

Fractional ADA Models

Technology Task Force

Online Course Implementation Subcommittee

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Section 33-1002A, Idaho Code

“...attendance shall be counted and divided based on the portion of the student’s daily attendance time that is spent in attendance at each school district, public charter school or online course.”

How to Measure “Time?”

- Periods
- Credits
- Minutes of Instruction

Periods - Pros

- Fractions easier to understand and communicate

Periods - Cons

- Lack of uniformity
- Difficult to accommodate different schedules
- Does not incentivize success
- Difficult to accommodate acceleration

Credits - Pros

- Uniformity
- Accommodates different schedules
- Fractions easier to understand/communicate
- Can incentivize success
- Easiest to track & report

Credits - Cons

- Difficult to accommodate acceleration

Minutes of Instruction - Pros

- Uniformity
- Accommodates different schedules
- May accommodate acceleration

Minutes of Instruction - Cons

- Fractions more difficult to understand/communicate
- Does not incentivize success
- Most difficult to track & report

Differential Fractional ADA Calculations

- “Typical” secondary student ADA may be worth \$4,600
- In a small district it could be \$17,000
- In a large district it could be \$4,000

Other Issues

- When are fractions determined?
 - At a single point in time?
 - If so, when? Beginning of term?
- Challenge of acceleration
- Summer courses – what if fractions are still available?