

# Class Size Reduction Q&A Charter Schools

Class Size Statute Link				
Class Size Calculations	Enrollment Counts	Scheduling	Scheduling Methods	Class Size Tips
Class Size Reports	Head Start	Staffing	Scheduling ESE Students	FDOE Class Size Reports
Critical Dates	High	Team Teaching	Scheduling Elem Specials	
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**CSR Website Link for daily checking of CSR data:**  
<http://www.broward.k12.fl.us/casdl/csrdata/>

Category	#	Question	Answer
Class Size Calculations	1	<b>Q: When will the class size Website be available and updated?</b>	<p><b>A:</b> The CSR Website will be available in May for posted 2016-17 schedules and updated daily after the completion of the final TERMS rollover. Any changes made in TERMS will be reflected in the Website by 9:30 A.M. the following day.</p> <p><a href="http://www.broward.k12.fl.us/casdl/csrdata/">http://www.broward.k12.fl.us/casdl/csrdata/</a></p>
Class Size Calculations	2	<b>Q: The data on the Class Size Website is wrong! Who do I call to correct my data?</b>	<p><b>A:</b> The data displayed in the Website are pulled directly from TERMS; however, the Period-by-Period view in the CSR Website is not 'real time' and changes made in TERMS will be reflected in the CSR Website the following day. Only schools can correct the TERMS data. IMT's may access the C16 panel to check schedule edits or the C01 panel to view changes made in the room occupancy data.</p> <p>If the data still appear to be wrong after the nightly update, call the I&amp;T Help Desk at 754-321-0411 for assistance in determining the problem.</p>
Class Size Calculations	3	<b>Q: Why isn't my school's class size being calculated on the CSR Website?</b>	<p><b>A:</b> The CSR Website calculates your class size based upon core classes and student schedules posted in TERMS. You need to verify schedules have been posted and students are registered to core courses. Contact the I&amp;T Help Desk if all your schedules are posted in TERMS, but are not showing in the School listing or showing student data incorrectly. CSR Core courses are indicated in TERMS on the C15 panel under the CSR field at the bottom of the page.</p>

Category	#	Question	Answer
Class Size Calculations	4	<b>Q: How will I know if my schedule is meeting the class size mandate?</b>	<p><b>A:</b> Principals and IMT's must review their school's data daily on the CSR Website to verify that changes made in enrollments and schedules do not adversely impact their class size data.</p> <p><a href="http://www.broward.k12.fl.us/casdl/csldata">http://www.broward.k12.fl.us/casdl/csldata</a></p> <p>Any changes made in TERMS will be reflected in the Website by 9:30 A.M. the following day. The Room Occupancy view on the CSR Website displays data 'real time' meaning that changes made in TERMS are reflected in this view (in blue) immediately. IMT's may access the C16 panel in TERMS or the Room Occupancy view on the CSR Website to check that schedule edits or changes made in data do not adversely impact their class size data.</p>
Class Size Calculations	5	<b>Q: How do I know if a course is a 'core' course and counts for the class size calculation?</b>	<p><b>A:</b> The State determines which courses are core and counted for class size. CSR Core courses are indicated in TERMS on the C15 panel under the CSR field at the bottom of the page.</p>
Class Size Calculations	6	<b>Q: How do I find out why a room calculation on the class size website is higher than the actual number of students that I know to be in that room?</b>	<p><b>A:</b> When a room's enrollment appears too high or too low, schools can use the BLD/RM field on the C16 Master Schedule Query panel in TERMS to view the classes scheduled for that room to make sure the schedule data has been entered correctly.</p> <ul style="list-style-type: none"> <li>• Enter the building and room number (no spaces or other characters) in the BLD/RM field and press enter.</li> <li>• Be sure to press the F8 key until the message "No Additional Pages" appears at the bottom of the screen.</li> <li>• This panel will show the courses scheduled in the room, the periods of the courses, the teachers teaching the courses, and the number of students scheduled in each period.</li> </ul> <p>Additionally, the Room Occupancy view on the CSR Website will show the classes scheduled for each room and period. <a href="#">Click here to see the Researching Rooms in TERMS attachment.</a></p>
Class Size Calculations	7	<b>Q: If a teacher is teaching a class with multiple course numbers, how is class size determined?</b>	<p><b>A:</b> If all courses in the room and period are core courses, the course with the most students will be considered the main course, but students in all the courses scheduled in that room and period will be counted. For a room and period where both core and non-core courses are scheduled, if the non-core course has the most students, the room and period will not be included in the calculation. However, if there are more students in the core course than the non-core course, the room and period will be included in the calculation and all students in all courses, both core and non-core, will be counted.</p>
Class Size Calculations	8	<b>Q: How does the state assign a grade for a room?</b>	<p><b>A:</b> The State assigns grade level period-by-period, not by room. The grade level for each period will be based on the single grade (within each individual FISH Room and period combination) with the most students. If two grades have the same number of students, the tie goes to the higher grade level. Example: If the grade distribution for a room and period is ten students in Grade 3, ten students in Grade 4, and two students in Grade 5, Grade 4 will be the assigned grade for the room and period and all 22 students will be counted.</p>

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Class Size Calculations	9	Q: How does the class size calculation handle courses whose periods end in period 88?	A: Any course using a period ending in 88 will be excluded from the State's class size average calculation.
Class Size Calculations	10	Q: I have a special education classroom with Grades 2-5. How will this impact my class size?	A: The grade level for each period will be based on the single grade (per FISH number and period combination) with the most students. There is a possibility that some periods in the room will be in the PK-3 calculation and some may be in the Grade 4-5 calculation.
Class Size Calculations	11	Q: How is the state calculating class size <u>compliance</u> or 2016-17?	A: Florida State Statute <a href="#">1003.03</a> requires the implementation of period-by-period class size reduction compliance for all traditional public schools. Charter school compliance is based on school-wide average by grade grouping. State Statute <a href="#">1002.31</a> allows class size compliance for public schools of choice to be measured based on school-wide average by grade grouping, but the District & State are continuing to monitor period-by-period compliance. Districts are required to show that every effort was made to meet the constitutional mandate by the October FTE and Broward expects that the overall period-by-period In-compliance percentage continue to increase.

Category	#	Question	Answer
Class Size Calculations	12	<b>Q: How does the CSR <u>penalty</u> work? Is the penalty the same, if we are over several students in one class or if we are over the same number of students in several classes?</b>	<p><b>A:</b> The CSR calculation contains a series of steps:</p> <ol style="list-style-type: none"> <li>1. Count the number of students in each course within each class.</li> <li>2. Determine the main course (if count of students in core course is equal to the count of students in a non-core course, then the main course is core)</li> <li>3. Determine main grade taught in each class based on the the grade with the majority of students in the main course. If the highest number of students is equal for two or more grades in the same room, then the highest single grade (not grade group) is determined to be the main grade.</li> <li>4. Identify the classes in which the main course is a “core” course. If all courses in the room and period are core courses, the course with the most students will be considered the main course, but all students in that room and period will be counted.</li> <li>5. Count the number of students in each class allowing for adjustments based on scheduling method.</li> </ol> <p><b>The CSR Penalty is calculated based on the FTE generated by each student over in each period that is not in compliance.</b> There is no difference in penalty between having one class with all of the overage or spreading the overage over multiple classes. Therefore, 10 students over in one class will generate the same penalty as 2 students over in 5 classes.</p> <p><b>6. For Charter Schools and ‘Schools of Choice’ the CSR Compliance Penalty is calculated based on the grade group average: Total students in each class/total number of classes.</b></p> <p><b>Example:</b> Elementary School, Grade Group 4-8 class size average calculation:</p> <ul style="list-style-type: none"> <li>o 4th – 542 students, 30 classes</li> <li>o 5th – 573 students, 31 classes</li> </ul> <p style="text-align: right;">} Total Classes</p> <ul style="list-style-type: none"> <li>o <b>Total students</b> = 1,115 (Total duplicated count of students for each class)</li> <li>o 1,115 <b>Total Duplicated Count of Students</b>/ 61Total Classes = 18.27 Grade Grouping Class size average</li> </ul>
Class Size Calculations	13	<b>Q: Is there a class size limit to non-core electives that are not counted in the CSR calculation?</b>	<b>A:</b> No, however, schools should consider safety and security when scheduling class loads.
Class Size Calculations	14	<b>Q: For schools on block schedules, does TERM 8 have to be in compliance with the class size reduction mandate?</b>	<b>A:</b> The State of Florida reviews the class size for both TERM 6 and TERM 8. Currently, compliance with class size is only calculated based on the October FTE survey (Term 6) data. However, the State does calculate class size based on February FTE survey (Term 8) data for comparison purposes with the October Survey data.
Class Size Reports	15	<b>Q: How will the District communicate issues relating to class size to the public?</b>	<b>A:</b> The District will use the Public CSR Website and other media as appropriate. The Public CSR Website is located at the following URL: <a href="http://www.broward.k12.fl.us/classsize">http://www.broward.k12.fl.us/classsize</a>

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Class Size Reports	16	Q: Is there a report that shows the room number and the class size?	A: The CSR Website's Room Occupancy view will provide a listing of all classes, both core and non-core, scheduled for each room. The period-by-period listing provides a detail overview of the individual rooms and the period-by-period class size information for core courses only.
Class Size Reports	17	Q: How will the CSR process be monitored?	A: <b>The District's Class Size Reduction Website is provided as a tool to assist School Principals with daily monitoring of class size and room utilization information.</b> District I&T will begin updating the CSR Website daily after the final TERMS rollover. The CSR Website will provide both period-by-period and school-wide average class size data as well as room occupancy data. Changes made in TERMS will be reflected in the CSR Website Period-by-Period view by 9:30 A.M. the following day. The Room Occupancy view on the CSR Website displays 'real time' data and will reflect immediately changes made in TERMS.
Critical Dates	18	Q: Is there a deadline for withdrawing no-shows?	A: I&T will withdraw schedules from TERMS for students who have not entered school by August 24, 2016. Unless re-entered into TERMS, these students will not be included in the Benchmark Day Enrollment count.
Critical Dates	19	Q: What is the absolute last date to correct CSR data?	A: <b>TERMS: October 14, 2016</b> is the last day to add course sections in TERMS and make corrections to CSR data elements for FTE survey data. As a reminder, all data in TERMS should reflect what was occurring in your school as of <b>October 14<sup>th</sup></b> which is the last day of the <b>October FTE</b> Survey week. After that date, all corrections must be made in External as well. It is also expected that unless there is a change in staffing, that scheduling strategies utilized to meet CSR will continue through the duration of the semester/class term. 'Valid' reasons for discontinuing a team teaching (e.g., Co-teaching or Inclusion) situation should be documented and might include: additional certified in-field teacher is hired for a class, leave of absence is documented, staff retirement. <b>EXTERNAL: November 11, 2016, 4:00 p.m.</b> is the final deadline to correct data in External. During the correction time period, schools will be directed to check not only their Optispool reports for error corrections, but the DWH School Reports Folder as well for Class Size Reduction Reports showing the actual data that the FDOE utilizes to calculate each location's class size information. Schools must monitor the I&T Bulletins for all changes to FTE processing dates.
Elementary	20	Q: Are elementary schools required to enter the 11-period schedule into TERMS?	A: TERMS scheduling for elementary schools is different than for other levels. Using the 11-period schedule in TERMS does not change the day-to-day requirements for elementary schools, but does eliminate double counting for push-in and pull-out programs and may reduce the FTE in penalty. (If the pull-out number of minutes is less than the minutes in the period, the student will count in <u>both</u> periods/rooms of the homeroom teacher <u>and</u> the pull-out teacher.) Schools who provide these programs should consider this model, when scheduling students.

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Elementary	21	<b>Q: If a school has two grade levels or two courses evenly split within in one classroom period, which class would be counted for CSR?</b>	<b>A:</b> When two grade levels or two courses are in one classroom period and the numbers are equal, compliance is measured at the highest grade level.
Elementary	22	<b>Q: How do I schedule an ESE elementary student for a 45-minute period if using a 30-minute bell schedule?</b>	<b>A:</b> The student will be removed from the homeroom teacher's room/period during the full 30-minute period the student is being pulled out for and scheduled with the ESE pull-out teacher. The student will not count in that room/period with the homeroom teacher. The remaining 15 minutes will be from another period; but because the minutes are less than the minutes of a full 30-minute period, the student will show scheduled for both the homeroom teacher and the ESE pull-out teacher. The student will count in <u>both</u> of the homeroom teacher and the ESE pull-out teacher's room/period.
Elementary	23	<b>Q: Our intermediate classes are departmentalized. How do we show that in TERMS?</b>	<b>A:</b> Departmentalization models vary from school to school. However, the teacher assigned to a specific subject must show on the student's schedule in TERMS as the teacher of record in all departmentalized schedules. This coding must also be in place at the beginning of the school year. <a href="#">Click here to view the CSR Training presentation for more information regarding Departmentalizing.</a>
Elementary	24	<b>Q: How should schools schedule student pull-outs that are NOT on the same day or period each week?</b>	<b>A:</b> Pull-outs that occur for differing days or periods during the week should be coded with a period ending in 88, such as 0188. Periods ending in 88 are not included in the class size calculation and do not assist with reducing the class size. Likewise, Survey 2 & 3 Date Certain is the generally the Friday of each respective Survey week, and only classes scheduled to occur on that Friday are included in the Class Size Calculation.
Elementary	25	<b>Q: How do schools schedule specials?</b>	<b>A:</b> Because students generally rotate through the specials classes, and there is not a set period, the period for specials should end in 88, e.g. 1088. Periods ending in 88 will be excluded from the class size calculation. <a href="#">Click here for more information on Elementary Specials Scheduling.</a>
Enrollment Counts	26	<b>Q: How will Student Enrollment Counts be handled this year?</b>	<b>A:</b> The Demographics & Student Assignments Department reports student enrollment counts on the first day of school and the 'benchmark enrollment' day (formerly the 20 <sup>th</sup> day of school) is now defined as the Monday following the Labor Day holiday. Both counts are performed electronically and represent all registered prekindergarten through twelfth grade students active in the TERMS student database at 10:00 A.M. on the reporting day.
Enrollment Counts	27	<b>Why does the TERMS L03 panel show one count of students, and yet the C13 is lower?</b>	<b>A:</b> The L03 TERMS panel will show a count of all students registered in TERMS. The C13 will show the FTE (Full Time Equivalent) count of the students scheduled by program code. Prior to the Staffing/(Re)Budget Conferences, it is imperative to make sure that these counts are accurate and that students are scheduled for a minimum of 1,500 minutes.

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Head Start, Pre-K	28	<b>Q: Are Head Start and other Pre-K students included in the CSR compliance calculation?</b>	<p><b>A:</b> Per the FDOE, Pre-K students are included if they are scheduled in a core course that generates FTE funding. CSR Core courses are indicated in TERMS on the C15 panel under the CSR field at the bottom of the page. This includes PK students receiving ESE services.</p> <p>A Pre-K designation has been added to FISH to identify the non-ESE, fee-paid Pre-K classrooms and schools should code ALL Fee-paid classrooms with an “F” room utilization code in the TERMS C01 panel.</p> <p>The Head Start Performance Standards requires grantees to maintain a 1 adult per 10 student ratio, not exceeding 20 students per class, throughout the day. Therefore, Head Start students cannot attend a specials class in which there are more than 20 students.</p>
High	29	<b>Q: Does Dual Enrollment count for class size?</b>	<b>A:</b> Dual Enrollment course numbers that begin with an alpha character DO NOT count in the class size calculation.
High	30	<b>Q: Are the Dual Enrollment (DE) classes at FAU treated the same as those at Broward College?</b>	<b>A:</b> Yes. Students have the opportunity to attend any public university as a DE student. Note: Courses that may earn college credit are generally not included in the Core Class listing. CSR Core courses are indicated in TERMS on the C15 panel under the CSR field at the bottom of the page.
High	31	<b>Q: Do core courses that receive college credit count for class size?</b>	<b>A:</b> No, college credit earning classes are considered non-core will not be included in CSR calculations. For a room and period where both college credit earning and non-college credit earning core courses are scheduled, if the college credit earning course has the most students, the room and period will not be included in CSR calculations. However, if there are more students in a non-college credit earning core course than the college credit earning course, the room and period will be included in the calculation and all students in all courses, core and non-core, will be counted. CSR Core courses are indicated in TERMS on the C15 panel under the CSR field at the bottom of the page.
Middle	32	<b>Q: Do high school level courses offered at a middle school have different class size limits?</b>	<b>A:</b> Yes, high school level, credit earning, core courses offered at middle schools will be calculated using the Grades 9-12 enrollment cap of 25 students. For a room and period where both middle school and high school level courses are scheduled, if the middle school course has the most students, the room and period will be calculated at 22. However, if there are more students in the high school level course, the room and period will be calculated at 25.

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Middle	33	<b>Q: Can schools schedule 7<sup>th</sup> Grade GEM Algebra with 8<sup>th</sup> Grade Algebra I Honors?</b>	<b>A:</b> Schools may nest courses, as appropriate. “Nested” courses are those with a different course code number that are combined with another course number within one period, with the same teacher. The class that will appear on the CSR Website Period-by-Period view, is the class with the highest enrollment in the class. The enrollment will reflect the total number of students in both classes in that period. It is also important for schools to take into consideration the nature of the curriculum being nested. Some courses, although in the same subject area, have content and/or skills that may/may not be most appropriate to be taught in coordination with each other. Schools may access the C16 panel in TERMS or the Room Occupancy view on the CSR Website to see a detail listing of each class’s enrollment.
Middle	34	<b>Q: Is ‘Introduction to Spanish’ for sixth grade students a core elective?</b>	<b>A:</b> No. Spanish is no longer a core course. As of 2011-12, foreign language courses are no longer included in class size calculations. CSR Core courses are indicated in TERMS on the C15 panel under the CSR field at the bottom of the page.
Scheduling	35	<b>Q: Can schools use ‘TBA’ to schedule students into classes?</b>	<b>A:</b> A ‘TBA’ can only be used, if the position is <u>currently funded</u> in the school’s budget and the teacher’s name is unknown. A ‘TBA’ CANNOT be sent up to FDOE on Survey Date Certain. If a Substitute Teacher is teaching the class during Survey week, the Substitute Teacher will be sent up as the Teacher of Record. A record should be kept of subs sent up during FTE and the teacher/class they were assigned.



Category	#	Question	Answer
Scheduling	36	Q: Is there a certain criteria for a class to be coded as blended learning?	<p>A: Yes. Blended learning is a formal education model in which students learn within the following parameters:</p> <ul style="list-style-type: none"> <li>• At least <b>51%</b> of the course (student learning, course content, and/or instruction) takes place online at levels commensurate with “Adoption” through “Transformation” (excluding Entry) as defined by the Florida Technology Integration Matrix (<a href="http://fcit.usf.edu/matrix/matrix.php">http://fcit.usf.edu/matrix/matrix.php</a>). <ul style="list-style-type: none"> <li>○ This implies that there is use of a learning management system (i.e.; Schoology, Moodle, Blackboard, Desire2Learn, or Canvas) with the following criteria: course of study aligned to state standards, archived lessons, evidence of teacher intervention, feedback, and security features.</li> </ul> </li> <li>• The student has some element of control over time, place, path and/or pace. <ul style="list-style-type: none"> <li>○ This implies that there is time outside of the school day or class period for the student to interact with the content, complete assignments/activities, or engage in enrichment.</li> </ul> </li> <li>• Learning occurs at least in part at a brick-and-mortar location away from home.</li> <li>• There is face-to-face interaction with a highly qualified teacher with certification in the appropriate subject area, who provides instruction, assessment, and significant academic formative feedback. <ul style="list-style-type: none"> <li>○ Not all of the learning takes place virtually away from school.</li> </ul> </li> <li>• The highly qualified teacher provides instruction, assessment, and significant academic formative feedback. <ul style="list-style-type: none"> <li>○ There is a structure to the online content that students work on while away from school.</li> <li>○ There is a sound educational connection between what students are doing within the learning management system and the curriculum of study.</li> <li>○ Feedback occurs both online and face-to-face.</li> </ul> </li> <li>• A standard curriculum of study, of equivalent rigor and student performance expectations to a traditional course, is utilized for both the in-school and digital learning experiences.</li> </ul> <p>For more information regarding blended learning, contact the Innovative Learning &amp; Arts Department, at 754-321-2630.</p>

Category	#	Question	Answer
Scheduling	37	<b>Q: Is there a certain criteria for a class to be counted as an online course to meet graduation requirements?</b>	<p><b>A:</b> Yes.</p> <ul style="list-style-type: none"> <li>• Beginning with students entering 9th grade in the 2011-2012 school year, at least one course within the 24 credits required in this subsection must be completed through online learning.</li> <li>• <b>100%</b> of the course content and instruction must occur through an online delivery model via a learning management system (though students may access the course while at a brick-and-mortar school location).</li> <li>• A high school credit-bearing online course taken during 6th-8th grades fulfills this requirement.</li> <li>• A school district may not require a student to take the online course outside the school day or in addition to a student's course for a given semester.</li> <li>• This requirement shall be met through an online course offered by the Florida Virtual School, an online course offered by the high school or an online dual enrollment course.</li> <li>• A student who is enrolled in a full-time or part-time virtual instruction program under s.<a href="#">1002.45</a>, F.S., meets this requirement.</li> <li>• This requirement does not apply to a student who has an IEP that indicates an online course would be inappropriate.</li> <li>• This requirement does not apply to an out-of-state transfer student who is enrolled in a Florida high school and has less than one academic year remaining in high school.</li> <li>• NCAA-bound student-athletes should only choose online learning options that are approved by the NCAA to meet eligibility criteria. At this time, only FLVS/BVS are approved by the NCAA.</li> </ul>
Scheduling	38	<b>Q: Is there a difference between blended learning and online learning?</b>	<p><b>A:</b> Yes. The requirements for blended learning and online learning are different. The specific requirements are outlined in the questions above for each. One of the main differences is that for blended learning, the course must take place at least 51% of the time online, while for online learning 100% of the course must be online.</p> <p>For more information regarding blended or online learning requirements, contact the Innovative Learning &amp; Arts Department, at 754-321-2630.</p>

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Scheduling	39	<b>Q: What documentation is required for blended learning?</b>	<p><b>A:</b> Documentation for courses coded as blended learning must:</p> <ul style="list-style-type: none"> <li>• Archive records and artifacts for three years from the date of the course.</li> <li>• Verify that at least part of the learning occurred in an online format.</li> <li>• Include samples of student coursework (e.g. digital assignments, quizzes, tests, final examinations), both online and offline student work, teacher-student interaction (email or discussion forums), and one-to-one direction instruction.</li> <li>• Demonstrate student assignment to a highly qualified and certified teacher in the appropriate subject area(s).</li> <li>• Ensure that the student has met the minimum bona fide instructional time for earning a high school credit, as defined by statute: <ul style="list-style-type: none"> <li>○ 135 hours for 1.0 credit (67.5 hours for 0.5 credit)</li> <li>○ 120 hours for 1.0 credit in a school utilizing block scheduling (60 hours for 0.5 credit)</li> </ul> </li> </ul>
Scheduling	40	<b>Q: Does the blended learning flag affect anything other than class size?</b>	<p><b>A:</b> The blended learning flag does not impact the individual student's academic record. It is only when the (OC) online learning flag is triggered on the A13 that it impacts the student's graduation requirements.</p>
Scheduling	41	<b>Q: How should I code my Literacy or other coaches in TERMS if they are only teaching 1 period a day?</b>	<p><b>A:</b> This depends on how the class is being handled for that period.</p> <ul style="list-style-type: none"> <li>• <b>Scheduling Method C (Co-teaching)</b> is to be used for a classroom in which two or more teachers share equal responsibility for planning, delivering, and evaluating instruction for all students in a class for the entire class period. For each classroom/period combination in which two or more teachers have Scheduling Method C on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method C.</li> <li>• <b>Scheduling Method I (Inclusion)</b> can be used when a teacher goes into a class, without bringing in any additional students, and works with one student or a small group of students. Scheduling Method I should only be used when another teacher goes into a classroom to work with students who are already scheduled in the room and period with their classroom teacher. Bringing additional students into the room for the Scheduling Method I teacher will increase the class size.</li> </ul>

[Click here to see important information regarding the use of Scheduling Methods C and I.](#)

Category	#	Question	Answer
Scheduling	42	<b>Q: Should I schedule my Math Resource teacher in one room for PK-3 and another room for 4-5?</b>	<b>A:</b> Not necessarily. It's a school decision how to best use your available classroom space. You should be aware that the FDOE will assign a grade to each period in the room based on the single grade with the most students. Since the mandated class size for the PK-3 grade grouping and the 4-8 grade grouping are different, by mixing grades from these two groups in the same room during the day, you need to be aware of which grade each period will be assigned. It is possible that the room will have some periods fall under the PK-3 calculation, and some periods fall under the Grade 4-5 calculation depending on the grade grouping with the most students scheduled for that period.
Scheduling	43	<b>Q: What assistance will be available to the principal and school schedulers in developing schedules?</b>	<b>A:</b> I&T Help Desk staff will be available to assist schools with scheduling questions. TERMS training opportunities are also offered at various times throughout the year. Please check <a href="#">MyLearningPlan</a> regularly for an updated list of available trainings.
Scheduling	44	<b>Q: What is 'nesting'?</b>	<b>A:</b> In some instances, courses with different course code numbers can be combined in one period with the same teacher. For example, if seats are available in a French II class, French III students could be assigned to that period using the French III course code. The 'nesting' will show on the Room Occupancy view of the CSR Website and will list each class and provide the total number of students in both classes in that period. 'Nesting' classes should be done carefully based on the needs of the students and teachers, and only like or similar classes should be nested. Questions regarding specific nested classes should be directed to the Office of School Performance & Accountability.
Scheduling	45	<b>Q: How do you schedule ESE pull-out classes?</b>	<b>A:</b> The pull-out teacher's schedule in TERMS should use individual periods (not blocks, e.g. 0106) to show the different groups of students seen throughout the day. The grade with the most students will determine the grade level for the room and period. <a href="#">Click here for more information on ESE Pull-out Scheduling.</a>
Scheduling	46	<b>Q: For elementary schools, how will we be scheduling "specials" courses?</b>	<b>A:</b> The student schedule will show all specials classes scheduled in the same period. In order to exclude these classes from the class size calculation, the period being used for the specials must end in 88, such as 1088. <a href="#">Click here for more information on Elementary Specials Scheduling.</a>
Scheduling	47	<b>Q: My Language Arts special only meets Monday through Thursday. Will this teacher count in my class size average?</b>	<b>A:</b> The class size calculation will not consider courses that do not have F (Friday) on the student schedule. If the special is on a rotating day schedule, then the period of the special should end in 88 so that the course will be excluded from the calculation.
Staffing	48	<b>Q: What if I can't find a teacher? Can I enter a substitute teacher into the student's schedule? How?</b>	<b>A:</b> Yes, a substitute teacher can be used as the teacher of record if you have an advertised vacancy and no qualified applicant. A copy of the advertisement must be kept with the FTE documentation. A record for the sub should be created on the C05 with the name, SSN, Personnel number (if they have one), and certification (if applicable).
Staffing	49	<b>Q: Can teachers be shared across levels (Ex: Reading Teachers shared with elementary and middle school)?</b>	<b>A:</b> Yes, depending on their certification.

Category	#	Question	Answer
Team Teaching – (e.g., Co-teaching, Inclusion)	50	Q: Can team teaching (e.g. Co-teaching, Inclusion) be used as a strategy to lower class size?	<p>A: Florida State Statute <a href="#">1003.03</a> provides the conditions in which team teaching may be utilized. Team teaching (e.g., Co-teaching, Inclusion) can be utilized to lower the class size calculation. A team teaching classroom is by definition one in which two or more teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class.</p> <p>According to State Statute, team teaching may be used for the following purposes:</p> <ul style="list-style-type: none"> <li>• Pairing teachers for staff development;</li> <li>• Pairing new teachers with veteran teachers;</li> <li>• Reducing turnover among new teachers;</li> <li>• Pairing teachers out-of-field with teachers who are in-field;</li> <li>• Providing for more flexibility and innovation in the classroom; and</li> <li>• Improving learning opportunities for students, including students who have disabilities.</li> </ul> <p>Team Teaching strategies must comply with ALL of the following FDOE guidelines:</p> <ul style="list-style-type: none"> <li>• At least one teacher on the team will have 3 years of experience.</li> <li>• At least one of the teachers must be in-field. The other teacher must hold a valid Florida Educator’s certificate. (i.e. A Broward Vocational Certificate would not be appropriate.) The teacher, who is not appropriately certified, will be identified as out-of-field and must comply with those rules and procedures (name will be submitted to the Board, parent notification, sign the waiver, etc.).</li> <li>• Teachers will have professional development in the Team Teaching model within one year of assignment.</li> </ul> <p><a href="#">Click here to see important information regarding the use of Scheduling Methods.</a></p>

Category	#	Question	Answer
Team Teaching – (e.g., Co-teaching, Inclusion)	51	<b>Q: If an Instructional Person (e.g., Reading Specialist, Literacy Coach, or Resource Teacher) goes into a classroom <u>1 day per week</u> for an hour, is it considered a team teacher situation and counted for class size?</b>	<p><b>A:</b> It may, and depends on what day of the week the team teaching takes place, and what type of Team Teaching method is utilized. Only classes that are scheduled on or including Fridays are included in the class size calculation. This means pullouts or classes scheduled for certain days of the week (e.g. only Tuesdays or Monday/Wednesday) would not count for class size. The class must include “F” for Friday on the student’s schedule for the class/period to count for class size. There are also 2 types of Team Teaching:</p> <ul style="list-style-type: none"> <li>• <b>Scheduling Method C (Co-teaching)</b> is to be used for a classroom in which two or more teachers share equal responsibility for planning, delivering, and evaluating instruction for all students in a class for the entire class period.</li> <li>• <b>Scheduling Method I (Inclusion)</b> is two or more teachers assigned to a group of students but one of the teachers is only responsible for one student or a small group of students in the classroom.</li> </ul> <p>Team teaching must comply with ALL of the following FDOE guidelines:</p> <ul style="list-style-type: none"> <li>• At least one teacher on the team will have 3 years of experience.</li> <li>• At least one of the teachers must be in-field. The other teacher must hold a valid Florida Educator’s certificate. (i.e. A Broward Vocational Certificate would not be appropriate.) The teacher who is not appropriately certified will be identified as out-of-field and must comply with those rules and procedures (name will be submitted to the Board, parent notification, sign the waiver, etc.).</li> <li>• Teachers will have professional development in the team teaching model within one year of assignment.</li> </ul> <p><a href="#">Click here to see important information regarding the use of Scheduling Methods C and I.</a></p>
Team Teaching – (e.g., Co-teaching, Inclusion)	52	<b>Q: For programmatic and facility reasons, I have 2 teachers Co-teaching special education Grades 2-5. How will this impact my class size?</b>	<b>A:</b> For each period in which Co-teaching occurs, the number of students will be divided by the number of teachers with the Scheduling Method code of “C” entered in the SM field on each teacher’s C17 Master Schedule record. The grade for each period will be the single grade with the most students.
Team Teaching – (e.g., Co-teaching, Inclusion)	53	<b>Q: How do we code Co-teaching team teachers in TERMS?</b>	<b>A:</b> All Co-teaching teachers must have a course and section with students scheduled for every period that they co-teach. Scheduling Method C must be entered on the C17 in TERMS on all teachers’ courses for every period in which they co-teach. Whenever Scheduling Method C is entered on the C17, the appropriate Team Teacher Training code must be entered in the TTT field.

Category	#	Question	Answer
Team Teaching – (e.g., Co-teaching, Inclusion)	54	Q: How would a 3-teacher team in 2 classrooms affect my class size?	<p>A: In this situation, there will always be at least one teacher in each room. For a pictorial example of how the calculation works, click on the blue link below.</p> <ul style="list-style-type: none"> <li>• <b>Scheduling Method C (Co-teaching)</b> is to be used for a classroom in which two or more teachers share equal responsibility for planning, delivering, and evaluating instruction for all students in a class for the entire class period. For each classroom/period combination in which two or more teachers have Scheduling Method C on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method C.</li> <li>• <b>Scheduling Method I (Inclusion)</b> can be used when a teacher goes into a class, without bringing in any additional students, and works with one student or a small group of students. Scheduling Method I should only be used when another teacher goes into a classroom to work with students who are already scheduled in the room and period with their classroom teacher. Bringing additional students into the room for the Scheduling Method I teacher will increase the class size.</li> </ul> <p><a href="#">Click here to see important information regarding the use of Scheduling Methods C and I.</a></p>
Team Teaching – (e.g., Co-teaching, Inclusion)	55	Q: In a Co-Teaching team teaching model (2 teachers in a room for a period of time) if they are both shown in the classroom will it lower the number by 50% for that period of time?	<p>A: For each room and period in which two or more teachers have Scheduling Method C on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method C. If marked with a “C”, the FDOE guidelines regarding Co-teaching must be followed.</p>
Team Teaching – (e.g., Co-teaching, Inclusion)	56	Q: What are the certification requirements for classes that use the Co-teaching model?	<p>A: The Co-Teaching model of Team Teaching must comply with ALL of the following FDOE guidelines:</p> <ul style="list-style-type: none"> <li>• At least one teacher on the team will have 3 years of experience.</li> <li>• At least one of the teachers must be in-field. The other teacher must hold a valid Florida Educator’s certificate. (i.e. A Broward Vocational Certificate would not be appropriate.) The teacher who is not appropriately certified will be identified as out-of-field and must comply with those rules and procedures (name will be submitted to the Board, parent notification, sign the waiver, etc.).</li> <li>• Teachers will have professional development in the co-teaching model within one year of assignment.</li> </ul>

Category	#	Question	Answer
Team Teaching – (e.g., Co-teaching, Inclusion)	57	<b>Q: Can an ESE certified teacher co-teach in a regular education classroom?</b>	<p><b>A:</b> A Co-teaching classroom is one in which two or more teachers share equal responsibility for planning, delivering, and evaluating instruction for all students in a class and must continue for the entire class period. An ESE teacher who is certified can have both ESE and non-ESE students assigned in a co-teaching model. If the ESE teacher is not certified in-field, the co-teacher must be certified, and this arrangement approved by the Office of School Performance &amp; Accountability and the Talent Acquisition &amp; Operations Department.</p> <p>If the teachers are not sharing equal responsibility or if it is not continuing for the entire class period, this may be an Inclusion model. Inclusion is two or more teachers assigned to a group of students, but one of the teachers is only responsible for one student or a small group of students in the classroom.</p> <p><a href="#">Click here to see important information regarding the use of Scheduling Methods C and I.</a></p>
TERMS Coding	58	<b>Q: My Reading Resource teacher goes into the classroom to work with a group of students every day. Do I use Scheduling Method C for the Resource Teacher and the classroom teacher?</b>	<p><b>A:</b> No, this is not a co-teach situation. When two teachers are assigned to the same room and period but only one of them is responsible for one student or a small group of students, the main classroom teacher should be coded with Scheduling Method “S” and the other teacher should be assigned to the one student or the small group of students and coded with Scheduling Method “I”, provided that this teacher will be teaching the <b>entire period of the subject</b> to the small group of students.</p> <p><a href="#">Click here to see important information regarding the use of Scheduling Methods C and I.</a></p>
TERMS Coding	59	<b>Q: My school has a self-contained gifted class serving Grades 3-5, in the same room all day. What is the best way to enter this in TERMS? How will class size be determined/calculated for this configuration?</b>	<p><b>A:</b> Schedule it as you would normally. If there are multiple periods in the room, there is a possibility that some periods in the room will be in the PK-3 calculation and some may be in the Grade 4-5 calculation depending on which grade grouping for that period has the majority of students. If there is a tie between grades compliance will be measured at the highest grade level.</p>
TERMS Coding	60	<b>Q: For purposes of meeting CSR, can I add a teacher after October FTE survey week?</b>	<p><b>A:</b> No. The State is calculating CSR compliance as of the FTE survey week. Any staff or course sections added to the school’s schedule in TERMS after the October FTE date certain will not be included the State’s calculation.</p>



Category	#	Question	Answer
TERMS Coding	61	Q: What is student flexibility and when does it apply?	<p>A: Student flexibility applies to new students enrolled after the October FTE survey. Florida State Statute <a href="#">1003.03</a> states that a student who enrolls in a school after the October FTE survey may be assigned to an existing class that temporarily exceeds the maximum number of students if the District School Board determines it to be impractical, educationally unsound, or disruptive to student learning to not assign the student to the class. If the district school board makes this determination:</p> <ul style="list-style-type: none"> <li>• Up to three students may be assigned to a teacher in kindergarten through grade 3 above the maximum</li> <li>• Up to five students may be assigned to a teacher in grades 4 through 12 above the maximum.</li> <li>• Additionally, during the Special School Board Meeting November 10, 2015, the School Board approved to further limit the total daily number of additional students per teacher, so that in: <ul style="list-style-type: none"> <li>○ Grades 6-8, teachers would not be assigned more than 15 new students, and in</li> <li>○ Grades 9-12, teachers would not be assigned more than 18 new students.</li> </ul> </li> </ul>
TERMS Coding	62	Q: If there are multiple classes in the library, what “scheduling method” do you use on the C17?	<p>A: If each teacher is responsible for his/her own group of students and may or may not be teaching the same subject, for every teacher teaching in the library during the same period, Scheduling Method “M” should be used on each course and section. The total number of students for each period that this occurs will be divided by the number of teachers coded with Scheduling Method M. <b>Note:</b> The usage of scheduling method ‘M’ requires that rooms meet minimum square footage requirements. <a href="#">Click here for important information regarding the use of Scheduling Method M.</a></p>
TERMS Coding	63	Q: How will CSR data entry changes be communicated to the IMT’s?	<p>A: This Class Size Reduction Question and Answers document, as well as other class size related information, will be posted on the Class Size Reduction Website or relayed through I&amp;T.</p>

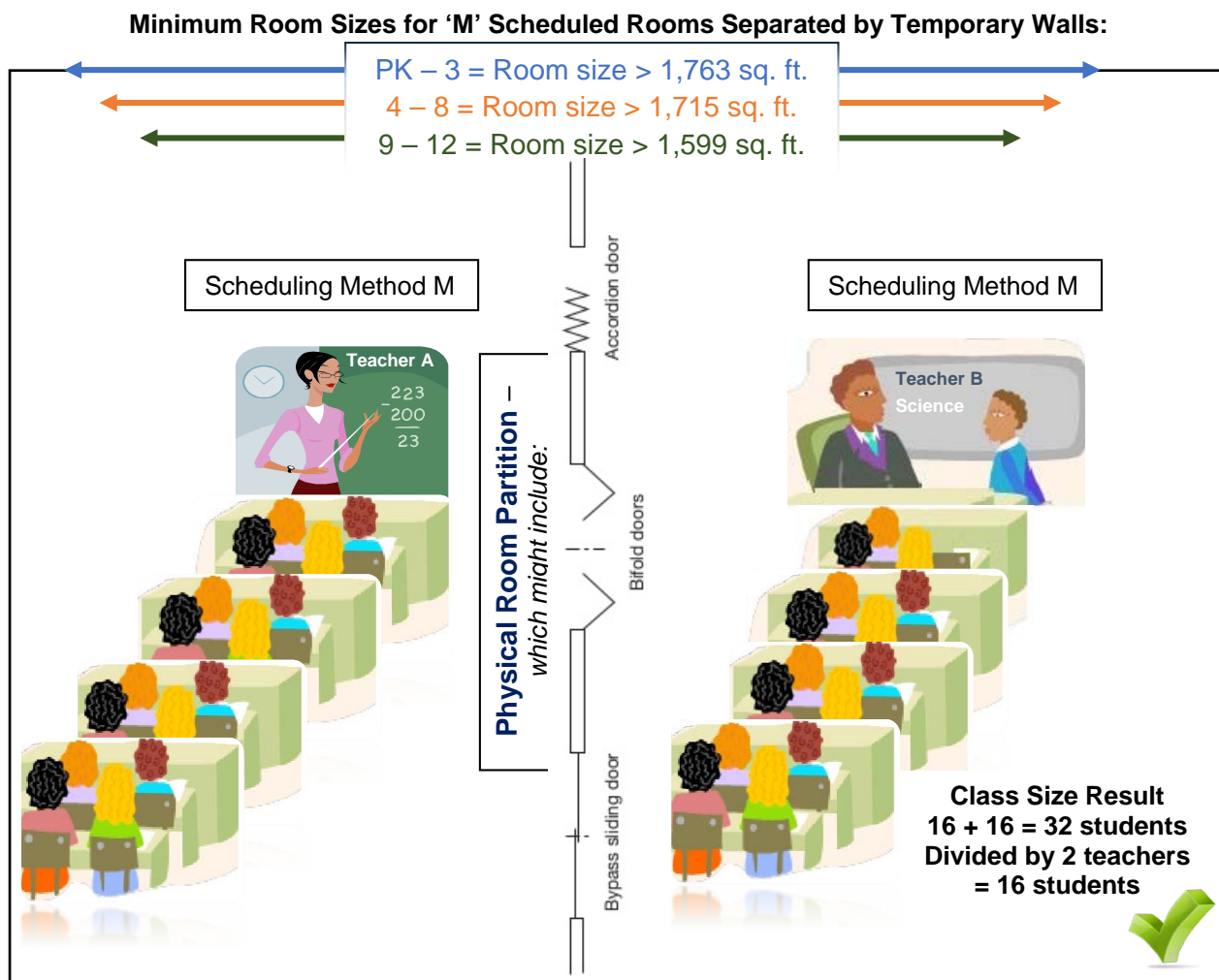
**SCHEDULING METHODS M, C, AND I –**

**Scheduling Method M** is used when two or more teachers and their students meet during the same period in a multiple use space designated by one FISH number. Each teacher is responsible for his/her **own** group of students and may or may not be teaching the same subject.

Depending on the main grade in the classroom (FISH room), the multiple use instructional space must meet the following criteria:

Grade Group	Net Square Footage	Design Code not Equal to:
PK – 3	Greater than 1,763	00001
4 – 8	Greater than 1,715	00002
9 – 12	Greater than 1,599	00003

For each term/classroom/period combination in which two or more teachers have Scheduling Method M on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method M.



**Scheduling Method C** is to be used for a classroom in which two or more teachers share responsibility for planning, delivering, and evaluating instruction for **all** students in a class for the entire class period. In order to be considered co-teaching (team-teaching), the following must apply:

- At least one teacher on the team will have 3 years of experience.
- At least one of the teachers must be in-field. The other teacher must hold a valid Florida Educator's certificate. (i.e. A Broward Vocational Certificate would not be appropriate.) The teacher, who is not appropriately certified, will be identified as out-of-field and must comply with those rules and procedures (name will be submitted to the Board, parent notification, sign the waiver, etc.).
- Teachers will have professional development in the Team Teaching model within one year of assignment.

For each term/classroom/period combination in which two or more teachers have Scheduling Method C on their courses, the total number of students in those courses will be divided by the total number of teachers marked with Scheduling Method C.

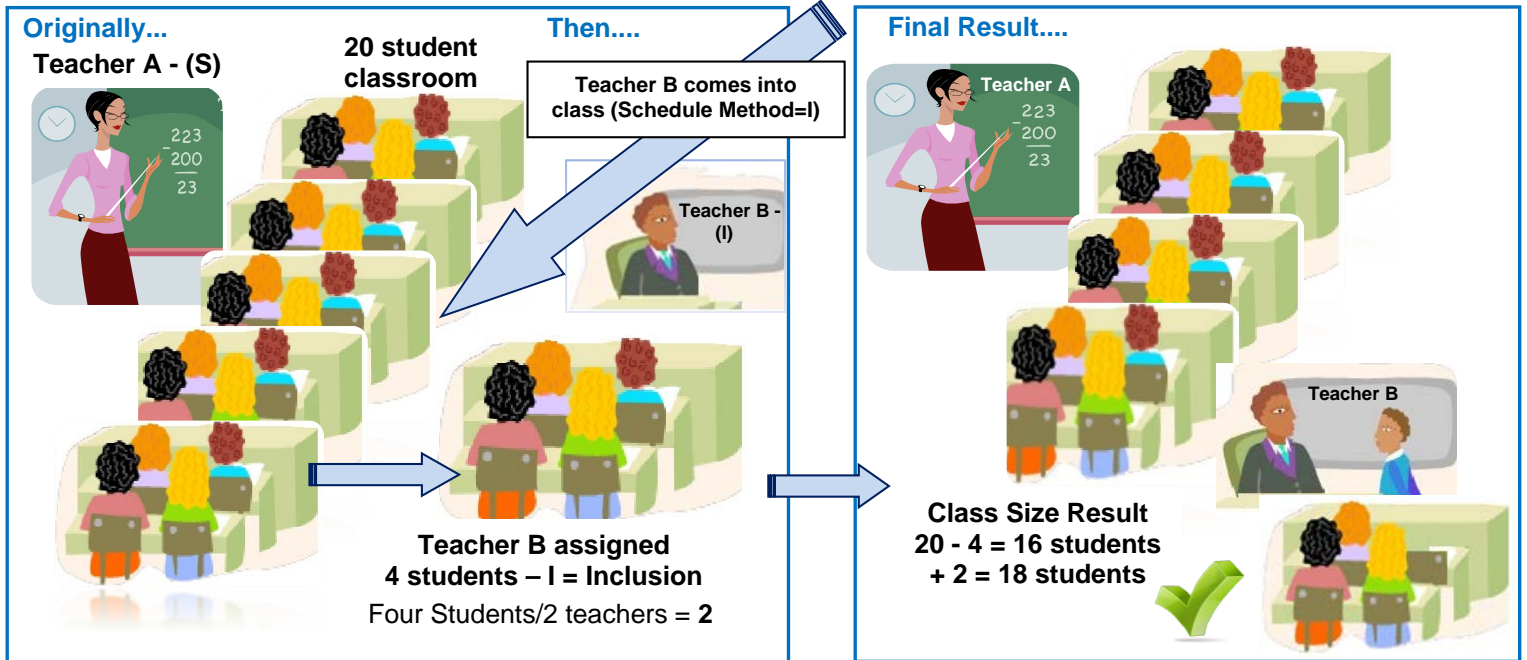
Co-teaching - When two or more teachers share responsibility for planning, delivering, and evaluating instruction for **ALL** students in a class for the **ENTIRE** class period. **BOTH** are coded with scheduling method = C.

Scheduling Method C

Scheduling Method C

Class Size Result  
 $16 + 16 = 32$  students  
Divided by 2 teachers  
= 16 students

**Scheduling Method I (Inclusion)** can be used when a teacher goes into a class, without any bringing in any additional students, and works with one student or a small group of students. Scheduling Method I should only be used when another teacher goes into a classroom to work with students who are already scheduled in the room and period with their classroom teacher. Bringing additional students into the room for the Scheduling Method I teacher will increase the class size.



Class size calculation example when the:	Action	Calculation Example(s)
<b>Scheduling Method I</b> teacher sees students for the <b>entire period</b> of a subject:	The one student or small group of students should be dropped from the classroom teacher, who will be coded with Scheduling Method S, and the other teacher should be assigned to the one student or the small group of students and coded with Scheduling Method I for the period.	If the classroom teacher (Scheduling Method S) is in a room and period with 20 students and another teacher (Scheduling Method I) is going into the same room to teach 4 of those students for the entire period, the 4 students are dropped from the classroom (S) teacher, reducing that teacher's number of students to 16 for the period. Those 4 students are then scheduled with the other (I) teacher. In the calculation, the 4 students will be divided by the 2 teachers to equal 2 and then added to the classroom (S) teacher's 16 students, resulting in an adjusted class size average of 18 students for that room and period rather than 20.
<b>Scheduling Method I</b> teacher sees students for <b>part of the period</b> of a subject:	The one student or small group of students should remain scheduled with the classroom teacher, who will be coded with Scheduling Method S, and the one student or the small group of students should also be scheduled with the other teacher, who is coded with Scheduling Method I for the period.	If the classroom teacher (Scheduling Method S) is in a room and period with 20 students and another teacher (Scheduling Method I) is going into the same room to teach 4 of those students for part of the period, the 4 students remain scheduled with the classroom (S) teacher and are also scheduled with the other (I) teacher for the same period. In the calculation, the 4 students will be dropped from the classroom (S) teacher as duplicate students, reducing the number of students from 20 to 16. The 4 will then be divided by the 2 teachers to equal 2 and then added to the classroom (S) teacher's 16 students, resulting in an adjusted class size average of 18 students for that room and period rather than 20.

### SCHEDULING METHOD CODES

<b>S</b>	<b>Self-contained:</b> One teacher provides total instruction for the entire class period. Will default on the C17 Master Schedule panel for Calendar 01 schools.
<b>B</b>	<b>Block Schedule:</b> Any block scheduling method is applicable. Course is scheduled so that students may earn one credit in the course in a semester. Will default on the C17 Master Schedule panel for Calendar 03 schools.
<b>A</b>	<b>Alternate Week Schedule:</b> Teacher meets with different groups of students in the same course and classroom on same day but alternate weeks.
<b>M</b>	<b>Multiple Use Classroom or Pod:</b> More than one class meets during the same period in a space designated by one FISH number but separated by temporary "walls."
<b>C</b>	<b>Co-teaching:</b> A classroom in which two or more teachers share responsibility for planning, delivering, and evaluating instruction for all students in a class. In order to be considered co-teaching, this delivery system is provided whenever a class/subject is taught by two or more teachers and must continue for the entire class period.
<b>G</b>	<b>Individual or Small Group Instruction:</b> Teacher meets with an individual student or small group of students in a separate setting.
<b>I</b>	<b>In-Class One-on-One:</b> Teacher meets with an individual student or small group of students on an individualized basis within a traditional classroom but not as a co-teacher.
<b>W</b>	<b>Wheel Class:</b> Same course meets in the same room with the same teacher during the same period on multiple days of the week, but with different groups of students.

## **SCHEDULING ESE STUDENTS –**

- SUPPORT FACILITATION SERVICES DO NOT APPEAR ON THE STUDENT SCHEDULE – TEACHER RECORD ONLY

An ESE teacher who provides services to ESE students through a Support Facilitation model (support/instruction to ESE students within a general education classroom) must be coded on the Master Schedule (C17) with the special course number of 2222222A for a dedicated part of the teacher's workday. After entering the necessary data to complete the C17, (same as all other courses) do the following:

- Change the Funding Eligibility Indicator (E) field from Y (default) to N.
- Change the Grade Eligibility Indicator (GE) field from Y (default) to N.

NOTE: This course should not be on the A10 student schedule panel.

- CLUSTER STUDENTS

Students in ESE clusters will have specific classes. For the most part, their classes will be in ESE courses that begin with 7.

- ESE STUDENTS NOT IN CLUSTERS

Courses beginning with 7 will be used only upon specific request of the ESE Specialist, according to the student's IEP.

When the ESE Specialist does request this, the student must be removed from the Gen Ed teacher for the entire period of the subject and then scheduled with the ESE teacher in the course beginning with 7 for the entire period of the subject. (Academic subjects with ESE teachers are instead of, not in addition to, the Gen Ed teacher).

- THERAPY COURSES and SPEECH AND LANGUAGE SERVICES must be on the student schedule.
- AVOID SCHEDULING ONE LONE STUDENT IN AN ESE CLASS

When only one student is scheduled to an ESE teacher, the ESE teacher is required to have all of the specific certifications required for each of the student's documented disabilities (example: visually impaired, deaf/hard of hearing – need certification in both areas).

If the ESE teacher does not have all the appropriate certifications, the ESE teacher will be reported to the State as "Teaching Out of Field" for each area. A regular ESE certification will suffice when multiple students of different exceptionalities are scheduled with an ESE teacher. (*NOTE: when 100% of the students in any class are identified as Deaf/Hard of Hearing, Visually Impaired, Dual Sensory Impaired, Autistic, or Gifted, the teacher will be required to hold the appropriate ESE certification/endorsement.*)

A report of this scheduling data will be available prior to collection to avoid this out of field issue.

- SCHEDULING GIFTED (*More information re: Gifted Scheduling will follow*)

Teachers teaching Gifted students must have the Gifted endorsement (in addition to the appropriate base certificate (i.e. Math, Science, Elementary Education) for the course(s) being taught. Please refer to the Gifted Procedural Guide.

- INTENSIVE INSTRUCTION

Any student, ESE, ESOL, or Basic, can be sent to another classroom for intensive instruction in any subject, i.e. reading, math, science. This additional help may be listed on the student's A10 schedule panel in a Gen Ed course number with a Gen Ed certified teacher and will be in addition to the student's regular class.

ON THE STUDENT SCHEDULE	NOT ON THE STUDENT SCHEDULE
<p>All courses taught by General Education (Gen Ed) teachers and Specials teachers.</p>	<p>Support Facilitation</p> <ul style="list-style-type: none"> <li>• The ESE teacher providing Support Facilitation must have a Master Schedule record using course 2222222A. <ul style="list-style-type: none"> <li>○ “E” and “GE” fields are changed from Y to N.</li> <li>○ <u>Do not</u> schedule students to this course.</li> </ul> </li> </ul>
<p>Pull outs for all students (Basic, ESOL, ESE) requiring additional instruction in a subject.</p> <ul style="list-style-type: none"> <li>• GenEd course number is used.</li> </ul> <p>(This pull-out would <u>not</u> be a requirement based on an ESE student’s IEP.)</p>	<p>Additional instruction in a subject with an ESE teacher as indicated on the ESE student’s IEP.</p> <p>(Unless specifically instructed by the ESE Specialist.)</p>
<p>ESE course, when the entire subject is being taught by the ESE teacher <u>instead of</u> by a Gen Ed teacher.</p> <ul style="list-style-type: none"> <li>• Only when specifically instructed by the ESE Specialist.</li> </ul>	<p>Instruction with an ESE teacher, when the instruction of a subject is shared by both the Gen Ed teacher and the ESE teacher, as indicated on the ESE student’s IEP.</p>
<p>Therapy courses and Speech and Language Services for ESE students.</p>	

## ELEMENTARY SPECIALS SCHEDULING –

Elementary Principals have been given the directive to provide 30 minutes each day for the instructional staff utilizing special area classes. Elementary Schedules will show 150 minutes of specials.

As in the past, the student schedule in TERMS will not reflect the actual days and times that special classes meet, but will indicate the average minutes per special for FTE reporting purposes.

FTE General Instructions from the DOE state that when classes rotate in offering from one week to the next, an average of the time that students are scheduled in the classes should be reported. The entire time the student is in each class for the span of time being reported is to be used. This would include survey week as well as all other weeks the class is scheduled. An average of the class minutes is then used to determine the value of FTE.

The student schedule will show all specials classes scheduled in the same period. In order to exclude these classes from the class size calculation, the period being used for the specials must end in 88, such as 1088. Using 88 at the end of a period will cause the TIMES and MINS fields on the Master Schedule record to default to blank. The actual times of the period (such as 1300 and 1330) must be entered in the TIMES field, and the minutes per special determined by the formula and table below must be entered in the MIN field. The Scheduling Method will default to S and should not be changed.

### EXAMPLE:

If a student will be taking 5 specials during the school year:

Average weekly minutes: 150 minutes per week

Average daily minutes entered in TERMS per special:

**Number of minutes per day for special: 30 minutes per day**  
**Multiplied by 5 days for weekly minutes:  $5 \times 30 = 150$  minutes per week**  
**Number of specials per student: 5 specials per student**  
**Minutes per special:  $150/6 = 25$  minutes per special**

<b>Specials per student</b>	<b>Weekly Minutes Per Special</b>
3	50
4	37 for two and 38 for the other two
5	30
6	25
7	21 for four and 22 for the other three
8	19 for six and 18 for the other two
9	17 for six and 16 for the other three
10	15



## CLASS SIZE TIPS –

### DAYS OF THE WEEK

**Only students/courses with Friday (F) indicated in the DAYS field will be included in the class size calculation.** (Example: MTWRF or \_\_\_\_\_F ) This is extremely important when scheduling pull-out or push-in periods. If the class does not show 'F' for Friday on the student's A10, the student will not count in the class size calculation. You can check the Classroll on the C20 to see the days scheduled for each student.

**Example:** Class has a total of 7 students enrolled. Only 3 students scheduled with 'F' for Fridays. For class size, class will count with 3 students. If no students are scheduled with 'F' for Friday, class will not be included in class size calculations.

PANEL: \_\_\_\_\_ C20. CLASSROLL YEAR: 16

SCHL: 0001 EXAMPLE HIGH

COURSE	SEC/M	T	PRDS	DAYS	TCHR	BLDG-RM	STS	OCCUP			
79660400	106A	LANG THERAPY	1	0606	MTWRF	SMITH	01 151	30 10	0		
AC STUDENT	S	GR	TM	T	DATES	TIMES	DAYS	MINS	PGM	E	X
0606000001	A	12	1	082415	1244	1334	F	50	253	Y	-
0606000002	A	11	1	082415	1244	1334	T	30	252	Y	-
0611000003	A	09	1	082415	1244	1334	R	55	253	Y	-
0670000004	A	12	1	082415	1244	1334	M	60	254	Y	-
0605000005	A	10	1	082415	1244	1334	M	30	252	Y	-
0671000006	A	12	1	082415	1244	1334	F	60	254	Y	-
0670000007	A	12	1	082415	1244	1334	R F	120	254	Y	-

### USE OF PERIODS ENDING IN '88'

Any course with a period ending in 88 (0188, 0288, 1088, etc.) will be eliminated from the class size calculation.

### USING THE BCPS CLASS SIZE WEBSITE

The District's school-by-school calculation of class size, as well as information regarding class size training, timelines, and answers to frequently asked questions are available for staff use at <http://www.broward.k12.fl.us/casdl/csldata>. This website is for staff use only. Parents, volunteers, and other community members are not to be given access to this site as school schedule data is being corrected and/or changed daily.

Schools should use the CSR Website to verify room by room data accuracy **DAILY**.

Training is provided for Principals, Assistant Principals, Schedulers, and IMT's and can be found under the Training tab on the CSR Website. This training reviews important CSR information, compliance calculations, CSR Website tools, and other helpful tips. Please be sure to visit our [Training Link](#) to review this presentation.

## DOUBLE CODED ROOMS

Make certain that classrooms are not mistakenly double coded with two different teachers assigned for the same room/period. Review the period-by-period core course listing in the CSR Website. Review all lines that are shaded in red (indicating a room that is 10+ students above compliance).

	19	1911	1911	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	022	07	22	02	12050500	M/J MATH 2 ADV	S
	19	1911	1911	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	022	07	22	02	12050500	M/J MATH 2 ADV	S
10+	19	1911	1911	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	022	06	41	04	10010100	M/J LANG ARTS 1	S
1-2	19	1911	1911	CLASSROOM (4-8)	022	06	24	05	12050100	M/J MATH 1	S
1-2	19	1911	1911	INTERMEDIATE/MIDDLE CLASSROOM (4-8)	022	07	24	06	12050400	M/J MATH 2	S

Also check the Room Occupancy report for double scheduled rooms (possible non-core classrooms) that wouldn't necessarily show up on the period-by-period core view.

<b>19-1909</b> INTERMEDIATE/MIDDLE CLASSROOM (4-8) # of Stations: 022	2001010 M/J EARTH/SPA SCI Occ : 25 Total Occ : 25	2000010 M/J LIFE SCI Occ : 22 Total Occ : 22	2000010 M/J LIFE SCI Occ : 17 Total Occ : 17	2000010 M/J LIFE SCI Occ : 18 Total Occ : 18	2000010 M/J LIFE SCI Occ : 24 Total Occ : 24	2000020 M/J LIFE SCI ADV Occ : 22 Total Occ : 22
<b>19-1911</b> INTERMEDIATE/MIDDLE CLASSROOM (4-8) # of Stations: 022	1205040 M/J MATH 2 Occ : 18 Total Occ : 18	1205050 M/J MATH 2 ADV Occ : 22 Total Occ : 22	1205010 M/J MATH 2 Occ : 22 Total Occ : 22	1001010 M/J LANG ARTS 1 Occ : 25 Total Occ : 42	1205010 M/J MATH 1 Occ : 25 Total Occ : 25	1205040 M/J MATH 2 Occ : 24 Total Occ : 24
<b>19-1915</b> INTERMEDIATE/MIDDLE CLASSROOM (4-8)	2106016 M/J CIVICS & CAR PL Occ : 22 Total Occ : 22	2106016 M/J CIVICS & CAR PL Occ : 21 Total Occ : 21	2106016 M/J CIVICS ADV & CAR PL Occ : 19 Total Occ : 19	2106016 M/J CIVICS ADV & CAR PL Occ : 19 Total Occ : 19	2106016 M/J CIVICS & CAR PL Occ : 21 Total Occ : 21	2106016 M/J CIVICS & CAR PL Occ : 22 Total Occ : 22

If two teachers are sharing the same FISH room space, each master schedule record must be coded correctly on the C17 with scheduling method 'C' for co-teaching, 'I' for Inclusion, or 'M' for multipurpose classroom. If Co-teaching 'C' or Inclusion 'I' scheduling methods are used, the appropriate Team Teacher Training code **must** also be entered in the TTT field on the C17.

### Combining Core and Non-Core Courses

Be careful about combining core and non-core classes in the same room during the same period. If there are more students taking the non-core class, then the entire period is deemed to be non-core and the core class will not be counted in your class size calculation. Conversely, if there are more students taking the core class, then the period will be counted and the students in both the core and the non-core classes will be included in the class size calculation. If the same number of students is in the core class and the non-core class, the period will be counted as a core period.

### Combining Multiple Grade Levels

For a period that has multiple grade levels, the single grade with the most students in the main course will be the grade used for the class size calculation. For example, if in the main course there are two 2<sup>nd</sup> grade students, two 3<sup>rd</sup> grade students, and three 4<sup>th</sup> grade students, then the Main Grade would be 4<sup>th</sup> grade and the entire class/period would be included in the 04-08 grade group calculation. If the highest number of students is equal for two or more grades in the same room, then the highest single grade (not grade group) is determined to be the main grade. This becomes a factor for those smaller classes, such as pull-outs or self-contained ESE classes.

## RESEARCHING ROOMS IN TERMS

The courses, periods, teachers, and number of students scheduled in a room can be viewed in the TERMS student database and now, in the Room Occupancy Report on the CSR website. All this information can be seen both in the C16 Master Schedule Query panel by using the building and room numbers (99 and 535C in the example below) as the basis of the query, and the Room Occupancy Report.

Enter the building and room number in the BLD/RM field (99535C) and press enter. Press F8 until the message "NO ADDITIONAL PAGES" appears at the bottom of the screen. All the courses, periods, and teachers scheduled in the room can now be viewed. If the number of students in a classroom on the class size website seems to be exceedingly high, most likely another teacher's course and section have been mistakenly scheduled into the room. Click on the Room Occupancy Report to see a list of all classes in a particular room by period.

In the example below, a Language Arts course and a Social Studies course with another teacher (302) have been mistakenly scheduled into room 535C. Simply correcting the room number on the C17 Master Schedule panels for the Language Arts and Social Studies course records for teacher 302 will solve the problem.

PANEL: ____		C16. MASTER SCHEDULE QUERY										YEAR: 09	
SCHL: 4321 HOME OF THE WIZARDS													
COURSE	SEC/M	T	PRDS	D	TCH	TM	GE	<b>BLD / RM</b>	PGM	STS	OCCUP	SF	
_____	_____	-	-	-	-	-	-	<b><u>99535C</u></b>	_____			-	
00000000 002	HOMEROOM	3	0000	5	002			N 99535C	999	30	16	16 V	
50100400 002	LANG ARTS	3	0202	5	002			Y 99535C	101	30	16	16 V	
<b>50100400 302</b>	<b>LANG ARTS</b>	<b>3</b>	<b>0202</b>	<b>5</b>	<b>302</b>			<b>Y 99535C</b>	<b>101</b>	<b>30</b>	<b>20</b>	<b>20 V</b>	
50100500 002	READ	3	0303	5	002			Y 99535C	101	30	16	16 V	
50120000 002	MATH	3	0404	5	002			Y 99535C	101	30	16	16 V	
50200000 002	SCIENCE	3	0505	5	002			Y 99535C	101	30	16	16 V	
50210000 002	SOCIAL STUDIES	3	0101	5	002			Y 99535C	101	30	16	16 V	
<b>50210000 302</b>	<b>SOCIAL STUDIES</b>	<b>3</b>	<b>0101</b>	<b>5</b>	<b>302</b>			<b>Y 99535C</b>	<b>101</b>	<b>30</b>	<b>20</b>	<b>20 V</b>	
PF1 = HELP 3 = EXIT 5 = REFRESH 7 = BKWD 8 = FWD 12 = ESCAPE NO ADDITIONAL PAGES . . . NEXT?													

**WHEN COURSE ROOM NUMBER AND FISH NUMBER DO NOT MATCH**

When the room number used for scheduling in TERMS and the FISH number used in the class size calculation are not the same, the corresponding room must be found for the FISH in order to research the FISH number in TERMS.

In the TERMS student database, go to the C01 Room Resource panel and press enter. Press the F8 key until the FISH number from the class size calculation appears in the column under FISH. The building and room numbers on the same line in the BLDG-RM columns will be the numbers used in the BLD/RM field on the C16 Master Schedule Query panel to research in TERMS.

In the example below, if 130 is the FISH number on the class size website, building 01, room 110 would be used when following the instructions for researching a room on the C16 panel.

PANEL: ____		C01. ROOM RESOURCES				YEAR: 09	
SCHL: <u>4321</u> TEST SCHOOL							
<b>A</b>	<b>BLDG - RM</b>	<b>FISH</b>	DESCRIPTION	STUDENT STATIONS	FAC	SQ FT	
<b>C</b>	____	____			____		
—	01 101	101	<u>PRIMARY CLASS</u>	<u>000</u>	<u>00</u>	<u>960</u>	
—	01 101A	101A	<u>TEACHER PLANNING</u>	<u>000</u>	<u>00</u>	<u>168</u>	
—	01 102	102	<u>PRIMARY CLASS</u>	<u>000</u>	<u>00</u>	<u>960</u>	
—	<b>01 110</b>	<b>130</b>	<u>PRIMARY CLASS</u>	<u>000</u>	<u>00</u>	<u>960</u>	
—	01 112	131	<u>PRIMARY CLASS</u>	<u>000</u>	<u>00</u>	<u>960</u>	

## FDOE CLASS SIZE REDUCTION REPORTS



The Florida Department of Education (FDOE) provides a series of data verification reports for class size reduction related data. The table below includes the 2016-17 FTE Production Schedule. The following page provides a table that includes a description of each report available and the appropriate data verification process for schools. As each week's edits are entered into External and processed by the State, the resulting set of CSR data reports will be posted to each school's DWH Reports Folder and should be reviewed to ensure that corrections were accurately entered.

**NOTE:** If making corrections to Survey data AFTER the FTE Date Certain, be sure to enter the changes in both TERMS and External. Only External data is sent to the State after FTE Date Certain.

<b>District File Submissions and Processing</b>	<b>Reports Available*</b>
<b>October 10-14, 2016 Survey 2 Week</b>	
<b>October 14, 2016 – Survey 2 Date Certain</b>	
<b>October 21, 2016 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>October 25</b>
<b>October 28, 2016 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>November 1</b>
<b>November 4, 2016 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>November 8</b>
<b>November 11, 2016 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>November 15</b>
<b>February 6-10, 2017 Survey 3 Week</b>	
<b>February 10, 2017 – Survey 3 Date Certain</b>	
<b>February 17, 2017 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>February 21</b>
<b>February 24, 2017 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>February 28</b>
<b>March 3, 2017 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>March 7</b>
<b>March 10, 2017 – Edits/Corrections due in TERMS by NOON Standard Processing Schedule</b>	<b>March 14</b>

\* Reports Available Dates are tentative and are subject to change by the FDOE.

Data File Name in DWH Folder	Summary	School Action – Verify FDOE Data Reports with the CSR Website <a href="http://www.broward.k12.fl.us/casdl/csrdata/">http://www.broward.k12.fl.us/casdl/csrdata/</a>
F70587	School Level Class Average Report – shows Traditional, Charter, and Choice Schoolwide average for each grade group. Use to determine Charter and Choice compliance.	<ul style="list-style-type: none"> <li>Review the Schoolwide average listed for your school in the CSR Website and confirm that the FDOE report accurately reflects the schoolwide average by grade grouping. <b>Note:</b> If scheduling changes have been made in TERMS, the CSR Website will show what is currently entered into TERMS.</li> <li>The State’s edit reports are based on the data in the EXTERNAL data files. <b>Note:</b> If making corrections to Survey data AFTER Date Certain, be sure to enter the changes in both TERMS and in External.</li> </ul>
F71168	Only lists Traditional classroom/periods that are out of compliance. Use to determine Traditional class compliance.	Most of the District’s schools meet the State’s ‘Schools of Choice’ criteria (or are Charters) and are therefore will not appear in this F71168 ‘Traditional’ classroom/periods with FTE Overage report.
F70615	District summary report by school, which lists the total adjusted student counts, average FTE, and FTE overage per classroom/period. Shows Traditional, Charter, and Choice schools.	These numbers should be similar to the Grade Grouping averages listed in each school’s CSR Website data.
F70424	Grade PK-3 report - Listing of all classroom/periods including FISH, term, period, main course, grade, teacher SSN, course, section, scheduling method, total students, and duplicate students.	<ul style="list-style-type: none"> <li>Review the Period-by-Period View on the CSR Website and confirm that each classroom/period is listed with the correct course and number of students.</li> <li>Verify from the staffing roster that the correct teacher is assigned.</li> </ul>
F70425	Grade 4-8 report - Listing of all classroom/periods including FISH, term, period, main course, grade, teacher SSN, course, section, scheduling method, total students, and duplicate students.	<ul style="list-style-type: none"> <li>Please click on the link below for questions regarding the utilization of various scheduling methods and the impact to CSR.</li> </ul>
F70426	Grade 9-12 report - Listing of all classroom/periods including FISH, term, period, main course, grade, teacher SSN, course, section, scheduling method, total students, and duplicate students.	
F70588	Numerator and Denominators for all schools found on Class Average table. Total Students = a Total Classes = b Average = a/b Students Over = a – (b*Grade Group Max)	Review the CSR Website Grade Group Average Listing.
F70470	Grade PK-3 report - Lists just those classroom/periods whose adjusted student count is CAP+10 or 10 and under.	Each report provides a listing of periods with 10 or more students over cap and periods with 10 or fewer students under cap. Schools should review these periods and the Period-by-Period View on the CSR Website. All periods shaded in red indicate 10+ students above compliance. Each of these should be reviewed to resolve any double coded rooms. The Room Occupancy View is useful to see all courses scheduled per FISH room and period.
F70471	Grade 4-8 report - Lists just those classroom/periods whose adjusted student count is CAP+10 or 10 and under.	
F70472	Grade 9-12 report - Lists just those classroom/periods whose adjusted student count is CAP+10 or 10 and under.	

*For Class Size Assistance  
Please call the I&T Help Desk and  
Select 1 “TERMs & CSR Questions”*

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**754-321-0411**