

Average Daily Attendance (ADA) and Weighted ADA (WADA)

Texas Education Code (TEC)

TEC, §42.005 (ADA) and §42.302 (WADA)

History/Relevant Background Information

ADA is primarily used to calculate Tier I funding, while WADA is used to calculate Tier II funding and wealth equalization recapture.

Description of Funding Elements

ADA is the number of students in average daily attendance, or the sum of attendance for each day of the minimum number of days of instruction as described under the TEC, §25.081(a), divided by the minimum number of days of instruction.

ADA = Sum of Attendance Counts ÷ Days of Instruction

Alternately:

- (1) for a district that operates under a flexible year program under the TEC, §29.0821, the quotient of the sum of attendance for each actual day of instruction as permitted by the TEC, §29.0821(b)(1), divided by the number of actual days of instruction as permitted by the TEC, §29.0821(b)(1); or
- (2) for a district that operates under a flexible school day program under the TEC §29.0822, as calculated by the commissioner in accordance with the TEC §29.0822(d).

There is also an optional method of calculating ADA for districts with significant migrant populations, authorized by 19 TAC §129.1021. Districts in which the total district enrollment contains 5.0% or more students who have certificates of eligibility in the migrant students record transfer system and reported as migrant through the Public Education Information Management System (PEIMS) shall have the district's annual ADA calculated by using the best four of the six-week periods.

WADA is the weighted average daily attendance figure used in several state funding formulas to calculate the amount of state and local funds a district is entitled to.

How Is WADA Calculated?

A district's WADA is calculated by subtracting a district's Transportation Allotment, High School Allotment, New Instructional Facilities Allotment (NIFA) and 50% of the CEI adjustment from the district's Tier I entitlement. The resulting amount is then divided by the district's basic allotment amount to arrive at a district's WADA.

Adjusted Tier I Entitlement =

- + Tier I Entitlement
- Transportation Allotment
- High School Allotment
- NIFA
- 50% of CEI Adjustment

WADA = Adjusted Tier I Entitlement ÷ District's Basic Allotment

Contact for More Information

State Funding Division, (512) 463-9238 or sfinance@tea.texas.gov

Weighted Student Funding

Texas Education Code (TEC) References

TEC, §§42.151–42.154 and §42.156

History/Relevant Background Information

The Foundation School Program (FSP) has a system of weighting that delivers additional funding for services to students with certain characteristics. The regular program has a weight of 1.00 and this entitlement provides the bulk of non-categorical costs for general operations. Career and technology education and special education have full-time equivalent (FTE) replacement weights. These weights apply only to the hours students are enrolled in the program, and the FTE attendance is subtracted before the regular program allocation is calculated. The special education mainstream weight is an exception (not an FTE replacement, but an add-on to the regular program cost for the student). Add-on weights* that are not adjusted for daily instructional time are bilingual education, gifted and talented education, and compensatory education.

Instructional Arrangement	Weight	This instructional arrangement is used for a student —
Career & Technology	1.35	who receives work-based learning instruction (previously vocational adjustment classes [VAC]).
Special Education:		
Homebound	5	who is confined at home or hospital bedside for a minimum of four consecutive weeks for medical reasons only. The medical condition is documented by a physician licensed to practice in the United States.
Hospital Class	3	who is provided special education instruction in a hospital facility or a residential care and treatment facility not operated by the school district.
Speech Therapy	5	who has a disability and is provided specially designed instruction, at no cost to the parents, to meet the student's unique needs. (Speech-language pathology services can be the only special education service provided to a student.)
Resource Room	3	who attends three special education classes in the resource room.
Self-Contained	3	, on a departmentalized campus, who attends four special education classes and three general education classes each day.
Off Home Campus	2.70	with a disability who is served, but not residing, in the facility.
VAC	2.30	who works half of the school day and attends classes the other half of the day.
State School Students	2.80	who resides in a state school.
Residential Care and Treatment (RCT) Facility	4	who resides in an RCT.
Mainstream	1.10*	who is provided special education and related services in the general classroom in accordance with the student's IEP.
Pregnancy Related	2.41	who receives support services including compensatory education home instruction (CEHI) during pregnancy, prenatal, and postpartum periods to help her adjust academically, mentally, and physically and stay in school.
Bilingual Education	.10*	of limited English proficiency who is provided bilingual education and special language programs.
Gifted & Talented	.12*	who exhibits high performance capability in an intellectual, creative, or artistic area.
Compensatory Education	.20*	who is educationally disadvantaged or who is a student who does not have a disability and resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside.

* Add-on weights (add-ons to the regular program cost for the student)

Contact for More Information

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