

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

Connecticut State Department of Education



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

April 2021

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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.



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools

FROM: Dr. Miguel A. Cardona, Commissioner of Education

DATE: November 12, 2020

SUBJECT: Clarification Related to Questions regarding 180 Days/177 days

A question has been raised by school districts regarding the July 14, 2020, Connecticut State Board of Education resolution allowing school districts to have 177 days of student instruction versus 180 days, which permitted three days to be used at the beginning of the school year for the purpose of building capacity to safely transition back to in-person services during the COVID-19 pandemic. The purpose of this communication is to clarify that if your district moved to 177 days consistent with the requirements of the resolution, it would be expected that the schools provide school work hours (a minimum of 885 hours) during the 2020-2021 school year. Knowing that as a result of the COVID-19 pandemic there are substantial flexibilities in place to support districts' ability to mitigate public health concerns, we cannot sacrifice access to instruction.

It is an expectation of the Connecticut State Department of Education (CSDE) and the State Board of Education that school districts provide continuity of learning within the district designed progression to arrive at a minimum of 885 hours of actual school work. Please consult the resources the CSDE has previously published, including the [Plan for Reimagining CT Classrooms for Continuous Learning](#) and Addendum 12: [Reimagining CT Classrooms: Planning the Instructional Time for Remote Learning in Hybrid and Full Remote Models](#) as tools to evaluate your local models, and be intentional in the design of future learning. While Addendum 12 provides important guidance distinguishing between "direct engaged learning" and other types of remote school work, such as independent or small group learning opportunities and social emotional experiences, planning for a full school day is important to reach this requirement.

Connecticut schools have been in session for approximately 8 weeks. Use this memorandum as an opportunity to evaluate the current practices, process, and instructional plans in place for your learners. If the calculation of the hours of actual school work by grade and day are not on pace to achieve 885 hours of actual school work by the end of the year, this is the moment to determine where within the model to make changes to reach that standard. Additionally, please note that guidance for the ED165 Connecticut School Data Report for 2020-21 will be amended so districts can demonstrate the requirements addressed in this correspondence.

The traditional model of schooling has been reimagined. We have rewritten the rules and designed a statewide educational framework that now includes blended and remote learning environments, and the use of dynamic digital tools to adapt to the needs of our educators, students, and parents, during the pandemic. Though the implementation of this design has not been easy and our school community has been presented with unique barriers, together we have persisted in our pursuit to learn and grow, reimagine the school day, change the lexicon, and create equity-based classrooms. We are all positioned for success while facing the future normal.

For questions, please contact Chief Academic Officer Irene E. Parisi at Irene.Parisi@ct.gov.

MAC:ip

cc: Desi D. Nesmith, Deputy Commissioner of Academics and Innovation, CSDE
Charlene Russell-Tucker, Deputy Commissioner of Educational Supports and Wellness, CSDE
Irene E. Parisi, Chief Academic Officer, CSDE

Connecticut School Data Report, 2020-21

INSTRUCTIONS

1. Read Directions for Completing the ED165 thoroughly.
2. All Connecticut public schools and programs with students in Grades K through 12, except select part-time programs (see Directions for qualifications), must complete and submit an ED165 form.
3. Submit data only for those questions that pertain to your school/program.
 Enter the data through the ED165 web-based data entry system or submit them to your central office for entry (depending on district policy).
5. Final edited copies must be entered and certified in the ED165 data entry system no later than **July 16, 2021**.
6. If you have questions, please email Raymond Martin at raymond.martin@ct.gov.

District Name:	School Name:
Contact Person:	Telephone: ext.
Contact person's email address:	

All data are for **2020-21**, unless the directions specifically state otherwise.

Schedule 1. Selected Student Accounting

A. Readiness to Learn (Schools with Kindergarten) Prekindergarten Educational Experience. Record the number of Kindergarten students enrolled 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.	<u>Count</u>
B. Truant Students 2019-20: Report the number of students that were classified as truant during the 2019-20 school year. Include students who were truant before dropping or transferring out of your school.	<u>Count</u>
<u>Special Note on the 2019-20 School Year:</u> 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. 2020-21 School Calendar and Schedule (All Schools)

Refer to instructions in Directions for Completing the ED165. Use the attached School Calendar Worksheet for computing instructional hours. <u>IMPORTANT:</u> 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.	
Did your district avail itself of the opportunity to reduce your school's scheduled number of days and hours to no less than 177 days and 885 hours while also providing "staff and families with additional time to build capacity to safely transition back to in-person services"* with this time coming prior to the beginning of the 2020-21 school year ?	<u>Check if Yes</u>
<small>* CT State Board of Education "Approval of Limited Waiver of School Sessions for COVID-19 Re-entry Planning and Training" 7/14/20.</small>	
A. Number of Days of Instruction:	
B. 1. Number of Hours of Instruction Per Year Grades 1-12 & Full-day K:	
2. Number of Hours of Instruction Per Year: Half/Extended-day K:	

Schedule 5. Staff Attendance 2019-20 (All Schools)

Record to one decimal point the total number of days absent for classroom teachers and the number of classroom teachers in 2019-20 . Refer to the Directions for Completing the ED165 for definitions of classroom teachers and what absences to count. <i>Note: Do <u>not</u> report average number of days absent.</i>		
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.	Total FTE days absent	FTE classroom teacher count
Classroom Teachers		

Schedule 6: Connecticut Physical Fitness Assessment (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.

Transcribe from your physical education teacher’s Summary Report Form, the results of the administration of the Connecticut Physical Fitness Assessment. <i>Only report results for students who took all four assessments.</i>	Grade 4		Grade 6		Grade 8		High School*	
	Male	Female	Male	Female	Male	Female	Male	Female
a) Number of students tested on all four items								
b) Number of students medically exempt/administered an alternate assessment								
c) Number of students from line “a” meeting the aerobic endurance standard (One-Mile Run/Walk or PACER)								
d) Number of students from line “a” meeting the flexibility standard (Back-Saver Sit-and-Reach)								
e) Number of students from line “a” meeting the upper body strength and endurance standard (90° Push-Up)								
f) Number of students from line “a” meeting the abdominal muscle strength and endurance standard (Curl-Up)								
g) Number of students meeting the standards on all 4 test items								

- * **Note:** 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.

School Calendar Worksheet: 2020-21

Special Note for 2020-21: 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. For the 2020-21 school 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 (such as shifting from in-person to remote instruction) that change needs to be accounted for in the figures provided. This may include the need to complete additional worksheets to account for all of the schedules utilized and combine the results.

This worksheet allows you to compute for your school the days and hours of instruction that have been provide thus far and are planned going forward for the remainder of the school year. These data are reported on Schedule 2. Do not submit this worksheet. You should keep it for your records and may need it to confirm the instructional time data that are reported on Schedule 2. If your school has shifted between leaning models, you will need to complete a worksheet for each model used and sum them for the total hours and days of instruction.

Instructions:

1. Enter the start time and end time of each of the types of days in columns A and B, respectively, and total them in column D, Minutes Available for Instruction. Do not include after-school activities or optional after-school courses.
2. Enter the number of full schedule, regular days, days shortened for professional development, and other shortened days in column C. Only days with a distinct start time and end time should be reported.
3. Deductions for non-instructional time: In columns E through I, enter the portion of each day that is devoted to non-instructional activities. Daily announcements, attendance, and the Pledge of Allegiance should be considered non-instructional and deducted in either the Homeroom or Opening/Closing Exercises column. Unless all classes, including specials, are taught by the same teacher in the same room, time must be deducted for passing time. If passing time varies within a week or semester, enter the average number of minutes. Total the number of non-instructional minutes (columns E-I) and enter in column J.
4. Enter any minutes of asynchronous class work that students were required to complete in column K. **Note:** this time is for classwork only. Homework assigned to students should not be included in this total.
5. Subtract the total of non-instructional minutes (column J) from the total minutes available for instruction (column D) add in any required asynchronous work (column K) and enter the total into column L (Total minutes of Instruction Per Day).
6. Multiply the number of days reported in column C by the Total Minutes of Instruction Per Day (column L). Enter the result in column M, Total Instructional Minutes per Year.
7. In row 4, total the number of days of instruction (column C) and the Total Instructional Minutes per Year (column M). In row 5, convert the Minutes of Instruction Per Year to Hours of Instruction Per Year.

Special Considerations:

- If your school has some students attending school only remotely (i.e., not attending in-person schooling at all), do not include their schedules in these calculations.
- If your school utilized a hybrid schedule that led to unequal in-person and remote instruction for some groups of students (i.e., certain groups experienced more remote days than others), report the schedule of the group of students who received the least amount of in-person instruction.
- If your school experienced a shift to fully remote learning due to an outbreak, an additional worksheet will be needed to account for those remote days.
- If your school had one or more classes shift to remote because of an outbreak or potential exposure, but your school otherwise remained in-person for the remainder of the students, you can report those days as if all classes were in-person.

Schedule 2: Hours and Days of Instruction Worksheet

Type of Day	A	B	C	D	E	F	G	H	I	J	K	L	M
	Start Time	End Time	Number of Days	Total Minutes Available for Instruction (B-A)	Deductions for Non-instructional Activities (in minutes)						Required Asynchronous Classwork in Minutes (Classwork outside of start and end time)	Total Instructional Minutes Per day (D+K-J)	Total Instructional Minutes Per Year (L*C)
					Lunch/ Snack	Recess/ Breaks (including mask/screen breaks)	Home-Room	Passing Time	Opening /Closing Exercises	Total Non-instructional Minutes (Sum E through I)			
Full (non-shortened) school days													
Days shortened for professional development or parent conferences													
Other shortened days (exams, pre-holidays, etc)													
Other days (if necessary)													
Totals (Sum Lines 1-4)			*										
Hours of instruction per year													*

* Report these two numbers on Schedule 2.