

Understanding Instructional Time Models





A Blueprint for Flexible Funding & Reporting

ASCUS 3.27.26

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Agenda

-  What is an ITM? (Instructional Time Model)
-  Rules & Regulations of ITM
-  ITM vs. AOI: Key Differences
-  Staying Compliant: Avoiding ADM Reductions & Reporting

THE PARADIGM SHIFT FROM SEAT TIME TO INSTRUCTIONAL TIME

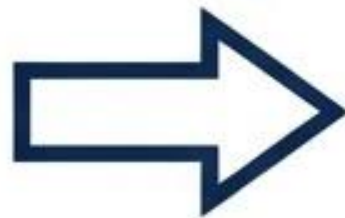
HB 2862 redefines the school year. The focus is no longer exclusively on physical attendance within a traditional Monday-Friday schedule, but on ensuring minimum instructional time is met regardless of modality.

KEY ALLOWANCES UNDER A.R.S. § 15-901.08:

- Flexible delivery across days, weeks, or course increments.
- Staggered schedules, weekend courses, or evening options.
- Adoption requires at least two public hearings by the governing board.
- Empowers schools to meet A.R.S. §§ 15-808 and 15-901 requirements without sacrificing Average Daily Membership (ADM).



SEAT TIME



INSTRUCTIONAL TIME

Modalities of an ITM



1. Project-Based Learning

Asynchronous, task-driven education with established time values.



2. Independent Learning

Self-directed coursework with clear completion metrics.



3. Mastery-Based Learning

Students advance based on demonstrated concepts and skills, entirely regardless of time, place, or pace.

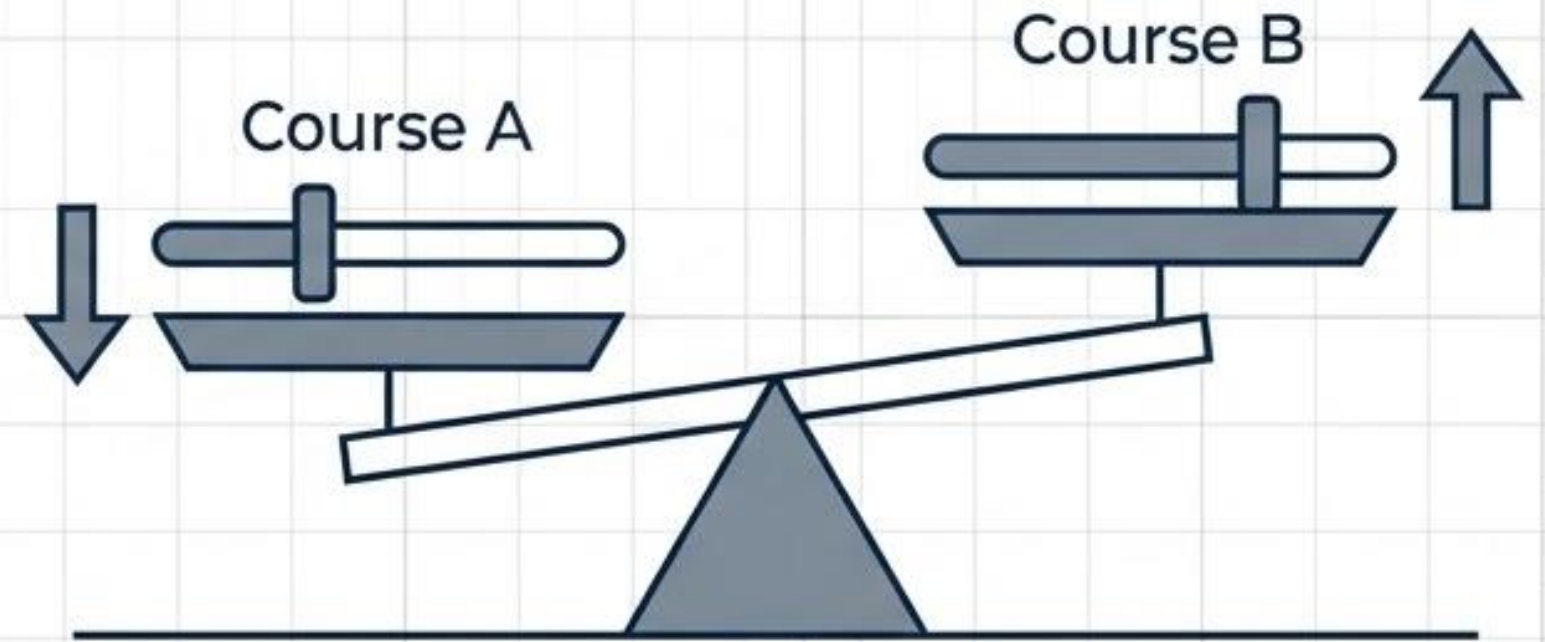
Note: Any combination of these modalities can be delivered in-person or remotely. CTED courses cannot be used in an ITM.

Reallocating Instructional Time Per Student

Strategic Flexibility: Schools may reallocate minimum instructional hours per course on a per-student basis.

How it works:

- Shift time to allow a student to catch up to grade level or stay on pace in a specific subject.
- Shift time to allow for greater depth in an advanced subject.







Compliance Rule: While per-course hours can shift, the student must still meet the total annual hour thresholds (e.g., 720 hours for high school) and remain enrolled in the required number of subjects (e.g., 4 subjects) to maintain their 1.0 ADM.

Minimum ADM Hours





| Kindergarten | 356 hours (Generates maximum 0.5 ADM) |
|--------------|--|
| Grades 1–3 | 712 hours |
| Grades 4–8 | 890 hours |
| Grades 9–12 | 720 hours (Must include at least 4 subjects that count toward graduation, meeting for a minimum of 123 hours each). |

Defining the Lanes: ITM Remote vs. AOI

AOI (Code 'T')

-  • Requires specific state board approval.
-  • Higher instructional hour requirements (e.g., 900 hours for high school).
-  • Requires minute logging and reporting.
-  • Funding based on 7/1-6/30

ITM Remote (Code 'M')

-  • Authorized locally via two board hearings.
-  • Follows standard brick-and-mortar hour thresholds.
-  • Does not require minute reporting.
-  • Funding based on the first 100 days of the school year

Pick a Lane: You cannot count the same instructional time for both AOI and ITM Remote learning.

SIS Reporting and Modality Flags

Actionable workflow for reporting remote ITM instruction.



Student-Level Tracking:

Remote learning must be reported at the student level in the SIS daily, not aggregated at the district level.



The Absence Framework:

Flagging remote instruction works similarly to reporting absences. When attendance is taken, flag the student as participating remotely for all or part of the day.



Present or Absent:

If a student does not meet the specific participation criteria outlined in your ITM for that day, they must be marked absent.

Districts in Action: SIS & Modality Reporting

Diverse systems and approaches, one unified goal for reporting.

Gilbert

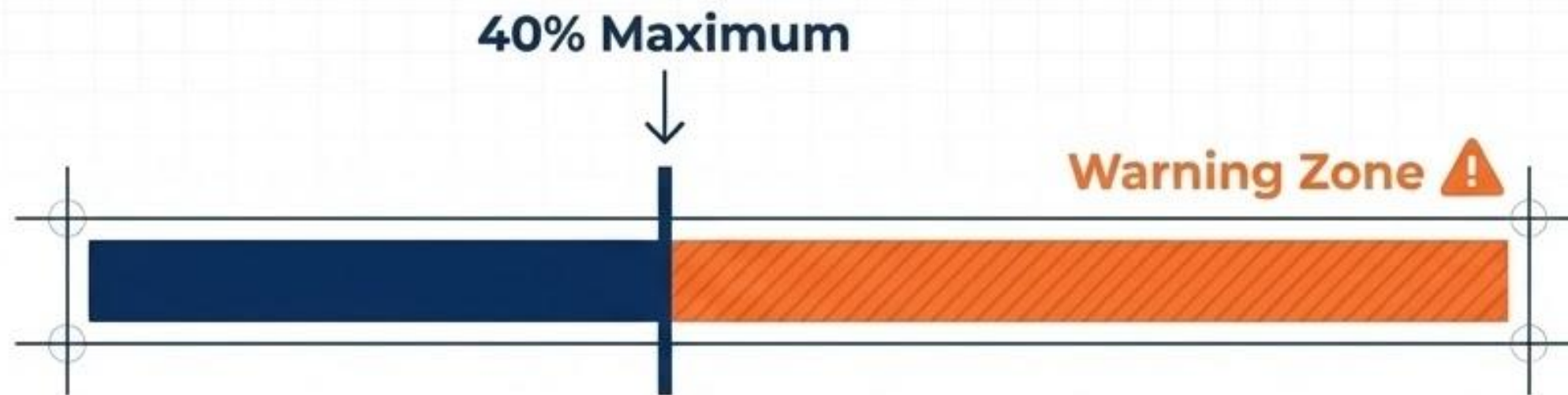
For students taking asynchronous

- Students sign in to their course, which populates the SIS to report as "Distance Learning Present".
- If they do not sign in, a "Distance Learning Absence" is populated in the SIS and reported.
- Staff oversee the program and verify progress to ensure instructional times.

Higley

- Parents submit hours completed weekly.
- For each 60 minutes a student is marked as present for a class for a day.
- Remaining online sections are absent.

The 40% Remote Learning Threshold



The Rule:

A school may provide up to 40% of its total instructional time in a remote setting without any impact to funding.

The Calculation & Enforcement:

- The Department of Education calculates this percentage automatically using the daily student-level remote flags submitted via AzEDS.
- ADE annually provides a list of schools exceeding this threshold to the State Board of Education or Charter Board to determine if the school must apply to become an official AOI.

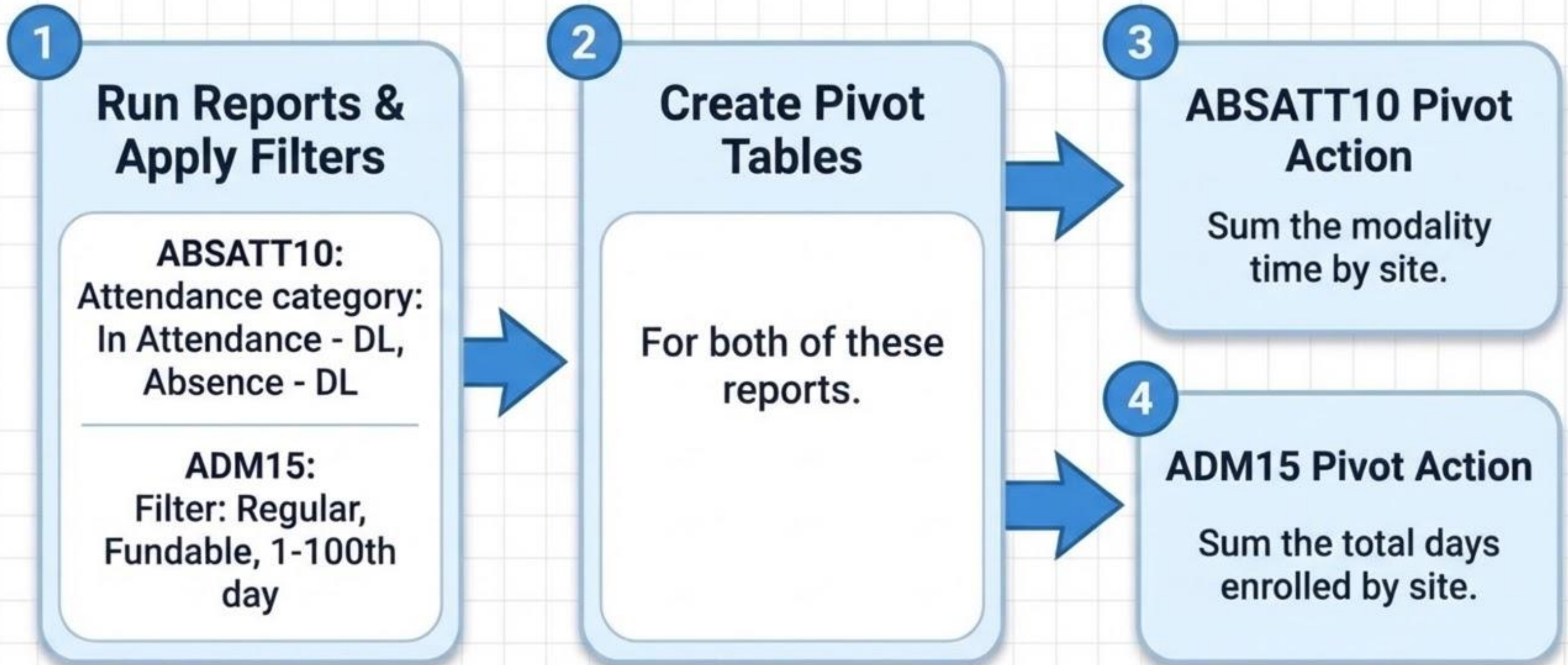
The Calculation

Using ABSATT10 and ADM15 Data

- 1 Calculate the Sum of DL percentage in the first 100 days on ABSATT10.
- 2 Divide the result by 100.
- 3 Divide the result by the Sum of Days in the 1-100 interval for Regular ADM on ADM15.

$$\frac{(\text{Sum of DL \% in first 100 days on ABSATT10} / 100)}{(\text{Sum of Days in 1-100 interval for Regular ADM on ADM15})} = \text{DL Percentage}$$




Tips to find the DL percentage by site



Funding Impacts of Exceeding the Threshold

Funding Impact Alert

The Penalty Math (A.R.S. § 15-901.08):

-  1. ADE calculates the total percentage of remote instructional time.
-  2. ADE subtracts the allowable 40% threshold from that total.
-  3. The remaining overage percentage is funded at 95% of the Base Support Level (BSL) that would otherwise be calculated.

**EXCESS
TIME = 95%
BSL**

Bottom Line:

Exceeding the threshold triggers an automatic 5% reduction on the base support level for the excess time.

Calendar Linkage and the 100th-Day Count

Audit Alert: How to schedule asynchronous learning without jeopardizing ADM timing.

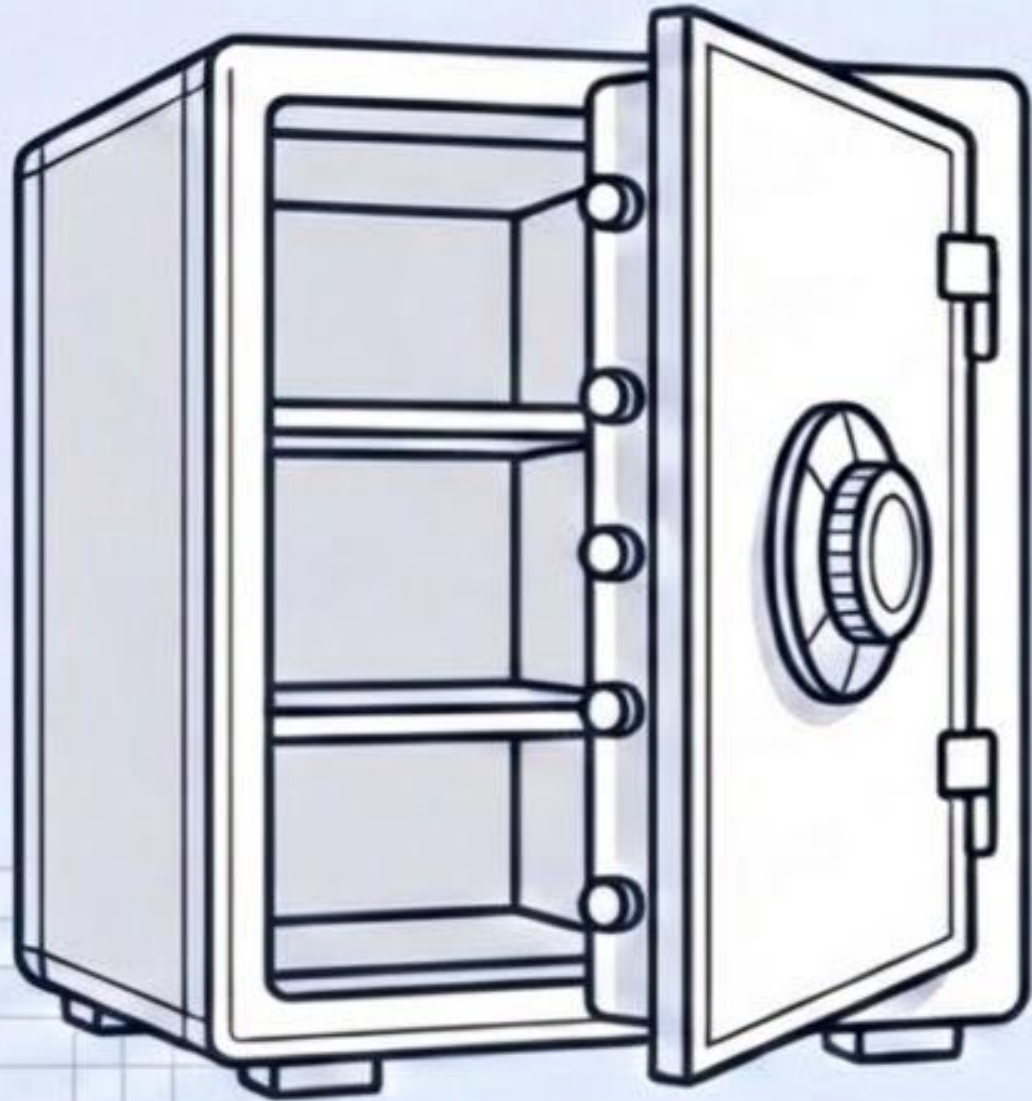
The Linkage:

When delivering weekend, evening, or asynchronous project-based learning, the ITM must designate how that time replaces synchronous instruction, linking the attendance back to the scheduled 5-day calendar.



The Audit Vault: Required Documentation

What to retain locally to survive an ADM audit on an ITM.



The Governing Board ITM Document: Proving the 2 public hearings and detailing exact attendance procedures.



Attendance records: keep attendance for a minimum of 4 years.



Evidence of Participation: Server logs, Zoom meeting records, timestamped assignment submissions, or project logs that map directly to the attendance criteria established in your ITM.

Submitting the ITM Blueprint to ADE

Process flow for official ITM submission.



The Template

ADE provides a standardized template to indicate which components apply to each school. Submit one document per LEA.

The Narrative

You must provide a narrative describing deviations from traditional in-person instruction and how attendance tracking will operationalize those deviations.

Timing

Submit the ITM after public meeting approval and before the 1st day of the instructional for the fiscal year the ITM is in effect.

The Reporting Architect's Checklist

Summary of critical workflows for state reporting staff:

- ✓ 1. Confirm the ITM was adopted via two public hearings.
- ✓ 2. Ensure the ITM explicitly defines "present" vs "absent" for all asynchronous/remote work.
- ✓ 3. Link asynchronous instructional blocks to a standard 5-day calendar to protect the 100th-day ADM count.
- ✓ 4. Flag remote learning daily at the student level in the SIS.
- ✓ 5. Monitor the 40% remote threshold to avoid the 95% BSL penalty.
- ✓ 6. Retain all participation logs and project metrics for future audits.