



COLORADO
Department of Education

Student October: Calendar & Bell Schedule Calculations

July 18, 2024

The goals of today's webinar are to:

- Provide a high-level overview of the goal of a calendar and bell schedule calculation
- Share the steps of the process the School Auditing Office uses to conduct calendar and bell schedule calculations
- Compare and contrast a simple example and a more complex example
- Share considerations related to Alternative Instruction Courses

School Auditing Office

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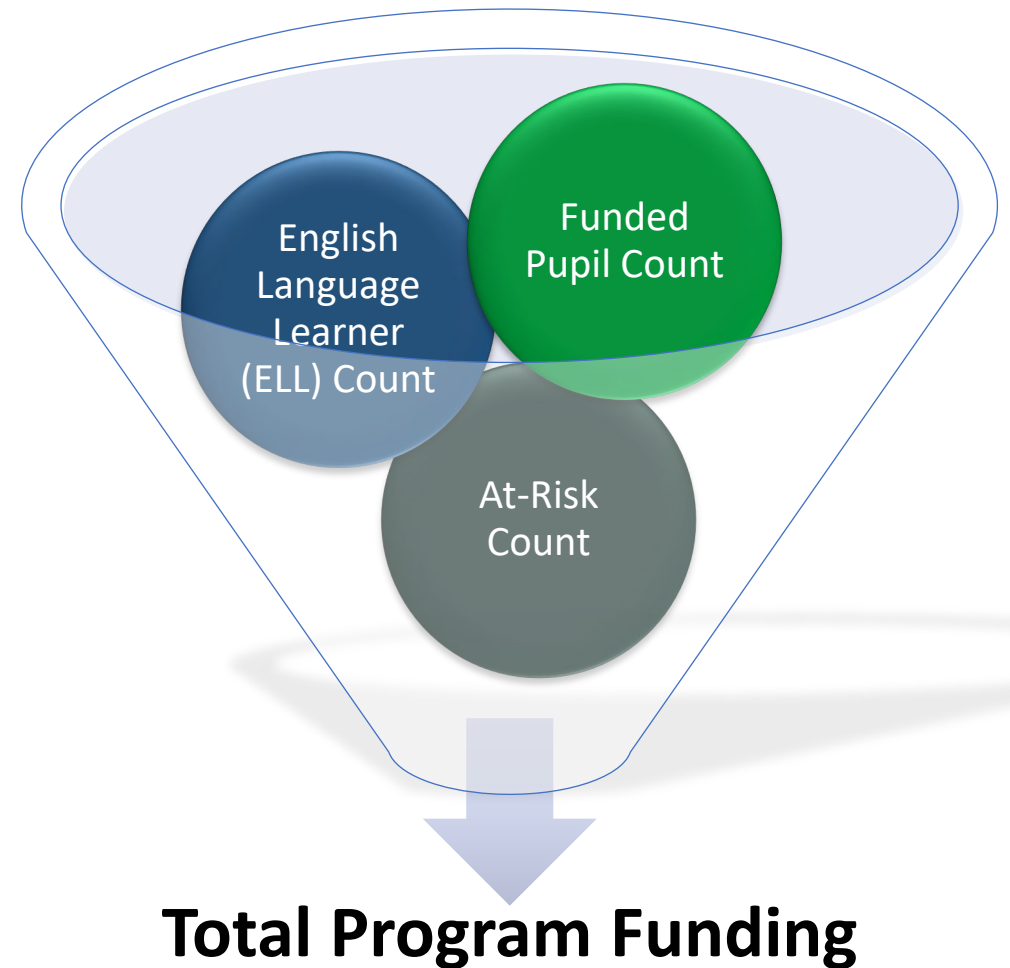
Student October Count Audit Resources

- Funded Pupil Count
 - [Pupil Count](#) webpage
 - [2024 Student October Count Audit Resource Guide](#)
- At-Risk Count
 - [At-Risk Count](#) webpage
 - [2024 At-Risk Count Audit Resource Guide](#)
- English Language Learner (ELL) Count
 - [English Language Learner Count](#) webpage
 - 2024 English Language Learner Audit Resource Guide (will be posted August 1st)
 - [2023 English Language Learner Audit Resource Guide](#)

Introduction

Total Program Funding

- Colorado public school districts are funded by a variety of sources.
- The biggest source of funding comes from the School Finance Act.
- The amount of funding a district receives according to the School Finance Act is called **Total Program**.
- Student counts submitted to the Department through the Data Pipeline are used to calculate Total Program Funding.



- Colorado funds Colorado public school districts based on a 1-day membership count (i.e., **the pupil enrollment count date**).
- The Colorado Department of Education uses the data submitted by districts during the [Student October Count data collection](#) to determine each of the funded counts.
- Pursuant to 1 CCR 301-39 and as described in the [2024 Student October Count Audit Resource Guide](#) there are **three (3) general funding requirements** students must meet to be included in the funded pupil count.
 - These requirements must be met based on the pupil enrollment count date and/or the 11-day count period

2024 Pupil Enrollment Count Date



Tuesday, October 1, 2024

September							October							November						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

- The 11-day count period includes the following (based on the district's adopted calendar):
 - The 5 student contact days before the pupil enrollment count date
 - The pupil enrollment count date
 - The 5 student contact days following the pupil enrollment count date
- Districts can request an alternative count date or 11-day count period on behalf of an individual school, if applicable

General Funding Requirements

1. Enrollment
2. Attendance
- 3. Scheduled Instructional Hours**
 - Direct Instructional Time
 - Alternative (Equivalent) Instructional Time
 - Postsecondary Semester Credit Hours

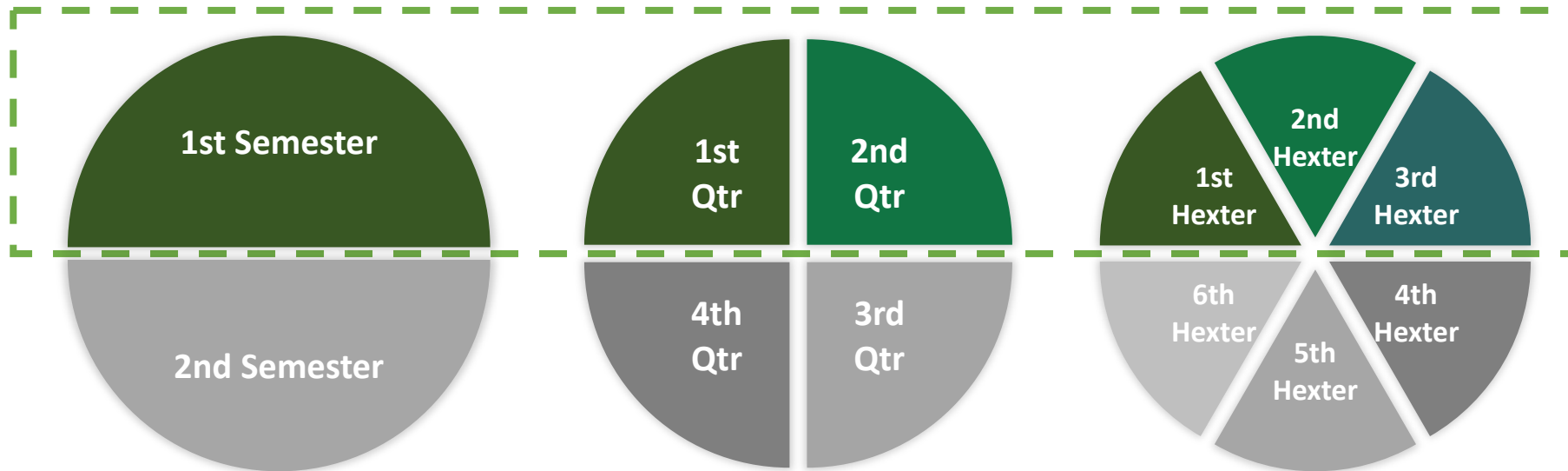


Determining Funding Level Eligibility

- A student's individual schedule is used to determine whether they are eligible for full-time or part-time funding.
- The types of **courses** into which a student is scheduled determines how the student's schedule will be evaluated for funding purposes.
- Student schedules:
 - Should reflect what was true **as of the pupil enrollment count date**
 - Should **encompass the entire semester of the pupil enrollment count date**
- At the time of an expanded audit (focused or comprehensive), districts and schools must be prepared to provide individual student schedules for all secondary (grades 6-12) students, as well as for students enrolled in district run or contracted programs.

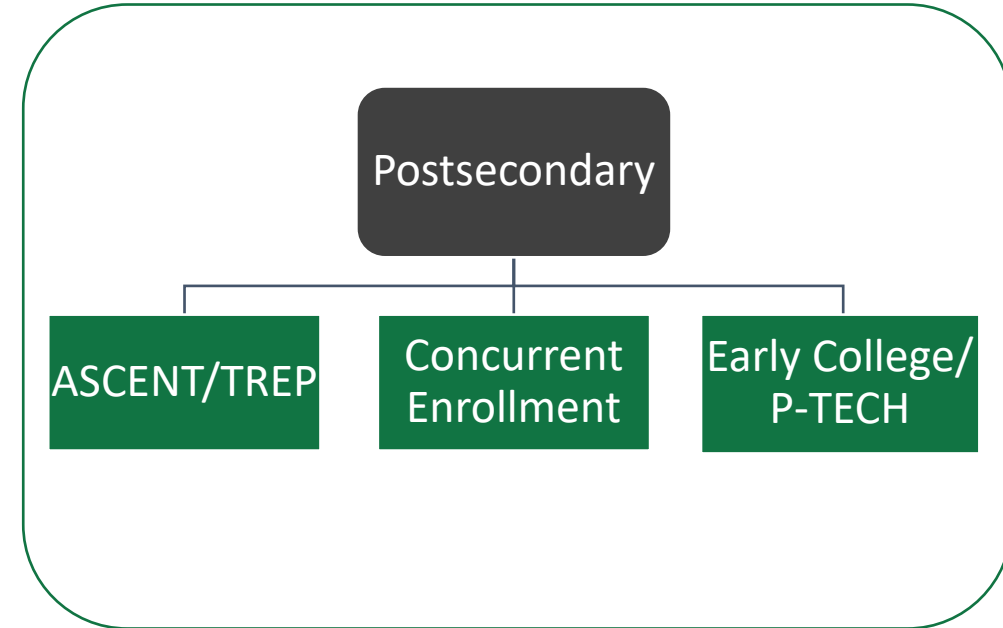
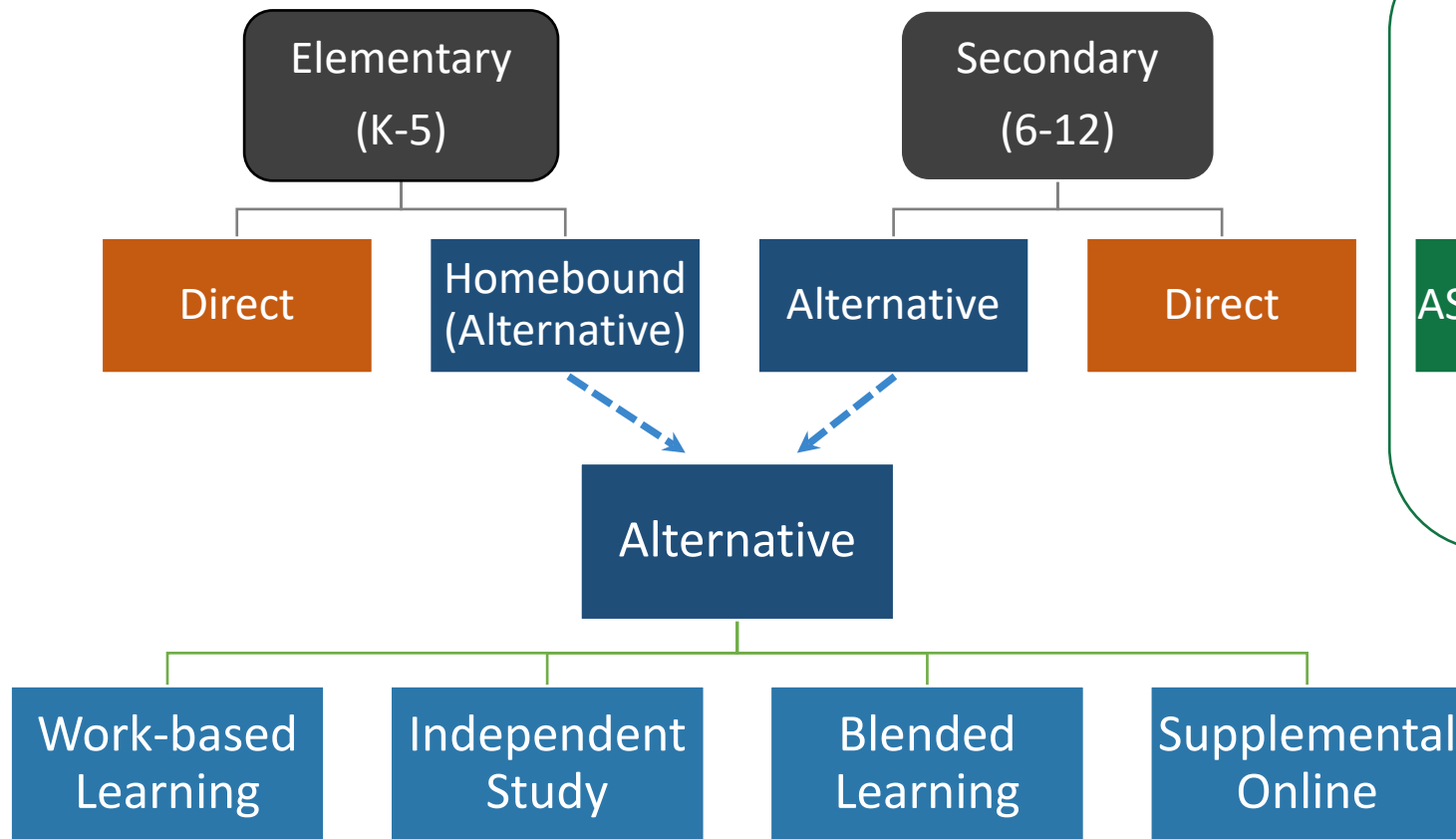
Student Schedule Considerations

Funding level is based on the student's entire fall semester schedule (i.e., semester 1, quarters 1 & 2, or hexters 1, 2, & 3, etc.)



Fall semester is half the scheduled student contact days according to the school calendar, regardless of how the school organizes terms.

Instructional Types of Courses



For courses evaluated based on scheduled instructional time (direct and alterative), the following applies:

- **Full-time** funding eligible:
 - Includes students who have a schedule as of the applicable count date that provides for at least 360 hours of instructional time in the semester of the pupil enrollment count date.
- **Part-time** funding eligible:
 - Includes students who have a schedule as of the applicable count date that provides for at least 90, but less than 360, hours of instructional time in the semester of the pupil enrollment count date.
- **Not eligible**/no funding allowed:
 - This include students who meet the enrollment criteria, but may not meet the attendance requirement, or may be scheduled, as of the applicable count date, for less than 90 hours of instructional time in the semester of the pupil enrollment count date.

- The instructional time for **alternative instruction courses** will be determined based on an **equivalent amount of instructional time** the student would have received if taking a similar credit-bearing **direct instruction course** offered at the brick-and-mortar school at which the student is enrolled.
- Alternative instruction can only count towards funding determination if the **course** to which it applies meets the definition of a blended learning, supplemental online, work-based learning or independent study **course** (i.e., alternative instructional time cannot be associated with a “session”, it must be associated with a specific course).
- All **courses** using alternative instruction in the determination for funding must be included in the school or district’s catalog of courses using alternative instruction.
- An equivalent amount of instructional time will be applied to all **courses** using alternative instruction.

Equivalency for Alternative Instruction Courses

The number of instructional minutes for Alternative Instruction courses must align with the number of instructional minutes received in a Direct Instruction course **offered at the same school** conferring the same amount of credit.

Average Daily Minutes of Direct Instruction from bell schedule calculation	Credits awarded for course	Equivalent Daily Alternative Instruction Minutes
30	0.25	30
50	0.50	50
90	0.75	90

Equivalent Instructional Time for Colorado Online Schools and Programs

- Guidance for determining equivalent instructional time for students enrolled primarily in a Colorado public online school or program is **different** from guidance for determining equivalent instructional time for students primarily enrolled in brick-and-mortar schools and programs (taking courses using alternative instruction).
- Colorado public online schools and programs should refer to the “Online Schools and Programs” section of the [2024 Student October Count Audit Resource Guide](#) for details on determining equivalent instructional time for their online school or program..
- Brick-and-mortar students scheduled into courses using alternative instruction (such as blended learning and supplemental online courses) offered through a Colorado public online school and program must use the equivalent amount of instruction as determined by their **brick-and-mortar school**.

- Qualifying postsecondary courses are evaluated based on the number of eligible college credit hours for which the district or school is paying entirely.
 - Full-time funding eligible:
 - Student is scheduled into at least 12 semester college credit hours during the semester of the pupil enrollment count date.
 - Note: students participating in a qualifying Dropout Recovery program run by a community college must be scheduled into at least 7 semester college credit hours.
 - Part-time funding eligible:
 - Student is scheduled into at least 3, but fewer than 12, semester college credit hours during the semester of the pupil enrollment count date.
- A student may also be eligible for full-time funding if their schedule qualifies as:
 - Part-time based on high school (secondary) scheduled instructional time (i.e., 90+ hours); **and**
 - Part-time based on postsecondary semester college credit hours (i.e., 3+ credit hours)

Passing Periods

Passing periods may only be considered in the calculation for full- or part-time funding when a student is passing between two on-site courses, or between an on-site course and lunch.

- Passing periods up to **seven minutes** may be included in the calculation of full- or part-time funding.
- The following periods **cannot** be considered in the calculation of instructional time:
 - Periods reserved exclusively- for breakfast
 - Periods reserved for lunch
 - Periods of time between lunch and class
 - Periods between a class and a free period
 - Periods between a free period and a class
 - Periods between an alternative instruction course and an on-site course
 - Periods between an on-site course and an alternative instruction course
- Passing periods between an on-site course evaluated based on college credit hours (i.e., qualifying postsecondary courses) and an on-site course evaluated based on actual direct instructional time cannot be included in the determination of scheduled instructional time.

Calculating Scheduled Instructional Hours

Calendar and bell schedule calculations are used to evaluate individual student schedules to determine whether a given student meets the full-time or part-time funding threshold.

- The purpose of the **calendar calculation** is to determine the average number of minutes per day of instructional time a student must be scheduled in order to reach both the full-time and part-time funding thresholds.
 - This calculation may vary by school and program within a given district if the total number of scheduled student contact days differs, or if the given school's or program's use of modified bell schedules results in lost minutes.
- The purpose of the **bell schedule calculation** is to determine the average number of minutes per day of direct instruction each instructional period (i.e., "class period") included in a regular bell schedule provides.

Calendar Calculations

- **Step 1:** Determine the number of student contact days in the semester
- **Step 2:** Determine the minimum average daily minutes needed for each funding threshold.
- **Step 3:** Determine the total number of yearly lost instructional minutes associated with modified bell schedules not used during a “regular” week.
- **Step 4:** Determine the average number of daily lost instructional minutes associated with modified bell schedules not followed during a “regular” week.
- **Step 5:** Determine the adjusted minimum average daily minutes needed for each funding threshold.

Bell Schedule Calculations

- **Step 1:** Determine the type of regular week bell schedule your school or program follows.
- **Step 2:** Determine the total number of weekly instructional minutes each class period is scheduled to provide during a regular week.
- **Step 3:** Determine the average daily instructional minutes each class period is scheduled to provide.
- **Step 4:** Determine the number of instructional class periods into which a student must be scheduled in order to meet the full-time or part-time funding threshold.

Calculation Demonstration

Example 1

Example 2