

Directions for Completing the ED165
Connecticut School Data Report
2018-19



Connecticut State Department of Education
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Table of Contents

<u>Topic</u>	<u>Page</u>
Introduction	ii
Who should file?	ii
Schedule 1: Selected Student Accounting	1
Schedule 2: School Calendar and Schedule	1
Schedule 5: Staff Attendance	2
Schedule 6: Connecticut Physical Fitness Assessment	3

Introduction

Over the last few years, the ED165 has undergone significant changes and been substantially reduced. While the CSDE continues to look for ways to reduce red tape and to collect data more efficiently, this year no changes have been made to the 2018-19 ED165 collection.

For questions regarding the ED165, Connecticut School Data Report, please call Raymond Martin at (860) 713-6876 or e-mail him 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. 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)
4. Adult Education programs

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. Exemptions 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 2018-19, 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, 2018, who regularly attended a Head Start program, nursery school, licensed day care center or public preschool program between September 1, 2017, and August 31, 2018.

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, 2016, and August 31, 2017 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 2017-18 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.

SCHEDULE 2. SCHOOL CALENDAR AND SCHEDULE

Filed by: All Schools

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 were scheduled for your school at the start 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. 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.

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 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.

C. Standard Full School Day Schedule

General Instructions: Report the number of full school days for students, the opening and closing times for students on full school days, the amount of time students receive for lunch on those days and the availability for recess on full school days. By definition, school days shortened for teacher parent conferences, teacher professional development, prior to holidays, etc. are shorter than a full school day and therefore should not be counted on Schedule 2C. If your school has more than one type of full school day (i.e., days that have different start and end times), report the most common full school day and only report the number of full school days using that schedule on line C1. When calculating the amount of time available to students for lunch, make certain any passing time afforded to students to get to and from the cafeteria is not included in the lunch period. When answering the question on recess, make certain to report what is scheduled to be available on a full school day. Report the highest grade in your school where recess of at least 20 minutes per day is scheduled to be offered.

Special Considerations:

- Different lunch lengths: If your standard school day has lunch periods of differing lengths, report an average lunch period length. For example, if lunches are normally 20 minutes, but are 30 minutes on Fridays, a prorated average for a normal week would be 22 minutes $[20 \text{ minutes} * 4 \text{ days} + 30 \text{ minutes on Friday} = 110 \text{ minutes per week} / 5 \text{ days} = 22 \text{ minutes per day}]$.
- High school lunch/studies: Some high schools do not offer set lunch periods. Instead, they allow students to eat during their study periods, if they have one. Schools using this model should not report these periods, unless all students are required to have a study period (common practice is not sufficient). If the lunch/study is required of all students, report the portion of the lunch/study in which students may eat. Please note the time reported available for lunch in the lunch/study period may not be counted as instructional time on Schedule 2B above.
- Teachers' discretion over recess: Some schools give teachers some discretion over recess. If teachers of a certain grade are given the discretion to choose whether or not to schedule recess or not, do not count that grade as having recess. If, on the other hand, recess is scheduled, but teachers are given the authority to cancel recess on a given day for a class or a student, count that grade as having recess.

SCHEDULE 3. RESERVED FOR FUTURE NEEDS

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SCHEDULE 5. STAFF ATTENDANCE

Filed by: All Schools Open in 2017-18

General Instructions: For the 2017-18 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 2017-18 school year. Record under 2017-18 FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2017-18. 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 2017-18 FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2017-18.

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.
- Itinerant staff: All staff who are scheduled to work only in your school at least half-time should be reported. Count only the time missed when they were scheduled in your school. For example, if a music teacher who works mornings in your school and afternoons in another, misses a day, add .5 days to the absentee sum.
- 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 2018: If your school was not operating in the 2017-18 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

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.

District Data Checks: (1) The numbers reported in Lines c, d, e and f must each be less than or equal to the number reported on Line a. (2) The number reported on Line g must not be larger than any of the numbers reported on Lines c, d, e or f.