ADE School Finance

ASCUS Meeting Update

September 17, 2020

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Superintendent of Public Instruction

Agenda

- **Distance Learning Overview**

- **Distance Learning % and Report**

- **Calendars**

- **Help Desk**

- **New Website**

Distance Learning

Distance Learning

- LEAs must submit a Distance Learning (DL) plan prior to beginning DL

- DL students are reported in the same way as in-person (non-AOI) students, except that absences should be reported following the process defined in the DL plan

- Calendars must be submitted to AzEDS and reflect all instructional days (in-person and DL), but do not need to specify which days are DL

- Do not need to log minutes in AzEDS, but will need to report the % of scheduled instructional time that is DL

Distance Learning vs AOI

Distance Learning (FY 2021 Only):

- Students enrolled in brick and mortar schools

- Absences must be reported based on the process defined in the approved Distance Learning Plan

- ADM is generated based on days of enrollment in the same way as in-person instruction

- Funded at 95% (full-time) or 85% (part-time) of in-person instruction; Reduction will appear as adjustment on APOR55/CHAR55 report and is based on reported Distance Learning %

Arizona Online Instruction (AOI):

- Students enrolled in an AOI school with a unique CTDS number

- Minutes of attendance must be reported in accordance with A.R.S. § 15-808

- ADM is generated based on actual hours of instruction and required hours specified in A.R.S. § 15-808

- Funded at 95% (full-time) or 85% (part-time) of in-person instruction; Reduction appears on page 4 of APOR55/CHAR55 report

Distance Learning

- LEAs must report % of scheduled instruction for students enrolled in brick and mortar schools and reported as non-AOI that is Distance Learning

- Reported % will be used to adjust funding for non-AOI students in accordance with Executive Orders, which state that distance learning shall be funded as AOI

Distance Learning %

Distance Learning

- LEAs will have the option to report an overall % for all students or to report the % individually for categories of students that are assigned unique funding weights to determine the overall percentage

- The exact calculation for each district and charter will depend upon the specific approach to distance learning

FY 2021 DISTANCE LEARNING %

School districts and charters are required to report the percentage of FY 2021 scheduled instructional time that is provided through distance learning for students that are enrolled in brick and mortar schools and reported as non-AOI students. Distance learning percentage is calculated by dividing the total scheduled instructional time that takes place through distance learning for non-AOI students by the total scheduled instructional time for non-AOI students for the fiscal year. The exact calculation will vary based on each district's or charter's approach to distance learning (see Instructions). Districts and charters should **choose one of the two options below to report distance learning percentage.**

Option 1 - REPORT OVERALL DISTANCE LEARNING % FOR ALL STUDENTS

If the percentage of instructional time in distance learning was NOT materially different for groups of students that are assigned unique funding weights in the state aid formula (for example, if all students enrolled in brick and mortar schools participated in distance learning on the same days), an overall distance learning percentage should be reported. **It is not necessary to provide any additional information if an overall distance learning percentage is reported.**

Option 2 - CALCULATE DISTANCE LEARNING % BY CATEGORY

28.7466%

If groups of students that are assigned unique funding weights in the school finance formula spend a different percentage of time in distance learning, use this option to calculate an overall distance learning percentage by reporting the percentage of time spent in distance learning individually for groups of students. The overall distance learning percentage will be calculated in the box on the right based on the weighted average considering the ADM generated by each group. The values in the Non-AOI Weighted Student Count and Weighted Add-On columns of the tables below should match page one of the APOR55 or CHAR55 report. Since some unique groups of students share the same funding weight, there is also the option to separately report distance learning % for these groups of students on Tab 2 and Tab 3 to calculate the combined distance learning % for the group.

		Non-AOI Weighted Student Count	Distance Learning %
1.	PSD	26.3970	10.00%
2.	K-8	1,834.0750	30.00%
3.	9-12	1,034.9520	30.00%

		Non-AOI Weighted Add-on	Distance Learning %
4.	K-3 Reading	0.0000	30.00%
5.	K-3	37.8100	30.00%
6.	ELL - English learners	18.1350	30.00%
7.	HI - Hearing Impairment	8.6360	30.00%
8.	MD-R, A-R, and SID-R	138.9130	10.00%

Tab 2 (2-MD-R, A-R, and SID-R) may be used to calculate % for this group based on separate values for:

MD-R	Resource programs - Multiple disabilities
A-R	Resource programs - Autism
SID-R	Resource programs - Severe intellectual disability

		Non-AOI Weighted Add-on	Distance Learning %
9.	MD-SC, A-SC, and SID-SC	35.6980	10.00%

Tab 3 (3-MD-SC, A-SC, and SID-SC) may be used to calculate % for this group based on separate values for:

MD-SC	Self-contained - Multiple disabilities
A-SC	Self-contained - Autism
SID-SC	Self-contained - Severe intellectual disability

		Non-AOI Weighted Add-on	Distance Learning %
10.	MD-SSI - Severe sensory impairment	15.0200	30.00%
11.	OI-R - Orthopedic impairments (Resource)	3.1580	30.00%
12.	OI-SC - Orthopedic Impairment (Self-contained)	20.3190	30.00%
13.	P-SD - Preschool severe delay	4.2420	30.00%
14.	DD*, ED, MIID, SLD, SLI*, and OHI	0.9440	30.00%
15.	ED-P - Emotional disabilities (Private/Intensive Program)	2.1940	30.00%
16.	MOID - Moderate intellectual disabilities	22.1050	30.00%
17.	VI - Visual impairment	4.8060	30.00%

Distance Learning %

- **If all students follow the same schedule and instructional days are the same length:**

  - **Scheduled days in distance learning/total scheduled days**

  - **40 distance learning days / 180 total instructional days = 22.2%**

Distance Learning %

- **If all students follow the same schedule, but instructional days are not the same length:**

    - Scheduled hours in distance learning/total scheduled hours

    - 150 distance learning hours / 1,000 total instructional hours = 15.0%

Distance Learning %

- **If cohorts of students follow different schedules:**

  - **Calculate the DL% for each cohort separately**

  - **Then, calculate the weighted average DL% for the entire district/charter based on the number of students in each group**

Distance Learning %

- ## If cohorts of students follow different schedules:

	Students	DL Days	Total Days	% Distance Learning
In-Person Beginning September	650	27	180	15.00%
In-Person Beginning January	250	90	180	50.00%
Distance Learning All Year	100	180	180	100.00%
		Weighted Average %		32.25%

- ## (650 x 15% + 250 x 50% + 100 x 100%) / (650 + 250 + 100)

Distance Learning %

Option 2 - CALCULATE DISTANCE LEARNING % BY CATEGORY

#DIV/0!

If groups of students that are assigned unique funding weights in the school finance formula spend a different percentage of time in distance learning, use this option to calculate an overall distance learning percentage by reporting the percentage of time spent in distance learning individually for groups of students. The overall distance learning percentage will be calculated in the box to the right based on the weighted average considering the ADM generated by each group. The values in the Non-AOI Weighted Student Count and Weighted Add-On columns of the tables below should match page one of the APOR55 or CHAR55 report. Since some unique groups of students share the same funding weight, there is also the option to separately report distance learning % for these groups of students on Tab 2 and Tab 3 to calculate the combined distance learning % for the group.

		Non-AOI Weighted Student Count	Distance Learning %
1.	PSD		
2.	K-8		
3.	9-12		

		Non-AOI Weighted Add-on	Distance Learning %
4.	K-3 Reading		
5.	K-3		
6.	ELL - English learners		
7.	HI - Hearing Impairment		
8.	MD-R, A-R, and SID-R		

Weighted Student Counts	Weighted Student Count
FY 2019-20 ADM: District PSD	26.397
District K-8	1,834.075
District 9-12	1,034.952
SubTotal	**2,895.424**

Add-Ons (FY 2019-20 ADM)	Weighted Add-On Count
K-3 Reading	0.000
K-3	37.810
ELL	18.135
HI	8.636
MD-R,A-R,SID-R	138.913
MD-SC,A-SC,SID-SC	35.698
MD-SSI	15.020
OI-R	3.158
OI-SC	20.319
P-SD	4.242
DD*,ED,MIID,SLD,SLI*,OHI	0.944
ED-P	2.194
MOID	22.105
VI	4.806
Total Weighted Student Count Add-Ons	**311.980**

School aged students only

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Distance Learning %

Non-AOI Student Counts

Student Count	PSD	K-8	9-12	Total		Student Count	PSD	K-8	9-12	Total
FY 2019-20 ADM	18.205	1,583.830	816.208	2,418.243		FY 2018-19 ADM	23.000	1,683.522	820.690	2,527.212

Weighted Student Counts	Student Count		Support Level Weight		Weighted Student Count
FY 2019-20 ADM: District PSD	18.205	X	1.450	=	26.397
District K-8	1,583.830	X	1.158	=	1,834.075
District 9-12	816.208	X	1.268	=	1,034.952
SubTotal	**2,418.243**				**2,895.424**

Add-Ons (FY 2019-20 ADM)	Student Count		Support Level Weight		Weighted Add-On Count
K-3 Reading	0.000	X	0.040	=	0.000
K-3	630.164	X	0.060	=	37.810
ELL	157.694	X	0.115	=	18.135
HI	1.810	X	4.771	=	8.636
MD-R,A-R,SID-R	23.060	X	6.024	=	138.913
MD-SC,A-SC,SID-SC	6.120	X	5.833	=	35.698
MD-SSI	1.890	X	7.947	=	15.020
OI-R	1.000	X	3.158	=	3.158
OI-SC	3.000	X	6.773	=	20.319
P-SD	1.180	X	3.595	=	4.242
DD*,ED,MIID,SLD,SLI*,OHI	314.528	X	0.003	=	0.944
ED-P	0.455	X	4.822	=	2.194
MOID	5.000	X	4.421	=	22.105
VI	1.000	X	4.806	=	4.806
Total Weighted Student Count Add-Ons					**311.980**

* School aged students only

Distance Learning %

		Non-AOI Weighted Student Count	Distance Learning %
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Option 2 - CALCULATE DISTANCE LEARNING % BY CATEGORY	28.7466%

Distance Learning Adjustment

The amount of the negative adjustment for each school district and charter will equal the sum of the two formulas below:

Full-time adjustment:

- (Total Weighted Non-AOI) x (% of ADM that is full-time) x (DL%) x 0.05 x (Base Level Amt) x (TEI or 1.0)

Part-time adjustment:

- (Total Weighted Non-AOI) x (% of ADM that is part-time) x (DL%) x 0.15 x (Base Level Amt) x (TEI or 1.0)

Distance Learning Adjustment

- **Distance Learning Adjustment will appear as a Base Support Level Adjustment on the APOR55/CHAR55 Report**

Base Support Level Adjustments
Audit Service Expense
DL Adjustment (EO 2020-44)   (734,760.98)

Calendars

Analysis of FY21 Instructional Days

- Executive Order

- As of 8/20, 3,015 calendars had been submitted to AzEDS

- The vast majority of calendars start by 8/17, include at least 180 instructional days (or 144 for 4-day week), and end by 5/28/2021

- There was an increase in calendars with fewer than 180 or 144 days compared to FY20, but the increase was a relatively small number of LEAs
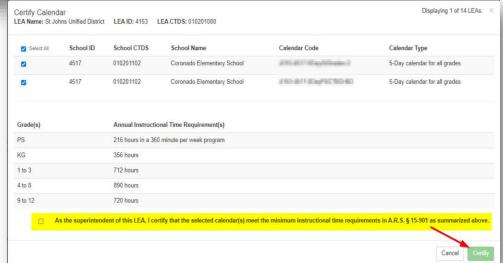
Analysis of FY21 Instructional Days

- There were 209 remaining non-holiday weekdays between 8/31/20 and 6/30/21

- Impossible to anticipate all circumstances that will necessitate changes or disruptions to instruction at individual schools or the potential impact of waiving requirements so early in the academic year

- It appears LEAs will be able to meet the minimum instructional time requirements in the current school year

- Must certify that calendars meet statutory requirements

Certifying Calendars

Revising Calendars

- Calendars can still be added or edited, however, you will need to submit a Help Desk ticket to request access to add or edit a calendar:

https://helpdesk.azed.gov/

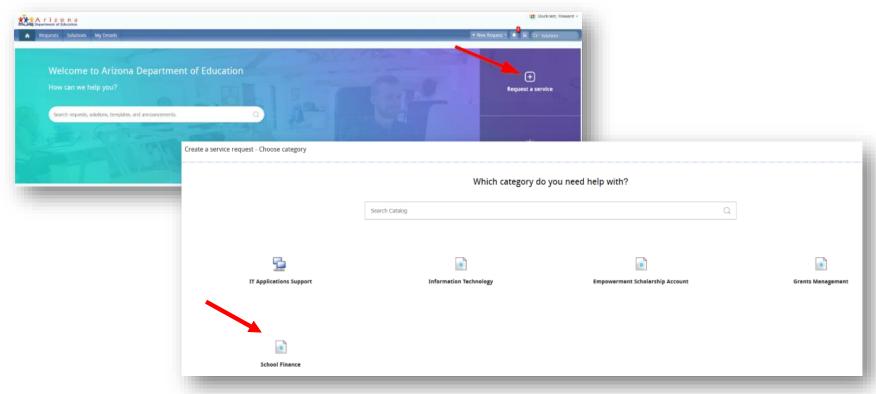- You must re-certify your calendar **anytime** a change is made

Help Desk

How to Access Help Desk

- https://helpdesk.azed.gov/
- You will be logged in automatically or redirected to the ADEConnect login page where you will need to enter your email address and password
  - If you receive an error, contact School Finance by phone and we will submit a ticket on your behalf to resolve the issue
  - IT is continuing to work with Zoho on the ongoing login issue

Create a Service Request

To submit a new request, click on "Request a service" then select School Finance
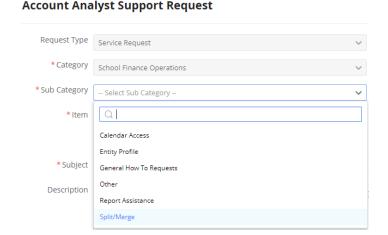
Help Desk Templates

Select the appropriate template and sub category

A.R.S § 15-901 Request
Account Analyst Support Request
- Calendar Access
- Entity Profile
- General How To Request
- Other
- Report Assistance
- Split/Merge
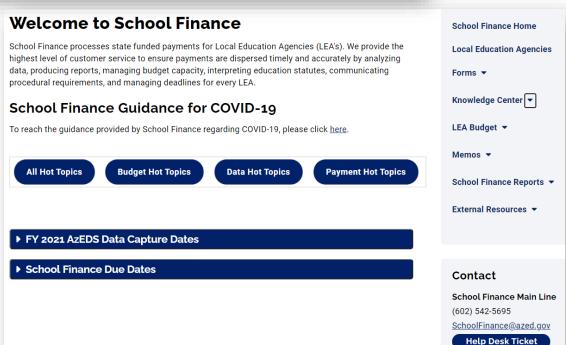Common Logon Access Request Form - SF
Tuition-Out Request

Account Analyst Support Request

Request Type	Service Request
*Category	School Finance Operations
*Sub Category	-- Select Sub Category --
*Item	

Calendar Access
Entity Profile
General How To Requests
Other
Report Assistance
Split/Merge

*Subject

Description

- Be sure to include up to date contact information, Entity ID, and a description of the issue

- Tickets are responded to within 5 business days

New Website

School Finance

School Finance

AzEDS

Local Education Agencies (LEA's) submit student data to the state via Arizona Education Data Standards (AzEDS). School Finance maintains databases of schools and their attributes and relationships to keep AzEDS running smoothly.

▶ **IT Links**

▶ **School Configuration**

▶ **Calendars**

▶ **AzEDS Integrity**

Data Hot Topics

SDER Application Open

TUE, SEP 15 2020 •   DATA HOT TOPICS

The School District Employee Report (SDER) On-Line Application is now open and ready to accept employee data.

Read more

...minder: Data Capture is September 8, 2020

...ED, SEP 9 2020 •   DATA HOT TOPICS

...eadline is fast approaching, and we want to ensure that your October 1 payment is based on current and accurate ADM.

Read more

▼ FY 2021 AzEDS Data Capture Dates

Every month ADE uses student data submitted by LEA's to calculate Average Daily Membership (ADM). ADM is used as the basis for state aid funding. LEA's submit student data to AzEDS and ADM is calculated in the ADM Calculation Engine (ACE). The student data must reside within AzEDS on time to be included in the scheduled Integrity and ACE processing for each month's payment.

Data Capture Deadline, 5 p.m.	To be considered for:
August 11, 2020	Payment on September 1, 2020
September 8, 2020	Payment on October 1, 2020
October 6, 2020	Payment on November 2, 2020
November 3, 2020	Payment on December 1, 2020
December 1, 2020	Payment on January 4, 2021
January 5, 2021	Payment on February 1, 2021
February 2, 2021	Payment on March 1, 2021
March 2, 2021	Payment on April 1, 2021
April 6, 2021	Payment on May 3, 2021
May 4, 2021	Payment on June 1, 2021
June 1, 2021	Payment on June 30, 2021

Click here for additional information: **Monthly Payment and AzEDS Processing**

School & Student Data

School & Student Data

Our agency is committed to supporting schools and local education agencies in managing, reporting, and addressing student data.

This page provides frequently accessed links, resources, forms, and data sets across our agency that are used by district and charter data coordinators, registrars, administrators, district test coordinators, and program directors. Please visit each of these program's individual pages for additional information.

School Finance

Budgets/AFRs

Impact Aid

State Aid Payments

Reconciling Calendars

State Payment Reports

Submit a 15-915

Submitting Calendars

Submitting/Reconciling AzEDS Membership Data

Accountability

Alternative School Status

Annual Public Data Sets

Withdrawal Codes & Official Notice of Pupil Withdrawal

School Report Cards

State Accountability

Data Governance

Family Educational Rights and Privacy Act (FERPA)

Public Data Sets

Submit a Data Request

Exceptional Student Services

FY21 Data Reporting Updates

AzEDS SPED Codes

ASDB Reporting

Oct 1 Historical Data

Post School Outcomes

Assessment

Accommodation Manual

AZELLA Reports

Menu of Assessments - Cut Scores

Technical and Legal Resources

Testing Calendar

AzEDS

AzEDS Home

AzEDS Reference

AzEDS for Developers

Questions?

Operations Support Team

Account Analysts

(602) 542-5695

Finance Operations Team

Budgets
SFBudgetTeam@azed.gov

Payments
SFPaymentTeam@azed.gov

Submit a Help Desk Ticket:

Analysts respond to all Help Desk tickets within 5 business days.

www.azed.gov/finance