

Directions for Completing the ED165
Connecticut School Data Report
2020-21

Connecticut State Department of Education



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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Introduction

While the data collected by the 2020-21 ED165: Connecticut School Data Report collection remains generally the same as recent years, the static nature of the questions on the ED165 belies significant changes and challenges in the data themselves.

Important differences to note:

1. **Schedule 2: School Calendar and Schedule:**

- a. *Changes within the school year included:* In the past, the school calendar information reported on the ED165 was based on the planned schedule at the beginning of the school year and no adjustments were made for changes made after the first day. This year, the ED165 data will be used as a check that all schools are providing the legally required hours and days of instruction. Schools are asked to report their schedule information as it has been up to this point and how they plan to proceed going forward. If your district/school made a change in its schedule during the school year or plans to going forward, those changes need to be accounted for in the figures provided. These calculations will be complicated and the Department strongly urges schools and districts to use the School Calendar Worksheet available on the ED165 help site (<https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/ED165/Documentation>) to assist in these complex calculations.
- b. *Elements on Standard Full School Day Schedule removed:* For the 2020-21 collection, Schedule 2C has been removed.

2. **Connecticut Physical Fitness Assessment results (Schedule 6) returns:** Due to the COVID required shift to remote learning in the spring of 2020, the CPFPA was cancelled and therefore the collection of its results was removed from the ED165. The assessment is taking place during the 2020-21 school year and so Schedule 6 has returned.

3. **Elements that report data from the 2019-20 School year:** Schedules 1B and 5 collect data from the 2019-20 school year. The COVID-19 pandemic resulted in the shift to remote instruction in March 2020. Please only report data as they were when your school shifted to remote instruction.

For questions regarding the ED165, Connecticut School Data Report, please email Raymond Martin at raymond.martin@ct.gov.

Who Should File?

All public schools and programs must submit an ED165, except programs that do not serve grades kindergarten through Grade 12 and part-time programs. These may include:

1. Pre-kindergarten programs
2. Transition programs
3. Programs that had no enrollment on October 1.
4. Adult Education programs
5. Part-Time programs
 - a. Part-Time Magnet Programs
 - b. Programs that are embedded in a public school and whose students attend some classes in the host school (Please see below)

As stated above, programs that are embedded in a public school and whose students attend some classes in the host school can be exempted under certain circumstances. This exemption must be requested and approved by CSDE. Exemptions must be requested and approved annually.

To qualify for the exemption, programs must meet all of the following criteria:

1. The program must be reported in the Directory Manager system as having a Program Location of the host school;
2. The program's October 1 enrollment (as reported to the state on the Public School Information System [PSIS]) of less than 10 students;
3. The program follows the same schedule as the host school;
4. The program's students receive some of their instruction in classes with the students of the host school;
5. The program and the host school are run by the same district, and
6. The program's grade range is generally consistent with the host school.

Districts interested in applying for an exemption should contact Raymond Martin at Raymond.martin@ct.gov. Requests for exemption must be in writing (emails are acceptable) and should address all of the criteria above. Exceptions are for one year only. Districts with more than one program which meet the criteria are strongly encouraged to make one consolidated exemption request.

Individual Schedule Directions

Note: all data are for 2020-21, unless specifically stated otherwise

SCHEDULE 1. SELECTED STUDENT ACCOUNTING

A. Readiness to Learn

Filed by: All elementary schools with kindergarten students

General Instructions: Record the number of kindergartners enrolled on October 1, 2020, who regularly attended a Head Start program, nursery school, licensed day care center or public preschool program between September 1, 2019, and August 31, 2020.

NOTE: Do NOT count students who only attended family day care centers.

Special Consideration: If a student is repeating Kindergarten, determine their pre-kindergarten experience status between September 1, 2018, and August 31, 2019 and include them in the figure reported.

B. Truant

General Instructions: Record the number of students who were classified as truant at some point during the 2019-20 school year. According to Connecticut General Statutes Section 10-198a, a student is considered truant if she/he “has four unexcused absences from school in any one month or ten unexcused absences from school in any school year”. Please note that once a student qualifies as truant, they are considered truant for the entire academic year.

Special Note on the 2019-20 School Year: The COVID-19 pandemic resulted in the shift to remote instruction in March 2020. Please only report students who qualified as Truant prior to the shift to remote instruction.

SCHEDULE 2. SCHOOL CALENDAR AND SCHEDULE

Filed by: All Schools

General Instruction: Prior to answering the questions in Schedules 2A and 2B, schools must indicate whether or not its district took advantage of the State Board of Education’s offer of flexibility to reduce the school’s schedule and calendar to no less than 177 school days and 885 hours of instruction. Please see the memorandum to superintendents attached to these directions for more on this flexibility.

A and B: School Calendar

General Instructions: Report the number of days of instruction and hours of instruction for both Half/Extended-day K and Grades 1-12 and Full-day K that that have occurred to date and those planned for the remainder of the school year, “Actual School Work,” reported as Hours of Instruction per Year, may not include time for lunch/snack, recess, homeroom, passing time, nonacademic opening/closing exercises or instructional time that is not required of all students. Given the multiple models of instructions and changing nature of schedules during the 2020-21 school year, the accurate calculation of these figures will be difficult. The Department **strongly** urges schools and districts to use the **School Calendar Worksheet** (attached to ED165 form) to calculate the total instructional hours per year and retain a copy of that schedule for later reference. The Department reserves the right to request explanation and evidence to support all data submitted to the Department, including the School Calendar data.

IMPORTANT: The instructions for the School Calendar calculations have changed significantly for the 2020-21 collection as have how the data will be used. It is critical that schools utilize the School Calendar Worksheet and keep a copy of the completed Worksheet for their records (the Department reserves the right to request explanation of reported figures including the School Calendar information). Use of prior years' calculations or announced, planned figures from before the start of school is **not** acceptable.

Legal Considerations (Excerpts):

- C.G.S. Sec. 10-15 Towns to Maintain Schools: "Public Schools including kindergartens shall be maintained in each town for at least one hundred eighty days of actual school sessions during each year. ..."
- C.G.S. Sec. 10-16 Length of School Day: "Each school district shall provide in each school year no less than one hundred and eighty days of actual school sessions for grades kindergarten to twelve, inclusive, nine hundred hours of actual school work for full-day kindergarten and grades one to twelve, inclusive, and four hundred and fifty hours of half-day kindergarten, provided school districts shall not count more than seven hours of actual school work in any school day towards the total required for the school year."
- **Special Consideration for 2020-21:** Under authority granted it under C.G.S. 10-15, the Connecticut State Board of Education adopted a waiver that "authorizes for Local and Regional Boards of Education, the Connecticut Technical Education Career System, approved state charter schools, and other similarly situated districts ("School District" or "School Districts"), a waiver of up to a maximum of 3 days from the 180-day requirement set forth in C.G.S. Section 10-15 for unavoidable emergency, limited to instances where the School District uses the days prior to the beginning of the 2020-2021 school year to provide staff and families with additional time to build capacity to safely transition back to in-person services" CT State Board of Education "Approval of Limited Waiver of School Sessions for COVID-19 Re-entry Planning and Training" 7/14/20.

Special Considerations:

- Grades within a school operating under different schedules: In some schools, different grades within the school operate under different schedules. For example, Grades 1 and 2 may have an extra recess period that Grades 3-5 do not have; or, in a K-8 school, Grades 1-4 operate on an elementary schedule while Grades 5-8 operate on a middle school schedule. Determine the hours of instruction for each set of grades. Use multiple copies of the School Calendar Worksheet for this purpose. The school average to be reported on Schedule 3 will be a student-weighted average of the different schedules. For example, if Grades 1-2 have 80 students and 940 hours of actual school work and Grades 3-5 have 120 students and 980 hours of actual schoolwork, you should report 964 hours ($\{[80 \times 940] + [120 \times 980]\} / \{80 + 120\}$) on Schedule 3. Do not count Kindergarten students in this calculation.

SCHEDULES 3 & 4. RESERVED FOR FUTURE NEEDS

SCHEDULE 5. STAFF ATTENDANCE

Filed by: All Schools Open in 2019-20

Special Note on the 2019-20 School Year: The COVID-19 pandemic resulted in the shift to remote instruction in March 2020. Please report the number of days absent that occurred prior to the shift to remote instruction.

General Instructions: For the 2019-20 school year, record to one decimal place under total FTE days absent the sum of the whole and part school days absent due to illness (including personal, family and worker's compensation) and personal time (including family funeral, religious holidays, and jury duty) for classroom teachers. For the purposes of this schedule, consider the absence of only full-time and part-time classroom teachers who worked exclusively in your school and itinerant teachers who work at least .5 FTE in your school during the 2019-20 school year. Record under FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2019-20. Classroom teachers are

certified professionals who provide direct instructional services to pupils. Count full-time and part-time people serving as kindergarten, elementary, art, music, physical education, English, world language, mathematics, reading, health, science, social studies, vocational education, bilingual, English as a second language, remedial reading or mathematics, gifted and talented, and special education except speech and hearing. Record under FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2019-20.

Note: Do not report the average number of days absent for teachers, the state needs the aggregate numbers to make district-level calculations.

Special Considerations:

- Part-time staff: All staff that are scheduled to work only in your school at least one half day per week should be reported. Count only the full-time equivalent time missed. For example, if a .4 FTE world language teacher missed a day, add 0.4 days to the sum for classroom teachers.
- Long-term illness: If a staff member out on a long-term illness (greater than 10 days) was replaced by a person fully certified for the position, report only those days before the appropriately certified substitute started or when the substitute was out ill. If no appropriately certified substitute was hired, include all of the days of a long-term illness. If a teacher died or left in the middle of the school year, count as absences the number of days until a person fully certified for the position replaced the teacher.
- School (re) opened in September 2020: If your school was not operating in the 2019-20 school year, leave this schedule blank.
- Positions vacant at the beginning of the school year– If your school had a vacant position at the beginning of the school year that was covered by a substitute and eventually filled, treat the days before the position was filled as teacher absences.

SCHEDULE 6: CONNECTICUT PHYSICAL FITNESS ASSESSMENT (Formerly Schedule 12)

Filed by: All schools with Grades 4, 6, 8, and High School

IMPORTANT: *While the Connecticut State Department of Education has suspended school accountability for the 2020-21 school year and therefore the Connecticut Physical Fitness Assessment (CPFA) results will not be used for accountability purposes this year, it is the expectation of the Department that all schools will administer the CPFA to all tested grades where it can be done while maintaining the safety of students and staff.*

General Instructions: Transfer the information from your physical education teacher's Test Administrator's Summary Report Form of the Connecticut Physical Fitness Assessment. Physical Education teachers have been instructed to turn over a copy of their Summary Report Form to the school principal. Report the results for all of the assessments.

Note: In the Spring of 2016, the Connecticut State Department of Education announced additional flexibility for high schools in the administration of the Connecticut Physical Fitness Assessment. Starting with the 2016-17 school year, high schools may choose to assess high school students (Grades 9-12) at any point during their high school career provided they:

- assess every student at least once during their high school years, and
- report each student's results to the CSDE only once during their time in high school.