

## ✖ 1. Purpose of the ADA FTE Summary

The ADA/FTE Summary in OnDataSuite combines student attendance data from your **PEIMS and attendance records** to show:

- **ADA (Average Daily Attendance)** – the average number of students *in attendance* each day in a given reporting period.
- **FTE (Full-Time Equivalent)** – the portion of full-time instructional days students are enrolled in special programs (like Career and Technical Education, Bilingual, etc.).
- The **ADA FTE Summary** is designed to summarize student attendance and funding eligibility in **Full-Time Equivalent (FTE)** units. It focuses on how **attendance translates to funding units** across grade levels, instructional tracks, and reporting periods.
  - ❖ It measures **ADA, eligible days present, and enrollment totals**.
  - ❖ It aggregates this data into **FTE calculations** for state funding.
  - ❖ It includes breakdowns by **instructional program type** (e.g., regular, career/tech, special ed) and reporting period (six-week cycles).

👉 In practice:

- ADA drives **funding** (state aid).
- FTE drives **program-specific funding** (like special ed, CTE, bilingual allotments).

---

## 📊 2. What the Summary Displays

Depending on your district setup, the report typically shows:

Column	Meaning	Practical Use
<b>Campus / Grade / Program</b>	The reporting category (e.g. High School, 9th Grade, Bilingual)	Lets you isolate where ADA or FTE dips occur
<b>Days Eligible</b>	How many days students were eligible to attend	Use to confirm enrollment consistency
<b>Days Present</b>	How many days students actually attended	Use to check attendance accuracy

Column	Meaning	Practical Use
<b>ADA</b>	Days Present ÷ Days Eligible	Key number for funding — should be stable
<b>FTE</b>	Calculated from minutes/hours in instructional programs	Ensures correct coding for program participation
<b>Funding Tier / Code</b>	Indicates the program weight or funding type	Use for funding verification or trend tracking

---

### 3. How to Apply the Report

Here's how a data coordinator or finance analyst typically applies this report in practice:

#### 1. **Verify Attendance Accuracy**

- Compare the **Days Present** to local attendance rosters.
- Look for sudden drops in ADA — that might signal a campus entry error, bad attendance coding, or missing PEIMS records.

#### 2. **Reconcile with PEIMS Submissions**

- Use the ADA/FTE report to cross-check what's submitted in your **PEIMS Summer submission**.
- The goal: totals in OnDataSuite should match TEA validation reports.

#### 3. **Identify Funding Impact**

- Use the FTE section to see if students are properly coded into programs (CTE, Special Ed, etc.).
- For example:
  - If a CTE FTE value is lower than expected, check if course minutes or service IDs are coded right in the SIS.
  - If Bilingual FTE is zero where you expect values, verify program entry/exit dates.

#### 4. **Trend and Exception Analysis**

- Compare campuses or years to find attendance or coding trends.

- OnDataSuite allows export to Excel for deeper comparisons.

---

#### ✓ 4. How to Check Your Work

When you've analyzed the summary:

- Cross-check ADA/FTE totals with **TEA Summary of Finance** numbers.
- Confirm that **campus-level totals** match **district totals**.
- Use **OnDataSuite "Student Detail" drill-down** to trace errors back to individual students.

**Example** of **one line** of an ADA/FTE Summary report, so you can see *exactly how to interpret and act on it*

We'll use a **realistic example** (not real data, just modeled after what you'd see in OnDataSuite):

---

#### Example Line from the ADA FTE Summary

Campus	Grade	Program	Days Eligible	Days Present	ADA	FTE	Funding Tier
Central HS 10	CTE	90	85.5	0.95	0.72	1.2	

---

Now let's unpack each piece and what you *do* with it in practice:

---

#### **1** Campus / Grade / Program

**Central HS | Grade 10 | Career & Tech Ed (CTE)**

→ This tells you what slice of your population this line represents.

#### **Application:**

Use this to **filter responsibility**. For example, if ADA dips for 10th-grade CTE students, you know where to investigate — likely the attendance clerk or PEIMS data for that program at that campus.

---

## 2 Days Eligible

**90 days** → The number of instructional days the students *could* have attended.

### Application:

Compare this to the **district calendar**. If it's off (e.g., only 88), it may mean missing enrollment days or incorrect entry/withdrawal dates in your SIS.

---

## 3 Days Present

**85.5 days** → Total actual attendance days.

### Application:

A gap between eligible and present days can highlight **attendance issues or data errors**.

You'd calculate attendance rate =  $85.5 \div 90 = 95\%$ .

If one program's rate is much lower than others, investigate causes: tardy coding, absences, or unposted attendance.

---


## 4 ADA (Average Daily Attendance)

**0.95** → This is Days Present  $\div$  Days Eligible.

### Application:

This figure drives **funding**.

- An ADA of 0.95 means, on average, each student is in attendance 95% of the time.
- If this number is unexpectedly low, it directly impacts state funding — so it's a flag for follow-up.

 *Tip:* Compare ADA between programs and grades — major differences often reveal attendance data issues.

---

## 5 FTE (Full-Time Equivalent)

**0.72** → This measures how much time students spend in the program relative to a full schedule.

### Application:

- For **CTE**, FTE depends on how many minutes students spend in qualifying courses.

- A drop in FTE might mean missing course minutes or wrong Service ID codes.  
👉 Cross-check this in your SIS with course schedules and attendance for CTE-coded classes.
- 

## Funding Tier (or Weight)

**1.2** → A multiplier applied to funding for that program.

### Application:

This helps estimate **state allotment impact**.

- Example: if  $ADA \times FTE \times \text{Funding Tier} = \text{weighted funding contribution}$ .
  - So, higher tier = more state dollars per student in that program.
- 

## Practical Workflow Summary

Here's how you'd use that one line in daily work:

1. **Scan ADA** → If low, check attendance data and trends.
2. **Check FTE** → If off, verify program/course coding and minutes.
3. **Validate totals** → Compare to TEA or local finance reports. HB3 Student FTE – Spec Ed, CTE, PRS Post 2021 (Finance tab)
4. **Document anomalies** → Note what might require SIS corrections before PEIMS submission.

### Example:

Let's walk through how to trace that single ADA/FTE line **down to the individual students** in **OnDataSuite**, step by step.

---

## Step 1: Start from the ADA FTE Summary

You're in:

📌 *Reports → PEIMS → Student → ADA FTE Summary*

Find the row you want to analyze — for example, **Central HS, Grade 10, CTE**.

Now, hover over (or click) that row.

You should see a **drill-down option** (blue number or link) in one of these columns:

- ADA
  - FTE
  - Days Present
- 

### **Step 2: Drill Down to the Detail Report**

When you click it (the blue hyper link number), you'll open a **Student Detail View**. That report usually includes:

**Student ID Name Grade Campus Program Days Eligible Days Present ADA FTE Errors**

Each student listed here contributes to the totals you saw in your summary row.

---

### **Step 3: Interpret What You See**

Here's what you look for:

#### **1. Days Eligible vs. Days Present**

- If "Days Eligible" is high but "Days Present" is low → possible **attendance entry issue** or **chronic absences**.

#### **2. FTE = 0 or lower than expected**


- Means student is coded for a program (like CTE or SPED) but missing proper **service IDs, minutes, or entry/exit** dates.
  - Cross-check this in your SIS.
- 

### **Step 4: Cross-Reference to PEIMS and SIS**

Once you find a student with data that looks off:

- Note the **Student ID**.
- Look them up in your SIS.
- Verify:

- Enrollment/withdrawal dates.
- Attendance coding (present/absent reason).
- Program participation (CTE service IDs, SPED minutes, bilingual indicators).

 **Tip:** If you're doing a district audit, you can export the student detail to Excel and filter by campus or program to track who's causing the biggest discrepancies.

---

## **Step 5: Follow the Fix-Loop**

Here's how data teams typically handle this practically:

1. **OnDataSuite → Identify student-level discrepancy.**
2. **SIS → Correct the source data.**
3. **Reload PEIMS extract or attendance data into OnDataSuite.**
4. **Re-run the ADA/FTE report → Confirm the fix worked.**

That closes the loop between analysis and clean data — and helps ensure your **funding and compliance reports** are accurate before submission.

**How to read the FTE calculation itself** — meaning, *how OnDataSuite gets that FTE number from student minutes or course schedules.*

That's usually the next step for really mastering how to apply this in your district.

Let's break down **how OnDataSuite calculates FTE (Full-Time Equivalent)** — what it *means*, where it comes from, and how you can use it to check for errors.

---

## **1. What FTE Actually Represents**

FTE measures how much of a full school day a student participates in a **funded instructional program** (like CTE, Special Ed, or Bilingual/ESL).

Think of **1.0 FTE** as **one student enrolled full-time** in a single program every day of the reporting period.

Partial participation (less time or fewer qualifying courses) means partial FTE — like 0.5 or 0.72.

So:

**FTE is essentially the percentage of a full day that a student “counts” toward program funding.**

---


## 2. How OnDataSuite Calculates FTE

The logic depends on the **program type**, but the general structure is:

**FTE = (Minutes in Eligible Instruction ÷ Minutes in Full-Day Schedule) × Attendance Rate**

Let’s unpack that:

Component	Meaning	Example
<b>Minutes in Eligible Instruction</b>	How many minutes per day the student spends in qualifying courses or services (based on PEIMS Service IDs or class minutes).	270 minutes in CTE courses
<b>Minutes in Full-Day Schedule</b>	Usually 420 minutes for a full day (but can vary by district).	420
<b>Attendance Rate</b>	The student’s attendance percentage in that program or class.	95% attendance
<b>FTE Calculation</b>	$(270 \div 420) \times 0.95 = \mathbf{0.61 \text{ FTE}}$	This is the value reported in OnDataSuite

 *Each program has its own weighting rules defined by TEA — for example, a CTE student in an advanced course might earn more weighted funding even with the same FTE.*

---

## 3. Where OnDataSuite Gets the Inputs

OnDataSuite pulls FTE data primarily from **PEIMS attendance and course files**:

- **StudentBasicAttendance** → for ADA and attendance eligibility
- **CTE, Bilingual, SPED program records** → for FTE by program
- **Course minutes and service IDs** → define “eligible instruction”



👉 So if your FTE looks off, the first places to check are:

1. **PEIMS program codes** — missing or mis-coded students won't count.
  2. **Course minutes or Service IDs** — must match TEA's eligible course list.
  3. **Attendance rate** — frequent absences lower the overall FTE.
- 

#### 🔍 4. Example: Checking a CTE FTE in Practice

Imagine this student:

- Enrolled in two CTE courses: each 45 minutes per day = 90 minutes total
- Full-day schedule = 420 minutes
- Attendance = 96%

→ **FTE =  $(90 \div 420) \times 0.96 = 0.2057 \approx 0.21$**

That 0.21 contributes to the CTE program's total FTE count in your ADA/FTE Summary.

If this number looks too low:

- Check the course minutes (were both classes coded correctly as CTE courses?)
  - Check attendance (did the student have frequent absences?)
  - Check the PEIMS coding (was the CTE indicator applied to both courses?)
- 

#### ✅ 5. How to *Apply This Knowledge*

Here's what data teams or PEIMS coordinators *do* with this:

1. **Use the FTE Summary** to find programs or campuses with unexpectedly low FTE values.
2. **Drill down to Student Detail** to find who's driving it.
3. **Open SIS** → confirm those students' schedules and service codes.
4. **Adjust** (fix coding, verify minutes, confirm attendance).
5. After updated Ed-Fi data flow, **Re-run** OnDataSuite report → confirm the FTE improved.

This is how you directly protect **state funding** — by ensuring your reported instructional time and attendance data reflect what actually happened.

**Excellent** — you're ready to move from *fixing one issue at a time* to *auditing your district's data strategically*.

This step is all about spotting **imbalances** or **missed funding opportunities** across programs using OnDataSuite's ADA/FTE tools.

Let's go through it systematically so you can do this confidently in your own district.

---

## 1. Start with the ADA/FTE Summary at the District Level

Go to:

 *Reports* → *PEIMS* → *Student* → *ADA FTE Summary*

Then select “**District Summary**” view instead of individual campuses.

Here you'll see totals for:

- **Regular Education**
- **Special Education (SPED)**
- **Career & Technical Education (CTE)**
- **Bilingual/ESL**
- **Pregnancy Related Services (PRS)**
- and possibly others like **Alternative Education** or **Dyslexia**.

This view helps you see *distribution* — how FTE and ADA are spread across programs.

---

## 2. Compare FTE Ratios Across Programs

Focus on **FTE per student** (not just raw totals). You can calculate this or export the data to Excel.

Program	ADA	FTE	FTE per ADA
---------	-----	-----	-------------

Regular Ed	4000	3800	0.95
------------	------	------	------

Program	ADA	FTE	FTE per ADA
---------	-----	-----	-------------

SPED	320	200	0.63
------	-----	-----	------

CTE	800	580	0.73
-----	-----	-----	------

Bilingual	220	180	0.82
-----------	-----	-----	------

#### Application:

- Big gaps (like SPED = 0.63 vs. others near 0.8–0.9) might indicate **missing service minutes, mis-coded students, or schedule issues**.
- Consistently low FTE in a program = potential **underreporting → lost funding**.

---

### 3. Drill Down by Campus or Grade Level

In OnDataSuite:

- Click a **program total** (like CTE or SPED) → drill down by **campus** or **grade**.
- Look for patterns:
  - One campus consistently low? → check their coding practices.
  - One grade level low? → check course offerings or class minute structures.

 *Example:*

If Middle School CTE FTE = 0.40 but High School CTE = 0.78 → maybe middle school courses aren't using valid CTE Service IDs, or students aren't being coded in the program.

---

### 4. Use OnDataSuite's "Compare Years" Feature

Compare FTE totals for the **same program across multiple years**.

You're looking for:

- Sudden drops → may indicate coding changes or data entry errors.
- Gradual trends → could reflect program growth or decline.

#### Application Example:

If Bilingual FTE drops by 25% year over year, but bilingual enrollment hasn't changed, investigate program entry/exit coding.

---

## ⚙️ 5. Cross-Reference with TEA Allotment Reports

After auditing internally, compare OnDataSuite totals to:

- **TEA Summary of Finance (SOF)** → for funding verification.
- **TSDS reports** → for official submission validation.

If your OnDataSuite FTE values differ from TEA's, you can trace the gap *backward*:

1. Start with the total difference.
  2. Drill down by program, then campus.
  3. Check individual students for coding or attendance inconsistencies.
- 

## 💡 6. Real-World Application Scenarios

Let's make this concrete:

Situation	Likely Cause	Action
SPED FTE much lower than last year	Missing minutes or wrong instructional setting codes	Review SPED service minutes in SIS
CTE FTE lower than expected	Courses not tied to CTE Service IDs	Verify CTE course coding
Bilingual FTE = 0 for certain campus	Students not coded with LEP indicator	Check PEIMS 101 records
High ADA but low FTE	Good attendance but incomplete program data	Audit course/service setup

---

## ✅ 7. Workflow Summary

Here's your **audit checklist** in plain steps:

1. Run **ADA/FTE Summary – District Level**.
2. Identify **programs with low FTE-to-ADA ratios**.

3. Drill down by **campus and grade**.
4. Use **student detail** to spot specific errors.
5. Cross-check in **SIS and PEIMS**.
6. Correct and **reload** data in OnDataSuite.
7. Re-run and **verify improvement**.

That process keeps your district's ADA/FTE data clean — and directly protects funding.

Perfect — this is where data management meets real-world rhythm.

A **reporting-period workflow** ensures you keep your ADA and FTE data *clean, compliant, and funding-ready* all year — not just right before PEIMS submissions.

Let's build one together.



## 1. Overview — The ADA/FTE Data Cycle

The Texas school year has **six reporting periods** (based on the state attendance calendar). Each one feeds into your **PEIMS Summer submission**, so your workflow should align with those.



## 2. Step-by-Step Reporting Period Workflow

Let's go through each stage like a playbook.

---

### Step 1: Data Load & Initial Checks

**When:** Beginning of each reporting period

**What to do:**

- Make sure attendance, PEIMS, and program files (CTE/SPED/Bilingual) are uploaded into OnDataSuite.
- Run the **ADA/FTE Summary Report** for the district and each campus.

**Check for:**

- Missing campuses or grade levels (may indicate upload errors).
  - Obvious data gaps (e.g., FTE = 0, ADA way below expected).
- 

## **Step 2: Attendance Verification**

**When:** Midway through each reporting period

**What to do:**

- Compare *Days Present* vs. *Days Eligible* across campuses.
- Identify any attendance percentages below district norms (e.g., <94%).
- Drill down to students with large gaps — confirm attendance entry in SIS.

 **Tip:** Use OnDataSuite's Attendance Detail reports for day-level investigation.

---

## **Step 3: Program FTE Validation**

**When:** Toward the end of the period

**What to do:**

- Run **ADA/FTE by Program** (CTE, SPED, Bilingual).
- Check FTE ratios across campuses — large variation = coding or minutes issue.
- Drill down on zeros or low FTE values → fix PEIMS indicators or course minutes.

### **Example:**

If CTE FTE = 0.25 at one campus but 0.70 elsewhere, check whether classes are properly flagged as CTE Service IDs.

---

## **Step 4: Reporting Period Reconciliation**

**When:** After the last day of the reporting period

**What to do:**

- Re-run the ADA/FTE Summary for the just-ended period.
- Export to Excel for documentation and trend tracking.
- Compare period totals to prior period and prior year.

### Key questions:

- Did ADA stay consistent across periods?
  - Any unexpected FTE drops?
  - Any programs with sudden changes in participation?
- 

### Step 5: Correct & Reload

**When:** After discrepancies found

**What to do:**

- Correct issues in your SIS or source systems.
- Re-export files (PEIMS, attendance).
- Reload into OnDataSuite and re-run reports.



*Goal:* The report should now match expected attendance and program enrollment patterns.

---

### Step 6: Documentation for PEIMS Submissions

**When:** Before PEIMS submission windows

**What to do:**

- Keep one **archived copy of each reporting period's summary**.
- Note any data corrections made and their reason.
- Use these as cross-reference during PEIMS Summer submission validation.

This habit gives you a **defensible data trail** in case of audit or TEA discrepancy.

---



### 3. Optional: Automate Your Routine

If your district allows it, set up recurring reminders or internal dashboards.

Many teams use:

- **Monthly “ADA/FTE Check-in” meetings** with attendance clerks and program coordinators.

- **Standard forms** for campuses to report anomalies.
- 

#### **4. Quick Reference: Reporting Period Checklist**

Here's a condensed version you can post by your desk:

##### **Every Reporting Period:**

1. Verify Ed-Fi data flow with attendance & program data into OnDataSuite.
2. Run ADA/FTE Summary.
3. Check attendance rates per campus.
4. Verify FTE coding in CTE/SPED/Bilingual.
5. Correct SIS and reload data.
6. Archive reports for audit trail.