What is ADA funding and what are its advantages and disadvantages?

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Average Daily Attendance

Average daily attendance counts are based on the numbers of children actually in attendance in a school or district each day, then, typically averaged on a bimonthly or quarterly basis in order to determine mid-year adjustments to state aid. (Baker 2012)
Advantages

Districts that serve more students would get more money, because it would be divided based on a set amount per student.

School districts have a financial incentive to focus on retaining students after the count date.

School districts are encouraged to improve attendance to avoid funding reductions. School districts are financially incentivized to keep students in school and in attendance.
Disadvantages

● Chronically Absent students can cost school systems millions of dollars
  ● Multiplier effect

● Negative effect on schools with higher poverty and minority populations

● Creates a financial burden for the school
  ■ Budgeting
  ■ Administrative duties for counting and reporting
STUDENT ENROLLMENT COUNT MECHANISMS BY STATE

*Source: Student Count Mechanisms for Funding Purposes, Education Policy Brief, Center for Evaluation & Education Policy, Spring 2012.

(Only data from 45 states was reported)

**States using a single count date (10):** a count of the number of students in attendance in each school district on a particular date usually on or around October 1st (Groginsky, 2010)

- Colorado, Connecticut, Indiana, Iowa, Kansas, Maryland, Massachusetts, Nevada, New Jersey, South Dakota

**States using multiple count dates (9):** take a count of the number of students enrolled or in attendance on two or more non consecutive dates. These states usually have two count dates – one in the fall and the other in the winter or spring (Groginsky, 2010)

- Arizona, Delaware, Georgia, Hawaii, Louisiana, Maine, Michigan, Montana, Wisconsin

**States using Average Daily Attendance (7):** based on an average of a count conducted every school day of students in attendance throughout the school year (Groginsky, 2010)

- California, Illinois, Kentucky, Mississippi, Missouri, New York, Texas
States using ADM (15): based on an average of a count conducted every school day of students enrolled in a school throughout the school year (Groginsky, 2010).

Arkansas, Minnesota, Nebraska, New Hampshire, North Carolina, North Dakota, Oklahoma, Rhode Island, South Carolina, Tennessee, Utah, Vermont, Virginia, Washington, Wyoming,

**Arkansas counts during the first three-quarters of the school year; and Virginia counts from the beginning of the school year through March 31.

States using a single count period (3): a specific, multi-week period, typically at the beginning of the school year that occurs for less than half of the school year (Groginsky, 2010).

Alabama, Alaska, Ohio

States using multiple count periods (1): based on an average count of more than one specified period of time – week, month, multiple weeks/months – during the school year that amounts to less than half of the school year (Groginsky, 2010).

Florida
In Virginia, school districts calculate attendance based on the ADM method. Attendance is calculated as of September 30 each year, and each school’s staffing and budget decisions are based on that figure. According to the 2013-2014 School Report Card for Virginia, there were 1,265,031 in Virginia for the previous school year.

Average daily membership is “determined by dividing the TOTAL aggregate daily membership by the number of days school was in session, from the first day of the 2012-2013 school term through the last school day in March 2013 (March 31, 2013)”
Chesterfield County

**Membership (M)**
Projected September 30 membership is used to determine the majority of the staffing and materials allocation for each school for the budget year. The projected membership and for the fall 2012 (FY2013), as well as comparisons to actual September 30 membership in prior years, are shown below.

<table>
<thead>
<tr>
<th></th>
<th>9/30/10 Actual Membership</th>
<th>9/30/11 Actual Membership</th>
<th>9/30/12 Projected Membership</th>
<th>Change From 9/30/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>25,994</td>
<td>25,963</td>
<td>26,056</td>
<td>93</td>
</tr>
<tr>
<td>Middle</td>
<td>13,793</td>
<td>13,870</td>
<td>13,972</td>
<td>102</td>
</tr>
<tr>
<td>High</td>
<td>18,904</td>
<td>18,874</td>
<td>18,736</td>
<td>(138)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58,691</td>
<td>58,707</td>
<td>58,764</td>
<td>57</td>
</tr>
</tbody>
</table>
Average Daily Membership (ADM)
Projected March 31 average daily membership is used as the basis for projecting the distribution of Basic School Aid to the school division from the state. The projected March 31 ADM for FY2013 and comparisons to March 31 ADM in prior years are shown below.

<table>
<thead>
<tr>
<th></th>
<th>FY2011 Actual ADM</th>
<th>FY2012 Actual ADM</th>
<th>FY2013 Projected ADM</th>
<th>Change From FY2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>25,884</td>
<td>25,844</td>
<td>25,937</td>
<td>93</td>
</tr>
<tr>
<td>Middle</td>
<td>13,735</td>
<td>13,807</td>
<td>13,908</td>
<td>101</td>
</tr>
<tr>
<td>High</td>
<td>18,824</td>
<td>18,788</td>
<td>18,650</td>
<td>(138)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>58,443</td>
<td>58,438</td>
<td>58,495</td>
<td>57</td>
</tr>
</tbody>
</table>
Conclusion

- ADA is not a fair way of determining student enrollment for the purposes of funding.
- Uses actual daily attendance figures over the course of a school year, rather than student enrollment in a school on a particular day.
- Schools which have higher absenteeism, which tend to be in lower income areas, are disproportionately punished - they are the schools that need the funding the most.
- ADM is a more fair way of calculating enrollment - the number of students enrolled in the school will determine funding rather than those that are present.
References


References

