (field 29) reported in this template enable PDE to standardize the data reported by all reporting LEAs.

### Course Instructor Template

The *Course Instructor* template contains a list of course sections taught through an LEA. It also contains the teacher of record for each of those course sections. The specification for this template is in the Course domain of the [*PIMS Manual Volume 1*](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx). The *Course Instructor* template should contain one record per course section taught in an LEA.

This template serves as a master list of course sections. It is not a list of teachers.

### Student Course Enrollment Template

The *Student Course Enrollment* template contains a list of students in each course/section combination. The specification for this template is in the Course domain of the [*PIMS Manual Volume 1*](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx).

The *Student Course Enrollment* template should contain one record for each student enrolled in each course section taught through an LEA. This includes records for all students in the class regardless of the student’s district of residence.

This template serves as a simplified master schedule for PDE. PDE uses this template, in conjunction with the other Course/Instructor templates, to determine which students participated in courses of interest. Courses reported with no enrollment will not count toward state reporting.

### Staff Template

The *Staff* template contains a list of LEA employees and contractors and their relevant demographic information. The specification for this template is in the Staff domain of the [*PIMS Manual Volume 1*](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx). The template captures one person per record. Contracted Private Vendor personnel should be reported with individually identifiable information to accurately report staffing needs. Individual information should be available from the contracting agency that supplies the educators. If individual information is not available, personnel employed by private vendors with fictitious IDs as represented below. Institutions of Higher Education (IHE) staff will always be reported with fictitious IDs as we do not expect their information to be reported.

• 8888888 – Institution of Higher Education

• 9999999 – Private Vendor

A common example is the use of a private vendor’s online program taught by the vendor’s teacher. The LEA that contracts with a vendor for this type of course is responsible for reporting them in the Staff Data Set and in the Course/Instructor Data Set.

It is common for LEAs to enter into a contract with a vendor using a single, or lead, LEA to secure better negotiating positions. These situations are to be treated as if each participating LEA entered into an individual contract with the vendor. That is, each LEA retains reporting responsibility for personnel contracted from the vendor. In these circumstances, it is possible for a single vendor employee to be reported by multiple LEAs with each LEA being responsible for reporting the teacher’s information.

Staff records are prerequisites for *Course Instructor* template records in the PIMS architecture. As a reminder, teachers do not need to fill a vacancy to be reported in the Staff template – that rule applies to the C1 Staff Snapshot template.

### Student Template

The *Student* template contains a list of students and their relevant demographic information. The specification for this template is in the Student domain of the [*PIMS Manual Volume 1*](https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx). The template captures one person per record.

PAsecureID is the only field in the *Student* template used by PDE to perform the analyses described in the executive summary above. Student records are prerequisites for *Student Course Enrollment* template records in the PIMS architecture.

As a reminder, this means there should be Student template records for all students in a course regardless of the student’s district of residence.

## Course Data Analysis

LEAs should strive to report complete and accurate data, so that all outputs from the data set are accurate. An LEA should never delete or change a record simply to improve a percentage. Instead, LEAs should add, delete, and modify records only when courses, teachers, and/or students are reported inaccurately.

## State Course Codes (Alternative Course Code)

As previously stated, most of the available state course codes reported in field 29 of the Course template are aligned to the SCED codes. This is extremely useful for LEAs as there is a downloadable Excel workbook containing Course Description by SCED Course Code. LEAs may use these course descriptions to align local course codes most appropriately to the state course codes.

In other cases, there are specific course codes that cannot be found in SCED for:

1. English Learner – These courses are mapped to the same Alternate Course Code, with an E prefix.
2. Hearing Impaired – These courses are mapped to the same Alternate Course Code, with an H prefix.
3. Special Education – These courses are mapped to the same Alternate Course Code, with an S prefix.
4. Visually Impaired – These courses are mapped to the same Alternate Course Code, with a V prefix.
5. Dual Credit – These courses are subject specific based on the 2-digit SCED subject area codes followed by 990.

## Courses of Rigor

The Future Ready PA Index includes a count of AP courses and a scored Courses of Rigor section for high schools. These data points are pulled from the PIMS Course/Instructor data set. LEAs can ensure they will receive due credit for all courses they offer by thoroughly reviewing the data in these fields in the *Course* template:

1. **Advanced Placement (AP) Indicator** (field 33) **–** This “Yes/No” indicator should contain a Y whenever a course record represents an AP course.
2. **Dual Credit Indicator** (field 32) **–** This “Yes/No” indicator should contain a Y whenever a course record represents a Dual Credit course (2-digit SCED subject area codes followed by 990). Note that a course must be arranged, coordinated, sponsored, and/or paid for by the reporting LEA, where a student can earn secondary and post-secondary credit without the need for a minimum score on third-party exam to qualify in this category. For this reason, AP/IB/CI courses are not Dual Credit courses. Dual Credit courses should be reported at the school the student attends, not at 9999.
3. **International Baccalaureate (IB) Indicator** (field 40) **–** This “Yes/No” indicator should contain a Y whenever a course record represents an International Baccalaureate course.
4. **Cambridge International (CI) Indicator** (field 79) - This “Yes/No” indicator should contain a Y whenever a course record represents a Cambridge International course.

Student Course Enrollment records must exist for these courses to count for state reporting.

The list of course codes available in the PIMS system may not be all-inclusive. There may be cases in which an LEA offers a Dual Credit course that is not on the PIMS course code list. Because there is a Data Quality Engine (DQE) rule that compares Alternate Course IDs to the indicators above you may receive an error when uploading your data. This prevents over- or under-reporting of these types of courses. In these cases, the LEA should leave the appropriate indicator with a Y and request a DQE exception.

One way that LEAs can verify Courses of Rigor is by running the Accuracy Certification Statement (ACS).

## Dual Credit Agreements

Section 1525 of the Public School Code (24 P.S. § 15-1525) requires all school entities that enroll secondary students to have at least one dual credit agreement with an institutions of higher education approved to operate in Pennsylvania so that students may earn college credit while still enrolled in high school.

School entities must submit these agreements and any other dual credit agreements within 30 days of entering into the agreements and whenever changes are made. LEAs should upload their agreements in the Future Ready Comprehensive Planning Portal (FRCPP) in their Comprehensive Plan, CATS Plan or in the Charter School Annual Report, depending on the type of LEA and agreement. For more information see [Dual Credit Agreements between School Entities and Institutions of Higher Education](https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/DualCreditAgreements.aspx).

School entities also must provide to PDE the number and form of dual credit agreements the school entity has entered into and the number of secondary school students participating in the agreements, including total credits earned. LEAs will use the fields in the Course and Student Course Enrollment Templates to meet this requirement.

* In the Course Template, if field 32 contains a Y then field 9 needs to contain the number of credits that a student can obtain by passing the dual credit course and field 66 needs to contain the AUN of the IHE involved in the agreement. The AUNs can be found in [EdNA](http://www.edna.pa.gov/Screens/wfSearchEntity.aspx) searching under Postsecondary and Higher Education Entities.
* In the Student Course Enrollment Template if the student is taking the dual credit course for the credit, then field 23 will contain a Y. If field 23 is a Y then field 24 will need to contain a Y or N based on if the student passed and received the credit from the IHE or not. If a student did not take the credit for various reasons, then both field 23 and 24 shall be N. This will alleviate the need for adding courses for the students in a dual credit course who did not take the course for the post-secondary credit.

## Keystone Course Participation

PVAAS high school growth measures on the Future Ready PA Index include Keystone Exam results. Course/Instructor data inform the PVAAS vendor of which students are taking the Keystone Exam as a culmination of a Keystone course. These include Literature, Biology, and Algebra I.

These courses should be identified by the End Of Course Exam (field 63) in the Course Template. Keystone culminating courses should be identified using KLIT, KBIO, or KALG (also found in PIMS Manual Volume 1 under Course Template). Otherwise, this field will be blank.

## Appropriately Certified Teachers

As required by ESSA, PDE will use the Teacher Information Management System (TIMS) in conjunction with data collected in PIMS templates (Staff, Student, Course, Course Instructor, Student Course Enrollment) to determine if students are served by effective, experienced, and in-field educators. Teacher certification data from TIMS will be used specifically to identify if the teacher is appropriately certified to teach the courses that are reported in the Course Instructor template.

[Certification and Staffing Policy Guidelines (CSPG)](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx) provide guidance and clarification to educators regarding the issuance of professional certificates, the grade level and content scope of certificate subject areas, and the appropriate certificate for staffing professional positions in public schools.

There are reports available to LEAs that provide the certifications of instructors in your LEA and to help determine if the teacher is appropriately certified.

## PIMS Reports

Reports for this data can be found in the Course folder in PIMSReportsV2 and in the Appropriately Certified subfolder.

Verification reports can be run immediately after a successful submission to PIMS:

PIMSReportsV2 > Course

1. Course Template Details
2. Course Instructor Template Details
3. Student Course Enrollment Template Details

Production reports can only be run after a refresh, which happen at 5:30 AM and noon:

PIMSReportsV2 > Course

1. Course Submission CY-PY
2. Course Instructor Submission CY-PY
3. Course Enrollment Submission CY-PY
4. AP, IB, CI, and Dual Credit Course Enrollment
5. Course Instructor ACS

PIMSReportsV2 > Course > Appropriately Certified

Report number 1, 2, and 3 only refresh at noon each day after the staff file is pulled. Report number 4 refreshes during both refresh windows.

1. Instructor Appropriately Certified Status Listing – This report has 4 tabs: Not Appropriately Certified, Appropriately Certified, Not Evaluated, and Unmapped.
2. Staff Certification Information by LEA
3. Staff Missing Certification Information
4. Instructor Certification Requirements (pick ‘select all’ for each prompt)

## Sandbox Reports

All reports related to this data set are in one Sandbox folder: Course. The reports include detail and summary validation reports.

# Appendices

## Appendix A – References

* The *Elementary/Secondary Data Collection Cale*ndar,
<https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx>
* Future Ready PA Index,

<https://www.education.pa.gov/K-12/ESSA/FutureReady/Pages/default.aspx>

* Every Student Succeeds Act,

<https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/Pages/default.aspx>

* Certification and Staffing Guidelines,

<https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx>

* PIMS Manual Volume 1 and Volume 2, <https://www.education.pa.gov/DataAndReporting/PIMS/ManualsCalendar/Pages/default.aspx>
* School Codes for the Exchange of Data, <https://nces.ed.gov/forum/sced.asp>
* Dual Credit Agreement BEC,
<https://www.education.pa.gov/Policy-Funding/BECS/Purdons/Pages/DualCreditAgreements.aspx>
* Teacher Information Management System (TIMS) <https://www.education.pa.gov/Educators/Certification/Pages/TIMS.aspx>

## Appendix B – Contact

* PIMS Application Support (questions related to PIMS uploads): 1-800-661-2423.
* PVAAS Support Team (questions related to PVAAS policy): pdepvaas@iu13.org.
* PIMS Data Collection Team (other questions or concerns):
RA-DDQDataCollection@pa.gov.