



OREGON
DEPARTMENT OF
EDUCATION

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CUMULATIVE AVERAGE DAILY MEMBERSHIP

POLICY MANUAL 2023-24

REVISED: NOVEMBER 2023

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UPDATES & CHANGES

Cumulative ADM will follow these requirements for the 2023-2024 school year. When reviewing pages in the ADM manual, if you come across text that has been edited with a strikethrough (~~example~~), that requirement or guidance has been suspended for the 2023-2024 school year. We are leaving the sections that have been stricken for 2023-2024 to show potentially temporary changes.

SB 923

[Senate Bill 923](#) updated ORS 327.061 to say: a student may be included in average daily membership only if the student is reported with a school identification number, as issued in accordance with rules adopted by the State Board of Education.

Beginning in the 2023-24 school year, the Resident School ID field will not accept district IDs. Students attending district programs will need to be reported with the School Institution ID that reflects the school in which they would attend if they were not attending a district program. This is typically the school in which the parent(s)/guardian(s) reside, but may be different for students who were on an inter-district transfer or were attending “magnet” schools prior to enrollment in a program. This change only applies to reporting students in Cumulative ADM Collections.

This will not impact students enrolled in any institution other than district programs. Charters, ODE Approved Private Alternative, transfers, etc. will continue to be reported how they have been in previous years. Long Term Care and Treatment (LTCT), Juvenile Detention Education Program (JDEP), Hospitals, and Pediatric Hospitals will still be reported with the corresponding ODE district ID in the Resident School ID field.

Find additional information about this update, including reporting examples, in the [SB 923 Guidance document](#).

NEW BUSINESS RULE

Resident School Institution Identifier (ResdSchlInstID) must NOT have a Resident District ID on enrollment records occurring after July 1, 2023, unless the ID is for an ODE Resident District (LTCT, JDEP, Hospital, Pediatric Hospital, etc.).

ESSENTIAL SKILLS WAIVER

The Essential Skill requirements for graduation have been waved for 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24. For reporting, the Cumulative ADM Collections will allow a 0 value (“0 – Not Applicable”) for graduation records requiring an Essential Skill Code.

ATTENDANCE UPDATES

2023-2024 attendance requirements are the same as the 2022-2023 requirements.

A "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers ([OAR 581-023-0006\(1\)\(f\)](#)) Session day requirements described in the cumulative ADM manual are unchanged; session days may not be claimed for weekends or holidays or any other day during which a licensed or registered teacher is not available to students. ([OAR 581-023-0006\(1\)\(f\)](#); ORS 336.010; ORS 187.010)

For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is not required to be from 12:00 a.m. to 11:59 p.m.

Attendance for remote instructional models will be defined to include both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that support meaningful learning and/or attend to student mental health and well-being.

Substantive interactions can be evidenced by any of the following or reasonable equivalents:

- Active participation in a video class;
- A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email;
- A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student.

Schools have a foundational responsibility to notify parents and families of their student's attendance. ORS 339.071 remains in place in both in-person and distance learning/online instruction to inform parents and families if a student is unexpectedly absent (not pre-excused) by the end of the school day to verify safety of the student. Schools should design systems for both in-person and distance learning that allow the end of the school day to fall at a reasonable time for this notification.

GENERAL CLARIFICATIONS/UPDATES

Below are general clarifications and updates for 2023-24.

ECONOMICALLY DISADVANTAGED FLAG

The only change to the Economically Disadvantaged Flag for the 2023-24 school year is that Summer Meals (SFSP or SSO) no longer qualify to mark Y on the flag. Economically disadvantaged students, as determined based on eligibility for free or reduced price lunches under the United States Department of Agriculture's current Income Eligibility Guideline should be marked Y. Students attending schools that provide meals at no charge to all students based on Federal qualifications should be marked Y regardless of their individual eligibility. This includes schools operating CEP or Provision 2.

Students who qualify for a free lunch under the Oregon Student Success Act Nutrition Initiative, but do not qualify for a free or reduced priced lunch under United States Department of Agriculture guidelines, should be marked N for the Economically Disadvantaged Flag.

This flag will remain required for 2023-24.

ADM Economically Disadvantaged Flag SY 23-24

Y

Student is attending a school with no cost meals for all. This includes students attending schools participating in the Community Eligibility Program or Provision 2 for both meals.

Y

Student is certified eligible for free and reduced meals based on federal eligibility guidelines.

N

Student is eligible for meals at no charge based on Oregon Expanded Income Guidelines but has been denied free and reduced meal benefits based on federal eligibility guidelines.

For older changes, see earlier editions of this [manual](#).

GENERAL INFORMATION

Accuracy in student accounting procedures makes available to school districts financial and statistical data for sound local decision making, while at the same time providing state and federal governments with a solid basis for the distribution of funds to school districts.

The purpose of the Cumulative ADM collection is to ensure an accurate collection of Average Daily Membership (ADM) in schools and programs for the purposes of allocating the State School Fund. In addition, data from the Cumulative ADM collection are used for accountability reporting, including [School and District At-a-Glance Profiles](#), [Cohort Graduation Rates](#), [NCES Dropout Rates](#), and [Regular Attenders Reporting](#), among others. This collection provides information for many state and federally required reports. All students receiving public education in grades K-12 should be reported in the Cumulative ADM Collections. This includes full-time and part-time students, as well as those enrolled in College Coursework, Alternative Education, EL (English Learner), and PnP (Pregnant and Parenting) Programs. Students receiving adult education provided by a public K-12 school or district should also be reported, but with Enrolled Grade Code AE and Tuition Type Code P per [OAR 581-023-0006\(9\)\(e\)](#).

The purpose of this document is to be a thorough reference tool for those individuals who are responsible for reporting Cumulative ADM. This manual shows the fields used in reporting the student data and gives specific, special help regarding the information that may be reported in that field. In addition, the manual contains information about policies and procedures regarding the student accounting system in Oregon and supporting documentation.

STAFF RESPONSIBILITIES & CONTACT LIST

Regional ESD Partners

The Regional Education Service District (ESD) Partners are your contacts for submitting the Cumulative ADM data collection.

Name	E-mail Address	Phone Number
Karen Brown Smith	Karen.Brown@imesd.k12.or.us	1-800-706-4447 x3124
Peter Campbell	Peter.Campbell@imesd.k12.or.us	1-800-706-4447 x3203

Oregon Department of Education Staff

Position	Name	E-mail Address
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ADM Technical Help & SSID merges	ODE Helpdesk	Ode.Helpdesk@ode.oregon.gov
Alternative Education Programs	Annie Marges	Annie.Marges@ode.oregon.gov
Charter Schools	Kate Pattison	Kate.Pattison@ode.oregon.gov
Class Roster	Ryan Clark	Ryan.Clark@ode.oregon.gov
Cumulative Average Daily Membership	Amanda Leopard	Amanda.Leopard@ode.oregon.gov
Cumulative ADM Audits	Amanda Leopard	Amanda.Leopard@ode.oregon.gov
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Migrant Education	Yuliana Kenfield	Yuliana.Kenfield@ode.oregon.gov
School and District At-a-Glance Profiles	Elyse Bean	Elyse.Bean@ode.oregon.gov
State School Fund Calculations	Vanessa Clark	Vanessa.Clark@ode.oregon.gov
State School Fund Data Review	Vanessa Clark	Vanessa.Clark@ode.oregon.gov
Talented and Gifted (TAG)	Angela Allen	Angela.M.Allen@ode.oregon.gov

REPORTING CALENDAR

The reporting dates for the 2022-23 Cumulative ADM Exit Adjustment Window are as follows:

Reporting Period	Data Collection Period	Review Dates
2022-23 Cumulative ADM Exit Adjustment	7/1/2022—6/30/2023	10/5/2023—12/1/2023

The reporting dates for the 2023-24 Cumulative ADM are as follows:

Reporting Period	Data Collection Period	Collection Window	Audit Review Window	Delinquent Date
Period 1	July 1 – October 2	9/21/23—10/23/23	10/26/23—11/3/23	1/19/24
Period 2	July 1 – December 29	12/7/23—1/8/24	1/11/24—1/19/24	6/28/24
Period 3	July 1 – May 1	4/25/24—5/31/24	6/6/24—6/14/24	8/23/24
Annual	July 1 – June 30	5/16/24—7/15/24	7/18/24—7/26/24	5/2/25

There is an expectation that all data be submitted correctly in all periods. ODE may include data from any period in Federal or State reports, media requests, and other requests submitted under the Freedom of Information Act.

Below are some of the reports currently expected to be generated from each reporting period:

- Period 1 – [Fall Membership](#)
- Period 2 – [State School Fund Estimates](#)
- Period 3 – Spring Membership, [Attendance and Absenteeism Rates](#), [School and District At-a-Glance Profiles](#)
- Annual – [State School Funding](#), [Graduation](#) and [Dropout](#) Reports

Once the data have been submitted for each reporting period, ODE will review the data submitted and notify school districts of the results. Those districts identified as having questionable data will be contacted by their Regional ESD Partner and will be given an opportunity to correct their submission during the District Audit Review period. Districts may request to have the collection reopened through their Regional ESD partner prior to the Delinquent Date. Requests to reopen the collection after the ODE Admin Override Date (also known as the final data date or the delinquent date) require the district to submit a [Collection Extension Request Form](#) giving the reason for the request and agreeing that the district superintendent has authorized the request. The request will be reviewed by the Data Governance Committee prior to reopening the collection and in accordance with [ORS 327](#) and [OAR 581-023-0006](#). The Admin Override Date is listed on each collection’s [schedule of due dates](#) page.

The proposed review schedule is shown above. Adjustments may be made to allow for unexpected delays or requests. The collection will remain closed between the collection close date and audit review open date to allow ODE to validate the data submitted.

If an error is found after the delinquent date, please contact the data owner, Amanda Leopard (amanda.leopard@ode.oregon.gov), to determine if the collection should be reopened. Reopening the collection requires a request to the Data Governance Committee (DGC) through the [Collection Extension Request](#) form on the [ADM Collections Page](#).

WEB TRAINING DATES

ODE provides a live online training prior to the opening of each period. Trainings can be found on the [ADM Collections](#) page. Unless otherwise stated, all ODE data collection trainings begin at 2:00 PM. The training dates for 2023-24 are below:

- First Period Cumulative ADM: Thursday, September 14, 2023
- Second Period Cumulative ADM: Thursday, November 30, 2023
- Third Period Cumulative ADM: Thursday, April 18, 2024
- Annual Cumulative ADM: Thursday, May 9, 2024

ADDITIONAL DOCUMENTATION AND MATERIALS

Additional documentation for the Cumulative ADM data collection is located on the [ADM Collection](#) page.

MANUALS

- Cumulative ADM Manual 2023-24
- Cumulative ADM Audits and Review Manual 2023-24
- NCES Dropout Rate and Exit Adjustment Policy and Technical Manual 2022-23

FILE LAYOUTS & IMPORTANT FORMS

- Cumulative ADM File Format
- Collection Extension Request Form
- High School Entry Appeal Template

ADDITIONAL GUIDANCE

- Senate Bill 1537 Reporting Policy Guidance
- Program Type 14 Reporting Guidance
- LTCT Reporting in ADM
- Hospital Program Reporting in ADM
- Ethnicity and Race Category Changes
- High School Entry Year Assignment Guidance
- Residency for School Purposes: Use of a Post Office Box
- Cumulative ADM Calculations by Program Type
- Cumulative ADM End Date Codes Lookup
- Hours of Instruction Reporting
- Military Connected Student Flag Additional Guidance
- Post Graduate Scholar Policy Guidance & FAQ
- Chronic Absenteeism Check From Production Download
- Absent and Present Reporting in Cumulative ADM
- 2021-22 CumADM Distance Learning Flag FAQ
- SB 923 Reporting Guidance

REMINDERS AND CLARIFICATIONS

Resident County - Code indicating the county of legal residence of the student's parent or legal guardian or the county of residence of an emancipated minor student or student over the age of 18. This is not connected to the physical county of the Resident District.

End Date Code 4A - Only for students who have been awarded a regular diploma and are not expected to continue their enrollment, or who have been awarded a modified, extended, or adult high school diploma.

End Date Code 4F - Only for students who have met all diploma requirements but have been enrolled in high school for fewer than four years, and are continuing their enrollment. Must be followed by a 4A or 4G code indicating that the diploma was awarded.

End Date Code 4G - Began with Annual ADM 2015-2016. Use this code when a student has met the requirements for a regular or modified diploma and has been in high school for four or more years, and qualifies for [Post Graduate Scholars](#). This code indicates that the student plans to participate in a Post Graduate Scholar program for the next year. Using this code will allow you to claim state school funding for one school year of Post Graduate Scholars program participation. See the [Post Graduate Scholars](#) section in this manual for eligibility requirements.

Program type 14 – Program Type 14 records are used to report outcomes for students who are not currently enrolled in the district. Outcomes may include meeting credential requirements, receipt of a [documented transfer](#) out event, or for updating previously reported outcomes. There should be no more than one weekday between the ADM Enrolled Date and the ADM End Date. The session days, days present, days absent, FTE and hours of instruction fields should all be zero (0). Students reported as program type 14 must be reported with tuition type P. For this student to be reflected in graduation reporting, this should be the most recent record date—there should be no records after the Program Type 14 record in terms of enrollment and end date, unless the student reenrolled for further education. For transfers, if the school receives the required official documentation within 30 days, the existing Cumulative ADM record should be updated to include the transfer outcome. After 30 days, a Program Type 14 record should be used to report the transfer.

Adult Education – Adult Education (AE) is used for secondary and post-secondary students (age 19 or older as of September 1 of the current school year) who are not receiving Special Education services and are not pursuing a Regular High School Diploma Track, Modified Diploma, Extended Diploma, or Alternative Certificate. This is to be used for students enrolled in GED programs, Adult High School Diploma programs, or Other Post-Secondary Education programs. AE is also used for students over the age 21 (as of September 1 of the current school

year) whether the student is receiving Special Education services or not. Students whose grade level reflects AE should be reported as ADM Tuition Type Code P and must include a High School Entry Year. This grade level is not for students in Post Graduate Scholars or other College Coursework programs.

Clarification regarding the 4B code – Use the 4B ADM End Date Code to report students who earned the credits to earn a regular high school diploma but did not fulfill all the requirements to graduate. Students who did not earn all the required credits for a high school diploma should be coded as 1A (continuing) if they are expected to return for an additional year. If they do not return, the 1A code should be changed to 3F (completed prior school year but did not reenroll) during the Cumulative ADM Exit Adjustment window. Students who did not earn the required credits and are not expected to return should be coded with a 3A (withdrew for personal or academic reasons) or the most appropriate End Date Code describing the outcome for the student. Use of ADM End Date Code 3A requires a [Withdrawal Factor Code](#).

~~In the event that the student met all the requirements for a regular or modified diploma, but has not demonstrated proficiency in the required Essential Skills (based on cohort year), the enrollment end date code (ADMEndDtCd) 4B should be submitted.~~

Clarification regarding Virtual Charter Schools – Virtual Public Charter Schools must provide a list of students enrolled in the virtual charter school to the parental school district within 10 days of the student’s enrollment or withdrawal. ([ORS 338.120](#))

Student Transfers – Within 10 days of a student transferring, the receiving school district must request records from the former school district. The former school district must send these records within 10 days of receiving the request. ([OAR 581-021-0255](#))

McKinney-Vento Students and 10 Day Drops – Under the McKinney-Vento Act, local educational agencies must “review and revise policies to remove barriers to the education of homeless children and youth, including barriers to enrollment and retention due to outstanding fees or fines, or absences.” 42 U.S.C. §11432(g)(1)(I). This includes providing immediate outreach to the student(s) and their family/guardian immediately if the student is absent for one or more consecutive days.

Per the rules for Cumulative ADM and funding, students must be dropped from enrollment reporting (“active roll”) after 10 consecutive days of absence. *However, school and district leaders must continue to attempt outreach to students who are experiencing housing instability, during that time, and after removing them from the active (enrollment) roll.*

Check For These Common Errors:

- Reporting a student with continued, state funded enrollment after a regular diploma was awarded, other than post graduate scholars enrollment.
- Over-reporting student attendance between FTE and hours of instruction, including overlapping dates and program types or over reporting the hours of enrollment allowed by program type and grade level.
- Reporting all grades with the same number of session days, despite certain grades possibly starting later or ending earlier than other grades. Examples include kindergarten students that start a day later than other elementary grades, or grade 12 students who end a day earlier than other high school grades. Misreporting session days can create a discrepancy with the calculated ADM for a student which can result in reduced ADM funding.
- Failing to withdraw students promptly. Students may only be kept on the roll for ten consecutive weekdays of absence or until their withdrawal status is known, whichever comes first. After 10 consecutive weekdays of absence, a student should be reported as withdrawn in the Cumulative ADM collection. [See 2.2](#) of the Student Accounting Manual section in this document.
 - Exception: A student with an excused absence of less than ten school days at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year, if the status has been verified by contact with the parent or guardian. If the student does not actually attend during the first ten session days of school, the student's ADM Enrollment date must reflect the student's actual first day of attendance. A student may not be reported with only days absent. Students who have never attended may not be reported in ADM.
- Inconsistently reporting the required data fields from one reporting period to the next, including the student group flags. The field name under the "Reporting Student Information" section of this manual describes whether a data field is required or optional.
- The ADM End Date should be the weekday after the last day a student was enrolled.
- Approved Private Alternative Schools are required to register with ODE prior to contracting with public schools ([OAR 581-021-0072](#)). These can change each year. [Contact](#) the Alternative Education Program specialist with any questions. Schools may not receive the state school fund for instruction provided by non-approved private alternative school teachers. For a list of approved private alternative schools, see the "[Private Alt Ed Schools](#)" webpage, or contact the Alternative Education Program Specialist.

IMPORTANT THINGS TO REMEMBER

- Districts must submit at least one non-weighted enrollment (program type 1, 4, 6-13, 15, or 16) record for each student enrolled in the district. This includes students whose tuition is paid by their parents or another source, or who are otherwise ineligible for state school funding but are receiving instruction from the district. Report all students who have enrolled and withdrawn in your school/district at any point during the reporting period. Remember that the reporting period always begins on July 1 (or the first day of school), for all periods of cumulative ADM.
- Districts must submit more than one record for a student who changes program types at any point in time, changes schools/programs, changes grade level during the school year, changes FTE from 1.0 to 0.5 or vice versa, changes resident counties, or withdraws and then re-enrolls in the district. Program types 02, 03, and 05 must be accompanied by a regular attendance record in addition to the type 02, 03, or 05 record(s). Program types 02, 03, and 05 may not exist for dates outside the date range of a regular attendance record. Program Type 05 (case management) may not be used for ESD registered home-schooled students. Program types 02, 03, and 05 may not be submitted with Program Type 16. Note: Program Type 5 is capped at 10% of the student's actual enrollment.
- For ADM reporting, a student may only be entered on the roll of one instructional unit at a time. "Instructional unit" means a school or other organizational arrangement which provides instruction of a given type or types ([OAR 581-023-0006\(1\)\(I\)](#)). If the student attends more than one institution, the institution in which the student receives the majority of their instructional time should enter the student on their roll. If the student spends equal amounts of time in more than one institution, the districts must decide which institution may report the student. FTE, days present and absent, and/or instructional hours reported should include instruction the student receives from both institutions.
- All students who are enrolled in grade 7 or higher must have an appropriate ADM end date code associated with their attendance record(s). If the student is also enrolled in an EL program or is receiving Pregnant and Parenting Services (Program Type Code 2 or 3), the ADM End Date code on those records should be 00.
- All students who are, or have been, enrolled in grade 9 or above must be identified with a HS Entry Year for the cohort graduation calculations. Once a high school entry year has been entered in the SSID system for the student, it may only be changed by submitting a [High School Entry Year Appeal Template](#) to your [Regional ESD Partner for Collections and Accountability](#). See [Clarification Regarding High School Entry Year](#) for more information.
- Students who are enrolled in charter schools are reported with the sponsoring district in which the charter school is located as their resident and attending district. The sponsoring district in which the charter school is located is responsible for ensuring all students

enrolled in their district are reported in the Cumulative ADM collection. Students who are enrolled in ODE sponsored charter schools are reported with the ODE ID# 2336 in the Resident District and Attending District fields and the charter school ID in the Resident School and Attending School fields.

- ~~Essential Skills codes are required for students who earned a regular or modified diploma and who have a high school entry year of 2008-09 or later. The Speaking Essential Skill code may be reported but is not a required essential skill at this time. It is recommended the Essential Skills code(s) only be reported on the record that includes a diploma if the student has more than one record for the school year. Students who are seeking a Modified Diploma must meet the Essential Skills in a manner that is consistent with the requirements of the student's IEP, 504 Plan, or other education plan. When modifying an Oregon Statewide Summative Assessment, the school district or public charter school must follow the modification guidelines included in the Essential Skills and Local Performance Assessment Manual and ensure the modifications are in compliance with section 4(d) of [OAR 581-022-2100](#): Administration of State Assessments. Modified OSAS assessments will remain invalid for purposes of school and district accountability. Additional information is available in the [Essential Skills and Local Performance Assessment Manual](#).~~
- Remember to consistently report the student enrollment, attendance, ADM student group flags and required ADM fields from one collection to the next and for all of a student's records within a collection period. Inconsistently reporting this information may result in an audit.

LAWS AND RULES

Refer to the [Oregon Revised Statutes](#) and [Oregon Administrative Rules](#) website for up to date information. Below are a list of key laws and rules related to reporting Average Daily Membership.

Key Section	OAR or ORS Number
Accountable Activities for Alternative Education Programs	OAR 581-023-0008
Alternative Education – Evaluation	ORS 336.655
Alternative Education Enrollment	ORS 336.635
Admission of Pupils – Age	ORS 339.115(1)(2)(9)
Attendance – Irregular	ORS 339.065
Average Daily Membership (ADM)	ORS 327.006(3)
Charter Schools (student admissions)	ORS 338.125 & ORS 338.120
Classes for Employed Minors	ORS 336.175
Comprehensive Curriculum	OAR 581-022-2030
Compulsory School Attendance	ORS 339.010-339.090
County School Fund Billings (special education)	ORS 343.243
District Fees for Interscholastic Activities for Students Who Attend a Public Charter School	OAR 581-026-0710
Dropout Reporting	ORS 339.505-339.520
Early Intervention and Early Childhood	ORS 343.455-343.534
Education Service Districts	ORS 327.019
Expanded Options Program	ORS 340
Expulsion of Students	ORS 339.115(8)
Fees as a condition of admission	ORS 339.155
Free and Appropriate Public Education	ORS 339.115
Guardianship/Power of Attorney	ORS 109.056
Homeschool students	ORS 339.030 & 339.035
Homeless Children, admission of	ORS 339.115(7)
Inter-district Transfer Agreement	OAR 581-021-0019
Juvenile Detention Facilities Education	ORS 336.585
Kindergarten ADM	ORS 327.006(1) & (5), 327.082
Legal Holidays	ORS 187.010 and .020
Nonresident Pupils, admission of	ORS 339.125
Post Graduate Scholars	ORS 462.010
Pregnant and Parenting Student Education	ORS 336.640
Private Alternative Schools/Programs Registration	OAR 581-021-0072
Regular School Program	ORS 339.141(1)(b)
Residency for School Purposes	ORS 339.133-339.137
Residency of student at youth care center	ORS 339.137
Resident Pupil for SSF-Definition	ORS 327.006(7)
Required Instructional Time	OAR 581-022-2320
School Census	ORS 327.423
School Holidays	ORS 336.010

Key Section	OAR or ORS Number
Student Accounting Records and State Reporting	OAR 581-023-0006 (2)(3a-e)
Student Progress Records Transfer	ORS 326.565-326.575
Ten-Day Rule, Recording of absences	OAR 581-023-0006(4)(b)
Tuition and Fees	ORS 339.141-339.155
Weighted Average Daily Membership (ADMw)	ORS 327.013
Work Experience Programs	ORS 336.175
Youth Care Centers	ORS 336.580

DATA ELEMENT INDEX

Listed in alphabetical order.

Field	Description
AddnLangCd	Additional Language Code
Addr	Street Address
ADMAbsntDays	Absent Days
ADMDiplomaTypCd	Diploma Issued Type Code
ADMEndDtCd	Enrollment End Date Code
ADMEndDtTxt	Enrollment End Date
ADMenrDtTxt	Enrolled Date
ADMFill	Not Reported
ADMFTE	Full Time Equivalency
ADMInstrctHrs	Instructional Hours
ADMProgTypCd	Enrolled Program Type Code
ADMPrsntDays	Present Days
ADMSessDays	Session Days
ADMTuitionTypCd	Enrolled Tuition Type Code
ADMWthdrFctrCd	Withdrawal Factor Code
AltEdProgFg	Alternative Education Program Flag
AmerIndianAlsknNtvRaceFg	American Indian/Alaskan Native Race Flag
AmerIndianTrbMbrshpCd	American Indian Tribal Membership Code
AsianRaceFg	Asian Race Flag
AttndDistInstID	Attending District Institution Identifier
AttndSchlInstID	Attending School Institution Identifier
BirthDtTxt	Date of Birth
BlackRaceFg	African American Race Flag
CalcADMAmt	Calculated Average Daily Membership Amount (Read Only)
CalcEndDtCd	Calculated Enrollment End Date Code (Read Only)
ChkDigitStdntID	Secure Student Identifier (SSID)
City	City
DemogFill	Not Reported
DistSpEdProgFg	District Special Education Program Flag
DistStdntID	District/Local Student Identifier
DstncLrnFg	Distance Learning Flag
EconDsvntgFg	Economically Disadvantaged Flag
ELFg	English Learner Flag
EnrGrdCd	Enrolled Grade Code
EsntlSkillFill	Not Reported
Fill	Not Reported
FullAcdmYrDistFg	Resident District Full Academic Year (FAY) Flag (Read only)
FullAcdmYrSchlFg	Resident School Full Academic Year (FAY) Flag (Read only)
GndrCd	Gender Code
GnrtnCd	Generation Code
HispEthnicFg	Hispanic/Latino Ethnic Flag

Field	Description
HomeSchlFg	Homeschooling Flag
HSEntrySchlYr	High School Entry Cohort School Year
IndianEdFg	Indian Education Flag
InstFill	Not Reported
LangOrgnCd	Language of Origin Code
LglFNm	Legal First Name
LglLNm	Legal Last Name
LglMNM	Legal Middle Name
MaEsntlSkillCd	Mathematics Assessment of Essential Skill Code
MaEsntlSkillDtTxt	Mathematics Assessment of Essential Skill Administration Date
MigrntEdFg	Migrant Education Flag
MltryCnctFg	Military Connected Student Flag
PaclsIndrRaceFg	Native Hawaiian/Other Pacific Islander Race Flag
Phn	Phone Number
PrfrdFNm	Preferred First Name
PrfrdLNm	Preferred Last Name
PrfrdMNM	Preferred Middle Name
RaceFill	Not Reported
RdEsntlSkillCd	Reading Assessment of Essential Skill Code
RdEsntlSkillDtTxt	Reading Assessment of Essential Skill Administration Date
ResdCntyCd	Resident County Code
ResdDistInstID	Resident District Institution Identifier
ResdSchlInstID	Resident School Institution Identifier
Sect504Fg	Section 504 Flag
SkEsntlSkillCd	Speaking Assessment of Essential Skill Code
SkEsntlSkillDtTxt	Speaking Assessment of Essential Skill Administration Date
SpEdFg	Special Education Flag
SSN	Partial Social Security Number
TAGFg	Talented and Gifted Flag
TchrFill	Not Reported
TrnstnProgFg	Transition Program Flag
Ttl1Fg	Title I Flag
WhiteRaceFg	White Race Flag
WrEsntlSkillCd	Writing Assessment of Essential Skill Code
WrEsntlSkillDtTxt	Writing Assessment of Essential Skill Administration Date
Zip4Cd	Zip Plus Four Code
ZipCd	Zip Code

REPORTING STUDENT INFORMATION

The information in this section contains the field names for the data submission and the data description. Special Help is given to assist the data submitter in reporting the data.

There is an expectation that all data be submitted correctly in all periods. ODE may include data from any period in Federal or State reports, as well as in media requests and other requests submitted under the Freedom of Information Act.

LOCATION AND DEMOGRAPHICS FIELD DESCRIPTIONS

These fields provide information about the student including their personal information, demographics, and institution information. Fields are required unless otherwise noted.

SECURE STUDENT IDENTIFIER (SSID)

Category	Additional Information
Field Name	ChkDigitStdntID
Description	ODE assigned Secure Student Identifier (SSID).
Special Help	<p>Students must have an SSID number to be reported in the Cumulative ADM data collection. The student’s information must be updated for the current school year in order to report the student in the data collection.</p> <p><u>Merged SSID error</u> – this means the student already had an SSID number and a second SSID number was created. The ODE Helpdesk merged the second SSID record with the original SSID record. Use the original SSID number to report the student.</p> <p>If the record should not have been merged because these are two different students, contact your regional ESD partner for assistance or contact the ODE Helpdesk at (503) 947-5715 or email ODE.Helpdesk@state.or.us to have them unmerge the records.</p> <p>Be careful to check for existing records before requesting a new SSID for a student. Even incoming kindergarteners may have an existing SSID record you should use. Ensure the SSID that is retained from a merge is updated accurately in your Cumulative ADM records.</p>

DISTRICT/LOCAL STUDENT IDENTIFIER – OPTIONAL

Category	Additional Information
Field Name	DistStdntID
Description	Identifier, assigned by the district, used to uniquely identify the student. Be careful not to reuse these identifiers. Reporting two different students in your district with the same district student ID may result in an inaccurate SSID merge. While “Optional”, this field is used to confirm a student’s Demographic information, and leaving this field blank will reduce the number of fields used to match to an SSID record.

RESIDENT DISTRICT INSTITUTION IDENTIFIER

Category	Additional Information
Field Name	ResdDistInstID
Description	ODE assigned Institution Identifier that usually represents the school district in which the parent or guardian resides, or the legally emancipated minor or students over 18 resides.
Special Help	<p>Residency for school purposes is an essential concept in the student accounting system. It determines which school district is responsible for the education of an individual and also is the basis on which the State School Fund, the Common School Fund, and the County School Fund are distributed to local districts. It is important, therefore, that the residency of each student be legally determined by each district to assure proper distribution of these funds.</p> <p><u>Responsibility for all students, including special education students</u>, who are enrolled in charter schools outside their parental resident district lies with the district in which the public charter school is located. This means that a student attending a charter school should be reported as if they physically reside in the same district in which the charter school is located for all educational services, including special education. The responsibility for special education services for students attending an ODE Sponsored Charter School resides with the district within whose boundaries the charter is located. The state school fund distribution will be sent to the school district where the charter school is located.</p> <p>Students who are eligible for special education and related services are considered students of the school district in which the public charter school is located for purposes of data collection and reporting under ORS 338.165. Both the charter school student and the regular student should be reported with the Resident District where the charter school is located for purposes of Cumulative ADM reporting.</p> <p>Charter schools that change their administrative parent from one school district to a new school district must also physically move to be located within the new administrative school district's boundaries.</p> <p>Reminder: Students placed in an ODE registered private alternative school by their resident district remain resident in the district in which the parents reside, or in the case of students age 18 or older or emancipated minors, in the district where the student permanently resides. Parentally placed students in private alternative schools, whether registered with ODE or not, should not be reported in the ADM collection.</p>
References	ORS 339 School Attendance; Admission; Discipline; Safety ORS 338 Public Charter Schools Average Daily Membership (ADM) Resources

RESIDENT SCHOOL INSTITUTION IDENTIFIER

Category	Additional Information
Field Name	ResdSchlInstID
Description	ODE assigned Institution Identifier for the Resident School: the school responsible for the education of the student.

Category	Additional Information
	Note: Reporting of the School District Institution ID in this field is not allowed in response to SB 923 . Email ode.institutions-request@state.or.us if you are unsure about whether the institution would be considered a program for reporting purposes.
References	ORS 339 School Attendance; Admission; Discipline; Safety ORS 338 Public Charter Schools OAR 581-023-0006 SB 923

ATTENDING DISTRICT INSTITUTION IDENTIFIER

Category	Additional Information
Field Name	AttndDistInstID
Description	ODE assigned Institution Identifier for the Attending District. The district where the student is receiving instruction. Note: Students receiving instruction from an ESD, must be reported with the ESD institution id in the Attending District field.
References	ORS 339 School Attendance; Admission; Discipline; Safety ORS 338 Public Charter Schools

ATTENDING SCHOOL INSTITUTION IDENTIFIER

Category	Additional Information
Field Name	AttndSchlInstID
Description	ODE assigned Institution Identifier for the Attending Institution. The institution where the student is receiving instruction. Note: Students receiving instruction from an ESD, must be reported with the ESD program institution id in the Attending School field.
References	ORS 339 School Attendance; Admission; Discipline; Safety ORS 338 Public Charter Schools OAR 581-023-0006

LEGAL LAST NAME

Category	Additional Information
Field Name	LglLNm
Description	Legal last name of the student.
Special Help	<p>If a student changes their legal last name, the student's SSID record will need to be updated with the new name prior to submitting in Cumulative ADM. The student will be reported with the new name during any reporting period(s) following name change in the SSID record. The student's previous name will be displayed in the SSID history record. Districts need to verify (through legal documentation from the student's parent or guardian) and document name changes prior to editing the SSID record.</p> <p>ODE requires districts and schools to report a student's legal name, and provides districts and schools the opportunity to enter a student's asserted name in the "preferred name" field. Please refer to the Supporting Gender Expansive Students: Guidance for Schools page for additional information.</p>
References	Executive Numbered Memo: 008-2017-18

LEGAL FIRST NAME

Category	Additional Information
Field Name	LglFNm
Description	Legal first name of the student.
Special Help	<p>If a student changes their legal first name, the student's SSID record will need to be updated with the new name prior to submitting in Cumulative ADM. The student will be reported with the new name during any reporting period(s) following name change in the SSID record. The student's previous name will be displayed in the SSID history record. Districts need to verify (through legal documentation from the student's parent or guardian) and document name changes prior to editing the SSID record.</p> <p>ODE requires districts and schools to report a student's legal name, and provides districts and schools the opportunity to enter a student's asserted name in the "preferred name" field. Please refer to the Supporting Gender Expansive Students: Guidance for Schools page for additional information.</p>
References	Gender Code: Name Changes/Gender Changes

LEGAL MIDDLE NAME – OPTIONAL

Category	Additional Information
Field Name	LglMNM
Description	Legal middle name of the student.
Special Help	<p>If a student changes their legal middle name, the student's SSID record will need to be updated with the new name prior to submitting in Cumulative ADM. The student will be reported with the new name during any reporting period(s) following name change in the SSID record. The student's previous name will be displayed in the SSID history record. Districts need to verify (through legal documentation from the student's parent or guardian) and document name changes prior to editing the SSID record.</p>

GENERATION CODE – OPTIONAL

Category	Additional Information
Field Name	GnrtnCd
Description	Name suffix of the student (e.g. Jr., II, III).

PREFERRED LAST NAME – OPTIONAL

Category	Additional Information
Field Name	PrfrdLNm
Description	Preferred last name of the student.
Special Help	<p>If a student prefers to use a last name that is different than their legal last name, check to see if the student has an existing SSID record under either the legal name or the preferred last name prior to creating a new SSID. Issuing a second SSID record for the student will result in data inconsistencies. If a second SSID is discovered, contact the ODE Helpdesk to have the SSIDs merged.</p> <p>ODE requires districts and schools to report a student's legal name, and provides districts and schools the opportunity to enter a student's asserted name in the "preferred name" field. Please refer to the Supporting Gender Expansive Students: Guidance for Schools page for additional information.</p>
References	Gender Code : Name Changes/Gender Changes

PREFERRED FIRST NAME – OPTIONAL

Category	Additional Information
Field Name	PrfrdFNm
Description	Preferred first name of the student.
Special Help	<p>A district may change a student's gender and preferred name based on the student's request for such a change, particularly if it is in the best interest of the student to do so.</p> <p>ODE requires districts and schools to report a student's legal name, and provides districts and schools the opportunity to enter a student's asserted name in the "preferred name" field. Please refer to the Supporting Gender Expansive Students: Guidance for Schools page for additional information.</p>

PREFERRED MIDDLE NAME – OPTIONAL

Category	Additional Information
Field Name	PrfrdMNm
Description	Preferred middle name of the student.
Special Help	A district may change a student's gender and preferred name based on the student's request for such a change, particularly if it is in the best interest of the student to do so.

DATE OF BIRTH

Category	Additional Information
Field Name	BirthDtTxt
Description	Date the student was born.
Special Help	This date should be the student's actual birth date. The date the student was born should not be revised unless it was incorrectly submitted when the SSID record was created. The correction should be verifiable by official documentation

Category	Additional Information
	from the student's parent or guardian. If the SSID reflects a different birth date and the original birth date was not submitted by your district, it may be that the SSID actually belongs to a different student.

GENDER CODE

Category	Additional Information
Field Name	GndrCd
Description	Code indicating the gender of the student.
Special Help	<p>If a student's gender does not match a previous record, check to see if the SSID belongs to a different student or was entered incorrectly. A district may change a student's gender and preferred name based on the student's request for such a change, particularly if it is in the best interest of the student to do so. The request for change is considered documentation for the change. Oregon law prohibits discrimination based on sexual orientation which in Oregon includes gender identity. If the student is no longer attending in your school or district, do not change the gender field to match the updated SSID information.</p> <p>Beginning in the 2018-19 school year, student and staff level data collections are revised to allow for a non-binary gender option, represented by the code "X", in the gender field. Additional information is available in the Executive Numbered Memo: 008-2017-18.</p> <p>Gender Changes:</p> <p>For changes to gender, please refer to the Supporting Gender Expansive Students: Guidance for Schools page for additional information. Currently this document has a section called "Student Records" which gives instructions for how to make these changes.</p>

HISPANIC/LATINO ETHNIC FLAG

Category	Additional Information
Field Name	HispEthnicFg
Description	Indicates a student of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."
Special Help	Students who are marked with a Hispanic ethnicity flag = Y must also have a race flag marked as "Y". However, when these students appear in aggregate reports, they will be reflected as Hispanic regardless of which race flags are also checked.
References	Memo #011-2008-2009 Race Ethnicity Category Changes

AMERICAN INDIAN/ALASKAN NATIVE RACE FLAG

Category	Additional Information
Field Name	AmerIndianAlsknNtvRaceFg
Description	Indicates a student having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.
Special Help	Students who have more than one race flag marked as "Y" will be reported as multi-racial unless they checked the Hispanic/Latino ethnicity flag.
References	Memo #011-2008-2009 Race Ethnicity Category Changes

Category	Additional Information
	Layout: Consolidated Student (SSID) File Format for the American Indian Tribal Membership Code Table

ASIAN RACE FLAG

Category	Additional Information
Field Name	AsianRaceFg
Description	Indicates a student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
Special Help	Students who have more than one race flag marked as “Y” will be reported as multi-racial unless they checked the Hispanic/Latino ethnicity flag.
References	Memo #011-2008-2009 Race Ethnicity Category Changes

AFRICAN AMERICAN RACE FLAG

Category	Additional Information
Field Name	BlackRaceFg
Description	Indicates a student having origins in any of the black racial groups of Africa.
Special Help	Students who have more than one race flag marked as “Y” will be reported as multi-racial unless they checked the Hispanic/Latino ethnicity flag.
References	Memo #011-2008-2009 Race Ethnicity Category Changes

WHITE RACE FLAG

Category	Additional Information
Field Name	WhiteRaceFg
Description	Indicates a student having origins in any of the original peoples of Europe, the Middle East, or North Africa.
Special Help	Students who have more than one race flag marked as “Y” will be reported as multi-racial unless they checked the Hispanic/Latino ethnicity flag.
References	Memo #011-2008-2009 Race Ethnicity Category Changes

NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER RACE FLAG

Category	Additional Information
Field Name	PaclslndrRaceFg
Description	Indicates a student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
Special Help	Students who have more than one race flag marked as “Y” will be reported as multi-racial unless they checked the Hispanic/Latino ethnicity flag.
References	Memo #011-2008-2009 Race Ethnicity Category Changes

LANGUAGE OF ORIGIN CODE

Category	Additional Information
Field Name	LangOrgnCd
Description	Code indicating the first language spoken in an individual's home in their early or earliest childhood. One's first language or native language.

Category	Additional Information
Special Help	Students who are enrolled and reported as being in an “English as a Second Language” program (02) should not have English as their Language of Origin, unless they are also reported as American Indian/Alaskan Native Race.
References	Language of Origin Lookup Table Layout: Consolidated Student (SSID) File Format

PARTIAL SOCIAL SECURITY NUMBER

Category	Additional Information
Field Name	SSN
Description	Last four (4) digits of the Social Security Number of the student. While “Optional”, this field is used to confirm a student’s Demographic information, and leaving this field blank will reduce the number of fields used to match to an SSID record.

ENROLLED GRADE CODE

Category	Additional Information
Field Name	EnrIGrdCd
Description	Code indicating the enrolled grade level of the student or a grade level assigned to an ungraded student based on student age.
Special Help	<p>Include students in grades KG-12 and AE.</p> <p>Adult Education (AE) is used for secondary and post-secondary students (age 19 or older as of September 1 of the current school year) who are not receiving Special Education services and are not pursuing a Regular High School Diploma or Modified Diploma. Students whose grade level reflects AE should be reported as ADM Tuition Type code P and must include a High School Entry Cohort year. Data for students identified as being enrolled in AE are NOT used in the State School Fund formula for ADM calculations, but may be included in accountability reporting. Districts that do not assign grade levels should use the following conversion (based on the student’s age on September 1):</p> <ul style="list-style-type: none"> • Age 0, 1, 2, 3, 4: Grade Level PK • Age 5: Grade Level KG • Age 6: Grade Level 1 • Age 7: Grade Level 2 • Age 8: Grade Level 3 • Age 9: Grade Level 4 • Age 10: Grade Level 5 • Age 11: Grade Level 6 • Age 12: Grade Level 7 • Age 13: Grade Level 8 • Age 14: Grade Level 9 • Age 15: Grade Level 10 • Age 16: Grade Level 11 • Age 17 and Above: Grade Level 12 <p>Minimum Age of Enrollment:</p>

Category	Additional Information
	<p>ORS 339.010(3): A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.</p> <p><i>ORS 339.115(9) Notwithstanding the minimum age requirement prescribed by ORS 339.010 and 339.020, a district school board may admit free of charge a child whose needs for cognitive, social and physical development would best be met in the school program, as defined by policies of the district school board, to enter school even though the child has not attained the minimum age requirement but is a resident of the district.</i></p> <p>Maximum age of enrollment:</p> <p>Districts must admit a student who has not received a regular or modified high school diploma and is pursuing a regular or modified high school diploma to age 19 per ORS 339.115.</p> <p>Districts may admit a student who has not received a regular or modified high school diploma and is pursuing a regular or modified high school diploma up to age 21 per ORS 339.115.</p> <p>Districts must admit a special education student up to age 21 if they have not received a regular or modified High School diploma per ORS 339.115.</p> <p>Districts may admit a student up to age 21 if they are pursuing a Modified Diploma or Extended diploma as defined in ORS 329.451 or an Alternative Certificate as defined in OAR 581-022-2020. Students identified above may be reported for funding.</p> <p>A district may not receive funding for a student pursuing any credential not identified above (such as a GED) beyond age 19.</p>
References	Layout: Consolidated Student (SSID) File Format

STREET ADDRESS

Category	Additional Information
Field Name	Addr
Description	Street Address of the student's parent or legal guardian's primary residence, or the Street Address of a legally emancipated minor or student over 18.
References	Residency for School Purposes: Use of a Post Office Box

CITY

Category	Additional Information
Field Name	City
Description	City where the student's parent or legal guardian's primary residence is located, or the City of a legally emancipated minor or student over 18.

ZIP CODE

Category	Additional Information
Field Name	ZipCd

Category	Additional Information
Description	First five digits of the postal Zip Code of the student's parent or legal guardian's primary residence, or the Zip Code of a legally emancipated minor or student over 18.

ZIP PLUS FOUR CODE - OPTIONAL

Category	Additional Information
Field Name	Zip4Cd
Description	Plus four portion of the postal zip code of the student's parent or legal guardian's primary residence, or the plus four portion of the postal zip code of a legally emancipated minor or student over 18.

RESIDENT COUNTY CODE

Category	Additional Information
Field Name	ResdCntyCd
Description	Code indicating the county of legal residence of the student's parent or legal guardian or the county of residence of a legally emancipated minor or student over 18.
Special Help	<p>County of Residency is the basis on which the County School Fund is distributed to local districts. It is important, therefore, that the residency of each student be accurately reported to assure proper distribution of these funds.</p> <p>Note: All students are reported using the code for the county in which they currently live, including students attending virtual charter schools. Determination of the resident county is not affected by inter-district transfer agreements, open enrollment, or charter school enrollment. The county of residence is based on where the student's parent or legal guardian resides or the county of residence for emancipated minor students, temporary accommodations in a residential treatment center or temporary living circumstances for the purpose of receiving educational services, regardless of where the student attends school.</p> <p>Non Standard Situation Examples for Reporting:</p> <ul style="list-style-type: none"> • Foreign Exchange Students <ul style="list-style-type: none"> ○ Resident County: Should not have an Oregon County listed • Foster Students <ul style="list-style-type: none"> ○ Resident County: Foster Parent's county • YCEP Students <ul style="list-style-type: none"> ○ Resident County: County where the YCEP is located • JDEP Students <ul style="list-style-type: none"> ○ Resident County: County of the student's parent or guardian (under age 18), County of the student's permanent address (over age 18 or emancipated minor), and County where the JDEP is located (homeless students) • Students in a Residential Care Facility that is not an ODE Approved JDEP, YCEP, or LTCT <ul style="list-style-type: none"> ○ Resident County: County of the student's parent or guardian (under age 18), County of the student's permanent address (over age 18 or

Category	Additional Information
	<p>emancipated minor), and County where the Residential Facility is located (homeless students)</p> <p>OAR 581-023-0018</p> <p>Resident Enrollment and Resident Average Daily Membership by County Lines</p> <p>To provide a basis for budgeting purposes and for final distribution of the Common School Fund and the County School Fund to the school districts, the following procedure shall be followed:</p> <p>(1) Each school district shall report to the Oregon Department of Education the resident county of each student in the district's reports of enrollment, attendance, and membership. The resident county for each pupil shall be the county in which the student resides, regardless of where the student may attend school. Such reports shall be due within 15 days after the close of the respective periods.</p> <p>If a student's resident county changes then a new enrollment record must be created to accurately distribute Common School Fund and the County School Fund</p>
References	Layout: Consolidated Student (SSID) File Format

PHONE NUMBER - OPTIONAL

Category	Additional Information
Field Name	Phn
Description	Phone Number (Area Code, Prefix, and Exchange) of the student.

STUDENT GROUP FLAGS

These fields are used when reporting student groups in accountability reporting. Fields are required unless otherwise noted.

ECONOMICALLY DISADVANTAGED FLAG

Category	Additional Information
Field Name	EconDsvntgFg
Description	Indicates student participation in or eligibility for a Free and Reduced Lunch program.
Special Help	<p>Select Y if the student was participating or eligible for the Free and Reduced Lunch Program or if the household income met the guidelines for the Free and Reduced Lunch Program at any time during the reporting year (see NOTE below).</p> <p>Also, select Y if the school offers lunch at no charge to all students. If the student moves from a district or school that offers lunch at no charge to all students to a district or school that does not, and the student does not otherwise qualify under the guidelines, the flag should be changed from Y to N.</p> <p>Select N if the student was not eligible for free and reduced price lunch during the reporting year.</p>

Category	Additional Information
	<p>NOTE: If the student received free or reduced price lunch at the beginning of the school year while their application for free and reduced price lunch was being reviewed, but was determined to be ineligible, select N.</p> <p>Accurate reporting of this information for each student in each of the reporting periods is required. Information reported in this field may be extracted from any of the data collection periods.</p> <p>If a charter school does not participate in the federal lunch program, they should use the SNP Eligibility Resources to find eligibility</p>

TITLE I FLAG - OPTIONAL

Category	Additional Information
Field Name	Ttl1Fg
Description	Indicates a student is being served by a Title IA targeted assistance program (TAS). Do not flag students in Title IA school wide institutions (SWP).
Special Help	<p>If the student was served by a Title 1A targeted assistance program (TAS) within the district at any time during the reporting year, this field should be set to Y.</p> <p>This field should be set to N for students in Title 1A schools operating school-wide programs (SWP) and students who are not receiving Title IA targeted assistance.</p> <p>Note: Title I students who change districts during the reporting period would continue to have this flag marked as Y only if they have received Title I targeted assistance in their current district.</p>

SPECIAL EDUCATION FLAG

Category	Additional Information
Field Name	SpEdFg
Description	Indicates a student had Oregon special education eligibility and had an Individualized Education Plan (IEP) at any time during the reporting year in any institution.
Special Help	<p>A value of Y signifies that the student had Oregon special education eligibility and was on an Individualized Education Plan (IEP) at any point during the reporting year in any District, School, Program, etc.</p> <p>Students (only) on Section 504 plans or those not on an IEP should be marked with a value of N.</p> <p>Accurate reporting of this information for each student in each of the reporting periods is required. Information reported in this field may be extracted from any of the data collection periods.</p>

SECTION 504 FLAG

Category	Additional Information
Field Name	Sect504Fg
Description	Indicates a student had Section 504 eligibility, had an Individualized Accommodation Plan or Individualized 504 Plan, and was receiving services as specified by this plan at any time during the reporting year within this attending district.

Category	Additional Information
Special Help	A value of Y signifies the student had Section 504 eligibility, was on an Individualized Accommodation Plan or Individualized 504 Plan, and was receiving 504 services at any point during the year. A student should not be receiving services under both IDEA and 504 for the same disability at the same time. However, if a student moves between one eligibility and another in the same school year or the student has multiple disabilities covered under both IDEA and Section 504, the student may be reported with both the Special Education flag and the Section 504 flag in this collection. A student who is only 504 eligible should not have the Special Education Flag reported as Y.

MIGRANT EDUCATION FLAG

Category	Additional Information
Field Name	MigrntEdFg
Description	Indicates student participation in a program designed to assure that migratory children receive full and appropriate opportunity to meet the state academic content and student academic achievement standards.
Special Help	Select Y if the student had a current Oregon Migrant Education Certificate of Eligibility at any point during the reporting year. Set this flag to N for students who did not have a current Oregon Migrant Education Certificate of Eligibility at any point during the reporting year. Accurate reporting of this information for each student in each of the reporting periods is required. Information reported in this field may be extracted from any of the data collection periods.

INDIAN EDUCATION FLAG

Category	Additional Information
Field Name	IndianEdFg
Description	Indicates student participation in a Title VI program designed to meet the unique educational and culturally related academic needs of American Indian/Alaska Native Students.
Special Help	To mark this flag Y, Title VI Student Eligibility Certification form (ED 506) must be completed and kept on file at the school, AND the student must have received services under Title VI at any point during the reporting year. Accurate reporting of this information for each student in each of the reporting periods is required. Information reported in this field may be extracted from any of the data collection periods.

ENGLISH LEARNER FLAG - OPTIONAL

Category	Additional Information
Field Name	ELFg
Description	Indicates a student who is an English Learner.
Special Help	Check this flag if the student was considered to be an English Learner at any point during the reporting year. It is possible the student may have this flag marked as Y but not be enrolled in an English Learner (EL) program. However, if the student is

Category	Additional Information
	<p>being served in an ODE approved EL program, if the flag is populated, it should be Y.</p> <p>If the student is being served in an EL program, they should be reported as program type code 02 with an ADM End Date Code of 00 regardless of their grade level. This second record is in addition to their regular attendance record and will be used for weighted funding.</p>

DISTANCE LEARNING FLAG

Category	Additional Information
Field Name	DstncLrnFg
Description	Indicates the physical location where the student is receiving the majority of their instruction.
Special Help	This flag should be reflective of the student’s physical location for the last ten session days (eight days for schools with a four-day week) of the student’s enrollment, and may change between ADM periods. This flag is required for all Program Type ‘01’, ‘04’, ‘06’, ‘07’, ‘10’, and ‘15’ enrolled on or after July 1, 2021.
References	ADM Distance Learning Flag Guidance ADM Distance Learning Flag FAQ

HOME SCHOOLING FLAG - OPTIONAL

Category	Additional Information
Field Name	HomeSchlFg
Description	Indicates that the student is registered with an ESD to receive home school instruction.
Special Help	<p>Students who are registered with the ESD as a home schooled student and are receiving supplemental instruction in public school are reported in the Cum ADM collection as program type 09 (Shared Time) with hours of instruction. They may not be reported as FTE. When the student reaches the point at which they are participating in more than half of the school day in public school, that student is no longer considered a home schooled student, and is subject to all requirements of public school including comprehensive curriculum under OAR 581-022-2030 and instructional hours under OAR 581-022-2320.</p> <p>Students enrolled in nonpublic schools or taught by a private teacher or parent under ORS 339.035, but who receive instruction in a public school to supplement home or private instruction, should be reported as Shared Time – program type 09.</p>

TALENTED AND GIFTED FLAG

Category	Additional Information
Field Name	TAGFg
Description	Indicates that the student is identified as Academically Talented or Intellectually Gifted as determined by school district policy.
References	OAR 581-022-2325 Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format

ADDITIONAL LANGUAGE CODE – OPTIONAL

Category	Additional Information
Field Name	AddnLangCd
Description	Code indicating any additional language a student uses to communicate that is not the language of origin.
References	Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format

TRANSITION PROGRAM FLAG - OPTIONAL

Category	Additional Information
Field Name	TrnstnProgFg
Description	Indicates a Special Education student of high school or post high school age (up through the age of 21) who is receiving transition services.
Special Help	Special Education students of high school or post high school age who are receiving transition services in accordance with an IEP indicating that they are to receive transition services.
References	Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format

ALTERNATIVE EDUCATION PROGRAM FLAG - OPTIONAL

Category	Additional Information
Field Name	AltEdProgFg
Description	Indicates that the student has been placed by the district in an Alternative Education Program(s) based on criteria described in OAR 581-022-2505 (5) .
Special Help	Alternative education students are those students identified by the district and placed in a district approved alternative education program/school consistent with OAR 581-022-2505(5)(a) . These are not students who are attending a charter school or virtual school or students who are attending a traditional school more than half time.
References	Learning Options in Oregon

DISTRICT SPECIAL EDUCATION PROGRAM FLAG

Category	Additional Information
Field Name	DistSpEdProgFg
Description	Indicates that the student was enrolled in a district special education program during the school year and received general education classroom instruction for less than 40% of the time (Federal Placement Codes 32-41), including non-regular education settings. The DistSpEdProgFg should be marked 'yes' if the student was receiving District Special Education in their attending district (served in general classroom instruction for less than 40% of the day) at any point between the beginning of the school year and the first school day in May, even if they were no longer enrolled by the first school day in May.
Special Help	Special Education flag must = Y when District Special Education flag = Y.

RESIDENT SCHOOL FULL ACADEMIC YEAR (FAY) FLAG – OPTIONAL

Category	Additional Information
Field Name	FullAcadmYrSchIFg

Category	Additional Information
Description	Indicates that the student was enrolled in the indicated resident school as of the first school day in May and the student's total estimated ADM at the indicated resident school in third period Cumulative ADM was greater than 0.5 ADM.
Special Help	This field is calculated by ODE based on 3rd Period Cumulative ADM data submissions. The calculation is performed nightly. Submission of a value in this field is optional; ODE will override the value in 3rd period with the calculated value.

RESIDENT DISTRICT FULL ACADEMIC YEAR (FAY) FLAG – OPTIONAL

Category	Additional Information
Field Name	FullAcadmYrDistFg
Description	Indicates that the student was enrolled in the indicated resident district as of the first school day in May and the student's total estimated ADM at the indicated resident district in third period Cumulative ADM was greater than 0.5 ADM.
Special Help	This field is calculated by ODE based on 3rd Period Cumulative ADM data submissions. The calculation is performed nightly. Submission of a value in this field is optional; ODE will override the value in 3rd period with the calculated value.

MILITARY CONNECTED STUDENT FLAG

Category	Additional Information
Field Name	MltryCnctFg
Description	Indicates that the student has a parent or guardian who was a member of the Armed Forces on active duty or full-time National Guard.
Special Help	Mark this flag Y if, at any time during the school year, the student had a parent or guardian who was a member of the Armed Forces on active duty or full-time national guard. This flag is required for all records with an ADM Enroll Date of July 1, 2017 or later. It will not be required on ADM Program Type Code 14 records for events occurring before July 1, 2017.
References	Military Connected Student Flag Additional Guidance

EARLY LEAVERS AND HIGH SCHOOL COMPLETERS

This topic includes the following sections:

- Early Leavers and High School Completers Field Descriptions
- Early Leaver Data Submission
- Documentation Requirements to remove students from the Cohort
- High School Completer Data Submission
- Submission of Essential Skills
- Cumulative ADM Exit Adjustment Window
- Clarification Regarding High School Entry Year

EARLY LEAVERS AND HIGH SCHOOL COMPLETERS FIELD DESCRIPTIONS

These fields are relevant for graduation and dropout reporting. Fields are required unless otherwise noted.

HIGH SCHOOL ENTRY COHORT SCHOOL YEAR

Category	Additional Information
Field Name	HSEntrySchlYr
Description	The first school year in which the student attended any high school grade in the United States or elsewhere. Indicates the graduation cohort group associated with the student.
Special Help	For most students, HSEntrySchlYr is their first year as a ninth grader. Use the format XYYY (e.g. 2324 for the 2023-24 school year).
References	Clarification Regarding High School Entry Year

ENROLLMENT END DATE CODE

Category	Additional Information
Field Name	ADMEndDtCd
Description	Code describing the student's enrollment status on the Enrollment End Date.
Special Help	<p>Program type codes EL (2) or Pregnant and Parenting (03) are submitted with an ADMEndDtCd of 00 regardless of their grade level or reason for withdrawal.</p> <p>Reporting of ADM End Date Codes for students in grades 07-12, as well as AE, is required. They may not be submitted as 00 unless the record is program type 02, 03, or 13.</p> <p>Reporting of ADM End Date Codes for students in grades KG-06 is optional – they may be submitted as 00 regardless of their circumstances of withdrawal.</p>
References	<p>Early Leaver Data Submission (Reporting Student Information section)</p> <p>High School Completer Data Submission (Reporting Student Information section)</p> <p>Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format</p>

DIPLOMA ISSUED TYPE CODE

Category	Additional Information
Field Name	ADMDiplomaTypCd

Category	Additional Information
Description	Code indicating the type of diploma issued by the district.
Special Help	<p>ADMDiplomaTypCd must be '0' when submitting any ADMEndDtCd other than 4A, 4F, or 4G. ADMDiplomaTypCd cannot be '0' when submitting ADMEndDtCd 4A, 4F, or 4G.</p> <p>Diploma Type Codes: 0 - Not Applicable 1 - Regular High School Diploma 2 - Modified High School Diploma 3 - Adult High School Diploma 4 - Extended High School Diploma</p> <p>Allowable Diploma Type Codes:</p> <ul style="list-style-type: none"> • ADM End Date Code 4A – Diploma Type Codes 1, 2, 3, 4 • ADM End Date Code 4F – Diploma Type Codes 1, 2, 4 • ADM End Date Code 4G – Diploma Type Codes 1, 2
References	<p>Early Leaver Data Submission (Reporting Student Information section) High School Completer Data Submission (Reporting Student Information section) Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format</p>

WITHDRAWAL FACTOR CODE

Category	Additional Information
Field Name	ADMWthdrFctrCd
Description	Code indicating the primary factor influencing the student's decision to withdraw.
Special Help	Students with an ADM End Date Code of 3A ("Withdrew for Personal or Academic Reasons") must also have a withdrawal factor code. See the Withdrawal Factor Lookup Table for acceptable values. For all other ADM End Date Codes, a withdrawal factor code of 00 ("Not Applicable") must be used.
References	<p>Early Leaver Data Submission (Reporting Student Information section) Withdrawal Factor Code Lookup Table Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format</p>

READING ASSESSMENT OF ESSENTIAL SKILL CODE

Category	Additional Information
Field Name	RdEsntlSkillCd
Description	Code indicating how the assessment of essential skill requirement to "Read and comprehend a variety of texts" was met.
Special Help	<p>Essential Skills are required to be reported only for students who have a diploma type code indicating they have earned a regular high school diploma or a modified diploma during the reporting period.</p> <p>In the event the student met all the requirements for a regular or modified diploma but has not demonstrated proficiency in the required Essential Skills (based on cohort year), the ADM end date code (ADMEndDtCd) 4B should be submitted.</p> <p>Demonstrated proficiency in Reading is required for students who first enrolled in high school in 2008-09 and beyond in order to meet the Oregon diploma</p>

Category	Additional Information
	<p>requirements. If the student first enrolled in 2008-09 or later and the ADM Diploma Type Code is 1 (Regular High School Diploma) or 2 (Modified High School Diploma), this field must be submitted. Reporting is based on the student's high school entry year, not current grade level.</p> <p>This value must be submitted on any record that meets the criteria listed above. Completion of an essential skill may be submitted in the Cumulative ADM collection prior to receiving a Regular or Modified High School diploma, but this is not required. ODE will not bank the values for future use, or perform data quality validations on essential skill codes that do not accompany a diploma, so they will need to be reported with the diploma record as well.</p>
References	<p>High School Completer Data Submission Essential Skills Graduation Requirement Reading Assessment of Essential Skill Code Lookup Table Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format</p>

READING ASSESSMENT OF ESSENTIAL SKILL ADMINISTRATION DATE

Category	Additional Information
Field Name	RdEsntlSkillDtTxt
Description	Date the test was administered or work samples were submitted that serves as evidence of proficiency for the Reading Essential Skill.
Special Help	The Reading Assessment of Essential Skill Administration Date must be submitted if a value is submitted in the Reading Assessment of Essential Skill Code field. If the student met the Essential Skills via OSAS (code 1 or 8), the Essential Skills Date field may be left blank.
References	<p>High School Completer Data Submission Essential Skills Graduation Requirement</p>

WRITING ASSESSMENT OF ESSENTIAL SKILL CODE

Category	Additional Information
Field Name	WrEsntlSkillCd
Description	Code indicating how the assessment of essential skill requirement to "Write clearly and accurately" was met.
Special Help	Demonstrated proficiency in Writing is required for students who first enrolled in high school in 2009-10 and beyond in order to meet the Oregon diploma requirements. If the student first enrolled in 2009-10 or later and the ADM Diploma Type Code is 1 (Regular High School Diploma) or 2 (Modified High School Diploma), this field must be submitted.
References	<p>Essential Skills Graduation Requirement Writing Assessment of Essential Skill Code Lookup Table Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format</p>

WRITING ASSESSMENT OF ESSENTIAL SKILL ADMINISTRATION DATE

Category	Additional Information
Field Name	WrEsntlSkillDtTxt

Category	Additional Information
Description	Date the test was administered or work samples submitted that serves as evidence of proficiency for the Writing Essential Skill.
Special Help	The Writing Assessment of Essential Skill Administration Date must be submitted if a value is submitted in the Writing Assessment of Essential Skill Code field. If the student met the Essential Skills via OSAS (code 1 or 8), the Essential Skills Date field may be left blank.
References	High School Completer Data Submission Essential Skills Graduation Requirement

MATHEMATICS ASSESSMENT OF ESSENTIAL SKILL CODE

Category	Additional Information
Field Name	MaEsntlSkillCd
Description	Code indicating how the assessment of essential skill requirement to "Apply mathematics in a variety of settings" was met.
Special Help	Demonstrated proficiency in Mathematics is required for students who first enrolled in high school in 2010-11 and beyond in order to meet the Oregon diploma requirements. If the student first enrolled in high school in 2010-11 or later and the ADM Diploma Type Code is 1 (Regular High School Diploma) or 2 (Modified High School Diploma), this field must be submitted.
References	Essential Skills Graduation Requirement Mathematics Assessment of Essential Skill Code Lookup Table Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format

MATHEMATICS ASSESSMENT OF ESSENTIAL SKILL ADMINISTRATION DATE

Category	Additional Information
Field Name	MaEsntlSkillDtTxt
Description	Date the test was administered or work samples were submitted that serves as evidence of proficiency for the Mathematics Essential Skill.
Special Help	The Mathematics Assessment of Essential Skill Administration Date must be submitted if a value is submitted in the Mathematics Assessment of Essential Skill Code field. If the student met the Essential Skills via OSAS (code 1 or 8), the Essential Skills Date field may be left blank.
References	High School Completer Data Submission Essential Skills Graduation Requirement

SPEAKING ASSESSMENT OF ESSENTIAL SKILL CODE – OPTIONAL

Category	Additional Information
Field Name	SkEsntlSkillCd
Description	Code indicating how the assessment of essential skill requirement to "Listen actively and speak clearly and coherently" was met.
References	Essential Skills Graduation Requirement Speaking Assessment of Essential Skill Code Lookup Table Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format

SPEAKING ASSESSMENT OF ESSENTIAL SKILL ADMINISTRATION DATE

Category	Additional Information
Field Name	SkEsntlSkillDtTxt
Description	Date the test was administered or work sample submitted that serves as evidence of proficiency for the Speaking Essential Skill.
Special Help	The Speaking Assessment of Essential Skill Administration Date must be submitted if a value is submitted in the Speaking Assessment of Essential Skill Code field.
References	Essential Skills Graduation Requirement

EARLY LEAVER DATA SUBMISSION

Early leavers are students who leave high school before earning an Oregon High School diploma or other completion credential. Any student in grades 7 and above must have an ADM End Date Code (ADMEndDtCd) that indicates their status at the time they withdrew. Each occurrence of enrolling and withdrawing must be submitted as a separate record in the collection period. Students in grades KG-6 may be submitted with an ADM End Date code, but it is not required.

The ADM End Date Codes for reporting completion of a high school diploma are contained in the [High School Completers Data Submission](#) section of the manual. On Federal requirements regarding End Date Codes 2B, 2C, 5C and 6A, see the section entitled [Documentation Requirements to Remove Students from the Cohort](#). All codes should be reviewed before assigning End Date Codes for students.

The ADM End Date Codes and descriptions for students who continue to be enrolled as well as those who withdrew prior to completing are listed below. For examples, see the [Cumulative ADM End Date Codes](#) section of this manual.

Code	Category	Description	Special Help
1A	Same School and Program	Students are in the same school and program	
1B	Different School Within Same District	Students are in a different school (or in a different program within a school) within the same district	
1C	Same District – No Particular School	Students are in the same district and receiving education services, but not assigned to a particular school	
1D	Same District – School Not Specified	Students are in the same district, but no specific school information was available	

Code	Category	Description	Special Help
2A	Enrolled in Another District	Students are enrolled in another public <i>degree-granting</i> school district or public agency in the same state	This code may only be used when the district has documentation that the student enrolled in another Oregon school that offers a program culminating in the award of a high school diploma.
2B	Enrolled in Non-Public School or Setting	Students are enrolled in a nonpublic K-12 school or setting in the same state	Students must be enrolled in an Oregon private school that culminates in the award of a regular diploma or be Oregon home schooled students registered with the ESD. This code may only be used when the district has documentation that the student has enrolled in a non-public school setting.
2C	Enrolled in Another State or Country	Students are enrolled in a public or nonpublic school in another state or outside the United States	The school or program must be one that culminates in the award of a regular diploma. For students documented as leaving the U.S., official documentation of enrollment is not required. This code may only be used when the district has documentation that the student has enrolled in another state or country.
2D	Enrolled in Public Agency	Students are enrolled in a state agency other than a school district, in the same state	This code includes students who have transferred to juvenile detention education (JDEP) programs and long-term care and treatment (LTCT) programs (if such programs are providing education but not degree-granting). It does not include students who transferred to federal programs, such as Job Corps. See codes 2B and 3D for those students. See code 3C for non-education providing facilities, such as some adult correctional facilities.
3A	Withdrew for Personal or Academic Reasons	Students withdrew for personal or academic reasons.	This code also requires an ADM Withdrawal Factor Code indicating the reason for the withdrawal. The codes are located in the WthdrlFctr Lookup Table .
3B	Exceeded Age Requirements	Students exceeded age requirements, including any religious or cultural age limits recognized by state law or policy.	See ORS 339 regarding compulsory school attendance laws and admission of students.
3C	Removed for Reasons Other Than Health	Students were removed from the education system for reasons other than health, and they are not expected to return.	This includes students removed by court order or placed in facilities where educational services are not provided . Permanently expelled students are included in this category. (Students

Code	Category	Description	Special Help
			transferred to Oregon juvenile detention education (JDEP) programs are not included. See code 2D for these students.)
3D	Enrolled in Adult Education	Students enrolled in adult education or some type of education program that does not lead to a diploma or other credential recognized by the state.	Students have not completed an approved program of study, and the district no longer funds, monitors, and takes responsibility for students' education.
3E	Not Enrolled – Status Unknown	Students are not enrolled and their status is unknown (including students dropped from the rolls for excessive truancy)	This code should only be used when no other End Date Code applies.
3F	Completed prior school year and did not re-enroll as expected	Students who did not re-enroll on or before October 1 as expected after completing prior school year.	This code indicates the student completed a previous school year and did not reenroll as of the first school day in October. This code may only be reported during the Cumulative ADM Exit Adjustment Window or after October 1 of the following school year. For example, this code may not be added to the 2022-23 annual collection until after October 1 of the 2023-24 school year.
5A	Not Attending for Disciplinary or Other Eligibility Reasons	Students are not attending for disciplinary or other eligibility reasons, but are eligible to enroll at a later date.	
5B	Not Receiving Services Due to Long Term Medical Condition	Students have a long-term medical condition, or are in drug treatment or a rehabilitative center, that prevents them from receiving services, but are eligible to return to school.	Districts need to verify if students have a long-term medical condition. Otherwise, use End Date Code 3E.
5C	Enrolled in a Foreign Exchange Program	Students are enrolled in a foreign exchange program and are eligible to return to school in the United States.	These are Oregon resident students attending outside the United States, not foreign students who attend in Oregon. For foreign exchange students returning to their home country, see code 2C. This code may only be used when the district has documentation that the student has enrolled in a foreign exchange program.

Code	Category	Description	Special Help
5D	Enrolled in an Early Admission College Program	Students are enrolled in an early admission college program but are eligible to return to graduate (such students often re-enroll and graduate on the same day).	Includes students who transferred to a postsecondary program leading to a baccalaureate or associate degree.
5E	Withdrawn and Under Compulsory Attendance Age	Students are under the age for compulsory school attendance and withdrawn from school (usually for reasons of immaturity), but are eligible to return.	This code may not be used for students who are 6 years old or older on September 1 of the current school year. It is intended primarily for Kindergarten students who were not yet ready for school.
6A	Died or Permanently Incapacitated	Students have died or are permanently incapacitated.	Districts should be careful not to use this code if 5B would be more appropriate. Students reported with this code are not expected to re-enroll at any point in the future. This code may only be used when the district has documentation that the student has died or is permanently incapacitated.
6B	Returned After Receiving Completion Credential and Exited Again	Students have returned to school after receiving a completion credential or after they have reached the age until which the state guarantees a free, appropriate public education, and have subsequently exited school.	See ORS 339 regarding compulsory school attendance laws and admission of students. The intent of this code was to ensure that students who previously earned a credential are not counted as dropouts when they return and leave again. Do not use this code for students previously reported with a 4F. This code should be used for students who leave from subsequent enrollment after having received a credential, or students enrolled in Program Type 16 (Post Graduate Scholars). Do not use this code for students who have exceeded age requirements and withdrawn. Those students should be reported with ADM End Date code 3B. Students who exceed age requirements and withdraw, then re-enroll, and withdraw again from the subsequent enrollment, may be coded as 6B only on the second withdrawal.

DOCUMENTATION REQUIREMENTS TO REMOVE STUDENTS FROM THE COHORT

This section pertains in particular to Cumulative ADM End Date Codes 2B, 2C, 5C, and 6A.

Federal regulations published in 2008 state documentation requirements for removing students from a cohort in order to accurately calculate cohort graduation rates. Federal presentations and non-regulatory guidance provided the examples below. There are three categories of students that can be removed from a cohort. To remove a student from a cohort, federal regulations require a school or district confirm in writing that the student:

- **Transferred out,**
- **Emigrated to another country, or**
- **Is deceased** [\[§200.19\(b\)\(1\)\(ii\)\(B\)\]](#).

It is an expectation that documentation be maintained at the district in accordance with State of Oregon records retention laws. This documentation may be subject to audits.

DOCUMENTING TRANSFERS OUT

To confirm that a student transferred out, the school or district must have official written documentation that the student enrolled in another school or educational program that culminates in the award of a regular high school diploma [\[§200.19\(b\)\(1\)\(ii\)\(B\)\(1\)\]](#).

Examples of Official Written Documentation

- Evidence of a transfer that is recorded in a state's data system (typically for a student who moves to another public school within the State). This does not include students being reported in Oregon's SSID collection.
- Request for records from the receiving (public or private) high school in Oregon or other state.
- A letter from an official in the receiving high school acknowledging the student's enrollment.
- An approved application for home schooling (in Oregon the student must be registered with the ESD).
- With respect to students withdrawing from Oregon public schools to attend a public school in another state, where districts are unable to obtain an official records request from the new district, written documentation may include a letter of withdrawal or other written confirmation from the parent or guardian acknowledging an intent to enroll in a public school.

- With respect to students withdrawing from Oregon public schools to home school in another state, official written documentation may include, for example, a letter of withdrawal or other written confirmation from the parent or guardian.

Official documentation of a transfer must be in writing rather than a telephone conversation or other verbal communication with a parent, relative, or neighbor.

Written Confirmation for Students Who Emigrate or Pass Away

- A school or LEA must confirm in writing that a student has emigrated to another country or passed away, but need not obtain official documentation.
- Written confirmation that a student has emigrated to another country might include a school administrator’s memo to the student’s file based on a phone conversation with a parent, stating that the student is leaving the country.
- Written confirmation that a student has passed away might include an obituary or a letter from a parent.

Note on students who emigrate: If a parent, for example, informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student’s file. The regulations do not require written documentation to be “official” for a student who emigrates to another country because the US Department of Education recognizes that it may be difficult, if not impossible, to obtain transcripts or other official documentation from another country confirming that the student is enrolled in school.

HIGH SCHOOL COMPLETER DATA SUBMISSION

Students who met the state and local district diploma requirements and were awarded a regular high school diploma during the current school year will be submitted when they are no longer enrolled in school or transition to a new type of enrollment, such as college coursework. Below is a list of the ADM End Date Codes (ADMEndDtCd) that pertain to high school completers. When submitting diplomas, use the weekday following the last day the student was enrolled in school, or the weekday following the award of the diploma, if the diploma was awarded when the student was not enrolled, as the end date. All codes should be reviewed before assigning ADM End Date Codes for students. ~~Essential Skills are required for students awarded a regular or modified diploma with a High School Entry Year of 2008-09 and beyond.~~

See the [Cohort Graduation Rate webpage](#) for information on graduation rate reports.

COMPLETER ADM END DATE CODES

Code	Category	Description	Special Help
4A	Completed Diploma-Track Program, Met Requirements for High School Diploma, and was awarded a diploma	Students completed an approved program of study, met all state and district requirements for a high school diploma, and were awarded the diploma. Student does not intend to participate in Post Graduate Scholars program.	This code also requires a non-zero Diploma Type Code (ADMDiplomaTypCd Section).
4B	Completed Diploma-Track Program and Did Not Meet Requirements for a High School Diploma	Students completed an approved program of study for high school completion, but did not meet all state or district requirements for a diploma	These students completed an approved program of study for high school completion (in contrast to simply being enrolled at the end of the 12 th grade year).
4C	Completed Non Diploma-Track Program and Received Certificate	Students completed a program of study that did not address state diploma requirements and received a certificate of achievement or attendance (e.g. special education students in Individualized Educational Programs (IEP))	This code is only used for students who received an Alternative Certificate as defined in OAR 581-022-2020 and ORS 329.451 . Note: Do not confuse Alternate Certificates and Modified Diplomas. Students with Modified Diplomas should have a 4A End Date Code and a Diploma Type 2.
4D	Completed Vocational Program and Received Certificate	Students completed a vocational education program and earned a certificate recognized by the state or district	This code is used for other district certificates not meeting the definition of Alternative Certificate (ADMEndDtCd 4C).
4E	Received high school diploma equivalency certificate (e.g. GED)	Students passed an equivalency examination through an approved program, such as the GED, and met other state or district requirements for a high school equivalency certificate or diploma	This code is only used for students who received a GED. ODE will also match students to the GED list provided by the Higher Education Coordinating Commission. GEDs are generally reported by the institution that awarded the certificate.
4F	Completed Diploma-Track Program and Met Requirements for	Students have completed the requirements for a diploma but have remained in the school	Must be accompanied by the appropriate diploma type code and essential skill codes. Each student should have only one date on which they are reported with a 4F End Date

Code	Category	Description	Special Help
	HS Diploma, not yet awarded	system to pursue additional credits or other educational opportunities (such as dual credit programs)	<p>Code. The code should be attached to the period of enrollment during which the student met diploma requirements. This code also requires a non-zero Diploma Type Code (ADMDiplomaTypCd).</p> <p>Must be followed (in future collection years) by a 4A or 4G record when the diploma is awarded at the end of the student's enrollment. Students who have been enrolled in high school for four or more years may not be reported with this code.</p> <p>With the introduction of the Post Graduate Scholars program, ODE expects the use of this code to decrease substantially. Please review the new legislation carefully before using this code.</p>
4G	Met Requirements for and was Awarded a HS Diploma, continuing to Post Graduate Scholars program	Students completed an approved program of study, met all state or district requirements for a high school diploma, and were awarded a high school diploma. Students qualified for and intend to participate in a post-secondary scholars program.	<p>Must be accompanied by the appropriate diploma type code and essential skill codes. Using this code will allow you to claim state school funding for one school year of Post Graduate Scholars program participation for students who have been in high school for four or more years.</p> <p>Records using ADM End Date Code 4G must also use ADM Diploma Type Code 1 or 2.</p>

DIPLOMA TYPE CODES

Code	Name	Description
0	Not Applicable	Not Applicable
1	Regular High School Diploma	A regular high school diploma that meets all the district and state requirements.
2	Modified High School Diploma	A modified high school diploma that meets all of the district and state requirements.
3	Adult High School Diploma	An adult high school diploma issued by a community college.
4	Extended High School Diploma	An extended high school diploma that meets all of the district and state requirements.

SUBMISSION OF ESSENTIAL SKILLS

On June 19, 2008 the Oregon State Board of Education adopted the Essential Skills as a graduation requirement for students earning a Regular or Modified Diploma. Essential Skills graduation requirements are based on when a student is first enrolled in high school. See the chart below to determine which Essential Skills are required for students receiving a Regular or Modified Diploma. In the Cumulative ADM collection, if the student record indicates receipt of a Regular or Modified diploma, the method by which the student demonstrated proficiency in the required Essential Skill(s), as well as the date, must be submitted at the time the credential is awarded.

HS Entry Year	HS Diploma Types	Essential Skills Required
2008-09	Regular, Modified	Reading
2009-10	Regular, Modified	Reading, Writing
2010-11 (or later)	Regular, Modified	Reading, Writing, Math

ESSENTIAL SKILL CODES

[SB 744](#) suspended the Essential Skills requirements for the 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 school years, Essential Skills are not a requirement for completion records. ~~Essential Skill Codes are a requirement for completion records.~~ Find additional information on Essential Skills on the [Essential Skill Graduation Requirement](#) webpage.

COMPLETED VIA STATEWIDE STANDARDIZED ASSESSMENT

Code	Name	Special Help
1	Completed via Statewide Summative Assessment in English	
8	Completed via Modified cut score on Statewide Summative Assessment in English	Modified Diploma Only

COMPLETED VIA EXTENDED ASSESSMENT

Code	Name	Special Help
7	Completed via Extended Assessment	Modified Diploma Only

COMPLETED VIA WORK SAMPLE OF MODIFIED WORK SAMPLES

Code	Name	Special Help
2	Completed via Work Sample in English	
E	Completed via Work Sample in a language other than English	Essential Skills and Local Performance Assessment Manual
A	Completed via Modified Work Sample in English	Modified Diploma Only
B	Completed via Modified Work Sample in a language other than English	Modified Diploma Only Essential Skills and Local Performance Assessment Manual

COMPLETED VIA OTHER APPROVED STANDARDIAEZED ASSESSMENT

Code	Name	Special Help
4	Completed via other approved standardized assessment in English	Completed via approved assessment; see list in Essential Skills and Local Performance Assessment Manual
F	Completed via other approved standardized assessment in a language other than English	Completed via approved assessment; see list in Essential Skills and Local Performance Assessment Manual

COMPLETED VIA LOCALLY DEVELOPED ASSESSMENT OR MODIFIED LOCALLY DEVELOPED ASSESSMENT

Code	Name	Special Help
5	Completed via locally developed assessment in English	Essential Skills and Local Performance Assessment Manual
G	Completed via locally developed assessment in a language other than English	Essential Skills and Local Performance Assessment Manual
I	Completed via Modified locally developed assessment in English – scored locally	Modified Diploma Only Cannot be used with a Test Administration Date after 8/31/2020 Essential Skills and Local Performance Assessment Manual
J	Completed via Modified locally developed assessment in English – scored externally	Modified Diploma Only Cannot be used with a Test Administration Date after 8/31/2020 Essential Skills and Local Performance Assessment Manual
K	Completed via Modified locally developed asmt-language other than Eng-scored locally	Modified Diploma Only Cannot be used with a Test Administration Date after 8/31/2020 Essential Skills and Local Performance Assessment Manual
L	Completed via Modified locally developed asmt-language other than Eng-scored externally	Modified Diploma Only Cannot be used with a Test Administration Date after 8/31/2020 Essential Skills and Local Performance Assessment Manual

~~CLARIFICATION REGARDING STUDENTS WHO MET ALL DIPLOMA REQUIREMENTS EXCEPT ESSENTIAL SKILLS~~

~~Students who attended school and otherwise met all diploma requirements **except** the essential skills by their last attendance date in that school year should not have the diploma award reported until the student meets all the essential skills requirement(s). The ADM End Date Code of 1A may be used on the student's last attendance record for the regular school year. Students who do not meet the diploma requirements over the summer (prior to September 1) or do not enroll during the first period Cumulative ADM collection will need to~~

have their ADM End Date code changed during the Exit Adjustment window to reflect that they neither earned a credential nor re-enrolled.

Students who meet the essential skills after their last attendance date during the regular school year but prior to July 1 may be reported as Program Type Code 14 in the Annual ADM collection. This record will be in addition to their last attendance record. It will not include days present/absent, hours of instruction, FTE, or session days. The ADM Enrolled Date should reflect the date the student met the requirements and earned their diploma, and the record should include appropriate diploma information, including the ADM End Date Code, ADM Diploma Type Code, and Essential Skill Codes. The Annual ADM collection will not allow an enrollment date after July 1. The ADM End Date should be one weekday following the enrolled date.

Summer diplomas, where the essential skills were met after July 1 but prior to the beginning of the school year, or without accompanying enrollment, will need to be reported in the First Period Cumulative ADM collection as program type 14. This record (as is true for all first period records) will need to be reported in each reporting period for the remainder of the school year even though the student is no longer enrolled and attending school. The cohort graduation process looks in the most recent first period Cum ADM collection, in addition to the Annual Cum ADM collections, for diplomas.

Students who return to school and have not met the essential skills during the summer months should be reported with their attendance as normal until they complete the essential skills requirements. Remember to continue to report the student in all reporting periods during the school year.

CUMULATIVE ADM EXIT ADJUSTMENT WINDOW

The Cumulative ADM Exit Adjustment is a data review that allows adjustments to previously submitted data in Annual Cumulative ADM. Changes made during Exit Adjustment are limited to Early Leaver and HS Completer information for data in the Annual Cumulative ADM Collection of the prior school year. The Exit Adjustment window uses the same file format as the Annual Cumulative ADM collection. It is not a standalone collection, and does not allow the creation of new records.

Districts can edit the ADMEndDt, ADMEndDtCd, ADMDiplomaTypCd, ADMWthdrIFctrCd, and Essential Skills fields only. Districts will be able to upload all Annual ADM records to the Exit Adjustment review, but only records that have changes in the limited update fields for the collection will be changed. If you need to make more extensive changes or add new records during the Exit Adjustment window, contact the ADM Data Owner or your [Regional ESD Partner](#) and request access to the full Annual ADM collection.

Districts should ensure that data are correct for students in grades 7 and above. This includes review of students who completed 6th grade in 2022-23 and withdrew before enrolling in 7th grade in 2023-24.

For additional information, see the [Exit Adjustment and Dropout Reporting manual](#).

CLARIFICATION REGARDING HIGH SCHOOL ENTRY YEAR

The first school year in which the student attended any high school grade in the United States or elsewhere is considered the student’s High School Entry Year. For most students this is their first year as a ninth grader (the table below describes the scenario for most students). This does not include students who are enrolled in grade 8 or below and taking a class or two at a high school building, or students who are in a district-level program housed in a high school building, but are not being served at a high school grade level. Those students’ grade levels would still be the grade in which they are enrolled at their regular school.

Examples for typical student enrollment patterns:

Grade in 2018-19	Grade in 2019-20	Grade in 2020-21	Grade in 2021-22	Grade in 2022-23	Grade in 2023-24	HS Entry Year
4	5	6	7	8	9	2023-24
5	6	7	8	9	10	2022-23
6	7	8	9	10	11	2021-22
7	8	9	10	11	12	2020-21

SPECIAL CIRCUMSTANCES

STUDENTS WHO SKIP (A) GRADE(S)

For a student who skipped (a) grade(s), the district must record the student’s first year in which the student attended any high school. Confusion may occur when the student skips grade 9 and enters grade 10. For example, a student who never attended high school before, skips 9th grade and enrolls in 10th grade in 2023-24 would have a high school entry year of 2023-24.

High school entry years should never be reset to match a student’s current enrolled grade, in the event that a student repeats or skips a year of high school. The high school entry year should always reflect the student’s first high school enrollment.

Grade in 2018-19	Grade in 2019-20	Grade in 2020-21	Grade in 2021-22	Grade in 2022-23	Grade in 2023-24	HS Entry Year
4	5	6	7	8	9	2023-24
5	6	7	8	8	9	2023-24
6	7	8	10	11	12	2021-22
7	8	8	10	11	12	2021-22

STUDENTS MOVED DOWN OR “DEMOTED” TO AN EARLIER GRADE

Students who begin the school year at one grade in high school and then are moved down or “demoted” to an earlier grade will retain the High School Entry year that was recorded as the first school year in which the student attended any high school. Confusion can occur when the student begins the school year at grade 9 and is moved back to grade 8. In the following example, the first student who was enrolled in grade 9 at the beginning of 2023-24 and was moved back to grade 8 for the remainder of 2023-24 would have a high school entry year of 2023-24.

Grade in 2022-23	Grade at the beginning of 2023-24	Demoted to grade	Grade at the end of 2023-24	HS Entry Year
8	9	8	8	2023-24
9	10	9	9	2022-23

STUDENTS FROM ANOTHER COUNTRY

Students enrolling in an Oregon public high school that transferred from another country will be assigned a high school entry year depending on the following question:

Is there evidence that the student was attending a high school in another country?

If there is available documentation that a student was enrolled in a high school in another country, the high school entry year would correspond with their first year in high school or grade 9 in that country as described in the previous section. If there is not available documentation that the student attended high school in another country, then the high school entry year will be the year that the student enrolled in high school in the US, regardless of the grade in which the student was placed.

For example, if a student transfers from Mexico, and there is documentation available showing that the student was in grade 9 for 2021-22 and enrolled in a public high school in Oregon for 2022-23, the student’s high school entry year would be 2021-22.

If a student most recently attended school in Mexico, enrolls in a public high school in Oregon in 2022-23, and there is no documentation available that the student attended a high school in Mexico, the student’s high school entry year would be 2022-23. Students whose most recent enrollment was in another country and for whom no documentation can be obtained, may also be assigned a cohort year based on the judgement of the first district to enroll the student in Oregon. See below for the flexibility policy for these and home schooled students.

HOME SCHOOL STUDENTS

Students who were home schooled and enroll in a public high school will be assigned a high school entry year depending on the following question:

IS THERE EVIDENCE THAT THE STUDENT WAS PREVIOUSLY ENROLLED IN A HIGH SCHOOL GRADE LEVEL?

Documentation Available:

If students have a transcript or other documentation of prior high school enrollment, they shall be assigned to the cohort that corresponds with their first documented enrollment in any high school grade or grade 9, anywhere in the world.

No Documentation Available:

If there is no available documentation of prior high school enrollment, the cohort year may be set at the discretion of the first Oregon public school or district to enroll the student in any high school grade, to a cohort year determined by the district or school to most closely align with the student's educational achievement and/or proficiency, but not more than three school years before the school year the student first enrolls with them in high school.

For example, if a student enters a high school during the 2023-24 school year, and there is no available documentation of prior high school enrollment, the district or school that the student first enters may either assign them the cohort year 2023-24 or assign them a cohort year of 2020-21, 2021-22, or 2022-23 based on the district's assessment of the student. The school or district may not assign a cohort year of 2019-20 or earlier, or a cohort year later than 2023-24, to a student who first enrolls in a high school grade with them in 2023-24.

A cohort year may be set in this way only once. After the initial determination of the student's appropriate cohort year has been made, no changes shall be allowed, except in the event of data misentry, misinformation/miscommunication at the time the year was set, or the discovery of documented evidence of high school enrollment. Later determinations of the student's proficiency, or the student's subsequent progress in high school, shall not be grounds for reassignment of the student's cohort year.

PROCESS FOR CHANGING A HIGH SCHOOL ENTRY YEAR

Once a district has entered a High School Entry Year for a student, this field is locked and can only be changed through an appeal process to ODE. Requests to change the high school entry year should be submitted on the High School Entry Year Appeal template (Excel) and sent by [secure file transfer](#) to your Regional ESD partner for data collections and accountability support. Do not send the template by email.

ODE has implemented the following five-step appeal process to change a High School Entry Year:

- **Step 1:** District completes the [High School Entry Year Appeal Template](#) for all students with an incorrect High School Entry Year.
- **Step 2:** District submits the completed template to their [Regional ESD Partner](#) to process. Submissions need to be sent by [secure file transfer](#) to ensure student confidentiality.
- **Step 3:** The Regional ESD Partner will provide an initial review of the template prior to sending to ODE. The Regional ESD Partner will verify the template is completed and in the correct format.
- **Step 4:** ODE will review the template and conduct an analysis of the student's history in Cumulative ADM or Annual ADM submitted in previous periods and/or years. Your Regional ESD Partner will contact the district regarding any discrepancies. To expedite your request, **please include a detailed explanation** of the circumstances and a description of any evidence you have that the year you are requesting is correct.
 - For example, the district states the student is a 9th grader in 2020-21, with a High School Entry Year of 2020-21. Per ODE research, we find the student was a 10th grader in 2019-20 in another district. The Regional ESD Partner contacts submitting district to resolve this discrepancy.
- **Step 5:** ODE and submitting District reach a resolution. If the resolution is to approve the requested change of the High School Entry Year, ODE will process this request and the Regional ESD Partner will send notification to the district upon approval. If the resolution is to not approve the requested change of the High School Entry Year, the Regional ESD Partner will send notification to the district that their request was not approved.

If you have any questions regarding the appeal process, please contact your [Regional ESD Partner](#).

CUMULATIVE ADM END DATE CODES

Find the complete list of Cumulative ADM End Date Codes in the Cumulative ADM End Date Code Lookup Table on the [District Website](#). The ADM End Date Codes fall into six categories:

- Category 1 – Indicates students who are expected to continue to be enrolled in the district.
- Category 2 – Indicates evidence has been received that the student transferred out of the district, exited to home school/private school, or has left the country.

- Category 3 – Indicates students who have not received a diploma or certificate and are no longer receiving K-12 educational services (e.g., drop-outs, exceeded age requirements, permanent expulsion).
- Category 4 – Indicates students who have completed an approved program or met certain criteria (includes diplomas, GEDs, and certificates).
- Category 5 – Indicates students who are no longer enrolled in the district for various reasons but are expected to return.
- Category 6 – Indicates students who are deceased or have returned after receiving a completion credential and exited again.

CATEGORY 1

1A – Indicates students who are expected to continue in the same resident school within the same resident district.

Examples:

- Students who have changed grade or program type within the same school.
- Students who are expected to continue in the same school next year.
- Students who are still enrolled in the same school at the end of a reporting period.

1B – Indicates students who transferred to a different resident school within the same resident district.

Examples:

- Students who transfer from elementary to middle school or from middle school to high school.

1C – Indicates students who are expected to continue in the same resident district receiving educational services but are not assigned to a school.

Example:

- Students who receive district-provided educational services, such as individualized education outside a school setting (i.e. hospitalized/homebound students).

1D – Indicates students who are expected to continue in the same resident district, but no specific school information is available.

Example:

- Students have completed the school year but their assigned school for the following year has not been determined.

CATEGORY 2

2A – Indicates evidence has been received showing the student transferred to another public school district or public agency in the same state. Documentation is required.

Example:

- Students who transfer to a new Oregon public school in another resident district and a records request is received. Seeing the student reported elsewhere in the SSID system does not count as documentation for this ADM end date code.

2B – Indicates students who are enrolled in a nonpublic K-12 school or setting in the same state. Documentation is required.

Examples:

- Students who are ESD Registered home school students.
- Students who leave the public school to attend a private school.
- Students who transfer into private rehabilitation or residential facilities that has a high school diploma program for which the original district does not pay.
- Students who transfer into Job Corps programs that offer a high school diploma program.

2C – Indicates students who transferred to a public or nonpublic school in another state or outside the United States. Documentation is required.

Examples:

- Students who transfer to another state and enroll in school. Evidence of continued enrollment must be received.
- Foreign exchange students who return to their home country and enroll in a public or nonpublic educational facility.
- Students that emigrate.

2D – Indicates students that have transferred out of the school district into a non-degree granting district, school, or program that is not included in accountability reporting. Documentation is required.

Examples:

- Students who transfer to a non-school, state operated facility, such as a juvenile detention educational (JDEP) program.
- Students who transferred to a long-term care and treatment (LTCT) facility that does not offer a high school diploma.

Note: For transfers to federal programs, such as Job Corps, see codes 2B and 3D. For institutions that do not provide education, like some adult correctional facilities, use code 3C.

CATEGORY 3

3A – Indicates students who withdrew for personal or academic reasons. This code will also require a Withdrawal Factor Code.

Examples:

- Students who drop out because of failing grades, employment, pregnancy, or general dissatisfaction with school.
- Students who inform the school that they are dropping out.

3B – Indicates students who have exceeded the age requirements, including any religious or cultural age limits recognized by state law or policy.

Examples:

- Students who are past the age in which a free, appropriate public education must be provided by the district and who have not met the state graduation requirements.
- Students whose religious beliefs prohibit attending school past a certain age.

3C – Indicates students who were removed from the education system for reasons other than health and are not expected to return.

Examples:

- Students who are permanently expelled.
- Students placed by the court in facilities where education services are not provided, such as some adult correctional facilities.

Note: Students who transfer to an education-providing facility, such as a juvenile detention education (JDEP) program, should be exited with a 2D End Date code.

3D – Indicates students exited to enroll in adult education or some type of education program that does not lead to a diploma or other credential recognized by the State.

Examples:

- Students who are enrolled in Job Corps programs or other programs that do not lead to a high school diploma.
- Students enrolled in a GED test preparation program, who have not yet earned a GED.
- Students enrolled in adult education programs that do not lead to a regular high school diploma.

3E – Indicates students who are not enrolled and their status is unknown.

Examples:

- Students who are not known to be attending school, or for whom no appropriate transfer documentation has been obtained.
- Students who are dropped from the attendance roster for excessive truancy.
- Students believed to have moved away but for whom the district cannot verify enrollment in school elsewhere.

3F – Indicates students who did not re-enroll by October 1 as expected after completing the prior school year.

Example:

- Students who indicated at the end of the school year they would be returning to the same school the following year and were coded as 1A for the Annual ADM collection, but did not re-enroll as of October 1 of the following school year.

Note: This code is intended for students who were enrolled through the end of the school year only. Students who withdrew before the end of the school year should not be reported with a 3F code.

CATEGORY 4

4A – Indicates students who have completed an approved program of study, met all state or district requirements for a high school diploma, and were awarded a high school diploma. Student does not intend to participate in a post graduate scholars program.

Example:

- Students who have met all requirements for and have been awarded a regular diploma and are not expected to continue their enrollment, or who have been awarded a modified, adult, or extended high school diploma.

Note: Remember to submit the appropriate diploma type code – regular, modified, adult, or extended high school diploma. Students who have not met all diploma requirements, including essential skills, may not be reported with this code. ADM Business rules disallow funding for students who have previously been reported with end date code 4A, diploma type code 1.

~~**4B** – Indicates students who have completed an approved program of study for high school completion but did not meet all the state or district requirements for a high school diploma.~~

Example:

- ~~Students who completed all course requirements but were unable to demonstrate mastery of required Essential Skills.~~

~~Note: Students who did not meet their essential skills by June 30 of the school year but are anticipated to meet them over the summer, should be coded as a 1A in Annual ADM and then submitted as a Program Type 14 record in First Period. Students who did not earn all the required credits should be coded as 1A (continuing) if they are expected to return for a fifth year. If they do not return, change the 1A code to 3F (completed prior school year but did not reenroll). Students who did not earn the required credits and are not expected to return should be coded with a 3A (withdrew for personal or academic reasons). **Do not use 4B to report a student who earned a modified diploma.**~~

4C – Indicates students who completed a program of study that did not address state diploma requirements and were awarded a certificate of achievement or attendance.

Examples:

- Students who are special education students who satisfied an IEP but do not qualify for a regular, modified, adult, or extended high school diploma.
- Students in Alternative Programs who are issued a certificate of attendance.
- Students who are awarded a district-defined alternative certificate as outlined in OAR 581-022-2020.

4D – Indicates students who completed a career and technical education program and earned a certificate recognized by the district.

Example:

- Students who completed a career and technical education program and earned a certificate other than a diploma.

4E – Indicates students who passed an equivalency examination through an approved program, such as the GED.

Example:

- Students who passed all required GED exams and were awarded a GED. Documentation is required to use this ADM end date code.

Note: Adult High School Diplomas are recorded under 4A.

4F – Indicates students who have completed all state or local requirements for graduation but have not been awarded a diploma due to pursuit of further education in the district.

Example:

- Students who have met diploma requirements but have been enrolled in high school for fewer than four years, and are continuing their enrollment.

Note: 4F must be followed by a 4A or 4G code indicating that the diploma was awarded. Students who have been enrolled in high school for four or more years may not be reported with this code.

4G – Indicates students who have completed an approved program of study, met all state or district requirements for a high school diploma, and who were awarded a high school diploma. Students qualified for and intend to participate in a Post Graduate Scholars program.

Example:

- Students who have met the requirements for a regular or modified diploma and have been in high school for four or more years. The student plans to participate in postgraduate scholars for the next year.

Note: Records using ADM End Date Code 4G must also use ADM Diploma Type Code 1 or 2 (Regular or Modified High School Diploma). Essential Skill codes and dates are required according to the student's high school entry year.

CATEGORY 5

5A – Indicates students who are not attending school for disciplinary or other eligibility reasons, but are eligible to enroll at a later date. These students are expected to return to school at some point.

Example:

- Students who are expelled or suspended for a significant period of time, but not permanently.
- Students who have not presented proper evidence of required immunizations.

5B – Indicates students who are not receiving services currently due to long-term medical conditions but would be eligible to return to school upon completing a treatment program or recovery.

Examples:

- Students who are participating in a drug treatment program or residing in rehabilitative centers. (This code is for students not receiving educational services and does not include students attending a Long Term Care and Treatment (LTCT) education program where they are receiving educational services.)

- Students who are chronically ill, or suffer from an illness of such severity they cannot receive educational services.

5C – Indicates Oregon students who exit to participate in a foreign exchange program and are eligible to return to school in the United States. Documentation is required.

Example:

- Students who are out of the United States participating in a foreign exchange program.

Note: This is for students from the U.S. attending in another country, not students from another country attending a foreign exchange program in the U.S. and then exiting back to their home country.

5D – Indicates students who exit the district and enroll in an early admission college program but are eligible to return to graduate.

Example:

- Students who are enrolled in a post-secondary school prior to earning a high school diploma. Students who exited the district but are continuing to fulfill state high school graduation requirements while earning post-secondary credit.

Note: This code is not for students who are earning post-secondary credit through a district program, such as Expanded Options, Dual Credit, or Post Graduate Scholars.

5E – Indicates students who are withdrawn and under compulsory attendance age.

Example:

- Students who are enrolled and withdrawn from school (usually for reasons of immaturity), but are eligible to return.

Note: The current compulsory attendance age in Oregon is age 6 as of September 1 of the current school year.

CATEGORY 6

6A – Indicates students who have died or have become permanently incapacitated. Documentation is required.

Examples:

- Students who have died.
- Students who have become permanently incapacitated, either physically or mentally, and are not expected to return to school within their lifetime.

6B – Indicates students who have returned to school after receiving a completion credential or after they have reached the age until which the State guarantees a free, appropriate public education, and have subsequently exited school.

Examples:

- Students who have earned a GED and then re-enrolled to pursue a high school diploma and exited again without earning the diploma.
- Students who earned a degree other than a regular or modified diploma from another state prior to their Oregon high school enrollment, and exited Oregon enrollment without earning another diploma.
- Students who were previously exited as dropouts when they exceeded age limitations, but have re-enrolled as paid tuition students and exited again.
- Students who have participated in up to one year of college coursework through the Post Graduate Scholars program, then exited.

Note: Do not report the award of a credential multiple times. Students who were awarded a modified diploma, for example, should be reported only once as having been awarded a modified diploma. Subsequent exits should use this code (6B).

AVERAGE DAILY MEMBERSHIP (ADM)

This topic includes the following sections:

- Key Fields
- ADM Field Descriptions
- Policy Regarding Student Level Data Collection Reporting of Education Programs
- Reporting the Resident District in ADM
- ADM Program Type Codes
- Oregon Student Accounting Manual
- [OAR 581-023-0006](#)
- [OAR 581-023-0008](#)
- Interpretations
- Ten-Day Rule Examples
- Reporting of ADM for Students Participating in College Classes
- Full-time/Part-time
- Alternative Programs
- Suggested Student Attendance Accounting Report Checklist
- ADM Reporting Guideline
- Suggested Checklist For Accuracy Control System

KEY FIELDS

A specific set of critical collection fields form a 'natural key' to define the uniqueness of a collection record. Key column values of submitted records are compared (individually) to key column values of posted records to determine if an individual submitted record should be inserted (to create a new posted record) or used to update an existing posted record.

Sequence	Field Name
10	Collection_ID
20	ChkDigitStdntID
30	AttndSchlInstId
40	ADMProgTypCd
50	ADMEnrIDtTxt

ADM FIELD DESCRIPTIONS

ADM Fields provide information about the student's enrollment, including information on specific periods of time, program type, and attendance. Fields are required unless otherwise noted.

ENROLLED PROGRAM TYPE CODE

Category	Additional Information
Field Name	ADMProgTypCd
Description	Code indicating the program type the student is enrolled in during the reporting period.
Special Help	The primary record for the student should be their regular attendance record. If the student is being served in an English Learner (EL) or Pregnant and Parenting (PnP) program, they should have a second record, in addition to their regular attendance record, reported as program type code 02 (EL) or 03 (PnP). This second record will be used for weighted funding (ADMw).

Category	Additional Information
References	ADM Related Data by ADM Program Type Student Accounting Manual Average Daily Membership (ADM) Resources – Layout: Cumulative Average Daily Membership (CumADM) File Format

ENROLLED DATE

Category	Additional Information
Field Name	ADMEnrIDtTxt
Description	The date the student began attending a school or program within the district.
Special Help	<p>The ADM Enrollment date will reflect the first day of the student's actual attendance in an institution or program type (or the date of the outcome being reported, if the record is ADM Program Type 14).</p> <p>Exception: A student with an excused absence of less than ten school days at the beginning of the school year may be counted in membership prior to the first day of attendance, but not prior to the first calendar day of the school year, if the status has been verified by contact with the parent or guardian. If the student does not actually attend during the first ten session days of school, the student's ADM Enrollment date must reflect the student's actual first day of attendance. A student may not be reported with only days absent.</p>
References	Student Accounting Manual

ENROLLMENT END DATE

Category	Additional Information
Field Name	ADMEndDtTxt
Description	An indicator of when the student withdrew from the institution or the program type either through early withdrawal, a change of circumstances, or at the end of the period or school year.
Special Help	<p>NOTE: It is important that the ADM End Date field is accurately submitted as outlined below. Incorrect data submission of this field may result in incorrect data reported in the Accountability reports and the Fall Membership report.</p> <p>A district will submit a record with an End Date when there is a change of circumstances, for example:</p> <ol style="list-style-type: none"> A student transferred to another public school in the same local district; A student transferred to a non-public school; A student moved out of the local school district or state; A student is quitting school after passing compulsory attendance age; A student leaves school to go to work; A student graduates mid-year; A student withdrew because of other reasons; A student changes grade levels; A student changes or withdraws from a program; A student moves from full time to part time FTE or vice versa; A student has been absent for more than 10 consecutive school days. A student changes resident counties. <p>Withdrawal prior to the end of the period or prior to the end of the school year</p>

Category	Additional Information
	<p>If the student withdraws prior to the end of the period or prior to the end of the school year, the ADM End Date should reflect the first weekday following their withdrawal. The date on which the ADM End Date occurs may not be counted as a day present or a day absent.</p> <p>Enrollment on the last day of the period If the student enrolls on the last day of the period, the ADM End Date should reflect the first weekday following their enrollment (even though it would be outside the reporting period). The date on which the ADM End Date occurs may not be counted as a day present or a day absent.</p> <p>Withdrawal on the last day of the period If the student's last day of attendance is the last day of the period, the ADM End Date should reflect the first weekday following their withdrawal (even though it would be outside the reporting period). The date on which the ADM End Date occurs may not be counted as a day present or a day absent.</p> <p>Enrollment through the end of the period and beyond If the student is still enrolled at the end of the period, the ADM End Date should reflect the first weekday after the end of the reporting period. The date on which the ADM End Date occurs may not be counted as a day present or a day absent.</p> <p>Enrollment through the end of the school year If the student is still enrolled on the last day of the school year, the ADM End Date should reflect the weekday following the actual last day of school. The ADM End Date may not be left blank to indicate the student attended through the end of the school year. The ADM End Date at the end of the school year may not be counted as a day present or absent, nor should it be counted as a session day.</p>
References	OAR 581-023-0006

SESSION DAYS – REQUIRED FOR PROGRAM TYPE CODES 01, 02, 03, AND 15

Category	Additional Information
Field Name	ADMSessDays
Description	Signifies the number of school district calendar days that students are in classrooms under instruction of appropriately licensed instructional staff for the reporting period.
Special Help	<p>Reported by full-time schools and programs only.</p> <p>Full-time students are reported as days present/absent in full-day or half-day increments. Students enrolled in and attending ODE approved English as a Second Language classes (OAR 581-023-0100 (4)), as well as Pregnant and Parenting programs, will also be reported as days present/absent.</p> <p>Session days include prescheduled weekdays during which the majority of students within the same school/grade level are scheduled to be present under the guidance and direction of appropriately licensed instructional staff, and there is an expectation that the majority of students within the school/grade level would be in attendance.</p>

Category	Additional Information
	<p>Session days should increase for all students, regardless of their enrollment dates, for each ADM period that the school and grade has classes. The number of session days should be the same for all students in the same school and grade.</p> <p>Days in which attendance is optional and additional days provided that are outside the bounds of the time scheduled for the majority of students in the school/grade level may not be counted as a day in session. Summer school may not be counted as session days. Outdoor school may be counted in your instructional hours and may be used as session days, provided it occurs during the regular school year and instruction is provided.</p> <p>If there are multiple shifts of students, such as alternating Kindergarten shifts where a portion of the students are scheduled to attend 2 days per week and the other portion of students are scheduled to attend 3 days per week, the majority in the shift must be scheduled to attend in order to count the day as a session day for that shift. This means the group of students who are scheduled to attend 2 days per week would have fewer session days than the group of students who are scheduled to attend 3 days per week.</p> <p>Regardless of the delivery method of instruction, time occurring on a weekend or on a state holiday may never be counted as a session day or as hours of instruction per ORS 336.010 and ORS 187.010. As well, for online schools, if appropriately licensed teachers for the courses taken are not available to students during regular business hours, the day may not be counted as a day in session, and the day may not be counted as a day present/absent.</p> <p>Teacher training, parent teacher conferences, or pre-registration assembly days where students are not in attendance cannot be counted as a day in session.</p> <p>Note: A certain number of hours of recess, staff professional development, and parent teacher conferences may be included in the required instructional hours OAR 581-022-2320(6).</p>
References	OAR 581-022-2320

PRESENT DAYS – REQUIRED FOR PROGRAM TYPE CODES 01, 02, 03, AND 15

Category	Additional Information
Field Name	ADMPrsntDays
Description	Number of days the student was recorded as attending school during the reporting period.
Special Help	<p>Full-time students are reported as days present/absent in full-day or half-day increments for days in which they are scheduled to attend. Students enrolled in and attending English as a Second Language classes, as well as Pregnant and Parenting programs, will also be reported as days present/absent.</p> <p>For a student assigned an FTE of 1.0, they must be present for more than half of the morning to be counted as present for the morning, and present for more than half of the afternoon to be counted as present in the afternoon. If a 0.5 FTE student attends at any time during the day, the student is counted as present for the full day. Kindergarten students in half time programs (Program Type Code 15) should be reported as whole days present/absent and are counted as present for the entire day if they are present for any portion of that day. If the student is</p>

Category	Additional Information
	<p>reported with 0.5 FTE, they should only be reported with whole days present and days absent. Starting in 2015-16, Kindergarten students attending Full-Time programs should be reported under Program Type 1 with the same FTE and Days Present/Absent rules as other grades.</p> <p>For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is not required to be from 12:00 a.m. to 11:59 p.m.</p> <p>Students who are not enrolled full-time and are taking only online courses offered by the school district are reported as Large Group Instruction (ADM Program Type Code 04), not days present and days absent. Time spent engaging in school-sponsored extracurricular activities during the official school day (including travel) will be counted as time present in the Cumulative ADM data collection.</p> <p>Students who are taking both regular and online classes at the same time:</p> <ul style="list-style-type: none"> • If daily attendance is taken for online classes, districts may include this attendance in the calculation of days present and days absent, just as they would include daily attendance from a regular class. • Alternatively, if a student is reported as present at the regular school, they are also counted as present for the online class. If a student is reported as absent from the regular school, they are also counted as absent from the online class.
References	<p>Executive Numbered Memo 003-2019-20 Absent and Present Reporting in Cumulative ADM</p>

ABSENT DAYS – REQUIRED FOR PROGRAM TYPE CODES 01, 02, 03, AND 15

Category	Additional Information
Field Name	ADMAbsntDays
Description	Number of days the student was recorded as absent from school during the reporting period whether excused or unexcused.
Special Help	See ADM Days Present.

INSTRUCTIONAL HOURS – REQUIRED FOR PROGRAM TYPE CODES 4-12 AND 16

Category	Additional Information
Field Name	ADMInstrctHrs
Description	Number of hours of instruction received by a student during the reporting period.
Special Help	<p>To calculate the ADM for instructional hours, please see the Student Accounting manual section of this manual or OAR 581-023-0006(7). A student whose attendance is reported as hours of instruction must be withdrawn from the active roll on the day following the tenth consecutive day of absence from the program in which they are enrolled. A student must be present for at least one hour of instruction in order to restart the count of consecutive days' absence.</p> <p>Students who are not enrolled in a full-time program and are taking only online courses offered by the school district are reported as Large Group Instruction (ADM Program Type Code 04) for up to 1 hour per day per course taken provided all other</p>

Category	Additional Information
	<p>criteria are met. There must be evidence of continued enrollment in the course in order to count the instructional time. See additional guidance under the ADM Resources Page.</p> <p>Part-time Alternative Programs including Large Group (ADM Program Type Code 04), Intermediate Group (ADM Program Type Code 06), and Small Group (ADM Program Type Code 07) are reported as hours of instruction. Only hours that a student was present (not necessarily scheduled) for may be counted when reporting instructional hours.</p> <p>Case management (ADM Program Type Code 05) is reported as hours of instruction. Case management is time spent by an instructor working on behalf of a public school student to obtain other educational or social services. This does not include time spent on behalf of ESD registered home schooled students. These hours must be verifiable, and permission to count them must be specifically authorized. Case management services (not limited to student contact) may constitute up to ten percent of equivalent ADM if specifically authorized by contract with the resident school district. There should also be a regular attendance record for the student. The Department may request additional information regarding students reported in this manner. Case Management may constitute up to 10% of a student's ADM. The maximum number of hours in a single record is 44 for Second Period Cumulative ADM and 105 for Annual Cumulative ADM.</p> <p>Employed Minors (ADM Program Type Code 08) may be counted as hours of instruction if the time is documented in a district-supervised work experience program, district-supervised community service activity, or district-supervised independent study, providing it was performed as a part of the instructional programs designed to fulfill the student's educational goals.</p> <p>Home Schooled - Instruction provided in a public school or public alternative program to students registered with an ESD as home schooled are reported as instructional hours under Shared time (ADM Program Type Code 09). If the ESD registered home school student is scheduled to receive more than half of their instructional time in a public school, they are no longer considered to be a home schooled student for the purposes of ADM reporting and will be reported as any other student. ESD Registered Home School students or Private School students may only be reported for State School Funding purposes (Tuition Type S) if they receive supplemental education from institutions within their geographical resident district boundaries. Students receiving supplemental services from an institution not within their geographical resident district boundaries, may be reported but must be reported with Tuition Type P, for Paid tuition.</p> <p>Students enrolled in private school but supplementing their instruction in public school may be reported as instructional hours under Shared time (ADM Program Type Code 09) for the time enrolled in public school.</p> <p>Tutorial - Instruction provided to one student by a licensed staff member in an alternative program approved by the school district may be reported as instructional hours under Tutorial (ADM Program Type Code 10). No more than five day's membership may be claimed in Cumulative ADM Reporting for any</p>

Category	Additional Information
	<p>student enrolled in any combination of programs during a one-week period, but more than this may be provided. See OAR 581-023-0006(6)(b) and (e) for additional information.</p> <p>For students in the Expanded Options program (code 11), students taking college courses meeting the definition of College Coursework (other) (code 12), or Post Graduate Scholars (code 16), enter the number of college-equivalent quarter credit hours attempted:</p> <p style="padding-left: 40px;">1 quarter-credit hour = 1 quarter-credit equivalent hour</p> <p style="padding-left: 40px;">1 trimester-credit hour = 1 quarter-credit equivalent hour</p> <p style="padding-left: 40px;">1 semester-credit hour = 1.5 quarter-credit equivalent hours</p> <p>Note: Use program type code 13 to report students who are enrolled in college programs for which the district does not have the quarter credit equivalent hours attempted as of the reporting date. Hours of instruction should be zero (0). The district will not receive funding for these records. Reporting students by hours of instruction does not include session days, FTE, or days present/days absent. Districts will need to change the student's record to accurately reflect the actual hours as soon as possible (particularly in 3rd period in order to make sure students are included appropriately in accountability reports). If a Program type 13 record is reported and the collection closes before the district has the necessary information, the district must request to have that collection reopened to change the Program type 13 records once the information has been obtained, even if the data have since been reported accurately in the Annual Cumulative ADM collection. Program type 13 may not be used in the Annual Cumulative ADM collection.</p>
References	OAR 581-023-0006(7)

FULL TIME EQUIVALENCY

Category	Additional Information
Field Name	ADMFTE
Description	Full Time Equivalency (FTE) level for the student.
Special Help	<p>Students in ADM program types 01, 02, or 03 are reported as either 1.0 or 0.5 FTE. The field should be left blank for all other ADM program types.</p> <p>To be reported as ADM Program Type Code 01, which requires FTE to be entered, the school or program must offer the minimum instructional hours required as outlined in OAR 581-022-2320.</p> <p>Students who are scheduled to participate in more than one-half of the full day are given an FTE of 1.0. Those students who are scheduled to participate in one-half or less of the full-day program are given an FTE of 0.5. FTE for students on block schedules is determined by looking at the student's entire schedule. If the student is scheduled to attend more than half of the day, every day of the schedule, they would be reported as 1.0 FTE. If the student is scheduled to attend half the day or less, every day of the schedule, they would be reported as 0.5 FTE.</p> <p>Beginning 2015-16, Kindergarten students enrolled in a part-time program, which for Kindergarten is any program that offers less than the minimum instructional</p>

Category	Additional Information
	<p>hours required by OAR 581-022-2320, are given an FTE of 1.0 and reported under ADM Program Type code 15, regardless of how much of that day they attend. The Department will adjust those part-time kindergarten students' FTE to reflect the permissible percentage as stated in statute (currently 0.5). Kindergarten students who are enrolled in Full-Time programs, which for Kindergarten are programs that offer at least the minimum instructional hours required by OAR 581-022-2320, will be reported using Program Type 01 and reported as either 1.0 or 0.5 FTE, just as students in other grades are reported.</p> <p>Students who are enrolled in an alternative program scheduled to operate a full school day may be reported either as either ADM Program Type 01 or ADM Program Types 04-10, but not both simultaneously. A full-time program is one designed to provide the minimum number of hours of instruction for that grade as contained in OAR 581-022-2320.</p> <p>Students who are enrolled in a full-time curriculum and participate in a work-study program as part of that curriculum may be given an FTE of 1.0 if the district supervises the work-study program and the combination of regular classes and the supervised work-study is scheduled for more than half the school day. Work Study is not to replace a student's entire instructional program. If a student is released for work during school hours and the district assumes no responsibility for the time involved, that time may not be counted as participation in the full-day program for purposes of determining the student's FTE. See OAR 581-023-0006 (5) (B) and (7) (F) for additional information.</p> <p><i>Example: A student enrolled in a full-time program who, each day, takes four hours of class in school and has three hours of supervised work-study earns an FTE of 1.0. A student who takes three hours of classes in school and leaves for a job on his own earns an FTE of 0.5.</i></p>
References	OAR 581-022-2320

ENROLLED TUITION TYPE CODE

Category	Additional Information
Field Name	ADMTuitionTypCd
Description	Code indicating the tuition type the student is enrolled under during the reporting period.
Special Help	<p>Tuition type S – State Funded – ADM goes to the resident district.</p> <p>Tuition type F – Fully State Funded Program – Funds for the student placement in the program are provided directly to the contractor operating the program by ODE. Fully state funded programs are Oregon Department of Education Long Term Care and Treatment Facilities, ODE Approved Hospital Programs, and the Oregon School for the Deaf. The resident district does not receive state school funds.</p> <p>Tuition type P – Paid Tuition – Tuition for the student is paid from a source other than the state school fund. The resident district does not receive state school funds. Students who are paid tuition are required to be reported in the Cumulative ADM collection. EG: Foreign Exchange students on F-1 Visas, students enrolled in a non-resident district without an inter-district transfer agreement or tuition agreement, and ESD-Registered homeschool students and private school students</p>

Category	Additional Information
	receiving supplemental coursework in a public school outside of their geographical resident district. Note: All Program Type 14 records should be reported using Tuition type P.

POLICY REGARDING STUDENT LEVEL DATA COLLECTION REPORTING OF EDUCATION PROGRAMS

In 2008, ODE changed its policy on reporting requirements for the student level collections regarding program IDs. Previously, program IDs were used to report students enrolled in a program run by the school district or ESD. With this change, students enrolled in programs are to be reported using a school or district institution ID. ESD-run schools will be reported using the institution ID of that school.

The student should be reported by the school, district, or ESD that is making the educational decisions for the student.

The following requirements apply to public Programs at ESDs and school districts.

1. The Resident District field does not accept ESD Institution IDs.
2. The Resident School Field does not accept public program Institution ID numbers or School District IDs.
3. ESD Institution ID numbers will only be allowed in the Attending District and Attending School fields. These numbers may not be reported in the Resident District or Resident School fields. (NOTE: This rule does not apply to the “resident-based” collections, including: Special Education Child Count, Child Find, and Exit Collection. You will need to follow the instructions for those collections when reporting students.)
4. LTCT, EI/ECSE, JDEP, YCEP, ACEP, Hospital, and Community College Program IDs are still allowed in the Attending District and Attending School fields.

EXAMPLES OF REPORTING STUDENTS WHO ARE:

ENROLLED IN AN ODE LONG TERM CARE AND TREATMENT (LTCT) PROGRAM:

Students enrolled in an [ODE LTCT](#) should be reported using the ODE LTCT District (Institution ID 3559) as both the Resident District and Resident School, unless the student is also enrolled in a regular public school more than 50% of their instructional time.

Resident District	Resident School	Attending District	Attending School
3559 - ODE LTCT District ID	3559 - ODE LTCT District ID	LTCT Contracting District/ESD	LTCT Attending School

ATTENDING AN ODE HOSPITAL PROGRAM:

Students who receive educational services from a Hospital Program should be reported using the ODE Hospital Program ID (Institution ID 5401) as both the Resident District and Resident School.

Resident District	Resident School	Attending District	Attending School
5401 - ODE Hospital Program District ID	5401 - ODE Hospital Program District ID	Hospital Program Contracting District/ESD	Hospital Program Attending School

ATTENDING PROVIDENCE PEDIATRIC NURSING FACILITY

Students who are attending Providence Pediatric Nursing Facility (Institution ID 5270) are resident at the ODE Pediatric Nursing Facility District (Institution ID 5269) as both the Resident District and Resident School. Residency shifts from the resident school to the ODE Pediatric Nursing Facility District per [ORS343](#).

Resident District	Resident School	Attending District	Attending School
5269 - ODE Pediatric Nursing Facility District ID	5269 - ODE Pediatric Nursing Facility District ID	Contracting District	5270 - Providence Pediatric Nursing Facility

ENROLLED IN BOTH A SCHOOL AND A PROGRAM:

Students enrolled in a public school and a district-run program should be reported based on their place of enrollment during the data collection reporting period where they spend 50% or more of their time.

Resident District	Resident School	Attending District	Attending School
Resident District ID	Resident School ID	Attending District ID	Attending School ID

ENROLLED 60% OR MORE IN A DISTRICT PROGRAM, OR ENROLLED ONLY IN A PROGRAM AND NO OTHER INSTITUTION:

NOTE: The following examples pertain to reporting students enrolled in programs only. Students who are enrolled in schools should be reported in the usual manner.

A district program, for reporting purposes, does not include programs administered by a school. Students who attend a program administered by a school, even if they are on a different track from the other students in the school, are still considered attending a school, and the school's institution ID should be used. As of July 1, 2023, a School District ID will not be allowed in the Resident School field for district program placements in accordance with SB 923.

Resident District	Resident School	Attending District	Attending School
Resident District ID	Resident School ID	Attending District ID	Attending District ID

District Special Education Students: Indicates that the student was enrolled in a district special education program during the school year and received general education classroom instruction for less than 40% of the time (Federal Placement Codes 32-41), including non-regular education settings. The DistSpEdProgFg should be marked 'yes' if the student was District Special Education in their attending district (served in general classroom instruction for less than 40% of the day) at

any point between the beginning of the school year and the first school day in May, even if they were no longer enrolled by the first school day in May.

ENROLLED ONLY IN AN ESD-RUN PROGRAM:

Student only attending an ESD-run Program and no other institution.

ESD programs should have institution IDs and be registered with the department as alternative education programs. The attending school should reflect the ESD program’s institution ID. If the ESD Program does not have an active institution ID, contact ode.institutions-request@state.or.us to begin the process of obtaining an institution ID. As of July 1, 2023, a School District ID will not be allowed in the Resident School field for ESD Program placements in accordance with SB 923.

Resident District	Resident School	Attending District	Attending School
Resident District ID	Resident School ID	ESD ID	ESD Program’s ID

NOTE: ESD-run programs may be housed in a location that offers grades other than the student’s grade of enrollment. For example, an elementary student may attend an ESD-run program that is located in a high school building. Neither the student’s grade level nor the grades offered in the building need to be changed under these circumstances. The student is enrolled in an ESD-run program and would be reported with the ESD ID not the building ID.

REPORTING THE RESIDENT DISTRICT IN ADM

This section includes information on:

- Standard Submission
- Legally Emancipated Individuals
- Students Age 21 and Older
- Students Age 18-20
- Students under Age 18
- ESD Registered Home Schooled Students
- Students Enrolled at the Oregon School for the Deaf
- Out of State Students Enrolled in Oregon Public School
- Students Attending ESD Run Programs
- Students Resident in Oregon Attending School Outside of Oregon
- Foreign Exchange Students
- Students Enrolled in a Public Alternative School/Program
- Students Enrolled in a Private Alternative School
- Students Enrolled in Charter Schools
- Students with Inter-district Transfer Agreements
- Tuition Agreements
- Students Enrolled in Long Term Care and Treatment Centers or Hospital Programs
- Special Education Students
- Paid Tuition
- Juvenile Detention Education Programs
- Youth Corrections Education Programs
- Transfers under SB 994 (formerly included in HB 3681)

STANDARD SUBMISSION

Generally, students between the ages of 4 and 18 are considered resident, for school funding purposes, in the school district in which their parents, guardians, or persons in parental relationship to them reside. See Special Circumstances below for exceptions.

LEGALLY EMANCIPATED INDIVIDUALS

Legally emancipated individuals are considered resident, for the purpose of school funding, in the school district in which the student resides unless the student circumstance is covered under another special circumstance in this section.

STUDENTS AGE 21 AND OLDER

Students who are age 21 or older as of September 1 of the current school year are not eligible for funding from the State School Fund. Students who are age 20 as of September 1 who turn 21 during the current school year continue to be eligible for funding through the end of the school year. Students with birthdays between July 1 and September 1 are eligible for State Funding up to their 21st birthday but must be changed to Paid Tuition Type Code (“P”) after their 21st birthday.

STUDENTS AGE 18-20

Students who are age 18 to 20 are considered resident, for the purpose of school funding, in the school district in which the student resides unless the student circumstance is covered under another special circumstance in this section.

STUDENTS UNDER AGE 18

Students who are under age 18 are considered resident, for the purpose of school funding, in the school district in which their parent, guardian, or person in a parental relationship to them reside unless the student circumstance is covered under another special circumstance in this section.

ESD REGISTERED HOME SCHOOL & PRIVATE SCHOOL STUDENTS

Oregon students registered with an ESD as home schooled or students in private schools who are participating in up to 50% of the daily instructional hours of a public school are considered resident, for the purpose of school funding, in the school district in which their parent, guardian, or person in a parental relationship to them reside or, in the case of legally emancipated minors or students age 18 or older, the school district in which the student resides. Residency does not shift for non-public school students receiving services in a charter school. ESD-registered homeschooled and private school students may only be funded through the state school fund for supplemental coursework received in public school if they are receiving that coursework within the geographical resident district outlined above. The geographical resident district is under no obligation to provide supplemental coursework to ESD-registered or private school students unless, for ESD-registered private school students, a course is required in order to participate in an interscholastic activity. The exceptions are students enrolled in a Juvenile Detention Education Program, Youth Corrections Education Program, or Long Term Care and Treatment Center.

Students who are parentally placed in a private school in a school district outside their geographical resident school district cannot be claimed in ADM in the non-resident school district unless there is an inter-district agreement in place.

Oregon students registered with an ESD as home schooled who are participating in more than 50% of the daily instructional hours of an Oregon public school shall be reported as any other Oregon public school student for the purposes of school funding (please review the other circumstances in this section for applicability).

STUDENTS ATTENDING AT THE OREGON SCHOOL FOR THE DEAF

Students attending at the Oregon School for the Deaf (ID 1832) should be reported with the student's parent or guardian's legal resident district in the Resident District field and the school

the student would attend in their resident district if they were not attending the Oregon School for the Deaf in the Resident School field, the Attending District field as ODE District ID 2336, and 1832 in the Attending School field.

OUT OF STATE STUDENTS ENROLLED IN AN OREGON PUBLIC SCHOOL

Students who are under age 18 whose parent, guardian, or person in a parental relationship to them reside in another state are resident, for the purpose of school funding, in the state in which their parent, guardian, or person in a parental relationship to them reside. In the case of legally emancipated minors or students age 18 or older, for the purposes of school funding, the student is considered resident in the state in which the student resides. The ADM Tuition Type code for students who are resident in another State should be reported as “P”. For students who are resident outside the country and are participating in an approved cultural exchange program, see Foreign Exchange Students in this section. For out of state/country students being served in an Oregon Juvenile Detention Education Program or an Oregon Youth Corrections Education Program, see those special circumstances in this section.

STUDENTS ATTENDING ESD RUN PROGRAMS

ESD programs should have institution IDs and be registered with the department as approved alternative education programs. The attending district field will reflect the ESD institution ID, and the attending school will reflect the ESD program’s institution ID. If the ESD program does not have an institution ID, contact the institutions data base owner or your Regional ESD partner. The Resident District remains the district in which the student’s parent or guardian’s reside, or the district where a legally emancipated minor or student over 18 resides.

Cumulative ADM is an attending collection, which means the submitter must be logged in to the institution reported in the attending district or attending school field in order to submit or edit a Cumulative ADM record. Students receiving the majority of their instruction from an ESD program must be reported at the ESD level, with the ESD institution id reported in the attending district field, and the ESD program id reported in the attending school field. The resident district and resident school remain the district/school in which the student’s parent, guardian, or person in a parental relationship to them reside. In the case of legally emancipated minors or students age 18 or older, the resident district field remains the school district in which the student resides.

STUDENTS RESIDENT IN OREGON ATTENDING SCHOOL OUTSIDE OF OREGON

See [Tuition Agreements](#) in this section regarding Oregon students placed by their resident district in schools outside of Oregon.

FOREIGN EXCHANGE STUDENTS

Students who are residents outside the country and are participating in an approved exchange program are considered resident, for the purpose of school funding, in the district in which they reside with their exchange program guardian. Foreign exchange students residing in a dormitory operated by a school district under [ORS 339.133](#) are considered resident in the

school district in which the dormitory is located. Be aware that caps exist based on 2010-11 foreign exchange student data. Contact the [State School Fund Contacts](#) for more information.

Eligibility to receive state school funding depends on the exchange student's visa type. Students in an approved exchange program with a J-1 visa may be reported using Tuition Type code "S". Students with an F-1 visa attending an approved school should be reported with Tuition Type code "P". Districts should review the [U.S. State Department's student visa guidelines](#) before enrolling foreign exchange students as federal law prohibits use of public funds for certain visa types. Additional information is available in the [Resident County Code](#) field description.

STUDENTS ENROLLED IN A PUBLIC ALTERNATIVE SCHOOL/PROGRAM

The residency of Oregon Students enrolled in an Oregon Public Alternative School/Program shall be reported as any other Oregon Public School student for the purposes of school funding. (Please review the standard submission or other circumstances in this section for applicability).

STUDENTS ENROLLED IN A PRIVATE ALTERNATIVE SCHOOL

Private Alternative Schools/Programs must be registered with the Oregon Department of Education. ([OAR 581-021-0072](#))

If the student was placed in the ODE registered Private Alternative School by the parent, the student would not be reported in the ADM collection as they are treated like any other private school student. Residency does not shift for temporary placements. However, for the purposes of the Special Education Child Find, under 34 CFR §300.131, the district within whose boundaries the private school is located would be responsible for determining the special education needs of the student.

If the student was placed in the ODE registered Private Alternative School by their resident district, the resident district retains responsibility for the student, and the resident district field in the ADM collection remains the school district in which the student's parent, guardian, or person in a parental relationship to them reside. In the case of legally emancipated minors or students age 18 or older, the resident district field remains the school district in which the student resides.

If an inter-district transfer agreement exists between the school district in which the student's parent, guardian, or person in a parental relationship to them reside or, in the case of legally emancipated minors or students age 18 or older, the school district in which the student lives AND the school district in which the ODE registered Private Alternative School is located, the resident district becomes the school district in which the Private Alternative School is located.

If the student is enrolled in a charter school, the charter school may not contract with the ODE registered Private School to provide the education to the student. If the student is no longer receiving education from the charter school, the resident district reverts back to the school district in which the student's parent, guardian, or person in a parental relationship to them reside or, in the case of legally emancipated minors or students age 18 or older, the school district in which the student resides.

If the student was placed in the school by the courts with a court order, the resident district of the student becomes the school district within whose boundaries the school is located.

A Private Alternative School may not independently place students in their institution and receive State School Funds. If the student is enrolled in the Private Alternative School directly without evaluation and placement by their actual resident district, the student would be considered parentally placed and would not be eligible for State School Fund.

A district in which the student is not considered resident may not place a student in a Private Alternative School. Districts may NOT claim the state school fund for instruction provided by Private Alternative Schools that are not approved by and registered with the ODE. For a list of approved private alternative schools, see the "[Private Alt Ed Schools](#)" webpage, or contact the Alternative Education Program Specialist.

STUDENTS ENROLLED IN CHARTER SCHOOLS

Oregon students attending an Oregon charter school are considered residents of the school district in which the charter school is located, for purposes of the State School Fund. In the case of state sponsored charter schools (currently, there are 4), the resident district in the record should be ODE 2336.

STUDENTS WITH INTER-DISTRICT TRANSFER AGREEMENTS

An Inter-District Transfer Agreement is a mutually agreed upon written arrangement between Oregon districts transferring full responsibility for the purposes of funding and accountability for a student from the district in which the student resides to the district in which the student attends. In this case, the student is considered resident in the attending district despite physically residing in another district. Please note that Inter-District Transfer Agreements do not include contracts between districts that involve an exchange of funding in return for services provided to a student (See Tuition Agreements in this section). The Resident County should remain the county of legal residence of the student's parent or legal guardian or the county of residence of a legally emancipated minor or student over 18.

TUITION AGREEMENTS

A Tuition Agreement is a mutually agreed upon written arrangement in which the student's resident district contracts with another district, ESD, ODE registered private alternative school/program, or out of state district to provide education services. This circumstance consists of a contract between entities that involve an exchange of funding in return for services provided to a student and does not result in a change of residency or responsibility for the purpose of school funding. The district, ESD, or ODE registered private alternative program providing the instruction should be reported as the attending school or district in ADM.

Per SB 923, students who are Oregon resident students tuitioned to attend school outside of Oregon, if the resident geographic school does not provide any services to the student, will report the student with the Resident District as their geographic district ID, the Resident School as the school in their geographic district they would attend if they did not receive instruction out of Oregon, and the Attending District and School as the geographic district ID. In cases where no school has grades in the range required to report, reporting grades may be added to current institutions within the district to allow for accurate reporting.

STUDENTS ENROLLED IN LONG-TERM CARE AND TREATMENT CENTERS (LTCT)

Oregon students enrolled in an ODE approved Oregon Long-Term Care and Treatment Center (LTCT) are considered resident for the purposes of school funding in the ODE LTCT District (institution ID 3559) unless the student is also enrolled in a regular public school for the majority of their instructional time.

STUDENTS ATTENDING HOSPITAL PROGRAMS

Oregon students receiving educational services in an ODE Hospital Program during hospital stays are considered resident for the purposes of accountability and school funding in the ODE Hospital Program District (institution ID 5401).

STUDENTS ON AN IEP – SPECIAL EDUCATION STUDENTS

Residency of students receiving Special Education Services shall be reported as any other Oregon Public School student for the purposes of school funding. (Please review the other circumstances in this section for applicability.)

STUDENTS ON PAID TUITION

The resident district field in the ADM collection for Oregon students whose tuition is paid from a source other than the State School fund (such a parent) will be the district in which the student is attending. The tuition type code will be "P". For out-of-state students attending Oregon public school, see [Out of State Students Enrolled in Oregon Public School](#) in this section.

STUDENTS IN JUVENILE DETENTION EDUCATION PROGRAMS (JDEP)

Students enrolled in a Juvenile Detention Education Program will be reported as resident in ODE JDEP District 3476. The resident school will also be reported as ODE JDEP District 3476.

STUDENTS IN YOUTH CORRECTIONS EDUCATION PROGRAMS (YCEP)

Students enrolled in a Youth Corrections Education Program will be reported as resident in ODE YCEP District 3477 and the resident school will be the actual YCEP facility the student attends.

STUDENTS AFFECTED BY BOUNDARY CHANGES BETWEEN DISTRICTS

[HB 4023](#) provides that a student is considered a resident of a district if the student lives in an area affected by a boundary change between districts and the student has maintained continuous enrollment since the boundary change. These students should be reported as residents of the district in which they attend school, provided they meet the criteria below.

An individual whose legal residence is not within the district but who attends school in the district is considered a resident in the district in which the individual attends school if: (A) The legal residence of the individual had been in the district in which the individual attends school before a boundary change was made to the district; (B) The legal residence of the individual is no longer in the district in which the individual attends school because of the boundary change; and (C) The individual has had the same legal residence and has continuously been enrolled in a school in the district since the boundary change.

ADM PROGRAM TYPE CODES

The ADM Program Type Code indicates the program type the student is enrolled in during the reporting period.

ADM PROGRAM TYPE CODES LOOKUP TABLE

The ADM Program Type Code Lookup Table can be found [here](#).

Code	Name	Description
01	Standard	Student attending full-time (1.0 FTE) or half-time (0.5 FTE) regular school classrooms, or full-time Alternative Programs.
02	English Learner (EL)	Student who participated in an English as a Second Language program during the reporting period.
03	Pregnant and Parenting	Student who is pregnant or a parent at some point during the reporting period and is receiving Pregnant and Parenting services.
04	Large Group	Instruction provided by an Alternative Program approved by the district to a class of 16 or more students.
05	Case Management	Time spent by an instructor working on behalf of a student in that program to obtain other educational or social services. These hours

Code	Name	Description
		must be verifiable, and permission to count them must be specifically authorized.
06	Intermediate	Instruction provided by an Alternative Program approved by the district to a class of 6-15 students.
07	Small Group	Instruction provided by an Alternative Program approved by the district to a class of 2-5 students.
08	Employed Minors	Student between the ages of 14 and 18 who is employed and enrolled in classes for employed students (ORS 336.175).
09	Shared Time	Instruction provided in a public school, or public or private Alternative Program, to supplement home or private instruction.
10	Tutorial	Instruction provided to one student by a licensed staff member in an Alternative Program approved by a school district.
11	Expanded Options	Student participating in coursework on a college campus or through college distance learning options through the Expanded Options program (SB 300).
12	College Coursework (other)	Student participating in coursework on a college campus or through college distance learning options not through the Expanded Options program (SB 300).
13	Student enrolled, but membership data not available	Student participating in coursework on a college campus but the school district has not received the college coursework credit hours from the college. May be used in periods 1, 2 and 3 but not in the annual collection. The school district will not receive funding for this student until the record has been changed to a different program type code.
14	Student not enrolled, but received credential/other outcome	Students who did not attend school but met all the graduation requirements, including the Essential Skills requirement, and were awarded a regular high school diploma by the school district. The school district will not receive funding for this student. Code 14 may be used at any time during the reporting period when the student is awarded a regular high school diploma or other credential or outcome.
15	Part-Time Kindergarten	Students enrolled in Part-Time Kindergarten programs will be reported with this Program Type and 1.0 FTE.
16	Post Graduate Scholars	Student is participating in one year of college coursework through the Post Graduate Scholars program after completing diploma requirements and four years of high school enrollment (SB 1537). <i>Note: Students who have previously been reported with ADM End Date Code 4G</i>

ADM RELATED DATA BY ADM PROGRAM TYPE

The information provided below highlights each Program Type Code and the required fields with reporting that Program Type Code.

Program Type & Code	Required Fields
1 Standard	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date

Program Type & Code	Required Fields
Regular or Full-Time Alternative Program	<ul style="list-style-type: none"> • ADM End Date • ADM End Date Code (grades 7 and higher) • ADM Session Days • ADM Present Days • ADM Absent Days • ADM FTE • ADM Tuition Type
<p>2 English Learner (EL)</p>	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date • ADM End Date • ADM Session Days • ADM Present Days • ADM Absent Days • ADM FTE • ADM Tuition Type <p>If the student is being served in an ODE approved EL program (OAR 581-023-0100 (4)), they should be reported as program type code 02 with an ADM End Date Code of 00 regardless of their grade level. This second record is in addition to their regular attendance record and will be used for weighted funding.</p> <p>If the student’s regular attendance is hours of <i>instruction</i> only, the school district must calculate the days present/days absent and FTE for the EL or Pregnant and Parenting record. EL and Pregnant and Parenting program types are not reported by hours of instruction. Post Graduate Scholars are not eligible for any weighted funding.</p>
<p>3 Pregnant and Parenting (PnP)</p>	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date • ADM End Date • ADM Session Days • ADM Present Days • ADM Absent Days • ADM FTE • ADM Tuition Type <p>If the student is being served in a Pregnant and Parenting program, they should be reported as program type code 03 with an ADM End Date Code of 00 regardless of their grade level. This second record is in addition to their regular attendance record and will be used for weighted funding. See program requirements below.</p> <p>If the student’s regular attendance is hours of <i>instruction</i> only, the school district must calculate the days present/days absent and FTE for the EL or Pregnant and Parenting record. EL and Pregnant and Parenting program types are not reported by hours of instruction.</p>

Program Type & Code	Required Fields
	<p>Note: Pregnant and Parenting weighted funding is not an automatic weight for students who are pregnant and/or parenting their child. The weighted funding is for pregnant and/or parenting students who are receiving individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs <u>cannot</u> be met by the regularly provided school program, and they are not already being claimed for additional weighted funding in the Special Education Child Count. The student must have an individualized written plan for such services which identifies the specific services, their providers, and funding resources.</p> <p>You must be able to answer “yes” to all the following questions before claiming weighted Pregnant and Parenting funding for a student:</p> <ol style="list-style-type: none"> 1. Is the student pregnant and/or is the student parenting their child? 2. Does the student’s pregnancy or their responsibilities as a parent to their child require special accommodations for them to participate in the regularly provided school program, and are those accommodations being provided by the district? 3. Does the student have an individualized written plan for services which identifies the specific services, their providers, and funding resources as they relate to the student’s pregnancy or parenting of their child? 4. The student should also not be claimed in the Special Education Child Count. Is this true? 5. Is the student eligible and being claimed in the ADM collection for their regular education during the time period that the student is being claimed for Pregnant and Parenting weighted funding? <p>Both fathers and mothers may qualify for this program type, provided that they meet the criteria above. Both parents may receive services, but if one parent’s needs have already been met by the other parent’s accommodations, the individual not requiring services may not be claimed under this program type.</p> <p>If the regular school program is online or if that is a regular offering of the school, participating in that regular school program would not be considered an “accommodation”.</p> <p>NOTE: Districts are obligated to provide specific services to pregnant and parenting students regardless of whether they are eligible for additional funding. These services are described in ORS 336.640. Post Graduate Scholars are not eligible for any weighted funding.</p>
<p>4 – 12 & 16 Groups, Home Schooled, Tutorial, Expanded Options, Employed Minors,</p>	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date • ADM End Date • ADM End Date Code (grades 7 and higher) • ADM Session Days and FTE must have a zero inserted into the field. Don’t leave it blank.

Program Type & Code	Required Fields
College Coursework, Post Graduate Scholars Membership	<ul style="list-style-type: none"> • ADM Instructional hours – report full or half hours for codes 4-10 and Quarter Credit Hours for Codes 11, 12, and 16. Report only the hours attended. Refer to the Student Accounting Manual, ADM Field Descriptions, and ADM Lookup Table for specific program type reporting. • ADM Tuition Type <p>Refer to the Oregon Student Accounting Manual, ADM Field Descriptions, Hours of Instruction Reporting Guidance, and Enrolled Program Type Code Lookup Table for information on which code to use.</p> <p>Do not fill in the Present Days/Absent Days fields when entering instructional hours.</p> <p>Program type 16 may not overlap with any other program type code by more than one day and is not eligible for any weighted funding.</p>
13 Student enrolled, but membership data not available	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date • ADM End Date <p>All other fields should be 0. ODE expects these program types to be replaced with records of type 1, 4-12, 15, or 16, once membership data is available. Both program type 13 and 14 will not include attendance information and the district will not receive funding for type 13 enrollment until the record is replaced with a membership record.</p> <p>Note: Type 13 records are not permitted in Annual ADM and must be changed in first, second, and third periods once the data are available.</p>
14 Student not enrolled; received credential/other outcome	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date • ADM End Date • ADM End Date Code • ADM Diploma Type code (if applicable based on ADM End Date Code) • ADM Tuition Type <p>The ADM End Date must be one weekday following the ADM Enroll Date. The ADM Tuition Type Code must be P. Except for ADM End Date Code and ADM Diploma Type Code if applicable, all other fields should be 0.</p> <p>Both program type 13 and 14 will not include attendance information and the district will not receive funding for type 14 enrollment.</p> <p>Note: Type 14 may be used to report credentials and other outcomes occurring prior to the start of the reporting period.</p>
15 Students enrolled in Half-Time Kindergarten Programs	<ul style="list-style-type: none"> • ADM Program Type • ADM Enrolled Date • ADM End Date • ADM Session Days • ADM Present Days • ADM Absent Days • ADM FTE (Should be 1.0, regardless of how much of the day they attend)

Program Type & Code	Required Fields
	<ul style="list-style-type: none"> <li data-bbox="488 268 753 300">• ADM Tuition Type <p data-bbox="488 321 1382 457">Program type 15 began with the 2015-16 school year to identify students enrolled in half time Kindergarten programs. (Students enrolled in full-day Kindergarten programs, even if they are only attending part day, should be submitted using Program Type 1.)</p> <p data-bbox="488 478 1393 539">Half-Time Kindergarten refers to any Kindergarten program not meeting the minimum instructional hours per OAR 581-022-2320.</p>

OREGON STUDENT ACCOUNTING MANUAL

Implementation of the student accounting system in Oregon requires an understanding of certain Oregon statutory requirements, as well as those student measures, which are used nationwide.

1.1 RESIDENCY FOR SCHOOL PURPOSES ([ORS 339.133–339.137](#))

1.1.1 Residency for school purposes is an essential concept in the student accounting system. It determines which school district is responsible for the education of an individual and also is the basis on which the State School Fund, the Common School Fund, and the County School Fund are distributed to local districts. It is important, therefore, that the residency of each student be legally determined by each district to assure proper distribution of these funds.

1.1.2 Persons between the ages of 4 and 18 are considered resident, for school purposes, in the school district in which their parents, guardians, or persons in parental relationship to them reside. However, legally emancipated individuals are resident in the district in which they actually reside. – [ORS 339.133 \(2\) and \(3\)](#). The age of the student is determined based on the student’s age as of September 1 of the current school year.

1.1.3 Students attending a charter school are residents of the school district in which the charter school is located, for purposes of the State School Fund. – [ORS 338.165](#), [ORS 338.125\(1\)](#), House Bill 2299 and SB 994 effective 7/1/2011

1.1.4 For the purpose of the distribution of state funds, persons whose legal residence is not within the district but who attend school in the district with the written consent of the affected districts’ school boards, or who were legal residents of the district in which they attend prior to a boundary change and have been continuously enrolled since the boundary change, shall be considered to be residents of the district in which the person attends school. – [ORS 339.133\(5\)](#)

1.2 ADMISSION OF STUDENTS ([ORS 339.115–339.125](#))

1.2.1 Each district shall admit to the schools of the district free of charge all persons between the ages of 5 and 19 who are resident in the district. – [ORS 339.115\(1\)](#)

1.2.2 (2)(a) A district must admit an otherwise eligible person who has not yet attained 21 years of age prior to the beginning of the current school year if the person is:

(A) Receiving special education and has not yet received a high school diploma or a modified diploma as described in ORS 329.451; or

(B) Receiving special education and has received an extended diploma or an alternative certificate as described in ORS 329.451.

(b) A district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education in order to receive a high school diploma or a modified diploma. [\(ORS 339.115\)\(2\)\(a\)\(b\)](#)

Tuition may be charged under ORS 339.141 for certain courses that are not a part of the regular school program. The age of the student is determined based on the student's age as of September 1 of the current school year.

1.2.3 Furthermore, each district may admit nonresident students and may fix rates of tuition for these students. A district may also contract with another district for the admission of its students in schools of the other district. – [ORS 339.115\(1\)](#), [ORS 339.125](#)

1.2.4 Notwithstanding [ORS 339.133\(2\)\(a\)](#), a school district shall not exclude from admission a child located in the district solely because the child does not have a fixed place of residence or solely because the child is not under the supervision of a parent, guardian, or person in parental relationship. – [ORS 339.115\(7\)](#)

1.3 COMPULSORY SCHOOL ATTENDANCE ([ORS 339.010 TO 339.090](#))

1.3.1 Subject to certain statutory exemptions, all individuals between the ages of 6 and 18 years who have not completed the 12th grade are required to regularly attend a full-time public school. – [ORS 339.010](#)

1.3.2 Any person responsible for an individual between the ages of 6 and 18 years who has not completed the 12th grade is required to maintain that individual in regular attendance during the regular school year. – [ORS 339.020](#)

1.3.3 These persons are not required to attend a full-time public school (see specific statutes for a more detailed explanation):

Persons 16 or 17 years of age who are lawfully employed or enrolled in community college or alternative education programs and granted an exemption from compulsory attendance under rules established by the State Board of Education. – [ORS 339.030\(2\)](#) and [ORS 336.615](#).

Those enrolled in private or parochial school programs. – [ORS 339.030\(1\)\(a\)](#)

Those who have satisfactorily proven knowledge equivalent to that which is taught in grades 1 through 12. – [ORS 339.030\(1\)\(b\)](#)

Certain children being taught at home by a parent or private teacher. – [ORS 339.030\(1\)\(c\)or\(e\)](#)

Those excluded from attendance as provided by law. – [ORS 339.030\(1\)\(h\)](#)

1.4 REGULAR SCHOOL YEAR ([OAR 581-023-0006](#))

1.4.1 Student accounting records must be maintained as prescribed by the Oregon Department of Education, to cover students enrolled in programs operating during the regular school year in compliance with the standards adopted by the State Board of Education and compulsory school attendance law. – [OAR 581-023-0006\(3\)](#)

1.4.2 The regular school year is that period of time during which student participation is required in the regular school program. For reporting purposes, the school year begins on July 1 and ends on June 30.

- 1st Period Cumulative ADM – July 1 to the first school day in October
- 2nd Period Cumulative ADM – July 1 to December 31
- 3rd Period Cumulative ADM – July 1 to the first school day in May
- Annual Cumulative ADM – July 1 to June 30

1.4.3 Alternative Programs may operate on an extended school year schedule.

1.5 AUDIT OF STATE SCHOOL FUND FACTORS ([ORS 328.465](#))

1.5.1 Each school district must ensure that student attendance accounting records are audited annually by authorized municipal auditors. – [ORS 328.465](#)

2.0 RECORDING STUDENT ATTENDANCE

This portion of the Student Accounting Manual pertains to reporting student information in the Cumulative ADM collections.

2.1 ORIGINAL ENTRY, RE-ENTRY, AND WITHDRAWAL

2.1.1 When a student enters school, that entry is recorded on the first day of actual attendance. – [OAR 581-023-0006\(4\)\(a\)](#)

2.1.2 When a student withdraws, that withdrawal must be recorded effective the school day after withdrawal. – OAR [581-023-0006\(4\)\(b\)](#)

2.1.3 Charter schools are public schools. Report students who enroll, re-enroll, or withdraw to or from a charter school in the same way you report other students. – [ORS 338.115](#)

2.2 ENROLLING AND WITHDRAWING STUDENTS

2.2.1 Once a student has enrolled in your school and has begun attending classes, that student is in active membership in your school and is listed on the active roll. You may claim students on the active roll for reimbursement through the State School Fund. A student will stay on the

active roll until he or she withdraws, and must be placed on the inactive roll on the weekday following the withdrawal. – [OAR 581-023-0006](#)

Example: A student withdrawing on Friday, March 1 is placed on the inactive roll on Monday, March 4.

2.2.2 If you know a student will be absent for more than ten consecutive days, you must withdraw that student from active membership on the weekday following that determination. In any other case, if a student has been absent for ten consecutive full school days, you must withdraw that student on the eleventh consecutive weekday of absence and place that student on the inactive roll. This is the ten-day rule – ([OAR 581-023-0006 \(4\)\(b\)](#))

2.2.3 If a student is withdrawn after ten consecutive school days (weekdays), these are true:

You are withdrawing the student only for purposes of making a claim on the State School Fund for that student.

You do not relieve your district of its obligation to educate that student if the student still lives in your district.

2.2.4 If the student returns on or before the eleventh school (week) day and begins attending classes again, do not withdraw that student. A student must be present for at least one-half day in order to restart the count of consecutive days' absence. – [OAR 581-023-0006\(4\)\(b\)](#)

2.2.5 At the start of the school year, you may count a student in membership if they are absent and that absence has been verified by contact with the parent or guardian. If ten session days pass and the student still has not started attending, the student must be removed from membership and none of the prior ten session days may be counted as membership days. – [OAR 581-023-0006\(4\)](#)

2.2.6 Report high school graduates with the appropriate diploma type code and enrollment end date. Below outlines how to submit diplomas and other outcomes. See the [Diploma Type Codes Field Description](#) for the appropriate codes.

Students who met the state and local district diploma requirements and were awarded a regular or modified high school diploma during the current school year (September 1 or later) will be reported when they are no longer enrolled in school. Students should be withdrawn on or before the date the diploma was awarded. The date the student was actually given the diploma during the graduation ceremony may not be the same as the day the student was last enrolled in school. For reporting purposes, use the date the student was last enrolled in school rather than the date the student was handed the diploma. If the student received a regular or modified high school diploma as program type 14, report the student with an ADM Start date of

the weekday when the diploma was actually awarded and with the ADM End Date of the weekday following the weekday that the diploma was awarded.

For extended diplomas, as well as GEDs and Adult High School Diplomas, submit a record with the date the student received the GED or diploma. If a student is enrolled through the entire period, in addition to the GED or diploma record, submit a record indicating the student was enrolled through the entire period. As of 2013-14, both regular and modified diplomas increase the graduation rate in accountability reports.

2.2.7 If a student changes grade levels during a school year, withdraw that student from the original record and create a second student record indicating the student's new grade level, beginning the date on which they changed grades.

3.0 STUDENT MEASURES

There are two basic ways of counting students – enrollment and membership. Enrollment can be broken down further into average daily membership and average daily attendance. Each way of counting students portrays attendance in a different light. Together, they give ODE a complete picture of attendance patterns.

The fall and spring membership report is the count of students enrolled on a specific date and is used to calculate the federal accountability reporting measures. The attendance enrollment is the count of students during a period of time and is used to calculate a large portion of the State School Fund.

3.1 CUMULATIVE ENROLLMENT

3.1.1 Enrollment as a student measure is designed to yield a total headcount of the students who have enrolled in the educational program during the regular school year. Enrollment measures the total number of students served over a time period. It is always a cumulative figure for the school year.

Because the Consolidated Student Collection requires a new record be created each time a student is enrolled or withdrawn from a program, school, or district, it is straightforward to calculate the total cumulative enrollment of students at any level.

3.2 MEMBERSHIP

3.2.1 Membership is the total number of students on the active roll of an educational unit (students being served) as of a given date.

The membership count as of the first school day in October is computed by all states and is used primarily in Oregon and by the federal government for statistical purposes. This

membership count also serves as the denominator for the calculation of dropout rates for districts and schools. The membership count as of the first school day in May is used to determine where student assessment results are included in accountability reports.

3.2.2 A student may be entered on the roll of only one instructional unit at a time. If the student attends in more than one unit, the unit in which the student spends more than 50 percent of the time can enter the student on its roll. If the student spends equal amounts of time in more than one institution, the district must decide where to report that student. – [OAR 581-023-0006\(4\)\(a\)](#)

3.3 NON-RESIDENT STUDENTS

3.3.1 Attendance for a student who legally resides in one district but who attends school in another district is reported to ODE by the attending district. – [OAR 581-023-0006\(3\)](#)

3.3.2 If a student resides in your district but attends school in another district and there is an inter-district transfer agreement ([ORS 339.127](#) and [OAR 581-021-0019](#)) with the attending district, the student is reported by the attending district. All ADM funds will be distributed to the attending district, which by virtue of the agreement is also the legal resident district.

3.3.3 If tuition is paid for a student to attend school in another district by someone besides the resident district, the student is reported by the attending district. If a tuition agreement or contract exists between two districts ([ORS 339.125](#)), ADM will be credited back to the resident district. If tuition is paid by a party that is not the resident district, no ADM will be credited back to the resident district.

3.4 AVERAGE DAILY MEMBERSHIP (ADM)

3.4.1 The student measure most often used in Oregon for planning and financial purposes is Average Daily Membership (ADM). ADM is the measure that indicates the average number of students in membership on any given day during the reporting period. ADM is computed in two ways: one method is used for full-time programs; the other for part-time programs. – [OAR 581-023-0006\(5-7\)](#)

3.4.2 For purposes of distributing the State School Fund and other selected state and county funds, the Department of Education computes the resident ADM of each district (ADM_r) – the ADM of the students who live in the district, regardless of where they attend. Weights are added by law to ADM_r to obtain weighted average daily membership (ADM_w), which is the basis for making State School Fund payments. – [ORS 327](#)

3.4.3 For statistical purposes, the Department computes the ADM of attending students (ADM_a) – the ADM of students attending in the district, regardless of where they live.

3.5 DETERMINING FTE IN FULL-TIME PROGRAMS ([OAR 581-023-0006 \(5\)](#))

3.5.1 A full-time program is one designed to provide the minimum number of hours of instruction for that grade as contained in [OAR 581-022-2320](#).

Note: OAR 581-022-2320 relates to required instructional time for the school calendar. Do not confuse the method of counting hours contained in that rule with the method of determining FTE for full time programs contained in OAR 581-023-0006.

3.5.2 ADM for full-time programs is computed based on full-time equivalency (FTE). FTE is determined for each student each quarter in this manner:

3.5.3 Students who are scheduled to participate in more than one-half of the full-day program are given an FTE of 1.0. Those students who are scheduled to participate in one-half or less of the full-day program are given an FTE of 0.5.

Kindergarten students enrolled in a part-time program are given an FTE of 1.0, regardless of how much of that half-day they attend. The Department will adjust part-time kindergarten students' FTE to reflect the permissible percentage as stated in statute (currently 0.5). (Note: Starting in 15-16, Kindergarten students who are enrolled in part-time programs must be reported using Program Type 15. Kindergarten students who are enrolled in Full-Time programs will be reported using Program Type 1 and reported as either 1.0 or 0.5 FTE, just as students in other grades are reported.) – [OAR 581-023-0006\(5\)](#)

3.5.4 Students enrolled in dual-credit courses on a high school campus mutually agreed upon between a high school and community college, or enrolled both at a high school and a private or public alternative program, shall be given an FTE based on the time spent in both programs. If the time spent in the combined programs is more than one-half of the full-day program, the student is given an FTE of 1.0. If the time spent is one-half or less, the student is given an FTE of 0.5. – [OAR 581-023-0006\(5\)\(a\)](#)

3.5.5 Work-study students may be given an FTE of 1.0 provided the work-study program is supervised by the district. If a student is released for work during school hours and the district assumes no responsibility for the time involved, that time may not be counted as participation in the full-day program for purposes of determining the student's FTE. – [OAR 581-023-0006\(5\)\(a\)\(B\)](#)

Example: A student who each day takes three hours of class in school and has four hours of supervised work-study earns an FTE of 1.0. A student who takes three hours of classes in school and leaves for a job on their own, earns an FTE of 0.5.

3.5.6 A student enrolled in two regular schools will be reported where the most time is spent. If a student takes four classes at a middle school and two at high school, the middle school would report the ADM for that student. If the same student takes three classes at each school, then it is the district's decision as to which school reports the student. – [OAR 581-023-0006\(4\)\(a\)](#)

3.5.8 Each student in membership is counted as either present or absent from the day of enrollment to the day of withdrawal, on those days that the instructional unit (school or program) is in session. – OAR 581-023-0006(4)(a) Any day, regardless of length, on which the students are under the guidance and direction of teachers is to be counted as a day in session. – [OAR 581-023-0006\(1\)\(f\)](#)

3.5.9 Days membership is determined for each student by adding (1) days present and (2) days absent and multiplying times (3) the student's FTE. – [OAR 581-023-0006\(5\)\(b\)](#)

Days membership = (Days Present + Days Absent) X FTE

3.5.10 Days membership of all of the students in the unit is added to find total days membership (TDM) of the unit. – [OAR 581-023-0006\(5\)\(c\)](#)

3.5.11 ADM is determined by dividing the total days membership of the instructional unit by the total number of days the instructional unit was in session (session days). – [OAR 581-023-0006\(5\)\(d\)\(A\)](#)

ADM = Total days membership ÷ session days

3.6 REPORTING HOURS OF INSTRUCTION IN PART-TIME PROGRAMS AND ALTERNATIVE EDUCATION PROGRAMS – ([OAR 581-023-0006 \(6\)](#))

3.6.1 Determining ADM for part-time programs does not involve assigning each student an FTE. Instead, ADM is determined by counting the number of hours spent by students in the part-time program. The method used to compute ADM depends on the type of part-time program.

3.6.2 Students enrolled in nonpublic schools or taught by a private teacher or parent under [ORS 339.035](#), but who receive instruction in a public school on a part-time basis, have their ADM computed by multiplying the total hours of instruction given to the student during the reporting period by .167, and dividing the product by either 73 for the July 1 to December 31 cumulative report or by 175 for the Annual ADM report. – [OAR 581-023-0006\(6\)\(a\)](#)

3.6.3 Students who receive individual instruction (tutorial) provided by licensed district staff have an ADM computed by dividing the total number of hours of tutorial instruction given (not

to exceed five hours per week for a single student) by either 73 for the July 1 to December 31 cumulative report, or by 175 for the Annual ADM report. – [OAR 581-023-0006\(6\)\(b\)](#)

3.6.4 Students attending alternative programs under provisions of [ORS 336.635](#) have their ADM computed depending on the type of program offered. Full-time alternative programs may choose either the days present/absent method or the part-time programs method, reporting instructional hours of ADM reporting. However, a full-time student can be reported using only one of those two methods. – [OAR 581-023-0006\(7\)\(a\)\(b\)](#)

3.6.4.1 Large group means instruction provided to a class of 16 or more students. ADM will be computed by multiplying the total hours of instruction by a licensed teacher given to all students during the reporting period by .167, and dividing the product by either 73 for the July 1 to December 31 cumulative report, or by 175 for the Annual ADM report. – [OAR 581-023-0006\(7\)\(b\)\(A\)](#)

3.6.4.2 Intermediate group means instruction provided to a class of 6-15 students. ADM will be computed by multiplying the total hours of instruction given to all students during the reporting period by .222, and dividing the product by either 73 for the July 1 to December 31 cumulative report, or by 175 for the Annual ADM report. – [OAR 581-023-0006\(7\)\(b\)\(B\)](#)

3.6.4.3 Small group means instruction provided to a class of 2-5 students. ADM will be computed by multiplying the total hours of instruction given to all students during the reporting period by .333, and dividing the product by either 73 for the July 1 to December 31 cumulative report, or by 175 for the Annual ADM report. – [OAR 581-023-0006\(7\)\(b\)\(C\)](#)

3.6.4.4 Tutorial or individual instruction means instruction provided to one student. Students on individual instruction (tutorial) may not be claimed for standard instruction on the same days they are claimed for tutorial. ADM will be computed by dividing the total number of hours of tutorial instruction given by either 73 for the July 1 to December 31 cumulative report, or by 175 for the Annual ADM report. – [OAR 581-023-0006\(6\)\(b\) and \(7\)\(b\)\(D\)](#)

3.6.4.5 Case Management means the time spent by a licensed instructor working on behalf of a student in that program to obtain other educational or social services. These hours must be verifiable, and permission to count them must be specifically authorized in the contract the program makes with the resident school district. ADM for case management is calculated in the same way as large group instruction. – [OAR 581-023-0006\(7\)\(b\)\(E\)](#)

3.6.4.6 Over any 20-day period, no more than 20 equivalent membership days may be claimed for any student receiving a combination of instructional services under [OAR 581-023-0006\(7\)\(b\)\(A\),\(B\),\(C\) or \(D\)](#). Equivalent membership days for any student are equal to the hours of instruction given multiplied by the factor appropriate for the size of the instructional group.

3.7 COLLEGE COURSEWORK – ([ORS 340.005-340.090](#))

3.7.1.1 Students participating in coursework on a college campus or through college distance learning options through the Post Graduate Scholars Program, Expanded Options Program, or other college coursework will be reported using quarter-credit equivalent hours. See [ORS 340.005-340.090](#) for additional information on the Expanded Options Program requirements. See [Senate Bill 1537](#) or [the Post Graduate Scholar \(SB 1537\) Policy Guidance document](#) for more information on the Post Graduate Scholars Program. Student instruction in high school regular or alternative programs will continue to be reported as specified in Sections 3.5 and 3.6. ADM for these students will be capped at 1.0 by the Department.

3.7.1.2 All students participating in coursework on a college campus or through college distance learning options must be reported using quarter-credit equivalent hours. Students who are already claimed for 1.0 FTE through regular high school or alternative programs should have their college coursework records reported using ADM Tuition Type Code P. ADM for these students will be capped at 1.0 by the Department.

3.7.2 The school year is defined as July 1 through June 30, regardless of the type of course schedule employed by the post-secondary institution (quarters, semesters, or trimesters).

3.7.3 1 college quarter-credit hour or 1 college trimester-credit hour will be reported as 1 quarter-credit equivalent hour. 1 college semester-credit hour will be reported as 1.5 quarter-credit equivalent hours. For courses for which no college credit hours are awarded, colleges will provide credit hour equivalents based on contact hours.

3.7.4 A student enrolled for the equivalent of 36 college quarter-credit hours during the school year shall be determined to be a full-time student. For the July 1 to December 31 Cumulative ADM report, students with 12 college quarter-credit hours shall be determined to be full-time.

3.8 AVERAGE DAILY ATTENDANCE (ADA) – ([OAR 581-023-0006 \(5\)](#))

3.8.1 Although Oregon does not distribute funds based on average daily attendance (ADA), many states do. ADA measures the average number of students who are in school receiving instruction each day. It is one of two student measures computed by all states, and is reported to the federal government to allocate substantial amounts of federal education dollars to the states.

3.8.2 The computation of ADA is similar to that of ADM. The difference between ADA and ADM is that the ADA computation does not include the student's days of absence.

3.8.3 ADA is calculated by determining an FTE for each student in the same manner as for computing ADM.

3.8.4 Total days attendance for each student is figured by multiplying the student's FTE by the student's total days present.

3.8.5 Total days attendance of the instructional unit is then obtained by adding the total days attendance of all of the students in the unit.

3.8.6 ADA is arrived at by dividing the total days of attendance of the instructional unit by the total number of days the instructional unit was in session. Only days on which the students are under the guidance and direction of teachers are to be counted as days in session.

Session days include prescheduled weekdays during which the majority of students within the same school/grade level are scheduled to be present under the guidance and direction of appropriately licensed instructional staff, and there is an expectation that the majority of the students within the school/grade level would be in attendance. Days in which attendance is optional and additional days provided that are outside the bounds of time scheduled for the majority of students in the school/grade may not be counted as a day in session.

[OAR 581-023-0006](#)

Student Accounting Records and State Reporting

(1) The following definitions and abbreviations apply to this rule:

- (a) "Active roll" means the list of students enrolled and attending the school or program during the current school year;
- (b) "ADA" means average daily attendance;
- (c) "ADM" means average daily membership;
- (d) "Alternative program" means any private or public alternative program providing instruction or instruction combined with counseling under [ORS 336.635](#);
- (e) "Class" means a separate group of students under the direction of a teacher.
- (f) "Day in session" means a scheduled day of instruction during which students are under the guidance and direction of teachers;
- (g) "Department" means the Oregon Department of Education;
- (h) "Full school day" means the length of time a school or program is normally in session during the day in compliance with [OAR 581-022-2320](#);

- (i) "Full-day kindergarten program" means a program providing kindergarten that meets the standards and minimum number of hours of instruction set forth in OAR 581-022-1620(1) and is in session during the day in compliance with OAR 581-022-16;
- (j) "FTE" means full-time equivalency;
- (k) "Half-day kindergarten program" means a program that does not meet the minimum required hours for a full-day program as defined in OAR 581-022-2320 (2) but still meets the minimum required hours for a half-day program as defined in this same OAR.
- (l) "Inactive roll" means the list of students enrolled for purposes of credit but not attending the school or program. Includes students attending private alternative or Job Corps programs, students withdrawn after ten consecutive days' absence and students served on a tutorial basis outside the classroom;
- (m) "Instruction" for purposes of reimbursement of alternative programs means all activities that are approved by the student's resident school district, consistent with Oregon's academic and career related learning standards, and designed to lead to student achievement of those standards, including participation in Oregon state assessment, where applicable.
- (n) "Instructional unit" means a school or other organizational arrangement which provides instruction of a given type or types;
- (o) "Intermediate group" means instruction provided to a student receiving a comprehensive instructional program consistent with [OAR 581-022-2030](#) and individually placed by a school district in an alternative program approved by a school district to a class of six to 15 students;
- (p) "Large group" means instruction consistent with [OAR 581-022-2030](#) and provided to a student individually placed by a school district in an alternative program approved by a school district to a class of 16 or more students;
- (q) "Nonpublic school" means instruction provided by an individual or institution listed in [ORS 339.030](#) as exemptions to the compulsory attendance requirements set out in [ORS 339.010](#).
- (r) "Regular school program" means that which is offered to comply with the standards adopted by the State Board of Education and compulsory school attendance law. This does not include summer school, adult education, or pre-kindergarten programs;
- (s) "Small group" means instruction provided to a student receiving a comprehensive instructional program consistent with [OAR 581-022-2030](#) and individually placed by a school district in an alternative program approved by the school district to a class of two to five students;

(t) "Superintendent" means the State Superintendent of Public Instruction;

(u)(A) "Teacher" means:

(i) An appropriately licensed staff member with the responsibilities of a teacher in [OAR 584-210-0020](#) or with the responsibilities of teacher described in the definition of a teacher in [ORS 342.120](#); and

(ii) For purposes of private alternative education programs, an appropriately licensed or unlicensed staff member with the responsibilities of a teacher in [OAR 584-210-0020](#) or with the responsibilities of teacher described in the definition of a teacher in [ORS 342.120](#).

(B) "Teacher" does not include an "Educational Assistant" as defined by [ORS 342.120](#) and [OAR 581-037-0005](#) or "Instructional Assistant" described in [OAR 584-210-0020](#).

(v) "Tutorial" means instruction provided to a student receiving a comprehensive instructional program consistent with [OAR 581-022-2030](#) and individually placed by a school district in an alternative program approved by a school district to one student.

(2) Instructions pertaining to the maintenance of student accounting records and state reporting shall be published by the Department.

(3) Each school district and ESD shall:

(a) Permanently maintain accounting records of student enrollment, attendance, membership, resident/nonresident status, and such other student information as may be required, for each student enrolled in regular school programs operating during the regular school year. Such records shall utilize uniform definitions of each student measure as stated in this rule;

(b) Designate the residency for school purposes, subject to the provisions of [ORS 327.006](#) and [339.133](#) of each student enrolled in the district;

(c) Have in operation an attendance accounting system which is adequately controlled and enables the district's chief administrator to certify in writing the accuracy of reported data;

(d) Report enrollment, attendance, membership, and such other information as the Superintendent may require, within 15 days of the end of the collection periods. Reports for the period ending the first school day in October shall be submitted no later than November 15.

(e) Retain daily source records of enrollment, membership and attendance for a period of no less than two years. Records, whether paper or electronic, must be maintained in an accessible format.

(4) Students shall be entered and withdrawn from the district roll as follows:

(a) A student shall be entered on the district active roll on the first day of the student's actual attendance. A student with an excused absence of less than ten school days at the beginning of the school year may be counted in membership prior to the first day of attendance if the status has been verified by contact with the parent or guardian. A student participating in the program of more than one instructional unit shall be entered on the active roll of that instructional unit in which 50 percent or more of the student's time is scheduled and the student shall not be entered on the roll of other instructional units;

(b) A student whose withdrawal status can be determined within ten school days of their first day of absence shall be marked as a withdrawal on the school day following that determination. A student must be withdrawn from the active roll on the day following the tenth consecutive full school day of absence but may be retained on the inactive roll at the district's option. A student must be present for at least one-half day in order to restart the count of consecutive days' absence. Under no circumstances shall a student who is absent for the first ten days at the beginning of the school year be counted in membership prior to the first day of school attendance. A student whose attendance is reported as hours of instruction must be withdrawn from the active roll on the day following the tenth consecutive day of absence from the program in which they are enrolled. A student must be present for at least one hour of instruction in order to restart the count of consecutive days' absence. A student who is enrolled in dual programs and reported as both days present/days absent and hours of instruction must be withdrawn according to the instructional unit in which fifty percent or more of the student's time is scheduled. Under no circumstance shall a student who is absent for the first ten days at the beginning of the school year be counted in membership prior to the first day of school attendance.

(5) Membership and attendance accounting in instructional units scheduled to operate a full school day shall be recorded as follows:

(a) A full-time equivalency (FTE) for each student on the active roll shall be determined. Students participating in more than one-half of the full-day program shall be given an FTE of 1.0. Students participating in one-half or less of the full-day program shall be given an FTE of .5. The FTE computation of students placed in community college programs by the local school district shall include time spent in the community college program:

(A) Districts shall determine the FTE for kindergarten students based on whether the district provides a full-day kindergarten program or half-day kindergarten program as follows:

(i) For students in full-day kindergarten programs, districts shall give students 1.0 FTE for students participating in more than one-half of the full-day kindergarten program. Districts shall

assign an FTE of 0.5 for students participating in one-half or less of the full-day kindergarten program;

(ii) Students in half-day kindergarten programs shall be assigned an FTE of 1.0. The Department shall proportionally reduce the total days membership of these students reflecting the permissible percentage as stated in statute;

(B) Students participating in district supervised work-study programs may be credited as 1.0 FTE. If a student is released for work during school hours and the district assumes no supervisory responsibility for the time involved, that time shall not be counted as participation in the full-day program when determining the student's FTE.

(b) Membership of each student for the period shall be computed as follows: student FTE times days present plus student FTE times days absent equals total days membership of the student. The day upon which a student is marked as a withdrawal shall not be counted as a day of membership. A student not scheduled to attend daily shall be marked present or absent only on the days the student is scheduled to attend;

(c) Total days membership of the instructional unit shall be the total of days membership of all students on the active roll of the instructional unit as computed in subsection (b) of this section. The computation of total days membership of the instructional unit shall yield subtotals indicating grade placement and resident/nonresident status of student membership;

(d) The Department shall compute the ADM and ADA of resident students, nonresident students, and attending students for each instructional unit reporting and derive totals of such data for each local school district in the state, subject to the following procedures:

(A) ADM is the total days membership of an instructional unit during a specific reporting period divided by the number of days the instructional unit was in session during that reporting period. The ADM of groups of instructional units having varying lengths of terms shall be the sum of the ADMs obtained for the individual instructional units. If a district school board adopts a class schedule that operates throughout the year under the provisions of [ORS 336.012](#) for all or any instructional units in the district, the computation shall be made so that the resulting ADM will not be higher or lower than if the local board had not adopted such a schedule;

(B) ADA is the total days attendance of an instructional unit during a specific reporting period divided by the number of days the instructional unit was in session during that reporting period. The ADA of groups of instructional units having varying lengths of terms shall be the sum of the ADAs obtained for the individual instructional units. If a district school board adopts a class schedule that operates throughout the year under the provisions of [ORS 336.012](#) for all or any

instructional units in the district, the computation shall be made so that the resulting ADA will not be higher or lower than if the local board had not adopted such a schedule.

(6) Students enrolled in programs operating less than the full school day and nonpublic school students attending public schools part time shall be accounted for as follows:

(a) The ADM of students enrolled in schools under provisions of [ORS 336.135](#) and students enrolled in nonpublic schools or taught by private teacher or parent under [ORS 339.035](#) shall be computed by multiplying total hours of instruction given all students during the reporting period by .167 and dividing the product by 73 for the July 1 to December 31 cumulative report and by 175 for the June 30 annual report;

(b) The ADM of students receiving tutorial instruction provided by licensed district staff shall be computed by dividing total number of hours of tutorial instruction given (not to exceed 5 hours per week for a single student) by 73 for the July 1 to December 31 cumulative report and by 175 for the June 30 annual report;

(c) The computation of ADM for each less than full-time program listed shall yield subtotals for resident and nonresident students;

(d) The ADM of students enrolled in less than full-time programs shall be reported to the Department for the period ending December 31 and for the year ending June 30.

(e) No more than five day's membership may be claimed for any student enrolled in any combination of programs during a one-week period.

(f) The Department will proportionally reduce the ADM of kindergarteners enrolled in half-day programs to reflect the permissible percentage as stated in statute.

(7) A student enrolled in a public school district and receiving instruction in the district's comprehensive planned K-12 curriculum consistent with [OAR 581-022-2030](#) and who is individually placed by the school district in an alternative education program under [ORS 336.635](#) shall be accounted for as follows:

(a) The ADM of students enrolled in alternative programs scheduled to operate a full school day may be computed either on the basis of membership (section (5) of this rule) or on the basis of actual attendance (section (7)(b) of this rule);

(b) Equivalent ADM of students enrolled in alternative programs scheduled to operate less than full time shall be computed as follows:

(A) Equivalent ADM of students enrolled in large group instruction shall be computed by multiplying total hours of instruction given all students during the reporting period by a factor

of .167 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(B) Equivalent ADM of students enrolled in intermediate group instruction shall be computed by multiplying the total hours of instruction given all students during the reporting period by a factor of .222 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(C) Equivalent ADM of students enrolled in small group instruction shall be computed by multiplying the total hours of instruction by a factor of .333 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(D) Equivalent ADM of students receiving individual instruction shall be computed by multiplying the total number of hours of tutorial instruction given by a factor of 1.0 and dividing the product by 73 for the July 1 to December 31 period cumulative report and by 175 for the June 30 annual report;

(E) Case management services (not limited to student contact) may be counted as large group instruction and constitute up to ten percent of equivalent ADM if specifically authorized by contract with the resident school district;

(F) Documented time in supervised work experience programs, supervised community service activities and supervised independent study, if performed as a part of the instructional programs designed to fulfill the student's educational goals, may be counted as large group instruction;

(G) Over any 20-day period, no more than 20 equivalent membership days may be claimed for any student receiving a combination of instructional services under paragraph (7)(b)(A), (B), (C) or (D) of this rule. Equivalent membership days for any student is equal to the hours of instruction given multiplied by the factor appropriate for the size of the instructional group.

(c) Students attending alternative programs part day and attending the home high school part day shall be reported by the home high school only, taking account of the total time spent in the alternative program and the home high school when determining FTE under section (5) of this rule;

(d) Students attending private alternative programs only, shall not be reported by the instructional unit placing the student for purposes of reporting membership or attendance.

(8) Each private alternative program shall:

(a) Maintain accounting records of student attendance, size of group attended, resident school district and such other student information as may be required by the contracting school district for each student attending the private alternative program;

(b) Report student name, dates served, and hours served by group size to resident school district no less than twice yearly, once for the July 1 through December 31 period, and an annual report ten days after the close of the school year; and

(c) Retain student attendance records for a period of no less than two years.

(9) Students in the following programs are not eligible to be counted in the resident average daily membership for purposes of [ORS 327.013\(7\)\(a\)](#):

(a) Students enrolled in special education programs under [ORS 343.261](#), [343.961](#), and [346.010](#).

(b) Children enrolled in early intervention and early childhood special education programs under [ORS 343.533](#);

(c) Students not receiving a free public education;

(d) Students in summer school programs;

(e) Students in adult education classes.

(10) Rules governing the reporting of students identified as dropouts are contained in the most recent edition of the Oregon Dropout Reporting Manual, published by the Oregon Department Education. The State Board of Education adopts the procedures in this publication to govern the reporting of dropouts by school districts.

(11) For the purposes of dropout reporting, the following shall apply:

(a) A student is considered enrolled when the student is present at school and attends more than half of a school day;

(b) Acceptable alternative programs are those programs providing activities meeting OAR 581-023-0008 and provided by public school districts, ESDs, community colleges or private alternative programs registered with the Oregon Department of Education under [OAR 581-021-0072](#);

(c) An absence, explained or unexplained becomes a withdrawal after an absence of 10 consecutive days. A student must be present for at least one-half day in order to restart the count of consecutive days absence;

(d) Standards for excused absences must be developed by local districts. Policies shall clearly define excused and unexcused absences and ensure the health and safety of the child. Parents shall be informed of the policies at enrollment. Policy should address the documentation required.

(12) The Superintendent shall prescribe the applicable student accounting procedures for any programs or specific situations not covered by the provisions of this rule.

Statutory/Other Authority: ORS 326.310 & 327.125

Statutes/Other Implemented: ORS 327

History:

[ODE 3-2021, amend filed 01/28/2021, effective 01/28/2021](#)

[ODE 38-2020, temporary amend filed 09/18/2020, effective 09/18/2020 through 03/16/2021](#)

[ODE 31-2020, amend filed 06/24/2020, effective 06/24/2020](#)

[ODE 19-2020, temporary amend filed 04/23/2020, effective 04/23/2020 through 10/19/2020](#)

[ODE 109-2019, minor correction filed 08/27/2019, effective 08/27/2019](#)

ODE 2-2016, f. & cert. ef. 2-5-16, ODE 26-2009, f. & cert. ef. 12-10-09, ODE 23-2008, f. 8-28-08, cert. ef. 8-29-08, ODE 3-2007, f. & cert. ef. 2-21-07, EB 6-1996, f. & cert. ef. 4-25-96, EB 30-1992, f. & cert. ef. 10-14-92, EB 38-1988, f. & cert. ef. 9-22-88, EB 33-1987, f. & ef. 12-11-87 EB 18-1987(Temp), f. & ef. 8-4-87, EB 17-1987, f. & ef. 8-4-87, 1EB 28-1986, f. & ef. 7-18-86 1EB 14-1985, f. 7-3-85, ef. 7-5-85, 1EB 1-1981, f. 2-5-81, ef. 7-1-81 [OAR 581-023-0008](#)

Accountable Activities for Alternative Education Programs

(1) For purposes of determining class group size for alternative education programs, instruction must be provided by a teacher as defined in OAR [581-023-0006](#). For purposes of determining class group size, instruction may not be provided by an “Educational Assistant” or “Instructional Assistant” who provides support to a teacher.

(2) Alternative education programs must provide accountable activities. Accountable activities are defined as one or more of the following as approved by the school district by contract:

(a) Tutorial Instruction;

(b) Small group instruction;

(c) Large group instruction;

(d) Personal growth and development instruction;

(e) Counseling and guidance;

(f) Computer assisted instruction;

- (g) Vocational training;
 - (h) Cooperative work experience and/or supervised work experience;
 - (i) Instructional activities provided by institutions accredited by the Northwest Association of Schools and Colleges;
 - (j) Supervised community service activities performed as part of the instructional program; and
 - (k) Supervised independent study in accordance with a student's educational goals including classroom or equivalent work supervised by school district officials that serve as one component of the student's educational plan and profile and not the entire part. Examples of this include required and elective courses, supervised independent study, career-related learning experiences, and project based learning.
- (3) Programs must provide instruction based on academic content standards adopted by the State Board of Education and must ensure students participate in district and state assessments of achievement for the grade level(s) the program serves and must:
- (a) Assist the district in meeting its comprehensive K-12 instructional program in compliance with [OAR 581-022-2030](#),
 - (b) Assist the district in awarding a High School Diploma according to [ORS 329.451](#) and [OAR 581-022-2000](#), Modified Diploma described in [OAR 581-022-2010](#), or Alternative Certificate described in [581-022-2020](#), to a student who completes the requirements established by the State Board of Education and the school district,
 - (c) Assist student in demonstrating Proficiency in Core or Academic Content Standards, and Essential Skills in accordance with [OAR 581-022-2025](#),
 - (d) Provide evidence of academic progress included and maintained by the resident school district in the student's permanent record, as defined by [OAR 581-021-0250](#),
 - (e) Provide a course of study and activities that are correlated with the academic content standards in accordance with [OAR 581-022-2030](#),
 - (f) Provide National Education Statistics Course Codes and Descriptions for Secondary Courses where academic credit is offered,(4) Programs must provide teachers as defined in [OAR 581-023-0006](#) and educational assistants as defined in [ORS 342.120](#).
 - (g) Provide teachers as defined in [OAR 581-023-0006](#) and educational assistants as defined [ORS 342.120](#).

Stat. Auth.: ORS 36.051 & 336.635

Stats. Implemented: ORS 327.125 & 336.615 - 336.665

Hist.: EB 34-1987, f. & ef. 12-11-87; ODE 23-2008, f. 8-28-08, cert. ef. 8-29-08

INTERPRETATIONS

The following represents answers to questions regarding statutes and rules, which apply to the allocation of the State School Fund, as well as related record keeping and reporting procedures. These have been supplied in response to district requests for clarification.

1. KINDERGARTEN

Topic	Explanation or Additional Help
All day, every day KG or un-classified Elementary	Kindergarten age students attending full-day should be reported as KG with an FTE of 1.0. Kindergarten students enrolled in full-day programs but only attending half day should be reported with 0.5 FTE.
Half Day Kindergarten Enrollment	Kindergarten students enrolled in less than a full-day program (any Kindergarten program not meeting the minimum annual Instructional Hours per OAR 581-022-2320) should be reported using Program Type 15 with 1.0 FTE. Days present and absent are measured in whole days. If a student is present at any time in the day, they are considered present for the full day.
All day, every other day KG	Count only those days on which the students are scheduled to attend as days in session and membership days. Depending on the total number of instructional hours offered by this program annually, it may be considered a half-time Kindergarten program, in which case students should be reported under Program Type 15.
Half Day Enrollment at Beginning of Year Only	If schools offer less than a full-day Kindergarten to all Kindergarten students at the beginning of the school year for a temporary amount of time (usually 1-4 weeks) and then switch to full-days for these students, but they still meet the minimum required hours for a full-time program based on OAR 581-022-2320 for the school year, report these students as Program Type 01 with 0.5 FTE for the half-day portion and Program Type 01 with 1.0 FTE for the remaining full portion. This will create more than one record submitted for these students.

2. DAYS IN SESSION

Topic	Explanation or Additional Help
Days in Session	Any day, regardless of length, in which the majority of students are under the guidance and direction of the teacher is counted as a session day. See definition of Session Days in the ADM field descriptions for days present/absent.
Readiness Testing	If students are brought into school individually, do not consider this as a day in session. If all students are there as a class, count as a day in session.
Registration	If all students register on the same day that classes begin, count as a day in session. If only groups of students register on any one day, then the first day in session is the first day of class.
Interrupted Day	Each "day in session" is counted as a full day; there are no half-days in session. If students and teachers report to school and are sent home, the day is counted as a whole day and membership is recorded accordingly. Similarly, if the school start day is delayed and the students are still expected to attend later, this counts as a full session day.
Staff Development Days; Parent-	Only days when students are under the guidance of teachers are counted as days in session. Whole day staff development days and full day parent/teacher

Topic	Explanation or Additional Help
teacher conference days	conference days are not to be counted as days in session. (Staff development and parent teacher conference days may, however, count to meet the minimum of instructional hours requirement of OAR 581-022-2320 .)
Outdoor School	Outdoor School may be considered days in session if instruction is provided and it occurs during the regularly scheduled school year.

3. WITHDRAWALS

Topic	Explanation or Additional Help
Suspended, expelled, and excluded students	<p>If it is known that the student will not return within ten school days, the student is withdrawn on the day expulsion begins and reentered upon return.</p> <p>If the student is expected to return within ten school days, the student may be carried as absent during suspension or exclusion up to a maximum of ten school days before withdrawal from the active roll.</p> <p>If the student was present before the suspension, will have exactly 10 total consecutive days of absence (including any absences immediately preceding the suspension and the term of the suspension itself), and returns on the 11th day, they may remain on the active roll as absent, consistent with other applications of the 10-day rule. Otherwise, if the duration of the suspension/expulsion is longer, they should be dropped once the term of the suspension has been determined.</p> <p>If, while suspended, expelled, or excluded, the student receives individual (home instruction), they must be reported using hours of instruction during that time.</p>

4. COUNTY SCHOOL FUNDING BILLING

Topic	Explanation or Additional Help
Students who attend fully state-funded facilities/private agency programs	Students who attend fully state-funded facilities (ORS 343.961) and another public institution at the same time (e.g. LTCT students who are transitioning back to their normal high school) are to be reported in the Cumulative ADM where they spend 50% or more of their time, per OAR 581-023-0006 (4)(a) .
Resident County Code	The Resident County Code refers to the student's parent's or guardian's legal residence county, or the county of residence for a legally emancipated minor or student over the age of 18. It does not reflect the county of the resident school.

5. ABSENCES

Topic	Explanation or Additional Help
Record absences different for student with 0.5 FTE	<p>For a student assigned an FTE of 1.0, they must be present for more than half of the morning to be counted as present for the morning, and present for more than half of the afternoon to be counted as present in the afternoon.</p> <p>If a 0.5 FTE student attends at any time during the day, the student is counted as present for the full day. This also applies to students reported as 1.0 FTE in part-time Kindergarten programs (Program Type 15).</p>

Topic	Explanation or Additional Help
Excused absence at beginning of school year	Students with an excused absence at the beginning of the school year may be counted in membership if the status has been verified by contact with the parent or guardian and the student actually attends within the first 10 days of school. Under no circumstances shall a student, who is absent for the first ten days of school, be counted in membership prior to the first day of actual attendance.
Mental Health Days	Mental Health Days are considered an absence for the purposes of Cumulative ADM reporting, regardless of their excused status within a school district.

6. STUDENTS INSTRUCTED BY PARENT OR PRIVATE TEACHER

Topic	Explanation or Additional Help
Instruction by parent or private teacher	<p>For ESD registered home school students who also attend public school part time, the total hours of instruction provided by the public school within the student's parent or legal guardian's geographical boundary should be reported with Program Type 09, Shared Time.</p> <p>Students who receive only instructional materials and testing services may not be counted in the ADM of a school district.</p> <p>Students participating in interscholastic or extracurricular activities only are not eligible to be counted in the ADM of a school district.</p>

7. PRESCHOOL

Topic	Explanation or Additional Help
Children served by early intervention programs or early childhood special education programs	These children are not to be reported on student attendance accounting reports.

8. ALTERNATIVE EDUCATION

Topic	Explanation or Additional Help
Students attending resident high school part day and Alternative Programs part day	Report only the home high school. When determining FTE, include the total time spent in the Alternative Program and the home high school.
Students attending a part-time alternative program only	These students will be reported at the institution providing the educational decision-making for the student. If a high school is providing the educational decisions regarding the Alternative Program in which the student is enrolled, the student will be reported with the institution ID of the high school in the Resident and Attending School fields. If the District is providing the educational decision-making of the Alternative Program, the student will be reported with the institution ID of the school in which the student would have attended if not in this program.
Students attending community college alternative	If the courses are college level (course number 100 or greater), report the student as ADM Program Type 11 or 12 with quarter credit equivalent hours. Otherwise, report as ADM Program Type 01 if the student attends a full-time

Topic	Explanation or Additional Help
programs (not Post Graduate Scholars)	<p>program and the school district tracks attendance (ten-day rule applies). Students receiving less than college level coursework from a community college alternative program may only be reported if the program is registered with ODE as an alternative school prior to contracting with districts.</p> <p>If the program is part-time or if the district is unable to track attendance, report using hours of instruction.</p>
Days of Eligibility	For students in a part-time Alternative Program, a student may be counted for up to 175 equivalent days membership. Under no circumstance may a student's ADM exceed 1.0 for any reporting period.

9. ONLINE EDUCATION

Topic	Explanation or Additional Help
Students enrolled in a full-time school or program in both brick and mortar and online classes	<p>School districts may offer online courses that are not part of their brick and mortar program, such as advanced courses or subjects not offered locally. For students participating in a school operating on a full day (see definition above) and taking a combination of online coursework and in-person coursework, their attendance would be reported using ADM Program Type Code 01 (ADMProgTypCd = 01). If the combination of courses would equate to a half day or less their FTE would be .50. If the combination of classes is more than half day, their FTE would be 1.0. In determining the daily schedule, the online coursework may be counted as up to an hour per course per day. If the online coursework is live instruction delivered via online means, only count the time during which the course is being provided. To count any time for online coursework, appropriately licensed teachers for the coursework provided must be available and easily accessible to the students during regular business hours via electronic or other means.</p> <p>Students who are taking both regular and online classes at the same time:</p> <p>If daily attendance is taken for online classes, districts may include this attendance in the calculation of days present and days absent, just as they would include daily attendance from a regular class.</p> <p>Alternatively, if a student is reported as present at the regular school, they are also counted as present for the online class. If a student is reported as absent from the regular school, they are also counted as absent from the online class.</p>
Full-Time students enrolled in only online classes	<p>Full-time students who are enrolled in school and taking online courses only are reported on an FTE basis using a standard record (ADMProgTypCd = 01).</p> <p>For remote instructional models, schools and districts must take daily attendance. Attendance should be demonstrated in a set 24 hour window that the school establishes and communicates to families prior to the school year. The 24 hour window is not required to be from 12:00 a.m. to 11:59 p.m.</p> <p>Attendance for remote instructional models will be defined to include both participation in class activities and substantive interaction with a licensed or registered teacher during a school day or substantive interactions with educational assistants, paraprofessionals, and TAPP family advocates that</p>

Topic	Explanation or Additional Help
	<p>support meaningful learning and/or attend to student mental health and well-being.</p> <p>Substantive interactions can be evidenced by any of the following or reasonable equivalents:</p> <ul style="list-style-type: none"> • Active participation in a video class; • A meaningful series of two-way communications between student and teacher via chat, text message, communication app or email; • A sustained phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student. <p>Students who are taking online only courses may not be counted for attendance based on the student’s login history.</p>
<p>Other Online Students (Hours of Instruction and College Coursework)</p>	<p>Students who are not enrolled full-time and are taking online courses offered by the school district or charter school are reported as shown below.</p> <p>Part-time students receiving online instruction (not college courses):</p> <ul style="list-style-type: none"> • Students, who are not enrolled full-time and are taking online courses offered by the school district or charter school, are reported as large group instruction (program type 4) unless they are an ESD-registered homeschooled or private school student receiving supplemental coursework in public school, which are reported as shared time (program type 9). The district may count up to 1 hour per day per course taken, provided appropriately licensed teachers, for the coursework taken, are available and accessible to the student during regular business hours on each school day to be claimed. <p>Students receiving online instruction (college level coursework):</p> <ul style="list-style-type: none"> • Report using quarter-credit equivalent hours of instruction for college distance learning options (program types 11, 12, or 16).
<p>Full-time Students Receiving Temporary Online Instruction (e.g. extended family leave)</p>	<p>School districts or charter schools may offer online instruction to students who will be temporarily absent from school for more than 10 consecutive school days. This instruction is intended to provide the student with the same level of instruction and regular feedback from the classroom teacher that they would receive if they were not absent.</p> <p>If the student is out of the state or country, the student’s parents must remain residents of the school district in which the student normally attends.</p> <p>The duration of the absence must be temporary. Temporary online instruction may not exceed sixty calendar days. Students who are absent beyond the end of the stipulated period must be withdrawn from the active roll starting with the first school day after the allowable time in accordance with the 10-day rule.</p> <p>For ADM reporting, the school district would need to ensure that the student’s education was uninterrupted and met the requirements for distance learning.</p>

Topic	Explanation or Additional Help
	See Updates for the current reporting guidelines for attendance and enrollment.

10. SUPERVISED WORK-STUDY

Topic	Explanation or Additional Help
Qualifying Work-Study	<p>To be able to count ADM for students performing work- study, the job must be a school placement, the student’s performance on the job must be supervised by school officials, the job must fit into the student’s educational goals and align with curriculum standards, and the job must be one component of the student’s education, not the entire part. Report the hours worked, (unless the student is attending a full-day school and is also reported with 1.0 FTE under ADM program type 01) as Employed Minors (08).</p> <p>Employed Minors must be reviewed on a case-by-case basis to determine if all the criteria above have been met and that ADM may be claimed.</p>

11. CHARTER SCHOOL – REPORTING STUDENTS ON AN IEP

Topic	Explanation or Additional Help
Responsibility	<p>When a student enrolls in a public charter school, the school district in which the charter school is located is responsible for the student’s education. HB 2299 and SB 994 effective July 1, 2011, shift the special education responsibilities from the district of parental residency to the district in which the charter school is located. It also shifts distribution of the state school funds from the parental resident district to the district in which the charter school is located. Special education students are reported as if they are residents in the school district in which the charter school is located, with the exception of ODE Sponsored Charter Schools.</p>

12. ADVANCED DIPLOMAS/ADM END DATE CODE 4F

Topic	Explanation or Additional Help
Expectations	<p>Students who are reported using a 4F code are expected to continue their enrollment in the same district that reported the 4F code. Students may be claimed for state school funding after meeting the requirements to receive a regular or modified diploma as long as a) the diploma has not been awarded, and b) the student has not completed four or more years of high school.</p> <p>Under SB 1537, districts may not counsel or assist a student to delay receiving a high school diploma or modified diploma for the purpose of participating in a school-sponsored post-secondary education program.</p> <p>Students should only be reported using a 4F code if they have met all requirements for one approved type of regular or modified diploma offered by a district, but are continuing their enrollment in order to pursue another type of regular or modified diploma offered by the same district and approved by that district’s school board.</p>

Topic	Explanation or Additional Help
	<p>Districts are expected to award a regular or modified diploma to any student who has met all of the requirements for one, at the end of the student's enrollment in their district.</p> <p>Records submitted after the 4F ADM end date code should have the appropriate program type code with 11 or 12 for those students taking college courses. Please see the Reporting College Coursework sections for more information on reporting college course hours.</p>

13.ADM END DATE CODE 4G

Topic	Explanation or Additional Help
Expectations	<p>Students who have met requirements for and were awarded a regular or modified high school diploma, continuing to a Post Graduate Scholars Program, are reported using a 4G end date code, with ADM diploma type code 1 or 2. These students are expected to continue their enrollment in the same district that reported the 4G code to continue the Post-graduate Scholar Program. Eligible students may be claimed for state school funding for up to one year after a) the diploma has been awarded, and b) the student has been in grades 9-12 for more than four years (including years of home schooling or private schooling instruction, or years during which the student was enrolled for only part of the school year).</p> <p>Student's must a) have completed and submitted the Free Application for Federal Student Aid (FAFSA), if eligible, b) not have received a grant under Oregon Promise of Federal Aid that would cover the average cost of community college (including students who are not eligible for a grant because of their GPA, and c) retain a legal residence within the school district through which they satisfied the diploma requirements. Using the 4G end date code will allow districts to claim state school funding for one school year Post Graduate Scholars program participation.</p> <p>Records submitted after the 4G ADM End Date Code is reported must use program type 16. No other program types are permitted.</p>
Accepting the return of diplomas	<p>Under SB 1537, districts may not counsel or assist a student to delay receiving a high school diploma for the purpose of participating in a school-sponsored post-secondary education program.</p> <p>A student who met all requirements and was awarded a diploma should be reported with a 4A ADM End Date Code when the diploma is awarded, if the student does not indicate intent to participate in Post Graduate Scholars. The district may revise this code to 4G until November 30 if the student is eligible for and indicates intent to participate in a Post Graduate Scholars program. Revising the ADM End Date code does not require the student to return his or her diploma.</p> <p>Conversely, districts may revise 4G codes to 4A if students who intended to participate in Post Graduate Scholars programs are deemed ineligible or change their minds.</p>

The maximum ADM allowed per student for any combination of FTE, hours of instruction, or quarter-credit equivalent hours is 1.0 ADM.

10-DAY RULE EXAMPLES

DURING THE SCHOOL YEAR:

This student has ten consecutive school days of absence and must be withdrawn from active membership on the eleventh school day of absence. If the student returns on the eleventh day, active membership continues, and no action needs to be taken.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Enrolled Present	Enrolled Present	Enrolled Absent Day 1	Enrolled Absent Day 2	Enrolled Absent Day 3
2	Enrolled Absent Day 4	Enrolled Absent Day 5	Enrolled Absent Day 6	Enrolled Absent Day 7	Enrolled Absent Day 8
3	Enrolled Absent Day 9	Enrolled Absent Day 10	Withdraw Absent (ADMEndDt)		

This student's parents notified the school on Wednesday, the third day of absence, that the student would miss the next three weeks of school. The student must be withdrawn on the following day.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Enrolled Present	Enrolled Present	Enrolled Present	Enrolled Present	Enrolled Present
2	Enrolled Absent	Enrolled Absent	Enrolled Absent Notification	Withdraw Absent (ADMEndDt)	

AT THE START OF THE SCHOOL YEAR:

This student was absent for the first seven days of school, but the parent had notified the school that the student would be a few days late. The student began attending on the eighth school day. All days, starting from the first day, may be counted as days in active membership. If no parental notification had been received, no days of active membership could be counted until the first day of attendance, regardless of the number of days initially missed. The asterisk (*) denotes the first day of the school year.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1		Enrolled* Absent Day 1	Enrolled Absent Day 2	Enrolled Absent Day 3	Enrolled Absent Day 4
2	Enrolled Absent Day 5	Enrolled Absent Day 6	Enrolled Absent Day 7	Enrolled Present	Enrolled

This parent notified the school, but the student was absent for the first **ten** days of school, and began attending on the eleventh school day. That is the first day on which active membership can be counted for this student. The asterisk (*) denotes the first day of the school year.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1		Not Enrolled* Day 1	Not Enrolled Day 2	Not Enrolled Day 3	Not Enrolled Day 4
2	Not Enrolled Day 5	Not Enrolled Day 6	Not Enrolled Day 7	Not Enrolled Day 8	Not Enrolled Day 9
3	Not Enrolled Day 10	Enrolled Present			

AT THE END OF THE SCHOOL YEAR:

This parent notified the school that the student will be absent for the remaining 10 days of the school year. The student must be withdrawn on the first day of the absence regardless of how many days are remaining in the school year.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Enrolled Present	Enrolled Present	Enrolled Present	Enrolled Present	Enrolled Present (Last Day)
2	Not Enrolled (ADMEndDt)	Not Enrolled	Not Enrolled	Not Enrolled	Not Enrolled
3	Not Enrolled	Not Enrolled	Not Enrolled	Not Enrolled	

REPORTING OF ADM FOR STUDENTS PARTICIPATING IN COLLEGE CLASSES

This section provides additional information for reporting students in Cumulative ADM that are participating in college classes.

EXPANDED OPTIONS

Senate Bill 300 (Expanded Options), enacted during the 2005 Legislative session, provides additional options for “at-risk” students to “earn concurrent high school and college credits; and gain early entry into post-secondary education.” In so doing, it allows students the opportunity to enhance their education by enrolling in courses in multiple locations at a given time. In order to effectively account for these students and be appropriately reimbursed under

the State School Funding process, the following process should be utilized when reporting students participating in the Expanded Options program for the ADM reporting period to the Oregon Department of Education. It will also be used for any student participating in coursework on a college campus or through college distance learning options.

A student may be, and in most cases will be, participating in the Expanded Options program and taking high school courses concurrently. As such, separate and accurate ADM records must be submitted for the student's participation in the high school program and for eligible courses under the Expanded Options program. Eligible courses under the Expanded Options program "do not apply to any post-secondary courses in which a student is enrolled in addition to being enrolled full-time in the student's resident school district"—([ORS 340.075](#))

POST GRADUATE SCHOLARS

Senate Bill 1537, enacted during the 2016 Legislative session, creating a new program: Post Graduate Scholars. The Post Graduate Scholars program places limits on state school funding for community college coursework completed while students are in high school. Find the requirements for claiming students under Post Graduate Schools in [OAR 581-21-0579](#).

QUARTER CREDIT HOUR REPORTING

Participation of students in the Expanded Options program, Post Graduate Scholars program, or College Coursework (other) through a community college or university will be reported using quarter-credit equivalent hours in the ADM Instructional Hours field (see example below).

The school year is defined as July 1 through June 30, regardless of the type of course schedule employed by the post-secondary institution (quarters, semesters, or trimesters). Summer terms may only be included if it is the intent of the program to be year-round and most students in the program participate in the summer term.

A student enrolled for the equivalent of 36 college quarter-credit hours during the school year shall be determined to be a full-time student. For the 2nd period Cumulative ADM report, students with 12 college quarter-credit hours shall be determined to be full-time.

In order to accurately report each student's membership, college course enrollment must be converted to quarter-credit equivalent hours. For example:

- 1 college quarter-credit hour = 1 quarter-credit equivalent hour
- 1 college trimester-credit hour = 1 quarter-credit equivalent hour
- 1 college semester-credit hour = 1.5 quarter-credit equivalent hours

After calculating the student's quarter-credit equivalent hours, providing there are no other records being reported for the student, 2nd Period ADM is calculated as:

$$\text{ADM} = \frac{\text{Quarter-credit Equivalent hours reported in 2}^{\text{nd}} \text{ Period}}{12}$$

12

Annual ADM is then calculated as:

$$\text{ADM} = \frac{\text{Quarter-credit Equivalent hours}}{36}$$

36

Over the course of the school year, a student who completes 36 quarter-credit equivalent hours will have been assigned 1.0 ADM. Part-time students will be assigned the proper proportion of ADM based on their participation during the year. For example, a student who attended school for three quarters, enrolled for eight quarter-credit hours per term, would receive an ADM of:

$$\text{ADM} = \frac{(3) * (8)}{36} = .67 \text{ ADM}$$

36

Students may complete college coursework for which no college credit hours are awarded. For these courses, colleges will provide credit hour equivalents based on contact hours.

Districts must identify a student participating in the Expanded Options or Post Graduate Scholars program prior to the student beginning classes at a community college or university.

Eligible post-secondary courses do not apply to any post-secondary courses in which a student is enrolled in addition to being enrolled full-time in the student's resident school district. For purposes of the Expanded Options Program, a student is considered full-time if the student attends classes for credit in the secondary school for all available hours of instruction.

ELIGIBILITY AND DEFINITIONS

WHICH HIGH SCHOOL STUDENTS ARE ELIGIBLE FOR EXPANDED OPTIONS?

ORS 340.005(4) "Eligible post-secondary course" means

- (a) Any nonsectarian course or program offered through an eligible post-secondary institution if the course or program may lead to high school completion, a certificate, professional certification, associate degree, or baccalaureate degree.
- (b) "Eligible post-secondary course" does not include a duplicate course offered at the student's resident school.
- (c) "Eligible post-secondary course" includes:
 - (A) Academic courses
 - (B) Career and technical courses; and

(C) Distance education courses.

ORS 340.075 The provisions of ORS 340.005 to ORS 340.090 do not apply to any post-secondary courses in which a student is enrolled in addition to being enrolled full-time in the student's resident school district. For purposes of the Expanded Options Program, a student is considered full-time if the student attends classes for credit in the secondary school for all available hours of instruction.

ORS 340.005(5) "Eligible post-secondary institution" means:

- (a) A community college;
- (b) A public university listed in ORS 352.002; and
- (c) The Oregon Health and Sciences University.

(6) "Eligible student" means

(a) A student who is enrolled in an Oregon public school and who:

(A) Is 16 years of age or older at the time of enrollment in a course under the Expanded Options Program, and;

(B) Is in grade 11 or 12, or

(i) Is not in grade 11 or 12, because the student has not completed the required number of credits, but who has been allowed by the school district to participate in the program; and

(C) Has developed an educational learning plan consistent with OAR 581-022-2000(3), Diploma Requirements; and

(D) Has not successfully completed the requirements for a high school diploma or a modified diploma as established by ORS 329.451, the State Board of Education, and the local school district board.

(b) "Eligible student" does not include a foreign exchange student enrolled in a school under a cultural exchange program.

In clarification of the definition option (6) (D) above, such a student may be described as one who:

- Is still eligible for a free and appropriate education, having not yet attained 21 years of age prior to the beginning of the current school year, is receiving special education, and

not yet received a regular or modified high school diploma; or is shown to be in need of additional education in order to receive a regular or modified diploma consistent with ORS 339.115, and/or

- Has or has not completed state minimum diploma requirements, but not local district requirements for either a standard or advanced diploma consistent with OAR 581-022-2000, Diploma Requirements.

WHICH HIGH SCHOOL STUDENTS ARE ELIGIBLE FOR POST GRADUATE SCHOLARS?

SB 1537, Section 2

(1) As used in this section, “post-graduate scholar” means a student who:

(a) Has been in grades 9 through 12 for more than a total of four school years; and

(b) Has satisfied the requirements for a high school diploma or a modified diploma as provided in ORS 329.451.

(2) A school district may establish a program under this section to allow:

a) A post-graduate scholar who satisfies the requirements of subsection (3) of this section to:

(A) Enroll in courses at a community college that are part of a course of study approved by the school district and that may lead to a certificate or diploma;

(B) Enroll in the courses described in subparagraph (A) of this paragraph for one school year after the post-graduate scholar has satisfied the requirements for a high school diploma as provided in ORS 329.451 (2); and

(C) Have the school district pay the costs incurred for the courses described in subparagraph (A) of this paragraph, including tuition, fees and books.

(b) A school district that satisfies the requirements of subsection (4) of this section to receive and expend moneys distributed from the State School Fund under ORS 327.013 for the purpose of paying the costs described in paragraph (a)(C) of this subsection.

(3) A post-graduate scholar qualifies to participate in a program established under this section if the post-graduate scholar:

(a) Has completed and submitted the Free Application for Federal Student Aid, if eligible to file the application;

(b) Is not eligible for a grant under the Oregon Promise program described in ORS 341.522 because of failure to earn the minimum cumulative grade point average, or

submitted a complete application for a grant under the Oregon Promise program by the established deadline but did not receive a grant;

(c) Is not eligible for a federal aid grant that is equal to or more than the average cost of tuition and fees at a community college, as determined by the Department of Education after consultation with the Executive Director of the Office of Student Access and Completion; and

(d) Retains a legal residence within the boundaries of the school district through which the post-graduate scholar satisfied the requirements for a high school diploma.

(4) A school district may receive and expend moneys distributed from the State School Fund under ORS 327.013 for a program established under this section if the school district meets all of the following criteria:

(a) Has a policy for the program that is adopted by the school district board and that describes:

(A) The goals of the program, including target high school graduation rates for underserved students;

(B) Minimum requirements for grade point average, attendance and participation in regular in-person meetings with school district staff to monitor student progress;

(C) The manner by which the results of the program will be measured and monitored; and

(D) The courses of study that are approved by the school district for the purpose of this section.

(b) Enters into a written agreement with the community college that has a service area within which the school district is located.

(c) Has dedicated staff to provide support services to post-graduate scholars, including regular in-person meetings to monitor student progress that occur at least twice each month.

(d) Ensures that a majority of students from the school district who are enrolled in courses at a community college meet at least one of the criteria identified in this paragraph.

The student:

- (A) Is not a post-graduate scholar;
- (B) Has received an extended diploma or a General Educational Development (GED) certificate;
- (C) Was enrolled in an alternative high school program within the preceding 12 months;
- (D) Is, or will be, a first-generation graduate of high school;
- (E) Is, or has been, a child in a foster home;
- (F) Is, or has been, placed in a facility or an education program by a court;
- (G) Is homeless;
- (H) Is a parent; or
- (I) Was identified as eligible for free or reduced price lunches within the preceding 12 months.

Additional information on the Post Graduate Scholars program can be found on the [ODE website](#).

WHAT CONSTITUTES COLLEGE COURSEWORK (OTHER) TO BE REPORTED FOR STUDENTS NOT IN THE EXPANDED OPTIONS OR POST GRADUATE SCHOLARS PROGRAMS?

Use ADM Program Type Code 12 to report ADM for students not taking college coursework under the Expanded Options program or participating in the Post Graduate Scholars program for which the district is seeking State School Fund reimbursement. Such coursework is offered either on a college campus or through college distance learning options. Examples include:

- High School Credit Recovery – students take coursework on a college campus or through college distance learning options to earn high school credit toward graduation while earning college credit.
- Early College – students attending a high school program on a college campus who take college courses alongside college students taught by college faculty.
- Gateway to College – students fulfilling high school requirements by taking college courses on a college campus.

New in 2016-17 – All students taking college coursework must have a college coursework record, irrespective of any additional ADM records they may have.

REPORTING

If the college course being taken is still continuing at the end of the period, and the district has not yet received verification of credits taken from the college, report the student as Program type 13 with 0 hours of instruction. (Note: districts are required to report the number of credits taken, not the number of credits passed. Final grades are not required to report this information.) Once the school district knows the number of credits, they must change the program type to Program Type 11, 12, or 16 with the number of college credit hour equivalents attempted as shown below. If the school district already knows the number of quarter credit hours, they should report them. Program type 13 may not be used in the Annual Cumulative ADM collection and must be resolved before the delinquent date in Third Period Cumulative ADM.

FTE, Session Days, Present Days, Absent Days

Because the ADM calculation is based on the total number of credits taken, which is recorded in the ADM Hours of Instruction field, do not report data for these fields for records where ADM Program Type Code is 11, 12, or 16.

Hours of Instruction Definition: Because the ADM calculation for Expanded Options, College Coursework (other), and Post Graduate Scholars (ADM Program Type Codes 11, 12, and 16) is based on the total number of credits attempted and not on Days Present and Days Absent, each student record reported shall reflect the total number of quarter-credit equivalent hours taken in the ADM Hours of Instruction:

- 1 college quarter-credit hour = 1 Hour of Instruction
- 1 college trimester-credit hour = 1 Hour of Instruction
- 1 college semester-credit hour = 1.5 Hours of Instruction

Do not report students who withdraw prior to the last date for tuition reimbursement.

ADM Program Type

Three Program Type Codes have been added to the ADM collection as a result of the Expanded Options and other college programs. Code '11' is used for students in the Expanded Options program. Code '12' is used for students enrolled in college coursework on a college campus or through college distance learning options who are not identified as participants in the Expanded Options program. Code '16,' effective beginning First Period Cumulative ADM 2016-17, is for students participating in the Post Graduate Scholars Program after completing diploma requirements and four years of high school enrollment.

Incompletes and Withdrawals

Completers: Students who complete a course, regardless of the grade received, will be assigned the full amount of ADM appropriate for that course (e.g., 4 credits for a 4 quarter-credit course)

Withdraw after the tuition reimbursement date: Students who do not complete the course, but instead receive an Incomplete or Withdrawal from a course, or who have stopped attending after the date on which the school will return tuition funds should be assigned the full amount of ADM appropriate for that course (e.g., 4 credits for a 4 quarter-credit course). However, a district may not claim additional ADM when a student later completes the same course in which the student received the Incomplete or Withdrawal and the district previously claimed ADM.

Withdraw before tuition reimbursement date: Districts will not receive ADM reimbursement for students who withdraw from a course prior to the date on which the school will return tuition funds. Districts should not submit an ADM record for this student for the course.

FULL-TIME/PART-TIME CLARIFICATIONS

FULL-TIME PROGRAMS

A full-time program is one designed to provide the minimum number of hours of instruction for that grade as contained in [OAR 581-022-2320](#). **Do not confuse the method of calculating hours contained in [OAR 581-022-2320](#) – *Required Instructional Time* with the method of determining whether a student is full-time or part-time.**

ADM for full-time programs is computed based on full-time equivalency. Students scheduled to participate in more than one-half of a full-time program are given an FTE of 1.0. Those students who are scheduled to participate in one-half or less of the full-time program are given an FTE of 0.5.

[OAR 581-022-2320](#) – Required Instructional Time – Instructional time means time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by OAR 581-022-2030, and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or Educational Assistant who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by [OAR 581-037-0015](#). Instructional time shall include time that a student spends traveling between the student’s school and a CTE center, internship, work experience site, or post-secondary facility and time that a student spends in statewide performance assessments. Instructional time shall not include time that a student spends passing between classes, at recess, in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where

attendance is not required and no instructional assistance is provided. However, a certain number of hours of recess, staff professional development, and parent teacher conferences, may be included in the required instructional hours. The chart below relates to instructional time for the school calendar. School districts set their schedules based on meeting these state requirements. See [OAR 581-022-2320](#) for waivers.

Grade Level	Maximum Instructional Hours per day under OAR 581-022-2320	Minimum Instructional Hours Annually under OAR 581-022-2320
Half Day K	8	450
Grades K-8	8	900
Grades 9-11	8.5	990
Grade 12	8.5	966

Days in Session signifies the number of school district calendar days that students are in classrooms under instruction for the reporting period. Teacher training, parent teacher conferences, or pre-registration assembly days where students are not in attendance cannot be counted as a day in session. Any day, regardless of length, in which a majority of students are expected to be present under the guidance and direction of a teacher, is to be counted as a day in session.

PART-TIME PROGRAMS (BASED ON [OAR 581-023-0006](#))

Note: Only the periods that affect the estimated and final State School Fund calculations are given. Districts are encouraged to report the student attendance accurately. Over any 20-day period, no more than 20 equivalent membership days may be claimed for any student receiving a combination of instruction given multiplied by the factor appropriate for the size of the instructional group.

Program Type	Description	Maximum # of Hours in a Single Record Allowed
04	Large Group	2 nd Period = 437 Annual = 1048
05	Case Management	2 nd Period = 437 Annual = 1048
06	Intermediate Group	2 nd Period = 328 Annual = 788
07	Small Group	2 nd Period = 219 Annual = 525
08	Employed Minors	2 nd Period = 437 Annual = 1048
09	Shared Time	2 nd Period = 437 Annual = 1048
10	Tutorial	2 nd Period = 73 Annual = 175

Program Type	Description	Maximum # of Hours in a Single Record Allowed
11	Expanded Options	2 nd Period = 12 Annual = 36
12	College Coursework (other)	2 nd Period = 12 Annual = 36
16	Post Graduate Scholars	2 nd Period = 12 Annual = 36

ALTERNATIVE PROGRAMS

Alternative education programs must meet the state requirements found in [OAR 581-022-2505](#) and [OAR 581-023-0006](#).

Students who are enrolled in a public school district and receiving instruction in the district's comprehensive planned K-12 curriculum consistent with [OAR 581-022-2030](#) and who are individually placed by the school district in an alternative education program shall be accounted for consistent with [OAR 581-023-0006\(5\)](#)-FTE or [OAR 581-023-0006\(7\)\(b\)](#)-hours of instruction.

DEFINITIONS RELATING TO ALTERNATIVE PROGRAMS

"Alternative program" as defined in [OAR 581-023-006\(1\)\(d\)](#) is any private or public alternative program providing instruction or instruction combined with counseling under [ORS 336.635](#).

"GED Option Programs" refers to: Oregon school districts and education service districts with an approved GED Option Program Application are given the opportunity to retain enrollment of 16 and 17-year-old students while they study for and take GED subtests. Because they remain in school, students continue toward achieving the academic credits and Essential Skills required for graduation and do not need an Exemption from Compulsory Attendance to access GED tests. For more information regarding program and student requirements, see the GED Option Program Application posted on the [GED Option Program webpage](#).

"Instruction" for purposes of reimbursement of alternative programs means all activities that are approved by the student's resident school district, consistent with Oregon's academic and career related learning standards, and designed to lead to student achievement of those standards, including participation in Oregon state assessment, where applicable. [OAR 581-023-0006\(m\)](#)

"Intermediate group" means instruction provided to a student receiving a comprehensive instructional program consistent with [OAR 581-022-2030](#) and individually placed by a school district in an alternative program approved by a school district to a class of six to 15 students. [OAR 581-023-0006\(1\)\(o\)](#)

"Large group" means instruction consistent with [OAR 581-022-2030](#) and provided to a student individually placed by a school district in an alternative program approved by a school district to a class of 16 or more students. [OAR 581-023-0006\(1\)\(p\)](#)

(p) "Small group" means instruction provided to a student receiving a comprehensive instructional program consistent with [OAR 581-022-2030](#) and individually placed by a school district in an alternative program approved by the school district to a class of two to five students. [OAR 581-023-0006\(1\)\(s\)](#)

"Tutorial" means instruction provided to a student receiving a comprehensive instructional program consistent with [OAR 581-022-2030](#) and individually placed by a school district in an alternative program approved by a school district to one student. [OAR 581-023-0006\(1\)\(v\)](#)

REGISTRATION OF PRIVATE ALTERNATIVE PROGRAMS/SCHOOLS

[OAR 581-021-0072:](#)

(1) All Sections of this rule apply to each private alternative education program approved by a school district board on or after July 1, 2007. For the purposes of this rule, the term "program" includes "school."

(2) For the purposes of ORS 336.635(1), all private alternative education programs receiving public school funds must comply with Private Alternative Education Standards established by the Oregon State Board of Education. Before contracting with or receiving public funds from any public school district, each private alternative program must register with the Oregon Department of Education (ODE) under this rule and must have an institution identification number assigned by the Department.

(3) New registration and renewal applications must be received by March 31 each year, beginning in 2008. Annually by March 1, the Oregon Department of Education will provide registration renewal application forms to private alternative programs registered with the Department.

REPORTING PRIVATE ALTERNATIVE EDUCATION PROGRAM STUDENTS

ODE Registered Private Alternative Programs should be reported using the Private School's Institution ID for the Attending School field. Residency is based on the following criteria:

- Placed by a Parent: If the student was placed by a parent without the school, school district's, or ESD's approval, this student is treated as privately placed and not reported in ADM.
- Enrolled in a Charter School: Charter schools may not contract with the ODE Registered Private School to provide education.

- Placed by the Resident District: Report this student using the standard Resident District.
- Placed by the Courts: The Resident District becomes the school district within whose boundaries the school is located.

SUGGESTED STUDENT ATTENDANCE ACCOUNTING REPORT CHECKLIST

This checklist attempts to prevent common errors and omissions in student attendance accounting. We offer it as a suggested checklist for your use; you may wish to retain it for continued use.

- A standard student (ADM Program Type 1) who was enrolled for the entire reporting period and expected to attend every session day will reflect Session Days that equal their Days Present plus Days Absent.
- Number of Days in Session must be completed for ADM Program Types 01, 02, 03 and 15. This entry is always a whole number. Only days during which students are under the guidance and direction of teachers are counted as "Days in Session."
- Each school will generally have the same session days for all students within a grade level. A common exception with regards to Session Days is Kindergarten classrooms where it is not unusual to have different groups of Kindergarten students on different schedules.
- Some grades have different session days than other grades in the same school. A common occurrence of this is Kindergarteners who start a day or week later than other grades in elementary schools, and Grade 12 students who often leave a day or more earlier than other students in high schools. Incorrectly reported Session Days can result in errors in Calculated ADM amounts and funding.
- Home schooled students receiving supplemental instruction are reported with "Shared Time" under Program Type Code 9 within their geographical resident district.
- No more than five day's membership may be claimed for any student enrolled in any combination of programs, including Tutorial during a one-week period. See [OAR 581-023-0006\(6\)\(b\)](#) and (e) for additional information. One hour of tutorial instruction is equivalent to one day of membership.
- Students on individual instruction (tutorial) may not be claimed for standard instruction on the same days they are claimed for tutorial and should be reported under tutorial instruction not exceeding 5 hours per 5 school day week for a single student.
- No student is claimed for more than 20 days membership over any 20 day time span.
- Students attending approved private alternative schools or programs have the school or program's ID as their attending school.
- The hours claimed cover only the time period for which the report is filed.
- Double-check all fields/records for accuracy and completeness.

- Ensure someone is available by telephone or e-mail to answer questions regarding these reports/forms. Many districts are not staffed during the summer, but correction of records cannot wait until September. Common and County School Funds and State School Fund moneys cannot be distributed before ADM data are complete and accurate.
- Review calculations that ODE performs such as Full Academic Year Flags (3rd Period only) and the Calculated ADM amount in columns BU-BW of the production download report to ensure the data have been correctly reported. Look at the calculated ADM amount in column BW. If the records for students who were enrolled the entire school year with a full schedule (attending everyday) and 1.0 FTE indicate something other than 1, there is likely an error with session days or attendance.
- Ensure all schools, programs, grade levels and program types are reported.
- Verify that ESD registered home school and private school students attending for less than 0.5 FTE are reported with Program Type 9 (Shared Time).
- Ensure Program Type 14 records continue to be reported in subsequent periods for the entire reporting year.
- Ensure that reported instructional hours only include instruction provided for the reporting period.
- Ensure all flags are reported accurately and consistently between periods.
- Make sure any credentials and other records reported in 1st period Cumulative ADM are also reported in 2nd period, 3rd period, and Annual ADM for that year.
- The ADM End Date should be the first week day after the last date of enrollment. For Example, in Third Period, if a student is present on Wednesday, May 1, 2024, their ADM End Date should be Thursday, May 2, 2024.
- After you have submitted your file to ODE, order a production download, save it in a secure location, and review the data for accuracy and check to make sure there are no errors showing in the Error Management/Review Errors queue. In Annual ADM, ensure that graduates are reported with the correct End Date Code and Diploma type code.

It is a good practice to create a folder in a secure location on your computer for the ADM collection. After you have submitted your collection and cleared any errors, do a Production Download. (Instructions are in the Consolidated Student Collections User Guide under the Production Download heading.) Open the file and save it to this folder for future reference. Anytime you make a change to the collection, do another Production Download and save it to this folder. The Production Download Report is now available at any time under the Reports tab. The collection does not need to be open to access these reports.

Note: To view a production download of students who are residents of your school district but attending another school district, while the Cumulative ADM collection is open, go to Record Management – Production Download, change the small radio button from the default Internal

to External, and select the type of download file you want (usually CSV). This report will show the students who are attending elsewhere.

The External/Internal Downloads are available after the collection closes on the ODE District web page for Cumulative ADM under the Secure Reports section or under the *Reports* tab within the Consolidated Collections application.

Please be advised that the ODE Finance team may contact submitters as late as May of the following reporting year that require edits to the previous Annual Cumulative ADM submitted data.

[Reference documents](#) are located on the ODE District website.

SUGGESTED ADM REPORTING GUIDELINES CHECKLIST

- Student and SSID record: check to make sure your information and the SSID record match prior to submitting data. Refer to the [Consolidated Collections Student-Level Collections User Guide](#) – Error Management section for additional information on how to resolve duplicates.
- Report students enrolled in part-time kindergarten programs with Program Type 15 and 1.0 FTE, even if student attends for less than the entire half-day. Report students enrolled in full-time kindergarten programs with Program Type 1 and either 1.0 or 0.5 FTE, depending on the amount of the day the student is enrolled.
- Report using the proper collection dates. Refer to the [Schedule of Due Dates](#) on the ODE District web site.
- Enter the appropriate information for each type code to avoid triggering errors.

SUGGESTED CHECKLIST FOR ACCURACY CONTROL SYSTEM

The Student Attendance Accounting rule ([OAR 581-023-0006](#)) requires school districts to have in operation an attendance accounting system which is adequately controlled and enables the district's chief administrator to certify the accuracy of data reported to the Oregon Department of Education. An acceptable system of student attendance accounting must include procedures ensuring the following:

- The control system is detailed in writing and is available to each building's principal and attendance clerk, as well as appropriate attendance personnel at the district and state levels.
- Attendance clerks are adequately trained and have access to all appropriate instructions and manuals.
- Individual student entries for enrollment, membership, and attendance are made and verified in a timely manner. "Timely" should be quantified. (Ideally, it would be daily; the

maximum lag time would be once a week.) Verification of entries should be handled by a second person, if staffing permits.

- Daily source records for enrollment, membership, and attendance are retained for at least three years to allow auditors to verify the accuracy of reported data. A school registrar or its equivalent is permanently retained.
- Pre-enrolled students who fail to attend should be purged from the active roll within ten days of the beginning of school.
- Withdrawal of students from the active roll after ten consecutive school days' absences (rather than immediately) is confined to those students who were expected to return. Under no circumstances may students remain on the active roll on the 11th school day of absence.
- Residency of each student is checked at the time of enrollment and is correctly reported.
- An appropriate FTE has been assigned to each student.
- No students are shown concurrently on the rolls of more than one instructional program.
- Students enrolled in private alternative programs are not carried on the school active roll. (The number of hours of instruction is to be maintained and reported separately by the private alternative programs.)
- ADM Collection submissions are double checked before forwarding to the Department of Education.
- Arrangements have been made for someone to be available by phone or e-mail throughout the year (including the summer months) in the event questions arise regarding the state collection.
- The district's chief administrator can be assured of the accuracy of reports prior to annual certification and submission to the state.