

Frequently Asked Questions - Reporting Distance Learning %

11/4/2020

School districts and charters are required to report the percentage of FY 2021 scheduled instructional time that is distance learning for students that are reported as non-AOI students. The required percentage is calculated by dividing the total scheduled instructional time that is distance learning by the total scheduled instructional time for non-AOI students.

Districts and charters must report this information for two separate periods this year: the first 40 days (due on 11/13/2020) and the entire school year (due after the last day of instruction).

This document answers frequently asked questions about reporting the percentage of instructional time for non-AOI students that is distance learning.

Related Resources

- [School Finance – Guidance on Executive Orders](#)
- Webinar [slides](#) and [video recording](#) explaining Distance Learning % and adjustment
- Link to [Distance Learning Report](#)

How to Submit the Distance Learning Report

Where is the distance learning file on the ADE website?

The distance learning report file may be downloaded from <https://www.azed.gov/finance/fy2021-distance-learning-submission-update>

Where do we go to submit our percentage of distance learning time?

Districts and charters must upload the completed distance learning file via Common Logon on the ADE website at www.ade.az.gov/CommonLogon. The file will be uploaded through the Common Logon application School Finance File Upload (Budget/AFR) for FY 2021. This is the same process that is used to upload budgets and AFR files. Please select file type "Distance Learning Report - Actual." The completed file should be uploaded by the Business Manager, CFO, or alternate district/charter contact that has access to the School Finance File Upload (Budget/AFR) for FY 2021.

I need to change my Distance Learning report. How do I resubmit?

It is possible to re-submit the distance learning report. If you need to resubmit, first email SFBudgetTeam@azed.gov and ask that the previously-submitted report be archived. After you receive an email back confirming that the previously-submitted report has been archived, it will be possible to upload the new report following the same process as for the first copy.

Who should we contact for assistance uploading the completed report?

Please email SFBudgetTeam@azed.gov for assistance uploading the completed report. If you have questions about calculations and how to complete the report, please email SchoolFinance@azed.gov.

General Questions About Distance Learning

What documentation is needed to track the % of instruction that is distance learning?

The [School Finance – Guidance on Executive Orders](#) published in July requires that districts and charters specify in the Distance Learning Plan the method(s) that will be used to track attendance while students are in distance learning and be able to track scheduled distance learning hours by student to determine the percentage of total instruction that is distance learning. While there is not a specific format or form required, districts and charters should be able to show how distance learning was tracked and how the reported distance learning % was calculated.

Should districts and charters include all days in distance learning, even those days that districts and charters were not allowed to open based on the Governor's Executive Order?

Yes, all instructional days in distance learning should be included in the calculated distance learning percentage.

If students had the option to come back to in-person learning, but chose not to come back, are they still counted as distance learning?

Yes, students should be reported as in distance learning for all instructional days in distance learning, even if the option to attend in-person was available.

Is this report by district or by schools?

Distance learning is reported at the school district or charter district level.

Does paper packet work count as distance learning for this report?

Yes, any alternative to in-person classroom instruction provided in accordance with an approved distance learning plan should be considered distance learning for the purpose of reporting the % of instruction that was distance learning.

Should students that participate in Arizona Online Instruction (AOI), pursuant to A.R.S. 15-808 and approved by the State Board of Education or State Board for Charter Schools, be included in the distance learning report?

No, the reported percentage of instruction that was distance learning is for non-AOI students only.

Do we count Distance Learning beginning on August 17th or from the first day of instruction?

The first day of instruction for non-AOI students is the start date for the distance learning calculation. The report submitted on Friday, November 13th should reflect the percentage of the first 40 instructional days that were distance learning and the report submitted after the last day of school should reflect the

percentage of all instructional days that were distance learning.

What AzEDS data will you need? Which data capture date?

The same student data that is routinely submitted to AzEDS will be used for Enrollment Stabilization Grant calculations, except that grant formula awards and corresponding distance learning calculations will be based on current-year 40th day ADM rather than 100th or 200th day ADM. The data capture date for Enrollment Stabilization Grant calculations is Tuesday, November 3rd. This is the same date as data capture for the December 1st state aid payment. There is a [list of all FY 2021 data capture dates](#) on the School Finance website.

Districts and charters can locate 40th day information on the ADM15 report by filtering the “Reporting Period Name” column for 40th day. If you are unfamiliar with how to filter the ADM15 report, the School Finance Training video [Year End Activities](#) explains how to filter this report (the video is not specific to filtering for 40th day information, but explains how to filter the report in general).

Is this first submission for the first 40 days only, not all 180 days? If all 40 days were distance learning, would the percentage be 100%?

Yes, the report that must be submitted by Friday, November 13th is for the first 40 days of instruction. If all 40 days were distance learning, the reported percentage should be 100%.

Calculating Distance Learning %

How do you determine the student number?

For the purpose of reporting distance learning on Friday, November 13th, any student included in the district’s 40th day ADM should be included in the calculation.

Do students who were on-site for on-site support services count as in-person or distance learning if instruction with their teacher was online?

Students should be reported as in distance learning while receiving on-site support services for distance learning. Students should not be reported as in distance learning while receiving in-person classroom instruction from the student’s teacher.

If 100% of students are distance learning, is it still necessary to submit the distance learning report?

Yes, the distance learning report should be submitted even if 100% of instruction was distance learning. If 100% of instruction was distance learning for all students for the first forty days, it is only necessary to populate one cell in the report. The overall distance learning percentage on the first tab should be entered as 100% and the district/charter identifying information should be added to the top of the form.

| District Name | County | CTD Number |
|---|--------|--------------------------|
| FY 2021 DISTANCE LEARNING % | | |
| <p>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.</p> | | |
| Option 1 - REPORT OVERALL DISTANCE LEARNING % FOR ALL STUDENTS | | <input type="checkbox"/> |
| <p>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. <u>It is not necessary to provide any additional information if an overall distance learning percentage is reported.</u></p> | | |

If using the Option 1 box, do districts and charters still need to put in our K-8 and 9-12 non-weighted student count?

No, if an LEA reports an overall distance learning percentage for all students under Option 1, it is not necessary to report any additional information, aside from identifying information for the district/charter at the top of the form. It is only necessary to report using one of the two options.

Are we to use the most recent student count reports (ADMS46-1, SPED28, etc.) to complete the distance learning worksheet?

Any student that generated ADM should be included in the distance learning calculation. For the report due on Friday, November 13th, any districts and charters reporting under option 2 should refer to the 40th day non-AOI spreadsheet published on Wednesday, November 4th. Additionally, the ADM15 can be used to identify the specific students that are included in 40th day ADM counts. Payment system reports (APOR55/CHAR55) will only show projected 100th or 200th day ADM, which will not perfectly match 40th day ADM.

Based on the formula within the document, if we are a school with a 180-day calendar and 100% of the students were distance learning the entire 40 days, the percentage would be 22.22% correct?

No, the report submitted by Friday, November 13th is the percentage of the first 40 days that was distance learning. If all 40 days were distance learning, the reported percentage should be 100%.

Does this affect a 200-day calendar year or 144-day calendar (4-day/week) for calculation?

The distance learning % reported by Friday, November 13th is solely for the first 40 days of instruction and all LEAs will report based on the first 40 days. After the last day of school, all districts and charters will be asked to submit an additional report indicating the % of all instruction that was distance learning for the school year. For most districts and charters, this will be the percentage of 180 days that were distance learning, however it will be the percentage of 200 days for those with 200-day calendars and the percentage of 144 days for districts and charters with 4-day per week calendars.

Examples of Calculating Distance Learning % for Specific Scenarios

We have students on campus on a hybrid schedule and have students who have decided to stay in distance learning. How do we calculate distance learning %?

If you have groups/cohorts of students that are spending different amounts of time in distance learning, it is necessary to calculate the percentage of time spent in distance learning for each unique group/cohort separately and then calculate a weighted average to determine the overall percentage of instruction that was distance learning for the district or charter (or, if using Option 2, the percentage for all students in a specific Group A/B category). In a scenario in which some students are on a hybrid schedule and others are entirely in distance learning, there are at least two unique groups/cohorts of students:

1. Students that began a hybrid model at some point during the first 40 days
2. Students that remained in distance learning for the entire first 40 days

The tab labeled "4-Optional Weighted Average" can be used to input the information for separate groups/cohorts to calculate the overall percentage of instruction that was distance learning. The distance learning % calculated on this tab can then be entered as the overall distance learning percentage on the first tab.

In a scenario in which some students are on a hybrid schedule and others are entirely in distance learning, tab 4 might look like the image below:

| Distance Learning - Optional Weighted Average Calculator | | | | |
|--|----------|---------------|---------------------|---------------------|
| | | | Distance Learning % | 70.00% |
| Cohort | Students | DL Days/Hours | Total Days/Hours | % Distance Learning |
| Hybrid beginning 8/17 | 80 | 25 | 40 | 62.50% |
| Remain in distance learning | 20 | 40 | 40 | 100.00% |
| Cohort 3 | | | | |

We have students that started on campus on a hybrid schedule on 9/14 and then in-person full-time on 10/12, students that started and remained in distance learning until 10/12 and are now in-person full-time, and students that remain in distance learning. How do we calculate distance learning %?

In this case, there are at least three unique groups/cohorts of students that have participated in distance learning for different percentages of time during the first 40 days:

1. Students that started in distance learning, began an A/B hybrid on 9/14 and then began full-time in-person on 10/12
2. Students that started in distance learning and did not participate in A/B hybrid, but began full-time in-person on 10/12
3. Students that remained entirely in distance learning

In this scenario, tab 4 might look like the image below:

| Distance Learning - Optional Weighted Average Calculator | | | | |
|--|----------|---------------|---------------------|---------------------|
| | | | Distance Learning % | 70.74% |
| Cohort | Students | DL Days/Hours | Total Days/Hours | % Distance Learning |
| Hybrid beginning 9/14, in-person | 1,100 | 26 | 40 | 65.00% |
| Distance until 10/12, then in person | 100 | 36 | 40 | 90.00% |
| 100% distance learning | 150 | 40 | 40 | 100.00% |

How does a district or charter enter info for multiple schools that opened at different times?

If there are groups/cohorts of students that are spending different amounts of time in distance learning, whether enrolled at different schools or just participating in different distance learning options, it is necessary to calculate the percentage of time spent in distance learning for each unique group/cohort of students separately and then calculate a weighted average to determine the overall percentage of instruction that was distance learning for the district or charter.

In a scenario in which students at different schools are participating in distance learning for different percentages of time, tab 4 might look like the image below:

| Distance Learning - Optional Weighted Average Calculator | | | | |
|--|----------|---------------|---------------------|---------------------|
| | | | Distance Learning % | 75.54% |
| Cohort | Students | DL Days/Hours | Total Days/Hours | % Distance Learning |
| School 1 | 500 | 20 | 40 | 50.00% |
| School 2 | 250 | 25 | 40 | 62.50% |
| School 3 | 400 | 40 | 40 | 100.00% |
| School 4 | 600 | 30 | 40 | 75.00% |
| School 5 | 550 | 35 | 40 | 87.50% |

How does a district or charter report using option 2?

Under option 2, districts and charters will calculate the percentage of instruction that was distance learning separately for students that generate unique Group A/B funding weights. For each individual Group A/B category, an overall distance learning percentage should be calculated for all students in the category using the same process as in the examples above. Tab 4 is an optional tab that is not collected and may be used multiple times to calculate the distance learning percentage for various Group A/B categories. The percentage calculated for each Group A/B category should then be input in the corresponding box on tab 1.

Enrollment Stabilization Grant and Distance Learning Adjustment

Do we submit the AzEDS data and Distance Learning Report to ERMT or follow regular processes?

It is not necessary to submit distance learning data directly to ERMT. Districts and charters must upload the completed distance learning file via the Common Logon on the ADE website at www.ade.az.gov/CommonLogon. This is the same process that is used to upload budgets and AFR files. Please select file type "Distance Learning Report - Actual." The completed file should be uploaded by the Business Manager, CFO, or alternate district/charter contact that has access to the School Finance File Upload (Budget/AFR) for FY 2021.

When will districts and charters report the distance learning percentage for the full academic calendar?

After the last day of instruction for the school year.

When will the reduction to funding from the DL % report take place?

The adjustment to funding for distance learning will not be applied until at least January 1st. More information will be available in advance of the adjustment being applied.

What if the 40th day for our schools is after the November 3rd deadline for reporting data in AzEDs for use in Enrollment Stabilization Grant calculations?

For a small number of districts and charters, the 40th day falls after Tuesday, November 3rd and OSPB has indicated that School Finance should use projected 40th day ADM in this case. For these districts and charters it is still necessary to make sure that all student data is up to date and accurate in AzEDS by November 3rd. AzEDS will calculate a projected 40th day ADM using the assumption that all students enrolled on November 3rd will remain enrolled through the 40th day.

Is the 98% or 105% ESG grant formula award calculation dependent on if you are offering in-person learning?

No, but the data used in the Enrollment Stabilization Grant formula award calculations will incorporate reductions for distance learning. In comparing current-year ADM to prior-year ADM, ADM that is generated through AOI and distance learning will be reduced to 95% for full-time students and 85% for part-time students. Calculating this way will ensure that districts' and charters' formula awards will consider declines in student enrollment as well as declines in funding due to increased use of distance learning and AOI.

What happens when ESG grant formula award allocations exceed the limited funding available?

Please contact the Arizona Governor's Office of Strategic Planning and Budgeting, Economic Recovery Management Team at ERMT@az.gov with any questions about grant processes or for assistance with the grant.