



# **District/School Average Daily Membership (ADM) Report and Minnesota Automated Reporting Student System (MARSS) 35 ADM Adjustment Report**

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# Table of Contents

Overview.....	3
District/School ADM Report .....	3
Use of the Data .....	3
Editing the Data .....	3
I. District/School ADM Report .....	4
School ADM Served Report .....	4
District ADM Served Report .....	7
District Alternative ADM Summary Report .....	7
Residents Enrolled Elsewhere By District .....	8
Fiscal Host Report.....	9
District ADM Summary, General Education Revenue .....	9
District ADM Summary, Categorical or No Revenue .....	11
II. MARSS 35 ADM Adjustment Report.....	13
Column Headings.....	13
Appendix A: School Classifications .....	16
Appendix B: ADM and Pupil Unit Formulas.....	17
ADM Formulas .....	17
Appendix C: ADM Capped at 1.0 .....	19
Appendix D: Cross Walk ADM from District/School ADM Report to Profiles.....	20
Appendix E: Verifying ADM Data on the District/School ADM Report.....	21

# Overview

## District/School ADM Report

District/School ADM Report described in this document is posted to the [MDE website](#) at: Data Center > Data Reports and Analytics > Minnesota Funding Reports (MFR). Use the drop-down boxes to find the District/School ADM Report in the Student Category.

A new *District/School ADM Report* is posted within a week after each year-end MARSS reporting deadline, starting in June. Each new report replaces the prior report. Therefore, print or save a copy of the report prior to the next reporting deadline to keep a history of the changes between each MARSS submission.

The final report for a school year is posted the following January.

## Use of the Data

These data are used to compute each district's final aid entitlements: August and September MARSS files are used to compute the ADM (average daily membership) used for independent school district's September 30 and October 30 entitlements, respectively. A charter school's final aid entitlements using MARSS data is computed for October 30 only and it uses the September MARSS data. These actual ADM and the aid to which the district or school is entitled is compared to the aid paid to the district or charter school during the school year based on the district's or charter school's ADM estimates provided earlier in the school year.

## Editing the Data

Districts and charter schools are responsible for verifying the accuracy of these data during the summer and fall reporting season for year-end MARSS data by comparing these ADM figures with reports produced locally. School staff should ensure that all students have been included in the MARSS file, errors identified in the MARSS WES (Web Edit System) are corrected and new files resubmitted within the established reporting timelines. Refer to the MARSS website for a copy of these timelines. MARSS enrollment records with local errors and/or date overlap errors are excluded from this report. Refer to Appendix E for suggestions on how to edit the data locally. Do not wait until after the final submission or the final report is posted to start editing the data. Year-end financial auditors will request a copy of the district's or charter school's most current version of the report to estimate final entitlements.

Pupil units displayed on this report can differ within this report and/or as compared to locally produced reports due to rounding. The official pupil units that are used for payment purposes are calculated when the ADM on this report is summarized and moved into the pupil unit database at MDE.

For more detailed definitions of terms used in this document, view the [MARSS Manual](https://education.mn.gov/MDE/dse/schfin/MARSS/inst/) (https://education.mn.gov/MDE/dse/schfin/MARSS/inst/).

# I. District/School ADM Report

## School ADM Served Report

There is one School ADM Served Report page for each school that reported MARSS data. The ADMs displayed were all computed based on data reported by this school and district. All of the ADM reported by the school will be displayed on the same page. Specifically, the ADM for residents, nonresidents, shared-time and early childhood students who were enrolled in a given school will all be displayed on one page. Cooperatives, state-approved alternative programs (SAAPs), including area learning centers (ALCs) and targeted services programs, and charter schools will all see the same report format as traditional schools.

The school and district for the report are identified at the top of each school page along with the date and time the report was run. Newer versions of the report will be provided throughout the end-of-year (EOY) MARSS reporting season. The date and time will indicate which one is the newest version of the report.

The schools are presented in school numerical order. The school number and school classification are at the top right corner. A list of school classifications can be found in Appendix A.

### **Column A: Grade.**

These are the grades in which students were reported.

Grade EC are the children reported on MARSS with an IEP/IFSP (individualized education program/individualized family service plan) or are evaluated for special education. Districts that were approved for voluntary prekindergarten (voluntary pre-K) will see grade PA through PJ depending on the unique sections. Districts that were approved for school readiness plus will see grade RA through RJ depending on the unique sections. Each kindergarten grade grouping that was reported on MARSS will be represented here, e.g., KA, KB, etc. Children who participate in a program that prepares them to enter kindergarten rather than first grade the following year should not be reported as kindergarten students on the MARSS files unless the district has an approved voluntary pre-K program.

Grades 10P, 11P and 12P are students in grades 10, 11 and 12 who participated in PSEO (postsecondary enrollment options program). These ADM are exclusive from those in grades 10, 11 and 12, i.e., sum grade 11 and 11P to obtain the total for grade 11.

### **Column B: PUN Wtg.**

This is the current year's pupil unit weightings.

### **Column C: Inst Day (Instructional Days).**

This is the number of Instructional (student) Days reported on the MARSS School file for this school and grade.

***Edit Note:** For non-alternative programs, verify that the number of Instructional Days reported equals the number of membership days reported for full-year students in the same grade.*

*For state-approved alternative programs (SAAPs), verify that the number of Instructional Days reported represents the number of days required for a student to attend school during the required, core school year.*

For SAAPs with a state-approved independent study program, verify that the number of Instructional Days reported is the same as the number of Instructional Days used on the Independent Study worksheet.

#### **Column D: Length of Day.**

This is the length of school day reported on the MARSS School file for this school and grade.

**Edit Note:** For non-alternative programs, verify that the Length of Day reported is the number of instructional minutes per day, excluding meals. If the Length of Day varies during the year, use the Flexible Scheduling worksheet to compute the average length of school day.

For state-approved alternative programs (SAAPs), verify that the length of school reported is for the required, core school year.

For SAAPs with a state-approved independent study program, verify that the Length of Day reported is the same as the Length of Day used on the Independent Study worksheet.

#### **Column E: Residents.**

These are students whose State Aid Category (SAC) is one of the following:

- 00 residents
- 02 foreign exchange, J-1 visa
- 27 and the student's resident and enrolling districts are the same

**Edit Note:** If the ADM on the lines for grades 10P, 11P and 12P (postsecondary enrollment options participants) looks too low, verify that the PSEO High School Hours have been reported on the MARSS file. Otherwise, a full-year PSEO participant will generate no more than 0.12 ADM.

#### **Column F: Enrollment Options.**

These students will generate general education revenue for this district unless the enrolling district is a cooperative without a fiscal host district. These are students whose SAC is one of the following:

- 01 open enrollment
- 03 graduation incentives
- 04 continued enrollment of juniors and seniors
- 08 charter school enrollment
- 11 parent-initiated agreements between school boards
- 51 South Dakota residents enrolled under reciprocity

**Edit Note:** Verify that all students reported with SAC 01 have a signed Open Enrollment Application on file at the district. Verify that all students reported with SAC 11 have an Agreement Between Boards, signed by both districts, on file unless the student has documentation as homeless.

#### **Column G: Tuition.**

These students will generate general education revenue for the resident district. These are students whose SAC is one of the following:

- 05 academic pairing
- 06 cooperative facilities
- 10 cooperative for special education and/or secondary vocational
- 19 tuition agreement
- 27 care and treatment with public school teachers and student is a nonresident of the district

**Column H: Ineligible.**

These students are ineligible to generate Minnesota state aid. These are students whose SAC is one of the following:

- 15 non-Minnesota resident (e.g., resident of another state, foreign student on an F-1 visa)
- 20 Minnesota resident but parent/guardian pays tuition
- 21 Minnesota resident but no tuition and student is ineligible under enrollment options
- 22 open enrolled student who returned early to the resident district without mutual agreement between districts
- 29 voluntary pre-K or school readiness plus students who are enrolled but are ineligible to generate state aid

**Column I: Private C and T.**

These students will generate general education revenue for the resident district. This column includes both resident and nonresident students reported under this school number with a SAC of 28 – private care and treatment with privately employed teachers. The students could be receiving instruction in either a day or residential program.

**Column J: Tribal Contract/Grant.**

These students will generate Tribal Contract/Grant School Aid for the Bureau of Indian Education (BIE) school. Only district type 34 will have ADM in this column. These are students whose SAC was either 34 or 35.

**Column K: Shared-Time Aid.**

These are students who will generate shared-time aid for this district. It is a combination of both residents and nonresident shared-time students enrolled in this school. These are students whose SAC is one of the following:

- 16 shared-time residents of this district who are receiving public instruction in this school
- 17 shared-time nonresidents receiving instruction in this school and for whom the resident district has agreed to let the serving district generate the shared-time foundation aid.

***Edit Note:** Shared-time refers to students who are enrolled in a nonpublic or home school and who receive academic or special education instruction. The non-special education instruction must occur at the public school site to be eligible to claim for shared-time aid.*

**Column L: Shared-Time Tuition**

The enrolling district will not generate state aid for these students. These are shared-time students for whom the district must bill tuition, specifically students whose State Aid Category is one of the following:

- 16 shared-time nonresidents receiving instruction in this school who, by agreement with the resident district, will generate shared-time aid for the resident district
- 18 shared-time nonresident students receiving instruction in this school but on whose behalf the resident and serving district did not have an agreement
- 18 shared-time non-Minnesota residents

***Edit Note:** Be sure that the district has an agreement signed by the resident district for all nonresident shared-time students reported with SAC 16 or 17.*

**Column M: Contract Alternative.**

These are students who will generate contract alternative aid for the contracting district. These are resident and nonresident students whose SAC is 26.

**Column N: Adj Ext. Adjusted Extended Time ADM.**

This is the ADM generated by students in state-approved alternative programs (SAAPs) and that exceeds 1.0 but is no more than 1.2. Only students enrolled in state-approved learning year programs are eligible to generate extended time ADM effective FY 2014, i.e., school classifications 41, 42, 43 and 45. Extended time ADM generates extended time revenue for this district.

**Column O: Total Served.**

This is a sum of the ADM in columns E through M by grade. It excludes extended time ADM.

**Column P: Adjusted.**

This is the school's Adjusted ADM capped at 1.0. It is a sum of columns E and F. Adjusted ADM is defined in statute based on students enrolled in a district under specific statutes. Of all the types of students included on this page, only those in columns E and F meet the statute criteria.

**Column Q: EL ADM.**

English learners. This is the ADM held to 1.0 for grade PK (voluntary pre-K) through grade 12 students who are eligible to generate state English learner (EL) funding for this district. A list of these students is posted to MARSS WES (web edit system) statewide reports after each year-end MARSS submission. The report is called MARSS 32 EL Eligibility. Only your district's MARSS coordinator has access to this report.

**District ADM Served Report**

This page sums the information from all of the previous School Report pages; it provides a district total of nearly all students reported by the district. The only students whom the district reported but who are excluded from the District pages are those with a SAC of:

- 14 residents placed in a non-Minnesota school via an IEP or care and treatment.
- 52 residents enrolled in a South Dakota school via reciprocity.

Refer to the Residents Enrolled Elsewhere by District and the District Summary pages to see the ADM of these students.

All of the columns on the District ADM page are the same as those on the School Report pages with two exceptions: Instructional Days and Length of Day are excluded. Neither of these fields can be summed.

**District Alternative ADM Summary Report**

This page is a sum of all of the state-approved alternative programs (SAAPs), including ALC, alternative programs, targeted services and contract alternative School Report pages. It is a subset of the District ADM Report page. It includes ADM reported under school classifications of 41, 42, 43 and 45. This information is intended to assist districts in calculating the financial reserves associated with alternative programs.

It uses the same format of the District ADM Served Report pages but excludes Instructional Days, Length of Day and Tribal Contract/Grant ADM.

## Residents Enrolled Elsewhere By District

This page lists the districts that reported residents of this district, the category under which they were reported and the ADM the students generated. It will print for only district types 1, 2 and 3; those are the only districts that can have resident students.

All rows are ADM capped at 1.0 except for two:

- EL ADM is the ADM for residents who will generate EL ADM and funding for the resident district.
- Extended Time ADM is ADM between 1.0 and 1.2 for grades K through 12.

There are 12 possible categories of students; the categories each represent one or more SAC. Only those categories with students will be displayed on the report. Refer to the MARSS 31 Residents Served Elsewhere Report that is posted to MARSS WES statewide reports for a list of the students included in the ADM under any given district.

The 12 potential categories of students are:

**Charter.** The serving district is a charter school and the SAC is 08. The charter school will generate general education revenue for these ADM.

**Options.** The SAC is one of 01, 03, 04, 11 or 52 and the student is enrolled in an independent district, South Dakota under reciprocity, or a cooperative that has a fiscal host district. The serving or fiscal host district will generate general education revenue for these ADM.

### **Tuition.**

- The SAC is one of 05, 06, 10, 19 or 27; or
- The SAC is one of 01, 03, 04 or 11 and the student is enrolled in a cooperative that does not have a fiscal host district.

The resident district will generate general education revenue for these ADM.

**Ineligible.** The SAC is one of 15, 20, 21 or 29. No Minnesota district will generate state aid for these ADM. The only revenue the district will generate is the tuition charged the student, parent/guardian or other state or country. If the student has an IEP, the student will generate special education funding.

**Tribal.** The SAC is 34 or 35. The serving school is a BIE (Bureau of Indian Education) school and will generate Tribal Contract/Grant Aid for these ADM. There should be no tuition charged to the resident district.

**Shrd Tm: No Tui.** Shared-time, no tuition charged. The SAC is 17 or 18. The shared-time aid will be generated by the serving district for students with a State Aid Category of 17; no district generates aid for students with a State Aid Category of 18.

**Shrd Tm: Tui.** Shared-time with tuition charged. The SAC is 16. The resident district will generate the shared-time aid.

***Edit Note:** Verify that the district has a signed agreement with the serving district for these nonpublic/home school students.*

**Contract Alternative.** The SAC is 26. The contracting district will generate the contract alternative aid.

**Nonpublic-NonMN.** The SAC is 14 or 28. The district under which these ADM are shown reported nonresident students who were placed in a Minnesota nonpublic school through an IEP or Care and Treatment. The resident district will generate the state aid.

***Edit Note:** Be sure to include students who are placed outside Minnesota for special education or care and treatment, and for whom the resident district will be billed tuition, on the resident district's MARSS files using SAC 14.*

**Options Ext. ADM.** The SAC is one of those described under Options above. This is extended time ADM for students reported by a state-approved alternative program operated by an independent district or a cooperative with a fiscal host.

**Tuition Ext. ADM.** The SAC is one of those described under *Tuition* above. This is extended time ADM for students reported by a state-approved alternative program operated by a cooperative without a fiscal host. The resident district will generate extended time revenue.

**EL ADM.** The ADM of students enrolled in a cooperative without a fiscal host and who are eligible to generate state EL funding for the resident district.

## Fiscal Host Report

This page will print for all districts that are a fiscal host of a cooperative district. Only district types 1, 2 and 3 are eligible to be considered a fiscal host.

There are five possible categories of students:

- Options. Students reported with SAC 01, 03, 04, 11 or 51.
- Options Ext. ADM. Extended time ADM for the options students.
- Tuition. Students reported with SAC 05, 06, 10, 19 or 27.
- Tuition Ext. ADM. Extended time ADM for the tuition students.
- EL ADM. EL ADM for students eligible to generate state English learners funding for the fiscal host district.

## District ADM Summary, General Education Revenue

This page will print for all districts that either reported data or whose resident students were reported by another district. All of the ADM on this page will generate general education revenue. Refer to the individual column discussion to determine whether the resident or serving district generates the revenue.

All columns are ADM capped at 1.0.

### Column 1: Grade

These are the grades in which students were reported.

Districts that were approved for voluntary pre-K or school readiness plus will see grade PK that sums all schedules reported as PA through PJ and RA through RJ.

All non-disabled kindergarten students' ADM has been summed into two kindergarten rows: KG and KG5. ADM in grade KG are in full-day daily kindergarten schedules with at least 850 annual instructional hours. ADM in grade KG5 are in half-day daily, full-day alternate day or parent-paid kindergarten schedules.

This row will also include full-day daily kindergarten where access is limited by the school; not all kindergarten students enrolled in the school who desire to participate are able to participate.

Grades 10P, 11P and 12P are students in grades 10, 11 and 12 who participated in PSEO. These ADM are exclusive from those in grades 10, 11 and 12, i.e., sum grade 11 and 11P to obtain the total for grade 11.

### **Column 2: PUN Wtg**

This is the current year's pupil unit weightings.

### **Column 3: Residents Served in District**

This is the same as column E on the District ADM Served Report page. These are students whose SAC is one of the following:

- 00 (residents)
- 02 (foreign exchange, J-1 visa)
- 27 (care and treatment) and the student was enrolled in this district

### **Column 4: Served in Coop. Res is Fiscal**

From the Fiscal Host page. These are residents of this district who are enrolled in a cooperative for which the resident district is the fiscal host district. The resident district generates the general education revenue. This column is a subset of column 5.

### **Column 5: Options Elsewhr**

This is from the Residents Enrolled Elsewhere by District page; it is the ADM on the Options line. The enrolling district generates the general education revenue, including those who have an IEP or IFSP. However, tuition billing will transfer state aid from the resident district to the enrolling district to cover the unreimbursed cost of providing instruction for students with an IEP or IFSP.

### **Column 6: Charter**

A charter school reported these ADM. This is from the Residents Enrolled Elsewhere by District page on the lines labeled Charter. The charter school(s) generates the general education revenue, including those who have an IEP or IFSP. However, tuition billing will transfer state aid from the resident district to the charter school to cover the unreimbursed cost of providing instruction for students with an IEP or IFSP.

### **Column 7: Tuition to Othr MN Dst**

This is from the Residents Enrolled Elsewhere by District page. It is the ADM from the Tuition line. The resident district generates the general education revenue. Tuition billing will transfer state aid from the resident district to the serving district to cover the unreimbursed cost of providing instruction for students with an IEP or IFSP.

### **Column 8: Tuition to Nonp/NonMN**

These are residents of this district who are placed via an IEP or Care and Treatment in a:

- school or program outside Minnesota (SAC 14), or
- Minnesota nonpublic school (SAC 28), including residents reported by this district.

The ADM of residents reported by another district with either of these SAC were included on the Residents Enrolled Elsewhere by District page. The ADM of residents reported by the resident district with SAC 14 have not printed anywhere else yet on the report. The resident district generates the general education revenue.

#### **Column 9: Total Resident**

This is a sum of the ADM in columns 3 and 5 through 8.

#### **Column 10: Tuition**

This is from column G of the District ADM Served Report page. These are nonresident students enrolled in the district via a tuition arrangement.

#### **Column 11: Private C and T**

These are nonresidents included under column I of the District ADM Served Report page. The resident district generates general education revenue.

#### **Column 12: Options**

This is from column F of the District ADM Served Report page. The enrolling district generates the general education revenue, including those who have an IEP or IFSP. However, tuition billing will transfer the unreimbursed instructional costs from the resident district to the enrolling district for students who have IEPs or IFSPs.

#### **Column 13: Served in Coop. This is Fiscal**

This is from the Fiscal host page. These are nonresidents of this district who are enrolled in a cooperative for which this district is the fiscal host. The fiscal host district generates the general education revenue.

#### **Column 14: Total Adjusted**

This is the sum of columns 3, 4, 7, 8, 12 and 13. These are the ADM that will generate general education revenue for this district.

### **District ADM Summary, Categorical or No Revenue**

#### **Column 15: PUN Wtg**

This is the current year's pupil unit weightings.

#### **Column 16: Shared-Time**

These are the ADM of shared-time students who will generate shared-time aid for this district. The ADM are the sum of:

- column K from the District ADM Served Report, and
- the *Shrd Tm: Tui* line from the Residents Enrolled Elsewhere by District page.

#### **Column 17: Adj Ext**

Adjusted Extended Time ADM is the ADM generated by students in state-approved alternative programs (SAAPs), which exceeds 1.0 but is no more than 1.2. Only students enrolled in SAAPs are eligible to generate extended time ADM, i.e., school classifications 41, 42, 43 and 45. The ADM in column 17 will be used to calculate extended time revenue.

**Column 18: Contract Alternative**

These are the ADM that will generate contract alternative aid for this district. This is from column M on the District ADM Served page.

**Column 19: Contract Extended Time**

Extended time ADM for students served in a contract alternative program.

**Column 20: Tribal Contract/Grant**

These are the ADM that will generate tribal contract/grant aid for this school. This is from column J on the District ADM Served page. Only district type 34 will have data in this column.

**Column 21: Ineligible**

These ADM will generate no state funding; however, the district should have charged tuition to these students, their parents/guardians, or resident state or country. This is from column H on the District ADM Served page.

**Column 22: EL ADM**

EL ADM is the ADM capped at 1.0 for students identified as English learners, served in an EL program and who are eligible to generate state EL funding for this district. It includes the same students identified under EL below but who are served in an EL program, have not passed the ACCESS for ELLs, the annual English proficiency assessment for English learners, (grades 4 through 12 only) and have not exceeded a cumulative ADM in excess of 7.0 between FY 97 and just prior school year.

***Edit Note:** For more information on how EL ADM is computed, view the document titled “MARSS 32 English Learners (EL) Served with State EL Funding Eligibility” which is posted to the MDE website. Select Districts, Schools and Educators > Business and Finance > School Finance > MARSS-Student Accounting. For an actual list of students generating EL ADM, ask your MARSS coordinator for a copy of MARSS 32 EL Eligibility, a MARSS WES statewide report.*

**EL Count:**

At the bottom of the PUN weighting column is the EL (English learners) count for the district. This is the only place where these data are displayed. This count is not used to calculate aid; it is provided for information purposes only. It includes students who are reported:

- with a Home Primary Language of other than English or American Sign Language,
- with an LEP (Limited English Proficiency) of Y,
- in one of grades K through 12, and are:
  - residents of the enrolling district or
  - nonresident students enrolled in the district via an enrollment options program or
  - nonresident students enrolled in the district via a tuition program or
  - shared time students enrolled in the district or
  - contract alternative program students enrolled in the district or
  - residents enrolled in a cooperative and for whom the resident district is paying tuition.

It excludes:

- residents enrolled in other independent districts or charter schools,
- residents enrolled in cooperatives that have a fiscal host district,
- residents enrolled in private or non-Minnesota schools, and
- early childhood special education (ECSE) students.

### ***Charter School Lease Aid Pupil Units:***

At the bottom of the PUN weighting column is the Charter School Lease Aid Pupil Units for charter schools. This appears for charter schools only. These are the pupil units that MDE uses to calculate charter school lease aid. This includes the “college” time for students participating in state-paid postsecondary enrollment options (PSEO). This data will be available after the August statewide submission. It includes the total of the following:

- Total Adjusted Pupil Unit from the General Education Revenue report column 14
- Total Tuition Pupil Unit from the General Education Revenue report column 10
- College Pupil Unit ADM for state paid PSEO.

### ***Impact Aid Average Daily Attendance (ADA)***

At the bottom of the PUN weighting column is the Impact Aid ADA for the district. This is the ADA of resident students enrolled at the district and residents tuitioned to attend elsewhere. Districts use this ADA on their federal Impact Aid applications.

## **II. MARSS 35 ADM Adjustment Report**

The MARSS 35 ADM Adjustment Report is available in the [Secure Reports](#) under the MDE Data Center. Only the district’s/charter school’s MARSS coordinator has access to the report. It cannot be posted publicly because it contains individual student data. The report includes all students whose ADM has been adjusted for any of several reasons. These reasons are described at the bottom of each page of the report. They are described in more detail below.

There are two potential sections to each district’s/charter school’s report:

**Students reported by the district.** The first section is a list of all students reported by this district whose ADM has been adjusted. This section is sorted by school number, grade and student name.

**Residents Enrolled Elsewhere.** The second section is a list of residents of this district reported by other districts or charter schools and whose ADM has been adjusted. Cooperatives will not have this section of the report because they have no resident students. This section is sorted by enrolling district, enrolling school number and student name.

### **Column Headings**

**Sch Num.** The school number used to report the students.

**Sch Cls.** School Classification; refer to the table in Appendix A. School classifications 41, 42, 43, 44 and 45 indicate learning year programs. These are the only programs in which a student can generate up to 1.2 ADM.

**School Name.** The name of the enrolling school.

**Student Number.** This is the student’s MARSS State Reporting Number.

**Student Name.** The student’s name.

**Resident District.** The student’s resident district.

**Grd.** Student's grade level.

**SAC.** Student's State Aid Category.

**Start Date.** Student's enrollment date. Students with more than one enrollment record will be included in this list more than once.

**End Date.** Student's withdrawal date.

**PSEO.** For postsecondary enrollment options (PSEO) participants, this is the ADM generated while enrolled at the high school site; it excludes time at the postsecondary institution.

**% Enr.** Percent Enrolled reported on this particular record. All records at a learning year program (school classification of 41, 42, 43, 44 or 45) must be reported with Percent Enrolled of 998 or 999, which indicates that the attendance and membership have been reported in terms of hours rather than days.

**ADM 1.0.** This is the student's ADM capped at 1.0. For PSEO participants, this is the ADM based on their high school membership hours. Refer to Appendix C: ADM Adjustments to see how a student's ADM capped at 1.0 is calculated.

Comparing the ADM 1.0 with the ADM 1.5 provides some indication of how much the ADM was actually adjusted. However, a student might originally have generated more than 1.5 ADM so that the adjustment may be more than the difference between 1.5 and 1.0. Students with code 6 in the "Reasons for Adjustment" column originally generated more than 1.5 ADM.

**Ext Tm ADM.** This is the student's extended time ADM, the ADM between 1.0 and 1.2. No student's extended time ADM can exceed 0.20. Only students enrolled in learning year programs (school classifications 41, 42, 43, 44 and 45) can generate extended time ADM. Refer to Appendix C: ADM Adjustments to see how a student's extended time ADM is calculated.

In many cases, the student generated more than 1.0 ADM, and some or all of the learning year program's ADM was moved to extended time ADM. This is the case when ADM 1.5 minus ADM 1.0 equals extended time ADM. The student is still generating the same total ADM; some of it has been classified as extended time ADM.

**OLL (online learning) ADM.** For students who participate in supplemental OLL at other than the enrolling district, this is the ADM adjustment due to the OLL participation, not the new ADM. This adjustment has already been applied to the ADM 1.0.

A positive OLL ADM indicates that the student's total ADM on MARSS plus the OLL ADM reported on the OLL provider's OLL/Course Completion file did not exceed 1.0. In this case, 12 percent of the Initial OLL ADM times the original ADM-10 is added to the corresponding MARSS ADM 1.0. The ADM 1.0 column already includes this additional ADM.

A negative OLL ADM indicates that the student's total ADM on MARSS plus the OLL ADM reported on the OLL provider's OLL/Course Completion file exceeded 1.0. In this case, 88 percent of the Initial OLL ADM is deducted from the corresponding MARSS ADM 1.0. The ADM 1.0 column already reflects this deduction. The deduction cannot cause the ADM 1.0 to be less than 12 percent of the Initial OLL ADM times the original

ADM 1.0 in the corresponding MARSS record. If the deduction would cause the ADM to fall below this minimum threshold, the remainder of the deduction is taken from the OLL ADM at the OLL provider. A report is available for the OLL provider.

**Edit Note:** For a list of the courses the supplemental OLL students completed, refer to the MARSS 53 OLL Students report that is posted to MARSS WES statewide reports. The district's/charter school's MARSS coordinator has access to this report.

**Orig ADM.** This is the student's original ADM computed without any caps or other adjustments. These ADM are provided to give districts a basis upon which to see the ADM adjustments that are made for minimal ADM divisors, ADM capped at 1.0 and extended time ADM.

**Reasons for Adjustment.** These numeric codes are described in more detail at the bottom of the report and below in this documentation.

### Reasons for Adjustment

- **Total ADM exceeded 1.0.** Current statute prevents students from generating more than 1.0 ADM although learning year students can generate up to an additional 0.20 extended time ADM.
- **OLL ADM reduction; student completed OLL courses elsewhere.** Students who complete supplemental OLL courses provided by another district or charter school generate OLL ADM at the approved OLL provider. If the sum of the enrolling district's(s') ADM plus the ADM generated by the OLL provider exceed 1.0, a reduction is made at the enrolling district.
- **Too few instructional hours at the learning year program, e.g., alternative program.** The instructional hours at a learning year program must equal or exceed the statute minimums. When the hours are fewer than statute minimums, the ADM divisor is the statute minimums rather than the instructional hours reported by the learning year program. Statute minimums are:
  - 425 hours for kindergarten.
  - 935 hours for grades 1 through 6.
  - 1,020 hours for grades 7 through 12.
- **Too few instructional hours at traditional school of enrollment, applies to the learning year record only.** Students enrolled at both a traditional school and a learning year program – whether concurrently, dually or consecutively – cannot generate ADM at the learning year program unless the instructional hours at the traditional school equal or exceed the statute minimums. The difference between the statute minimums and the instructional hours at the traditional school is essentially deducted from the membership at the learning year program. For students who generate less than 1.0 ADM at the traditional school, a percentage of the difference between the statute minimums and the instructional hours at the traditional school is deducted from the membership at the learning year program.
- **Total ADM exceeded 1.2.** The student's total ADM exceeded 1.2.
- **Total ADM exceeded 1.5.** The student's total ADM exceeded 1.5.
- **Early childhood guarantee to 0.28.** Early childhood special education students with an IEP/IFSP are guaranteed to generate at least 0.28 ADM. This is a student whose ADM, based on membership hours, did not reach 0.28 and so was bumped up to 0.28.
- **PSEO guarantee of 0.12, prorated to portion of year enrolled.** PSEO participants are guaranteed to generate at least 0.12 ADM even if they are not enrolled in high school classes but are enrolled in the school all year. Normally, a PSEO participant's ADM is based on the actual high school membership hours. But for participants who attend few, if any high school classes, their minimum ADM is 0.12, prorated for students enrolled in the high school for less than a full school year.

- **OLL ADM increase; student completed OLL courses elsewhere.** Students who complete supplemental OLL courses provided by another district or charter school generate OLL ADM at the approved OLL provider. If the sum of the enrolling district's(s') ADM plus the ADM generated by the OLL provider is less than 1.0, up to 12 percent of the OLL ADM is added to the enrolling district.
- **OLL ADM adjustment to extended time ADM.** Students who complete supplemental OLL courses provided by another district or charter school generate OLL ADM at the approved OLL provider. If the sum of the enrolling district's(s') ADM plus the ADM generated by the OLL provider exceeds 1.0, a deduction is made to the enrolling district's ADM capped at 1.0. However, if the corresponding MARSS enrollment record(s) is a learning year program and the student's total extended time ADM is less than 0.20, the deducted OLL ADM can be offset, in part, to an increase in the student's extended time ADM, up to 0.20.

## Appendix A: School Classifications

- 10 Public Elementary School (PK-6 or PK-8)
- 20 Public Middle School (Grades 5-8)
- 31 Public Junior High School (Grades 7-8 or 7-9)
- 32 Public Senior High School (Grades 9-12 or 10-12)
- 33 Public Secondary Schools (Grades 7-12)
- 40 Public Open School (Grades K-12)
- 41 Public Area Learning Center (ALC)
- 42 Public Secondary Alternative Program (ALP)
- 43 Contract Alternative Program
- 44 Learning Year Program
- 45 ALC Targeted Services
- 46 Online/Distance Learning
- 50 Special Education School/Program
- 51 Special Education ESY (Extended School Year)
- 55 Combination of Special Ed and Secondary Vocational School/Program
- 60 Secondary Vocational School/Program
- 70 Delinquent Student/Correctional School
- 71 Miscellaneous Program or Center
- 72 Neglected School Program
- 73 Homeless School/Program
- 74 Hospital/Medical School/Program
- 75 Telecommunications
- 76 Educational Oversight to Private Residential Care and Treatment
- 77 Educational Oversight to Public Residential Care and Treatment
- 78 Educational Oversight to Private Day Treatment Program
- 79 Educational Oversight to Public Day Treatment Program

## Appendix B: ADM and Pupil Unit Formulas

ADM (Average Daily Membership) is calculated based on the data reported by districts on their MARSS files. Pupil unit weightings are applied to ADM. Pupil units are also referred to as WADM (weighted ADM). The total WADM or pupil units provided in the District/School ADM Report should be considered preliminary in that rounding differences can occur when the data are summarized further and used for actual payment purposes.

### ADM Formulas

- If Percent Enrolled is 100 or less and the students are not:
  - i. enrolled in an ALC, alternative school, or other learning year program
  - ii. PSEO participants, or
  - iii. in grade HK or EC.

$$\text{ADM} = \frac{(\text{Percent Enrolled} / 100) \times \text{Membership Days}}{\text{Instructional Days}}$$

- If Percent Enrolled is 999 (membership is reported in terms of hours rather than days) and the students are not:
  - i. enrolled in an ALC, an alternative school, or other learning year program,
  - ii. in grade EC or HK, or
  - iii. PSEO participants.

$$\text{ADM} = \frac{\text{Membership Days (in terms of hours)}}{(\text{Length of School Day in Minutes} \times \text{Instructional Days}) / 60}$$

- If Percent Enrolled is 998 or 999 and the students are enrolled:
  - i. in an ALC or an alternative school (see note below for Targeted Services), and
  - ii. are not PSEO participants.

$$\text{ADM} = \frac{\text{Membership Days (in terms of hours)}}{(\text{Length of School Day in Minutes} \times \text{Instructional Days}) / 60^*}$$

\*When the instructional hours reported on the MARSS school file for an ALC, alternative school or other learning year program are fewer than the statute minimums, programming automatically uses the statute minimums.

### Statute Minimums

425 hours	kindergarten, non-disabled, half day, daily or full day, alternate day schedule
850 hours	kindergarten, non-disabled, full day, daily schedule
935 hours	grades 1-6
1,020 hours	grades 7-12

**Targeted Services** – the statute minimum instructional hours is automatically used to calculate ADM for targeted services programs because these students are, by design, full time in a traditional program and targeted services programs are part-time, extended day and/or extended year programs.

Prekindergarten and kindergarten students with IEPs/IFSPs cannot generate more than 1.0 ADM per year. Other students enrolled in an ALC, alternative school, or other learning year programs are eligible to generate up to 1.0 regular ADM plus up to 0.2 extended time ADM.

However, students at learning year programs are unable to generate more than 1.0 ADM until they have generated the statutory minimum number of membership hours. The ADMs for dual enrolled and targeted services students who generate 1.0 ADM at the traditional elementary, middle or secondary school based on instructional hours that are fewer than the statute minimums listed above are adjusted at the ALC, alternative school or other learning year program. For example, a student who generates 1.0 ADM at the high school based on the high school’s calendar of 1,002 instructional hours (167 days x 6 hours per day), will not generate ADM for the first 18 hours of membership (1,020 – 1,002) at the ALC.

- For students in grade EC (early childhood special education):

$$\text{ADM} = \frac{\text{Membership Days (in terms of hours)}}{825 \text{ Hours}}$$

EC students who have an IEP/IFSP are guaranteed to generate a minimum of 0.28 ADM. This has been included in the grade EC ADM in this report. The special education evaluation status triggers this guarantee. The minimum guarantee for EC students enrolled in more than one district is assigned proportionately among the records based on the membership hours.

- For students in grade HK (kindergarten disabled) and Percent Enrolled is 999:

$$\text{ADM} = \frac{\text{Membership Days (in terms of hours)}}{875 \text{ Hours}}$$

- For students in grade HK and Percent Enrolled is not 999:

$$\text{ADM} = \frac{\text{Membership Days} \times (\text{Percent Enrolled}/100)}{825 \text{ Hours}}$$

Take care in reporting percent enrolled other than 999 for grade HK students; this is a common source of misreporting. When Percent Enrolled is other than 999 programming interprets it to mean “hours of instruction per day” times 100. When Percent Enrolled equals 100 programming interprets that to mean one hour of instruction per day.

- For students in grade PA-PJ (voluntary pre-K) or RA-RJ (school readiness plus):

$$\text{ADM} = \frac{((\text{Membership Days} \times \text{Length of Day}) / 60) / 850}$$

Maximum ADM is 0.60 per student.

Voluntary pre-K and school readiness plus students are ineligible to generate extended time revenue.

- For students in PSEO, the greater of:

$$\text{PSEO HS ADM} = \frac{\text{PSEO High School Participation Hours}}{(\text{Instructional Days} \times \text{Length of School Day in Minutes} / 60)}$$

or  $(\text{ADM} 1.0 \times 0.12)$

PSEO students who are enrolled all year are guaranteed to generate a minimum of 0.12 ADM. This minimum is prorated for part-year students based on their regular ADM as calculated above.

## Appendix C: ADM Capped at 1.0

Students will still generate original ADM per the formulas described above. However, if a student's total ADM exceeds 1.0, it will be reduced proportionately as described below. Refer to the MARSS 35 ADM Adjustment Report that is posted to MARSS WES statewide reports after each year-end MARSS reporting deadline starting in June. The district's/charter school's MARSS coordinator has access to this report. It is a list of all students whose original ADM has been adjusted. An explanation of this report can be found earlier in this document.

The students listed on the ADM Adjustment Report are the students that will cause the ADM provided on the reports produced from the local MARSS WES ADM Served Report to differ from that provided on the posted District/School ADM Report. If no ADM Adjustment Report is posted to a given district's MARSS WES statewide reports, then no adjustments have been made during that specific statewide edit.

The ADM generated by students enrolled in other than learning year programs like ALCs will be totaled. If it does not exceed 1.0, no reduction is necessary. If the student's ADM in non-learning year enrollment records exceeds 1.0 and there are no date overlap errors, then each record's ADM will be reduced proportionately. For example:

The ADM generated by students enrolled in other than learning year programs like ALCs will be totaled. If it does not exceed 1.0, no reduction is necessary. If the student's ADM in non-learning year enrollment records exceeds 1.0 and there are no date overlap errors, then each record's ADM will be reduced proportionately. For example:

Enrollment Record	Original ADM (1.5 cap)	Proportion of Total	ADM capped at 1.0
High School A	0.75	.68	(0.75/1.10)
High School B	0.35	.32 (0.35/1.10)	0.32
Total ADM	1.10		1.00

If a student's total ADM includes ADM generated at a learning year program, like a state-approved alternative program, the ADM generated in the non-learning year programs gets first priority. Any remaining ADM at the learning year program is eligible for extended time ADM. For example:

Enrollment Record	Original ADM (1.5 cap)	ADM (1.0 cap)	Extended Time ADM capped at 0.2
High School A	0.75	0.75	0
Care and Treatment	0.15	0.15	0
ALC	0.45	0.10 (1.0-0.90)	0.20 (0.45-0.10) max 0.20
Total ADM	1.35	1.0	0.20

If more than one ALC record had contributed to extended time ADM, each would be reduced proportionately.

## Appendix D: Cross Walk ADM from District/School ADM Report to Profiles

Column of Profiles	Profiles Heading	Page(s) of District/School ADM Report	Columns of District/School ADM Report
	District ADM Served Plus Tuitioned Out	District ADM Served Report General Education Revenue	Sum Columns O, 7, 8 and 17
1.	Prekindergarten Disabled	District ADM Served Report	Grade EC Sum Columns E, F, G, H (excluding school classifications 76, 78)
1.	Prekindergarten Disabled	General Education Revenue	Grade EC Column 14
2.	Voluntary Pre-K	District ADM Served Report	Grade PK Includes ineligible Column O
2.	Voluntary Pre-K	General Education Revenue	Grade PK (total ADM eligible voluntary pre-K and school readiness plus) Column 14
3.	Kindergarten	District ADM Served Report	Grades HK and KG Sum Columns E, F, G, H (excluding school classifications 76, 78)
3.	Kindergarten	General Education Revenue	Grades HK and KG sum Column 14
4.	Elementary (Grades 1-6)	District ADM Served Report	Grades 1-6 Sum Columns E, F, G, H (excluding school classifications 76, 78)
4.	Elementary (Grades 1-6)	General Education Revenue	Grades 1-6 Sum Column 14
5.	Secondary (Grades 7-12)	District ADM Served Report	Grades 7-12 Sum Columns E, F, G, H (excluding school classifications 76, 78)
5.	Secondary (Grades 7-12)	General Education Revenue	Grades 7-12 Column 14
6.	Total (PK-12)		Sum of Profiles Columns 1-5
7.	Tuition Out to Other Districts	General Education Revenue	Total ADM Sum Columns 7 and 8

Column of Profiles	Profiles Heading	Page(s) of District/School ADM Report	Columns of District/School ADM Report
8.	Tuition In From Other Districts	Categorical or No Revenue	Total ADM Column 21 (excluding school classifications 76, 78)
9.	Shared-Time and Private Contracts	District ADM Served	Total ADM Sum Columns K and L
10.	Enrollment Options In From Other Districts	General Education Revenue	Total ADM Sum Columns 12 and 13
11.	Enrollment Options Out To Other Districts	General Education Revenue	Total ADM Sum Columns (5 less 4), 6
12.	Extended Time	Categorical or No Revenue	Total ADM Sum Columns 17 and 19
13.	Total ADM Served Plus Tuition Out	General Education Revenue	Sum of Profiles Columns 5, 6, 8 and 11
14.	Total Adjusted ADM	General Education Revenue	Total ADM Column 14
15.	Total Resident ADM	General Education Revenue	Total ADM Column 9

## Appendix E: Verifying ADM Data on the District/School ADM Report

Following are suggested steps to take when a school or district believes that the ADM shown on the District/School ADM Report is less than it should be, e.g., lower than that generated on local reports.

- Verify that the school has no MARSS enrollment records with local errors. All of the records with local errors are excluded from other local and statewide reports. The local errors are listed on the MARSS 08 Error Report.
  - Verify that the statewide date overlap and Status End code 08 and 40 errors have been corrected. These records will be excluded from the state-produced ADM reports but they would have been included on the local reports. The statewide errors are listed on the MARSS 30 Statewide Errors Report. The MARSS 30 report does not reiterate the local errors so the school needs to review both the local and statewide error reports.
  - Verify that all students are included on the MARSS B Student file. Run the local report MARSS 24 List of All Students and compare the list of students against a report run from the school's software. Missing students cannot generate ADM.
  - Verify that all students have the correct enrollment and withdrawal dates and membership days. If these dates are in error, the generated membership days may be in error.
  - Verify that the software's calendar that generates student membership and instructional days is/are correct and in sync. A student enrolled for the entire school year in a single enrollment record – from the first day of school through the last day of school – should generate the same number of membership days as instructional days reported on the MARSS A School file in the same grade.

- Verify that the number of instructional days reported on the MARSS A School file includes the number of days in the core, required school year. It should exclude snow days, optional days, holidays, staff-only days, summer, etc. If full-year, single-enrollment record students on the MARSS 24 report consistently have less than 1.00 ADM, there is an inconsistency between the number of instructional days and the student membership days.
- State approved learning year programs also need to verify the number of instructional days and length of day reported on the MARSS A School file. The instructional days should include only the number of days in the core, required school year. The length of day should include only the number of minutes in the core, required school day excluding meal times. The calendar should reflect the number of days that are necessary for a student to participate and grade progress. If the length of day varies during the year in any school, calculate the average length of day using the Flexible Scheduling worksheet posted to the public MARSS-Student Accounting website.
- For state-approved alternative programs with a state-approved independent study component, the number of instructional days and length of day reported on the MARSS A School file needs to be the same as those used on the Independent Study Calculation of Membership Hours worksheet. Refer to the MARSS Manual, Procedure 8, for more information.
- ADM cannot exceed 1.0 unless the student is enrolled in a state-approved learning year program, e.g., area learning center (ALC), alternative program, and targeted services. When the statewide edit is run, each student's total ADM is checked to assure that it does not exceed 1.0. If it does, each record is proportionately reduced. (Refer to Appendix C for more information on the ADM adjustments.) If the student is enrolled in a learning year program, that enrollment records(s) is eligible to generate extended time ADM. Refer to the MARSS WES statewide reports called MARSS 35 ADM Adjustment which is described in Section II of this document. This is a list of all enrollment records in which the locally computed ADM is probably different than that generated after the statewide edit. The adjustment could be due to:
  - A total ADM that exceeds 1.0, whether or not the student participated in a learning year program.
  - The calculation of extended time ADM.
  - Supplemental online learning (OLL) participation.
  - An increased ADM for an early childhood special education student.

Refer to Appendices B and C for a description of the formulas used to compute ADM and adjust ADM when a student's total ADM exceeds 1.0.