



## **REPORT ON LEARNING YEAR PROGRAMS**

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**Fiscal Year 2015**

**Report**

**to the**

**Legislature**

**As required by**

**Minnesota Statutes,**

**section 120B.35, Subdivision 3 (e)**

**COMMISSIONER:**

**Brenda Cassellius, Ed. D.**

**Report to the Legislature on Learning**

**Year Programs**

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**July 1, 2015**

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**Fiscal Year 15**

**Report to the Legislature**

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**As required by**

**Minnesota**

**Statutes**

**120B.35, Subdivision 3 (e)**

## **Cost of Report Preparation**

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$49,840.91. Nearly all of these costs involved staff time doing outreach to programs to discuss the report, designing the data collection process, collecting the data and following up, analyzing the data and preparing the written report. The cost of district staff time in providing the requested information is not included. It is anticipated that the cost will be less in future years as the report is updated.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

# Contents

<b>Introduction and Charge to the Department of Education .....</b>	<b>1</b>
<b>Executive Summary .....</b>	<b>1</b>
<b>Statement of Need .....</b>	<b>2</b>
<b>Definition of Alternative Programs.....</b>	<b>3</b>
<b>History of Alternative Programs.....</b>	<b>5</b>
<b>State Approved Alternative Programs (Learning Year Programs).....</b>	<b>6</b>
<i>Program Models .....</i>	<i>6</i>
Summer Programs .....	6
Core School Year Day Programs .....	7
<i>Types of Alternative Programs .....</i>	<i>8</i>
Area Learning Center .....	8
Alternative Learning Programs .....	8
Targeted services programs .....	8
Contract Alternative Programs .....	8
Early/Middle College .....	9
Spotlight on Freshwater Education District.....	9
Adult Diploma Program .....	10
<b>Evaluation Data Collection Methods .....</b>	<b>10</b>
<b>Demographics of State Approved Alternative Programs (SAAPs).....</b>	<b>11</b>
<i>Ethnicity .....</i>	<i>11</i>
<i>Ethnicity: State.....</i>	<i>12</i>
Ethnicity by Program Type.....	13
<i>Grades Served.....</i>	<i>14</i>
Grades Served Overall: State .....	14
Grades Served by Program Type .....	15
<i>Gender .....</i>	<i>18</i>
Gender: State.....	18
Gender: By Program Type.....	19
Gender: By Ethnicity and Program Type.....	20
<i>Special Populations.....</i>	<i>21</i>
<i>Demographic Summary .....</i>	<i>22</i>
<i>Targeted Services.....</i>	<i>23</i>
<i>SAAP Summer Programs.....</i>	<i>24</i>
Targeted Programs Summer Information FY 15.....	24
Program Spotlight: Saint Paul Public Schools .....	29
Secondary Summer Programs Information FY 15 .....	30
<i>SAAP Core School Year Programs .....</i>	<i>34</i>
Graduation Rates.....	35

Career and College Readiness Benchmarks.....	44
At-Risk and Off-Track Students.....	47
Identifying At-Risk and Off-Track Students .....	47
Intervention and Prevention Strategies .....	49
Recuperative and Recovery or Re-enrollment Strategies for Off-Track Students .....	51
Spotlight on Worthington Area Learning Center.....	51
<b>Summary of Report Findings.....</b>	<b>53</b>
<b>Appendix A: Targeted Services ADMs by District .....</b>	<b>54</b>
<b>Appendix B: List of State Approved Alternative Programs by District .....</b>	<b>57</b>
<b>Appendix C: Enrollment by Grade Level and Program Information .....</b>	<b>71</b>
<b>Appendix D: Glossary of Terms .....</b>	<b>73</b>

## Introduction and Charge to the Department of Education

During the legislative session of 2013, a provision was added in the law that mandated an annual report for Learning Year programs. Minnesota Statutes, section 120B.35, Subdivision 3 (e) reads:

*For purposes of statewide educational accountability, the commissioner must identify and report measures that demonstrate the success of learning year program providers under sections 123A.05 and 124D.68, among other such providers, in improving students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually report summary data on:*

- the four- and six-year graduation rates of students under this paragraph;
- the percent of students under this paragraph whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1; and
- the success that learning year program providers experience in:
  - (i) Identifying at-risk and off-track student populations by grade;*
  - (ii) Providing successful prevention and intervention strategies for at-risk students;*
  - (iii) Providing successful recuperative and recovery or reenrollment strategies for off-track students; and*
  - (iv) Improving the graduation outcomes of at-risk and off-track students.*

*The commissioner may include in the annual report summary data on other education providers serving a majority of students eligible to participate in a learning year program.<sup>i</sup>*

This report is in response to the legislation. It is hoped this will give a more accurate, comprehensive picture of the various learning year programs that exist in the state of Minnesota. Learning year programs are defined in Minnesota Statutes, section 124D.128, Subdivision 1: “a learning year program provides instruction throughout the year on an extended year calendar, extended school day calendar or both.”

## Executive Summary

The Minnesota Department of Education (MDE), along with representatives from alternative programs across the state, in completing its charge to conduct a report of Minnesota’s State Approved Alternative Programs (SAAPs), determined that a combined survey and data request approach was the most feasible and timely way to gather the information. The timeline required that a report be presented to the legislature by July 1, 2015. MDE chose a survey combined with a data request since there is currently no database or collection system for some of the information determined to be needed.

As MDE and alternative school staff explored methods appropriate for gathering the information, it was determined that a two-pronged mechanism was necessary to obtain program types, strategies used and earned credit information. Data was gathered from current district submissions to MDE, such as enrollment information, and through direct outreach to district staff. We anticipated that districts would be challenged by gathering the type and quantity of information requested, and the personnel capacity to source and report the information. Efforts were made to ensure that districts were given several months to provide the requested information.

Through multiple and varied communications, districts were encouraged to participate in the SAAP report in hopes that their contributions to providing the legislature with the information about their programs, interventions and strategies implemented, and credits earned by students would help to inform future decision making and subsequent policy and resources. Given the limitations of personnel capacity, and that the participation was voluntary, not required, it is noteworthy that there was a 76 percent overall statewide participation in the Targeted Services survey, 81 percent participation in the Intervention and Prevention Strategies survey, 86 percent in the Summer Programs survey, and a 96 percent participation in the Credits Earned by students data request.

The background that follows this summary provides information on State Approved Alternative Programs in Minnesota and the methodology implemented for the SAAP survey. As the data is outlined in the report, associated common terminology and definitions are established, findings highlighted, and references for more detailed information are provided in the appendices.

## **Statement of Need**

Being able to meet the needs of students who are unsuccessful or disenfranchised from our traditional schools is becoming critically important as we face an achievement gap that is not shrinking fast enough and a graduation rate that is currently 81 percent. As the state strives for a 90 percent graduation rate by 2020, we need to recognize that the graduation rates for our at-risk students fall short of this and look for other options. Equally important is ensuring that these other options are successful in meeting this need. Even as our graduation rate state-wide has risen above 80 percent, there continues to be a population of students for whom the status quo has not proven successful, both within and outside of our state. Minnesota has long been a leader in providing multiple pathways for students to achieve their high school diploma, from Postsecondary Enrollment Options to charter schools to college within the schools to alternative education programs. As we work towards closing the achievement gap and increasing our global competitiveness, we have come to understand that there are different ways for different students to be successful in their postsecondary and career pursuits. While we strive for quality schools for all students and as we implement the World's Best Workforce, we know that many students are seeking and needing a different pathway option than what works for the majority. State Approved Alternative Programs (SAAPs) are one possibility.

Alternative programs are generally characterized by the following:

- Smaller class sizes.
- Year-round programs.
- More hands-on/experiential approach.
- Focus on individual students' learning style/needs.
- Independent study options (available for students over the age of 14).

State Approved Alternative Programs are funded with General Education Revenue and students are eligible to generate up to 1.2 Average Daily Membership (ADM), the basis on which schools generate per pupil funding, to give them the extra time they need to be successful.

Alternative education is one of the intervention strategies that many school districts are implementing to address the needs of students who are not succeeding in traditional education settings. But what exactly is “alternative education”?

## Definition of Alternative Programs

The U.S. Department of Education defines alternative education as “schools and programs designed to address the needs of students that typically cannot be met in regular schools. The students who attend alternative schools and programs are typically at risk of educational failure (as indicated by poor grades, truancy, disruptive behavior, pregnancy, or similar factors associated with temporary or permanent withdrawal from school)” .<sup>ii</sup>

In Minnesota, the purpose of alternative education is defined in Minnesota Statutes, section 124D.68, Subdivision 1: “The legislature finds that it is critical to provide options for children to succeed in school. Therefore, the purpose of this section is to provide incentives for and encourage all Minnesota students who have experienced or are experiencing difficulty in the traditional education system to enroll in alternative programs.”<sup>iii</sup> Furthermore, Minnesota Statutes, section 123A.05, Subdivision 1, defines the types of alternative programs that Minnesota authorizes:

- (a) A district may establish an area learning center, alternative learning program, or contract alternative in accordance with sections 124D.68, subdivision 3, paragraph (d), and 124D.69.
- (b) An area learning center is encouraged to cooperate with a service cooperative, an intermediate school district, a local education and employment transitions partnership, public and private secondary and postsecondary institutions, public agencies, businesses, and foundations. Except for a district located in a city of the first class, an area learning center must be established in cooperation with other districts and must serve the geographic area of at least two districts. An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students.
- (c) An alternative learning program may serve the students of one or more districts, may designate which grades are served, and may make program hours and a calendar optional.
- (d) A contract alternative is an alternative learning program operated by a private organization that has contracted with a school district to provide educational services for students under section 124D.68, subdivision 2.<sup>iv</sup>

In addition to these programs, a separate program is available for alternative learning that is designated as Area Learning Centers. Minnesota Statutes, section 123A.06 states that “a center may also provide programs and services for elementary and secondary pupils who are not attending the state-approved alternative program to assist them in being successful in school.”<sup>v</sup> The Department has defined these as Targeted services programs at the elementary level.

This means that, in Minnesota, we have four basic types of learning year (alternative) programs:

- Area Learning Centers, both core day and extended day programs.
- Alternative Learning Programs, both core day and extended day programs.



- Contracted Alternative Programs, both core day and extended day programs.
- Targeted services programs, extended day programs only.

Statute also defines students that must be provided the option of receiving these services. Minnesota Statutes, section 124D.128, Subdivision 2(a), states that a state-approved alternative program must provide services to students who meet the criteria in Minnesota Statutes, section 124D.68 and who are enrolled in a district that is served by the state-approved alternative program or who are enrolled in a charter school located within the geographic boundaries of a district that is served by the state-approved alternative program.

In 2014-2015, there were 601 sites, including 263 Area Learning Centers, 55 Alternative Learning Programs, 12 Contracted Alternatives Programs and 274 Targeted services programs. These are listed in Appendix B.

Alternative Education Programs provide multiple opportunities for students to be successful in gaining their high school diploma. They range in all shapes, types and grade configurations. There are currently programs in over 200 districts across the state. While there are fewer districts that hold an approval, many of these are Intermediate Districts or Educational Cooperatives that have programs in several of their member districts. Also, several districts are contracting with other districts to run programming, such as Detroit Lakes. In Fiscal Year (FY) 14 there were over 167,000 enrollment records and an unduplicated count of 157,935 students enrolled in these programs, the majority of whom participate solely in our extended learning programs. These occur primarily in afterschool time and summer time. This data is presented in Appendix C. Minnesota is unique in the resources that are placed in these extended learning programs for at-risk students: very few other states provide such support and often rely on other funding streams, such as Title dollars, to fund out-of-school time programs. However, the research is compelling on the need for these extended learning programs, which allow students to close the opportunity gap that often exists between our students in poverty and their better-off peers, and to allow our high school students to earn credits they have missed in order to graduate from high school.

While we can show the value of the extended learning programs, having options for students during the core school year has also been shown to benefit students who might otherwise not graduate from high school. According to the National Education Association:

The improved graduation rates have been buoyed not only by support from the Obama Administration and a renewed focus on the importance of achieving a diploma, but also from educators across the country who have spent years fighting to keep at-risk students in the classroom through the implementation of alternative schools.<sup>vi</sup>

It is difficult to determine the degree of impact alternative programs have on graduation rates in Minnesota. In some cases, alternative programs do not appear to impact graduation rates because alternative programs have low numbers; the way graduation rates are calculated in some districts can affect the interpretation. Graduation rates are based on the number of graduates divided by the size of the cohort group. The last school where a student was enrolled retains that student in their cohort, no matter the length of their enrollment. Many alternative schools experience an increase in the size of their cohort group as students who did not graduate from the traditional high school programs on time transfer to the alternative program and may leave that program without graduating. These students are removed from the traditional school graduation cohort and remain

in the alternative school cohort. This will be discussed in greater detail in the section of the report that deals with graduation rates.

Although the degree of impact can occasionally be difficult to determine, we do know that the overall effect of alternative programs on student outcomes is positive. Alternative programs serve difficult to reach students and are successful in assisting this student population toward obtaining high school diplomas.

## History of Alternative Programs

Many people feel that alternative schools were the seed that led to charter schools<sup>1</sup>. They were first approved by the Minnesota Legislature in 1987 to serve high school students struggling in traditional schools. This law gave school districts the opportunity to establish “area learning centers” or work with “contract alternatives.” At that time, the law did not specify the third current type of alternative programs, “alternative learning programs.” This occurred in 2009 when the Legislature made a number of changes to the alternative education statutes. Over time these programs have served hundreds of thousands of students. The purpose of the law was to provide alternatives for at-risk students and statute established eligibility for students and created a means to serve them.

Minnesota defines at-risk and student eligibility to attend alternative programs very broadly in large percentage of the school-age population in the state. Critical to the viability of these programs is student choice to attend an alternative program<sup>2</sup>. Because of this, school personnel cannot mandate a student’s attendance to an alternative program. Programs work with each individual student to develop a plan to bring them to graduation. Each student has a continual learning plan (CLP) that establishes support for the student in grade promotion and completion of a high school diploma.

In February of 2010, the Office of the Legislative Auditor (OLA) published a report on alternative programs in which they described student results on the Measurement of Academic Progress (MAP) tests and the Minnesota Comprehensive Assessment (MCA). The OLA report concluded that, “(s)tudents who received targeted services had greater gains on the MAP exam than other students” and “(m)ore students enrolled in targeted services showed high growth than low growth on the MCA-II tests”<sup>3</sup>. [Visit the Office of the Legislative Auditor website](#) to access the report on Alternative Education Programs.

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<sup>1</sup> <http://www.pbs.org/closingtheachievementgap/faq.html#q13>; <https://www.minnpost.com/politics-policy/2013/03/charter-schools-risk-kids-what-are-fair-standards>

<sup>2</sup> According to §124D.128, Subdivision 3 “participation in the program is optional”.

<sup>3</sup> OLA Report on Alternative Programs, February 2010

# State Approved Alternative Programs (Learning Year Programs)

## Program Models

### Summer Programs

The largest enrollment of students in SAAP programs is during the summer. It is a time of opportunity for students who struggle, particularly students in poverty, to receive additional supplemental instruction. Despite mounting research demonstrating that summer is a critical time towards closing the achievement gap, districts struggle financially to provide summer programming without using extended time funding as the main funding source for programs that occur in the summer.

According to RAND researcher Jennifer McCombs, "(d)espite long-term efforts to close the achievement gap between disadvantaged and advantaged students, low-income students continue to perform at considerably lower levels than their higher-income peers, particularly in reading. Instruction during the summer has the potential to stop summer learning losses and propel students toward higher achievement."<sup>4</sup>

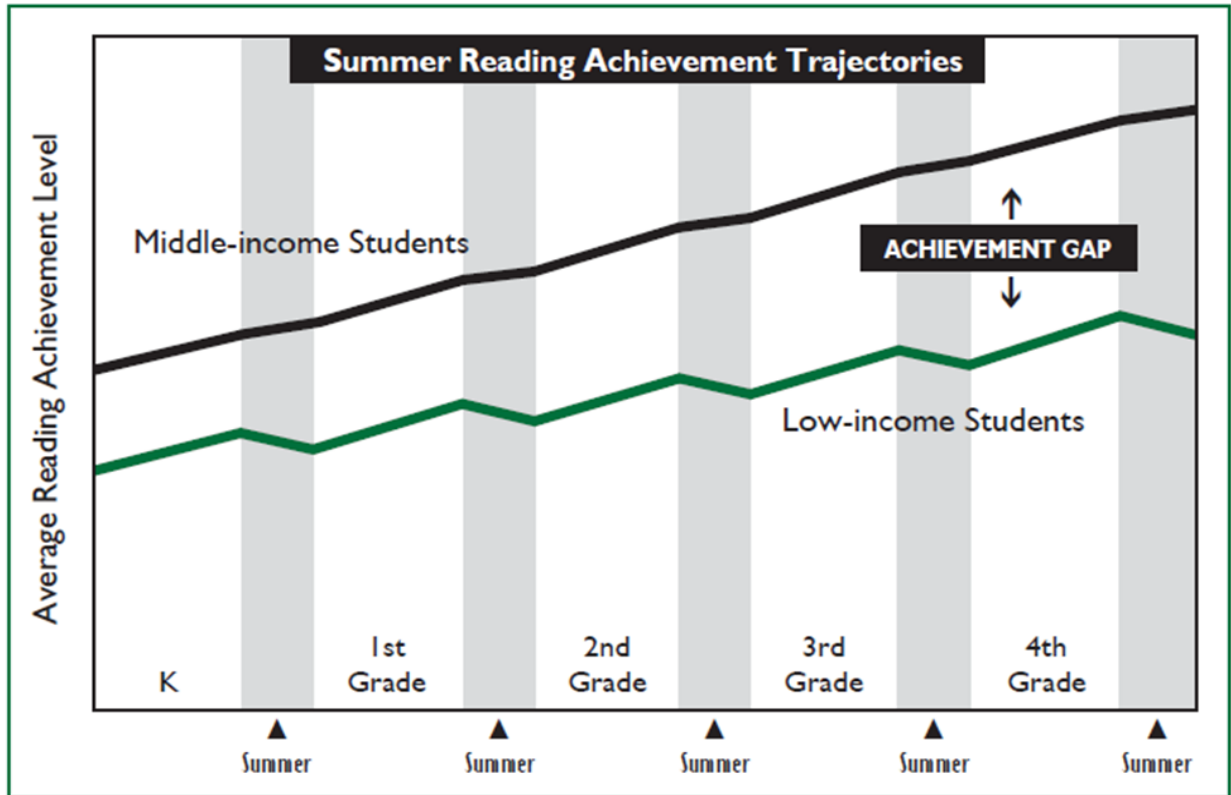
In 2011, a comprehensive analysis was published by the RAND Corporation. Based on this information, McCombs and colleagues concluded that while overall elementary students' performance falls by about a month during the summer, the decline is far worse for lower-income students. But perhaps more importantly, their report shows that summer learning loss is cumulative and contributes substantially to the achievement gap. They concluded that efforts to close the achievement gap must not be applied to the core school year alone in order to be successful.<sup>5</sup>

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<sup>4</sup> Press Release, June 13, 2011. <http://www.rand.org/news/press/2011/06/13.html>

<sup>5</sup> McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., and Cross, A. B. (2011). *Making summer count: How summer programs can boost students' learning*. Santa Monica, CA: RAND. Retrieved from [www.rand.org/content/dam/rand/pubs/monographs/2011/RAND\\_MG1120.pdf](http://www.rand.org/content/dam/rand/pubs/monographs/2011/RAND_MG1120.pdf)

This research confirms previous reports on the impact of the summer learning loss. The cumulative summer learning loss for a student in poverty and a middle income student is depicted in the following chart:



Data source: Summer Learning: Research, Policies, and Programs<sup>6</sup>

Minnesota has recognized the need to offer targeted services to at-risk elementary students and provides resources to support these programs. The extended time funding that exists for at-risk students is a critical component for students living in poverty and exhibiting the risk factors as noted in legislation.

### Core School Year Day Programs

Minnesota SAAP core school day programs are mainly Area Learning Centers, followed in number of programs by Alternative Learning Programs and then Contract Alternative Programs. While there are fewer Contract programs, these programs serve slightly more students than the Alternative Learning Programs. Both these programs are described in more detail in the following section.

<sup>6</sup> G.D. Borman and M. Boulay (Eds.), *Summer Learning: Research, Policies, and Programs* (Mahway, NJ: Lawrence Erlbaum Associates, Inc., 2004).

## **Types of Alternative Programs**

All State Approved Alternative Programs are required to be learning year programs. This means that programming of some type must be offered throughout the calendar year.

### **Area Learning Center**

The first type of alternative program in the state is Area Learning Centers (ALC). Many people erroneously refer to these as Alternative Learning Centers but the word “area” has specific significance. These are alternative programs that are meant to be developed cooperatively with at least two districts and that will serve the geographic area of those districts. The exception to this requirement is a district located in a city of the first class: Minneapolis, St. Paul and Duluth. Other requirements to operate as an ALC include the provision that the ALC will offer a comprehensive education program through a school within a school or separate site for students at both the middle school and high school level. ALCs must be open to students both inside and outside of the district which hosts them. There are benefits to being an ALC. For example, ALCs can provide out-of-school time programs for identified at-risk students who are not enrolled in the core school day program. At the elementary level, these programs are called Targeted Services. ALCs can be core school programs and extended learning programs and must have programming available throughout the calendar year.

### **Alternative Learning Programs**

Alternative Learning Programs (ALPs) have the next highest number of sites but are actually the smallest programs we operate in terms of number of ADMs generated. Alternative Learning Programs are not required to be operated in conjunction with another district, nor are they required to serve both middle school and high school students. Alternative Learning Programs can focus on one specific need, for example, students identified as having chemical dependency issues. Alternative Learning Programs can specify the grades they serve and may make program hours and a calendar optional. They can offer programs outside of the core school and year, generating additional revenue. Some ALPs operate only during the summer or only after school.

### **Targeted services programs**

After Area Learning Centers, Targeted Services (TS) programs are the most common programs. Unlike ALCs, Targeted services programs can only generate funding outside of the core school day.

Targeted services programming differs. Without broad policy and no implementation recommendations to guide programs, there is a wide range in program focus, time, and duration. For example, summer programs range from three to 40 days. The hours per day also range from one hour per day to seven hours per day. Afterschool programs during the core school year range from one hour per day to three hours per day, and from one to four days per week.

### **Contract Alternative Programs**

Districts may also choose to contract with outside agencies to provide education services for students that are identified as at risk. Currently there are only two districts in the state using this model. Saint Paul Public Schools has one Contract Alternative Program (CAP) and Minneapolis Public Schools has 11 Contract Alternative Programs. While there are only 12 CAPs, they have

slightly more ADMs than the ALPs. Contract Alternatives Programs are also required to be learning year programs. Enrolled students remain students of the district who holds the contract, however, the staff are generally non-district employees. These schools do not qualify for lease aid and must pay those expenses out of the dollars they receive for the education of their students.

## **Early/Middle College**

Legislation was passed in 2014 that provides students in State Approved Alternative Schools the possibility to leverage the Postsecondary Enrollment Options (PSEO) program in a new and unique way. The Early/Middle College program was added to Minnesota Statutes, section 124D.09 and allows alternative program students to take college classes such as developmental coursework. Developmental classes are for students who have not yet achieved the level of academic skill needed to take college level courses. Students earn a high school diploma while also earning postsecondary credits towards a degree or credential including a certificate, diploma, or an associate's degree. This program allows students to earn up to two years' worth of credit towards a Bachelor's degree.

The Early/Middle College legislation provides opportunities to over-age and under-credited youth. These students are now able to learn at their level of understanding on a college campus and with age-appropriate peers.

Another thing that is unique about this program is the strong partnership it forges between the alternative school, the district, and the college. Students must choose a path they will undertake with specific courses set out in a timeline that is clear, and supported along the way by educators from across the spectrum such as counselors, teachers and college instructors. Students will be taking meaningful steps along the path to a credential, certificate or degree in Welding, Health Care Assistant, Early Childhood Education, Administrative Assistant, Human Resources, and many other possible programs.

The steps to begin developing an Early/Middle College program are as follows. First, a partnership between the college and the alternative school must be established. Agreements creating programs of study pathways for students to participate in courses on the college campus are formed. Identifying high school requirements which can be fulfilled by the program college courses is essential. The final step is to submit an application to MDE for approval. The approval process for FY 16 is open each year with an annual due date of April 1.

## **Spotlight on Freshwater Education District**

The Minnesota Department of Education (MDE) recently approved the Central Lakes College (CLC) and Freshwater Education District joint application to establish an early middle college. The program works with junior and senior alternative education center students to earn college credits while in high school.

"It's an opportunity for students who are at risk of not graduating with their peers to have an opportunity to experience PSEO (postsecondary enrollment options) with more additional support than a typical PSEO student would have," said Jana Timm, alternative learning center specialist for the Freshwater Education District in Staples, in a news release.

The early middle college, which is formally called the Freshwater Education District Gateway to College, will be located primarily at the CLC Staples campus. Students can apply now and classes will start in the fall semester.

This is the first early middle college approved by MDE located outside of the metro area, said Nick Heisserer, director of enrollment services at CLC.

"It will give at-risk students some more skills, as well as a chance for them to see college is a worthwhile investment," he said in the news release.

Timm added that with the early/middle college, students could graduate high school with a college-level certificate in hand to get them into a good paying job right away.

Students can apply to be in three programs:

- Pathway for phlebotomy technician.
- Pathway for manufacturing technician certificate program.
- Pathway for individualized studies diploma program.<sup>7</sup>

## **Adult Diploma Program**

There are a number of Adult Basic Education programs that are co-located with Alternative Learning Programs (ALP). This partnership creates efficiencies by facilitating credit completion ABE participants working on completing the credits to earn a high school diploma and provides for a smooth transition to participation in the Standard Adult Diploma for age-out ALP participants.

Secondary credentials are important to adult success in postsecondary education, training, and careers. Such credentials provide a gateway for entry into the workforce, to postsecondary education and to participate as active and contributing community members.

Prior to implementation of the Adult Diploma, if an adult in Minnesota wanted to earn a high school diploma, he/she had two options: returning to a high school program if their age permitted or earning a GED®. In FY 14, the vast majority of adults, nearly 9,000, who earned their diploma did so through the GED® and approximately 200 adults earned a high school diploma. This new, third option will allow adults to earn a competency-based diploma. The Standard Adult Diploma Program is designed for the diverse adults in Minnesota who need a secondary credential. Many of these adults possess the same risk factors as students in alternative programs. The Adult Diploma was piloted in the spring of 2015 with full implementation slated to begin in January of 2016.

## **Evaluation Data Collection Methods**

Several methods were used to gather information for this report. Surveys were sent out to all programs: Targeted Services, Area Learning Centers, Alternative Learning Programs and Contract Alternative Programs. Multiple reminders were sent out to programs who did not respond. There were separate surveys for extended year programs and for the core school year program. For the core school year programs, Area Learning Centers were sent a survey describing requirements for their programs as outlined in statute and inquired about the intervention and prevention strategies in their districts. Demographic and attendance data collected at the state level was reviewed. Spreadsheets were sent to all credit-bearing programs to complete in order to determine the number of credits students actually earned as compared with the number of credits we would typically expect students to earn each year.

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<sup>7</sup> <http://www.brainerddispatch.com/news/3737041-early-middle-college-program-receives-approval>

Surveys were sent out to all districts requesting information regarding the following programs and services (see table below). The number (N) of districts invited to participate in each survey are listed, along with the response rate needed in order to achieve reliability, and the actual number and percent of respondents.

All surveys and data requests listed below met or exceeded the response rate needed for establishing statistical reliability within a 95 percent confidence level and a 5 percent confidence interval. This demonstrates that the data pertaining to these surveys can be generalized to other schools in Minnesota offering similar services to similar student populations. Every effort was made to contact non-respondents.

This chart indicates the categories of information requested and the number of districts invited to participate, the response rate needed to establish reliability of data, and the number and percent of actual respondents.

Survey Name	Number of districts invited to participate	Response rate needed	Number and percent of actual respondents
Targeted Services	N=134	N=100	N=102 (76%)
Intervention and Prevention Strategies	N=147	N=107	N=119 (81%)
Summer Programs	N=136	N=101	N=117 (86%)
Credits Earned*	N=126	N=95	N=121 (96%)

\*This was a data request, not a survey.

A large amount of information is available on the Minnesota Department of Education website. The information for the demographic charts and for the graduation rates was taken from the MDE website<sup>8</sup>.

## Demographics of State Approved Alternative Programs (SAAPs)

The following information and graphs are based on data for the Area Learning Centers, the Alternative Learning Programs and the Contract Alternative Programs. Information on Targeted Services will follow this section.

### Ethnicity

Data is collected on students based on the following five categories:

- American Indian (AMI)
- Asian/Pacific Islander (API)
- Hispanic (HIS)

<sup>8</sup> <http://education.state.mn.us/MDE/Data/index.html>

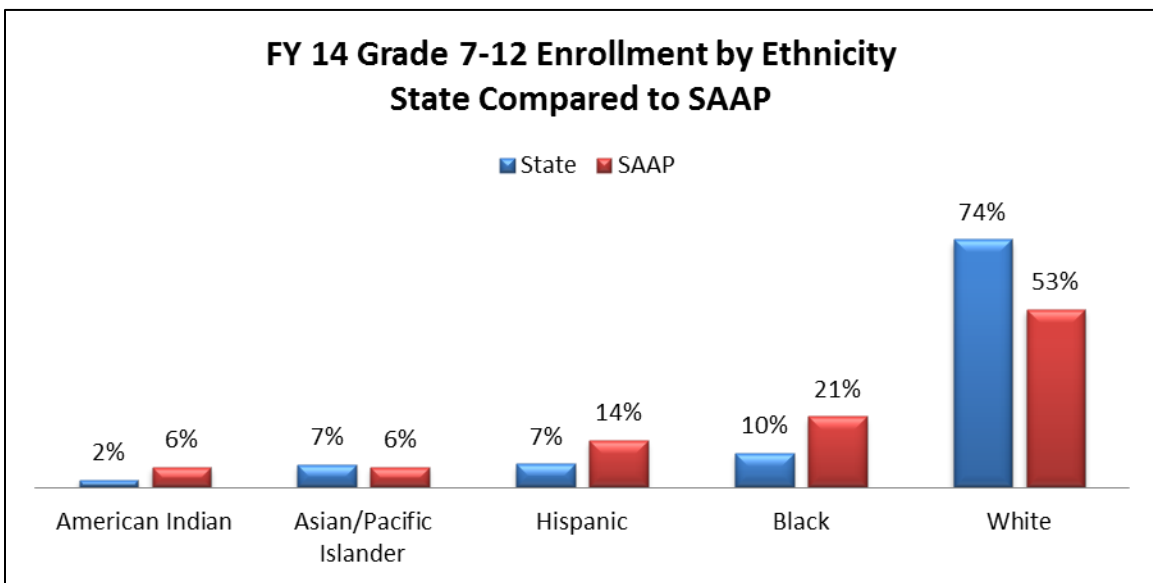
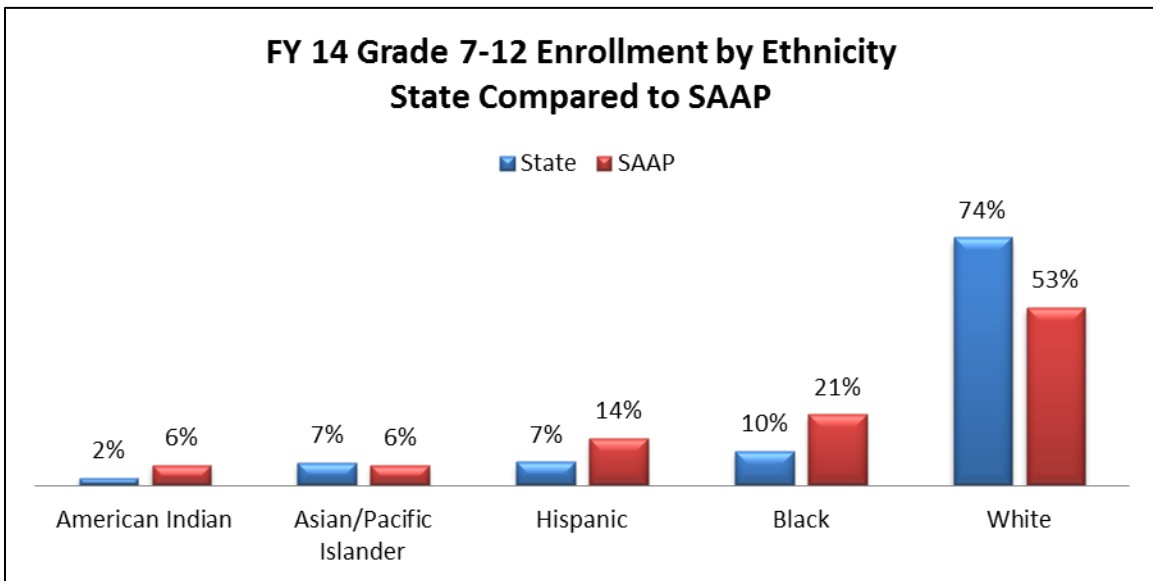


- Black (BLK)
- White (WHT)

The following charts show the demographic makeup of students in the State Approved Alternative Learning Year Programs. Unless specifically stated, none of these include the targeted services programs. These by their definition are not operated during the core school day. There is a separate set of charts specific to Targeted services programs following this section.

**Ethnicity: State**

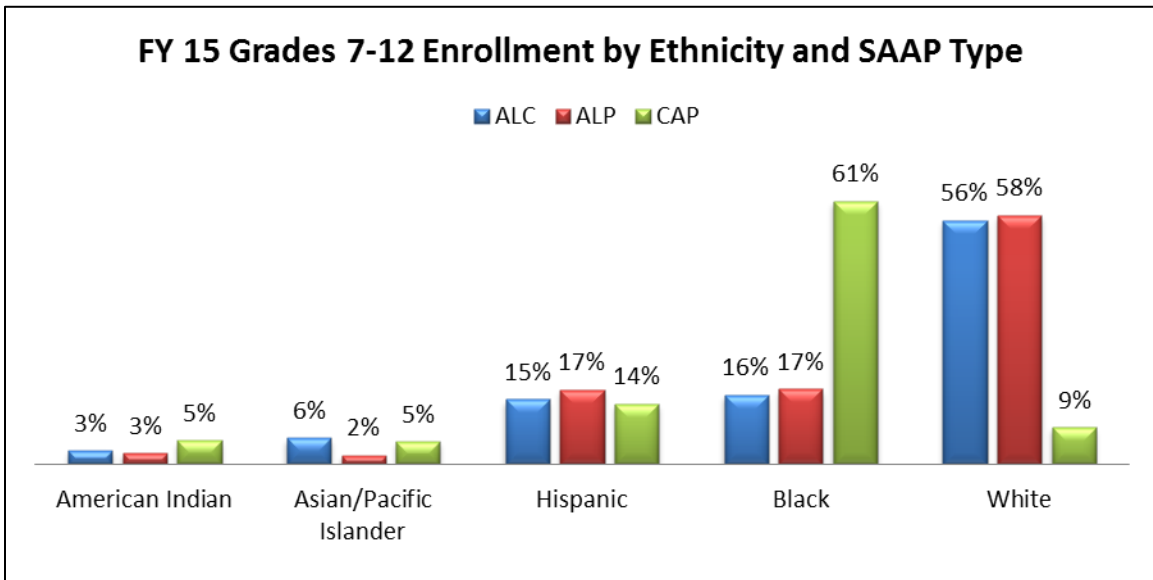
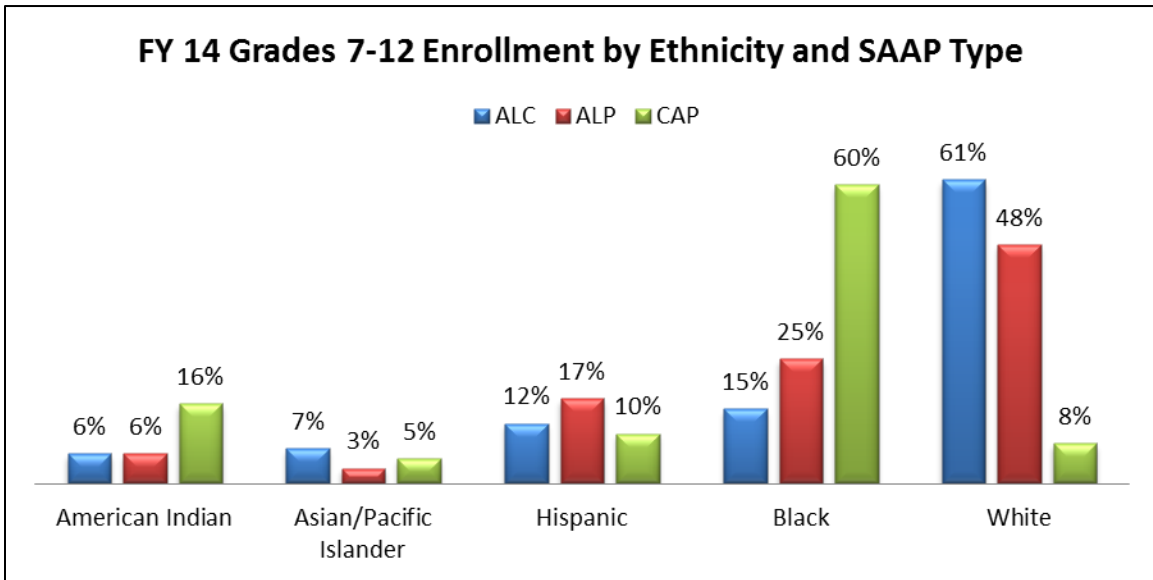
Overall, the SAAP student demographics vary greatly from the state student demographics. In comparison with state demographics, SAAPs have three times the percentage of Native American students, slightly lower percentage of Asian/Pacific Islanders, double the percentage of Hispanic students, and more than double the percentage of Black students and two thirds as many white students as the state average. The source of the data was the Minnesota Department of Education website.



## Ethnicity by Program Type

SAAPs, by program type, are characterized with different ethnic demographics. For example, Contract Alternative Programs have a higher percentage of Native American and Black students than either the Area Learning Centers or the Alternative Learning Programs. Area Learning Centers are approximately 61 percent White and Alternative Learning Programs are nearly 50 percent White. Contract Alternative Programs demonstrate less than 10 percent participation by White students.

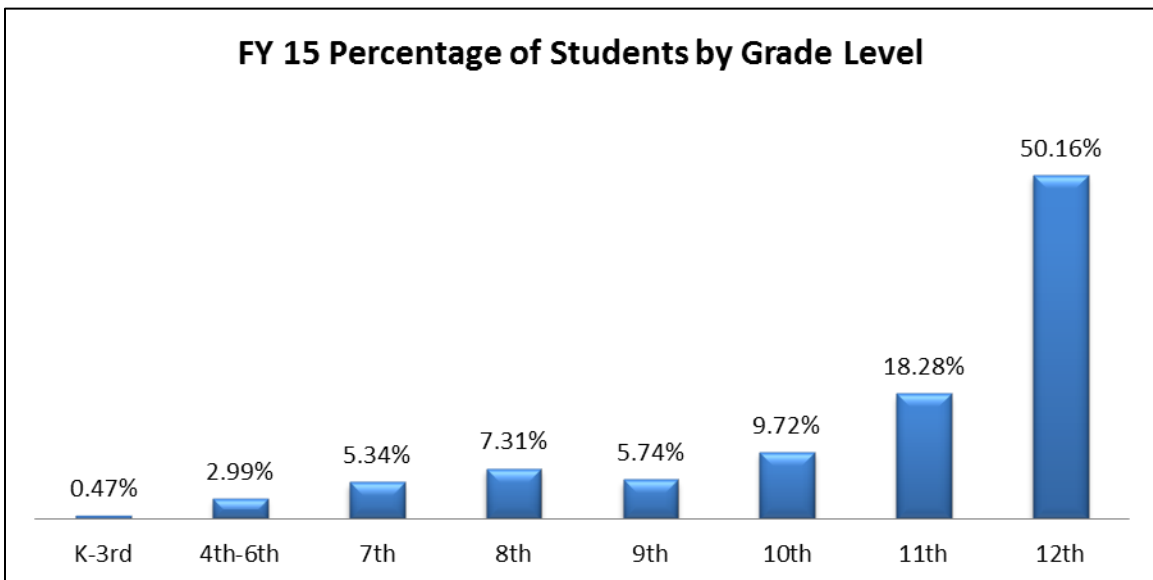
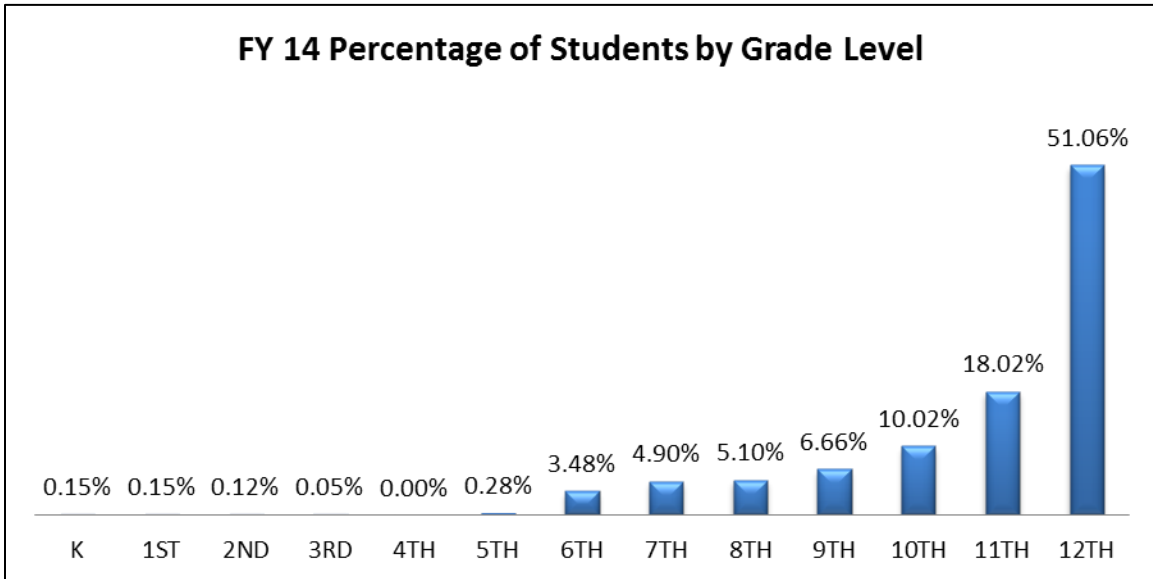
The following charts show Grades 7-12 enrollment by ethnicity in the three types of SAAPs for each year reported.



## Grades Served

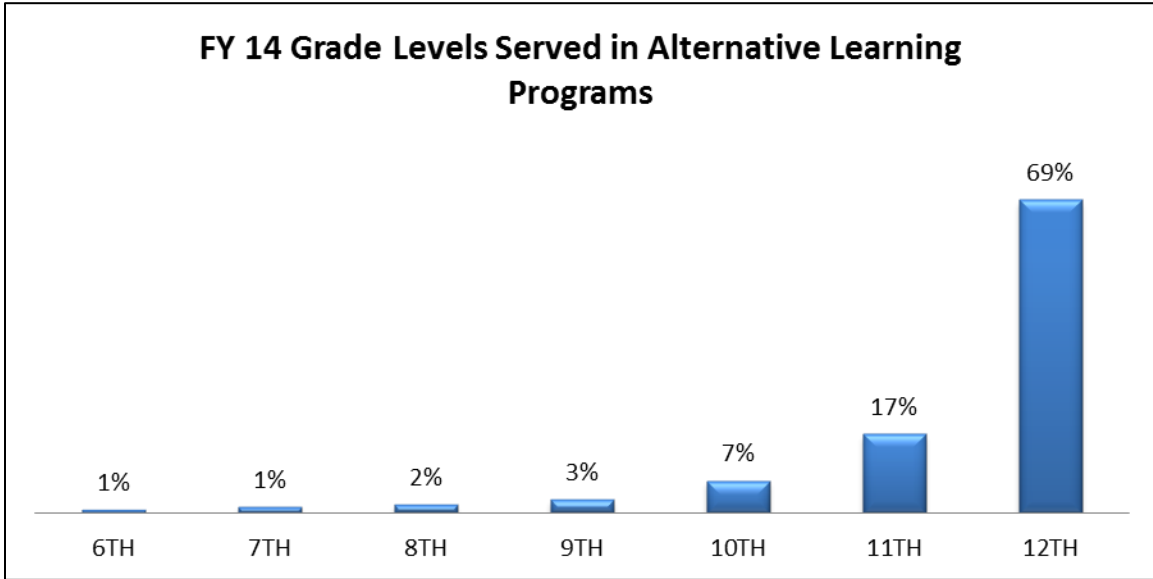
Learning Year Programs initially focused on secondary, specifically high school, students. Over time, services were expanded to other grades. Most notably, out-of-school time Targeted services programs also enroll elementary students. For core school year programs, the only current programs serving elementary students are located in Minneapolis and are Contract Alternative Programs. Overall, the majority of students served in Learning Year Programs are seniors and students who are in their fifth, sixth or seventh year of high school. There are three times as many seniors in these programs as there are juniors. Nearly three fourths of all of the students are juniors or seniors.

### Grades Served Overall: State

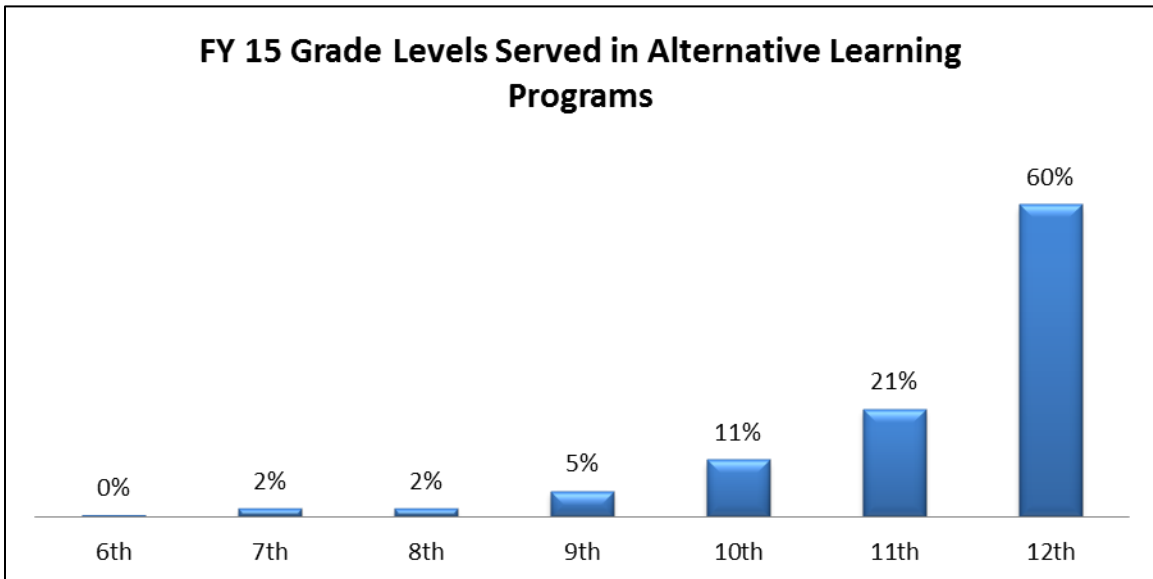


### Grades Served by Program Type

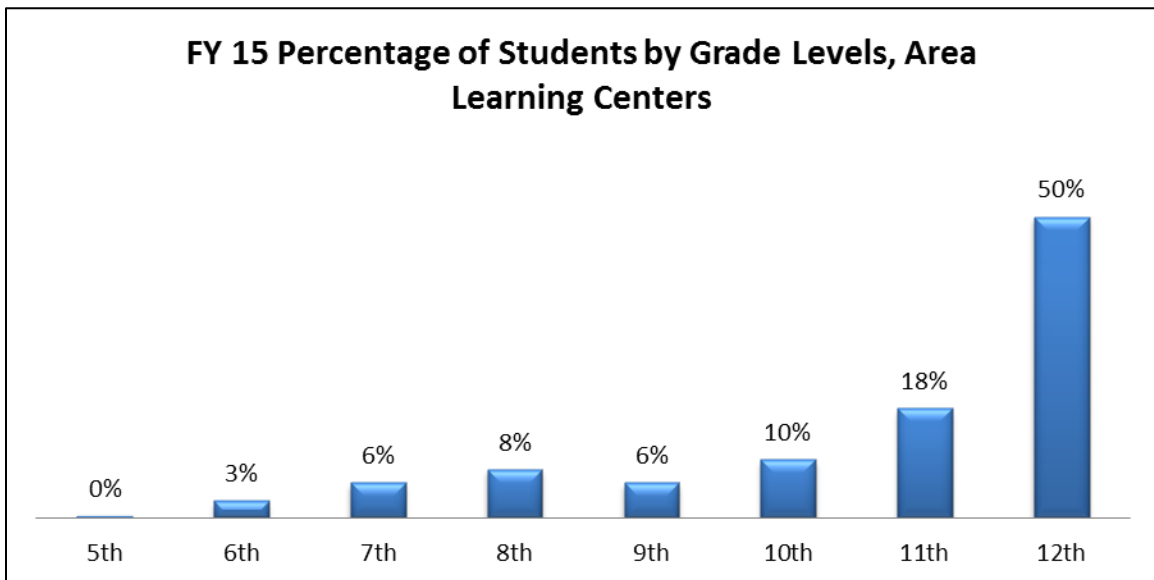
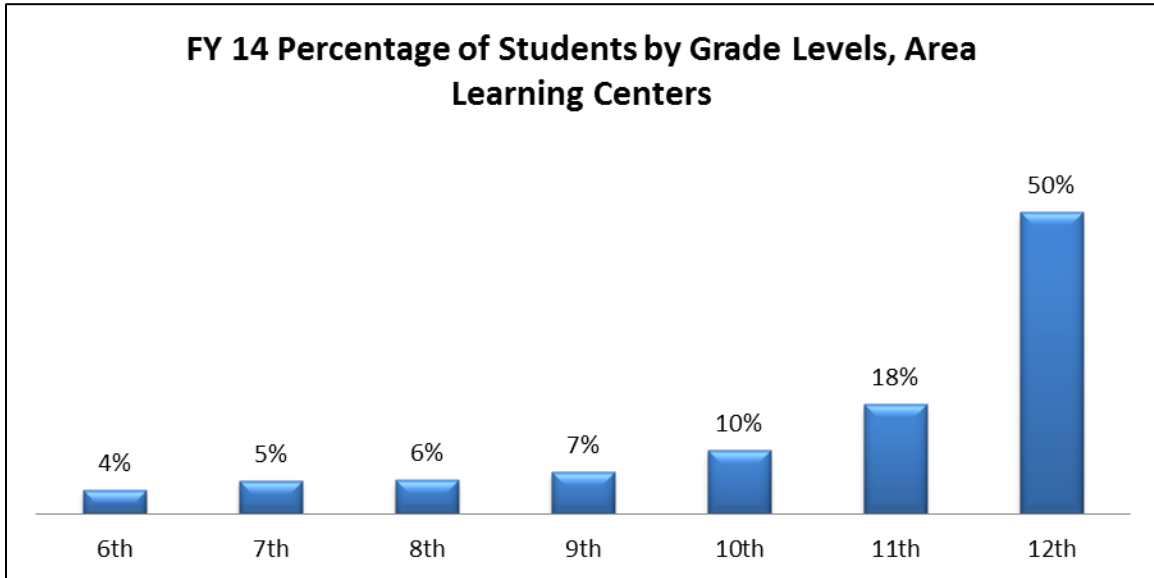
The percentage of students in alternative programs who are 12<sup>th</sup> grade and beyond is 50 percent for alternative programs overall. In Alternative Learning Programs the percentage of seniors was nearly 70 percent. Overall, 96 percent of students were in grades nine through 12 and four percent were middle school students.



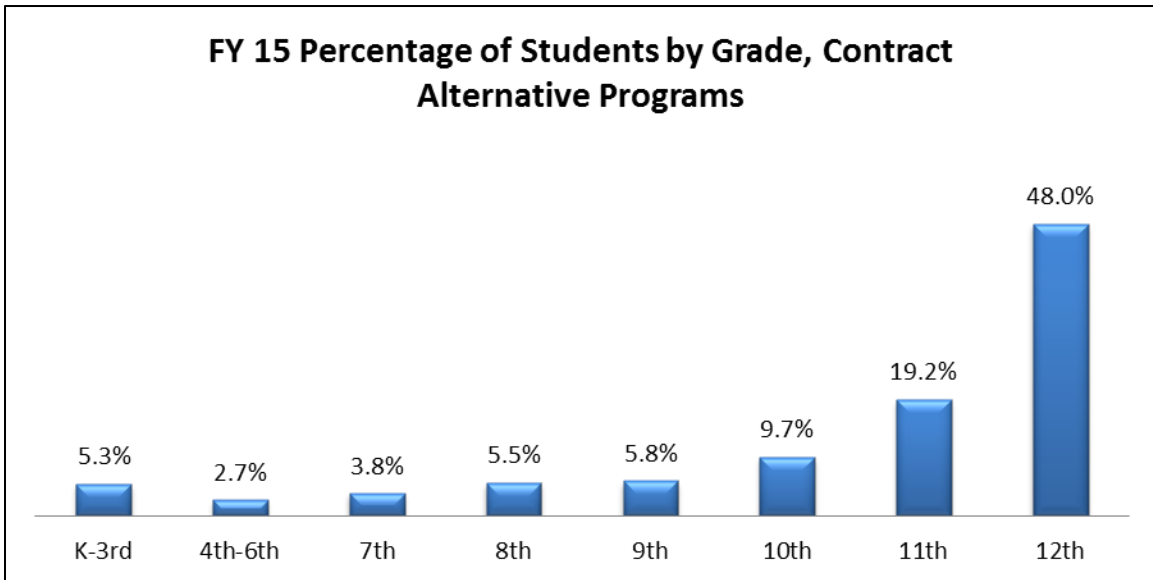
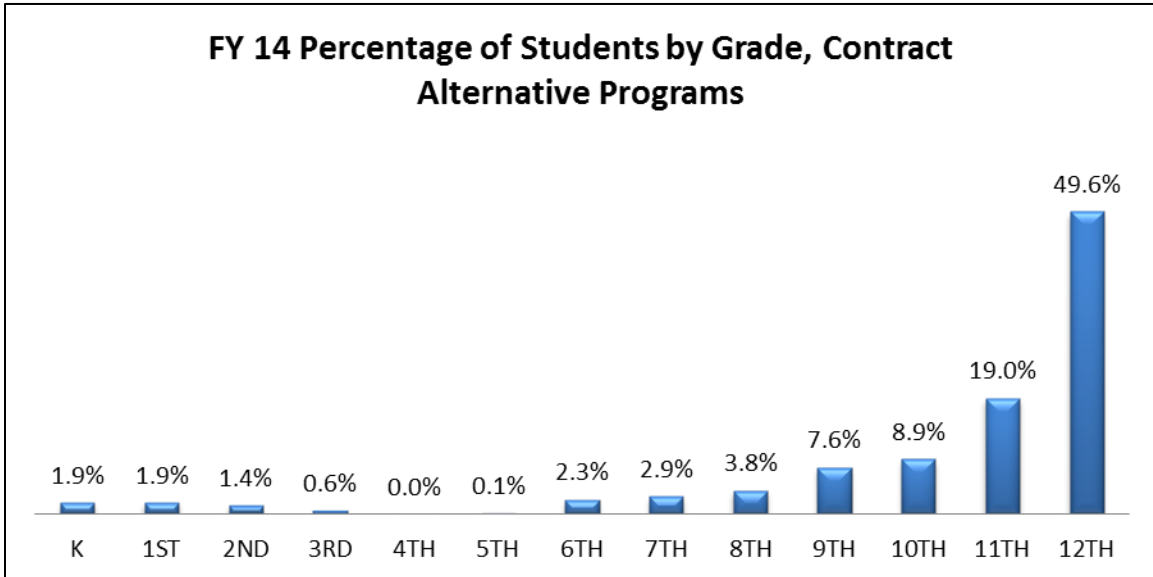
For FY 15, 97 percent of the students in ALPs were high school students.



In Area Learning Centers, half of all students are seniors. Overall, 85 percent of the students are high school students and the remaining are middle school students. Area Learning Centers are required by statute to serve both middle school and high school, so it is not surprising that there exists a larger percentage of middle school students than either of the other two program categories. The following chart shows the percentage of grades served in Area Learning Centers.



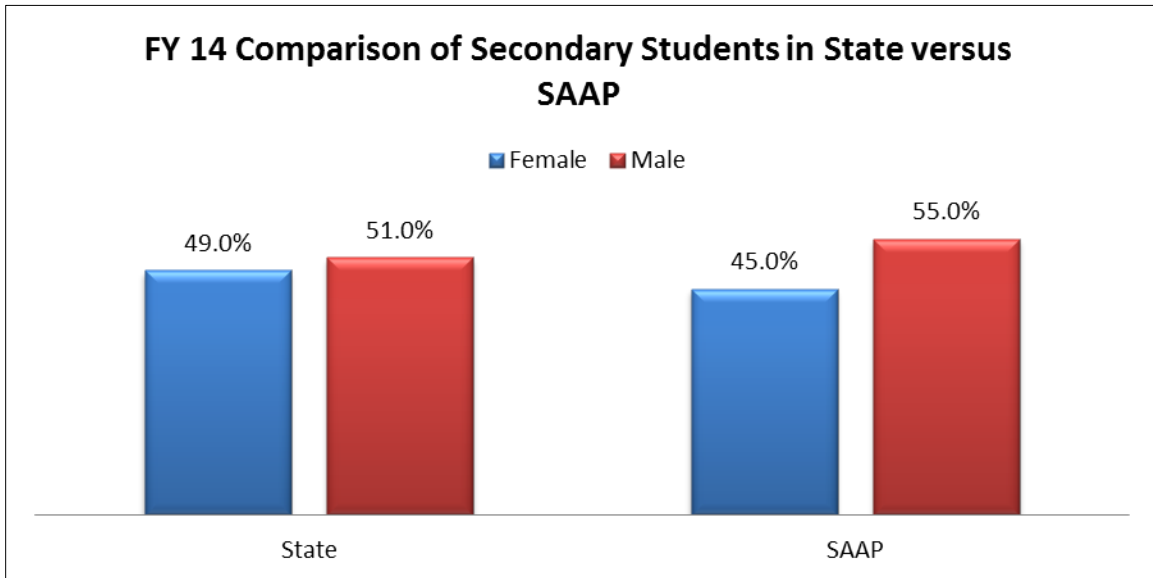
Similar to Area Learning Centers, in FY 14 Contract Alternative Programs, 50 percent of all students were seniors. In FY 15, the percentage of seniors dropped slightly to 48 percent, with 17 percent of the students being in grades kindergarten through eighth.



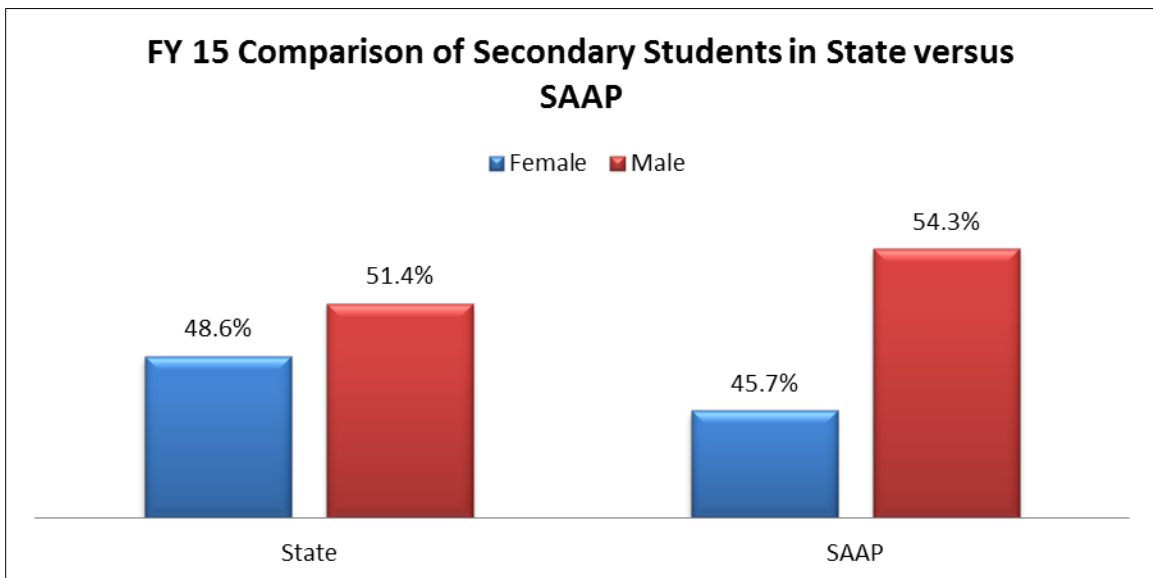
## Gender

### Gender: State

Minnesota has a slightly higher percentage of males than females in public schools. SAAPs have a slightly higher percentage of male students than there are at the state level, with 55 percent of students being male. Approximately, 20 percent more males than females are in the learning year programs.

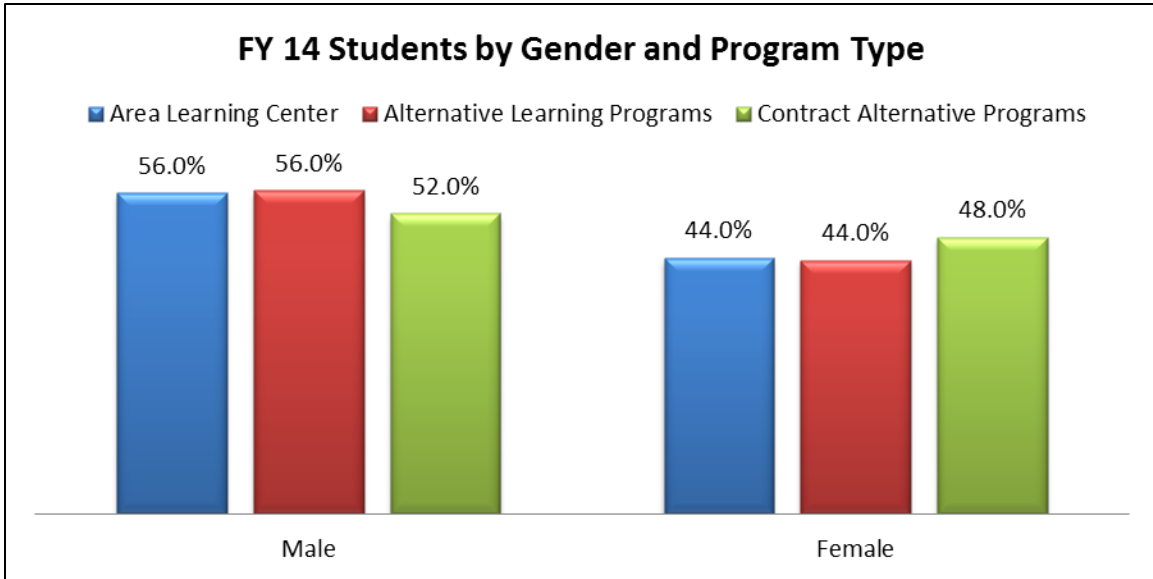


In FY 15, the percentages were very similar.

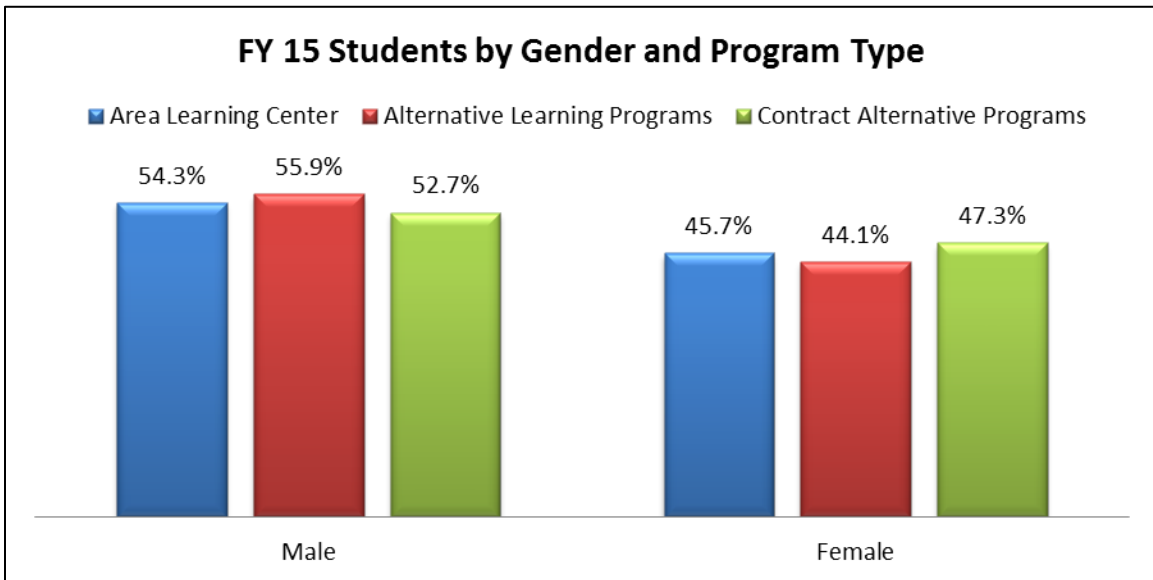


## Gender: By Program Type

In looking at gender by program type, in FY 14 Area Learning Centers and Alternative Learning Programs each had approximately 56 percent male students and 44 percent female. The Contract Alternative Programs more closely mimicked the state ratio, with 52 percent male students and 48 percent female. The following graph shows the three different program types, and the percentages of rates of male and female students.

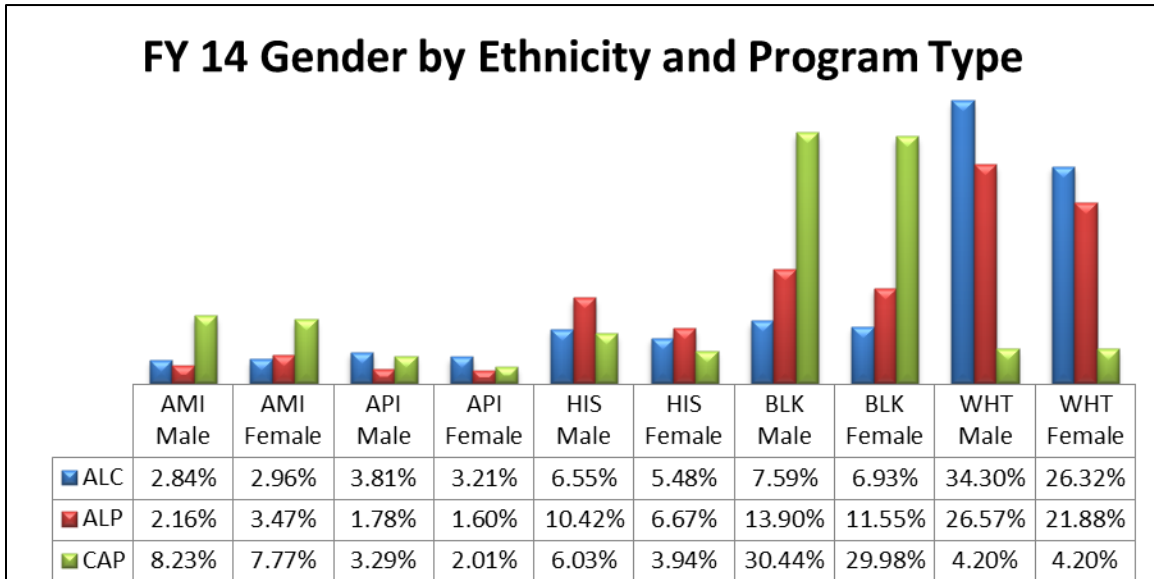


For FY 15, the percentages shifted slightly. Contract Alternative Programs showed an increase in the percentage of male students while Area Learning Centers showed a decrease. Alternative Learning Programs had similar percentages for both years.





## Gender: By Ethnicity and Program Type



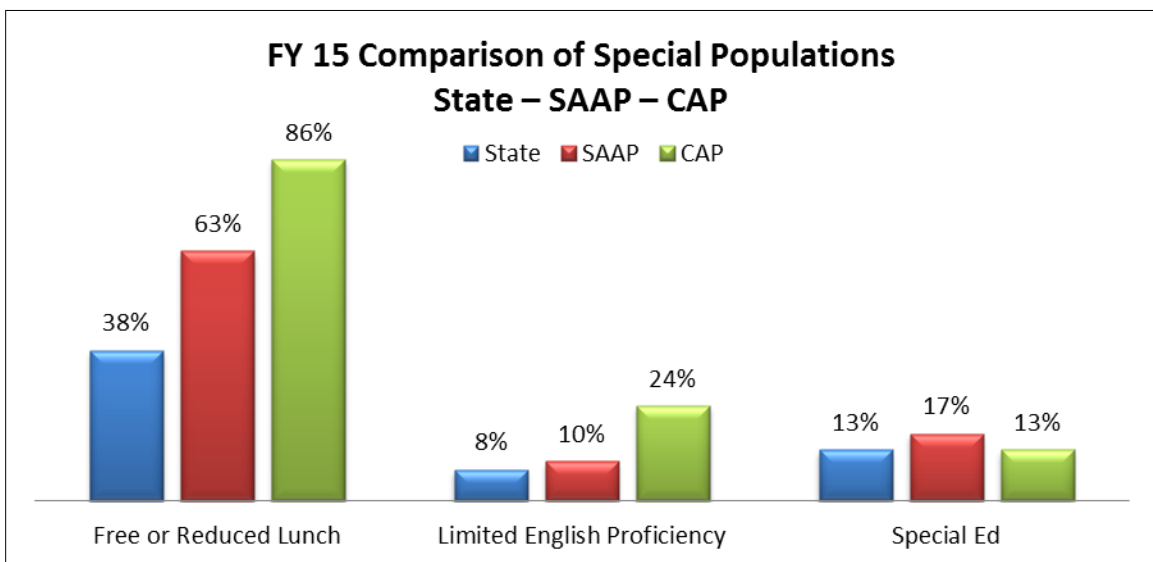
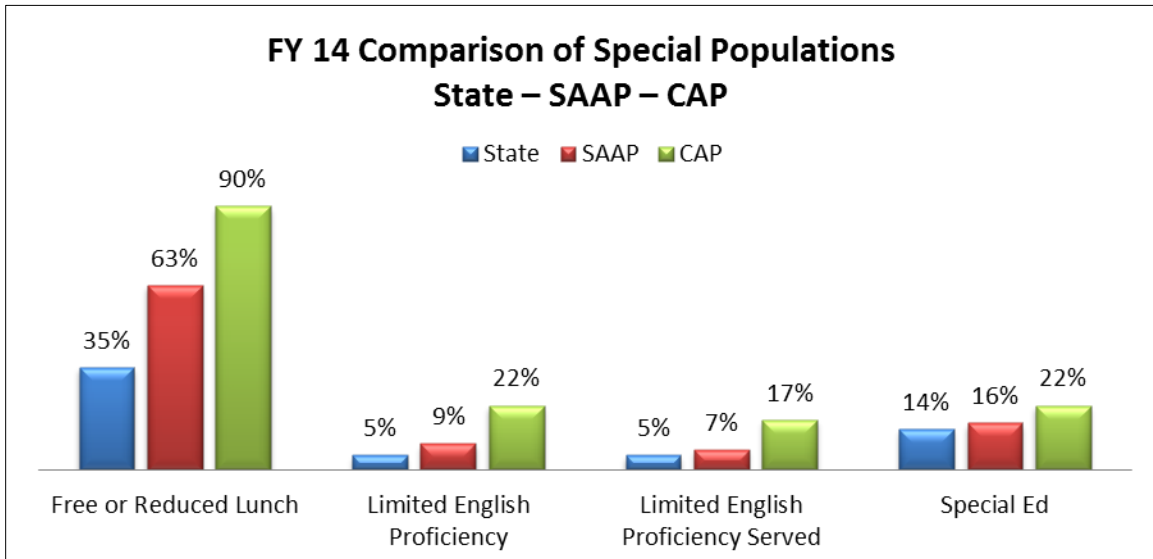
## Special Populations

In Minnesota, 35 percent of all students in the state qualify for free or reduced lunch. Approximately five percent of students are identified and served for English Language services. Approximately 14 percent of students receive Special Education services.

In comparison to the FY 14 statewide free or reduced lunch rate, 63 percent of SAAP students qualified for free or reduced lunch. Approximately nine percent of SAAP students were identified for English Language services and seven percent received services. Approximately 16 percent of students in SAAPs received Special Education services.

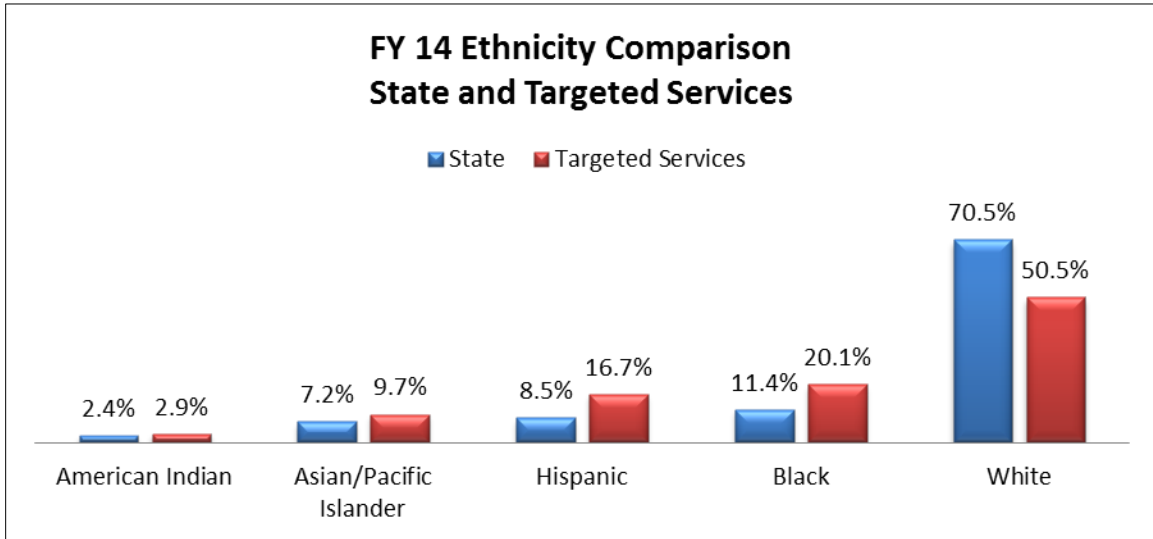
Ninety percent of Contract Alternative Program (CAP) students qualified for free or reduced lunch. Twenty-two percent of CAP students were identified for English Language (EL) services with approximately 17 percent EL identified students received services. Twenty-two percent of CAP students received special education services.

For FY 15, we see much the same picture. Students in special populations tend to make up a greater percentage of students in alternative programs as compared with the statewide rate.



## Demographic Summary

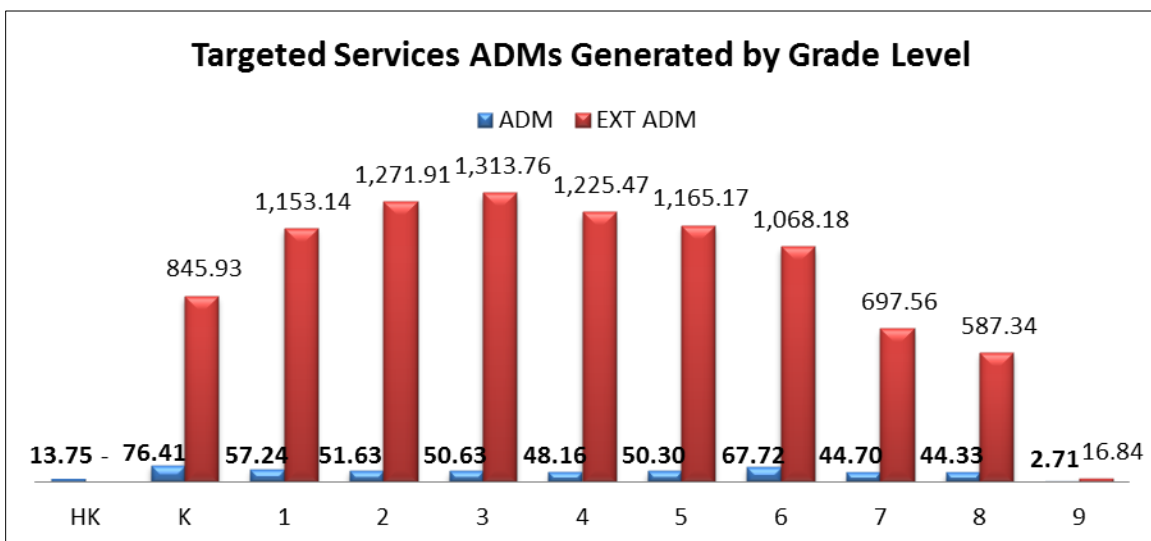
For ALCs, ALPs and CAPs, students are likely to be students in their fourth year or beyond of high school, followed by students in their third year. These two groups make up nearly 70 percent of the students in ALCs, ALPs and CAPs. Students in these programs are 60 percent more likely to be on free or reduced lunch than are students across the state. Overall across the state, 48 percent of students in SAAPs are students of color, compared with 29 percent of students in non-SAAP schools. Students in SAAPs are more likely to be students in need of LEP services and more likely to be in need of Special Education services.



## Targeted Services

The following graphs reflect demographic information on a state-wide basis for Targeted services programs for FY 14 only. FY 15 data will be available in January 2016.

The following graph shows ADMs and Extended ADMs by grade level. As Targeted Services is an out-of-school time program, it is expected that nearly all of the ADMs generated would be extended ADMs. However, there are some regular ADMs which are applied in the cases when at-risk students are not enrolled for the entire school year. When this happens, the state fills the regular ADM allocation of hours first, and then begins to fill the extended ADM allocation. As regular ADMs are worth more, or paid at a higher rate per hour than extended ADMs, this is fiscally beneficial to the programs. Please note that there are small amounts of ninth grade ADMs as some districts only grant credits towards graduation in grades ten through twelve.



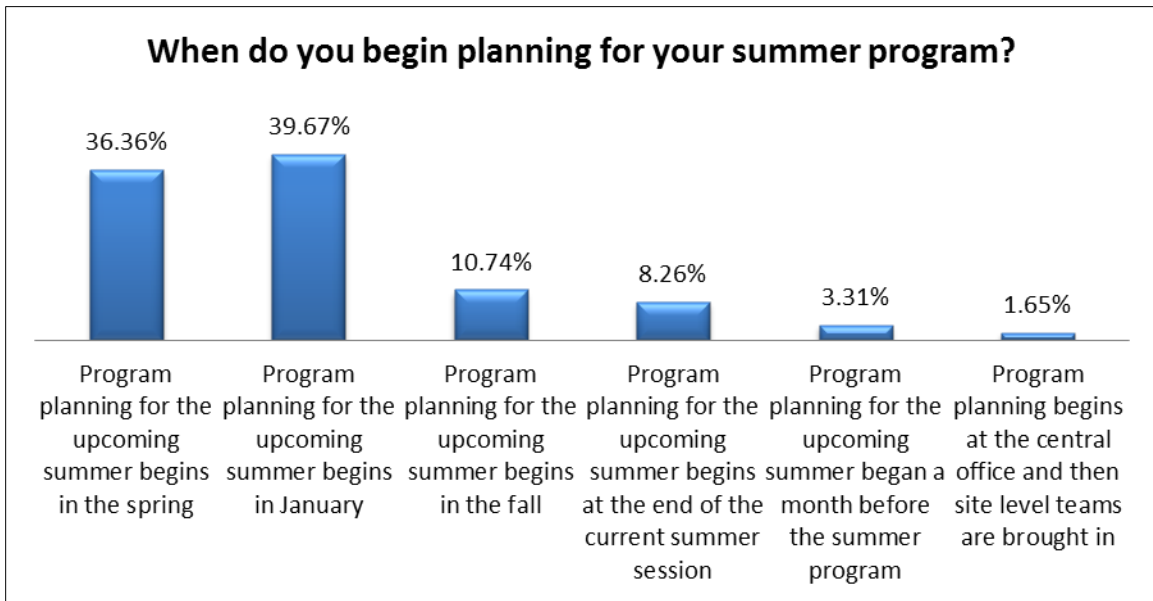
# SAAP Summer Programs

## Targeted Programs Summer Information FY 15

Planning is critical to the success of any summer program. Two planning questions were asked of providers regarding planning practices. The questions were: 1) When did districts begin to plan for their summer program? 2) How did districts determine the focus of their program?

The following charts display the state-wide responses to the survey questions regarding Targeted Services Summer Programs. Of those who responded, approximately 75 percent of the districts do not begin planning for their summer session until January or the spring prior to the program implementation. Only 11 percent begin planning in the fall, while other districts are in a continual state of planning for summer programs with some beginning planning for the next summer at the end of the current session, or at least by the fall prior to the summer. Just over three percent begin planning in the month before the program, which research suggests is insufficient for a quality program<sup>9</sup>.

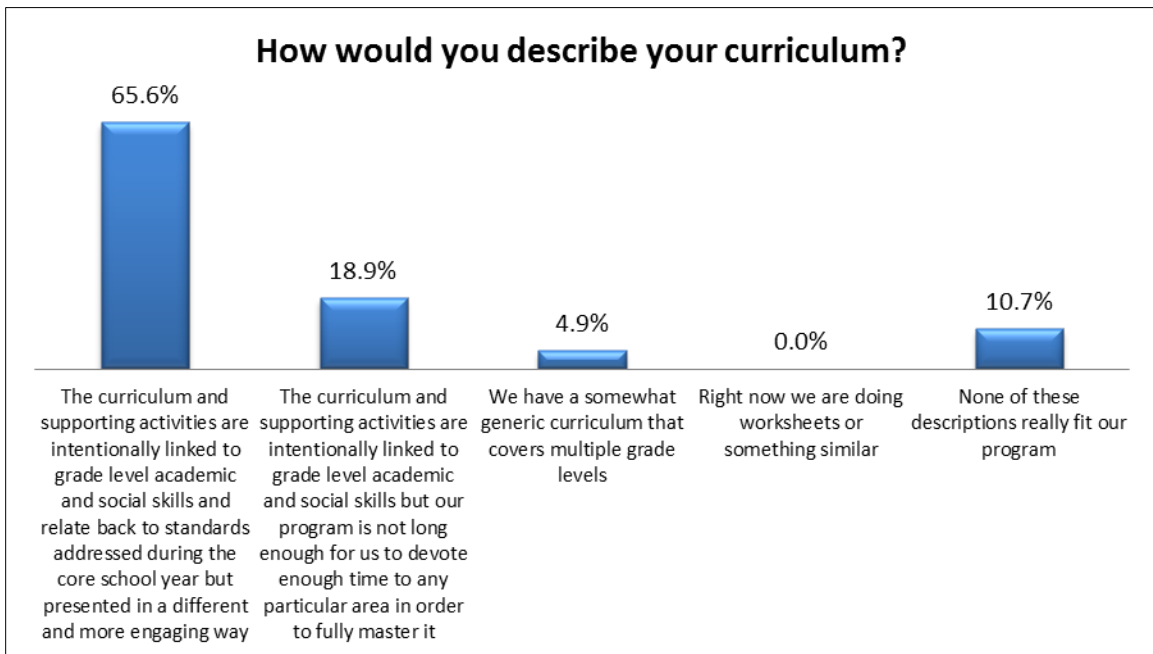
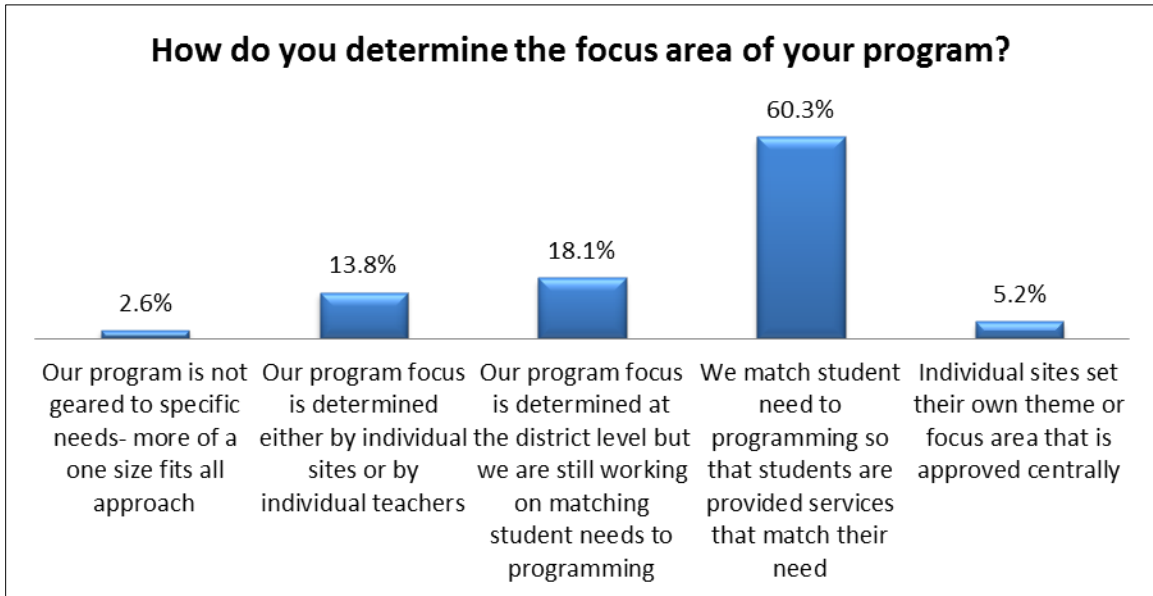
The Department does not have requirements for program planning and relies on professional development and technical assistance for sharing the best practices on summer program development.



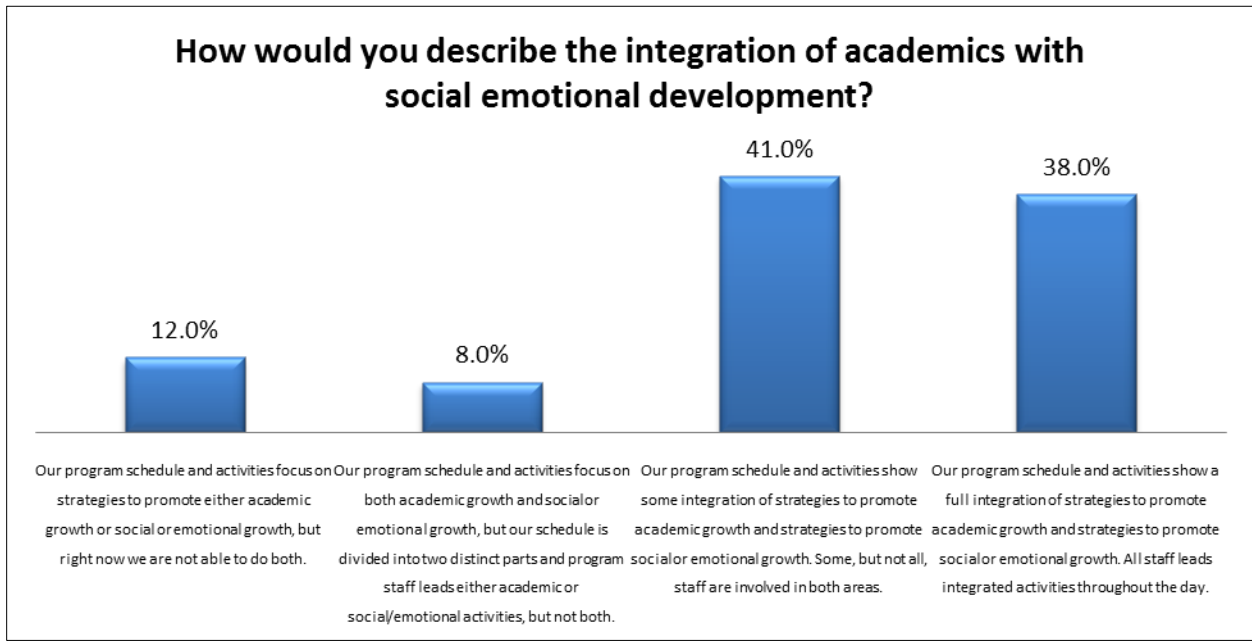
Within the Targeted Services Summer Program survey we also asked how the focus area is determined for the programs and curriculum. The majority of programs reported that they matched student needs to the programming (60.3 percent). A small percentage of programs reported that they implemented a one size fits all approach by targeting a specific area, such as reading, regardless of student needs (2.6 percent).

<sup>9</sup> Redd, et al, *Expanding Time for Learning Both Inside and Outside the Classroom: A Review of the Evidence Base*, August, 2012.

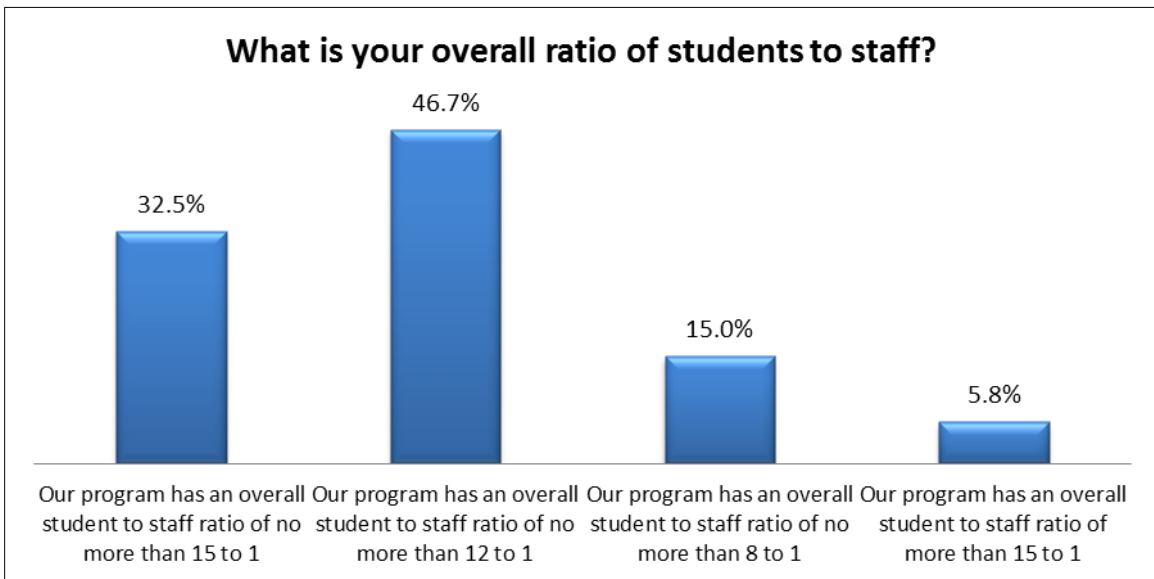
Overall, nearly 85 percent of districts reported that the curriculum and supporting activities they implement are intentionally linked to grade level academic and social expectations which are aligned with grade level standards and are presented in a different and more engaging manner. Approximately 20 percent of the districts surveyed reported that students did not have enough time to fully master the range of skills they were addressing.



Nearly 80 percent of the respondents reported that they are integrating curriculum and instruction strategies to address academic growth and social/emotional growth. A similar percentage of programs are either fully or partially integrating the two focus areas (math and reading).



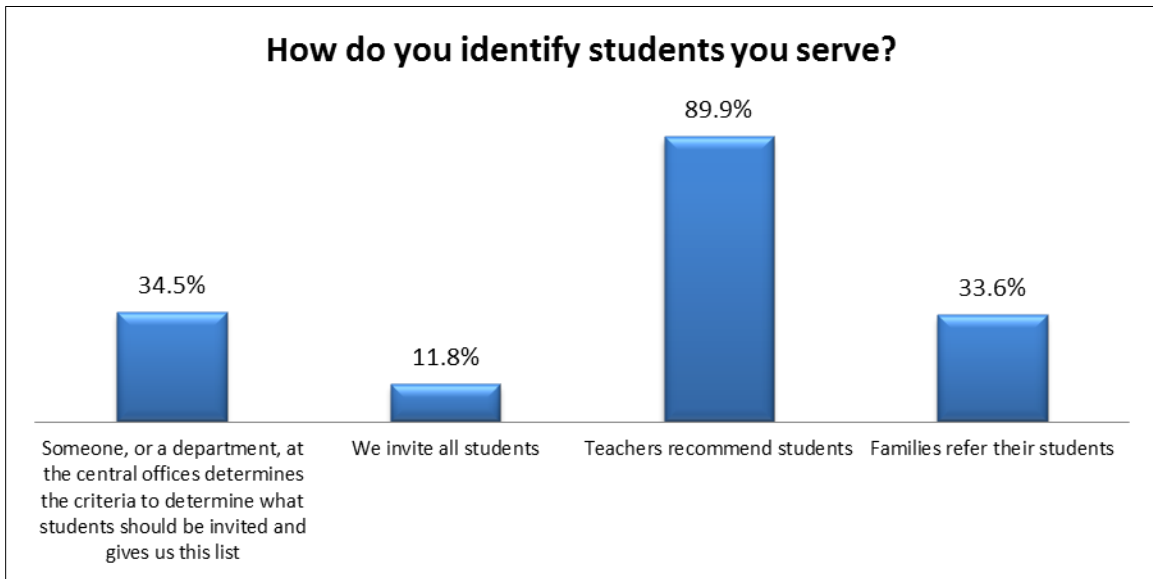
With respect to staff ratios, the majority of programs reported that the ratio of students to teachers is fairly low in the summer. Nearly 83 percent of the programs have class sizes of 12 to 15 students per teacher. Sixteen percent have a higher staff to student ratio of 20 students per teacher. When asked about the overall staff ratio to students, including support and administrative staff, 15 percent reported that this is not higher than eight students per staff and none of the programs were higher than 15 students per staff.



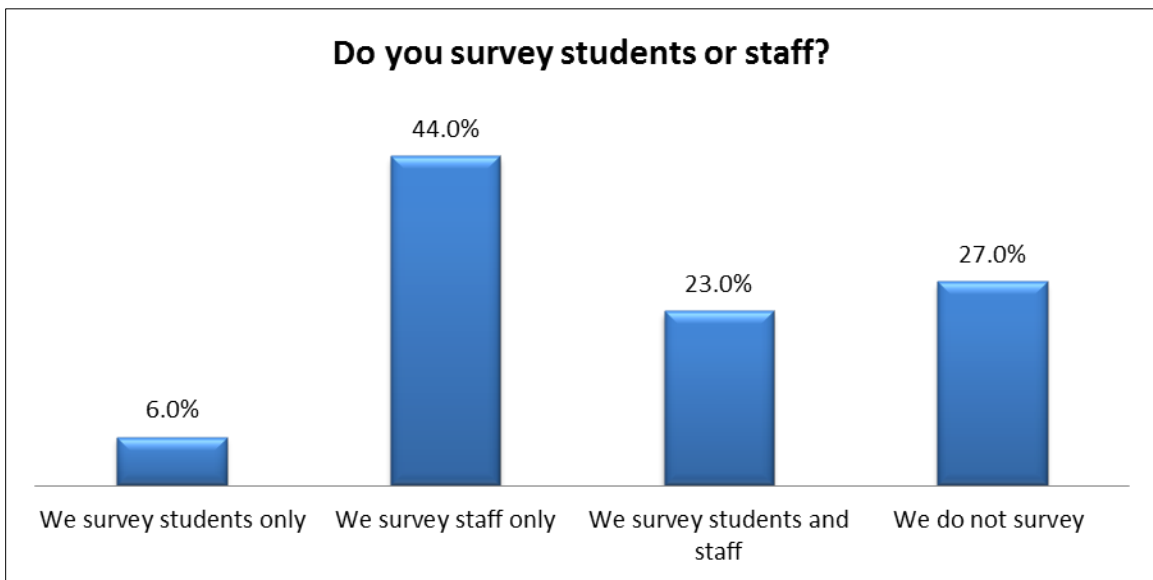
Another critical component of Targeted services programming is to determine the student needs which the program will target and build the program strategies to address those needs.

Although districts could utilize more than one student identification method, overall results indicated that the majority of districts (89.9 percent) rely on teacher recommendations for identifying which students to invite to participate in the program. One third of the programs reported that they have someone at the district level determining the criteria for inviting students, while

nearly 12 percent of existing Targeted services programs invite all students in the district to participate.



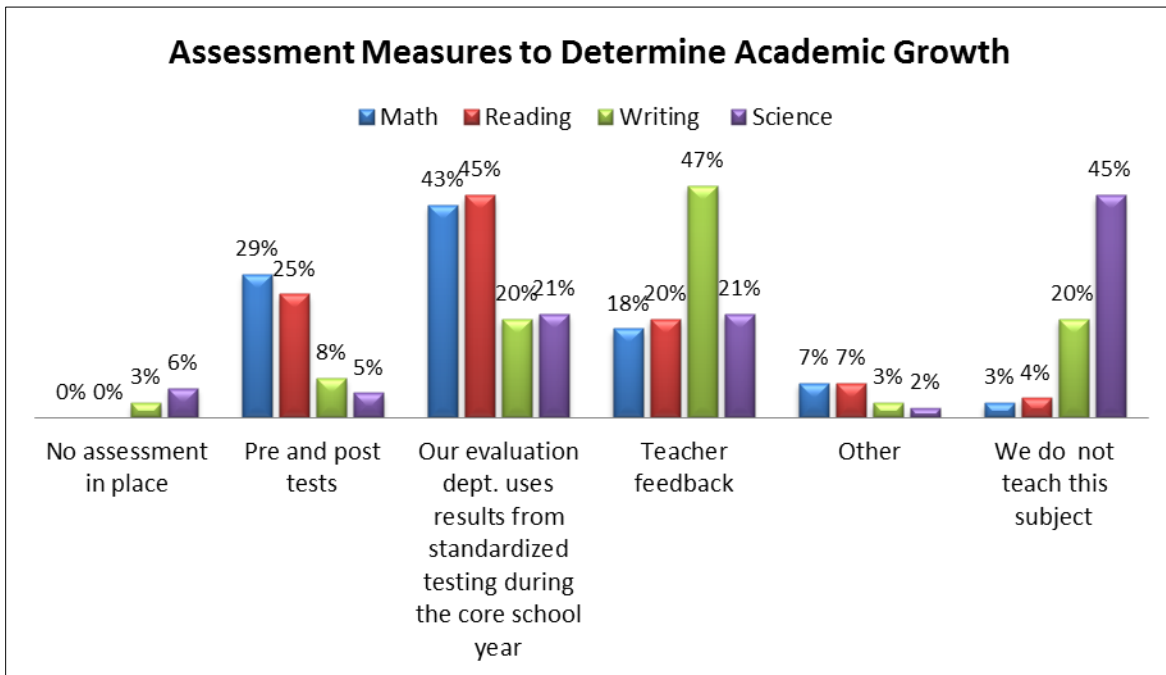
As part of evaluating Targeted Services, 23 percent of Targeted Service programs reported that they survey both students and staff (23 percent.) Another 50 percent reported surveying either students or staff, with most surveying staff only (staff only 44 percent). It was also reported that 27 percent of programs survey neither staff nor students as part of their continuous improvement process.



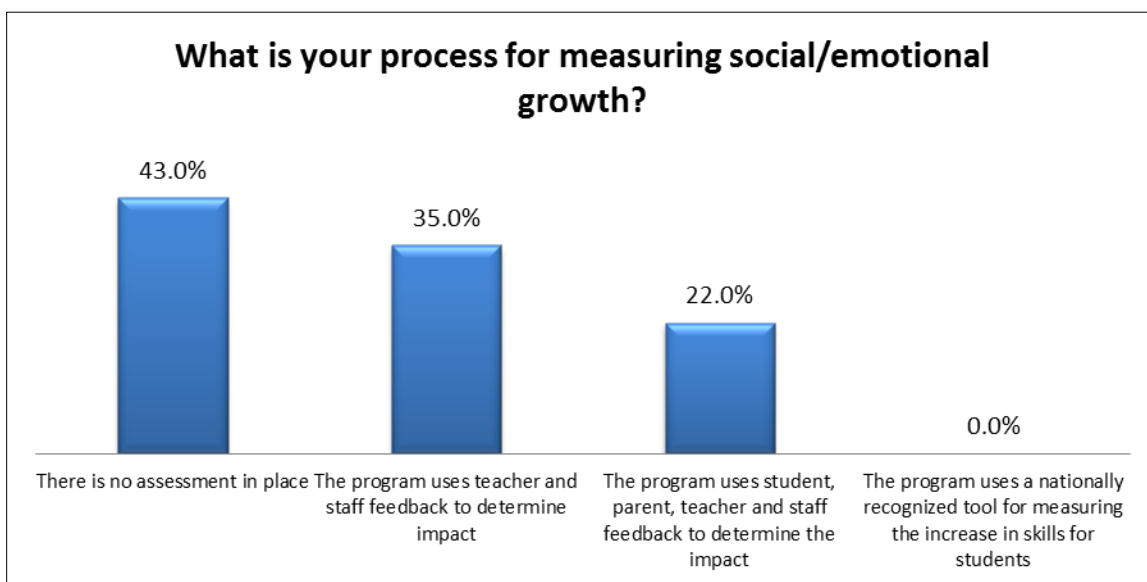
Without multiple year district implementation and results data, the effectiveness of short-term SAAP interventions is difficult to measure. Depending on the focus area, 94-100 percent of the districts reported having an assessment process in place to determine academic growth. Nearly half of the districts who responded (45 percent) reported using results from school year



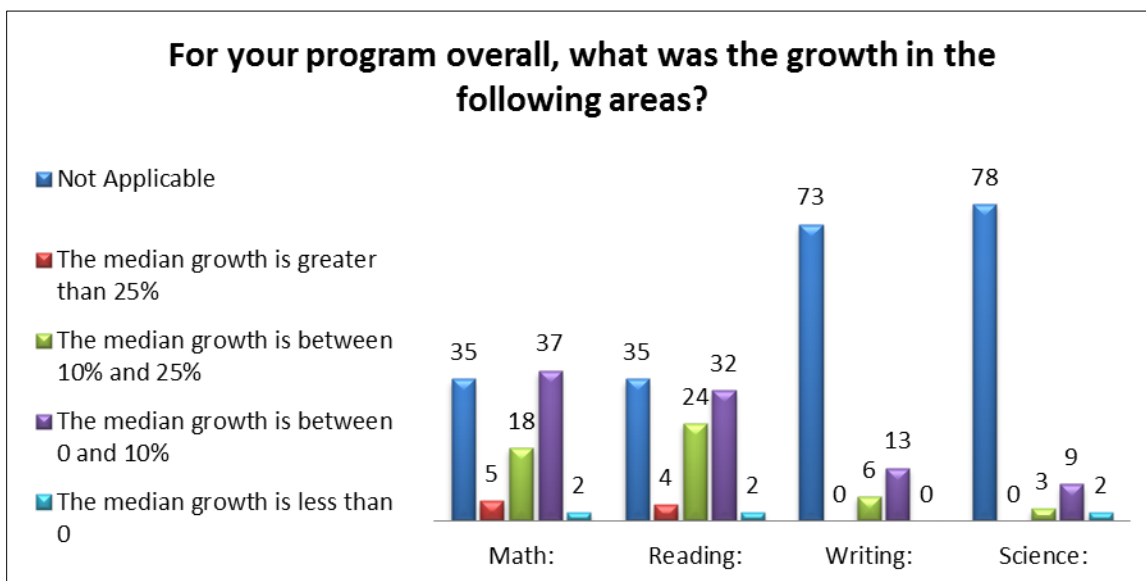
standardized testing to help gauge the impact of math and reading programs. SAAP programs that focused on writing tended to rely more heavily on Teacher Feedback (47 percent). Forty-five percent of programs reported that they do not teach science as a focus area and twenty percent do not teach writing as a focus area.



The primary focus of Targeted Services is to address the academic skills students need to master in order to grade advance and graduate on time with their peers. In support of these goals, programs often address social and emotional growth areas as well. Forty-three percent of programs reported not having an assessment in place in order to gauge the progress of these growth areas, while cumulatively 57 percent of programs reporting using some type of student, parent, or staff feedback in order to determine the impact of social/emotional growth.



Programs were also asked to estimate the growth for their students in each of the following focus areas: math, reading, writing, and science. Of the programs who responded to this question, the majority reported that growth in writing (73 percent) and science (78 percent) were not applicable, while 35 percent reporting that growth in math and/or reading was not applicable.



There is the lack of consistency across programs in terms of length of day, number of days, curriculum used and evaluation systems. The average program operated 18 days for four hours per day. Programs ranged from 3-18 days and from 1-7 hours per day. Total program length ranged from a total of 9-196 hours. The average length of program was just under 72 hours.

### Program Spotlight: Saint Paul Public Schools

Saint Paul Public Schools overhauled their summer program for all grade levels in 2014. They revamped their program name and focus, adding additional instruction on academic standards and leadership skills over the summer. This meant different things for different grade levels:

- \*Kindergarten through grade seven: Math and reading through active learning
- \*Middle School (grades five through eight): “Transitions” courses
- \*Grades five through seven: Enrichment and engagement through an instrumental music option
- \*Grade eight: an opportunity for a transition to high school program that allowed them to earn elective high school credits early
- \*High School students: Recover credits for graduation
- \*Juniors and Seniors: the opportunity to take classes on college campuses

Saint Paul worked with their Research and Evaluation Department to determine the criteria for inviting students. They strategically planned where their programs would be held, looked at the curriculum they were using and made changes as needed. They asked what students would benefit, what was the expected impact on academics and were their teachers prepared and ready to deliver the program needed. They set a target goal of serving 15,000 students and were able to enroll 85 percent of that number. Of the students invited, 85 percent were on free or reduced lunch, 59 percent were designated as English Learners (EL) students and 18 percent were Special

Education students. 91 percent of their students served were students of color.

When Saint Paul reviewed the data and information that they had gathered, they found areas of success and areas of needed growth. They looked not just at where they succeeded but where they could get better.

Overall, they found that there was a high level of satisfaction with the program and specifically that parents appreciated access to English instruction for EL students, middle level students valued the transitions classes, and 95 percent of students who took courses at Saint Paul College said they are more comfortable on a college campus than they were before S-Term (Summer) 2014. They also provided a Parent Empowerment Workshop and a Health Fair. Areas for improvement include more physical activity and outside time, longer sessions and increasing communication with families.

### **Secondary Summer Programs Information FY 15**

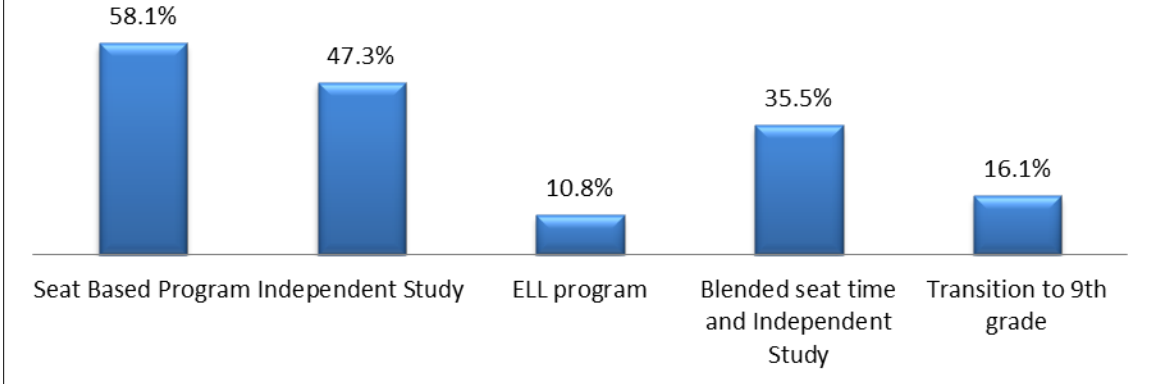
Nearly all of the summer programs at the high school level are credit recovery programs. Some districts also run a program targeting students entering ninth grade. Ninth grade is a critical transition time for students, and these programs can help with that transition. While most programs were credit recovery, approaches to programming varied. Summer Program methods include the following:

**Independent Study (47.3 percent):** State-Approved Alternative Programs can apply to provide an Independent Study (IS) program/component for students enrolled in their programs who are a minimum of 16 years of age. High schools can also apply for independent study for expelled students only. These students generate membership hours based on successful completion of coursework; 20 percent or more of the membership earned must be student-teacher contact time. Membership is not based on classroom seat time.

**Seat-based Programs (58.1 percent):** Membership in these programs is based on enrollment and withdrawal dates and the number of hours per day the program runs. Traditional school programs are seat-based programs, where as an Independent Study program is not.

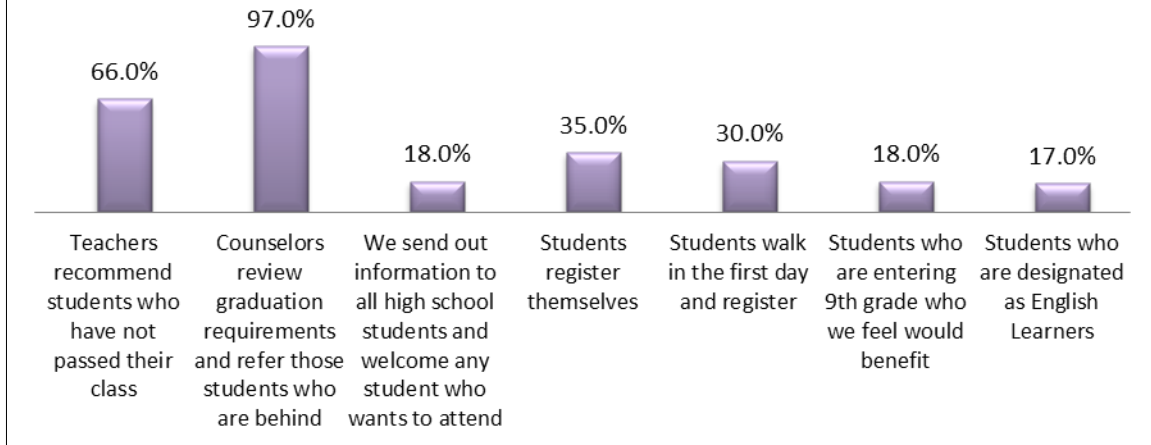
**Blended Seat-Based and Independent Study Programs: (35.5 percent):** This is a program where students are expected to attend on days or for certain hours for specific classes and do work outside of this time on other subjects. Membership is based partially on seat time and partially on work completion.

**What type of program did you run this summer? Choose as many as apply and tell me what you did if it is not listed.**

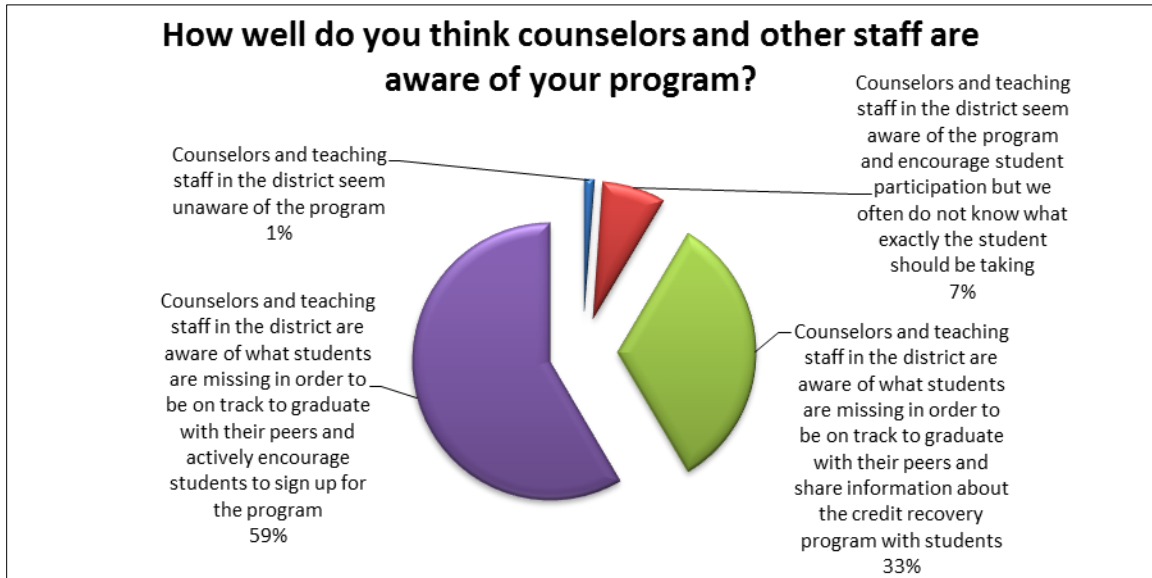


Nearly every program that responded (97 percent) reported that their guidance counselors review graduation requirements and refer students who are behind in credits towards graduation. Sixty-six percent of the programs also report using teacher recommendations. Nearly one in five programs sends out information to all students and accepts anyone who wants to participate. It is important to follow up to ensure that SAAPs clearly understand how students are considered eligible to generate revenue. There has been a practice at some programs to allow students to take classes during the summer that they cannot fit into their core school year calendar, such as Physical Education, and Health. In these situations, the program is not eligible to generate revenue for those classes and those students, but further review of program implementation would be needed to determine if programs are aware of and applying this information.

**How does your district/educational entity identify the at-risk or off-track students you will serve in summer programs? Choose all that apply.**

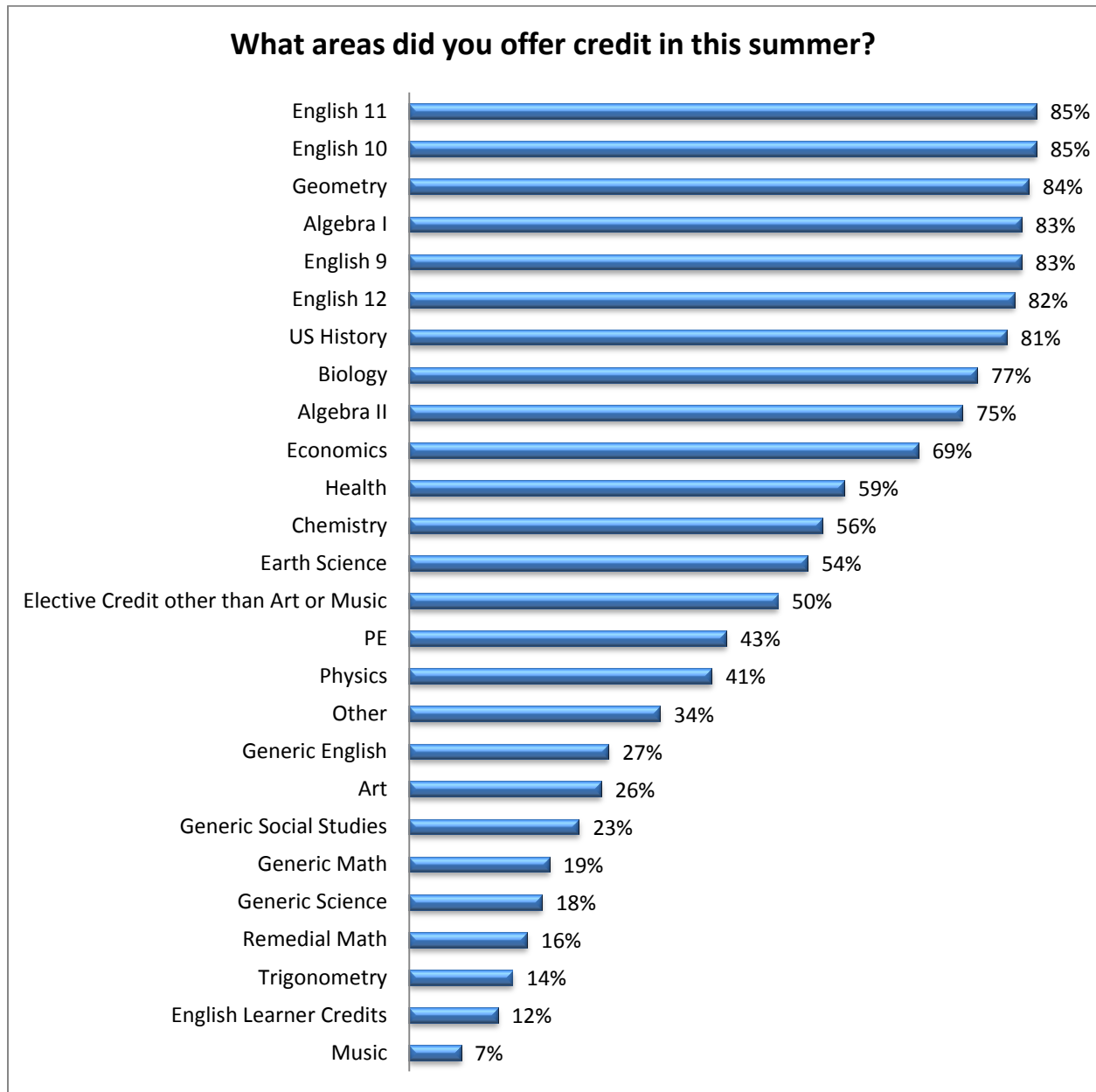


Ninety-two percent of respondents reported that counselors and teachers in the districts are either “actively encouraging students to sign up for the program” (59 percent) or are “sharing information about the credit recovery program with students” (33 percent). This means that the primary source of information and student recruitment for these programs occurs through school counselors and teaching staff.

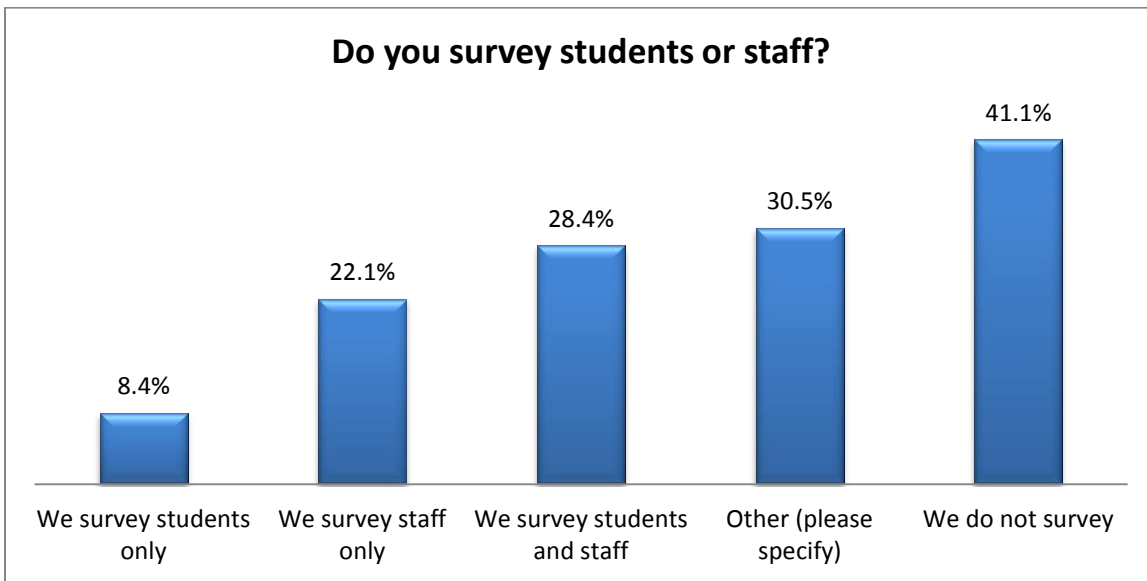
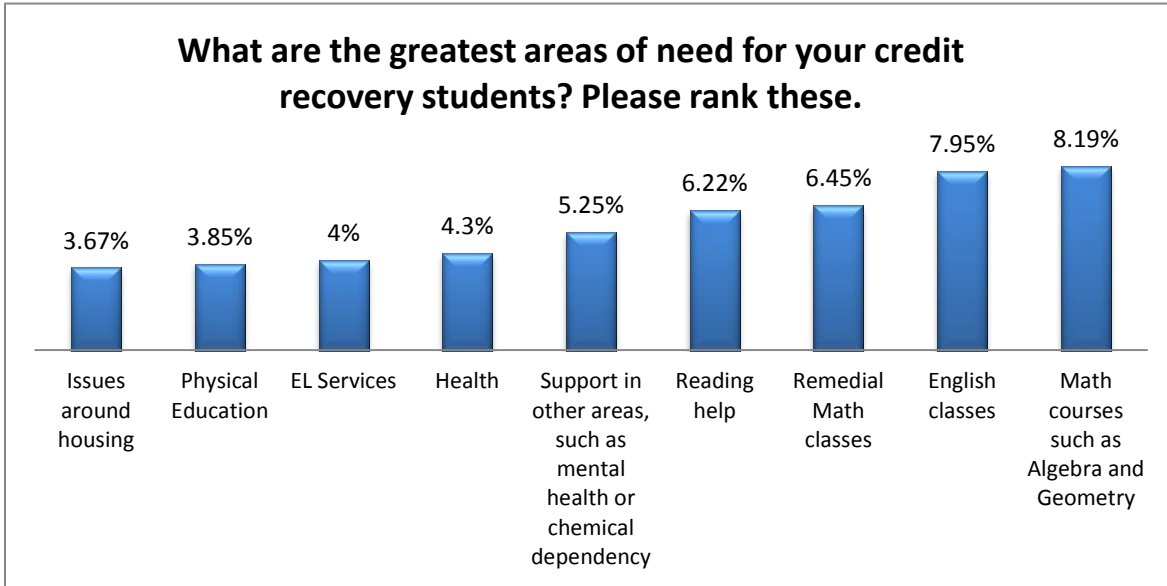


We asked what credits were offered within summer programs. The most common program areas were English 10 and 11 (85 percent), Algebra I and English 9 (83 percent), followed by Geometry (82 percent).

Biology and Algebra II programs were offered by 77 percent and 75 percent of the districts, respectively. One in four programs offers an art class. Economics was offered by 69 percent of existing programs. There are still programs offering elective credit in various subjects, meaning they would offer a class on general math concepts rather than a class in Algebra I. Course offerings are another area for review as elective credits often cannot be used to fulfill graduation requirements. Sixteen percent of existing programs offered remedial classes in math. Half of the programs (50 percent) offered elective credit in areas other than art and music.



We also asked programs to rank what they believed to be the three greatest areas of need for students. While earning credits to fulfill graduation requirements (e.g., math, English and remedial courses, and reading help) were the highest ranked concerns (ranked 1-4 respectively), mental health and chemical dependency services ranked 5<sup>th</sup>, followed by Health, EL services, Physical Education and housing concerns.



### SAAP Core School Year Programs

While the majority of students who access SAAP programs do so in out-of-school time programs, there are many core school day programs. In core school day programs, students are required to meet at least the state graduation requirements and must have the same amount of educational time as students in the traditional program.

There are several districts not providing the mandated minimum number of 1,020 hours of core school day programming for students at their traditional high schools. In order to ensure that the state is not paying for hours twice, extended day program students in these districts would need to have the first hours generated credited to meet the minimum requirement of hours for the core school day and yearly requirement of hours. For example, if a district had a core school year length of 1,002 hours, the district would be 18 hours short of the minimum required. Therefore, the first 18 hours a student generated in the extended day program would end up being directed towards that deficit hour of the core school day, as opposed to being applied to the alternative program.

There were some districts that provided a shorter core school day at the alternative program due to transportation issues. For example, in some cases, all students arrive at the traditional high school at the start of the school day, alternative school students are then transported to the alternative school site, arriving at the alternative site after classes would have begun at the traditional high school. These students are also picked up early in order to return to the traditional high school in time for their dismissal. These districts are noted in the sections for individual district data.

More in-depth information is provided on the core school day programs in the individual districts section available as a separate document by request.

## **Graduation Rates**

In Minnesota, we calculate four-, five- and six-year graduation rates. The five-year rate indicates students who would have been expected to graduate the year before, and the six-year rate indicates students who would have been expected to graduate two years before. For example, in FY 14, the five-year rate indicates those students who would have been in the four-year cohort in FY 13, and the six-year rate indicates those students who would have been in the four-year cohort in FY 12. Students are credited to their last school of attendance for the purpose of computing a graduation rate for that school.

The four-year graduation rate is calculated by dividing the number of graduates by the number of students in the cohort who would have been expected to graduate. The cohort in the denominator is created by compiling first time ninth graders plus any transfers into that cohort and removing any students who transferred out of the cohort into another program.<sup>10</sup>

The Five-Year Graduation Rate is calculated similarly, but allows a fifth year to be included in order to determine the number of students graduating within four or five years. The Five-Year Graduation Rate is the sum of those students graduating in four years plus those who graduated in five years divided by the cohort. This means that the number of five-year graduates should be equal to or greater than the number of four-year graduates. In most cases, the graduation percent should increase from four to five years and from five to six years.

There are a few implications to consider when interpreting graduation rates for alternative programs. First, it should be considered that state-approved alternative programs exist to serve students who are at-risk of not graduating on time; therefore, it is expected that graduation rates will be lower for SAAPs. Second, the graduation rates for some alternative programs can be

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<sup>10</sup> <http://education.state.mn.us/MDE/StuSuc/GradReq/index.html>



misleading due to data coding practices on behalf of districts. Some districts implement the practice of removing the alternative school student graduate from the counts for the alternative school, and enroll the student in the traditional school in order to count the student as having graduated within the traditional program. For example, in FY 13 one such alternative program had a cohort size of 200 students, with 107 graduates. However, the district in which the alternative program was located withdrew 104 of these students on the last day of class and enrolled them into the traditional high school. The alternative school was left with three graduates out of 96. This caused the alternative school's graduation rate to drop from 54 percent to three percent. While we know that graduation rates at programs that are designed to serve students who are at risk of not graduating are often lower than traditional schools, the reported graduation rates may not clearly reflect the actual graduation rates of the students they serve. Another anomaly can also appear with summer credit recovery programs. When students complete their credit recovery requirements at the summer program, and are then coded back to, and counted as a part of the graduation rate of the traditional school they attended in the prior year, their graduation completion is not credited to the summer program.

Third, it can be difficult to accurately compare prior year data. Graduation rates are determined by dividing the number of graduates a by the number of students in that cohort. Within some alternative programs the cohort size increases dramatically for the five-year and six-year rate. This can create a situation in which an alternative program graduates more students as compared with the prior year's data yet still experiences a dip in their school's overall percentage due to an increase in cohort size. This scenario can happen when students who do not finish in four years attend the alternative school as opposed to attending traditional high school, thus increasing the cohort size for the alternative program. Once enrolled, these students remain in the alternative schools cohort unless they enroll in another school, move out of state or the country, or move to a correctional facility.

Another challenge for alternative programs is interpreting graduation rates stemming from the size of the program. For example, programs need a cohort size of at least 10 students in order to calculate a graduation rate. During FY 13, only 41 percent of Alternative Learning Programs serving seniors met this benchmark. Of the 11 Contract Alternative Programs serving seniors, nine (82 percent) met this criterion. Of the 153 Area Learning Centers serving seniors, 102 (68 percent) had a cohort size large enough to calculate a graduation rate. This is similar to FY 14, during which only 46 percent of the Alternative Learning Programs had a large enough cohort size while 100 percent of the Contact Alternative Programs and 71 percent of the Area Learning Centers contained enough data to calculate graduation rate.

### ***Four-Year Graduation Rate***

The calculation for four-year graduation rate is based on a cohort of students which is used as the denominator. Students are included in the cohort based on when they entered into ninth grade. The number of graduates within a four-year period of time is then divided by the number of students in the cohort. Students who newly enroll in a Minnesota school are also included into the cohort calculation, only those students who are officially documented as having left a Minnesota school are removed from the cohort. The last school of enrollment maintains the student in their cohort.

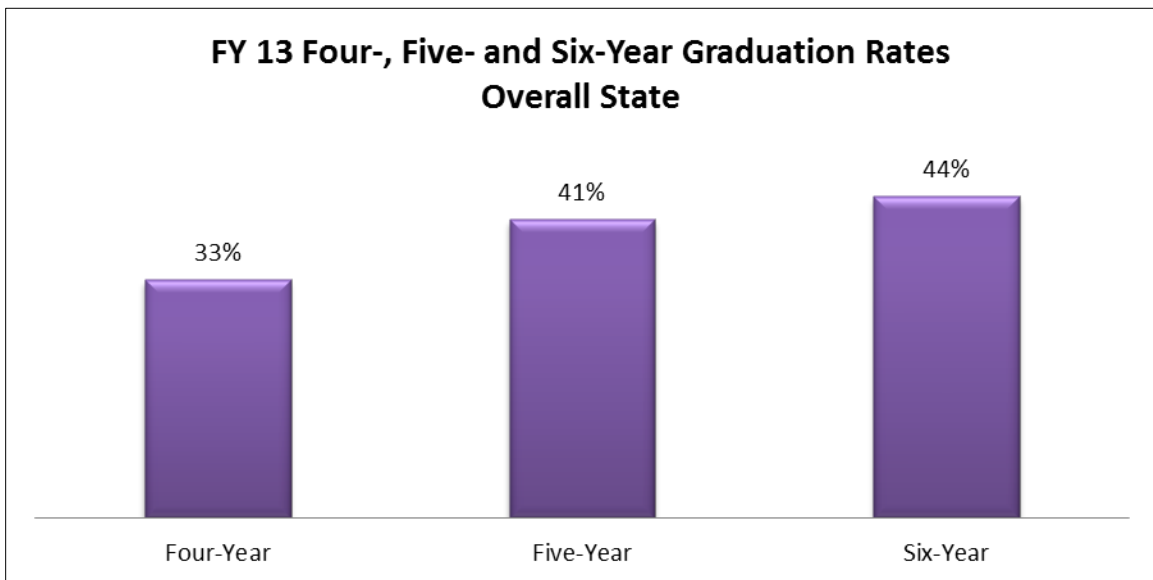
**Overall State Four-Year Graduation Rate for Alternative Programs**

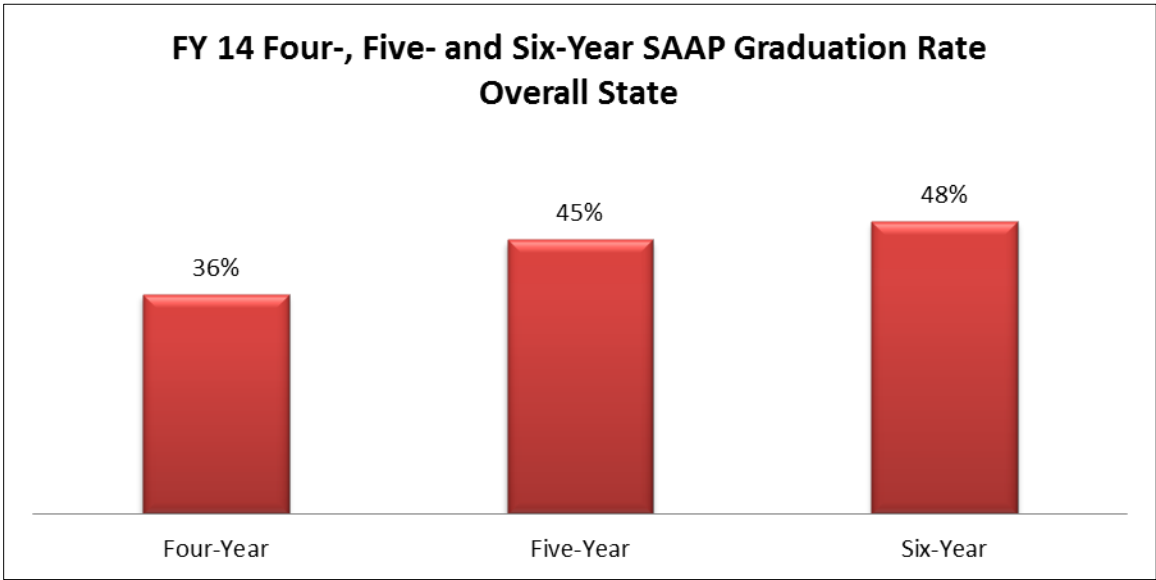
Overall in the state, the four-year graduation rate for FY 13 was 33 percent. For FY 14, the four-year graduation rate was 36 percent.

Despite existing challenges when reporting graduation rates for alternative programs, there are a number of noteworthy outcomes. In FY 13, Options at Edina High School reported a 100 percent graduation rate as did the Central Minnesota ALC at Sartell. Both Westonka Area Learning Academy and Saint Paul Public Schools Evening Academy reported an 82 percent four-year graduation rate.

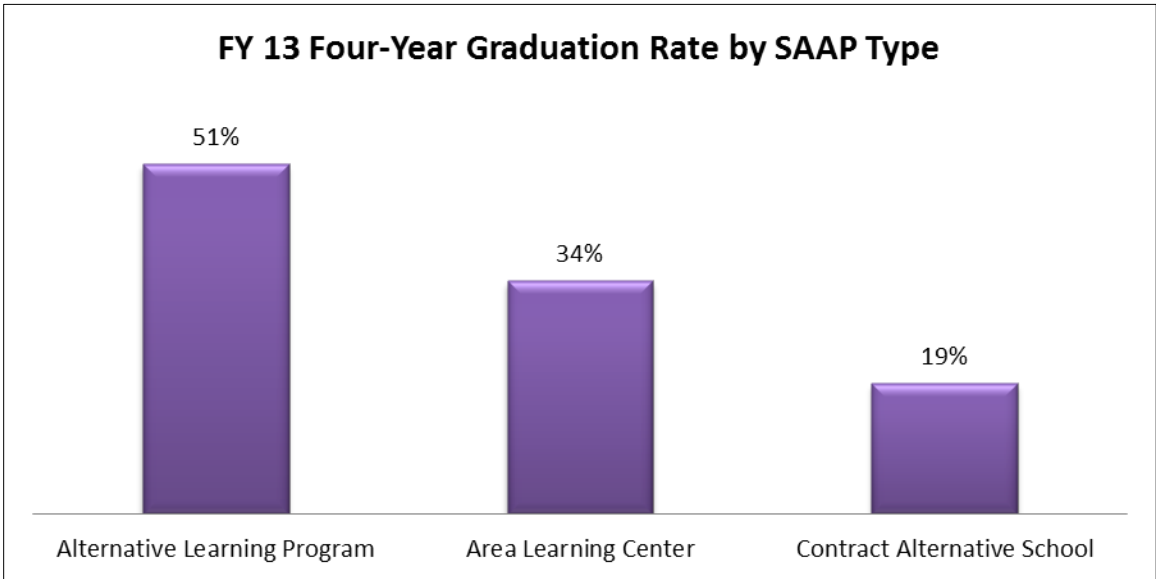
The average Contract Alternative Program four-year graduation rate was 17 percent. Across all Contract Alternative programs, Heritage Science and Technical Academy had the highest graduation rate at 65 percent. For FY 14, Heritage continued to do well as a Contract Alternative with a 61 percent four-year rate, an 83 percent five-year rate and a 96 percent six-year rate.

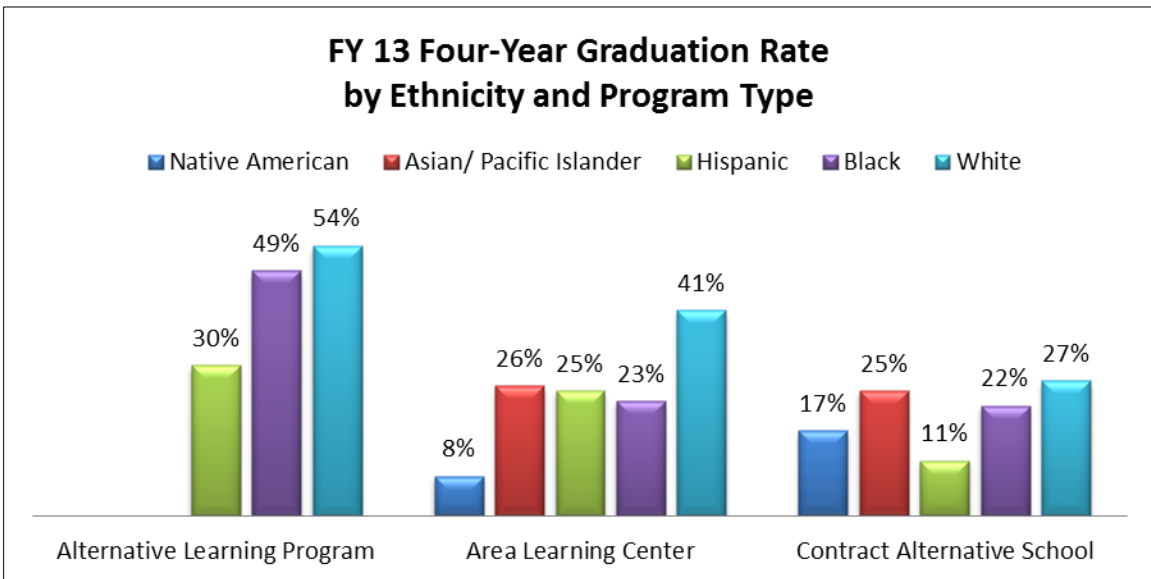
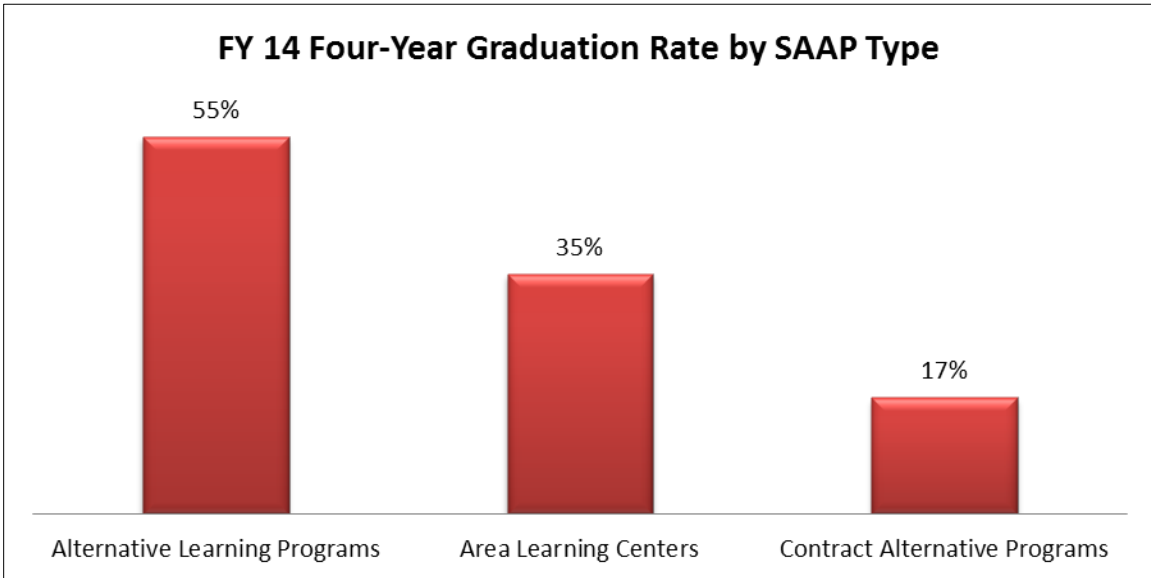
LifeLines Adult Education, an Alternative Learning Program, reported a 93 percent four-year rate. Litchfield’s Alternative learning Program posted an 88 percent four-year rate. Within the Area Learning Centers, Osseo’s Independent Study program graduated 100 percent of their seniors, Hasting ALC graduated 94 percent, Burnsville High Extended Learning graduated 93 percent and the Bluff Country ALC in La Crescent-Hokah reported a four year graduation rate of 92 percent.





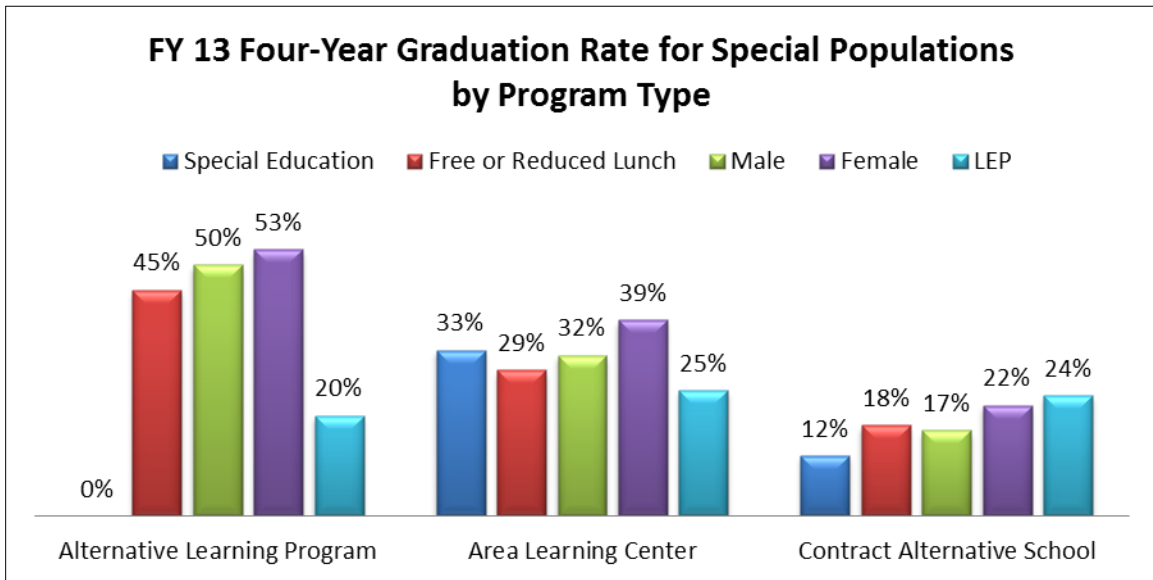
***By Program Type***





**Graduation Rates for Special Populations**

Meeting the minimum needed cohort size in order to report data for special populations can present data limitations. When interpreting the FY 14 Four-Year Graduation Rate by Ethnicity and Program Type, please consider the following data limitations. In FY 13, only one Contract Alternative Program met the minimum cohort size requirements in order to analyze and report graduation rates for special populations. Similarly, only 13 Area Learning Centers met the minimum cohort size requirements to report LEP students and only 32 of the schools met the minimum cohort size requirements in order to report graduation rate for Special Education students. With respect to students who qualify to receive free or reduced lunch students, 96 of the schools met the minimum cohort size to calculate a graduation rate.



When interpreting the FY 14 Four-Year Graduation Rate by Ethnicity and Program Type, please consider the following data limitations outlined below. In FY 14, all of the CAPs met the minimum cohort size to calculate a four year and five-year graduation rate for students on free or reduced lunch. All but one school was able to calculate a six-year graduation rate.

For students designated as Limited English Proficiency (LEP), four CAPs (36 percent) met the minimum cohort size to calculate a four-year rate, five CAPs (45 percent) met the minimum cohort size to calculate a five-year rate and six CAPs (55 percent) met the minimum cohort size to calculate a six-year rate.

For Special Education students in CAPs, only one CAP met the minimum cohort size to report a four-year rate. Only two met the minimum cohort size to report a five-year rate, and one program met the minimum cohort size to report a six-year rate.

In FY 14, nine (23 percent) of the ALPs met the minimum cohort size in order to calculate a four-year graduation rate for students qualifying for free or reduced lunch. Sixty-six percent met the minimum cohort size to calculate a five-year rate. Sixty-four percent met the minimum cohort size to calculate a six-year graduation rate.

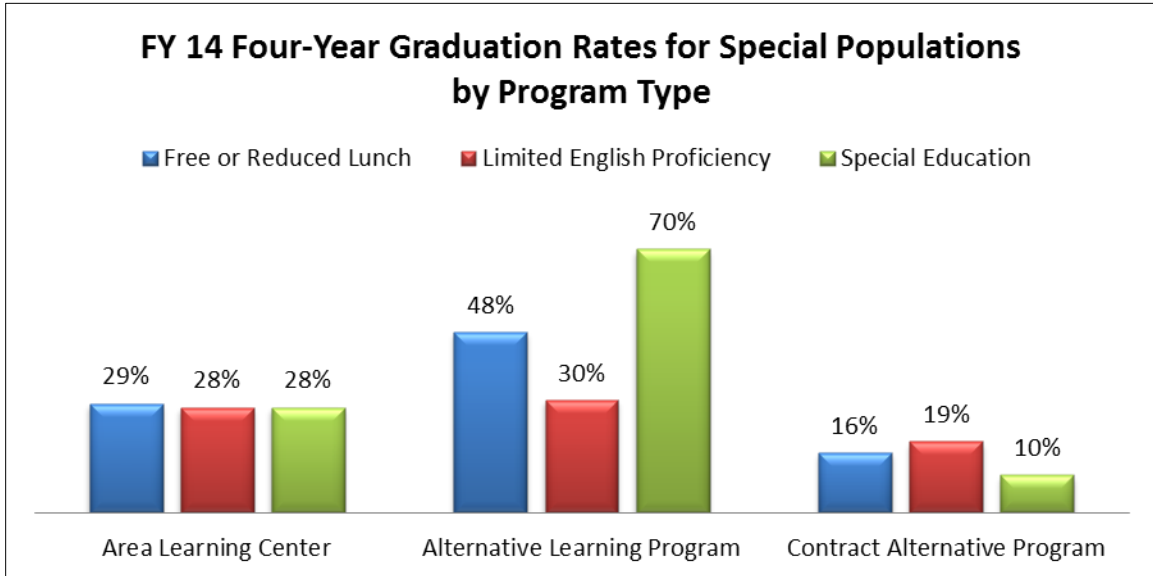
For students designated as Limited English Proficiency (LEP), only one ALP met the minimum cohort size to calculate a four-year rate, none met the minimum cohort size to calculate a five-year rate and only two met the minimum cohort size in order to calculate a six-year rate.

For Special Education students in ALPs, only one ALP met the minimum cohort size in order to calculate a four-year rate. Only two met the minimum cohort size in order to calculate a five-year rate and one met the minimum cohort size for a six-year rate.

In FY 14, 59 percent of the ALCs met the minimum cohort size to calculate a four year graduation rate for students qualifying for free or reduced lunch. Twelve, or 30 percent, met the minimum cohort size to calculate a five-year rate. Thirteen, or 33 percent, met the minimum cohort size to calculate a six-year graduation rate.

For students designated as Limited English Proficiency (LEP), only one ALP met the minimum cohort size to calculate a four-year rate, none met the minimum cohort size to calculate a five-year rate and only two met the minimum cohort size to calculate a six-year rate.

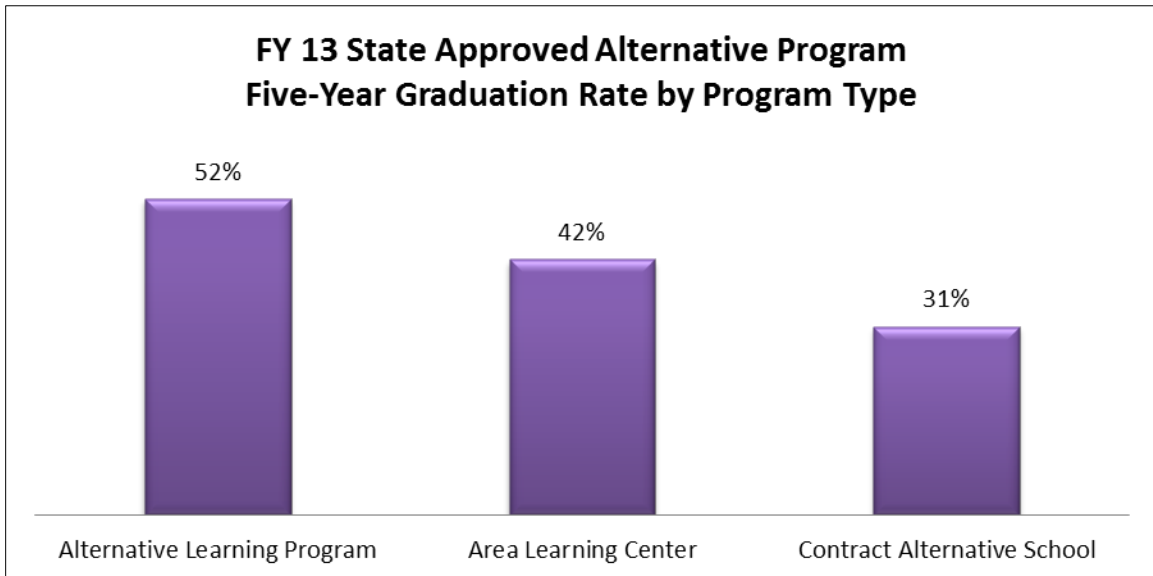
For Special Education students in ALPs, only one ALP met the minimum cohort size to calculate a four-year rate. Only two met the minimum cohort size to calculate a five-year rate and one met the minimum cohort size to calculate a six-year rate.

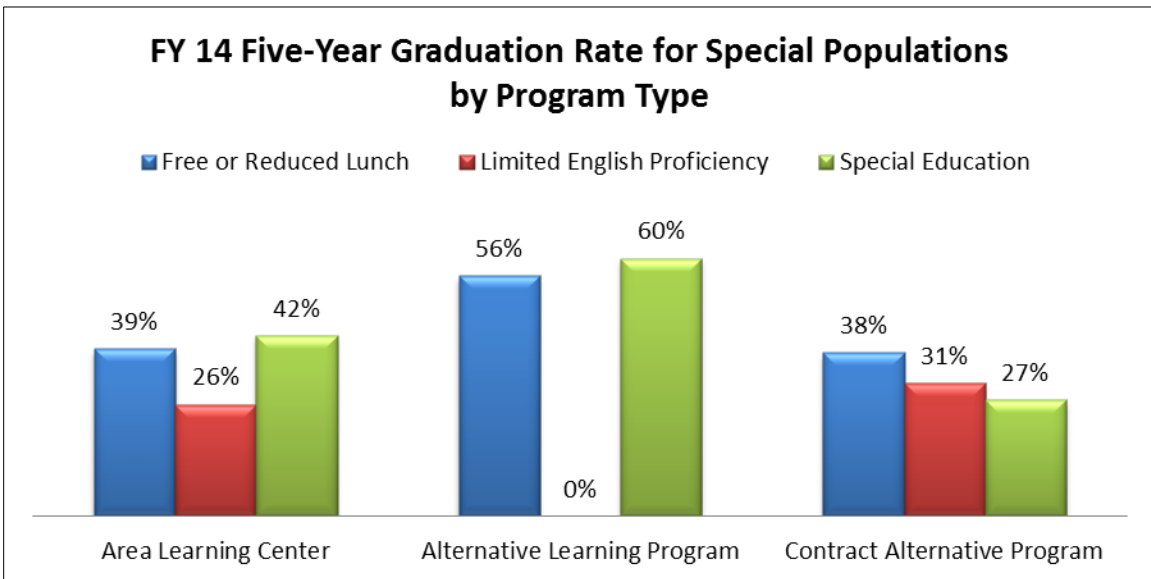
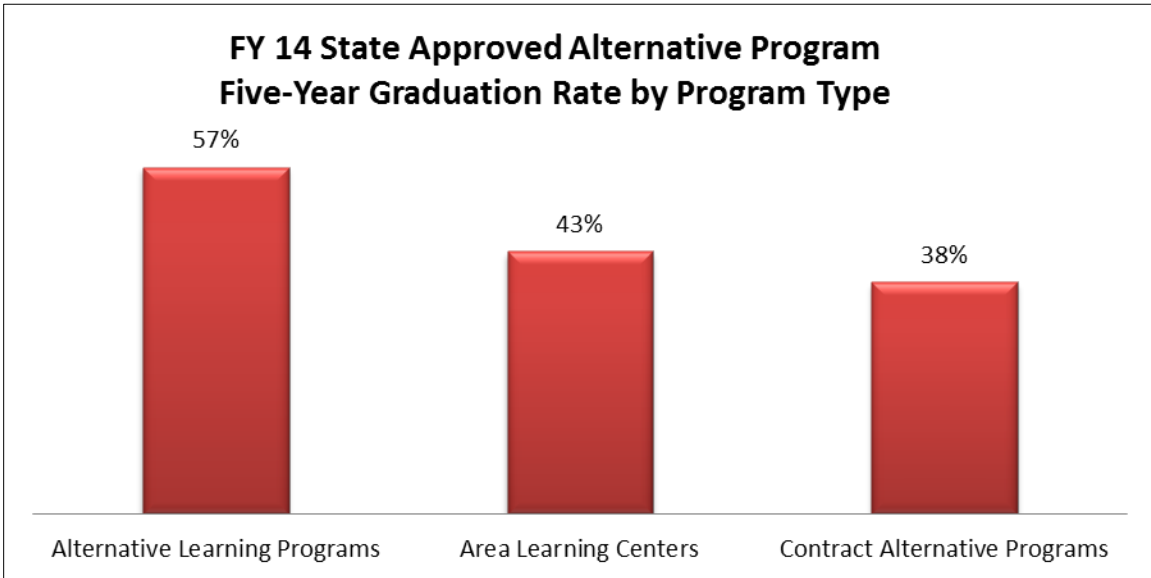


**Five-Year Graduation Rate**

Overall in the state, the FY 13 five-year graduation rate for students in state-approved alternative programs was 43 percent. For FY 14, the five-year graduation rate was 45 percent.

**Overall State by Program Type**

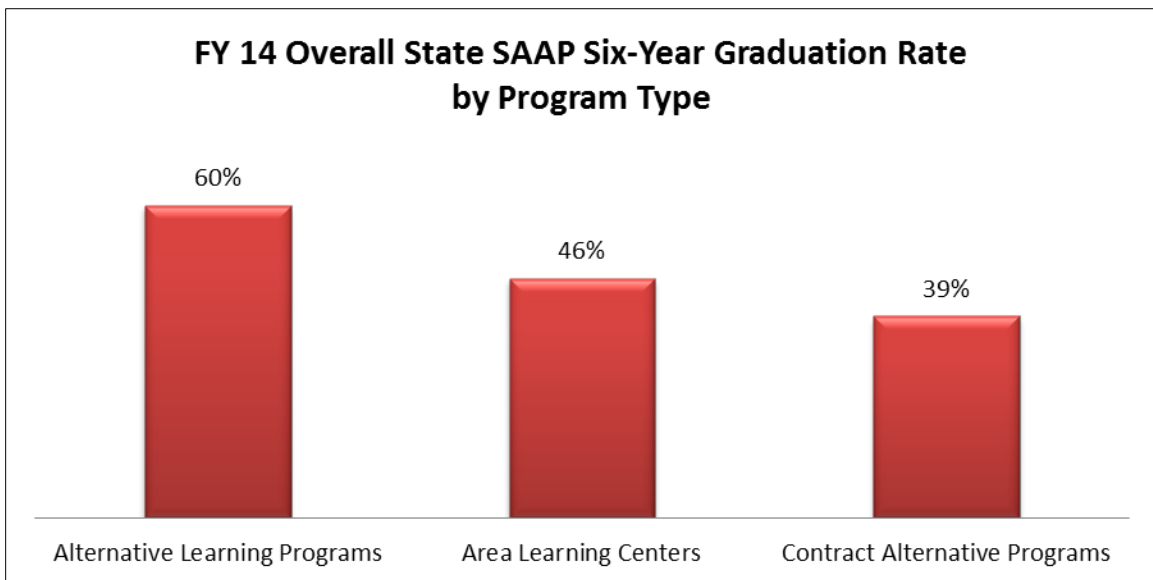
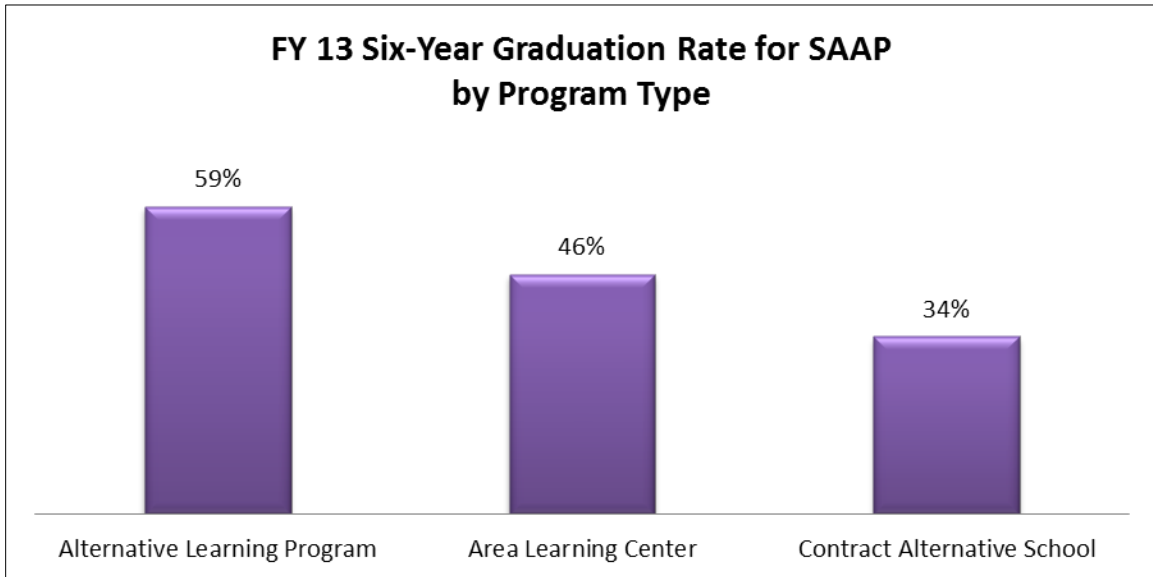




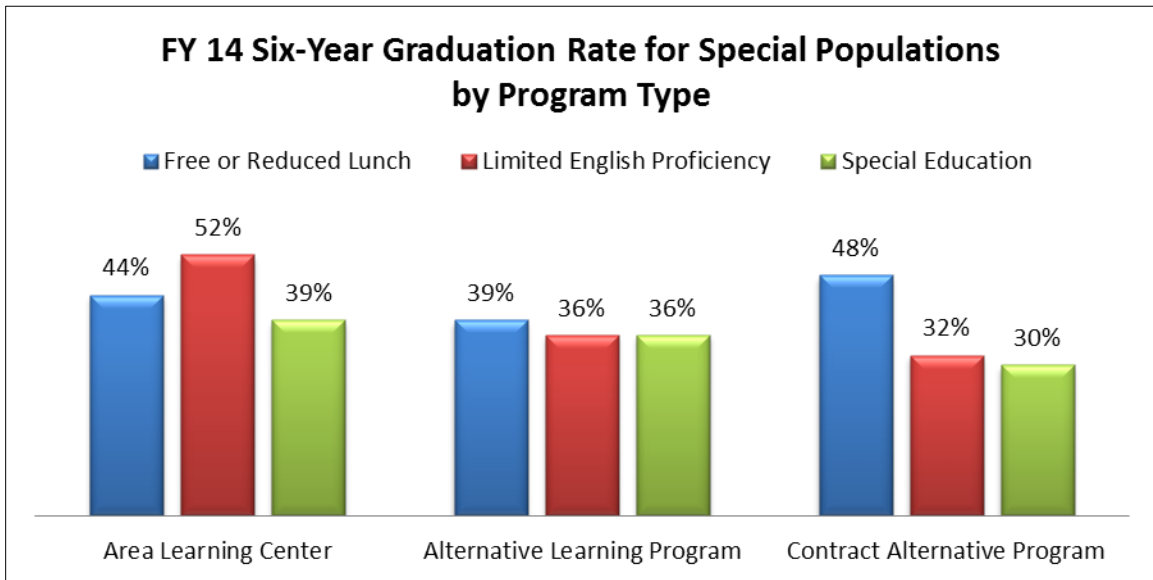
**Six-Year Graduation Rate**

Overall in the state, in FY 13 the six-year graduation rate for students in state-approved alternative programs was 46 percent. For FY 14, the overall six-year rate was 48 percent.

**Overall State by Program Type**







***Rate of change from Four Year to Five-Year Graduation Rate***

When comparing the number of FY 13 four-year graduates with the number of FY 14 five-year graduates (i.e. the same cohort of students), the number of students who graduate increases 49 percent, from 1,990 to 2,961 students; and, the graduation rate increases from 33 percent to 45 percent. Furthermore, the cohort size increased from 6,333 to 6,779.

***Rate of change from Five-Year to Six-Year Graduation Rate***

When comparing the number of FY 13 five-year graduates with the number of FY 14 six-year graduates, the number of graduates increases from 3,088 to 3,273 students. The overall graduation rate increases from 41 percent to 48 percent, raising the graduation rate by 17 percent. However, it is also important to note that the cohort size decreased during this time.

**Career and College Readiness Benchmarks**

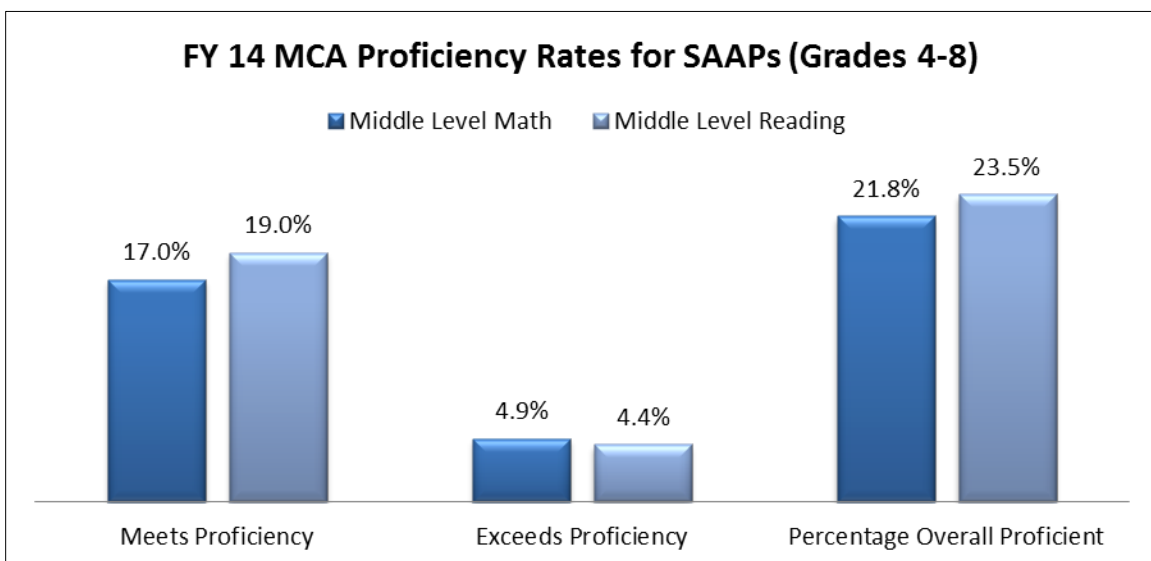
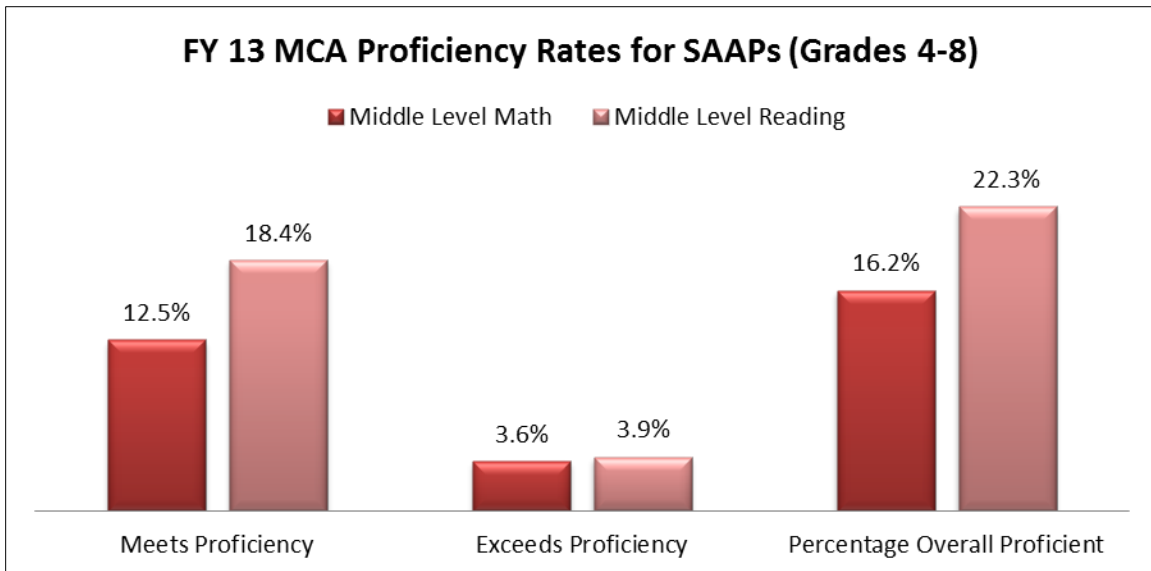
The legislation also asked for the percent of students in these programs whose progress and performance levels were meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

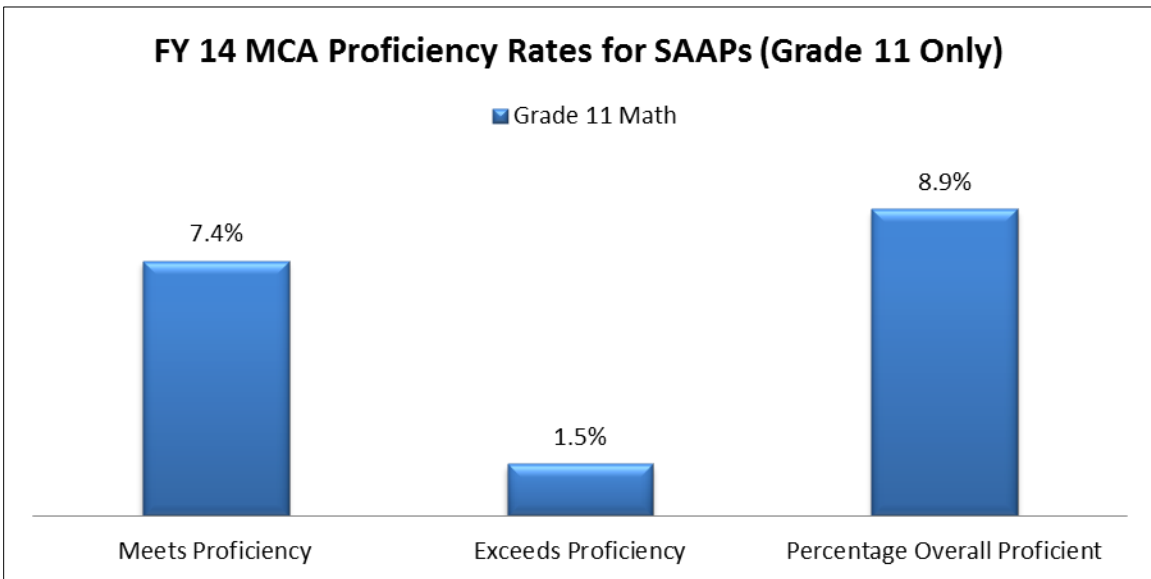
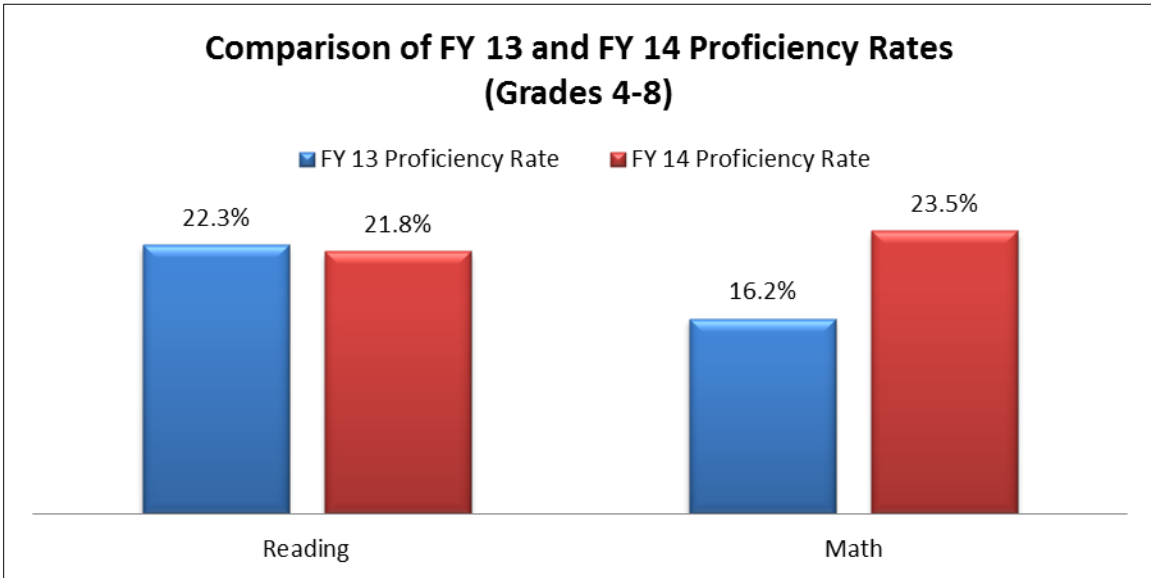
Multiple indicators can be used to demonstrate college and career readiness, and there is no one single statewide metric that is used to measure whether students are prepared for post-secondary and the workforce. The ACT is one assessment that can be used to measure college and career readiness knowledge and skills; however, with the optional administration of the ACT in FY 14, too few students enrolled in SAAPs chose to take the exam so it did not allow for statistical analysis.

In order to report students who were meeting career and college readiness benchmarks, the Minnesota Comprehensive Assessments, referenced in Statute 120B.30, Subdivision 1, were used as a statewide measurement. The Minnesota Comprehensive Assessments are aligned to the Minnesota K-12 Academic Standards, designed to prepare students for career and college. Students who successfully complete the Minnesota K-12 Academic Standards and benchmarks are considered ready for postsecondary education and highly skilled work.

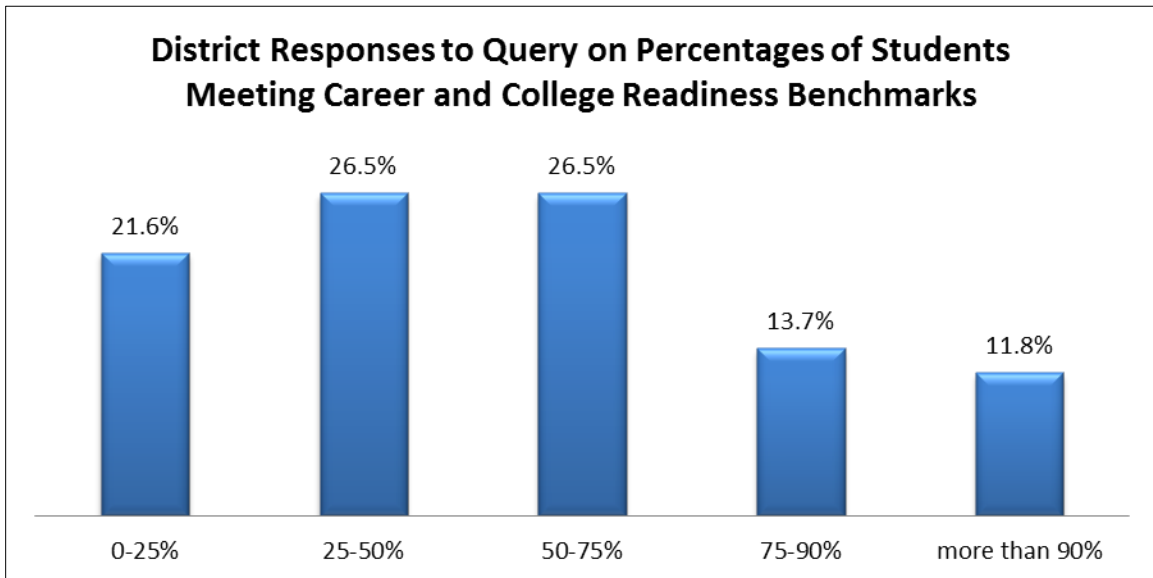
It is important to note when reviewing the data below that the majority of the students in SAAPs are in extended day or extended year programs, not in core school day programs. In this analysis, no differentiation is made for length of enrollment in the SAAP. Enrollments ranged from two hours to over 2,000 hours.

The following charts show performance of students enrolled at some point in FY 14 in State Approved Learning Programs in reading and in math. Included are students in middle level (grades 4-8) and students in grade 11. For grade 11 students, only FY 14 in math is included; a comparison of FY 13 and FY 14 is not possible because of a change in the Minnesota Comprehensive Assessment in math from FY 13 to FY 14.





For this initial report, the Minnesota Department of Education (MDE) also asked the districts to report the percentage of students they serve that they believe are meeting the college and career benchmarks. Their responses are indicated in the following chart.



### **At-Risk and Off-Track Students**

The legislation also asked for the success that learning year program providers experience in identifying at-risk and off-track students and how successful they were in providing prevention and intervention strategies for them. In order to look at this, both terms needed to be defined. At-risk students are defined in Minnesota Statutes, section 124D.68 and the statute lists several qualifying factors. Off-track is not yet defined in legislation. For the purposes of this report, off-track students are defined as those students who are not on track to graduate on time with their peers, most likely due to a failed class.

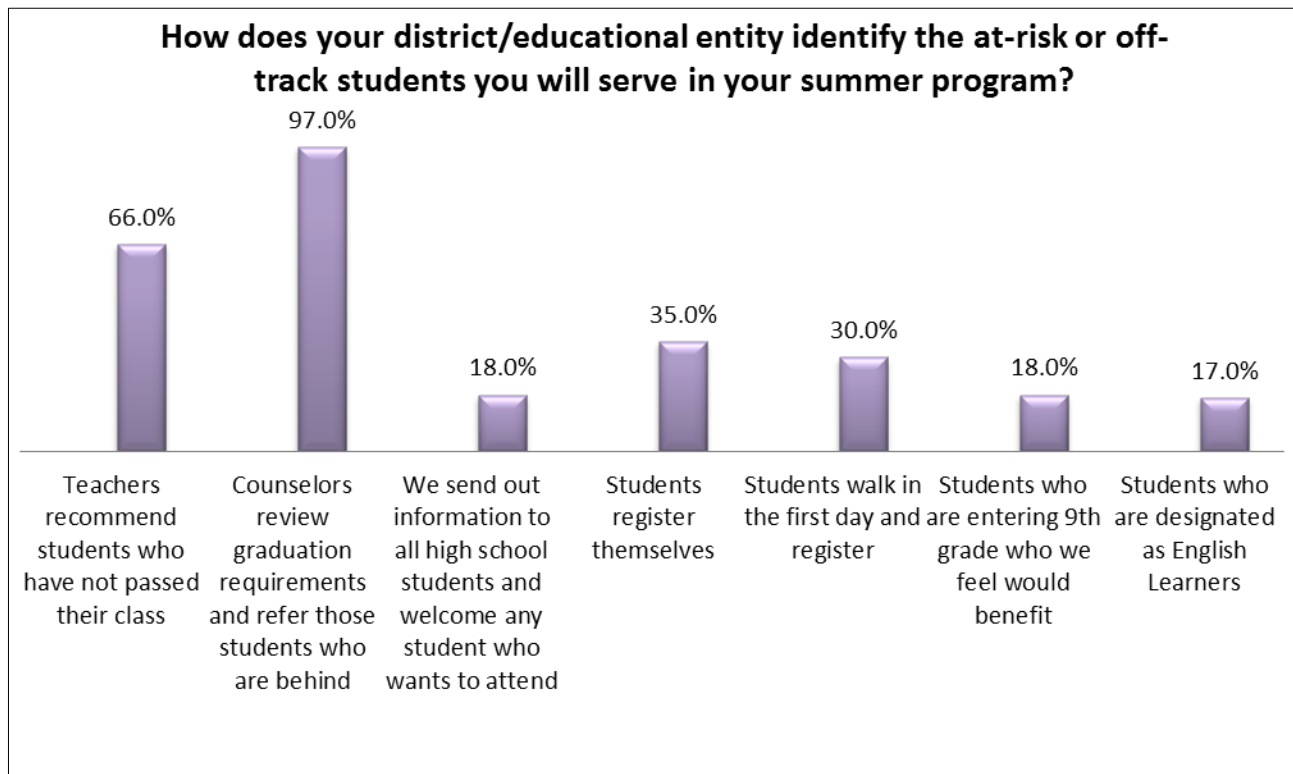
Intervention and prevention strategies have not been set out in a defined state level list. Working directly with the alternative programs, a list of possible strategies was devised.

Defining success is problematic without benchmarks being established. While many districts are implementing the Minnesota Early Indicators Response System, it is not in every district. Additionally, the legislation asks how learning year program providers are doing this when students are already identified as being at-risk when they enroll in them. SAAPs are an intervention strategy for at-risk and off-track students, not a prevention strategy. MDE queried districts on how they identify their at-risk and off-track students and on a variety of intervention and prevention strategies and their level of implementation. Individual district information is available by request in a separate report.

### **Identifying At-Risk and Off-Track Students**

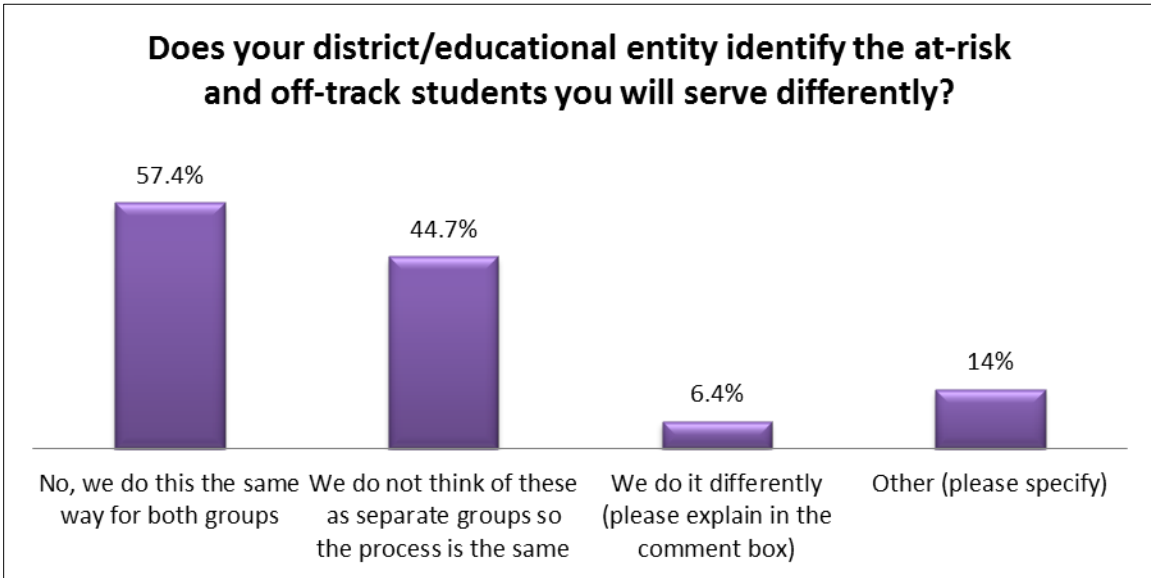
The following information was compiled from survey responses submitted by districts when asked about their strategies in serving at-risk and off-track youth.

Districts were asked how they identify students who were off-track or at-risk for their summer programs. Of the summer programs identified, 85% were credit recovery. Nearly all districts reported that they rely on school counselors as one of the methods to identify these students (97 percent).



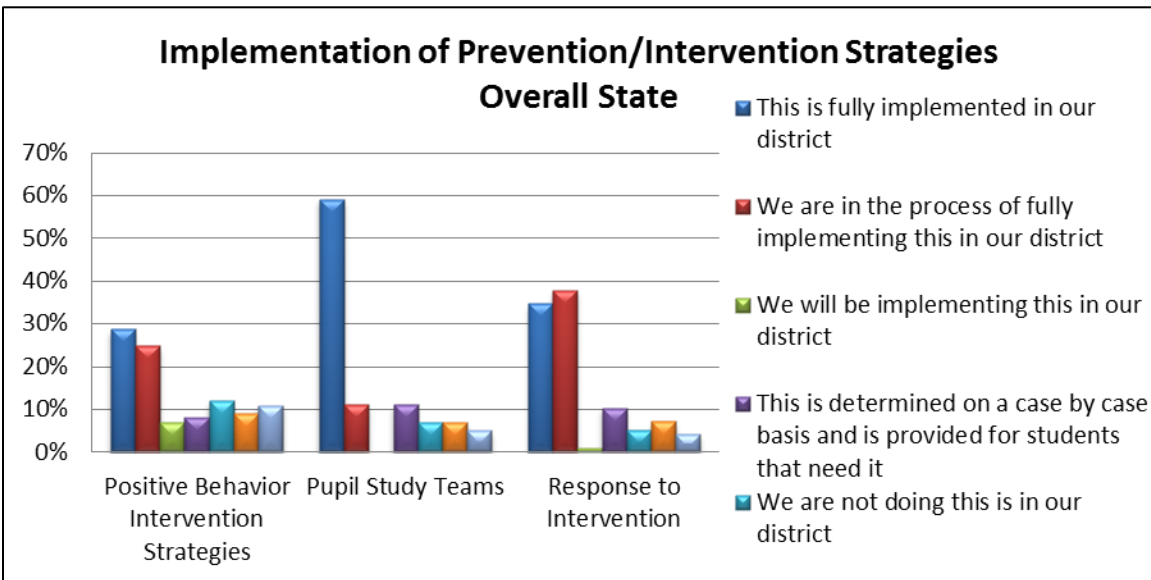
For the core school year programs, SAAPs were asked how students were identified for referral to their program. The most common ways identified were students being behind in credits or not graduating on time with their peers. This was followed by counselor referral, then students identified as being below grade level expectations, and then students with attendance issues.

Because the legislation specifically asked for information on how districts identify at-risk and off-track students, we first asked districts if they viewed these as being two distinct groups and, if so, how the approach for each of these students groups might differ. Fifty-seven percent of districts reported that they view at-risk and off-track students as being part of the same student group. Forty-four percent of the districts reported that they implement the same process for both groups. Some districts responded yes to both items.



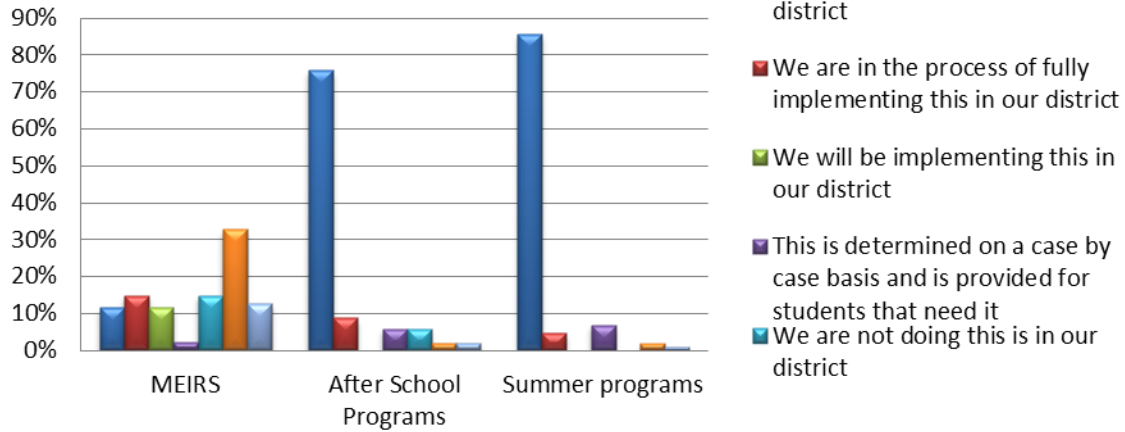
### Intervention and Prevention Strategies

Because there is not a set list of intervention or prevention strategies, districts were provided with a list of strategies and the opportunity to add strategies they were using that were not on the list. While the legislation asked this of the learning year program providers, SAAPs are not a prevention strategy. SAAPs are an intervention that a district might use for an at-risk or off-track student. Students enrolling in an SAAP are already identified as at-risk students. Districts were queried on the strategies that they were using. The following charts show their responses. Individual district responses are available by request in a separate document.



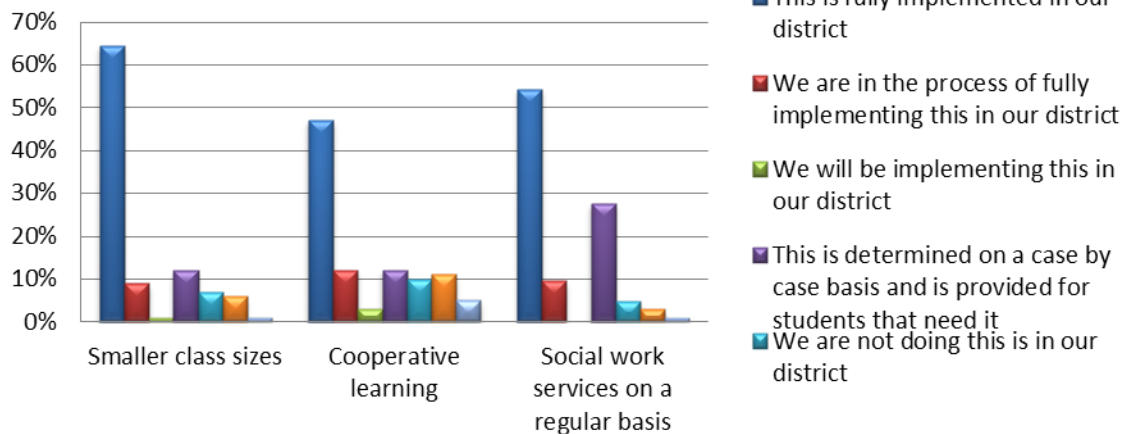
### Implementation of Prevention/Intervention Strategies

#### Overall State



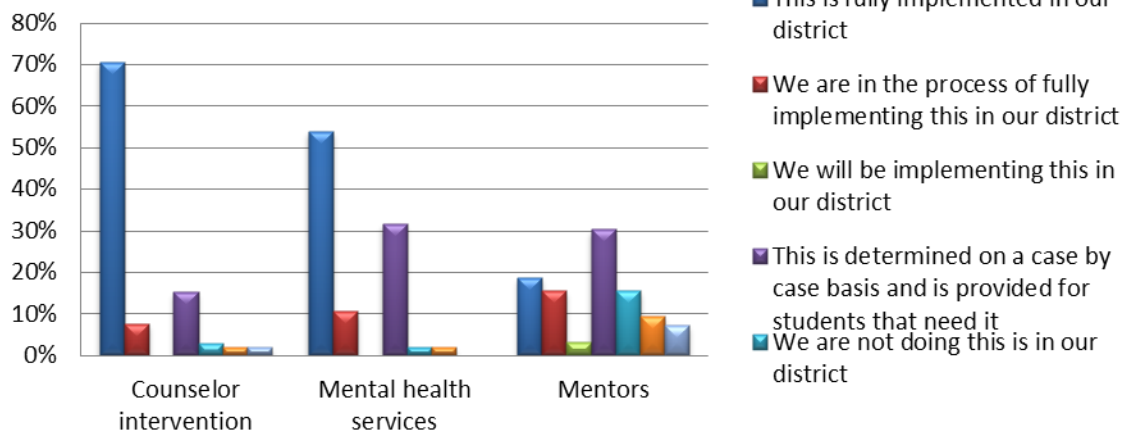
### Implementation of Prevention/Intervention Strategies

#### Overall State



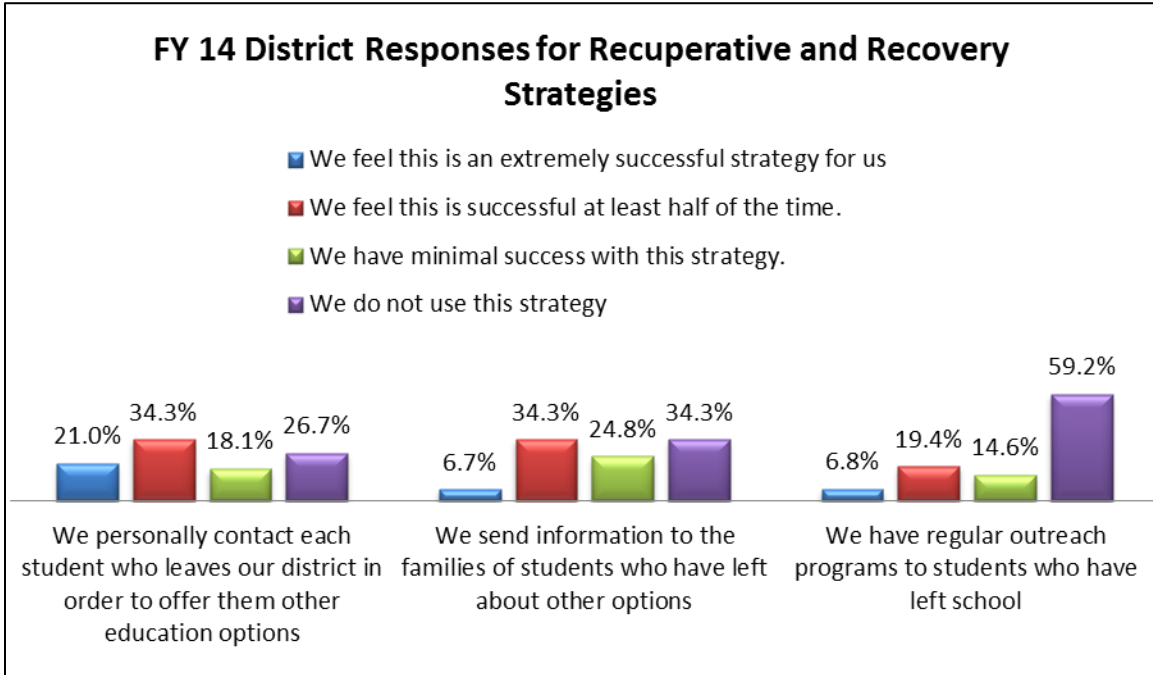
### Implementation of Prevention/Intervention Strategies

#### Overall State



## Recuperative and Recovery or Re-enrollment Strategies for Off-Track Students

As previously mentioned, defining the success rates of recuperative and recovery strategies that were undefined both in terms of what they are and what success would look like provided a challenge for data collection. Three recuperative and recovery strategies were determined. Districts were asked if they used any of these three and how successfully they felt these were implemented.



### Spotlight on Worthington Area Learning Center

Worthington ALC was named Program of the Year for 2014 at the 2015 MAAP State Conference. The following is taken from an article written by Robin Baumgarn on January 8, 2015.

Former First Lady Bird Johnson said, “Children are likely to live up to what you believe of them.”

A group of students at the Area Learning Center have risen to what advisor and teacher Anne Raetz believed they were capable of, thanks to formation of a chapter of MAAP (Minnesota Association of Alternative Programs) Stars in Worthington. MAAP Stars is a vocational organization for students in secondary alternative programs in the United States. The purpose of the organization is to develop academic, social and leadership skills; it also works to build an appreciation for the responsibilities of citizenship. Raetz decided to start the chapter following a conference for alternative school programs in southern Minnesota.

As a first step, six students needed to attend a leadership conference. In order to attend, Raetz had interested students complete an application and submit a writing example outlining why they wanted to be involved. The chosen students met with other groups of students from alternative learning schools and attended workshops on leadership. Raetz noted that the six students didn’t say much on the car ride to the conference. The group didn’t know one another very well and came from different social circles, but that had all changed by the time they drove home. The students were energized and brainstorming ideas on how they could give back to others.

“It (the conference) showed them that even though they have struggled in the past or made decisions that did not speak highly on them, that is not who they are and they can continue to



become great people and continue to make a difference and help people,” Raetz said.

The fruits of that discussion yielded plans for donations to — and working with — the homeless at Union Gospel Mission in Sioux Falls, S.D. The Stars raised money by working at Pizza Ranch as well as concessions to purchase fleece in order to construct 12 blankets. The students stayed after school to complete the blanket project. With blankets in hand, five students traveled to Union Falls to assist with distribution of the Dec. 23 Christmas dinner. Once again, students had to apply to be able to go on the trip. And students who hadn’t previously attended the conference were invited to participate. Instead of enjoying a half day off from school, the group preferred the opportunity to give back to others. The students assisted with setting up dinner for 500 people along with a lunch for 125 people. Raetz shared that the group set up tables, rolled silverware and set place settings and centerpieces for the sit-down meal.

“It was cool to see we have a large population of students that are interested in helping out in different facets,” Raetz said.

## Summary of Report Findings

The 601 state-approved alternative programs serve over 167,000 students. The majority of students are in 12<sup>th</sup> grade or beyond and participate in extended time programs, with the most prevalent program being Alternative Learning Programs. In comparison with the state average, there is a higher percentage of males in SAAPs. Also, students in SAAPs are more likely to be students in poverty and students of color. This is especially true of the students in Contract Alternative programs, where the percent of students for FY 14 and FY 13 was 86 percent and 90 percent, respectively.

In terms of special education, students in SAAPs are slightly more likely to be students in need of special education services when compared to the state overall but more than 50 percent more likely to be a special education student if in the Contract Alternative program. Also students in CAPs are three to four times more likely to be identified as LEP students and to receive LEP services.

Programs view at-risk and off-track students as being the same student group; therefore, intervention strategies are the same for at-risk and off-track students. There are a number of challenges when interpreting graduation rates among alternative programs. Even so, a number of programs report a four-year graduation rate of between 60 to 100 percent. Alternative programs appear to experience a greater increase from the four- to five-year graduation rate as compared with the five- to six-year rate. The five to six-year graduation rate often appears to remain the same.

We hope to have some preliminary data to report on two new programs for the 2016 report. Specifically, these programs serve over age and under credit youth: the Early/Middle College program and the Adult Diploma Program.

## Appendix A: Targeted Services ADMs by District

District Name	District Number	Type	Enrollment	ADM	Extended Time ADM	Percent Attendance
Albert Lea Public School District	241	1	539	2.99	55.92	81.81
Anoka-Hennepin Public School District	11	1	5,483	15.54	341.85	87.15
Austin Public School District	492	1	1,427	4.39	63.23	87.54
Bemidji Public School District	31	1	595	1.39	73.01	85.84
Benson Public School District	777	1	65	0.03	3.54	83.47
Bird Island-Olivia-Lake Lillian	2534	1	126	0.55	13.39	64.77
Brainerd Public School District	181	1	766	1.83	72.38	32.87
Burnsville Public School District	191	1	1,836	15.41	161.84	81.51
Cass Lake-Bena Public Schools	115	1	368	1.5	40.82	42.18
Centennial Public School District	12	1	515	0.21	19.13	84.28
Central Minnesota Jt. Powers District	6074	50	3,240	6.89	209.81	84.24
Cloquet Public School District	94	1	62	0.02	1.69	67.25
Dassel-Cokato Public School District	466	1	332	0.8	19.93	83.3
Detroit Lakes Public School District	22	1	1,487	10.33	157.74	66.2
Duluth Public School District	709	1	1,097	2.39	73.54	83.3
East Central School District	2580	1	236	2.24	35.63	61.67
Eastern Carver County Public School	112	1	657	1.61	47.76	88.14
Elk River Public School District	728	1	1,112	4.6	63.17	87.95
Faribault Public School District	656	1	467	0.86	33.25	83.61
Fergus Falls Public School District	544	1	112	0.55	12.5	77.68
Forest Lake Public School District	831	1	829	1.78	85.91	83.82
Freshwater Ed. District	6004	61	2,058	3.82	175.75	77.1
Fridley Public School District	14	1	475	1.27	27.89	80.64
Goodhue County Education District	6051	61	470	0.49	19.06	84
Grand Rapids Public School District	318	1	757	2.94	67.56	80.88
Hastings Public School District	200	1	852	1.53	44.47	95.71
Hiawatha Valley Ed. District	6013	61	520	0.57	31.54	81.19
Hutchinson Public School District	423	1	249	0.37	9.13	69.08
Intermediate School District 287	287	6	5,215	18.94	502.89	86.47
Intermediate School District 917	917	6	4,306	10.64	293.92	82.76
La Crescent-Hokah School District	300	1	452	1.26	25.78	83.14
Lakeville Public School District	194	1	793	1.51	41.75	90.73
Le Sueur-Henderson School District	2397	1	157	0.87	7.6	78.75
Mankato Public School District	77	1	1,453	2.89	95.19	88.03
Marshall Public School District	413	1	339	1.05	28.08	90.7
Milaca Public School District	912	1	270	0.32	13.26	77.71
Minneapolis Public School District	1	3	11,315	84.5	1,490.98	94.34
Minnesota River Valley Education District	6018	61	406	0.46	21.7	87.27
Moorhead Public School District	152	1	876	3.76	64.32	70.53
Mora Public School District	332	1	414	1.45	25.09	79.98
Mounds View Public School District	621	1	2,359	5.42	130.13	86.51
New Prague Area Schools	721	1	316	0.17	21.39	88.1

District Name	District Number	Type	Enrollment	ADM	Extended Time ADM	Percent Attendance
North Branch Public Schools	138	1	526	0.96	28.42	80.55
North St Paul-Maplewood Oakdale District	622	1	2,230	5.4	156.99	69.18
Northeast Metro 916	916	6	6,046	8.08	294.24	84.41
Northfield Public School District	659	1	366	1.02	31.89	75.14
Northland Learning Center	6076	50	369	1.68	22.87	99.92
Oak Land Vocational Cooperative	957	51	1,656	5.7	110.89	81.83
Onamia Public School District	480	1	140	0.05	14.71	85.84
Osseo Public School District	279	1	2,406	6.97	160.9	90.62
Owatonna Public School District	761	1	707	2.97	59.01	89.28
Park Rapids Public School District	309	1	236	0.74	22.13	81.69
Pelican Rapids Public School District	548	1	154	0.79	12.1	69.52
Perham-Dent Public School District	549	1	259	0.83	33.24	41.16
Pine City Public School District	578	1	115	0.1	20.26	100
Pine River-Backus School District	2174	1	192	0.23	9.19	76.17
Prior Lake-Savage Area Schools	719	1	774	1.2	34.3	77.9
Red Lake Public School District	38	1	366	0.85	63.79	27.49
Region 6/8-SW/WC Service Cooperative	991	83	268	0.69	23.46	73.53
River Bend Education District	6049	61	731	5.13	52.3	83
Robbinsdale Public School District	281	1	1,903	5.36	132.66	80.72
Rochester Public School District	535	1	2,309	12.98	210.08	84.82
Rocori Public School District	750	1	325	0.37	17.21	84.13
Rosemount-Apple Valley-Eagan	196	1	3,899	6.04	252.53	85.81
Roseville Public School District	623	1	1,195	7.54	102.45	99.99
RTR Public Schools	2902	1	51	0.05	2.88	30.03
Runestone Area Ed. District	6014	61	822	1.13	62.4	93.57
Shakopee Public Schools	720	1	713	0.92	39.56	71.28
South Saint Paul Public School District	6	3	792	2.19	46.1	91.9
Southern Plains Education Coop.	915	52	578	0.75	32.08	85.5
Southwest Metro Educational Coop	6088	50	1,232	2.99	100.37	82.41
Spring Lake Park Public Schools	16	1	827	1.76	50.97	86.19
St. Paul Public School District	625	1	10,700	72.98	1,202.89	84.45
St. Peter Public School District	508	1	431	0.54	23.74	86.44
Stillwater Area Public School District	834	1	327	0.17	13.19	83.31
Thief River Falls School District	564	1	254	0.45	29.51	54.58
Waconia Public School District	110	1	353	0.68	16.02	77.54
Waseca Public School District	829	1	570	2.2	44.4	81.32
Waubun-Ogema-White Earth Public School	435	1	55	0.1	5.1	59.81
Wayzata Public School District	284	1	413	1.34	21.42	88.69
West Central Education District	6026	61	392	0.87	22.74	98.9
White Bear Lake School District	624	1	1,173	2.03	47.29	79.42
Willmar Public School District	347	1	820	2.99	61.13	78.11
Worthington Public School District	518	1	781	7.04	101.75	97.02
Wright Technical Center	966	51	2,701	8.34	142.74	82.01

District Name	District Number	Type	Enrollment	ADM	Extended Time ADM	Percent Attendance
Zumbro Education District	6012	61	594	1	29.23	99.17
<b>State Totals: Unduplicated Totals</b>	-	-	<b>106,486</b>	<b>379.75</b>	<b>8,192.83</b>	<b>84.52</b>

## Appendix B: List of State Approved Alternative Programs by District

District Number	District Type	District Name	School Number	Program Information	Program Name
1	1	Aitkin Public School District	6	ALP	Aitkin Alternative Learning Program
1	3	Minneapolis Public School District	307	ALC	Basic Skills-4
1	3	Minneapolis Public School District	315	CAP	Ronald McDonald House
1	3	Minneapolis Public School District	348	CAP	MERC
1	3	Minneapolis Public School District	349	CAP	Loring-Nicollet High
1	3	Minneapolis Public School District	351	CAP	Urban League Academy High
1	3	Minneapolis Public School District	353	ALC	Broadway Arts and Technology
1	3	Minneapolis Public School District	357	CAP	Plymouth Youth Center
1	3	Minneapolis Public School District	361	CAP	Center School
1	3	Minneapolis Public School District	373	CAP	Menlo Park Academy
1	3	Minneapolis Public School District	392	ALC	Extended Day Program
1	3	Minneapolis Public School District	393	CAP	American Indian OIC
1	3	Minneapolis Public School District	417	CAP	Heritage Science and Technology
1	3	Minneapolis Public School District	418	CAP	Tatanka Academy
1	3	Minneapolis Public School District	419	CAP	VOA High School
1	3	Minneapolis Public School District	451	TS	Extended Day Elementary TS
1	3	Minneapolis Public School District	453	TS	Summer School K-8
1	3	Minneapolis Public School District	523	ALC	MPS H.S. Alternative Program
4	1	McGregor Public School District	30	ALP	McGregor Area Learning Program
6	3	South Saint Paul Public School District	303	ALC	S St. Paul Community Learning Center
6	3	South Saint Paul Public School District	305	TS	Lincoln Center TS
6	3	South Saint Paul Public School District	307	TS	KEC TS
6	3	South Saint Paul Public School District	309	TS	Jr. High TS
11	1	Anoka-Hennepin Public School District	110	ALC	Crossroads Alternative High School
11	1	Anoka-Hennepin Public School District	111	ALC	Crossroads-Night
11	1	Anoka-Hennepin Public School District	434	ALC	Crossroads-West Campus
11	1	Anoka-Hennepin Public School District	438	ALC	Anoka-Hennepin Specialty Program
11	1	Anoka-Hennepin Public School District	808	TS	Anoka Elementary TS
11	1	Anoka-Hennepin Public School District	809	TS	Anoka Secondary TS
11	1	Anoka-Hennepin Public School District	812	ALC	Compass-Bell Center
11	1	Anoka-Hennepin Public School District	975	ALC	Crossroads Summer Program
12	1	Centennial Public School District	167	ALC	Centennial Area Learning Center
12	1	Centennial Public School District	168	TS	Centennial TS
13	1	Columbia Heights Public School District	19	ALP	Achieve
14	1	Fridley Public School District	552	ALP	Fridley Moore Lake Area Learning Center
14	1	Fridley Public School District	632	TS	Fridley TS
14	1	Fridley Public School District	652	ALC	Fridley Middle Area Learning Center
16	1	Spring Lake Park Public Schools	778	TS	TS - Spring Lake Park
16	1	Spring Lake Park Public Schools	781	ALC	Adult Diploma
22	1	Detroit Lakes Public School District	6	ALC	Detroit Lakes Alternative Program

District Number	District Type	District Name	School Number	Program Information	Program Name
22	1	Detroit Lakes Public School District	7	ALC	Afterschool Program
22	1	Detroit Lakes Public School District	8	ALC	Hs Extended Year Program
22	1	Detroit Lakes Public School District	9	TS	MS Extended Year Program
22	1	Detroit Lakes Public School District	12	ALC	Hs Culture Club
22	1	Detroit Lakes Public School District	27	TS	Rossman TS
22	1	Detroit Lakes Public School District	28	TS	Roosevelt TS
22	1	Detroit Lakes Public School District	32	ALC	Detroit Lakes Middle ALC
22	1	Detroit Lakes Public School District	33	TS	Detroit Lakes Mid. Sch. Target Svc.
22	1	Detroit Lakes Public School District	34	TS	Lake Park-Audubon TS
22	1	Detroit Lakes Public School District	35	TS	Pelican Rapids TS
22	1	Detroit Lakes Public School District	36	TS	LPA Extended Year Program
22	1	Detroit Lakes Public School District	37	TS	Pelican Rapids Extended Year Program
22	1	Detroit Lakes Public School District	38	TS	Elementary Extended Year Program
22	1	Detroit Lakes Public School District	42	ALC	Detroit Lakes Area Learning Center
22	1	Detroit Lakes Public School District	43	TS	Fraze TS
22	1	Detroit Lakes Public School District	46	TS	Boys and Girls Club TS
22	1	Detroit Lakes Public School District	47	TS	DI CCC TS
22	1	Detroit Lakes Public School District	48	TS	Boys and Girls Club Extended Year Program
22	1	Detroit Lakes Public School District	49	TS	DI CCC Extended Year Program
22	1	Detroit Lakes Public School District	53	TS	Fraze Extended Year
22	1	Detroit Lakes Public School District	56	TS	Morris TS
22	1	Detroit Lakes Public School District	57	TS	Morris Extended Year
22	1	Detroit Lakes Public School District	58	TS	Browns Valley TS
22	1	Detroit Lakes Public School District	59	TS	Browns Valley Extended Year
22	1	Detroit Lakes Public School District	62	TS	West Central Area Schools TS
22	1	Detroit Lakes Public School District	63	TS	West Central Area Schools TS Summer
22	1	Detroit Lakes Public School District	64	TS	TS Park Rapids Area Schools
22	1	Detroit Lakes Public School District	65	TS	TS Ext Park Rapids Public Schools
22	1	Detroit Lakes Public School District	66	TS	Walker-Hackensack-Akeley School TS
22	1	Detroit Lakes Public School District	67	TS	Walker-Hackensack-Akeley School Exd
22	1	Detroit Lakes Public School District	68	ALC	Walker-Hackensack-Akeley ALC
22	1	Detroit Lakes Public School District	69	ALC	Voyageurs Expeditionary Charter-Credit Recovery
22	1	Detroit Lakes Public School District	70	ALC	Voyageurs Expeditionary Charter - Extended Year
31	1	Bemidji Public School District	22	ALC	Bemidji Senior Lumberjack ALC
31	1	Bemidji Public School District	170	ALC	Bemidji Area Learning Center
31	1	Bemidji Public School District	171	ALP	Bemidji Middle Alp
31	1	Bemidji Public School District	175	TS	Bemidji Middle TS
38	1	Red Lake Public School District	35	ALC	Red Lake Alternative Learning
38	1	Red Lake Public School District	45	TS	Red Lake TS
38	1	Red Lake Public School District	50	ALC	Red Lake Middle Level ALC
77	1	Mankato Public School District	220	ALC	Central High Area Learning Center
77	1	Mankato Public School District	221	ALC	Mankato Area Summer School
77	1	Mankato Public School District	222	ALC	Mankato Area Night School
77	1	Mankato Public School District	230	ALP	Life Lines Adult Connection
77	1	Mankato Public School District	240	TS	Mankato TS
77	1	Mankato Public School District	260	ALC	Central Freedom School
94	1	Cloquet Public School District	103	ALC	Cloquet Area Alt. Ed. Programs

District Number	District Type	District Name	School Number	Program Information	Program Name
94	1	Cloquet Public School District	104	TS	Cloquet Area Alternative
94	1	Cloquet Public School District	108	ALC	CAAEP Extended Day Program
110	1	Waconia Public School District	601	ALC	Waconia Alternative Learning Center
110	1	Waconia Public School District	602	ALC	Waconia Area Learning Center SS/AS
110	1	Waconia Public School District	611	TS	Waconia TS
112	1	Eastern Carver County Public School	65	ALC	Integrated Arts Academy
112	1	Eastern Carver County Public School	66	ALC	112 ALC Middle School
112	1	Eastern Carver County Public School	67	ALC	112 ALC After School and Summer School
112	1	Eastern Carver County Public School	68	TS	112 TS
113	1	Walker-Hackensack-Akeley School District	25	ALP	W. H. A O. Alternative Program
115	1	Cass Lake-Bena Public Schools	31	ALC	Cass Lake-Bena Area Learning Center.
115	1	Cass Lake-Bena Public Schools	32	TS	Cass Lake-Bena TS
138	1	North Branch Public Schools	50	ALC	North Branch Lab School ALC
138	1	North Branch Public Schools	60	TS	North Branch TS
152	1	Moorhead Public School District	980	ALC	Rr Area Learning Center
152	1	Moorhead Public School District	981	TS	Moorhead Alternative Program
162	1	Bagley Public School District	30	ALP	Bagley ALP
166	1	Cook County Public Schools	90	ALP	Cook County Alternative
181	1	Brainerd Public School District	18	ALC	ISD 181 Learning Center
181	1	Brainerd Public School District	20	TS	Brainerd TS
181	1	Brainerd Public School District	21	ALC	Middle Level Alternative Program
191	1	Burnsville Public School District	314	ALC	Burnsville Area Learning Center
191	1	Burnsville Public School District	315	TS	Burnsville TS
191	1	Burnsville Public School District	500	ALC	Burnsville Senior High Extended Day/Year
191	1	Burnsville Public School District	514	ALC	Burnsville Alternative High School
192	1	Farmington Public School District	50	ALP	Dakota Prairie Area Learning Center
194	1	Lakeville Public School District	589	TS	Lakeville TS
194	1	Lakeville Public School District	590	ALC	Lakeville Area Learning Center
196	1	Rosemount-Apple Valley-Eagan	34	ALP	ABE Diploma Program
196	1	Rosemount-Apple Valley-Eagan	58	ALC	Rosemount Area Learning Center
196	1	Rosemount-Apple Valley-Eagan	770	TS	Rosemount Area Learning Center.
197	1	West St. Paul-Mendota Hts.-Eagan	51	ALP	W St. Paul Area Learning Center.
199	1	Inver Grove Heights Schools	226	ALP	Simley Alternative Program
200	1	Hastings Public School District	135	TS	Hastings TS
200	1	Hastings Public School District	136	ALC	Hastings Alternative Center
241	1	Albert Lea Public School District	350	ALC	Albert Lea Area Learning Center
241	1	Albert Lea Public School District	360	TS	Albert Lea TS
255	1	Pine Island Public School District	50	ALP	Pine Island High School ALP
271	1	Bloomington Public School District	620	ALP	271 Metro South ABE
271	1	Bloomington Public School District	629	ALP	Beacon - (287)
271	1	Bloomington Public School District	734	ALP	271 Metro South ABE IS
271	1	Bloomington Public School District	740	ALP	Beacon ALP IS
273	1	Edina Public School District	621	ALP	Options At Edina High School
279	1	Osseo Public School District	44	ALC	Osseo Area Learning Center
279	1	Osseo Public School District	701	ALC	ALC Credit Recovery
279	1	Osseo Public School District	702	ALC	ALC Senior High



District Number	District Type	District Name	School Number	Program Information	Program Name
279	1	Osseo Public School District	703	ALC	ALC Independent Study
279	1	Osseo Public School District	704	ALC	ALC Middle Year
279	1	Osseo Public School District	705	ALC	ALC BJH Middle Year
279	1	Osseo Public School District	706	ALC	ALC OJH Middle Year
279	1	Osseo Public School District	707	ALC	ALC NVJH Middle Year
279	1	Osseo Public School District	708	ALC	ALC MGJH Middle Year
279	1	Osseo Public School District	731	ALC	ALC Senior High Summer School
279	1	Osseo Public School District	733	TS	TS Brooklyn Junior High
279	1	Osseo Public School District	734	TS	TS Osseo Junior High
279	1	Osseo Public School District	768	TS	TS Edinbrook Elementary
279	1	Osseo Public School District	769	TS	TS Rush Creek Elementary
279	1	Osseo Public School District	770	TS	TS Basswood Elementary
279	1	Osseo Public School District	771	TS	TS Birch Grove
279	1	Osseo Public School District	772	TS	TS Crest View Elementary
279	1	Osseo Public School District	773	TS	TS Weaver Lake
279	1	Osseo Public School District	774	TS	TS Fair Oaks Elementary
279	1	Osseo Public School District	775	TS	TS Garden City Elementary
279	1	Osseo Public School District	778	TS	TS Palmer Lake Elementary
279	1	Osseo Public School District	779	TS	TS Park Brook Elementary
279	1	Osseo Public School District	781	TS	TS Zanewood Community School
279	1	Osseo Public School District	782	TS	TS Cedar Island Elementary
279	1	Osseo Public School District	784	TS	TS Elm Creek Elementary
279	1	Osseo Public School District	785	TS	TS Rice Lake Elementary
279	1	Osseo Public School District	786	TS	TS North View IB World School
279	1	Osseo Public School District	789	TS	TS Fernbrook Elementary
279	1	Osseo Public School District	794	TS	TS Maple Grove Jr High
279	1	Osseo Public School District	796	TS	TS Oak View Elementary
280	1	Richfield Public School District	820	ALP	Richfield Career Education Program
281	1	Robbinsdale Public School District	200	ALC	Highview ALC
281	1	Robbinsdale Public School District	624	TS	Forest TS
281	1	Robbinsdale Public School District	631	TS	Meadow Lake TS
281	1	Robbinsdale Public School District	633	TS	Neill TS
281	1	Robbinsdale Public School District	634	TS	Northport TS
281	1	Robbinsdale Public School District	638	TS	Plymouth Middle School TS
281	1	Robbinsdale Public School District	642	TS	Sonnesyn TS
281	1	Robbinsdale Public School District	644	TS	Sea TS
281	1	Robbinsdale Public School District	648	ALC	Adult Academics
281	1	Robbinsdale Public School District	671	ALC	ISD 281 I.S.
281	1	Robbinsdale Public School District	681	TS	Lakeview TS
281	1	Robbinsdale Public School District	682	TS	Robbinsdale Middle School TS
281	1	Robbinsdale Public School District	696	ALC	Armstrong Credit Recovery
281	1	Robbinsdale Public School District	698	ALC	Robbinsdale Academic Summer Program
281	1	Robbinsdale Public School District	699	ALC	Cooper Credit Recovery
281	1	Robbinsdale Public School District	722	TS	Spanish Immersion TS
281	1	Robbinsdale Public School District	723	TS	Zachary Lane TS
281	1	Robbinsdale Public School District	724	TS	Noble TS
281	1	Robbinsdale Public School District	753	ALC	Highview Independent Study
281	1	Robbinsdale Public School District	903	ALC	Robbinsdale TASC ALC

District Number	District Type	District Name	School Number	Program Information	Program Name
282	1	St. Anthony-New Brighton Schools	10	ALP	St. Anthony Village Alternative
284	1	Wayzata Public School District	48	ALC	Is The Alternative Program (Tap)
284	1	Wayzata Public School District	49	ALC	The Alternative Program (Tap)
284	1	Wayzata Public School District	904	TS	Birchview Elementary TS
284	1	Wayzata Public School District	906	TS	Greenwood Elementary TS
284	1	Wayzata Public School District	907	TS	Oakwood Elementary Targeted Services
284	1	Wayzata Public School District	908	TS	Sunset Hill Elementary Target Services
284	1	Wayzata Public School District	910	TS	Plymouth Creek Elementary TS
284	1	Wayzata Public School District	911	TS	Gleason Lake Elementary TS
284	1	Wayzata Public School District	912	TS	Kimberly Lane Elementary TS
284	1	Wayzata Public School District	952	ALC	East Middle Alternative (EMAP)
284	1	Wayzata Public School District	953	ALC	Central Middle Alternative (CMAP)
286	1	Brooklyn Center School District	6	TS	Brooklyn Center Elem Summer School
286	1	Brooklyn Center School District	8	TS	Brooklyn Center Middle School Summer
286	1	Brooklyn Center School District	9	ALC	Brooklyn Center Summer School
286	1	Brooklyn Center School District	15	TS	Brooklyn Center Elementary Targeted
286	1	Brooklyn Center School District	16	TS	Brooklyn Center Middle School TS
286	1	Brooklyn Center School District	17	ALC	Brooklyn Center Independent Study
286	1	Brooklyn Center School District	763	ALC	Brooklyn Center Academy
287	6	Intermediate School District 287	600	ALC	ALC Brooklyn Park Campus - Is
287	6	Intermediate School District 287	601	ALC	ALC Brooklyn Center Hs - Is
287	6	Intermediate School District 287	602	ALC	ALC Edina Hs Alternative - Is
287	6	Intermediate School District 287	603	ALC	ALC Eden Prairie Hs-Is
287	6	Intermediate School District 287	607	ALC	ALC Richfield Hs-Is
287	6	Intermediate School District 287	612	TS	283 Perspective SLP TS
287	6	Intermediate School District 287	613	ALC	ALC - Eden Prairie Hs - Is
287	6	Intermediate School District 287	614	ALC	276 Minnetonka Hs Is
287	6	Intermediate School District 287	615	ALC	W-Alt-Is
287	6	Intermediate School District 287	616	ALC	EHS Summer School
287	6	Intermediate School District 287	618	ALC	SECA - Is
287	6	Intermediate School District 287	619	ALC	NECA Independent Study
287	6	Intermediate School District 287	622	ALC	South Education Center Academy
287	6	Intermediate School District 287	626	ALC	270 Hopkins Alternative
287	6	Intermediate School District 287	627	ALC	270 Hopkins Is
287	6	Intermediate School District 287	663	TS	283 Aquila Learning Center TS.
287	6	Intermediate School District 287	665	TS	283 Peter Hobard EI. TS.
287	6	Intermediate School District 287	666	TS	283 St. Louis Park Learning Center TS.
287	6	Intermediate School District 287	667	TS	283 Susan Lindgren TS.
287	6	Intermediate School District 287	675	TS	270 Alice Smith Elementary TS
287	6	Intermediate School District 287	683	TS	273 Concord EI TS
287	6	Intermediate School District 287	684	TS	273 Cornelia EI TS
287	6	Intermediate School District 287	685	TS	273 Countryside EI TS
287	6	Intermediate School District 287	686	TS	273 Creek Valley EI TS
287	6	Intermediate School District 287	687	TS	273 Highlands EI TS
287	6	Intermediate School District 287	688	TS	273 Normandale EI TS
287	6	Intermediate School District 287	689	TS	273 So View Middle TS
287	6	Intermediate School District 287	690	TS	273 Valley View Middle TS
287	6	Intermediate School District 287	691	TS	273 Edina Public TS

District Number	District Type	District Name	School Number	Program Information	Program Name
287	6	Intermediate School District 287	693	TS	270 Gatewood Elementary TS
287	6	Intermediate School District 287	694	ALC	276 Minnetonka Compass
287	6	Intermediate School District 287	695	TS	270 Eisenhower Elementary TS
287	6	Intermediate School District 287	700	ALC	ALC Richfield - Success At 15
287	6	Intermediate School District 287	704	TS	283 Park Spanish Immersion TS
287	6	Intermediate School District 287	709	ALC	270 Hopkins North Jr High ALC
287	6	Intermediate School District 287	710	ALC	270 Hopkins West Jr High ALC
287	6	Intermediate School District 287	712	TS	270 Hopkins West Jr High TS
287	6	Intermediate School District 287	715	TS	270 Hopkins North Jr High TS
287	6	Intermediate School District 287	717	TS	280 Sheridan Hills Elementary TS
287	6	Intermediate School District 287	718	TS	280 Centennial Elementary TS
287	6	Intermediate School District 287	719	TS	280 Richfield Middle School TS
287	6	Intermediate School District 287	720	TS	280 Richfield Int Elem TS
287	6	Intermediate School District 287	727	TS	270 Tanglen Elementary - TS
287	6	Intermediate School District 287	732	TS	Hopkins S.M.A.R.T.S. Summer School
287	6	Intermediate School District 287	733	TS	Hopkins Basic Skills Summer School
287	6	Intermediate School District 287	735	ALC	272 Central Middle Sch. Alt
287	6	Intermediate School District 287	737	ALC	ALC-Orono High School Is
287	6	Intermediate School District 287	738	TS	270 Meadowbrook Elem - TS
287	6	Intermediate School District 287	743	TS	272 Central Mid School TS
287	6	Intermediate School District 287	744	TS	272 Cedar Ridge El TS
287	6	Intermediate School District 287	745	TS	272 Eden Lake El TS
287	6	Intermediate School District 287	746	TS	272 Forest Hills El TS
287	6	Intermediate School District 287	747	TS	272 Oak Point Int TS
287	6	Intermediate School District 287	748	TS	272 Prairie View El TS
287	6	Intermediate School District 287	754	ALC	277 Westonka Area Learning Academy
287	6	Intermediate School District 287	755	ALC	ALC Westonka - Is
287	6	Intermediate School District 287	756	TS	277 - Shirley Hills Elementary -TS
287	6	Intermediate School District 287	757	TS	277 - Grandview Middle School -TS
287	6	Intermediate School District 287	758	TS	277 - Hilltop Elementary - TS
287	6	Intermediate School District 287	761	ALC	283-St. Louis Park ALC
287	6	Intermediate School District 287	762	ALC	283 St Louis Park Independent Study
287	6	Intermediate School District 287	766	ALC	NSO - Independent Study
287	6	Intermediate School District 287	769	TS	272 Eagle Heights Spanish Immersion - TS
287	6	Intermediate School District 287	771	ALC	276 Minnetonka Compass Ext Year
287	6	Intermediate School District 287	772	ALC	North Education Center Academy
287	6	Intermediate School District 287	773	TS	283 District Summer Programs - TS
287	6	Intermediate School District 287	774	TS	283 Meadowbrook Elem - TS
287	6	Intermediate School District 287	776	ALC	277-Grandview Middle - ALC
287	6	Intermediate School District 287	777	ALC	283-Ind Study 15 And Under - I.S.
287	6	Intermediate School District 287	785	TS	280-Richfield Dual Language School
287	6	Intermediate School District 287	792	ALC	4126 - Prairie Seeds Academy - Is
287	6	Intermediate School District 287	793	TS	270 - Glen Lake Elementary
287	6	Intermediate School District 287	794	ALC	270 - Hap - Is
287	6	Intermediate School District 287	796	TS	278 - Orono Extended Year
287	6	Intermediate School District 287	797	TS	278 - Orono Schuman Elementary
287	6	Intermediate School District 287	798	TS	278 - Orono Intermediate
287	6	Intermediate School District 287	799	TS	278 - Orono Middle

District Number	District Type	District Name	School Number	Program Information	Program Name
287	6	Intermediate School District 287	800	ALC	West Education Center Alternative
287	6	Intermediate School District 287	801	ALC	Hennepin Gateway To College
287	6	Intermediate School District 287	850	TS	4126 Prairie Seed Academy - TS
287	6	Intermediate School District 287	851	TS	4122 - Eagle Ridge Academy - TS
287	6	Intermediate School District 287	852	ALC	MINNESOTA Online High School - I.S.
287	6	Intermediate School District 287	854	ALC	4122 - Eagle Ridge Academy - Is
287	6	Intermediate School District 287	861	ALC	4092 - Watershed High School ALC
294	1	Houston Public School District	7	ALP	Summit Learning Program
300	1	La Crescent-Hokah School District	40	ALC	Bluff Country Learning Center
300	1	La Crescent-Hokah School District	45	TS	Bluff Country TS
308	1	Nevis Public School District	30	ALP	Nevis Area Learning Program
309	1	Park Rapids Public School District	31	TS	Century TS
309	1	Park Rapids Public School District	81	ALC	Century Middle School Within A School
309	1	Park Rapids Public School District	90	ALC	Headwaters Educ Learning Program
318	1	Grand Rapids Public School District	224	TS	Grand Rapids L.E.A.D. Program
318	1	Grand Rapids Public School District	365	ALC	Grand Rapids Area Learning Center
318	1	Grand Rapids Public School District	375	ALC	Middle Area Learning Center
319	1	Nashwauk-Keewatin School District	70	ALP	Nashwauk-Keewatin ALP
332	1	Mora Public School District	50	ALC	Mora Alternative Learning Center
332	1	Mora Public School District	51	ALC	Mora Middle Level ALC
332	1	Mora Public School District	234	TS	Mora TS
345	1	New London-Spicer School District	31	ALP	New London Alternative School
347	1	Willmar Public School District	901	TS	Willmar TS
347	1	Willmar Public School District	949	ALC	Willmar Area Learning Center
381	1	Lake Superior Public School District	100	TS	Lake Superior -TS
381	1	Lake Superior Public School District	255	ALC	Solo
402	1	Hendricks Public School District	40	TS	Hendricks TS
402	1	Hendricks Public School District	50	ALC	Hendricks ALC
402	1	Hendricks Public School District	60	TS	RTR Elementary TS
402	1	Hendricks Public School District	70	TS	Lynd TS
402	1	Hendricks Public School District	80	TS	Lynd Middle School Targeted Service
413	1	Marshall Public School District	8	ALC	Ma-Tec
413	1	Marshall Public School District	11	TS	Ma-Tec TS
423	1	Hutchinson Public School District	70	ALC	Crow River Area Learning Center
423	1	Hutchinson Public School District	72	ALC	Hutchinson Night Alt Learning Center
423	1	Hutchinson Public School District	75	ALC	Hutchinson Middle School ALC
423	1	Hutchinson Public School District	80	TS	Hutchinson TS
432	1	Mahnomen Public School District	40	ALC	Mahnomen Area Learning Center
432	1	Mahnomen Public School District	60	TS	Mahnomen TS
435	1	Waubun-Ogema-White Earth	40	ALP	Waubun Area Learning Program
435	1	Waubun-Ogema-White Earth	60	TS	Waubun TS
435	1	Waubun-Ogema-White Earth	70	ALC	Waubun ALC
463	1	Eden Valley-Watkins School District	40	ALP	Eden Valley-Watkins ALP
465	1	Litchfield Public School District	50	ALP	Litchfield Area Learning Program
466	1	Dassel-Cokato Public School District	6	ALC	Dassel-Cokato Alternative Ctr.

District Number	District Type	District Name	School Number	Program Information	Program Name
466	1	Dassel-Cokato Public School District	7	TS	Dassel-Cokato TS
466	1	Dassel-Cokato Public School District	9	TS	Targeted Services-Litchfield
473	1	Isle Public School District	30	TS	Isle TS
473	1	Isle Public School District	40	ALC	Isle Area Learning Center
480	1	Onamia Public School District	35	ALC	Kokesh Area Learning Center
480	1	Onamia Public School District	36	TS	Onamia TS
482	1	Little Falls Public School District	102	TS	Little Falls TS EI
482	1	Little Falls Public School District	202	TS	Little Falls TS Mid
482	1	Little Falls Public School District	400	ALC	Little Falls Continuing Education
484	1	Pierz Public School District	40	ALP	Pierz Alternative Program
486	1	Swanville Public School District	30	ALC	Molly Creek Area Learning Center
492	1	Austin Public School District	145	ALC	Austin Area Learning Center. - Summer
492	1	Austin Public School District	150	ALC	Austin Area Learning Center
492	1	Austin Public School District	220	TS	TS Summer Program
492	1	Austin Public School District	225	TS	Austin TS
508	1	St. Peter Public School District	20	ALC	Rock Bend Hs ALC
508	1	St. Peter Public School District	45	ALC	St. Peter ALC
508	1	St. Peter Public School District	47	TS	South TS
508	1	St. Peter Public School District	48	TS	North TS
518	1	Worthington Public School District	6	ALC	Worthington Area Learning Center
518	1	Worthington Public School District	9	TS	Worthington-Targeted Services
518	1	Worthington Public School District	11	ALC	Worthington ALC Night
535	1	Rochester Public School District	123	TS	After School Academy
535	1	Rochester Public School District	141	TS	Longfellow After School Academy
535	1	Rochester Public School District	201	TS	Summer Elementary
535	1	Rochester Public School District	202	TS	Middle School Summer Academy
535	1	Rochester Public School District	306	ALC	Rochester Alternative Learning Center
535	1	Rochester Public School District	308	ALC	Credit Recovery
535	1	Rochester Public School District	311	ALC	ALC Summer Credit Recovery
535	1	Rochester Public School District	317	TS	Rochester TS
535	1	Rochester Public School District	341	ALC	Hawthorne Diploma Program
535	1	Rochester Public School District	610	ALC	John Marshall Area Learning Center
544	1	Fergus Falls Public School District	330	TS	Fergus Falls TS Program
544	1	Fergus Falls Public School District	370	ALC	Fergus Falls Area Learning Center
548	1	Pelican Rapids Public School District	50	ALC	Pelican Rapids Alt Learning Center
548	1	Pelican Rapids Public School District	60	ALC	Pelican Rapids Alt Center Mid-Level
548	1	Pelican Rapids Public School District	200	TS	Pelican Rapids ALC K-6 Targeted Svc
548	1	Pelican Rapids Public School District	205	TS	Pelican Rapids Target Svc K-6
548	1	Pelican Rapids Public School District	210	TS	Pelican Rapids ALC 7-8 Targeted Svc
549	1	Perham-Dent Public School District	80	ALC	Perham Area Learning Center
549	1	Perham-Dent Public School District	90	TS	Perham Area TS
550	1	Underwood Public School District	30	ALP	Underwood ALP
564	1	Thief River Falls School District	75	ALC	Northwest Area Learning Center
564	1	Thief River Falls School District	311	TS	Booster Club
564	1	Thief River Falls School District	611	TS	Franklin Prowler Academy - TS
578	1	Pine City Public School District	692	ALC	Pine City Area Learning Center

District Number	District Type	District Name	School Number	Program Information	Program Name
578	1	Pine City Public School District	693	TS	Pine City TS
593	1	Crookston Public School District	20	ALC	New Paths Area Learning Center
621	1	Mounds View Public School District	56	TS	TS - Elementary
621	1	Mounds View Public School District	57	TS	TS - Middle
621	1	Mounds View Public School District	58	ALC	High School Summer Program
621	1	Mounds View Public School District	59	ALP	Mounds View Adult Education
621	1	Mounds View Public School District	60	ALC	Mounds View ALC
622	1	North St Paul-Maplewood Oakdale	39	TS	622 TS
622	1	North St Paul-Maplewood Oakdale	40	ALC	622 Alternative Middle/High School
623	1	Roseville Public School District	72	ALC	Roseville Adult High School
623	1	Roseville Public School District	611	TS	Elementary ALC TS
623	1	Roseville Public School District	612	ALC	Middle School Area Learning Center
623	1	Roseville Public School District	615	ALC	Fairview Alternative High School
624	1	White Bear Lake School District	54	ALC	White Bear Lake North Campus ALC
624	1	White Bear Lake School District	58	ALC	Central Area Learning Center
624	1	White Bear Lake School District	60	ALC	Sunrise Park Area Learning Center
624	1	White Bear Lake School District	837	ALC	White Bear Area Learning Center
624	1	White Bear Lake School District	838	TS	White Bear Lake TS
624	1	White Bear Lake School District	840	ALC	Area Learning Center Summer
625	1	St. Paul Public School District	710	ALC	Gordon Parks High School
625	1	St. Paul Public School District	712	ALC	ALC Secondary Extended Programs
625	1	St. Paul Public School District	713	ALC	ALC Connections
625	1	St. Paul Public School District	714	ALC	ALC Secondary Special Sites
625	1	St. Paul Public School District	718	ALC	ALC Gateway To College
625	1	St. Paul Public School District	721	ALC	ALC Evening High School
625	1	St. Paul Public School District	723	ALC	Leap High School
625	1	St. Paul Public School District	726	TS	ALC Elementary Program
625	1	St. Paul Public School District	727	ALC	Transition For Success
625	1	St. Paul Public School District	728	ALC	ALC On Track
625	1	St. Paul Public School District	729	TS	ALC Elementary Special Sites
625	1	St. Paul Public School District	732	ALC	ALC Online School
625	1	St. Paul Public School District	841	CAP	Guadalupe Alternative Programs
656	1	Faribault Public School District	71	ALC	Faribault Day School ALC
656	1	Faribault Public School District	72	TS	Faribault TS
656	1	Faribault Public School District	81	ALC	Faribault Area Learning Center
656	1	Faribault Public School District	82	ALC	Secondary Area Learning Center Summer
656	1	Faribault Public School District	85	TS	Elementary TS
656	1	Faribault Public School District	86	TS	Summer TS
659	1	Northfield Public School District	9	TS	Area Learning Center. TS
659	1	Northfield Public School District	85	ALC	Northfield Area Learning Center
682	1	Roseau Public School District	60	ALP	Roseau District Area Learning Program
690	1	Warroad Public School District	50	ALC	Border Area Learning Center
698	1	Floodwood Public School District	30	ALP	Floodwood Alt. Learning Program
700	1	Hermantown Public School District	35	ALP	Hermantown Alternative Learning Program
701	1	Hibbing Public School District	360	ALC	Mesabi Area Learning Center
704	1	Proctor Public School District	20	ALP	Rails Academy
709	1	Duluth Public School District	611	ALC	Duluth Area Learning Center
709	1	Duluth Public School District	612	TS	Duluth Excell TS

District Number	District Type	District Name	School Number	Program Information	Program Name
709	1	Duluth Public School District	613	TS	Duluth TS
719	1	Prior Lake-Savage Area Schools	34	ALC	Prior Lake-Savage Area ALC
719	1	Prior Lake-Savage Area Schools	35	TS	Prior Lake-Savage TS
720	1	Shakopee Public School District	86	ALC	Shakopee Senior ALC
720	1	Shakopee Public School District	87	ALC	Shakopee Junior ALC
720	1	Shakopee Public School District	88	TS	Shakopee TS
721	1	New Prague Area Schools	300	ALC	New Prague ALC
721	1	New Prague Area Schools	301	ALC	New Prague Credit Recovery
721	1	New Prague Area Schools	302	TS	New Prague TS
721	1	New Prague Area Schools	303	TS	New Prague Summer TS
721	1	New Prague Area Schools	304	ALC	New Prague Summer Credit Recovery
726	1	Becker Public School District	50	ALP	Becker Alternative Learning Program
728	1	Elk River Public School District	600	ALC	Ivan Sand Community High School
728	1	Elk River Public School District	601	TS	Elk River TS
728	1	Elk River Public School District	602	TS	Elk River TS Summer
728	1	Elk River Public School District	603	ALC	Ivan Sand Community School-Middle
728	1	Elk River Public School District	604	ALC	Ivan Sand Community School- Is
728	1	Elk River Public School District	605	ALC	Ivan Sand After School Credit Recovery
728	1	Elk River Public School District	606	ALC	Ivan Sand Community School Summer
728	1	Elk River Public School District	607	ALC	Ivan Sand Transition Program
742	1	St. Cloud Public School District	65	ALC	St Cloud Area Learning Center
750	1	Rocori Public School District	70	ALC	Rocori ALC
750	1	Rocori Public School District	80	TS	Rocori TS
761	1	Owatonna Public School District	605	ALC	Owatonna Summer School 9-12
761	1	Owatonna Public School District	609	ALC	Owatonna ALC 6-8
761	1	Owatonna Public School District	610	ALC	Owatonna ALC 9-12
761	1	Owatonna Public School District	611	TS	Owatonna Extended Day K-8
761	1	Owatonna Public School District	612	TS	Owatonna Summer School K-6
761	1	Owatonna Public School District	613	ALC	Owatonna Summer School 7-8
761	1	Owatonna Public School District	614	ALC	ALC Night School
777	1	Benson Public School District	107	ALC	Benson Area Learning Center
777	1	Benson Public School District	108	TS	Benson TS
829	1	Waseca Public School District	60	ALC	Waseca Alternative High
829	1	Waseca Public School District	65	ALC	Waseca Middle Level ALC
829	1	Waseca Public School District	70	TS	Waseca Middle Level Targeted Services
829	1	Waseca Public School District	71	TS	Waseca WEM TS
829	1	Waseca Public School District	72	TS	Waseca JWP TS
829	1	Waseca Public School District	73	TS	Waseca Team Academy TS
829	1	Waseca Public School District	74	TS	Waseca NRHEG TS
831	1	Forest Lake Public School District	113	ALC	Forest Lake Area Learning Center
831	1	Forest Lake Public School District	972	TS	Forest Lake TS
833	1	South Washington County School District	23	ALP	South Washington Alternative Hs
833	1	South Washington County School District	52	ALP	So Wash High School Diploma Program
834	1	Stillwater Area Public School District	45	TS	Stillwater TS
834	1	Stillwater Area Public School District	61	ALC	St Croix Valley Area Learning Center.
861	1	Winona Area Public School District	19	ALC	Winona Area Learning Center
877	1	Buffalo-Hanover-Montrose Public	45	ALP	Phoenix Learning Center

District Number	District Type	District Name	School Number	Program Information	Program Name
		School			
882	1	Monticello Public School District	40	ALP	Monticello Alternative Program
885	1	St. Michael-Albertville School District	50	ALP	Knights Academy
885	1	St. Michael-Albertville School District	80	ALP	Page Academy
912	1	Milaca Public School District	40	ALC	Milaca Area Learning Center
912	1	Milaca Public School District	45	TS	Milaca TS
915	52	Southern Plains Education Coop.	20	ALC	Southern Plains Area Learning Center
915	52	Southern Plains Education Coop.	50	TS	Southern Plains TS
916	6	Northeast Metro 916	61	TS	Ne Metro Targeted 2
916	6	Northeast Metro 916	62	ALC	916 Mahtomedi Academy
916	6	Northeast Metro 916	63	ALC	East View Academy
916	6	Northeast Metro 916	64	TS	N.E. Metro TS
916	6	Northeast Metro 916	69	TS	TS Mahtomedi
916	6	Northeast Metro 916	465	ALC	Metro Heights Academy
916	6	Northeast Metro 916	466	TS	Targeted Services Columbia Heights
916	6	Northeast Metro 916	467	TS	TS SLP
917	6	Intermediate School District 917	71	ALC	Dakota County ALC
917	6	Intermediate School District 917	78	ALC	EDOP DCALS Extended Day
917	6	Intermediate School District 917	79	ALC	West Heights Extended Day
917	6	Intermediate School District 917	80	ALC	West Heights ALC
917	6	Intermediate School District 917	81	TS	917 TS
917	6	Intermediate School District 917	83	TS	Hastings 917 TS
917	6	Intermediate School District 917	800	TS	Summer School TS
917	6	Intermediate School District 917	801	TS	Hillcrest Community School TS
917	6	Intermediate School District 917	802	TS	Indian Mounds Elementary TS
917	6	Intermediate School District 917	803	TS	Normandale Hills Elementary TS
917	6	Intermediate School District 917	804	TS	Oak Grove Elementary TS
917	6	Intermediate School District 917	805	TS	Olson Elementary TS
917	6	Intermediate School District 917	807	TS	Ridgeview Elementary TS
917	6	Intermediate School District 917	808	TS	Valley View Elementary TS
917	6	Intermediate School District 917	809	TS	Washburn Elementary TS
917	6	Intermediate School District 917	810	TS	Westwood Elementary TS
917	6	Intermediate School District 917	811	TS	Oak Grove Middle School TS
917	6	Intermediate School District 917	812	TS	Valley View Middle School TS
917	6	Intermediate School District 917	813	TS	Olson Middle School TS
917	6	Intermediate School District 917	815	TS	917 Heritage Middle School TS
926	83	Region 4-Lakes Country Service Coop	20	ALP	Lakes Country Youth Educ Services
957	51	Oak Land Vocational Cooperative	20	ALC	Cambridge ALC West
957	51	Oak Land Vocational Cooperative	21	TS	St. Francis TS Site
957	51	Oak Land Vocational Cooperative	22	TS	Cambridge TS Site
957	51	Oak Land Vocational Cooperative	23	TS	Princeton TS Site
957	51	Oak Land Vocational Cooperative	25	ALC	St. Francis ALC
957	51	Oak Land Vocational Cooperative	26	ALC	Oak Land Learning Center Princeton
957	51	Oak Land Vocational Cooperative	27	ALC	Cambridge ALC East
957	51	Oak Land Vocational Cooperative	29	ALC	St. Francis ALC Is
957	51	Oak Land Vocational Cooperative	30	ALC	Oak Land ALC West
957	51	Oak Land Vocational Cooperative	31	ALC	Princeton Middle Level ALC



District Number	District Type	District Name	School Number	Program Information	Program Name
957	51	Oak Land Vocational Cooperative	32	ALC	Princeton Seat Time Program
966	51	Wright Technical Center	20	ALC	Wright Technical Center ALC
966	51	Wright Technical Center	21	ALC	Wright Technical Center ALC Middle
966	51	Wright Technical Center	22	TS	Wright Tech TS
991	83	Region 6 And 8-SW/WC SRV Cooperative	17	ALC	Red Rock Ridge Area Learning Center
991	83	Region 6 And 8-SW/WC SRV Cooperative	24	ALC	BBE Learning Center
991	83	Region 6 And 8-SW/WC SRV Cooperative	28	TS	Jaguar Steps To Success
991	83	Region 6 And 8-SW/WC SRV Cooperative	30	ALC	Pipestone Learning Center
991	83	Region 6 And 8-SW/WC SRV Cooperative	42	TS	KMS Keys To Success
991	83	Region 6 And 8-SW/WC SRV Cooperative	43	TS	Pipestone Keys To Success
991	83	Region 6 And 8-SW/WC SRV Cooperative	44	TS	Cedar Mountain Keys To Success
991	83	Region 6 And 8-SW/WC SRV Cooperative	45	TS	ACGC: Soar To Success
991	83	Region 6 And 8-SW/WC SRV Cooperative	52	ALC	KMS Learning Center
2144	1	Chisago Lakes School District	14	ALP	Chisago Lakes Hs Alt Learning Program
2149	1	Minnewaska School District	102	ALP	Minnewaska Secondary Alternative Program
2165	1	Hinckley-Finlayson School District	40	ALP	Hinckley-Finlayson Alternative Program
2172	1	Kenyon-Wanamingo School District	60	ALP	Kenyon-Wanamingo Alternative
2174	1	Pine River-Backus School District	30	ALC	Pine River-Backus Area Learning Center
2174	1	Pine River-Backus School District	40	ALC	Pine River-Backus Midlevel ALC
2174	1	Pine River-Backus School District	50	TS	Pine River-Backus TS
2174	1	Pine River-Backus School District	60	ALC	PRB Pequot Lakes Midlevel ALC
2174	1	Pine River-Backus School District	70	TS	PRB Pequot Lakes TS
2176	1	Warren-Alvarado-Oslo School Dist.	42	ALP	Warren-Alvarado-Olso ALP
2180	1	M.A.C.C.R.A.Y. School District	40	ALP	M.A.C.C.R.A.Y. Area Learning Program
2184	1	Luverne Public School District	6	ALP	Luverne Alternative Program
2397	1	Le Sueur-Henderson School District	30	ALP	Area Adult Learning Cooperative
2397	1	Le Sueur-Henderson School District	31	ALC	Ziebarth Alternative Learning Ctr.
2397	1	Le Sueur-Henderson School District	33	ALC	LSH Middle School Alternative Program
2397	1	Le Sueur-Henderson School District	34	TS	Park TS
2534	1	Bird Island-Olivia-Lake Lillian	25	ALC	Bold ALC
2534	1	Bird Island-Olivia-Lake Lillian	30	TS	Bold TS
2580	1	East Central School District	35	ALC	Crossroads Area Learning Center
2580	1	East Central School District	50	TS	East Central TS
2687	1	Howard Lake-Waverly-Winsted	8	ALP	HLWW Alternative Learning Program
2854	1	Ada-Borup Public School District	40	ALP	Ada-Borup Area Learning Program
2897	1	Redwood Area School District	4	ALP	Redwood Valley Alternative
2902	1	RTR Public Schools	400	ALP	RTR ALP
6004	61	Freshwater Ed. Dist.	20	ALC	Freshwater Ed. Dist. ALC
6004	61	Freshwater Ed. Dist.	30	TS	Freshwater TS
6012	61	Zumbro Education District	20	ALC	Zumbro Area Learning Center
6012	61	Zumbro Education District	40	TS	Zumbro Education TS
6013	61	Hiawatha Valley Ed. District	12	ALC	Valley View Alternative Program

District Number	District Type	District Name	School Number	Program Information	Program Name
6013	61	Hiawatha Valley Ed. District	15	ALC	River Valley Academy ALC
6013	61	Hiawatha Valley Ed. District	16	TS	Hiawatha Valley TS
6014	61	Runestone Area Ed. District	20	ALC	Runestone Regional Learning Center
6014	61	Runestone Area Ed. District	35	ALC	Middle Level Learning Center
6014	61	Runestone Area Ed. District	40	TS	Osakis TS
6014	61	Runestone Area Ed. District	50	TS	Runestone TS
6014	61	Runestone Area Ed. District	55	TS	Minnewaska TS
6014	61	Runestone Area Ed. District	75	TS	Parkers Prairie TS
6014	61	Runestone Area Ed. District	80	TS	Glacial Hills Elementary TS
6014	61	Runestone Area Ed. District	85	TS	Breckenridge Elementary/Middle School
6018	61	Minnesota River Valley Education District	10	ALC	Minnesota River Valley ALC-Summer
6018	61	Minnesota River Valley Education District	20	ALC	Minnesota River Valley ALC-Seat based
6018	61	Minnesota River Valley Education District	30	ALC	Minnesota River Valley ALC - Ind. Study
6018	61	Minnesota River Valley Education District	40	TS	Minnesota River Valley TS
6026	61	West Central Education District	20	ALC	West Central Area Learning Center
6026	61	West Central Education District	23	TS	West Central TS
6049	61	River Bend Education District	20	ALC	River Bend Area Learning Center
6049	61	River Bend Education District	25	TS	River Bend ALC Targeted Services
6051	61	Goodhue County Education District	601	TS	Cannon Falls TS
6051	61	Goodhue County Education District	602	TS	Goodhue TS
6051	61	Goodhue County Education District	603	TS	Kenyon Wanamingo TS
6051	61	Goodhue County Education District	604	TS	Red Wing TS
6051	61	Goodhue County Education District	605	TS	Zumbrota Mazeppa TS
6051	61	Goodhue County Education District	610	ALC	Pathways Program
6051	61	Goodhue County Education District	620	ALC	Cannon Falls ALC High School
6051	61	Goodhue County Education District	621	ALC	Tower View Alternative High School
6051	61	Goodhue County Education District	631	ALC	Red Wing High School Independent St
6051	61	Goodhue County Education District	632	ALC	Zumbrota Mazeppa High School Day Pr
6051	61	Goodhue County Education District	633	ALC	Pathways Program At Red Wing High S
6074	50	Central Minnesota Jt. Powers Dist.	638	ALC	Central Minnesota ALC Holdingford
6074	50	Central Minnesota Jt. Powers Dist.	639	ALC	Central Minnesota ALC Kimball
6074	50	Central Minnesota Jt. Powers Dist.	647	ALC	Central Minnesota. ALC - Sauk Rapids
6074	50	Central Minnesota Jt. Powers Dist.	648	ALC	Central Minnesota ALC Sartell
6074	50	Central Minnesota Jt. Powers Dist.	651	ALC	Central Minnesota Area Learn Center - Foley
6074	50	Central Minnesota Jt. Powers Dist.	665	ALC	St Cloud Extended Day Program
6074	50	Central Minnesota Jt. Powers Dist.	838	TS	Central Minnesota T.S. Holdingford
6074	50	Central Minnesota Jt. Powers Dist.	839	TS	Central Minnesota Targeted Services - Kimball
6074	50	Central Minnesota Jt. Powers Dist.	841	TS	TS-Stride Academy
6074	50	Central Minnesota Jt. Powers Dist.	842	TS	Central Minnesota T.S. St Cloud
6074	50	Central Minnesota Jt. Powers Dist.	847	TS	Central Minnesota T.S. Sauk Rapids
6074	50	Central Minnesota Jt. Powers Dist.	848	TS	Central Minnesota Targeted Svcs. Sartell
6074	50	Central Minnesota Jt. Powers Dist.	851	TS	Central Minnesota Targeted Svcs. Foley
6076	50	Northland Learning Center	10	ALC	Northland Learning Center 010
6076	50	Northland Learning Center	30	TS	Northland Learning Center 030
6076	50	Northland Learning Center	40	ALC	Northland Learning Center 040
6076	50	Northland Learning Center	50	ALC	Northland Learning Center 050

District Number	District Type	District Name	School Number	Program Information	Program Name
6076	50	Northland Learning Center	80	ALC	Northland Learning Center 080
6088	50	Southwest Metro Educational Coop	20	ALC	SW Metro ALC
6088	50	Southwest Metro Educational Coop	25	ALC	SW Metro Seat Based
6088	50	Southwest Metro Educational Coop	26	ALC	SW Metro Independent Study
6088	50	Southwest Metro Educational Coop	126	TS	SW Metro TS

## Appendix C: Enrollment by Grade Level and Program Information

### Area Learning Centers

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
5	56	7.99	1.35	92.41
6	606	104.9	18.2	91.14
7	3,312	334.08	131.77	90.13
8	3,572	437.45	128.74	89.26
9	5,721	548.96	317.32	80.77
10	9,022	1135.19	536.13	74.63
11	10,911	2041.08	624.24	68.41
12	15,991	3868.66	727.88	63.28
<b>Total</b>	<b>49,191</b>	<b>8,478</b>	<b>2,486</b>	<b>-</b>

### Contract Alternative Programs

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
K and HK	36	21.97	0.25	93.48
1	18	11.86	0.52	90.07
2	18	12.42	0.95	87.08
3	17	12.41	0.63	85.79
4	3	0.64	0	93.63
5	5	2.46	0.07	65.63
6	37	26.85	0.29	85.56
7	64	50.68	0.43	93.02
8	55	42.12	0.55	88.73
9	112	61.88	1.47	86.92
10	256	150.51	7.25	80.52
11	359	191.62	8.09	73.66
12	775	423.19	17.47	72.66
<b>Total</b>	<b>1,755</b>	<b>1,008.61</b>	<b>37.97</b>	<b>-</b>

## Alternative Learning Program

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
6	80	9.48	8.23	96.29
7	120	17.38	12.02	95.45
8	138	19.84	10.52	91.27
9	568	28.64	22.57	76.19
10	987	90.78	57.64	69.41
11	1,384	190.97	83.26	70.22
12	2,760	521.2	112.51	65.15
<b>Total</b>	<b>6,037</b>	<b>878.29</b>	<b>306.75</b>	<b>-</b>

## Targeted Services

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
K and HK	6,066	71.01	730.31	86.8
1	13,752	45.97	1133.66	88.42
2	15,129	43.61	1267.69	85.42
3	15,204	42.24	1262.61	85.84
4	15,338	43.81	1261.74	84.79
5	13,961	41.33	1140.28	83.88
6	12,218	43.6	846.73	83.06
7	9,418	34.95	543.53	81.2
8	8,276	37.21	481.57	80.23
9	451	2.61	16.53	71.7
<b>Total</b>	<b>109,813</b>	<b>406.34</b>	<b>8,684.65</b>	<b>-</b>

## Appendix D: Glossary of Terms

**Average Daily Attendance (ADA):** Attendance Days (or hours) divided by Instructional Days (or hours).

**Average Daily Membership (ADM):** Membership Days (or hours) divided by Instructional Days (or hours). This is weighted based on the student's grade level to arrive at Pupil Units or Weighted ADM (WADM). The weighting factors are set in statute. ADM/WADM is the basis for general education revenue.

**Area Learning Center (ALC):** Category of State-Approved Alternative Programs that are characterized by the following:

- An area learning center must provide comprehensive educational services to enrolled secondary students throughout the year, including a daytime school within a school or separate site for both high school and middle school level students. (Minnesota Statutes, section 123A.05).
- Must be established in cooperation with other districts and must serve the geographic area of at least two districts (with the exception of Minneapolis, St. Paul and Duluth). (Minnesota Statutes, section 123A.05).
- Students must meet the at risk criteria (Minnesota Statutes, section 124D.68).
- Must operate year round (school year starts in June).
- Extended day and Extended year programs.
- All students must have a CLP.
- Students can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to LYPS and ADM for statute limits).
- Approved programs can apply to provide an independent study component.
- Cannot deny non-district students who meet eligibility access to programs

**Alternative Learning Program (ALP):** Category of State-Approved Alternative Programs that are characterized by the following:

- Typically tied closely to one school district, serving a defined grade-level population.
- Has the option of serving students only from within the district the program is located.
- Students must meet the at-risk criteria (Minnesota Statutes, section 124D.68).
- May make program hours and calendar optional.
- All students must have a CLP.
- Students can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to LYPS and ADM for statute limits).
- Approved programs can apply to provide an independent study component.

**At-Risk:** Students who meet the statute-defined criteria (Minnesota Statutes, section 124D.68).

**Child Count:** The name applied to the federal reports that generate federal special education dollars. This is a count of all students who have IEPs or IFSPs on December 1 of any given year. It is also referred to as the Unduplicated Child Count.

**Comprehensive Education Program:** ALCs must provide a comprehensive education program at both the middle school and high school level. Students should be able to complete their graduation requirements entirely through the ALC.

**Continual Learning Plan (CLP):** All students enrolled in a State-Approved Alternative Program must have an annually updated CLP that addresses their learning objectives and experiences, assessment measurements and requirements for grade level progression. Specific statute requirements can be found in: Minnesota Statutes, section 124D.128 or in the CLP section of this resource guide.

**Contract Alternative:** Nonpublic entity that contracts with a public school district to provide instructional services to at-risk students. Because these are a category of State-Approved Alternative Programs, all statutes that govern other alternative programs must be adhered to here. Effective FY99, these programs are state-designated Learning Year Program Sites at the sponsor program's option; students can generate more than 1.0 (but no more than 1.2) ADM when membership exceeds statute minimums.

**Core Year:** The number of Instructional Days and Length of Day required by a school or program for students to make regular grade progression. This is used as the ADM divisor for Learning Year programs. Statute requires minimums based on grade level but individual schools and programs can require more.

**Dual Enrolled:** Students who are full-time at the traditional school and receive extended day/year instructional services outside the core school day/year. Depending on State-Approved Alternative Program status and specific approval, this can occur from kindergarten through 12th grade. Each school/program reports the instructional time it provides to the student.

**Flexible School Year:** sometimes referred to as Year Round, and refers to a variety of programs.

- Schools who extend the school year over a 10 to 12 month period, but the number of Instructional Days is no greater than those in a traditional school year,
- The requirement that State-Approved Learning Year Programs must provide instruction year round, i.e., during each of the twelve months.
- Students on IEPs who require Extended Year, or Year Round, services.

**General Education Development (GED) Diploma:** Persons aged 16 and above who have not completed a high school diploma program and are not currently enrolled in classes leading to a high school diploma, may be eligible to take the GED tests in Minnesota.

**Individual Education Plan (IEP):** Student has been formally assessed and identified as having a disability and is receiving special education services. The IEP is the student plan for addressing the student goals and objectives.

**Individual Family Services Plan (IFSP):** An "IEP" for very young children. It involves other agencies as well as education.

**Independent Study (IS):** State-Approved Alternative Programs can apply to provide an independent study program/component for students enrolled in their programs who are a minimum of 16 years of age. High schools can also apply for independent study for expelled students only. These students generate membership hours based on successful completion of coursework; 20 percent or more of the membership earned must be student-teacher contact time.

**Learning Year Program Site (LYPS):** State-approved programs that agree to operate on a year-round basis. Students must have a CLP and can generate more than 1.0 ADM (but no more than 1.2 ADM) when they generate more membership hours than the greater of (a) the locally defined core school year or (b) the statute-defined minimum number of instructional hours. Statute-defined minimum instructional hours are:

Early Childhood (EC): Ineligible

Handicapped Kindergarten (HK): 875 (with a maximum of 1.0 ADM)

Kindergarten: 425

Grades 1-6: 935

Grades 7-12: 1,020

### **Minnesota Automated Reporting Student System (MARSS)**

**Notification of Change in Student Enrollment (NCSE) ED-02037:** This is a means to exchange State Reporting Number, Status Start Date, State Aid Category, and Basic Standards Test information between districts when students transfer.

**Part-Time:** A student who is enrolled less than full-time. Full-time is defined by the traditional schools calendar. Any student who is scheduled for less than the entire day at the high school and is not considered absent, or, for purposes of dual enrollment, has more than 60 minutes in study hall is considered part-time. Part-time students who are also enrolled by an ALC or ALP are reported only by the ALC.

**Postsecondary Enrollment Option (PSEO):** allows high school juniors and seniors to take courses, full- or part-time, at a postsecondary institution for high school credit.

**Pull-Out Program:** State-approved middle/junior high alternative program. Students are "pulled out" of the traditional school and the alternative program provides instructional services, typically at a separate site. Students are eligible to generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimums.

**Pupil Units (PU):** This is the figure that determines state aid and levies.

**State Aid Category (SAC):** This is the MARSS code that determines how or why a student is enrolled in this district. Every record has a SAC code.

**School within a School: State-Approved Alternative Program** where middle/junior high level students receive alternative services for a minimum of 25 percent of their school day. The traditional program and the alternative program each report the student for the percentage of time that each provides the educational services.

**State-Approved Alternative Program (SAAP):** includes state-approved Area learning Centers, Alternative Learning Programs, Middle level/Junior High (School-Within-a-School or Pullout), Targeted Services, including after school and summer school programming and Contracted Alternative Programs. Each requires separate approval.

**Seat time:** Used for MARSS reporting to indicate the number of hours for generating revenue; traditional classroom is used to indicate the instructional model.



**Status End Code (SEC):** This is the MARSS code that indicates why a student's record is being terminated. Every student record has a SEC except on the fall submissions for students who are still enrolled as of the extract date.

**Special Education Evaluation Status (SEES):** This MARSS data element indicates if the student has received assessment services, had an IEP, or the IEP was terminated during the school year.

**Shared Time:** Nonpublic school students who receive eligible public school instructional services generate shared time foundation aid based on the portion of the school day they are enrolled in the public school.

**Staff Automated Reporting system (STAR):** This is the means by which public districts report staff employment and assignment data to the Department.

**Targeted Services (TS):** State-approved elementary and middle/junior high-level program for at-risk students. **Programming occurs on an extended day/year basis.** Only ALCs can apply to provide Targeted Services. Students must have a CLP and services must be provided year round. Students can generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimum number of instructional hours.

**Title I:** There are two types of Title I schools;

- School wide- schools can offer a school wide program when the poverty level at their school is at least 40 percent.
- Targeted Assistance (which is sometimes confused with Targeted Services)- is one that receives Part A funds yet is ineligible or has chosen not to operate a Title I school wide program

**Traditional Classroom:** Instructional model where student attends a school with teacher instruction in a classroom setting. Classes meet daily and attendance is required.

**Uniform Financial Accounting and Reporting Standards (UFARS):** This is the means by which public districts report revenue and expenditure data to the Department.

**Unduplicated Child Count:** Refer to Child Count.

**WADM (Weighted ADM (WADM):** Refer to Pupil Units. <sup>vii</sup>

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<sup>i</sup> <https://www.revisor.mn.gov/statutes/?id=120b.35>

<sup>ii</sup> Carver, P. R., and Lewis, L. (2010). *Alternative Schools and Programs for Public School Students At Risk of Educational Failure: 2007–08* (NCES 2010–026). U.S. Department of Education, National Center for Education Statistics. Washington, DC: Government Printing Office.

<sup>iii</sup> <https://www.revisor.leg.state.mn.us/statutes/?id=124D.68>

<sup>iv</sup> <https://www.revisor.leg.state.mn.us/statutes/?id=123A.05>

<sup>v</sup> <https://www.revisor.leg.state.mn.us/statutes/?id=123A.05&format=pdf>

<sup>vi</sup> <http://neatoday.org/2013/02/11/alternative-schools-raise-graduation-rates/>  
<sup>vii</sup>

**REPORT ON LEARNING YEAR PROGRAMS**  
**APPENDIX OF INDIVIDUAL PROGRAM INFORMATION**

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**Fiscal Year 2015**

**Report**

**to the**

**Legislature**

**As required by**

**Minnesota Statutes,**

**section 120B.35, Subdivision 3 (e)**

**COMMISSIONER:**

**Brenda Cassellius, Ed. D.**

**Report to the Legislature on Learning**

**Year Programs**

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**July 1, 2015**

**Fiscal Year 15**

**Report to the Legislature Appendix of**

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**Individual Program Information**

**As required by**

**Minnesota**

**Statutes**

**120B.35, Subdivision 3 (e)**

# Contents

<b>Information by District .....</b>	<b>1</b>
<i>Aitkin Public Schools, 0001-01 .....</i>	<i>2</i>
Program Information .....	2
Demographics .....	2
Summer Program .....	2
Core School Year Programs (Intervention and Prevention Strategies) .....	2
Graduation Data .....	2
<i>Albert Lea Public School District, 0241-01 .....</i>	<i>4</i>
Program Information .....	4
Demographics .....	4
Summer Programs .....	5
Core School Year Programs (Intervention and Prevention Strategies) .....	6
Graduation Data .....	8
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	9
<i>Anoka-Hennepin Public School District, 0011-01 .....</i>	<i>10</i>
Program Information .....	10
Demographics .....	10
Summer Programs .....	11
Core School Year Programs (Intervention and Prevention Strategies) .....	12
Graduation Data .....	15
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	18
<i>Austin Public School District, 0492-01 .....</i>	<i>19</i>
Program Information .....	19
Demographics .....	19
Summer Programs .....	20
Core School Year Programs (Intervention and Prevention Strategies) .....	21
Graduation Data .....	22
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	23
<i>Bagley Public School District, 0162-01 .....</i>	<i>24</i>
Program Information .....	24
Demographics .....	24
Summer Programs .....	24
Core School Year Programs (Intervention and Prevention Strategies) .....	24
Graduation Data .....	26
<i>Becker Public School District, 0726-01 .....</i>	<i>27</i>
Program Information .....	27
Demographics .....	27
Summer Programs .....	28
Core School Year Programs (Intervention and Prevention Strategies) .....	28
Graduation Data .....	29

<i>Bemidji Public School District, 0031-01</i> .....	30
Program Information .....	30
Demographics .....	30
Summer Programs .....	31
Core School Year Programs (Intervention and Prevention Strategies) .....	32
Graduation Data .....	33
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	34
<i>Benson Public School District, 0777-01</i> .....	35
Program Information .....	35
Demographics .....	35
Summer Programs .....	36
Core School Year Programs (Intervention and Prevention Strategies) .....	37
Graduation Data .....	38
<i>Bird Island-Olivia-Lake Lillian Public School District, 2534-01</i> .....	39
Program Information .....	39
Demographics .....	39
Summer Programs .....	41
Core School Year Programs (Intervention and Prevention Strategies) .....	41
Graduation Data .....	43
<i>Bloomington Public School District, 0271-01</i> .....	44
Program Information .....	44
Demographics .....	44
Summer Programs .....	45
Core School Year Programs (Intervention and Prevention Strategies) .....	46
Graduation Data .....	47
<i>Braham Public School District, 0314-01</i> .....	51
Program Information .....	51
<i>Brainerd Public School District, 0181-01</i> .....	52
Program Information .....	52
Demographics .....	52
Summer Programs .....	53
Core School Year Programs (Intervention and Prevention Strategies) .....	54
Graduation Data .....	56
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	57
<i>Brooklyn Center Public School District, 0286-01</i> .....	58
Program Information .....	58
Demographics .....	58
Summer Programs .....	58
Graduation Data .....	60
<i>Buffalo-Hanover-Montrose Public School District, 0877-01</i> .....	61
Program Information .....	61
Demographics .....	61
Summer Programs .....	62

Core School Year Program (Intervention and Prevention Strategies) .....	62
Graduation Data .....	64
<i>Burnsville Public School District, 0191-01</i> .....	65
Program Information .....	65
Demographics .....	65
Summer Programs .....	67
Core School Year Programs (Intervention and Prevention Strategies) .....	67
Graduation Data .....	69
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	71
<i>Cannon Falls Public School District, 0252-01</i> .....	72
Program Information .....	72
<i>Cass Lake Public School District, 0115-01</i> .....	73
Program Information .....	73
Demographics .....	73
Summer Programs .....	74
Core School Year Programs (Intervention and Prevention Strategies) .....	75
Graduation Data .....	77
<i>Centennial Public School District, 0012-01</i> .....	78
Program Information .....	78
Demographics .....	78
Summer Programs .....	79
Core School Year Programs (Intervention and Prevention Strategies) .....	80
Graduation Data .....	81
<i>Central Minnesota Joint Powers District, 6074-50</i> .....	83
Program Information .....	83
Demographics .....	83
Summer Programs .....	83
Core School Year Programs (Intervention and Prevention Strategies) .....	84
Graduation Data .....	85
<i>Chisago Lake Public School District, 2144-01</i> .....	87
Program Information .....	87
Demographics .....	87
Summer Programs .....	87
Core School Year Programs (Intervention and Prevention Strategies) .....	87
Graduation Data .....	89
<i>Cloquet Public School District, 0094-01</i> .....	90
Program Information .....	90
Demographics .....	90
Summer Programs .....	91
Core School Year Programs (Intervention and Prevention Strategies) .....	92
Graduation Data .....	93
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	94
<i>Columbia Heights School District, 0013-01</i> .....	95

Program Information .....	95
Demographics.....	95
Summer Programs .....	96
Core School Year Programs (Intervention and Prevention Strategies) .....	96
Graduation Data .....	97
<i>Cook County School District, 0166-01</i> .....	98
Program Information .....	98
Demographics.....	98
Graduation Data .....	98
<i>Crookston Public School District, 0593-01</i> .....	99
Program Information:.....	99
Demographics.....	99
Summer Programs .....	100
Core School Year Programs (Intervention and Prevention Strategies) .....	101
Graduation Data .....	102
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	103
<i>Dassel-Cokato Public School District, 0466-01</i> .....	104
Program Information:.....	104
Demographics.....	104
Summer Programs .....	105
Core School Year Programs (Intervention and Prevention Strategies) .....	106
Graduation Data .....	108
<i>Detroit Lakes Public School District, 0022-01</i> .....	110
Program Information .....	110
Demographics.....	110
Summer Programs .....	112
Core School Year Programs (Intervention and Prevention Strategies) .....	113
Graduation Data .....	115
<i>Duluth Public School District, 0709-01</i> .....	118
Program Information .....	118
Demographics.....	118
Summer Programs .....	120
Core School Year Programs (Intervention and Prevention Strategies) .....	120
Graduation Data .....	122
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	123
<i>East Central School District, 2580-01</i> .....	124
Program Information .....	124
Demographics.....	124
Summer Programs .....	125
Core School Year Programs (Intervention and Prevention Strategies) .....	125
Graduation Data .....	127
<i>Eastern Carver County Public School District, 0112-01</i> .....	129
Program Information .....	129

Demographics.....	129
Summer Programs.....	130
Core School Year Programs (Intervention and Prevention Strategies) .....	131
Graduation Data .....	133
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	134
<i>Eden Valley-Watkins School District, 0463-01.....</i>	<i>135</i>
Program Information.....	135
Demographics.....	135
Summer Programs.....	135
Core School Year Programs (Intervention and Prevention Strategies) .....	135
Graduation Data .....	136
<i>Edina Public School District, 0273-01 .....</i>	<i>137</i>
Program Information.....	137
Demographics.....	137
Summer Programs.....	137
Core School Year Programs (Intervention and Prevention Strategies) .....	137
Graduation Data .....	139
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	140
<i>Elk River Public School District 0728-01.....</i>	<i>142</i>
Program Information.....	142
Demographics.....	142
Summer Programs.....	143
Core School Year Programs (Intervention and Prevention Strategies) .....	144
Graduation Data .....	145
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	146
<i>Faribault Public School District, 0656-01.....</i>	<i>147</i>
Program Information.....	147
Demographics.....	147
Summer Programs.....	148
Core School Year Programs (Intervention and Prevention Strategies) .....	149
Graduation Data .....	151
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	152
<i>Farmington Public School District, 0192-01.....</i>	<i>153</i>
Program Information.....	153
Demographics.....	153
Summer Programs.....	154
Core School Year Programs (Intervention and Prevention Strategies) .....	154
Graduation Data .....	156
<i>Fergus Falls Public School District, 0544-01.....</i>	<i>158</i>
Program Information.....	158
Demographics.....	158
Summer Programs.....	159
Core School Year Programs (Intervention and Prevention Strategies) .....	160



Graduation Data .....	160
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	161
<i>Floodwood Public School District, 0698-01</i> .....	162
Program Information .....	162
Demographics.....	162
Summer Programs .....	162
Core School Year Programs (Intervention and Prevention Strategies) .....	162
Graduation Data .....	163
<i>Forest Lake Public School District, 0831-01</i> .....	164
Program Information .....	164
Demographics.....	164
Summer Programs .....	165
Core School Year Programs (Intervention and Prevention Strategies) .....	166
Graduation Data .....	168
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	169
<i>Freshwater Education District, 6004-61</i> .....	170
Program Information .....	170
Demographics.....	170
2014 Summer Extended Time Summary .....	170
Core School Year Programs (Intervention and Prevention Strategies) .....	172
Graduation Data .....	173
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	174
<i>Fridley Public School District, 0014-01</i> .....	175
Program Information .....	175
Demographics.....	175
Summer Programs .....	176
Core School Year Programs (Intervention and Prevention Strategies) .....	177
Graduation Data .....	179
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	180
<i>Goodhue County Education District, 6051-61</i> .....	181
Program Information .....	181
Demographics.....	181
Summer Programs .....	181
Core School Year Programs (Intervention and Prevention Strategies) .....	183
Graduation Data .....	184
<i>Grand Rapids Public School District, 0318-01</i> .....	186
Program Information .....	186
Demographics.....	186
Summer Programs .....	187
Core School Year Programs (Intervention and Prevention Strategies) .....	187
Graduation Data .....	189
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	190
<i>Hastings Public School District, 0200-01</i> .....	192

Program Information .....	192
Demographics.....	192
Summer Programs .....	193
Core School Year Programs (Intervention and Prevention Strategies) .....	194
Graduation Data .....	196
<i>Hermantown Public School District, 0700-01 .....</i>	<i>197</i>
Program Information .....	197
Demographics.....	197
Summer Programs .....	198
Core School Year Programs (Intervention and Prevention Strategies) .....	199
Graduation Data .....	200
<i>Hiawatha Valley Education District, 6013-61 .....</i>	<i>201</i>
Program Information .....	201
Demographics.....	201
Summer Programs .....	201
Core School Year Programs (Intervention and Prevention Strategies) .....	202
Graduation Data .....	202
<i>Hibbing Public School District, 0701-01 .....</i>	<i>204</i>
Program Information .....	204
Demographics.....	204
Summer Programs .....	205
Core School Year Programs (Intervention and Prevention Strategies) .....	205
Graduation Data .....	207
<i>Hinckley-Finlayson Public School District, 2165-01 .....</i>	<i>209</i>
Program Information .....	209
Demographics.....	209
Summer Programs .....	210
Core School Year Programs (Intervention and Prevention Strategies) .....	211
Graduation Data .....	212
<i>Houston Public School District, 0294-01 .....</i>	<i>214</i>
Program Information .....	214
Demographics.....	214
Summer Programs .....	215
Core School Year Programs (Intervention and Prevention Strategies) .....	216
Graduation Data .....	217
<i>Howard Lake-Waverly-Winsted Public School District, 2687-01 .....</i>	<i>219</i>
Program Information .....	219
Demographics.....	219
Summer Programs .....	220
Core School Year Programs (Intervention and Prevention Strategies) .....	221
Graduation Data .....	222
<i>Hutchinson Public School District, 0423-01 .....</i>	<i>223</i>
Program Information .....	223

Demographics.....	223
Summer Programs.....	225
Core School Year Programs (Intervention and Prevention Strategies) .....	225
Graduation Data .....	227
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	228
<i>Intermediate School District 287, 0287-06.....</i>	<i>229</i>
Program Information .....	229
Demographics.....	229
Summer Programs.....	230
Core School Year Programs (Intervention and Prevention Strategies) .....	231
Graduation Data .....	241
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	247
<i>Intermediate School District 917, 0917-06.....</i>	<i>249</i>
Program Information .....	249
Demographics.....	249
Summer Programs.....	249
Core School Year Programs (Intervention and Prevention Strategies) .....	250
Graduation Data .....	252
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	256
<i>Inver Grove Heights School District, 0199-01 .....</i>	<i>257</i>
Program Information .....	257
Demographics.....	257
Summer Program.....	258
Core School Year Programs (Intervention and Prevention Strategies) .....	259
Graduation Data .....	260
<i>Isle Public School District, 0473-01 .....</i>	<i>262</i>
Program Information .....	262
Demographics.....	262
Summer Program.....	263
Core School Year Programs (Intervention and Prevention Strategies) .....	264
Graduation Data .....	265
<i>Kenyon-Wanamingo School District, 2172-01 .....</i>	<i>266</i>
Program Information .....	266
Demographics.....	266
Summer Programs.....	266
Core School Year Programs (Intervention and Prevention Strategies) .....	266
Graduation Data .....	267
<i>La Crescent-Hokah School District, 0300-01.....</i>	<i>268</i>
Program Information:.....	268
Demographics.....	268
Summer Programs.....	269
Core School Year Programs (Intervention and Prevention Strategies) .....	270
Graduation Data .....	271

<i>Lake Superior Public School District, 0381-01</i> .....	273
Program Information .....	273
Demographics.....	273
Summer Programs .....	273
Core School Year Programs (Intervention and Prevention Strategies) .....	273
Graduation Data .....	274
<i>Lakeville Public School District, 0194-01</i> .....	275
Program Information .....	275
Demographics.....	275
Summer Programs .....	276
Core School Year Programs (Intervention and Prevention Strategies) .....	277
Graduation Data .....	279
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	280
<i>Le Sueur-Henderson School District, 2397-01</i> .....	281
Program Information .....	281
Demographics.....	281
Summer Programs .....	282
Core School Year Programs (Intervention and Prevention Strategies) .....	283
Average length of enrollment for FY 14 .....	284
Graduation Data .....	285
<i>Litchfield Public School District, 0465-01</i> .....	287
Program Information .....	287
Demographics.....	287
Summer Programs .....	289
Core School Year Programs (Intervention and Prevention Strategies) .....	289
Graduation Data .....	290
<i>Little Falls Public School District, 0482-01</i> .....	292
Program Information:.....	292
Demographics.....	292
Summer Programs .....	293
Core School Year Programs (Intervention and Prevention Strategies) .....	293
Graduation Data .....	295
<i>Luverne Public School District, 2184-01</i> .....	297
Program Information .....	297
Demographics.....	297
Summer Programs .....	297
Core School Year Programs (Intervention and Prevention Strategies) .....	298
Graduation Data .....	299
<i>M.A.C.C.R.A.Y. Public School District, 2180-01</i> .....	300
Program Information .....	300
Demographics.....	300
Summer Programs .....	300
Core School Year Programs (Intervention and Prevention Strategies) .....	300

Graduation Data .....	300
<i>Mahnomen Public School District, 0432-01</i> .....	301
Program Information .....	301
Demographics.....	301
Summer Programs .....	303
Core School Year Programs (Intervention and Prevention Strategies) .....	303
Graduation Data .....	305
<i>Mankato Public School District, 0077-01</i> .....	307
Program Information .....	307
Demographics.....	307
Summer Programs .....	308
Core School Year Programs (Intervention and Prevention Strategies) .....	309
Graduation Data .....	311
<i>Marshall Public School District, 0413-01</i> .....	314
Program Information .....	314
Demographics.....	314
Summer Programs .....	315
Core School Year Programs (Intervention and Prevention Strategies) .....	315
Graduation Data .....	317
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	318
<i>McGregor Public Schools, 0004-01</i> .....	319
Program Information .....	319
Demographics.....	319
Graduation Data .....	319
<i>Milaca Public School District, 0912-01</i> .....	320
Program Information .....	320
Demographics.....	320
Summer Programs .....	322
Core School Year Programs (Intervention and Prevention Strategies) .....	322
Graduation Data .....	324
<i>Minneapolis Public School District, 0001-03</i> .....	326
Program Information .....	326
Demographics.....	326
Summer Programs .....	328
Core School Year Programs (Intervention and Prevention Strategies) .....	329
Graduation Data .....	333
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	345
<i>Minnesota River Valley Education District, 6018-61</i> .....	346
Program Information .....	346
Demographics.....	346
Summer Programs .....	346
Core School Year Programs (Intervention and Prevention Strategies) .....	348
Graduation Data .....	350

Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	352
<i>Monticello Public School District, 0882-01</i> .....	353
Program Information .....	353
Demographics .....	353
Summer Programs .....	355
Core School Year Programs (Intervention and Prevention Strategies) .....	355
Graduation Data .....	357
<i>Moorhead Public School District, 0152-01</i> .....	359
Program Information .....	359
Demographics .....	359
Summer Programs .....	360
Core School Year Programs (Intervention and Prevention Strategies) .....	362
Graduation Data .....	364
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	365
<i>Mora Public School District, 0332-01</i> .....	366
Program Information .....	366
Demographics .....	366
Summer Programs .....	368
Core School Year Programs (Intervention and Prevention Strategies) .....	369
Graduation Data .....	370
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	370
<i>Mounds View Public School District, 0621-01</i> .....	372
Program Information .....	372
Demographics .....	372
Summer Programs .....	374
Core School Year Programs (Intervention and Prevention Strategies)--ALC.....	374
Core School Year Programs (Intervention and Prevention Strategies) – ALP .....	375
Graduation Data .....	377
<i>Nashwauk-Keewatin Public School District, 0319-01</i> .....	381
Program Information .....	381
Demographics .....	381
Core School Year Program (Intervention and Prevention Strategies) .....	383
Graduation Data .....	384
<i>Nevis Public School District, 0308-01</i> .....	385
Program Information .....	385
Demographics .....	385
Summer Programs .....	385
Core School Year Programs (Intervention and Prevention Strategies) .....	385
Graduation Data .....	385
<i>New London-Spicer School District, 0345-01</i> .....	386
Program Information .....	386
Demographics .....	386
Summer Programs .....	388

Core School Year Programs (Intervention and Prevention Strategies) .....	388
Graduation Data .....	389
<i>New Prague Area Schools, 0721-01</i> .....	390
Program Information .....	390
Demographics.....	390
Summer Programs .....	392
Core School Year Programs (Intervention and Prevention Strategies) .....	392
Graduation Data .....	394
<i>North Branch Public Schools, 0138-01</i> .....	396
Program Information .....	396
Demographics.....	396
Summer Programs .....	396
Core School Year Programs (Intervention and Prevention Strategies) .....	396
Graduation Data .....	398
<i>North Saint Paul-Maplewood Oakdale Public School District, 0622-01</i> .....	399
Program Information .....	399
Demographics.....	399
Summer Programs .....	399
Core School Year Programs (Intervention and Prevention Strategies) .....	400
Graduation Data .....	402
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	403
<i>Northeast Metro 916 School District, 0916-06</i> .....	404
Program Information .....	404
Demographics.....	404
Summer Programs .....	405
Core School Year Programs (Intervention and Prevention Strategies) .....	406
Graduation Data .....	408
<i>Northfield Public School District, 0659-01</i> .....	412
Program Information .....	412
Demographics.....	412
Summer Programs .....	413
Core School Year Programs (Intervention and Prevention Strategies) .....	414
Graduation Data .....	416
<i>Northland Learning Center, 6076-50</i> .....	418
Program Information .....	418
Demographics.....	418
Summer Programs .....	418
Core School Year Programs (Intervention and Prevention Strategies) .....	419
Graduation Data .....	420
<i>Oak Land Vocational Cooperative, 0957-51</i> .....	422
Program Information .....	422
Demographics.....	422
Summer Programs .....	422

Core School Year Programs (Intervention and Prevention Strategies) .....	424
Graduation Data .....	427
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	431
<i>Onamia Public School District, 0480-01</i> .....	432
Program Information .....	432
Demographics.....	432
Summer Programs .....	432
Core School Year Programs (Intervention and Prevention Strategies) .....	432
Graduation Data .....	433
<i>Osseo Public School District, 0279-01</i> .....	434
Program Information .....	434
Demographics.....	434
Summer Programs .....	435
Core School Year Programs (Intervention and Prevention Strategies) .....	436
Graduation Data .....	438
<i>Owatonna Public School District, 0761-01</i> .....	441
Program Information .....	441
Demographics.....	441
Summer Programs .....	442
Core School Year Programs (Intervention and Prevention Strategies) .....	443
Graduation Data .....	445
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	446
<i>Park Rapids Public School District, 0309-01</i> .....	447
Program Information .....	447
Demographics.....	447
Summer Programs .....	448
Core School Year Programs (Intervention and Prevention Strategies) .....	449
Graduation Data .....	450
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	451
<i>Pelican Rapids School District, 0548-01</i> .....	452
Program Information .....	452
Demographics.....	452
Summer Programs .....	454
Core School Year Programs (Intervention and Prevention Strategies) .....	455
Graduation Data .....	456
<i>Perham-Dent Public School District, 0549-01</i> .....	457
Program Information .....	457
Demographics.....	457
Summer Programs .....	459
Core School Year Programs (Intervention and Prevention Strategies) .....	460
Graduation Data .....	462
<i>Pierz Public School District, 0484-01</i> .....	463
Program Information .....	463



Demographics.....	463
Summer Programs.....	463
Core School Year Programs (Intervention and Prevention Strategies) .....	463
Graduation Data .....	464
<i>Pine City Public Schools, 0578-01 .....</i>	<i>465</i>
Program Information .....	465
Demographics.....	465
Summer Programs .....	467
Core School Year Programs (Intervention and Prevention Strategies) .....	467
Graduation Data .....	468
<i>Pine River-Backus School District, 2174-01.....</i>	<i>470</i>
Program Information .....	470
Demographics.....	470
Summer Programs .....	472
Core School Year Programs (Intervention and Prevention Strategies) .....	472
Graduation Data .....	473
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	474
<i>Prior Lake-Savage Area Schools, 0719-01 .....</i>	<i>475</i>
Program Information .....	475
Demographics.....	475
Summer Programs .....	477
Core School Year Programs (Intervention and Prevention Strategies) .....	477
Graduation Data .....	479
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	480
<i>Proctor Public School District, 0704-01.....</i>	<i>481</i>
Program Information .....	481
Demographics.....	481
Summer Programs .....	481
Core School Year Programs (Intervention and Prevention Strategies) .....	481
Graduation Data .....	482
<i>Red Lake Public School District, 0038-01 .....</i>	<i>483</i>
Program Information .....	483
Demographics.....	483
Summer Programs .....	483
Core School Year Programs (Intervention and Prevention Strategies) .....	484
Graduation Data .....	486
<i>Redwood Area School District, 2897-01 .....</i>	<i>488</i>
Program Information .....	488
Demographics.....	488
Summer Programs .....	488
Core School Year Programs (Intervention and Prevention Strategies) .....	488
Graduation Data .....	490
<i>Region 4-Lakes Country Service, 0926-83.....</i>	<i>491</i>

Program Information .....	491
Demographics.....	491
Summer Programs .....	491
Core School Year Program .....	491
Graduation Data .....	493
<i>Richfield Public School District, 0280-01</i> .....	495
Program Information .....	495
Demographics.....	495
Summer Programs .....	496
Core School Year Programs (Intervention and Prevention Strategies) .....	496
Graduation Data .....	497
<i>River Bend Education District, 6049-61</i> .....	499
Program Information .....	499
Demographics.....	499
Summer Programs .....	500
Core School Year Programs (Intervention and Prevention Strategies) .....	501
Graduation Data .....	501
<i>Robbinsdale Public Schools, 0281-01</i> .....	503
Program Information .....	503
Demographics.....	503
Summer Programs .....	505
Core School Year Programs (Intervention and Prevention Strategies) .....	505
Graduation Data .....	509
<i>Rochester Public School District, 0535-01</i> .....	511
Program Information .....	511
Demographics.....	511
Summer Programs .....	513
Core School Year Programs (Intervention and Prevention Strategies) .....	513
Graduation Data .....	516
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	520
<i>Rocori Public Schools, 0750-01</i> .....	521
Program Information .....	521
Demographics.....	521
Summer Programs .....	523
Core School Year Programs (Intervention and Prevention Strategies) .....	523
Graduation Data .....	524
<i>Roseau Public School District, 0682-01</i> .....	525
Program Information .....	525
Demographics.....	525
Summer Programs .....	525
Core School Year Programs (Intervention and Prevention Strategies) .....	525
Graduation Data .....	527
<i>Rosemount-Apple Valley-Eagan, 0196-01</i> .....	528

Program Information .....	528
Demographics.....	528
Summer Programs .....	530
Core School Year Programs (Intervention and Prevention Strategies) ALC and ALP .....	531
Graduation Data .....	533
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	535
<i>Roseville Public School District, 0623-01 .....</i>	<i>536</i>
Program Information .....	536
Demographics.....	536
Summer Programs .....	537
Core School Year Programs (Intervention and Prevention Strategies) .....	538
Graduation Data .....	539
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	541
<i>RTR School District, 2902-01.....</i>	<i>542</i>
Program Information .....	542
Demographics.....	542
Summer Programs .....	542
Core School Year Programs (Intervention and Prevention Strategies) .....	543
Graduation Data .....	544
<i>Runestone Area Education District, 6014-61.....</i>	<i>545</i>
Program Information .....	545
Demographics.....	545
Summer Programs .....	545
Core School Year Programs (Intervention and Prevention Strategies) .....	546
Graduation Data .....	546
<i>Shakopee Public Schools, 0720-01.....</i>	<i>548</i>
Program Information .....	548
Demographics.....	548
Summer Programs .....	550
Core School Year Programs (Intervention and Prevention Strategies) .....	550
Graduation Data .....	552
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	553
<i>South Saint Paul Public School District, 0006-03 .....</i>	<i>555</i>
Program Information .....	555
Demographics.....	555
Summer Programs .....	556
Core School Year Programs (Intervention and Prevention Strategies) .....	557
Graduation Data .....	558
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	559
<i>South Washington County School, 0833-01 .....</i>	<i>560</i>
Program Information .....	560
Demographics.....	560
Summer Programs .....	562

Core School Year Programs (Intervention and Prevention Strategies) .....	562
Graduation Data .....	564
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	566
<i>Southern Plains Education Cooperative Fairmount, 0915-52</i> .....	567
Program Information .....	567
Demographics.....	567
Summer Programs .....	567
Core School Year Programs (Intervention and Prevention Strategies) .....	568
Graduation Data .....	569
<i>Southwest Metro Education Coop, 6088-50</i> .....	571
Program Information .....	571
Demographics.....	571
Summer Programs .....	571
Core School Year Programs (Intervention and Prevention Strategies) .....	573
Graduation Data .....	576
<i>Southwest West Central Education Cooperative, 0991-83</i> .....	577
Program Information .....	577
Demographics.....	577
Summer Programs .....	577
Core School Year Programs (Intervention and Prevention Strategies) .....	578
Graduation Data .....	579
<i>Spring Lake Park Public School District, 0016-01</i> .....	581
Program Information .....	581
Demographics.....	581
Summer Programs .....	582
Core School Year Programs (Intervention and Prevention Strategies) .....	583
Graduation Data .....	584
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	586
<i>St. Anthony-New Brighton School District, 0282-01</i> .....	587
Program Information .....	587
Demographics.....	587
Summer Programs .....	587
Core School Year Programs (Intervention and Prevention Strategies) .....	587
Graduation Data .....	589
<i>St. Cloud Public School District, 0742-01</i> .....	590
Program Information .....	590
Demographics.....	590
Summer Programs .....	591
Core School Year Programs (Intervention and Prevention Strategies) .....	592
Graduation Data .....	595
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	596
<i>St. Michael-Albertville School District, 0885-01</i> .....	597
Program Information .....	597

Demographics.....	597
Summer Programs.....	599
Core School Year Programs (Intervention and Prevention Strategies).....	599
Graduation Data.....	600
<i>St. Paul Public School District, 0625-01.....</i>	<i>602</i>
Program Information.....	602
Demographics.....	602
Summer Programs.....	604
Core School Year Programs (Intervention and Prevention Strategies).....	605
Graduation Data.....	607
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	613
<i>St. Peter Public School District, 0508-01.....</i>	<i>615</i>
Program Information.....	615
Demographics.....	615
Summer Programs.....	617
Core School Year Programs (Intervention and Prevention Strategies).....	617
Graduation Data.....	619
<i>Stillwater Area Public Schools, 0834-01.....</i>	<i>620</i>
Program Information.....	620
Demographics.....	620
Summer Programs.....	622
Core School Year Programs (Intervention and Prevention Strategies).....	622
Graduation Data.....	623
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	624
<i>Swanville Public School District, 0486-01.....</i>	<i>625</i>
Program Information.....	625
Demographics.....	625
Summer Programs.....	625
Core School Year Programs (Intervention and Prevention Strategies).....	626
Graduation Data.....	627
<i>Thief River Falls School District, 0564-01.....</i>	<i>629</i>
Program Information.....	629
Demographics.....	629
Summer Programs.....	631
Core School Year Programs (Intervention and Prevention Strategies).....	631
Graduation Data.....	631
<i>Underwood Public School District 0550-01.....</i>	<i>633</i>
Program Information.....	633
Demographics.....	633
Summer Programs.....	633
Core School Year Programs (Intervention and Prevention Strategies).....	633
Graduation Data.....	634
<i>Waconia Public School District, 0110-01.....</i>	<i>635</i>

Program Types.....	635
Demographics.....	635
Summer Programs.....	636
Core School Year Programs (Intervention and Prevention Strategies).....	637
Graduation Data.....	639
<i>Walker-Hackensack-Akeley School District, 0113-01</i> .....	640
Program Information.....	640
Demographics.....	640
Summer Programs.....	641
Core School Year Programs (Intervention and Prevention Strategies).....	641
Graduation Data.....	642
<i>Warroad Public School District, 0690-01</i> .....	643
Program Information.....	643
Demographics.....	643
Summer Programs.....	644
Core School Year Programs (Intervention and Prevention Strategies).....	644
Graduation Data.....	646
<i>Waseca Public School District, 0829-01</i> .....	647
Program Information.....	647
Demographics.....	647
Summer Programs.....	649
Core School Year Programs (Intervention and Prevention Strategies).....	649
Graduation Data.....	650
<i>Waubun-Omega-White Earth Public Schools, 0435-01</i> .....	652
Program Information.....	652
Demographics.....	652
Summer Programs.....	653
Core School Year Programs (Intervention and Prevention Strategies).....	653
Graduation Data.....	655
<i>Wayzata Public School District, 0284-01</i> .....	657
Program Information.....	657
Demographics.....	657
Summer Programs.....	658
Core School Year Programs (Intervention and Prevention Strategies).....	659
Graduation Data.....	661
Multiple Measurement System Results (MMR) FY 13 and FY 14.....	662
<i>West Central Education District, 6026-61</i> .....	663
Program Information.....	663
Demographics.....	663
Summer Programs.....	664
Core School Year Programs (Intervention and Prevention Strategies).....	665
Graduation Data.....	666
<i>West St. Paul-Mendota Heights-Eagan, 0197-01</i> .....	667

Program Information .....	667
Demographics.....	667
Summer Programs .....	667
Core School Year Programs (Intervention and Prevention Strategies) .....	667
Graduation Data .....	669
<i>White Bear Lake School District, 0624-01</i> .....	670
Program Information .....	670
Demographics.....	670
Summer Programs .....	672
Core School Year Programs (Intervention and Prevention Strategies) .....	672
Graduation Data .....	674
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	675
<i>Willmar Public School District, 0347-01</i> .....	676
Program Information .....	676
Demographics.....	676
Summer Programs .....	678
Core School Year Programs (Intervention and Prevention Strategies) .....	678
Graduation Data .....	680
<i>Winona Area Public School District, 0861-01</i> .....	681
Program Information .....	681
Demographics.....	681
Summer Programs .....	682
Core School Year Programs (Intervention and Prevention Strategies) .....	683
Graduation Data .....	684
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	685
<i>Worthington Public School District, 0518-01</i> .....	687
Program Information .....	687
Demographics.....	687
Summer Programs .....	688
Core School Year Programs (Intervention and Prevention Strategies) .....	689
Graduation Data .....	691
<i>Wright Technical Center, 0966-51</i> .....	693
Program Information .....	693
Demographics.....	693
Summer Programs .....	694
Core School Year Programs (Intervention and Prevention Strategies) .....	694
Graduation Data .....	699
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	700
<i>Zumbro Education District, 6012-61</i> .....	701
Program Information .....	701
Demographics.....	701
Summer Programs .....	702
Core School Year Programs (Intervention and Prevention Strategies) .....	702

Graduation Data .....	703
Multiple Measurement System Results (MMR) FY 13 and FY 14 .....	704
<i>Zumbrota-Mazeppa School District, 2805-01</i> .....	705
Program Information .....	705



## Information by District

The next several pages contain information on state-approved alternative programs by district. This information lists the type of programming being implemented and the date the programming was approved; wherever possible, demographic information about the program is also provided. This information was calculated in order to compare district demographics with that of the alternative program. Demographic percentages were computed by comparing the alternative program only to the corresponding grade levels within the district. For example, if the alternative program served grades six through 12, these data was only compared to grades six through 12 at the district level. The number of pupil units in the alternative program was subtracted from the district total prior to making the comparison. For the charts displaying a comparison of special populations, such as students who have qualified for free or reduced lunch, Limited English Proficiency and Special Education students, the percentages are compared overall in the district and overall in the alternative programs.

There is also a section on summer programs. Most of this information was self-reported by the districts through a survey. If the district did not fill out a survey, this is so noted. Many districts or cooperatives have several responses as they operate a variety of programs. The summary data was included in the overall state section of this report and individual data is included for the districts that returned the surveys.

Following the summer programs, there is a section on core school year programs. A survey was sent out to determine what intervention and prevention strategies are being implemented, what outreach opportunities are available to students who left the system, and what the existing student pathways might be to participating in alternative programs.

From data submitted to MDE, the sections on average length of enrollment, average attendance, and ADMs are noted for each district. Districts were asked to submit the number of credits earned while students were in credit bearing programs. This offers an idea of how quickly students are progressing towards graduation. In order to determine rate of progress, the number of credits required per year at the traditional high school program in order to graduate from that district were calculated. Then the total yearly instructional hours were calculated based on the Minnesota Funding Reports (MFR). The total of both these elements was then divided by the yearly number of credits students should be earning to make anticipated progress towards graduation; assumes students pass their classes. Based on this calculation process, it was discovered that a number of districts were not computing their membership for their Independent Study programs correctly and in most cases making the correction meant a slight increase in funding for the program. It was also identified that, at times, the work implementing in the alternative programs, especially the credit recovery programs, was not tied to a credit or portion of a credit. Rather, the core school day program recorded the credit for the work implemented concurrently in both programs.

Finally, there is a section on graduation rates for each district. There are five and six year graduation rates available for FY 13 and for FY 14. FY 13 four-year rate is compared to the FY 14 five-year rate, and the FY 13 five-year rate is compared to the FY 14 six-year rate. Cohorts' size was also examined to see if any changes existed.

## **Aitkin Public Schools, 0001-01**

### **Program Information**

Aitkin operates an Alternative Learning Program, serving grades 11 and 12.

### **Demographics**

The cohort size was too small to generate any data.

### **Summer Program**

Aitkin does provide a summer program.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Aitkin did not respond to the survey.

### ***Average Enrollment***

Forty-five students were enrolled in the ALP program in FY 14. They generated 9.41 regular ADMs and 2.39 extended ADMs.

### ***Average number of credits earned for FY 14***

No information was received from Aitkin.

### ***Attendance for FY 14***

All students were reported as having 100 percent attendance.

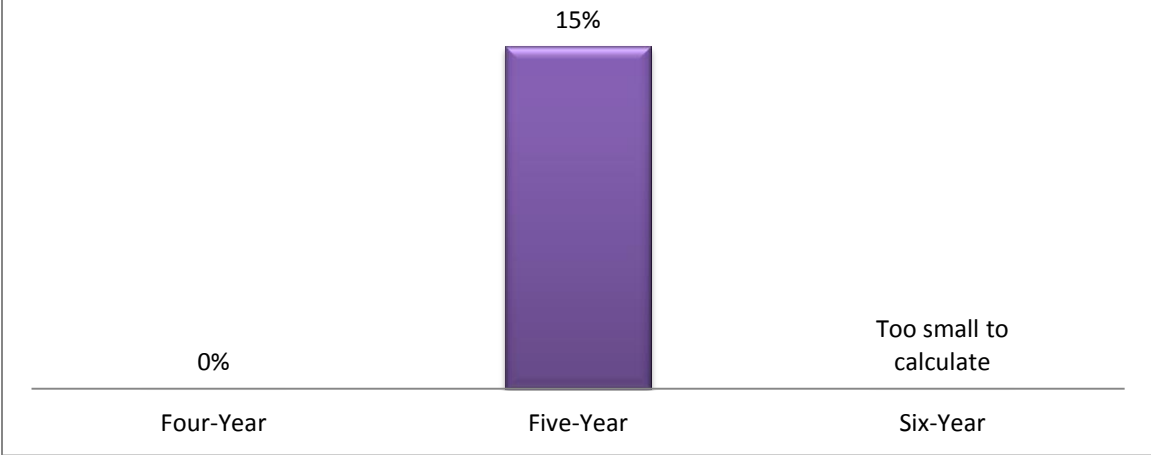
### **Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides this by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

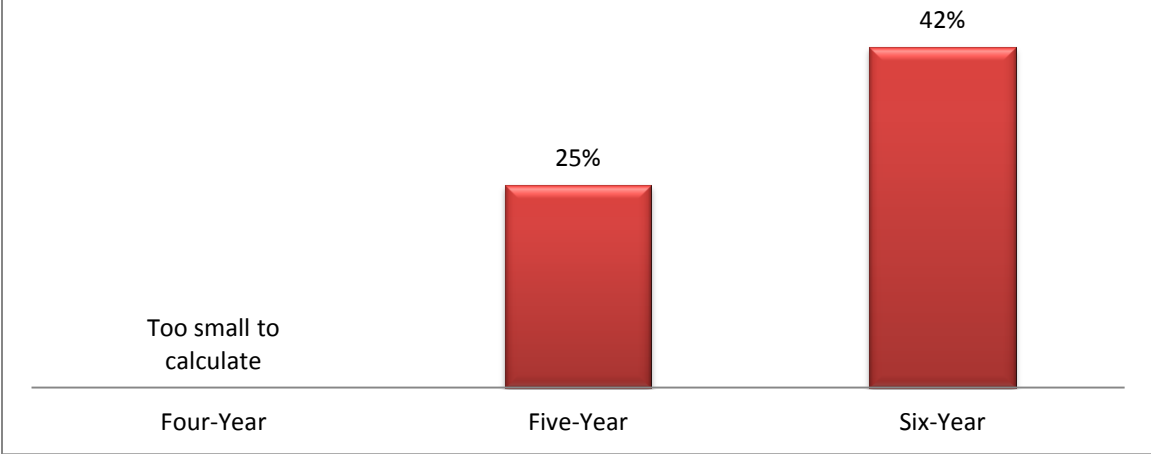
The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate. All things being equal, we hope for the rates to increase each year.

For the Aitkin Public Schools ALP, the FY 13 four-year graduation rate was 0 percent. This rose to 25 percent in the FY 14 five-year graduation rate. The cohort size increased by one student. The FY 14 six-year graduation rate was nearly triple what the FY 13 five-year graduation rate was, rising from 15 percent to 42 percent. The cohort size decreased by one student.

**FY 13 Four-, Five-, Six-Year Graduation Rate  
Aitkin ALP**



**FY 14 Four-, Five-, Six-Year Graduation Rate  
Aitkin ALP**

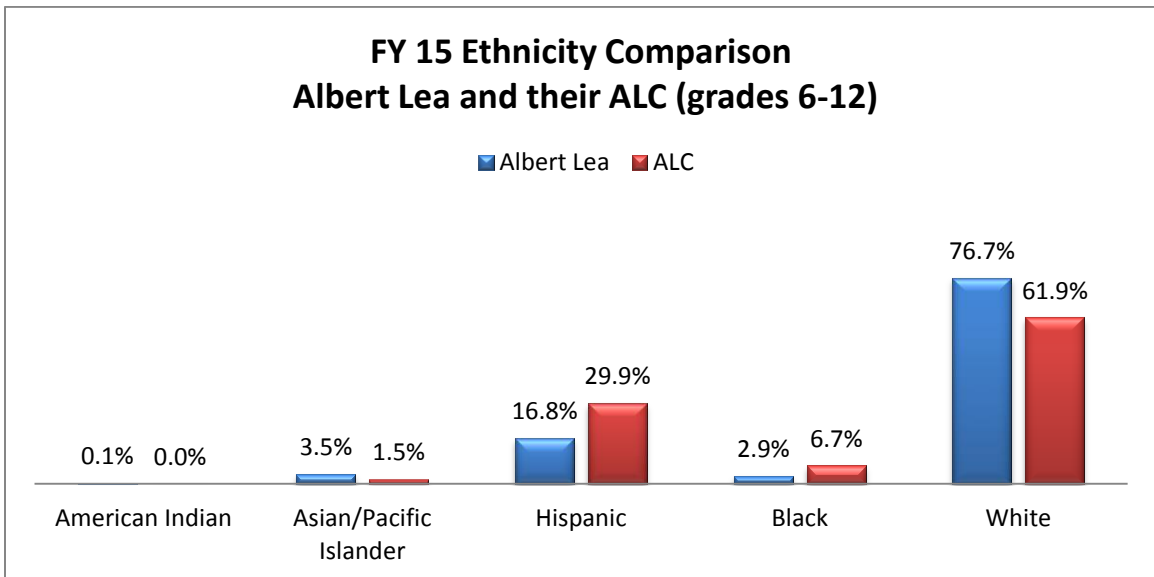
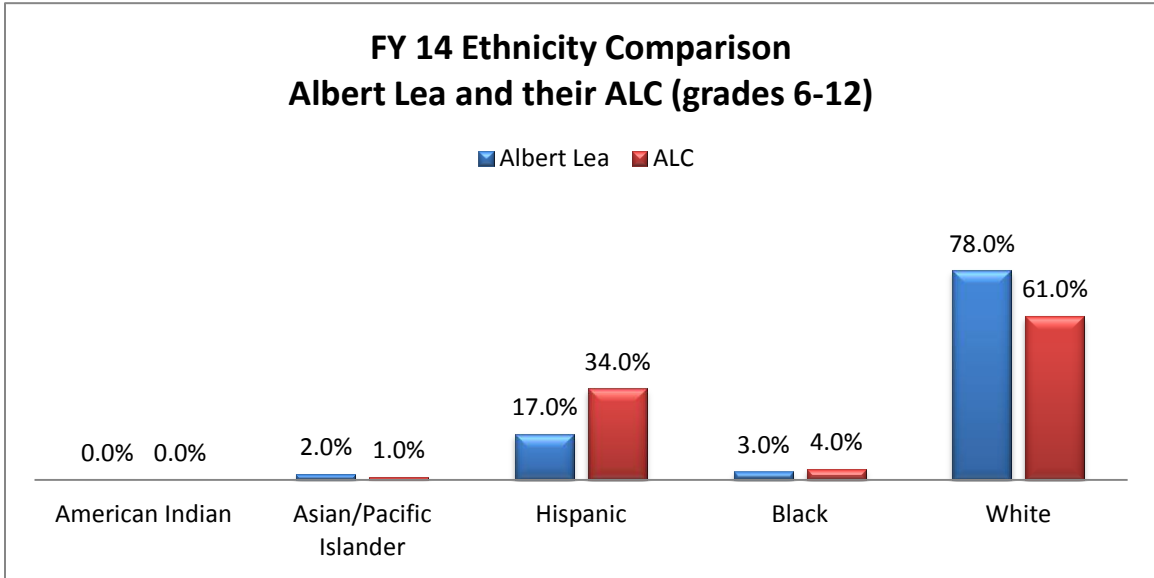


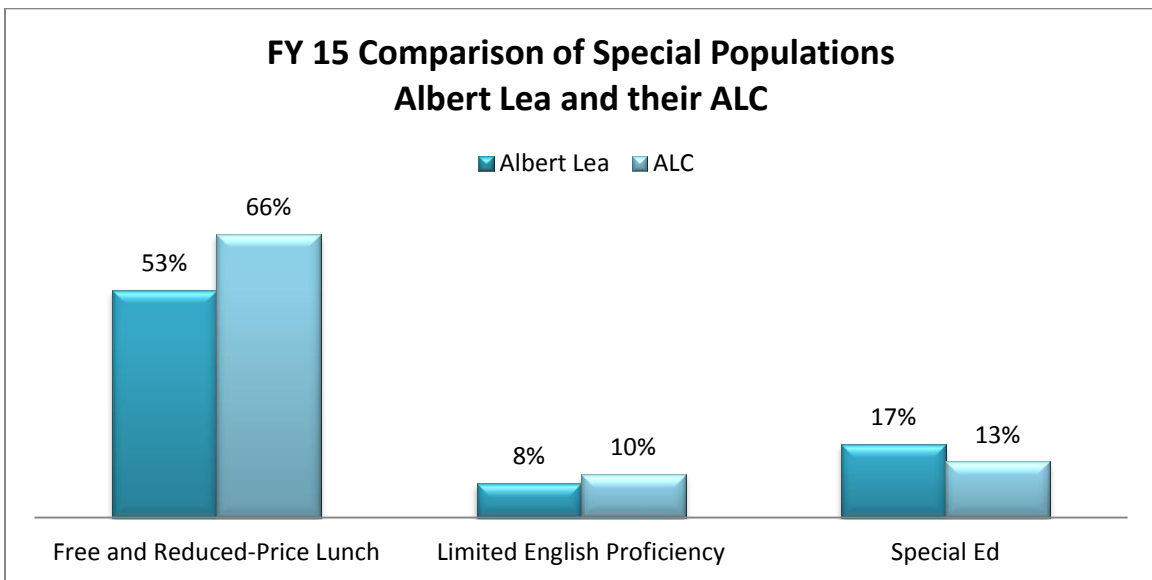
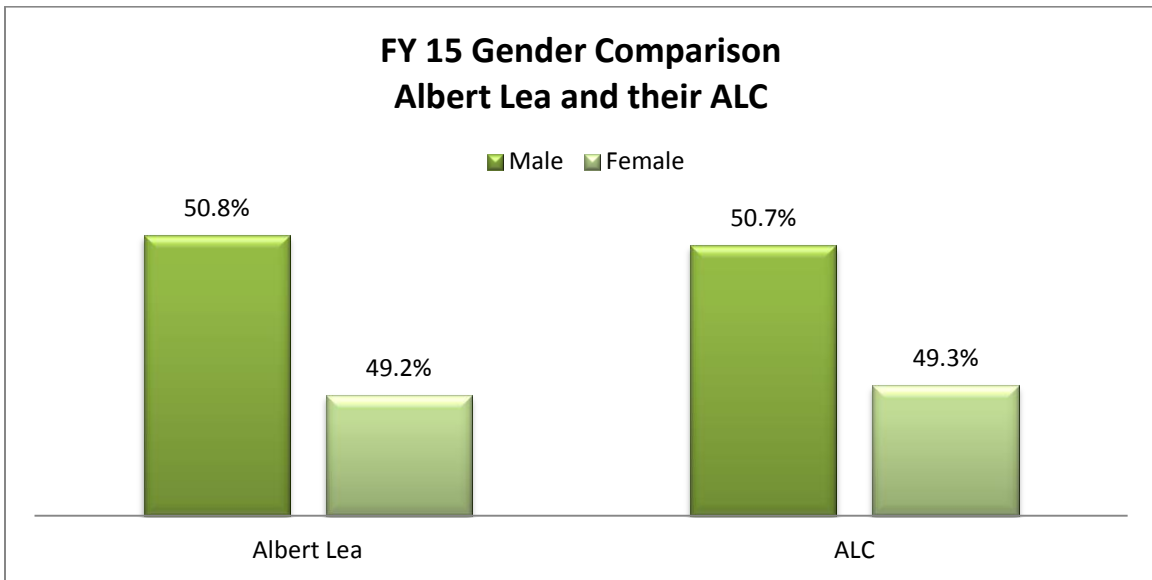
# Albert Lea Public School District, 0241-01

## Program Information

Albert Lea operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

Albert Lea Public School District operates a targeted services program for 16 days for four hours per day. They serve grades kindergarten through eighth. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program through mailings, phone calls and meetings.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is

able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of more than 15 to one.

Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Albert Lea operates two types of summer programs. One program is an independent study program, which means that membership is calculated on work completion and teacher contact time. The other program is a seat-based program.

Students come to the program when either their teacher recommends them because they have failed their class or when they are referred by the school counselor because they are behind in graduation requirements.

Albert Lea does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

Albert Lea offers credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English nine, 10, 11 and 12, Physical Education, Health, Chemistry, Earth Science and Biology.

They see their students' greatest area of need not in an academic area but in support in an area such as chemical dependency or mental health services. In terms of academics, they see English classes as the main need, with math classes such as Algebra or Geometry next, followed by the need for reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Albert Lea Area Schools operates an Area Learning Center. Albert Lea Area Schools has established their ALC in cooperation with Albert Lea, Glenville Emmons, New Richland and Alden-Conger.

Statute also requires ALCs to provide a comprehensive educational program for both middle level and high school students. Albert Lea Area Schools offer programming at both the high school and middle school levels.

Albert Lea operates their program year round and is open to a variety of qualifying factors. Students may be recommended to the program or they may come to the school to enroll themselves. Enrollment is contingent on competing enrollment forms and having available space. They believe the percent of students enrolled whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 25 percent and 50 percent.

Albert Lea Area Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We believe this strategy is successful half of the time.*

Albert Lea Area Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

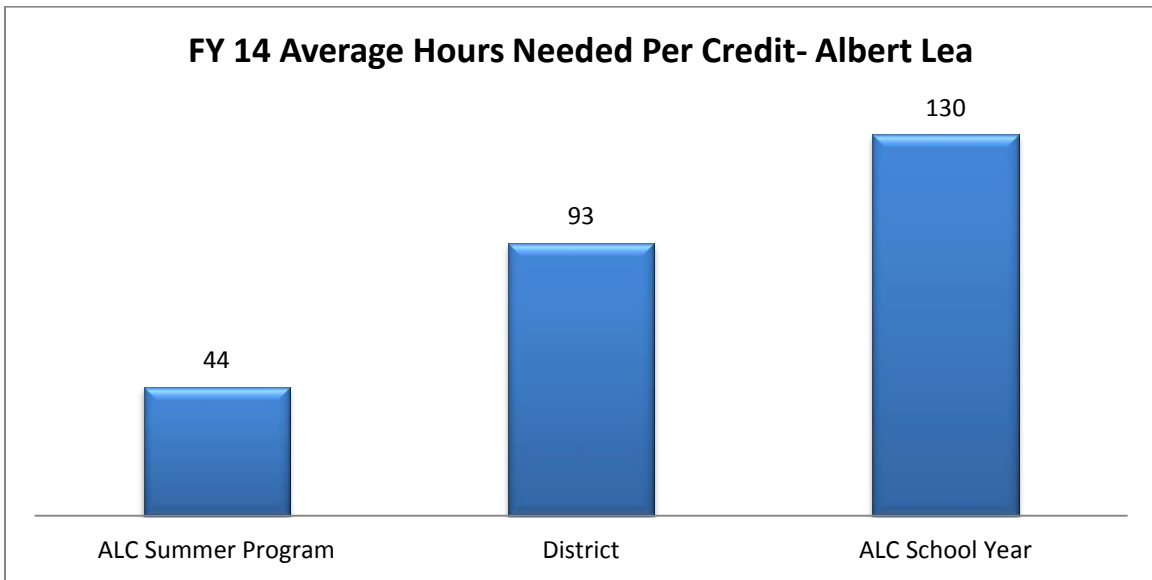
- Positive Behavior Intervention Strategies (PBIS): This is determined on a case-by-case basis and is provided for students who need it.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention (RtI): This is fully implemented in our district.
- Minnesota Early Intervention Response System (MEIRS): This is not being done in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is in process of being fully implemented in our district.
- Cooperative learning: This is in process of being fully implemented in our district.
- Social work on regular basis: This is in process of being fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students who need it.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

#### ***Average length of enrollment for FY 14***

The average length of enrollment for their high school core school year program was 337 hours. This ranged from two hours to 1,043 hours. For their high school summer program, the average length of enrollment was 57 hours. This ranged from 12 hours to 160 hours.

#### ***Average number of credits earned for FY 14***

In the Albert Lea School District, 46 credits are required for graduation, or 11.5 per year. The core school year program is 1,094 hours long. This equates to an anticipated 93 hours per credit for students in the high school, assuming all students earn their credits. On average, students needed 130 hours in the core school year alternative program, about 50 percent more time in than you would expect a student at the traditional high school to need. But in their credit recovery summer program, students needed less than half of the hours a student at the traditional high school would need, only 44 hours.

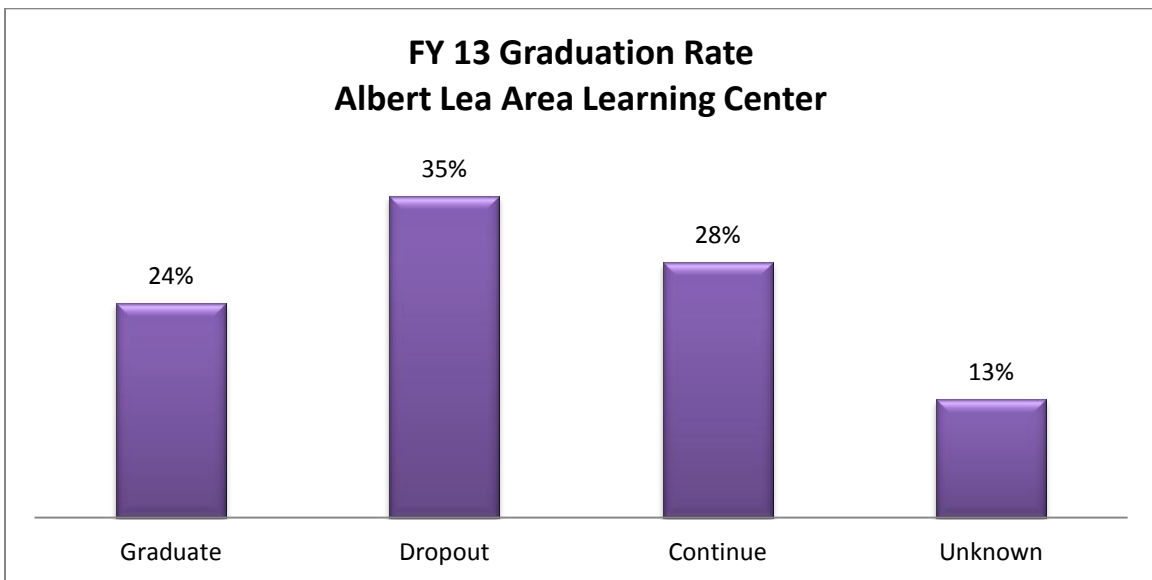


**Attendance for FY 14**

The average attendance rate for FY 14 for the core school year program was 69 percent. Some students had a 0 percent attendance rate and some students had a 100 percent attendance rate.

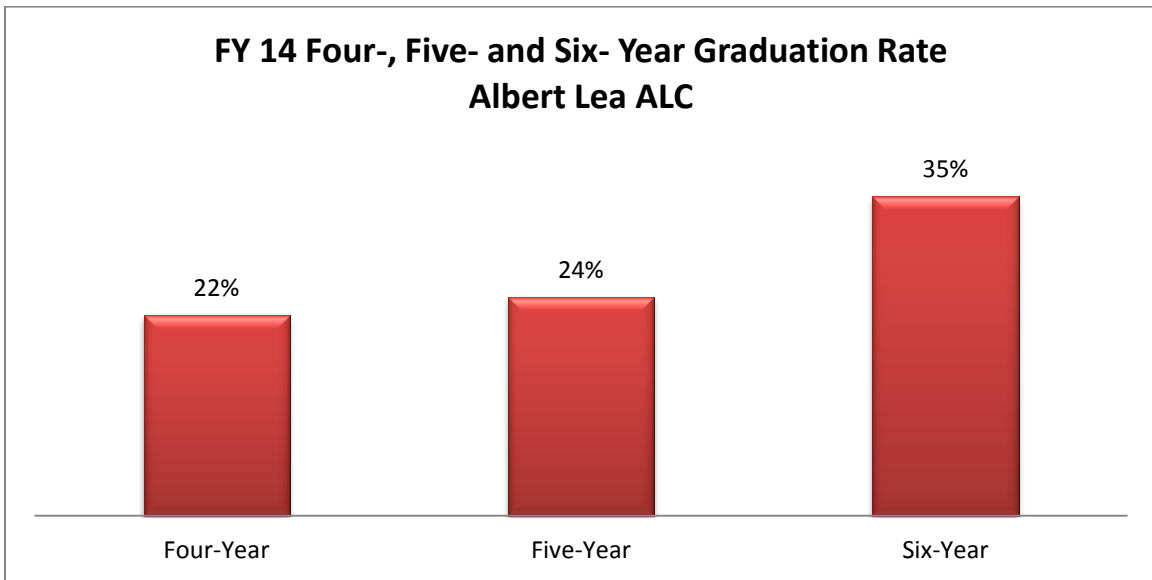
**Graduation Data**

For FY 13, the four-year graduation rate was approximately 24 percent. Only 28 percent of the students continued on towards completing their high school diploma.



The graduation rate from the FY 13 four-year graduation rate to the FY 14 five-year graduation rate was virtually unchanged. While they increased the number of graduates, their cohort size increased 13.5 percent, so the percentage of graduates based on the cohort remained the same. In FY 13, the five-year graduation rate was 29 percent, with a cohort size of 62. In FY 14, the six-year graduation rate was 35 percent. The size of their cohort remained the same.





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In Albert Lea, the Albert Lea Area Learning Center met the criteria for a score. In FY 13, they had an MMR score of 42.2 percent and an FR of 45.43 percent. In FY 14, they had an MMR of 33.28 percent and an FR of 18.86 percent.

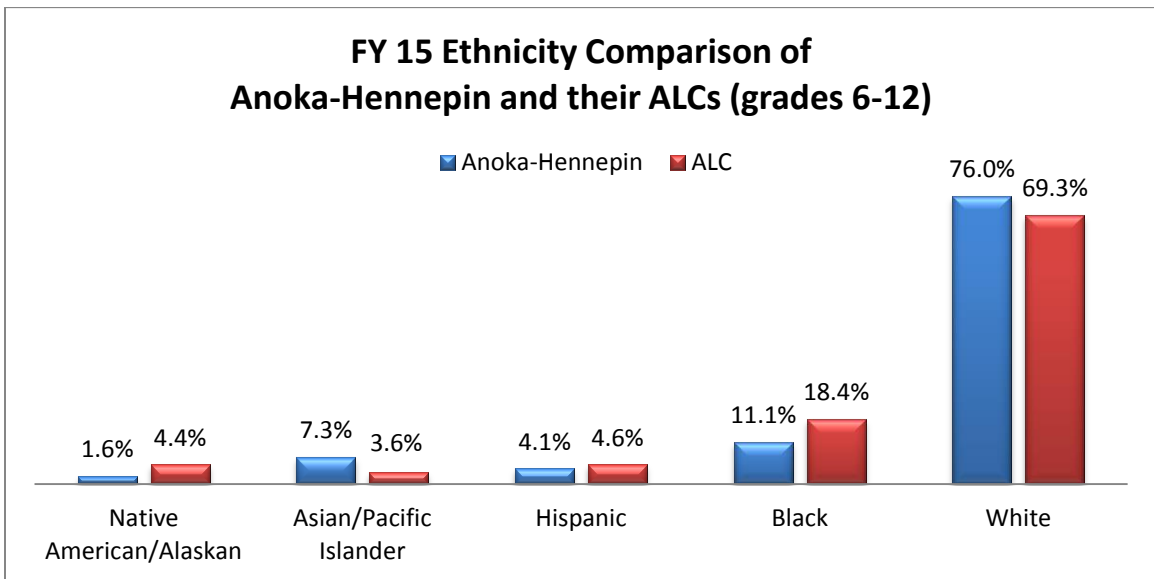
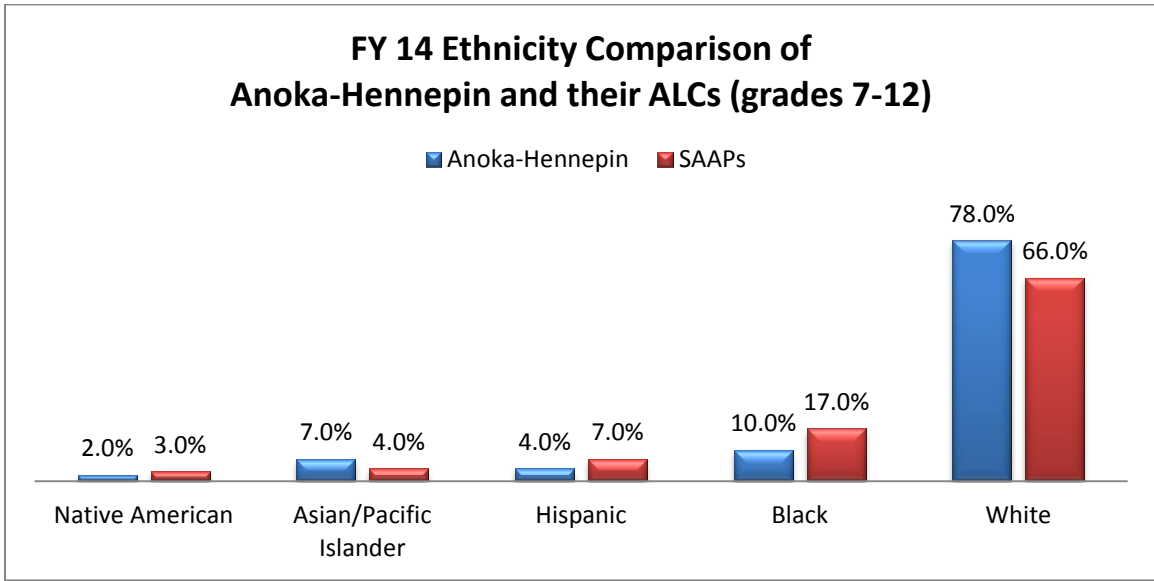
# Anoka-Hennepin Public School District, 0011-01

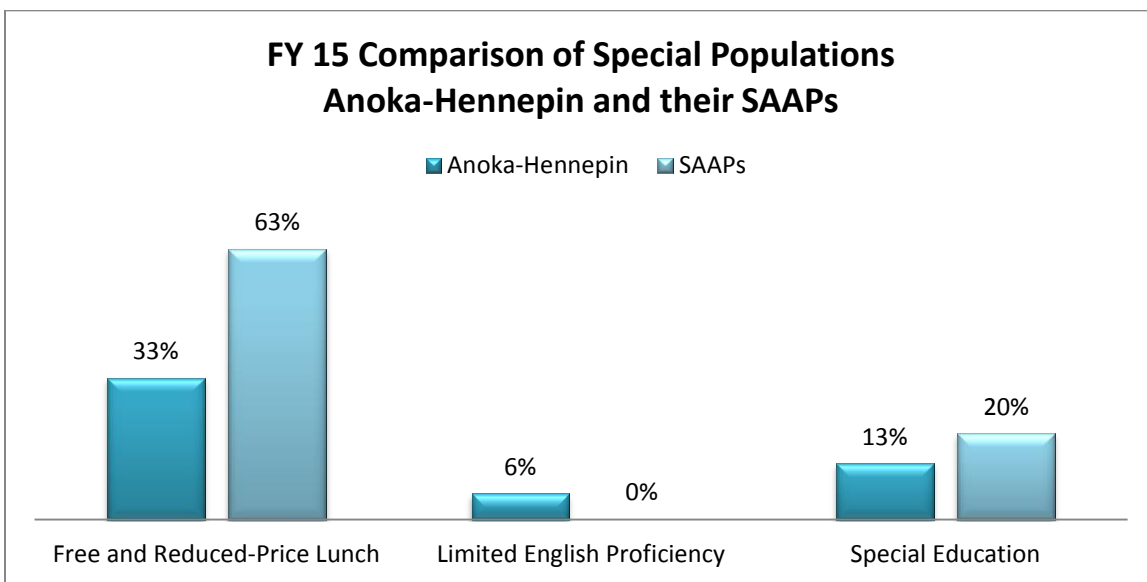
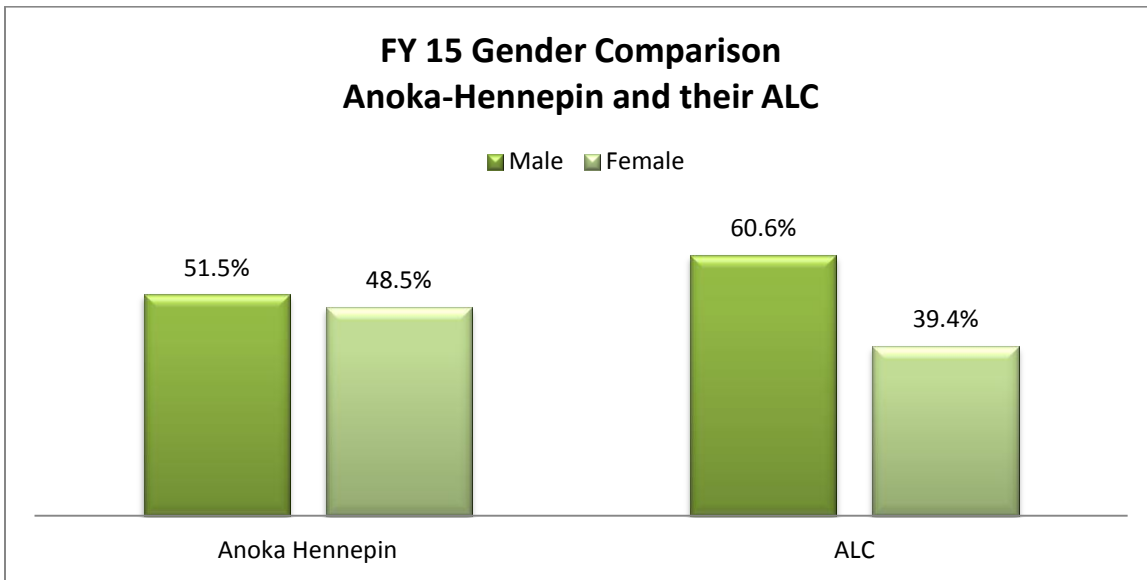
## Program Information

Anoka-Hennepin operates several Area Learning Centers and Targeted services programs.

## Demographics

The following charts show the overall district ethnicity compared to all SAAP (this excludes Targeted Services) for FY 14 and FY 15.





## Summer Programs

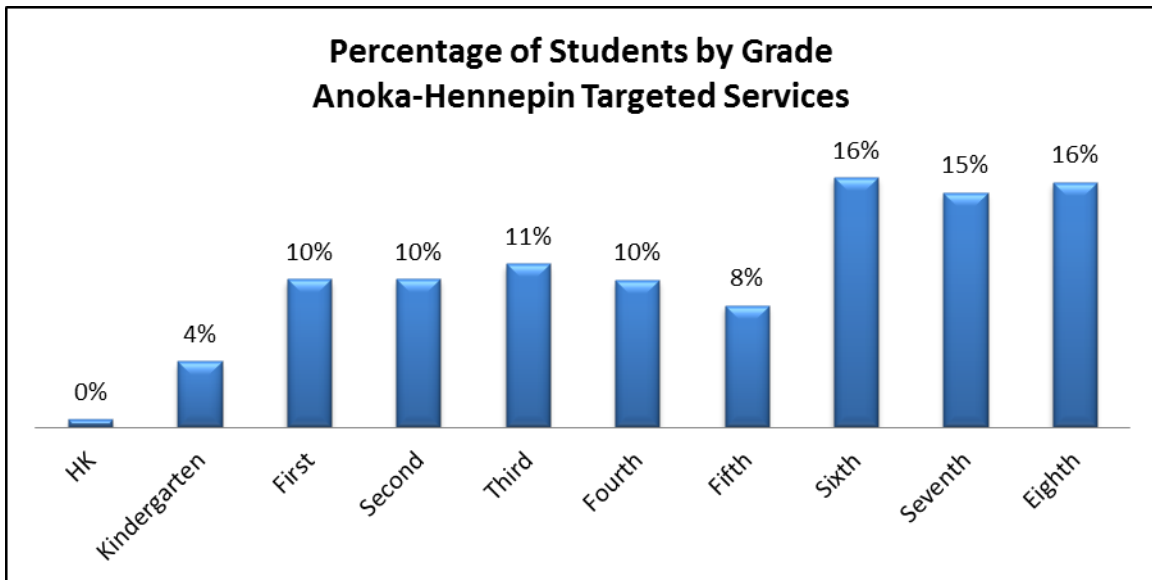
### *Targeted Services*

Anoka-Hennepin operates multiple Targeted services programs and we received information on one of them. This program is for middle school students and ran for three hours per day for 24 days. Planning for the summer program begins in the fall. Their program focus is determined at the district level and for this program they are still working towards matching student needs to programming. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way. They have a district-designed curriculum that they use.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their

program is able to have at least one licensed teacher for every 20 students. They have an overall staff to student ratio of no more than 15 to one.

The district determines the criteria for inviting students and then teachers recommend students they feel will benefit from the program. They have pre- and post-tests for writing and science. They use pre and post-tests for reading and math.



### ***ALC Summer Term (secondary students)***

Anoka-Hennepin operates an independent study program, so membership hours are based on credit completion and teacher contact time. The program operates for 19 days and operates five hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements and by their classroom teachers. Students can also refer themselves, either prior to the program starting or by showing up on the first day of the program.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Biology, and Chemistry.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by English classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Anoka-Hennepin operates several Area Learning Centers. Anoka-Hennepin is serving several cities including Anoka, Andover, Blaine, Champlin, Coon Rapids and small areas of surrounding suburbs. Anoka-Hennepin offers programming at both the high school and middle school levels.

Anoka-Hennepin operates their program year-round. They have some programs that address a specific need but they also have programs that are open to a variety of qualifying factors. Students

may be recommended to the program or they may come directly into the school. Enrollment is contingent on completing enrollment forms and having available space. They believe the percent of students enrolled whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is more than 90 percent.

Anoka-Hennepin was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

They are also working on ways to market their outreach for students to reach those students for whom they no longer have accurate contact information.

Anoka-Hennepin was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on-track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is in the process of being implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

#### ***Average length of enrollment for FY 14***

None of the core school day programs in Anoka-Hennepin meet the minimum number of instructional hours on a yearly basis as mandated in legislation. Instead of the required 1,020 hours, nearly all of these programs are only able to provide 919 hours because of the way bussing is provided. The Specialty Program and the Compass-Bell Center each goes for 1,002 hours.

Crossroads West: The average length of enrollment was just over 307 hours. This ranged from 11 hours to 1,002 hours. There were 283 enrollment records, with several students having multiple enrollment periods. They generated 83.06 regular ADMs and 1.85 extended ADMs.

Crossroads Alternative High School: The average length of enrollment was just over 511 hours. This ranged from six hours to 1,336 hours. There were 410 enrollment records, with several students having multiple enrollment periods. They generated 190.48 regular ADMs and 9.64 extended ADMs.

Crossroads Summer: The average length of enrollment was just under 70 hours. This ranged from one hour to 248 hours. There were 904 enrollment records. They generated 24.77 regular ADMs and 35.3 extended ADMs.

Crossroads Night: The average length of enrollment was just over 51 hours. This ranged from one hour to 582 hours. There were 1,219 enrollment records, with several students having multiple enrollment periods. They generated 21.1 regular ADMs and 34.03 extended ADMs.

Compass-Bell Center: The average length of enrollment was 170.47 hours. This ranged from three hours to 933 hours. There were 55 enrollment records, with five students having multiple enrollment periods. They generated 9.14 regular ADMs and 0.07 extended ADMs.

Anoka-Hennepin Specialty Program: The average length of enrollment was 194.63 hours. This ranged from one hour to 550 hours. There were 59 enrollment records, with seventeen students having multiple enrollment periods. They generated 6.2 regular ADMs and 1.82 extended ADMs.

#### ***Average number of credits earned for FY 14***

Based on the length of the core school year and the number of credits needed to graduate, it is anticipated that students would need 156 hours to complete one credit.

Crossroads West: The average number of credits earned was 1.92. This ranged from no credits earned to 11.5 credits. The average amount of time it took to earn a credit was 160 hours, close to the Anoka-Hennepin average of 156 hours. Several students did not earn any credits.

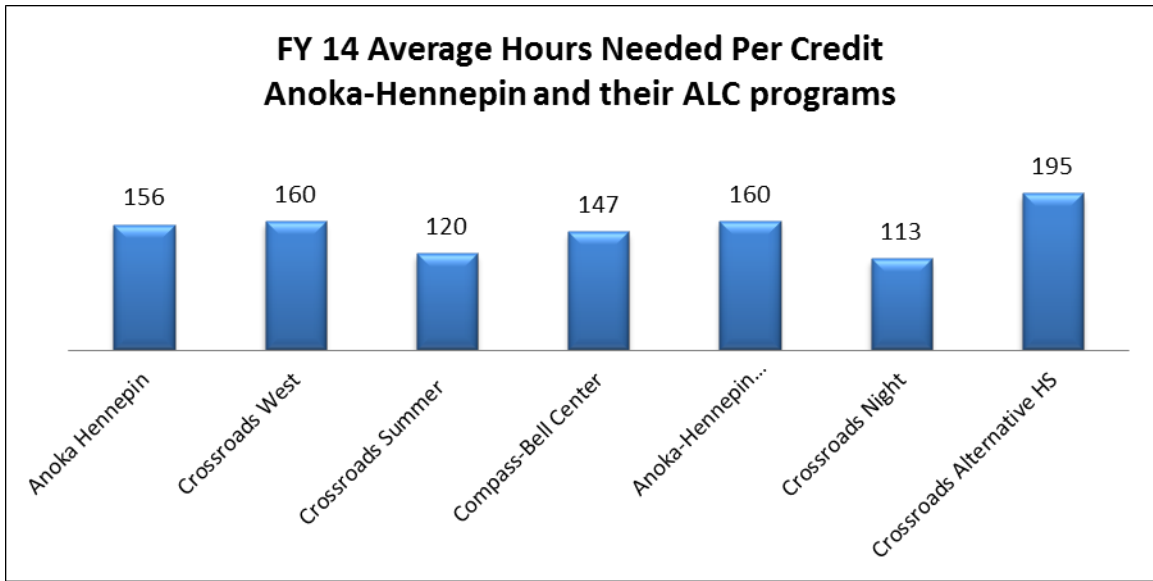
Crossroads Alternative High School: The average number of credits earned was 2.62. This ranged from no credits to 9.26 credits. The average amount of time it took to earn a credit was 195 hours, the highest of the alternative programs. Only 16.5 percent of the students did not earn any credits, but several of these earned credits in other programs.

Crossroads Summer: The average number of credits earned was 0.58 credits. This ranged from no credits earned to 2.07 credits. The average amount of time it took to earn a credit was 120 hours, significantly less than the time it takes to earn a credit in the traditional school. Only 12 percent of students did not earn any credits.

Crossroads Night: The average number of credits earned was 0.45 credits. This ranged from no credits to 3.19 credits. The average amount of time it took to earn a credit was 113 hours, significantly less than the Anoka-Hennepin average and the lowest of the alternative programs. Only one student did not earn any credits.

Compass-Bell Center: The average number of credits earned was 1.16 credits. This ranged from no credits earned to seven credits earned. The average amount of time it took to earn a credit was 147 hours, close to but less than the time it takes at the traditional high school. Sixty-five percent of the students did not earn any credits.

Anoka-Hennepin Specialty Program: The average number of credits earned was 1.21 credits. This ranged from no credits earned to five credits earned. The average amount of time it took to earn a credit was 160 hours, just above the time needed in the traditional program. This ranged from no credits earned to five credits earned. Thirty-seven percent of the students did not earn any credits.



**Attendance for FY 14**

Crossroads West: The average attendance at this program was 65 percent.

Crossroads Alternative High School: The average attendance at this program was 76 percent.

Crossroads Summer: The average attendance at this program was 77 percent.

Crossroads Night: The average attendance at this program was 98 percent.

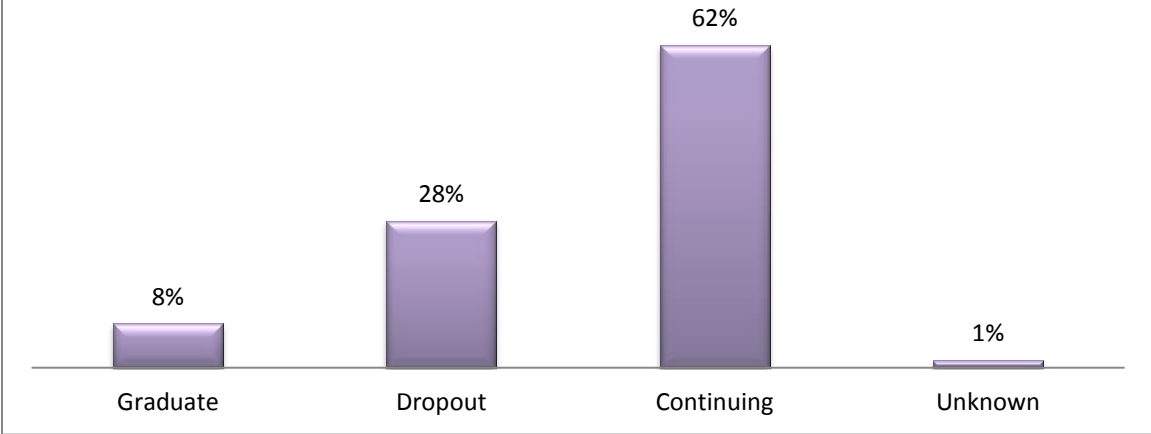
Compass-Bell Center: The average attendance at this program was 86 percent.

Anoka-Hennepin Specialty Program: The average attendance at this program was 71 percent.

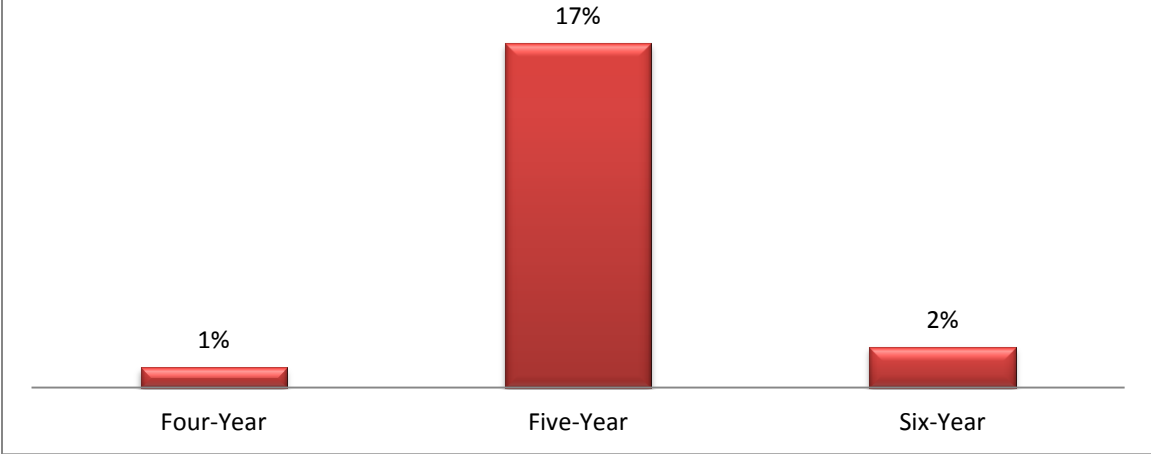
**Graduation Data**

The graduation rates may be artificially low at the Anoka-Hennepin alternative programs. In this district, it appears that many students who complete their graduation requirements at the alternative program are withdrawn from that program and re-entered for a day or two at the traditional high school. This takes the graduate out of the alternative program cohort and places them in the traditional high school cohort. While it has been argued that this does not hurt the alternative program, a quick look at the figures shows it impacts their graduation rate. For example, instead of graduating 80 students out of a cohort of 120 students for a graduation rate of 67 percent, if 78 of these graduating students are withdrawn and enrolled at the traditional high school, the number of graduates at the alternative program drops to two. While their cohort size also drops to 42, the calculations shows their graduation rate falls to 4.8 percent, a significant difference from 67 percent.

**FY 13 Four-Year Graduation Rate  
Crossroads Alternative High School**

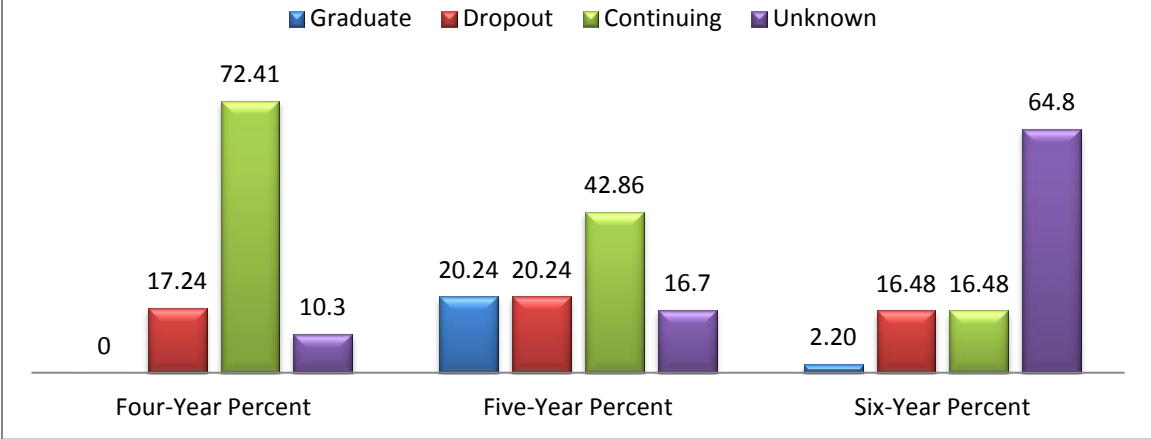


**FY 14 Four-, Five- and Six-Year Graduation Rate  
Crossroads Alternative High School**

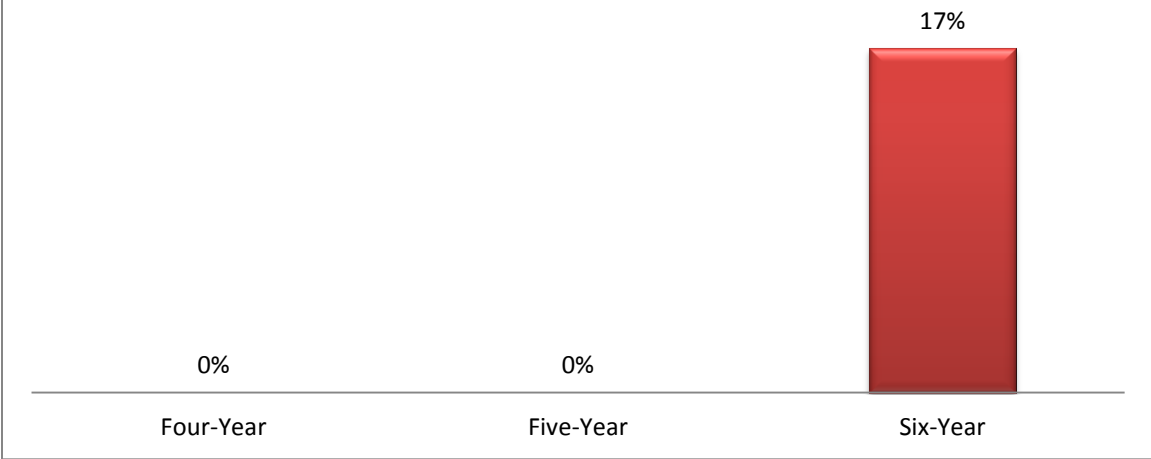


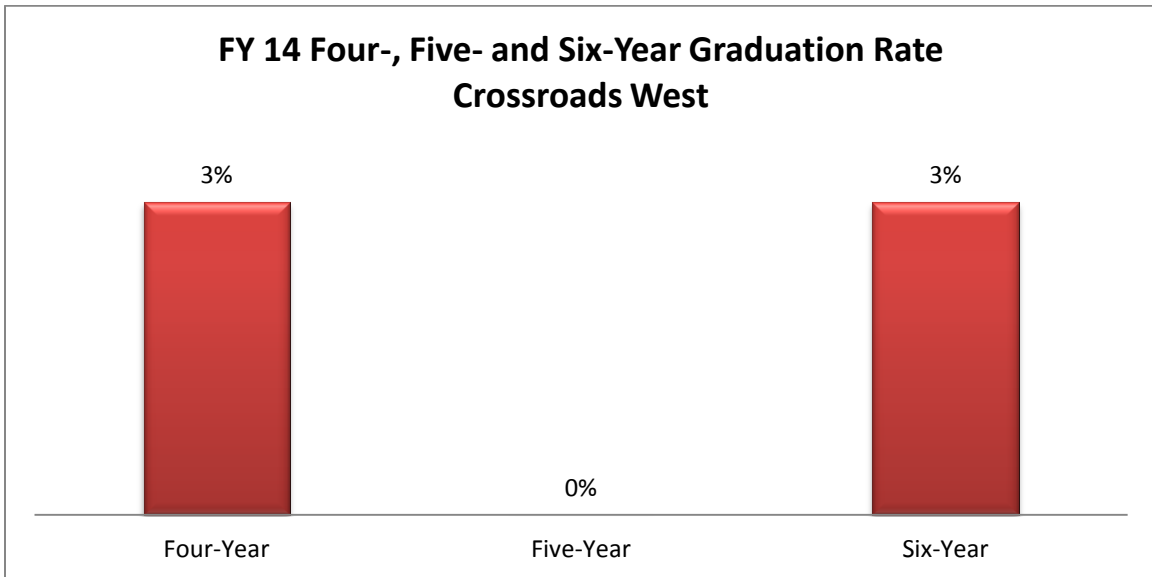
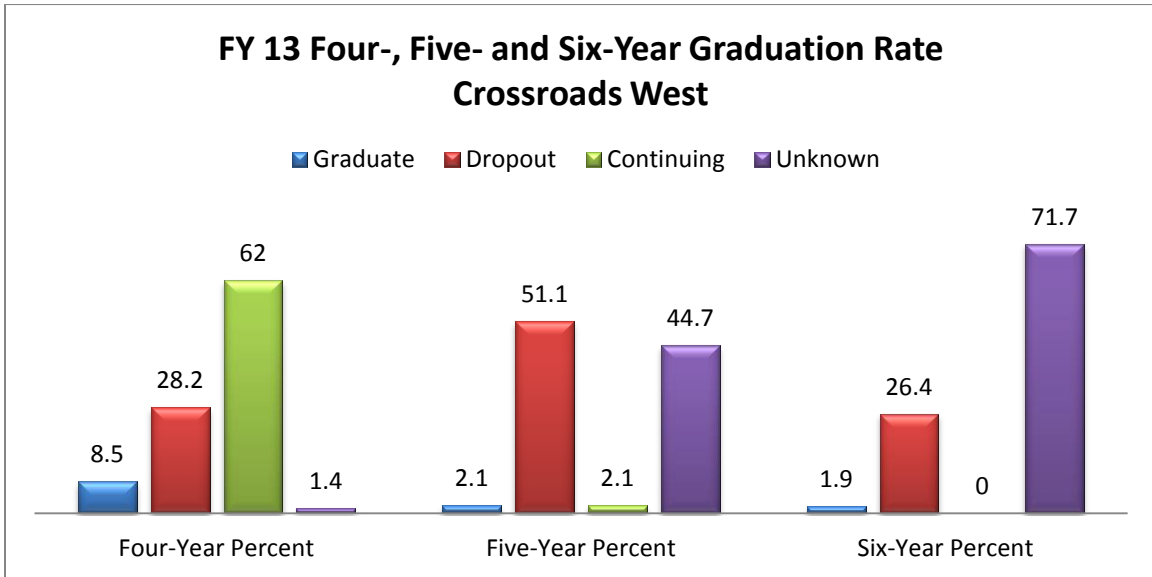


### FY 13 Four-, Five- and Six-Year Graduation Rate Crossroads-Night Program



### FY 14 Four-, Five- and Six-Year Graduation Rate Crossroads-Night Program





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

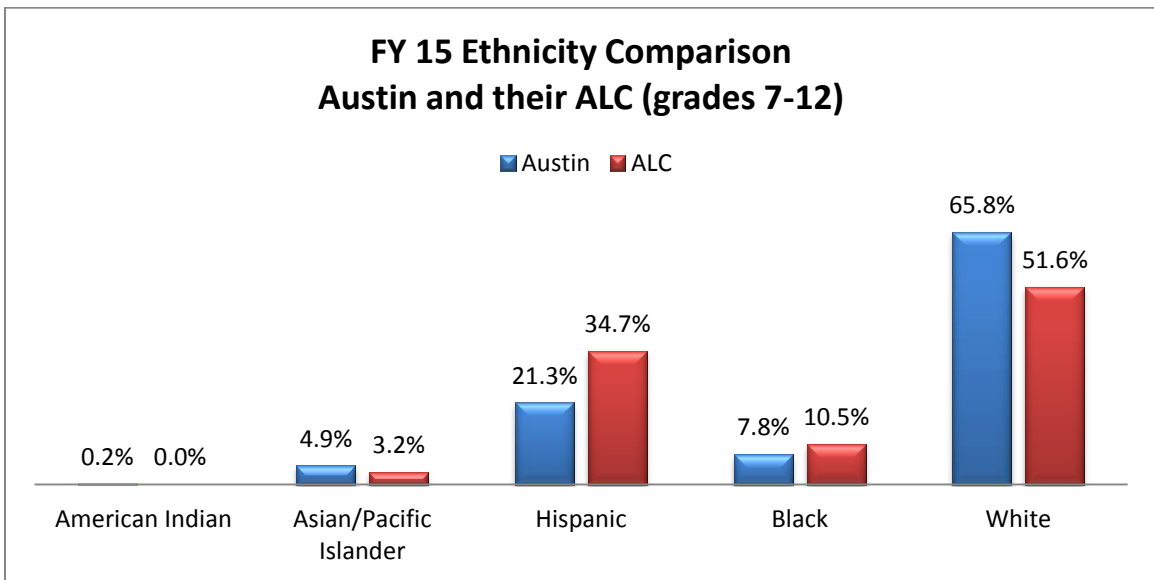
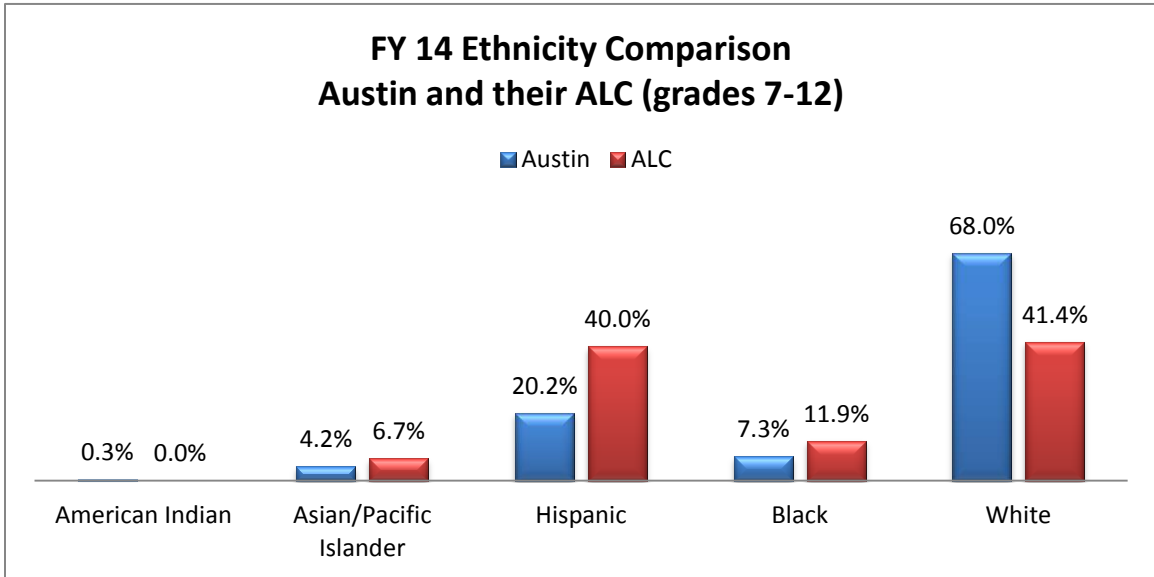
In FY 13, only Crossroads Alternative High School met these criteria. They had an MMR score of 46.23 percent and an FR score of 61.82 percent. In FY 14, they had an MMR score of 28.91 percent and an FR of 17.07 percent.

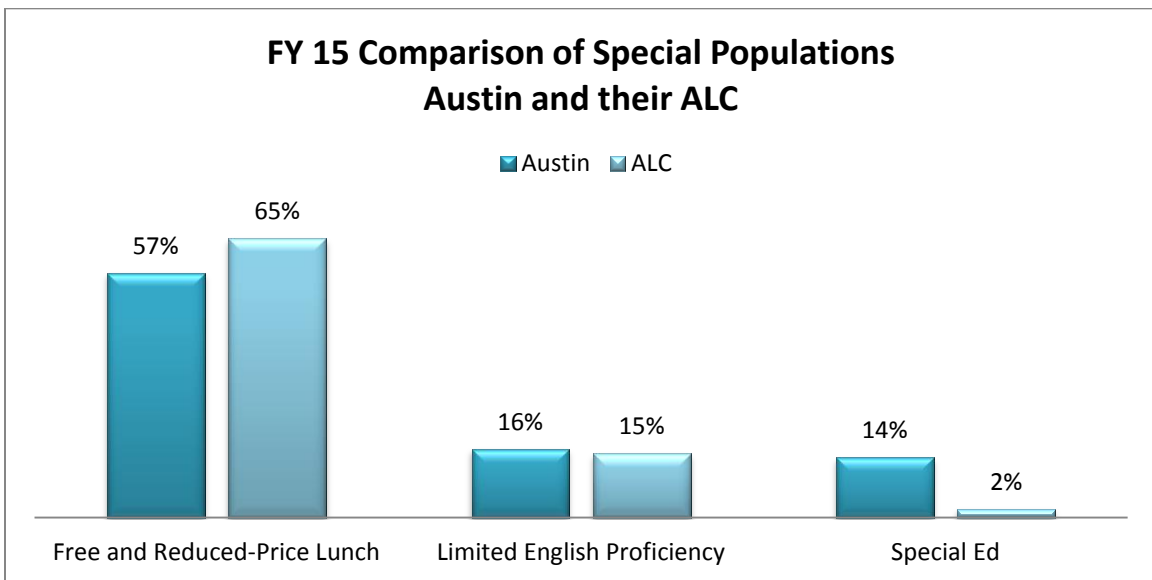
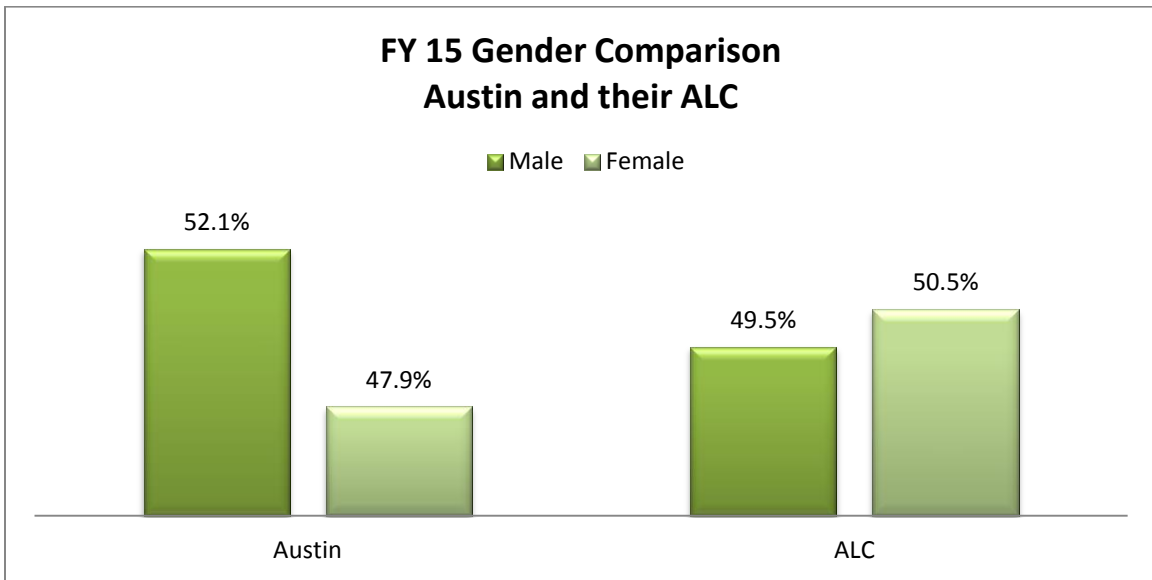
# Austin Public School District, 0492-01

## Program Information

Austin operates an Area Learning Center and a targeted services program. They have three school codes as their summer program has its own code.

## Demographics





## Summer Programs

### *Targeted Services*

Austin operates a targeted services program for four hours per day for 12 days. They serve sixth, seventh and eighth grades. Their planning for the summer program begins in the fall. Their program focus is determined at the central office but they are still working on matching student need to programming. Their curriculum at all grade levels is district-developed.

They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but is presented in a more engaging way.

Their program schedule and activities show some integration of strategies to promote academic growth and strategies to promote emotional growth. Some, but not all staff, are involved in both areas.

Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than 20 to one.

The district determines the criteria to identify those students who should be invited.

Their evaluation department uses the results of standardized testing during the core school year to determine the impact of the summer program.

### ***ALC Summer Term (secondary students)***

Austin operates two three-week summer programs – one in June and one in July. Classes operate four days a week for five hours a day. They have several different focuses. One is a seat-based program, one is a transition to ninth grade program and one is an English Learner program. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Students may also register themselves, either in advance or by walking in the first day. Students who are designated as English Learners are referred as are students entering the ninth grade that the district thinks would benefit from the program.

They see their students' greatest area of need as math classes such as Algebra. This is followed by English Learner services, Health classes, and Physical Education.

Austin does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Earth Science, Chemistry, Physics, and Biology. They also offer remedial math classes and generic credits in Math, English, Social Studies and Science.

There were 259 students enrolled for the FY 14 summer program. Students earned an average of 0.5 credits. It took students just under 142 hours to earn a credit.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Austin Public Schools operates an Area Learning Center. Austin Public Schools has stated that they have established their ALC in cooperation with another district and serve the geographic area of at least two districts. These include Southland, Hayfield, Grand Meadow, Blooming Prairie.

Only the person operating the extended learning program responded. We do not have the answers to the other questions that were asked of the district.

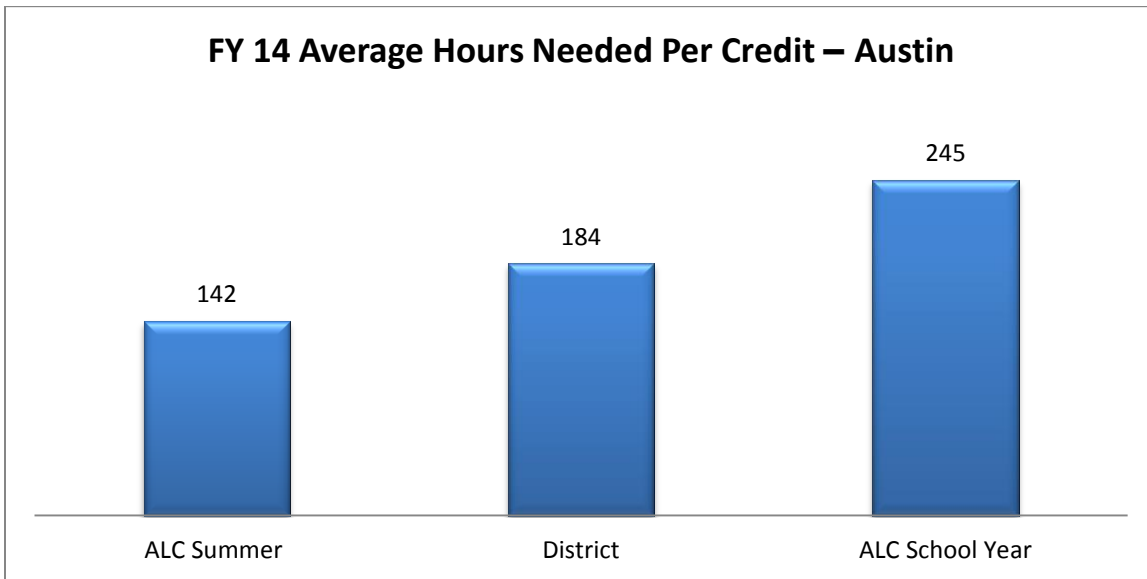
### ***Average length of enrollment for FY 14***

For the core school year program, the average length of enrollment was 299 hours. Enrollment ranged from one hour to 1,155 hours. 259 students had enrollment records. Sixty of these students were enrolled for less than 100 hours. Only six students were enrolled for over 1,000 hours. A full-

time student would have been enrolled for 1,155 hours, and there was only one student who met that criterion.

**Average number of credits earned for FY 14**

Austin requires 24 credits to graduate, so a student would need six credits a year. Based on their yearly instructional hours, the average student would be anticipated to need approximately 184 hours to earn a credit. During the core school year, students in the ACL needed 245 hours to earn a credit on average. 97 of the 259 students with an enrollment record did not earn any credits during the core school year program.

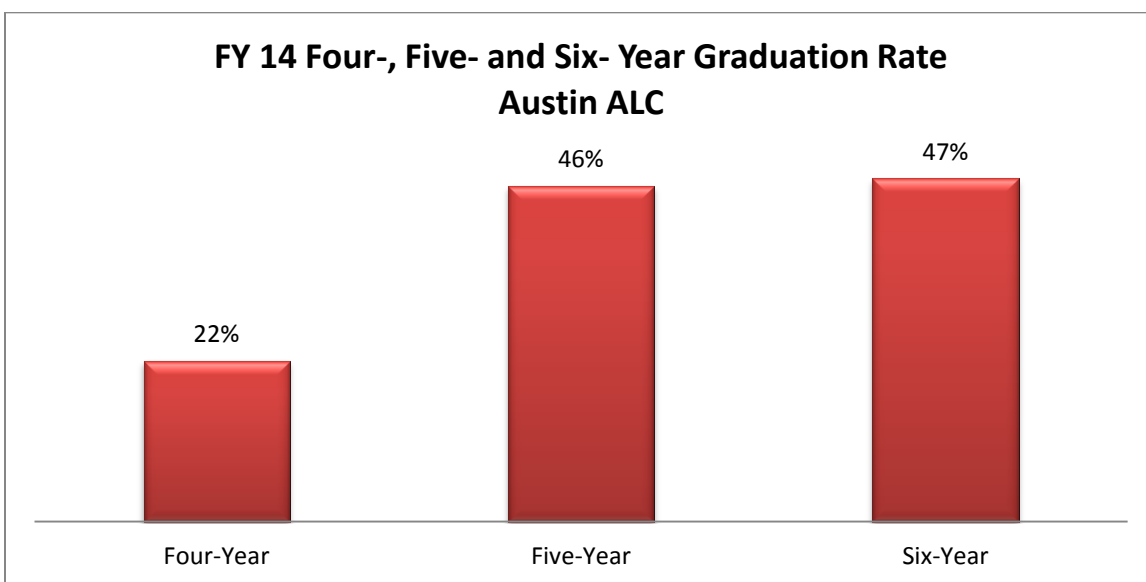
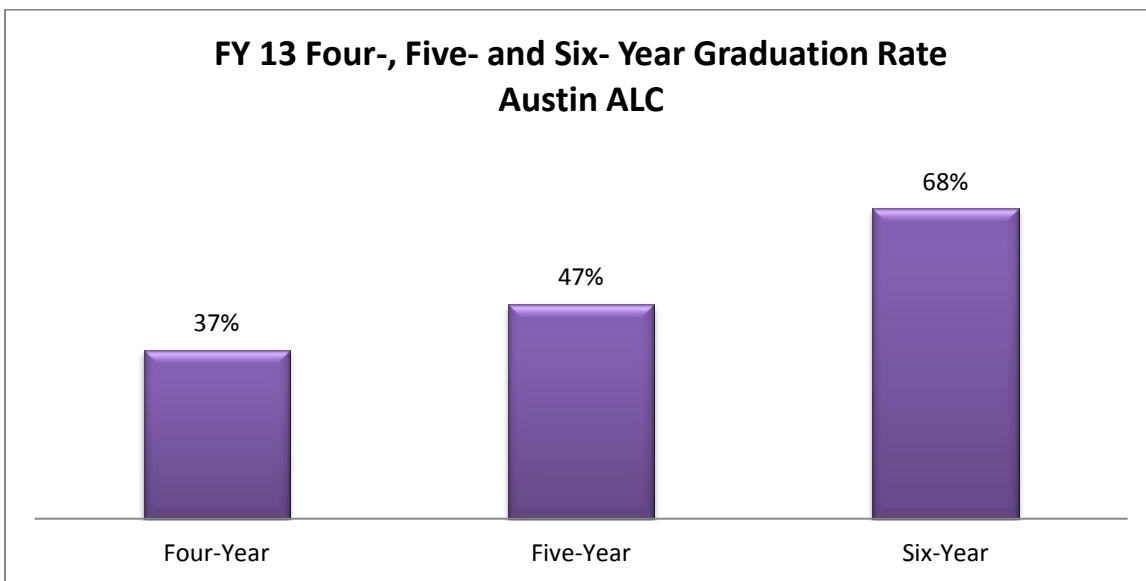


**Attendance for FY 14**

The average attendance rate for the core school year program was 59 percent. Attendance ranged from 0 percent to 100 percent.

**Graduation Data**

In Austin, the FY 13 four-year graduation rate was 37 percent. We compare this to the FY 14 five-year graduation rate, which should have substantially the same student cohort and we see that it has risen to 46 percent, nearly a 25 percent increase. This is especially impressive when you consider the cohort size increased 30 percent. The FY 13 five-year rate was 47 percent and did not change when compared to the FY 14 six-year graduation rate. The cohort size remained the same.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Austin Area Learning Center had an MMR designation in FY 13 of 40.86 percent and an FR of 31.49 percent. In FY 14, their MMR was 34.2 percent and their FR was 14.15 percent.

## **Bagley Public School District, 0162-01**

### **Program Information**

Bagley has an Alternative Learning Program (ALP).

### **Demographics**

The cohort size was too small to generate any data.

### **Summer Programs**

#### ***ALP Summer Term***

Bagley operates a program that blends both seat-based and independent study. This means membership is partially based on work completion and teacher contact time.

Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class.

They do not view at-risk and off-track students differently and so the process for serving both of these groups is the same.

Benson offers the following classes: Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, Physical Education, Biology, and Earth Science. They offer elective credits and remedial math. They also offer generic Math, English, Social Studies and Science credits.

They see their students' greatest area of need as math classes, such as Algebra and Geometry, followed by English classes and remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Bagley operates an Alternative Learning Program (ALP) called Bagley ALP. Their program is open to a variety of qualifying factors. In order to enroll, students need to be referred by a school administrator such as the principal or counselor.

When a student leaves school, there are several things a district could choose to do. Bagley did not respond to the three possibilities we asked about:

- We personally contact each student who leaves our district in order to offer them other education options.
- We send information to the families of students who have left about other options.
- We have regular outreach programs to students who have left school.

In terms of prevention and intervention strategies for at-risk and off-track students, Bagley was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We will be implementing this in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: I do not know.



- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: We will be implementing this in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are in the process of fully implementing this in our district.

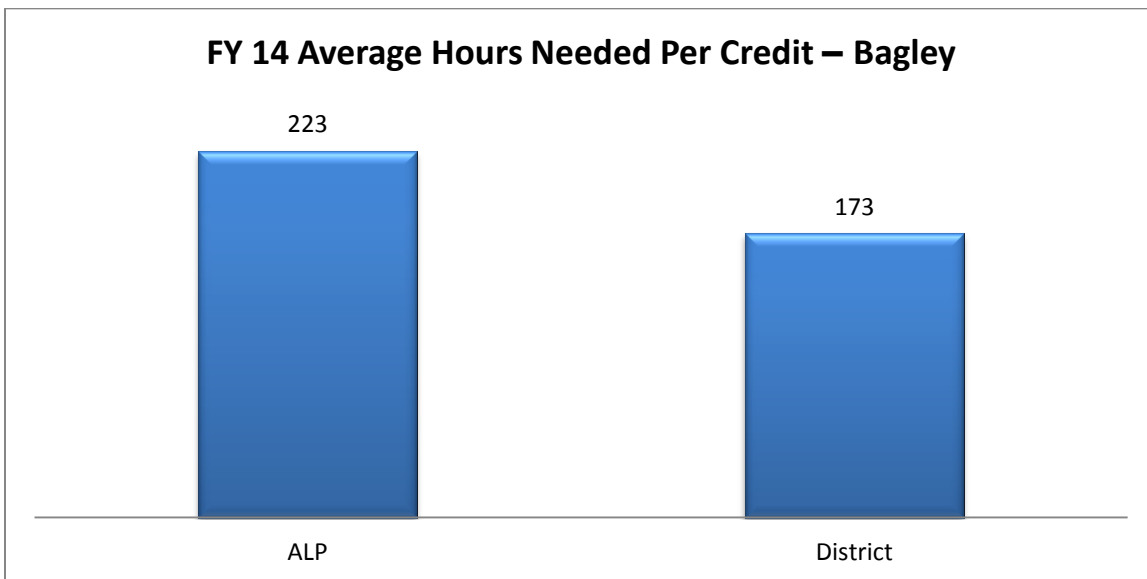
Bagley believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent.

***Average length of enrollment for FY 14***

Students were enrolled in the Bagley program for an average of approximately 151 hours. This ranged from ten hours to 740 hours. This program generated 1.5 regular ADMs and 3.17 extended ADMs.

***Average number of credits earned for FY 14***

The average number of credits earned was 0.68 credits. This ranged from no credits earned to 4.5 credits earned. It took an average of 223 hours to earn a credit, compared to 173 hours in the traditional school program. Of the 45 enrollment records reports for this program, 19, or 42 percent, earned no credits.



***Attendance for FY 14***

Attendance was reported at 100 percent.

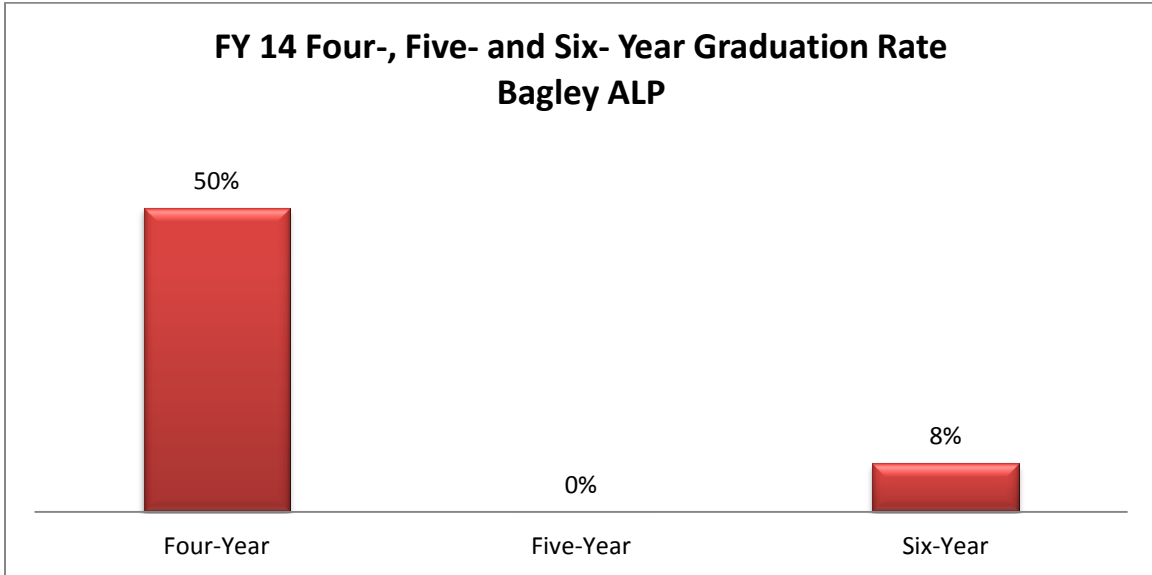
## Graduation Data

### *FY 13 Four-, Five- and Six-Year Cohorts*

For FY 13, Bagley had only one student in their four-year cohort. That student had an ending status of “Continuing”.

Their FY 13 five-year graduation rate was eight percent. It did not change for the FY 14 six-year graduation rate.

There is not a large enough cohort to provide an FY 13 six-year graduation data chart.

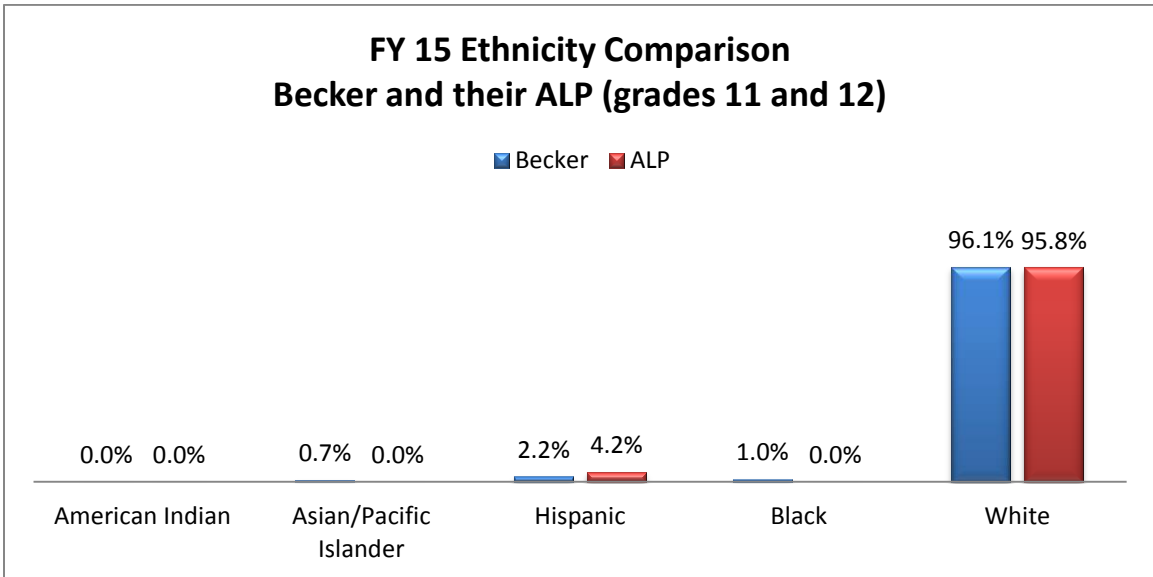
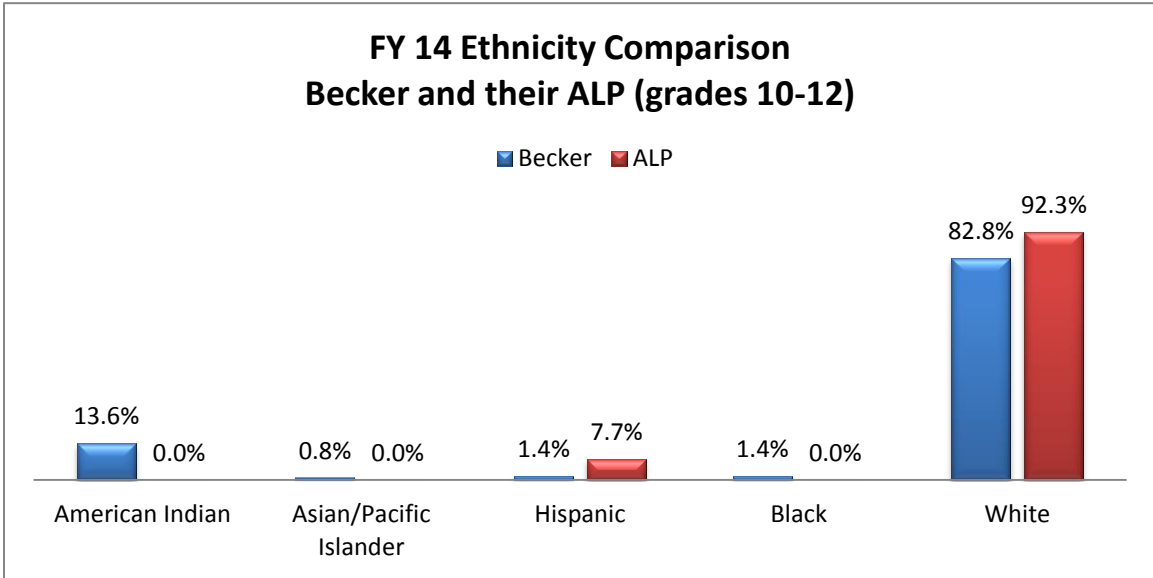


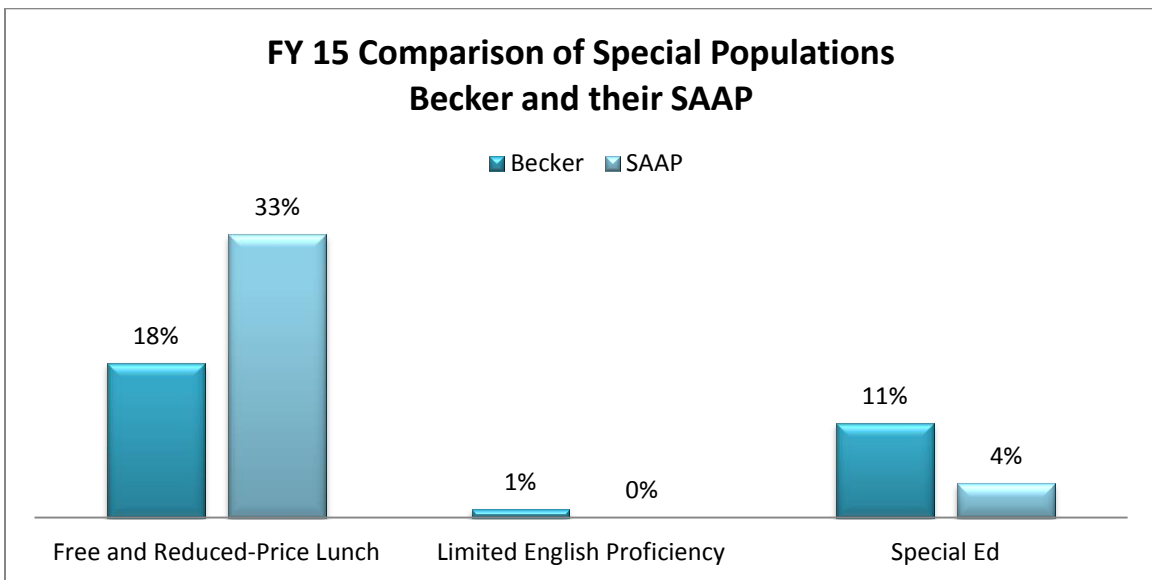
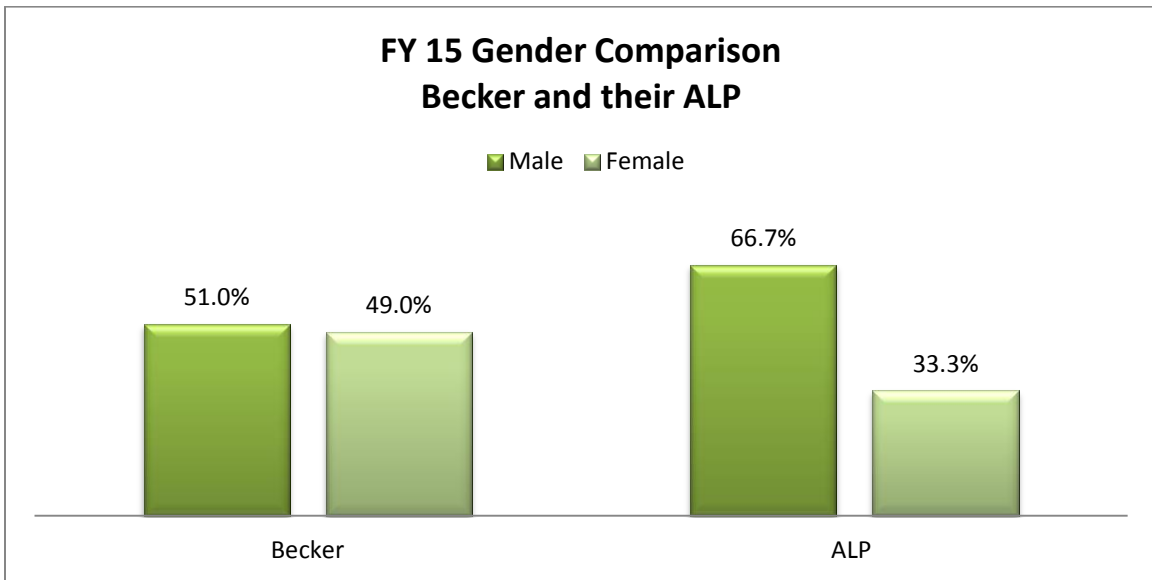
# Becker Public School District, 0726-01

## Program Information

Becker operates an Alternative Learning Program (ALP).

## Demographics





## Summer Programs

### *ALP Summer Term*

We have limited information on their summer program. They had 44 students in their summer program for FY 14. These students averaged 92 percent attendance and earned an average of 0.74 credits. Attendance ranged from 33 percent to 100 percent and credits earned ranged from no credit earned to one credit earned. The average enrollment was 98 hours and students were enrolled for either 60 or 120 hours.

### **Core School Year Programs (Intervention and Prevention Strategies)**

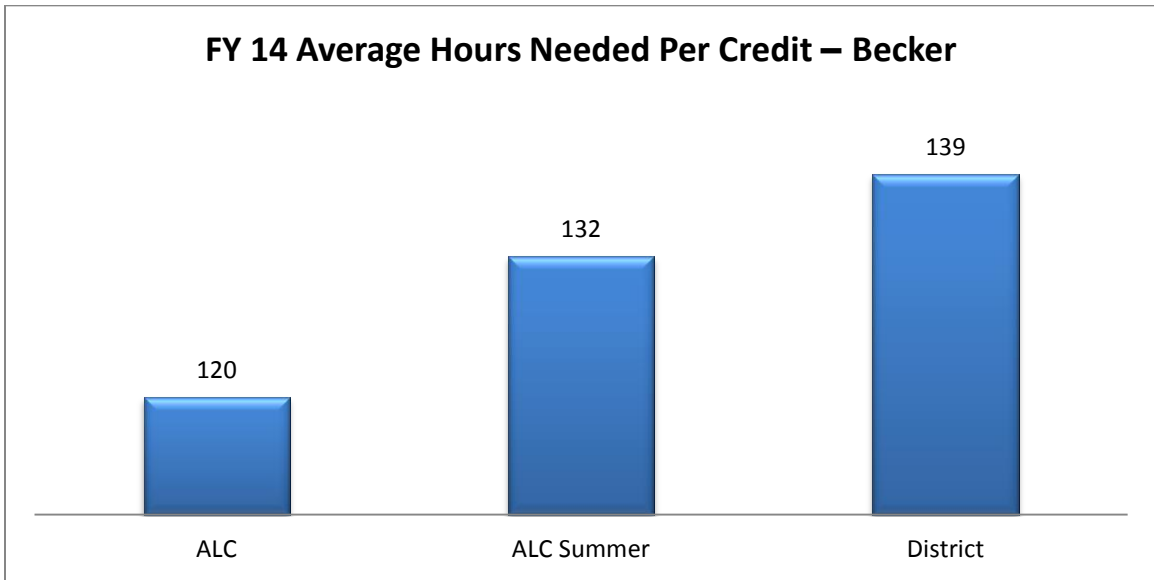
No information was provided on their core school year program or their intervention and prevention strategies.

**Average length of enrollment for FY 14**

For FY 14, the average enrollment for a student in Becker’s core school year program was 145 hours. This ranged from 26 hours to 400 hours. Becker generated 6.86 regular ADMs and 0.7 extended ADMs in their program.

**Average number of credits earned for FY 14**

On average, students earned 1.2 credits and it took 120 hours to earn one credit. This compares to 139 hours needed for a credit in the traditional high school.



**Attendance for FY 14**

While most students were only in the alternative program for a few weeks, attendance was good and averaged 80 percent. The range of attendance was 22 percent to 100 percent.

**Graduation Data**

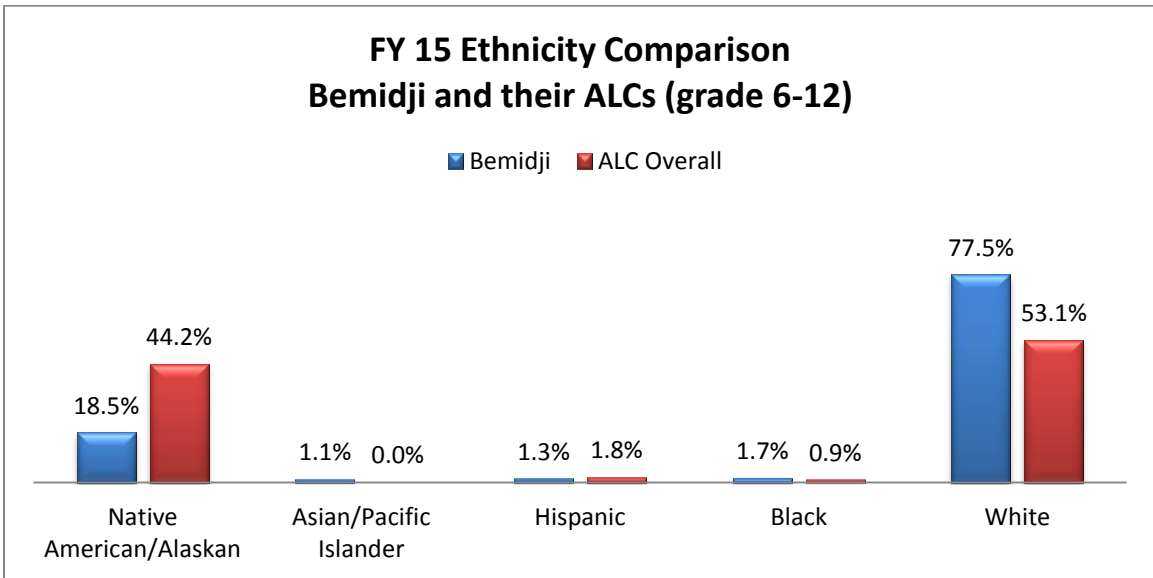
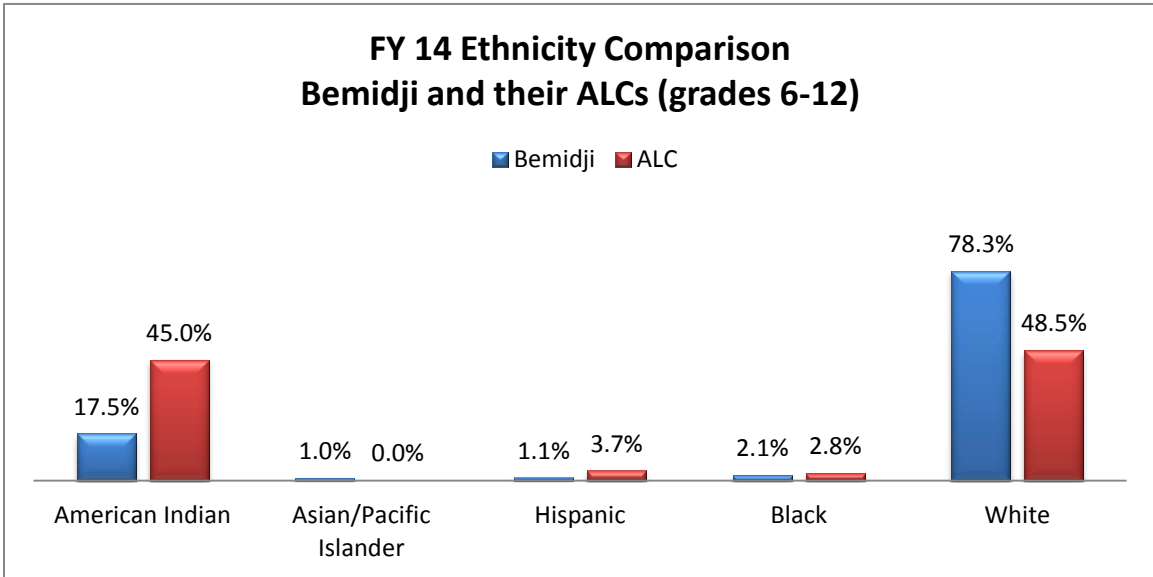
Becker is reporting one student in the FY 13 four-year cohort and one student in the FY 13 six-year cohort. There are no students reported in the FY 13 five-year cohort. For FY 14, Becker has no students in either the four-year or six-year cohort and only two students in the five-year cohort.

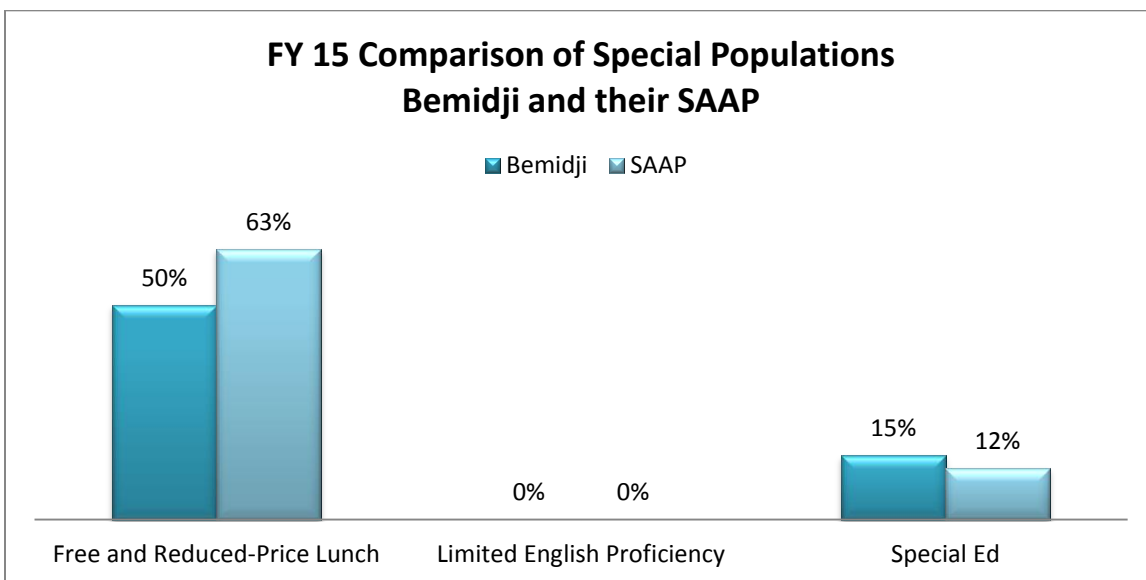
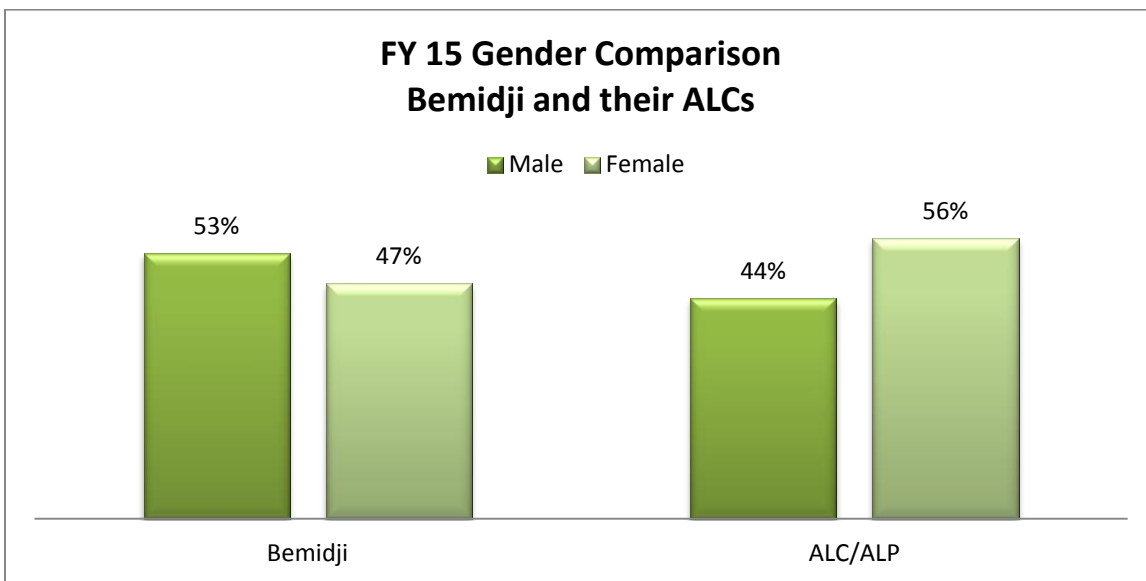
# Bemidji Public School District, 0031-01

## Program Information

Bemidji has several programs: they offer an Alternative Learning Program, two Area Learning Centers and a targeted services program.

## Demographics





## Summer Programs

Bemidji ran both a targeted services program for elementary students and a credit recovery program at the high school level.

### ***Targeted Services***

Bemidji did not return information on their summer targeted services program.

### ***ALC Summer Term (secondary students)***

Bemidji's summer program is 23 days long and operates four days a week for 4.5 hours a day. It is a seat-based program. Students come to the program in multiple ways: teachers recommend students who have failed their classes, counselors review graduation requirements and refer students who are behind, students register themselves for the program and they also have students who walk in to take classes.

Bemidji identifies and serves students that are at-risk or off-track in the same way.

Bemidji offers credits in a variety of subjects including Algebra, Geometry, and Economics, English 9 and 10, and Biology.

They see their students' greatest area of need as math courses, followed by English classes, reading help and support in other areas, such as mental health and/or chemical dependency. They also feel their students have needs around housing.

### **Core School Year Programs (Intervention and Prevention Strategies)**

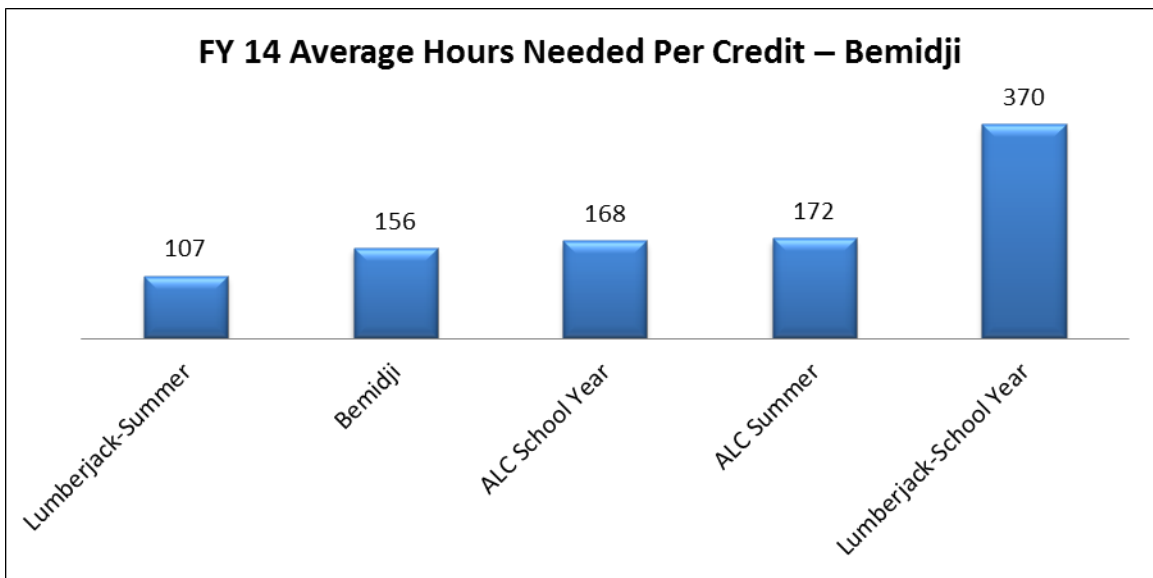
Bemidji did not submit information on their core school year program.

#### ***Average length of enrollment for FY 14***

The average length of enrollment in the ALC program was 138 hours. For the ALC summer program it was just under 83 hours. For the Lumberjack school year program it was 236 hours and for the Lumberjack Summer program it was 86 hours.

#### ***Average number of credits earned for FY 14***

In the Bemidji School District, 28 credits are needed to graduate. This equates to seven per year. Bemidji has a core school year length of 1,090 hours. This means that it is anticipated that it will take approximately 155 hours per year to earn a credit in Bemidji. This was compared to the average membership hours claimed per credit in the various alternative programs. The Lumberjack core school year program took more than twice as long to earn a credit as would be expected in the traditional core school year program. They had 264 enrollment records and on average there was 0.64 credits earned per record. The other core school year programs had similar number of hours as did the traditional school.



#### ***Attendance for FY 14***

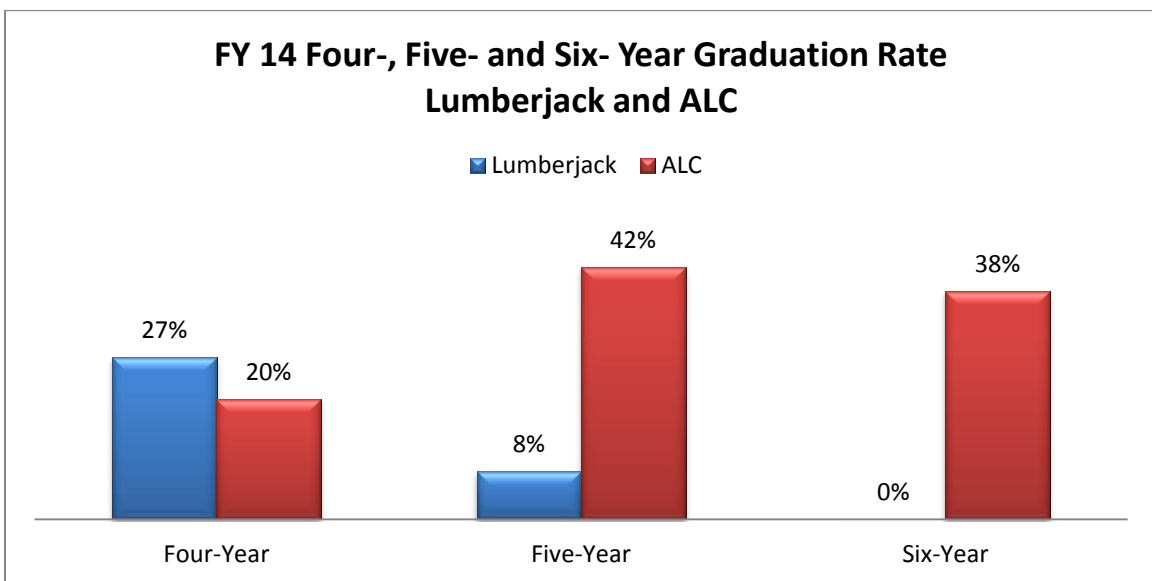
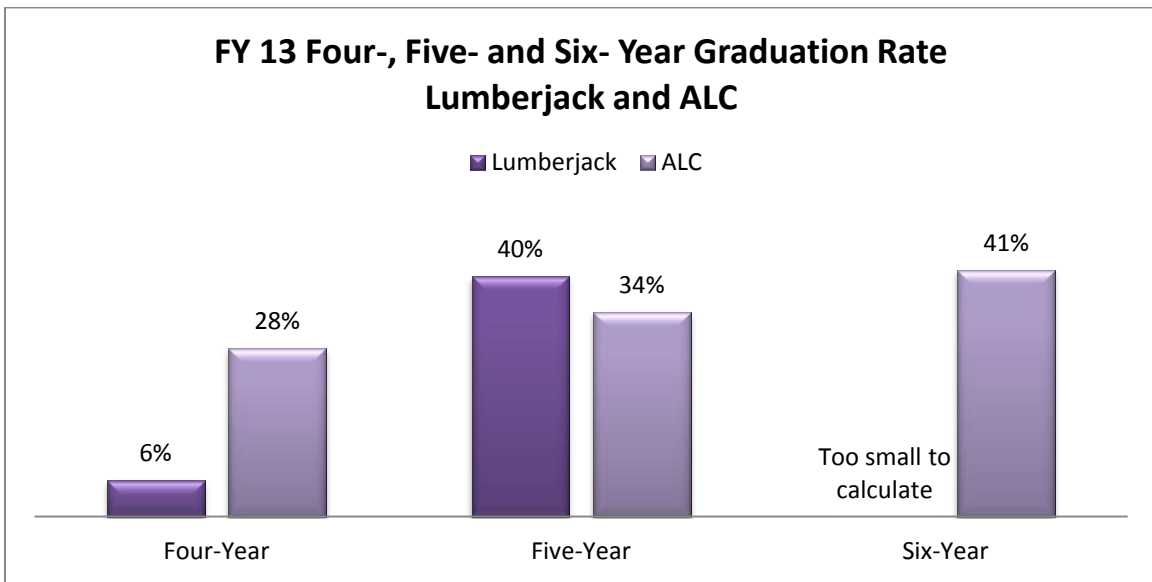
The attendance rate for the ALC program and the ALC summer program was 100 percent. For the Lumberjack school year program it was 79 percent and for the Lumberjack summer program it was 82 percent.



## Graduation Data

In Bemidji, there were two ALC programs with graduation data. In the first, Lumberjack, the FY 13 four-year graduation rate was six percent. We compare this to the FY 14 five-year graduation rate, which should have substantially the same student cohort and we see that it has risen to eight percent. The cohort size dropped from 16 to 13 students. The FY 13 five-year graduation rate was 40 percent but the cohort size had dropped to a point that there was no FY 14 six-year graduation rate to compare it to.

In the second, the Bemidji ALC, the FY 13 four-year graduation rate was 28 percent. We compare this to the FY 14 five-year graduation rate and we see that it has risen to 42 percent, an impressive increase especially considering the cohort size increased by 37 percent. The FY 13 five-year graduation rate was 34 percent and increased in the FY 14 six-year graduation rate to 38 percent. The cohort size remained the same.



## **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

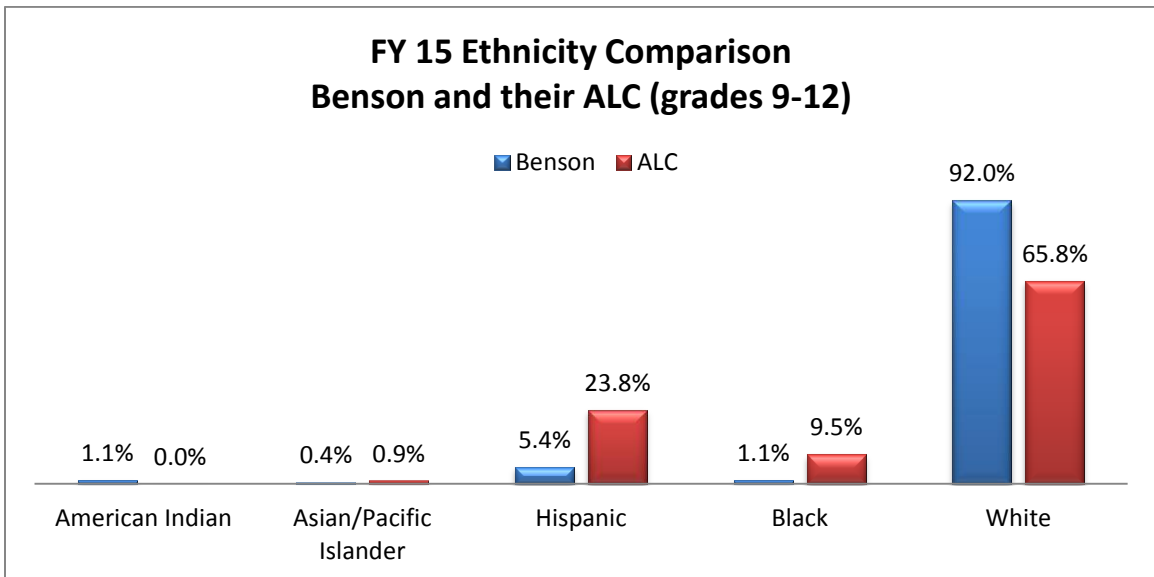
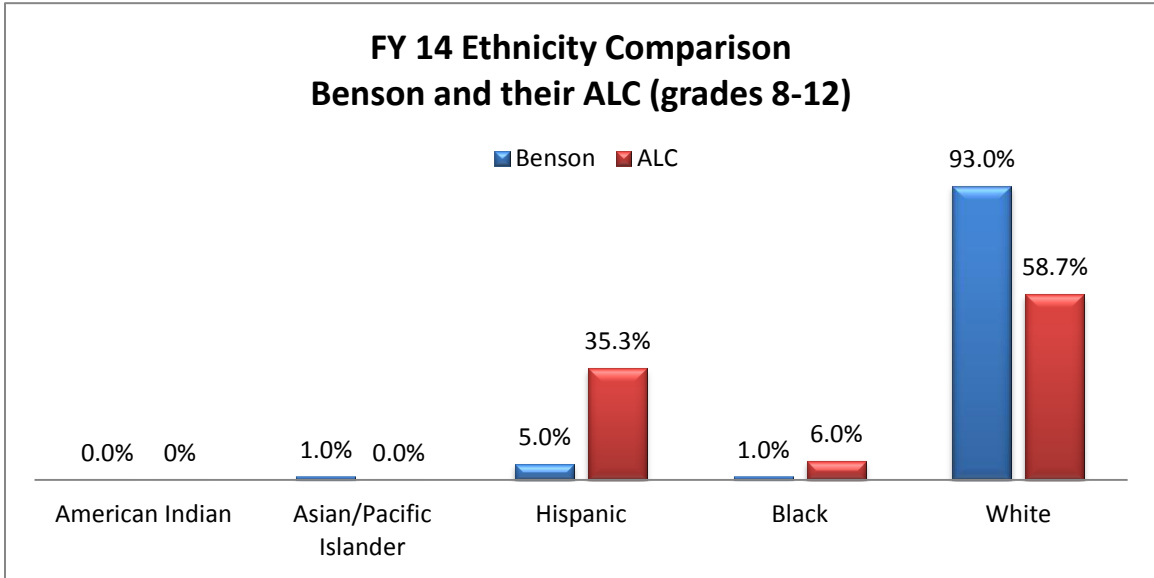
The MMR scores from for FY 13 include scores for the Lumberjack program and the middle level ALP. The middle level ALP had an MMR score of 80 percent. Their focus rating was 80.01 percent. The Lumberjack program had an MMR score of 46.14 percent and no FR score. For FY 14, the Middle Level ALP had an MMR score of 61.18 percent and an FR of 69.63 percent. Lumberjack had an MMR score of 28.01 percent.

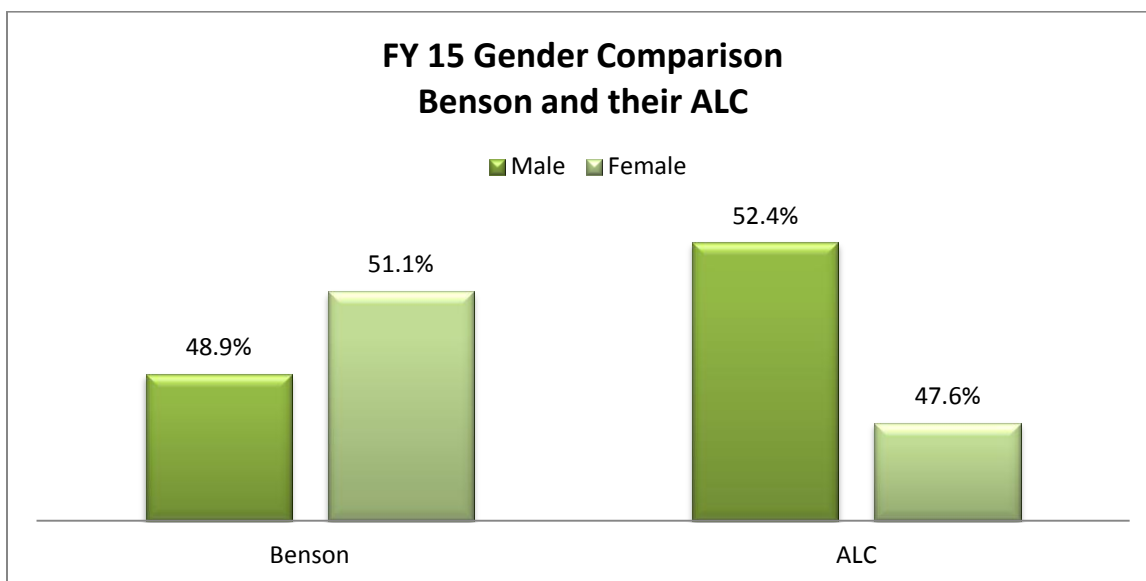
# Benson Public School District, 0777-01

## Program Information

Benson operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### **Targeted Services**

Benson operates a targeted services program for four hours a day for 12 days. They serve kindergarten through seventh grade. Their planning for the summer program begins in the month prior to the start of the program and their program focus matches students' needs to programming. They do reading, math and social skills in a somewhat generic curriculum that covers multiple grade levels.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students.

The criteria to determine which students should be invited to the summer program is determined at the central office and the Targeted Services staff is given a list of students to invite. Also, teachers will recommend students.

Their evaluation department uses the results of standardized testing during the core school year to help determine academic growth on the summer program in the areas of reading, writing and math.

### **ALC Summer Term (secondary students)**

Benson operates a few summer programs. The summer programs operate for 17 days for five hours a day. They have a seat-based program, an English Learner program, and an Independent Study program.

Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Benson also reaches out to their English Learners and invites them to participate.

They do not view at-risk and off-track students differently and so the process for serving both of these groups is the same.

Benson offers the following classes: Algebra I, Geometry, U.S. History, English 9, 10 and 11, Biology, and Chemistry.

They see their students' greatest area of need as English classes. This is followed by math classes, such as Algebra and Geometry, and remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Benson Public School District operates an Area Learning Center. Benson Public School District has stated that they have established their ALC in cooperation with other districts. These districts are Kerkhoven-Murdock-Sunburg, Lac Qui Parle Valley, and Starbuck.

Statute also requires ALCs to provide a comprehensive educational program for both middle level and high school students. Benson Public School District provides programming at both the high school and middle school levels.

Benson operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

Students enroll in the ALCs through a referral process and must meet the at-risk criteria.

When a student leaves school, there are several things a district could choose to do. Benson responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is extremely successful for us.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Benson was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students who need it.
- Pupil study teams: This is fully implemented.
- Response to Intervention: We are not using this strategy.
- Minnesota Early Intervention Response System: Do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.

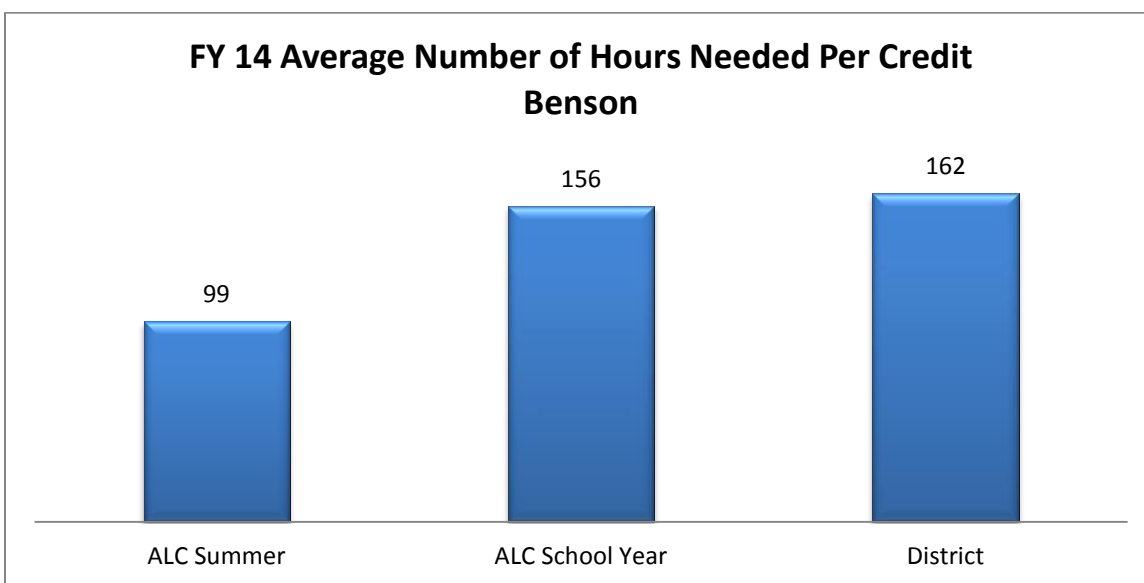
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students who need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

**Average length of enrollment for FY 14**

In Benson, the average length of enrollment was just over 600 hours. Enrollment ranged from 35 hours to 1,304 hours. The program generated 16.73 ADMs and 1.06 Extended ADMs.

**Average number of credits earned for FY 14**

On average, students earned 3.84 credits while enrolled in Benson’s program. Credits ranged from no credits earned to 10.75 credits earned. Students in Benson are expected to earn seven credits per year (Benson requires 28 to graduate). Based on the number of instructional hours in the core school year, the number of hours anticipated to be needed to earn a credit in the traditional high school was 162.4. The number of hours needed in the alternative program was slightly less than those needed to earn a credit in the traditional high school program.



**Attendance for FY 14**

The attendance rate for the core school year program was 77 percent. Attendance by student ranged from 100 percent to 20 percent.

**Graduation Data**

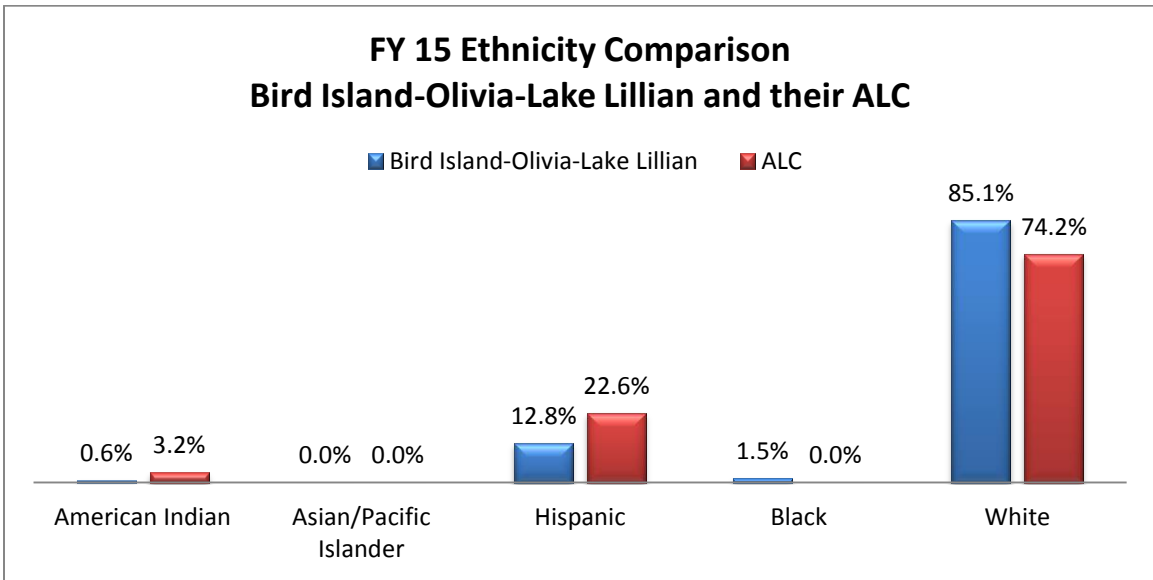
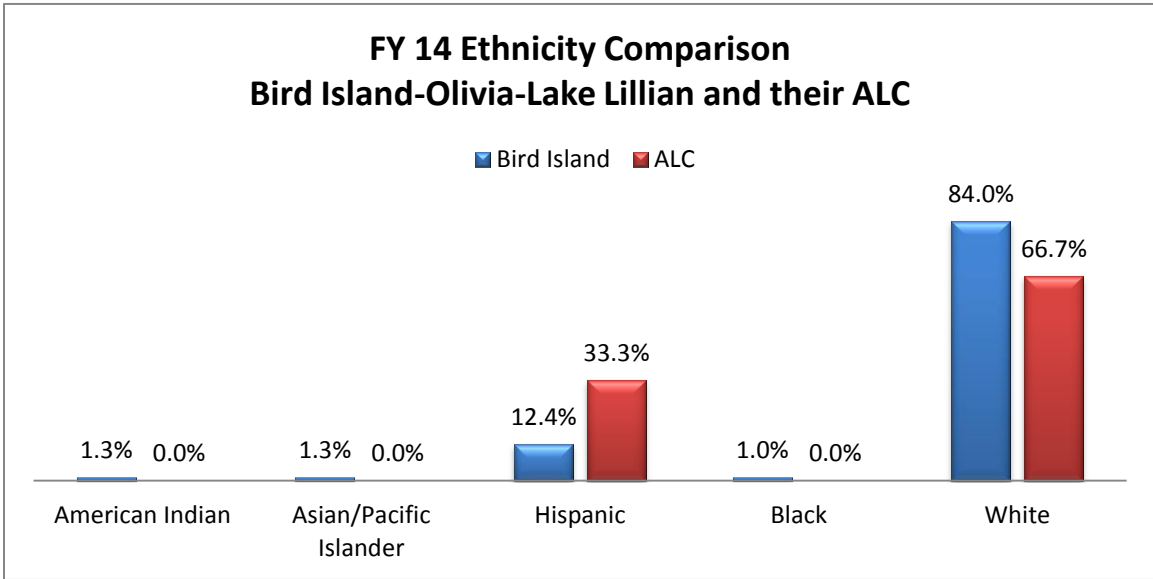
In FY 14 the cohort size was too small to determine a four or five-year graduation rate. The six-year graduation rate was 56 percent for FY 14.

# Bird Island-Olivia-Lake Lillian Public School District, 2534-01

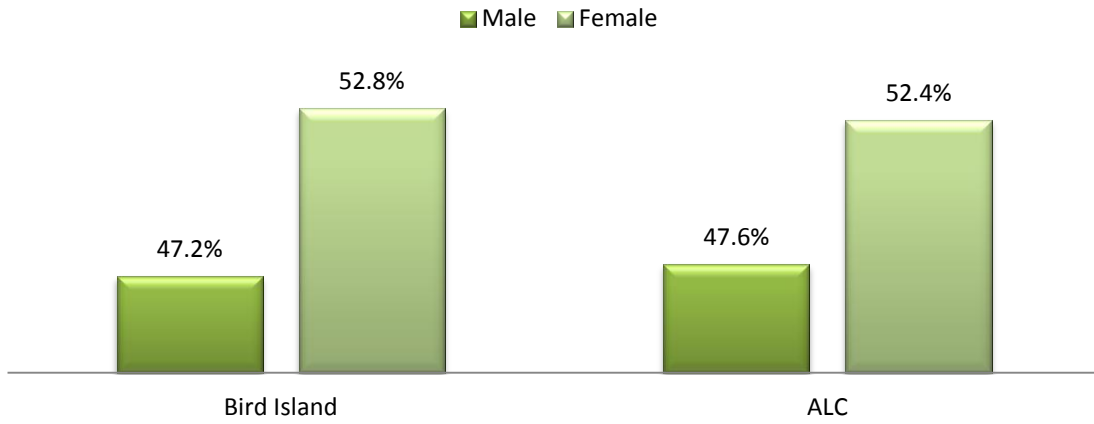
## Program Information

Bird Island-Olivia-Lake Lillian operates both an Area Learning Center and a targeted services program.

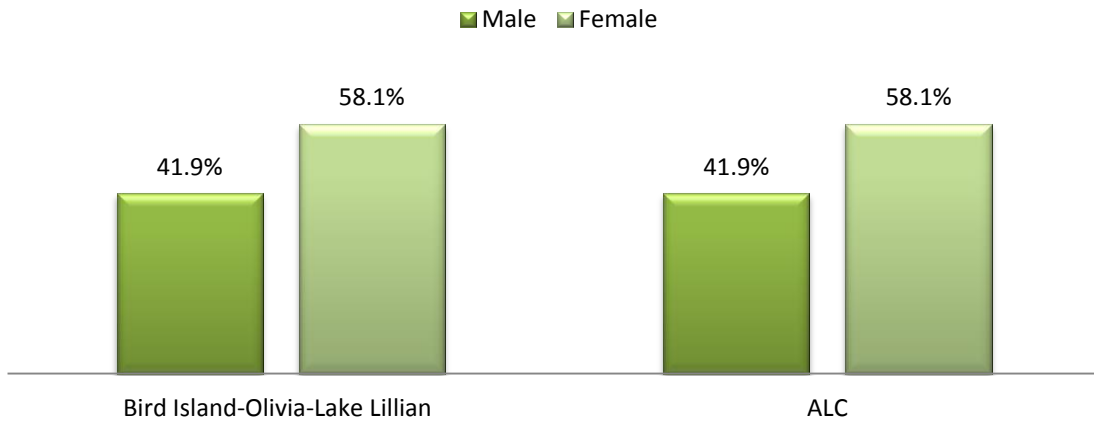
## Demographics



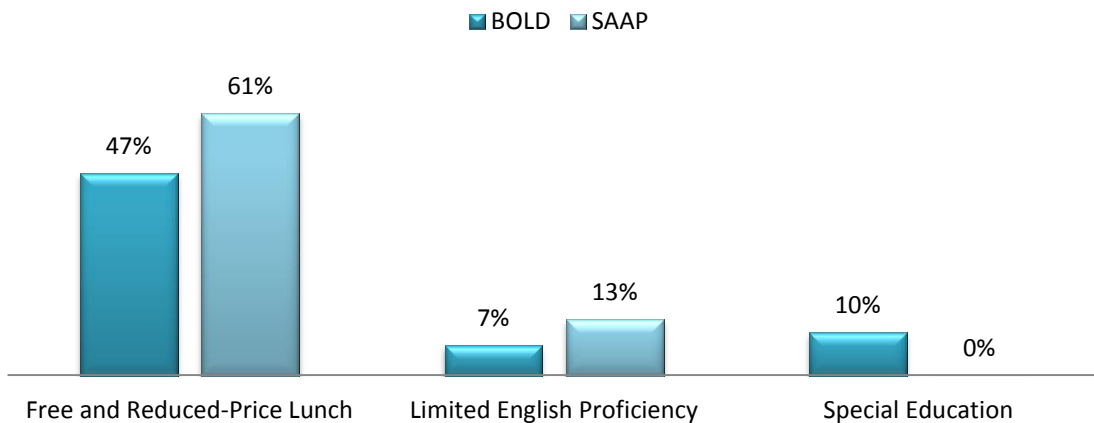
**FY 14 Gender Comparison  
Bird Island-Olivia-Lake Lillian and their ALC**



**FY 15 Gender Comparison  
Bird Island-Olivia-Lake Lillian and their ALC**



**FY 15 Comparison of Special Populations  
Bird Island-Olivia- Lake Lillian and their SAAP**





## **Summer Programs**

### ***Targeted Services***

Bird Island-Olivia-Lake Lillian has a targeted services program that operates for 15 days for two hours per day. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending a letter home. The program is promoted to staff via email and staff meetings.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it.

Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than 12 to one.

Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Bird Island-Olivia-Lake Lillian (BOLD) operates their summer program from the beginning of June to the middle of July. It is a seat-based program and students continue until they are done.

Students are referred to the program both by their school counselor if they are behind in graduation requirements and by their classroom teachers. Students can also register themselves, either before the program starts or they can show up on the first day. Next year they plan to add a transition to ninth grade program for students they feel would benefit from the program.

BOLD does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits based on student need. For this past summer they offered credits in Algebra I, English 10, Chemistry, and elective credits.

They see their students' greatest area of need as math classes followed by English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

BOLD operates an Area Learning Center. BOLD has stated that they established their ALC in cooperation with Buffalo Lake-Hector-Stewart and Cedar Mountain.

Statute also requires ALCs to provide a comprehensive educational program for both middle level and high school students. BOLD provides programming at both the high school and middle school levels.

BOLD operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 percent and 90 percent.

Students enroll in the ALCs through a referral process and must meet the at-risk criteria.

When a student leaves school, there are several things a district could choose to do. Bird Island-Olivia-Lake Lillian responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Bird Island-Olivia-Lake Lillian was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

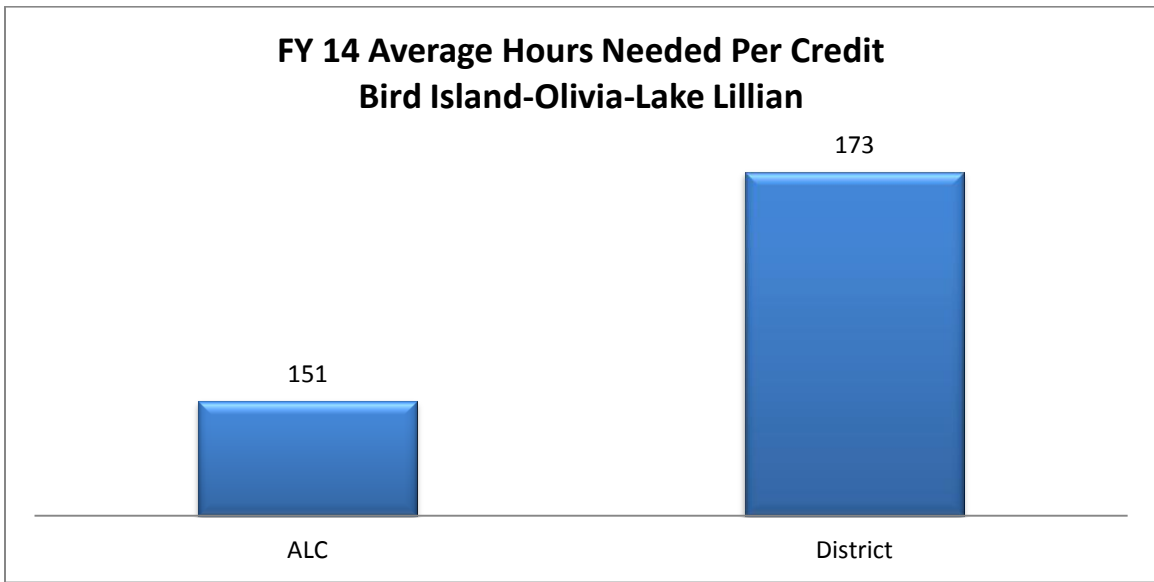
- PBIS: This is fully implemented.
- Pupil study teams: No response.
- Response to Intervention: This is determined on a case-by-case basis and is provided for students who need it.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is in process of being fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: No response.
- Cooperative learning: No response.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students who need it.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

#### ***Average length of enrollment for FY 14***

For FY 14, the average student was enrolled for just over 333 hours. There were 22 students enrolled during the year who generated 6.6 regular ADMs and 0.39 extended ADMs. The length of enrollment ranged from 25 hours to 654 hours.

#### ***Average number of credits earned for FY 14***

In FY 14, students earned an average of 2.2 credits. Full time students would be expected to earn six credits a year. Based on their length of enrollment, students in BOLD needed more hours than it would be anticipated a student in the high school would need. Credits ranged from no credits earned to five credits earned.



***Attendance for FY 14***

The average attendance rate was 91 percent. Attendance ranged from 66 percent to 100 percent.

**Graduation Data**

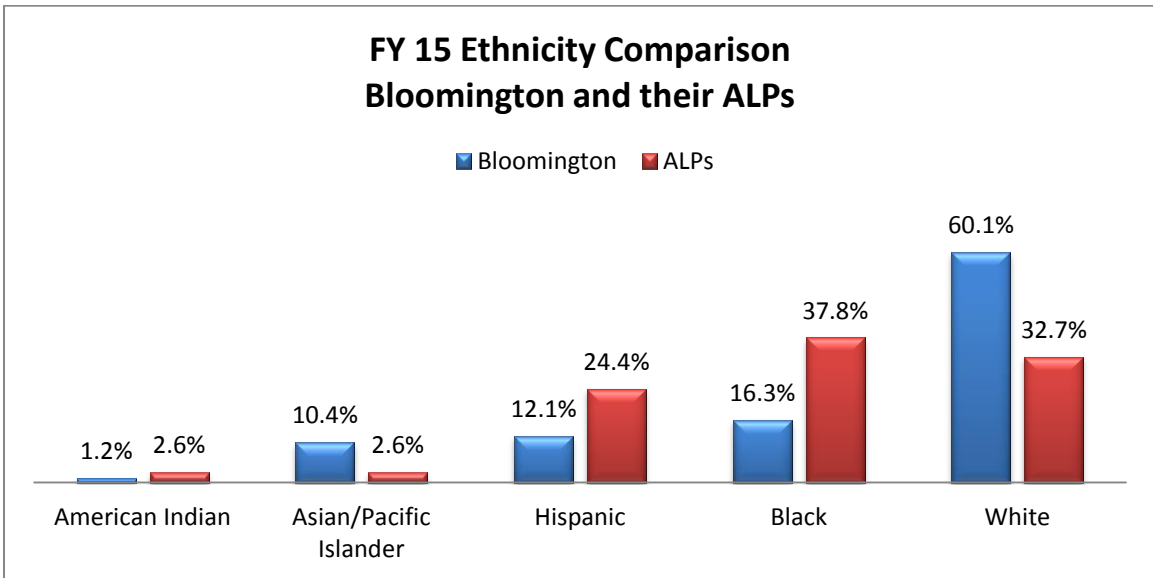
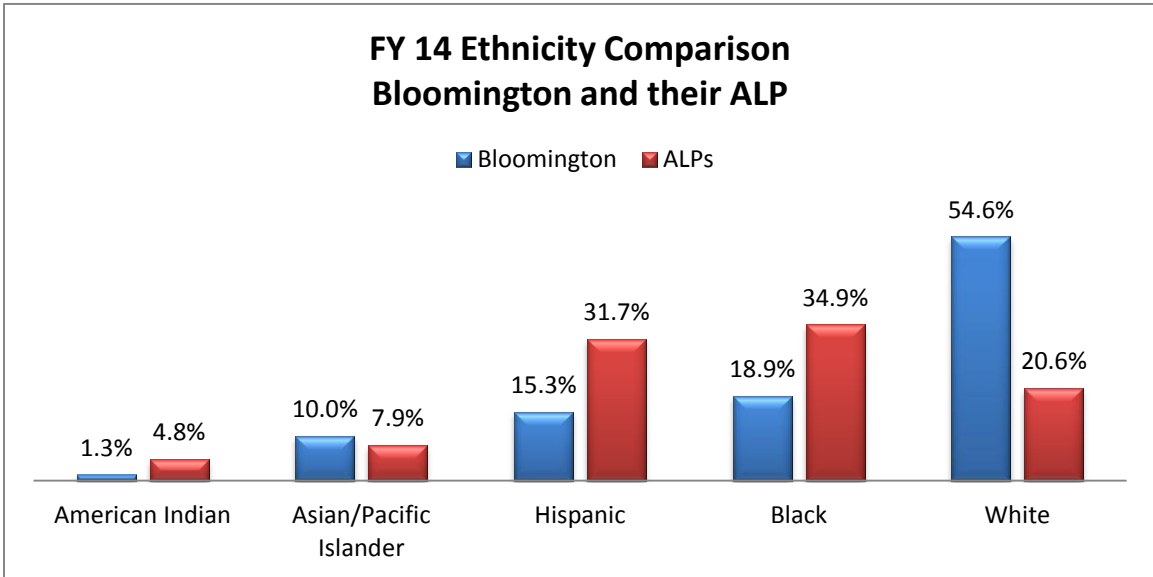
The cohort size is too small to determine graduation data.

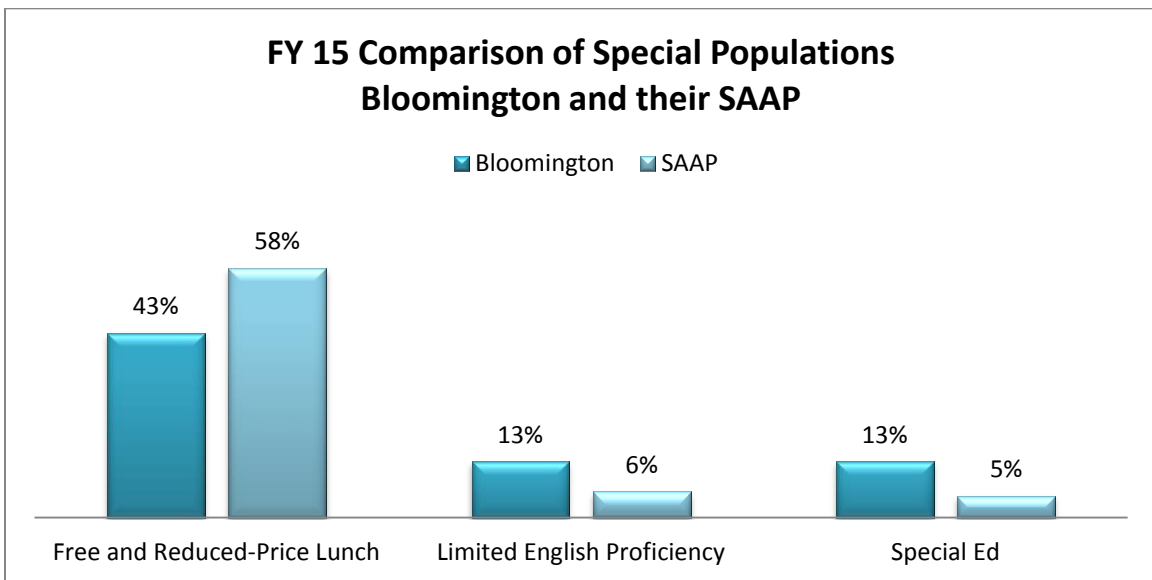
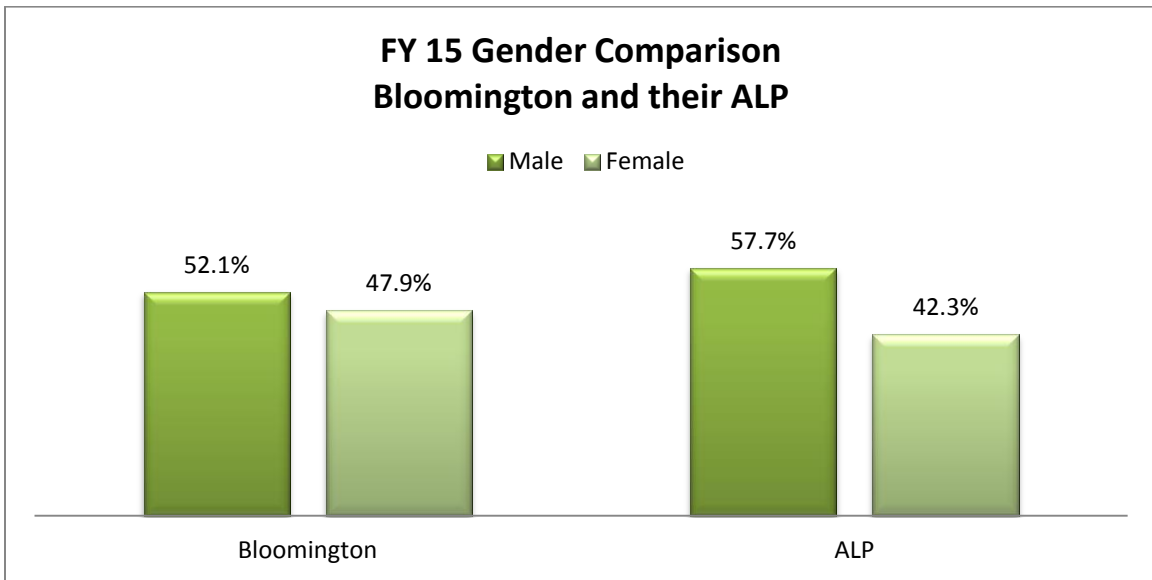
# Bloomington Public School District, 0271-01

## Program Information

Bloomington has three ALP programs: Bloomington South ALP, Beacon and Beacon ALP Independent Study.

## Demographics





## Summer Programs

### *ALP Summer Term*

Bloomington operates a few summer programs. One summer program operates four days a week for three hours a day. The program operates from the second week in June until the middle of July. They have a seat-based program but use digital curriculum so that students can also work from home. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Students can also register themselves. Additionally, Bloomington sends out information to all students and welcomes any student who wants to attend.

They see their students' greatest area of need not as an academic need but support in other areas such as chemical dependency or mental health. This is followed by English classes, reading help, and remedial math classes.

A second program operates for 18 days for four hours per day. This program offers a seat-based option as well as an independent study option. They also offer a transition to ninth grade program. Students are referred to the first two parts of this program by their school counselor. For the ninth grade transition program, Bloomington refers students they feel would benefit from the program.

They see their students' greatest area of need as English classes, followed by math classes such as Algebra, remedial math classes, and issues around housing.

Bloomington does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Health, Earth Science, and Biology. They also offer elective classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Bloomington operates the Beacon Alternative Learning Program program year round. They have programs that are open to a variety of qualifying factors and they have some programs that address a specific need. Students enroll in the ALCs through a referral from their school counselor, or are referred by a parent or students who are over the age of 18. Prospective students would contact the program to discuss options with the program coordinator. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

When a student leaves school, there are several things a district could choose to do. Bloomington responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Bloomington was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students that need it.
- Pupil study teams: Not applicable.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.

- Mental health services: We are in the process of fully implementing this in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

**Average length of enrollment for FY 14**

The average length of enrollment for FY 14 was 290 hours. This ranged from 54 hours to 1,008 hours. Bloomington generated 7.01 regular ADMs and 2.15 extended ADMs.

**Average number of credits earned for FY 14**

The average number of credits earned at the Bloomington ALP was 2.85. This ranged from no credits earned to 25 credits earned. The average number of hours needed per credit was 101.7. The lowest number of hours needed per credit was 34 and the highest number of hours per credit was 348.

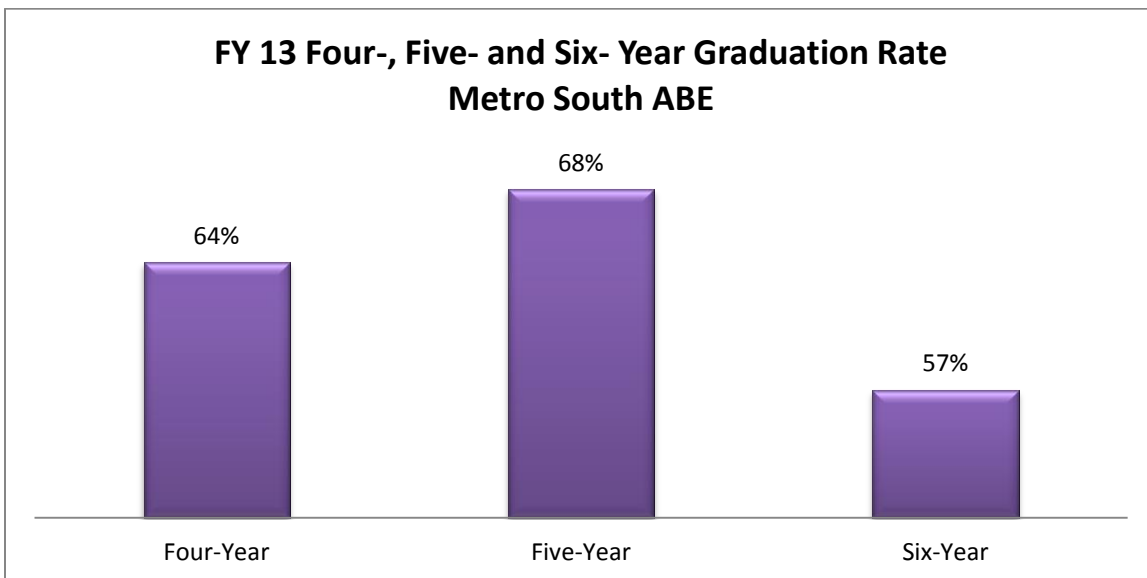
It should be noted here that the core school year at the traditional high schools is less than the state mandated minimum, with grades nine through 11 having 1,013 hours per year and students in grade 12 having 995 hours. While the two alternative programs have 1,032 hours and meet the state minimum, the lack of minimum hours at the traditional school could impact the number of hours students in any extended learning program might generate.

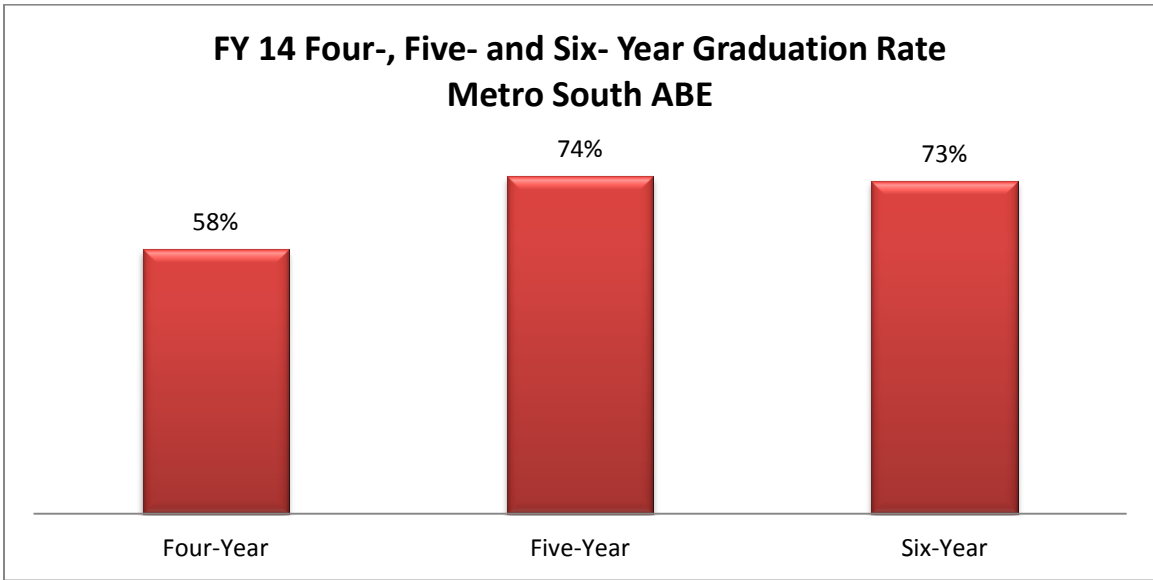
**Attendance for FY 14**

The average attendance rate was 80 percent, with 18 percent to 100 percent.

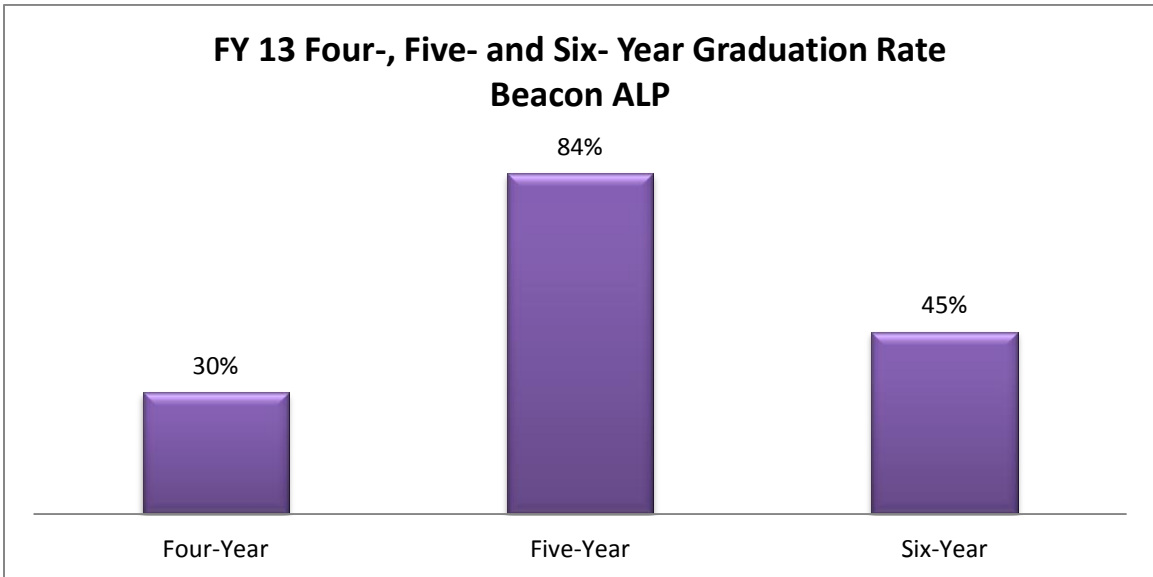
**Graduation Data**

In Bloomington, there were three ALP programs. In the first, Metro South ABE, the FY 13 four-year graduation rate was 64 percent. We compare this to the FY 14 five-year graduation rate, which should have substantially the same student cohort and we see that it has risen to 74 percent. The cohort size had risen from 78 to 82 students. The FY 13 five-year rate was 68 percent and had risen in the FY 14 six-year graduation rate to 73 percent. The cohort size had increased by 19 percent, from 68 students to 81 students.

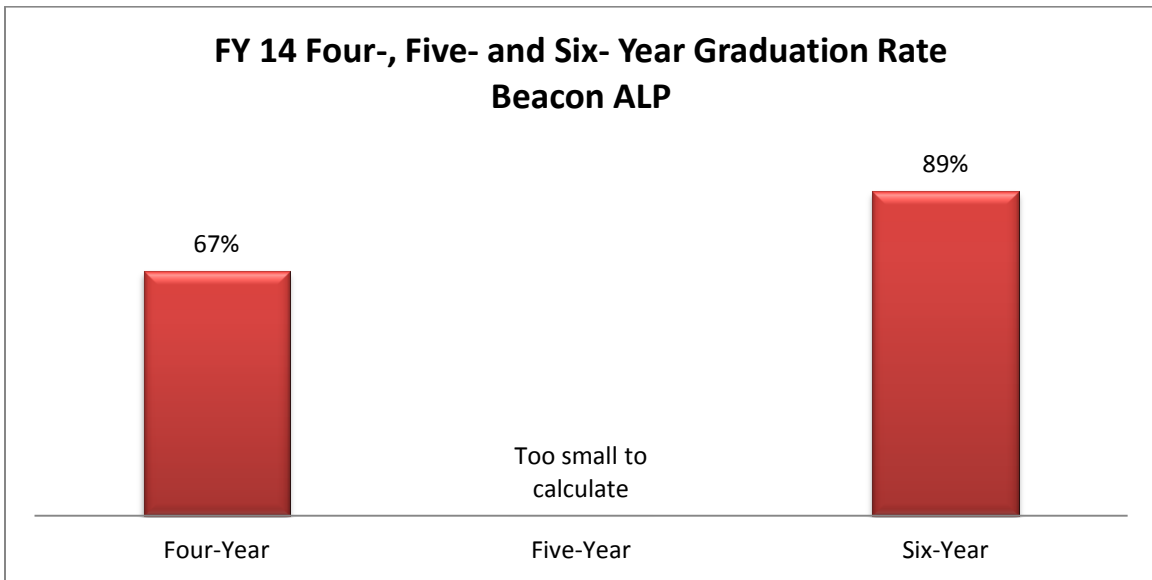




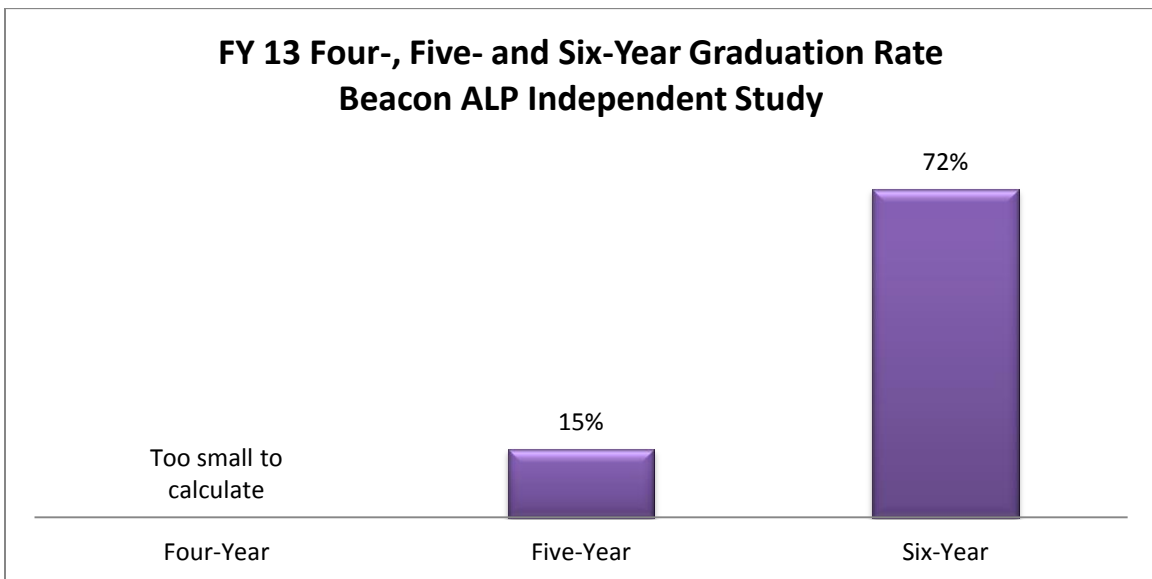
In Beacon ALP, the FY 13 four-year graduation rate was 30 percent. We cannot compare this to the FY 14 five-year graduation rate because the cohort size had dropped below the number needed to calculate a graduation rate. The FY 13 five-year rate was 84 percent and increased in the FY 14 six-year graduation rate to 89 percent. The cohort size remained basically the same, decreasing by one student.



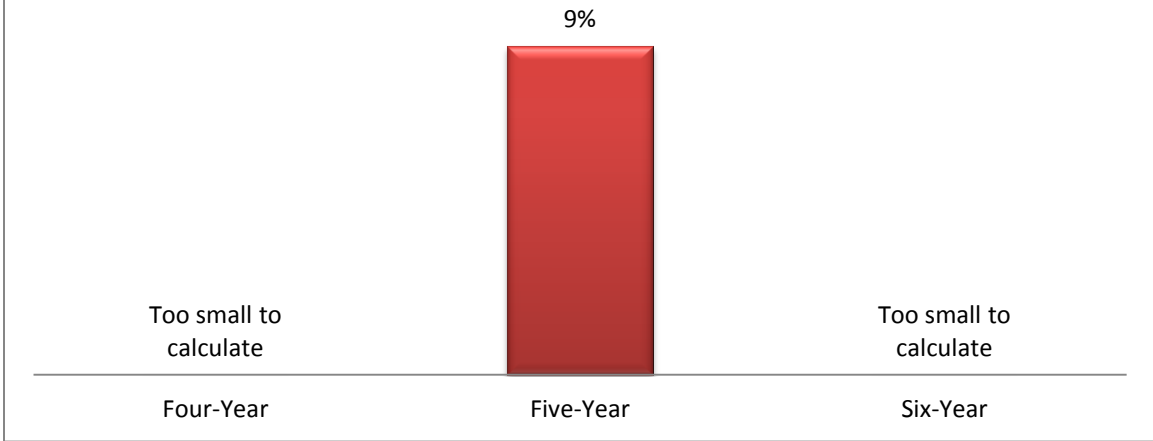




In the Beacon ALP Independent Study, the FY 13 four-year graduation rate was not calculated due to the cohort size. The FY 14 five-year graduation rate was 9 percent. The FY 13 five-year rate was 15 percent but again we cannot compare it to the FY 14 six-year graduation rate because the cohort size was too small to calculate a rate.



**FY 14 Four-, Five- and Six- Year Graduation Rate  
Beacon ALP Independent Study**



## **Braham Public School District, 0314-01**

### **Program Information**

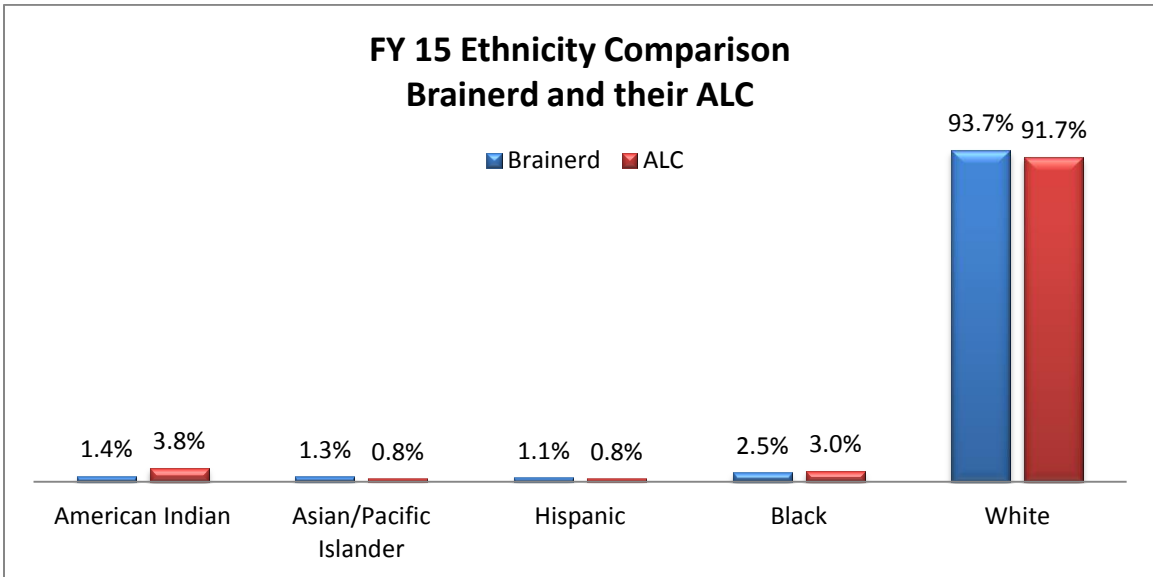
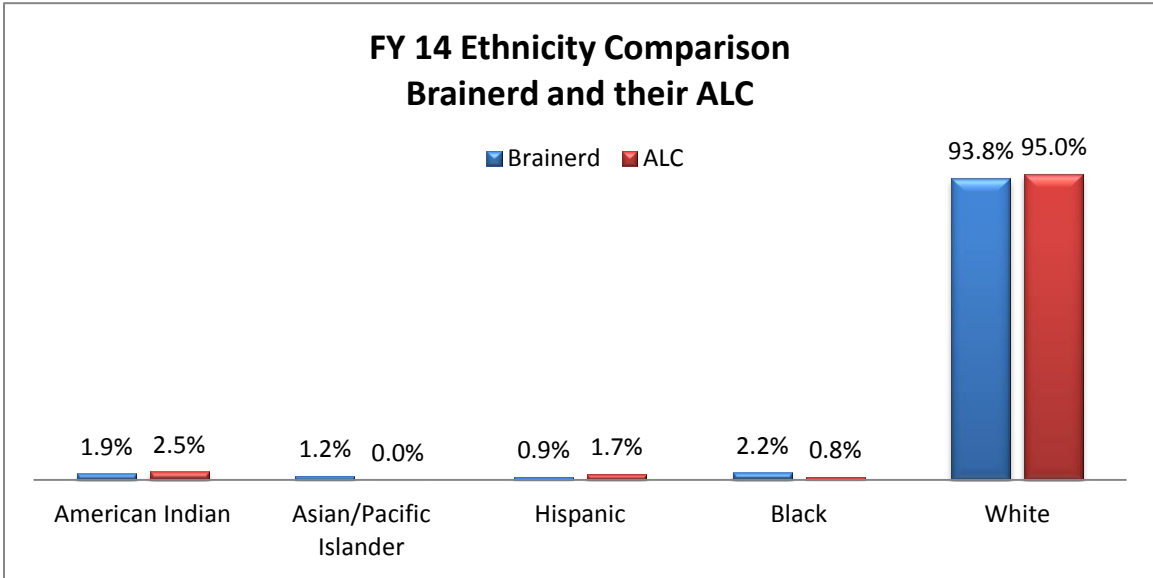
Braham had an Alternative Learning Program that closed in FY 14.

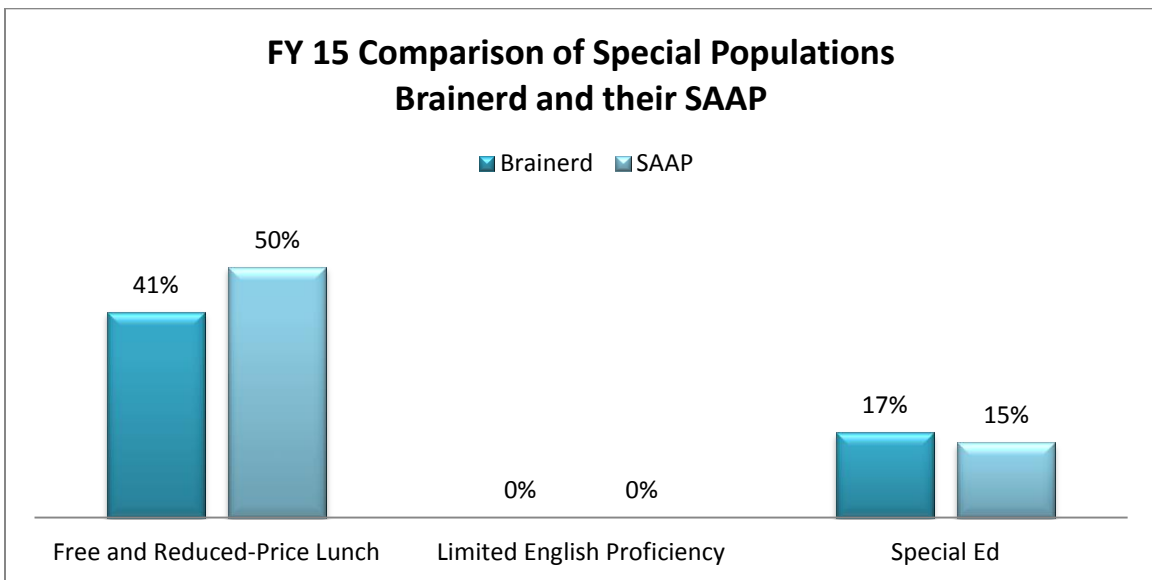
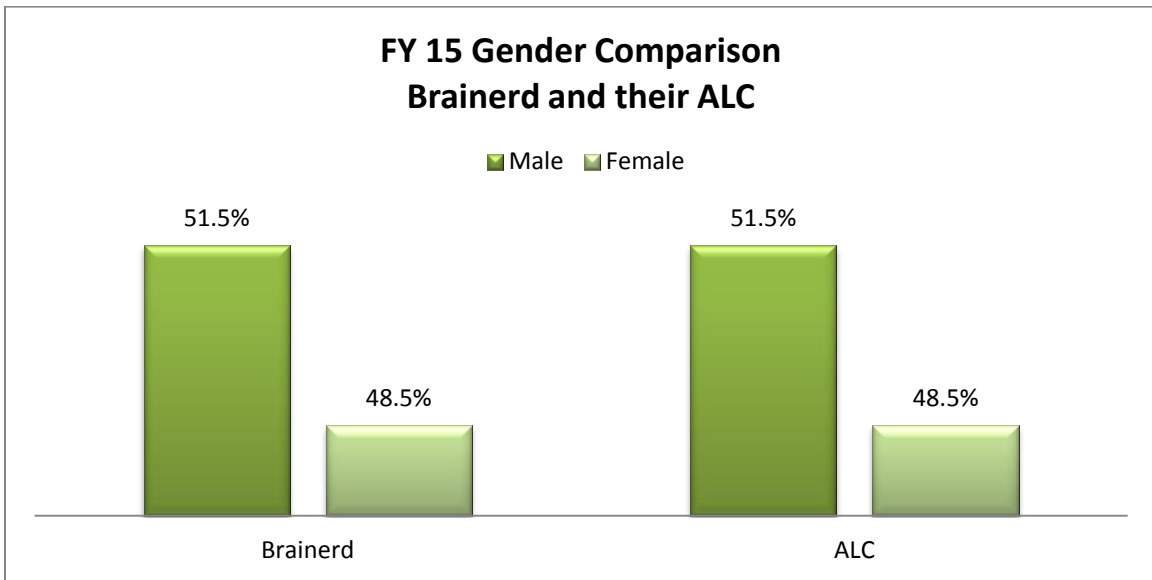
# Brainerd Public School District, 0181-01

## Program Information

Brainerd operates two Area Learning Centers and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Brainerd Public Schools operates a targeted services program for 30 days for two hours per day. Program planning for the upcoming summer begins in January. Individual sites set their own theme or focus area that is approved centrally. They share the information on their summer program through phone calls, e-mails, sending letters home, and at conferences.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is

able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student to staff ratio of no more than 15 to one.

They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Brainerd operates an Independent Study program. This means membership hours are based on work completion and teacher contact time. They also operate a blended seat-based and Independent Study program and a credit recovery program. Their program operates for five days a week for four weeks and for four hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class. Students also can register themselves.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, U.S. History, English 9, 10, 11 and 12, and Health. They also offer Biology, Chemistry, Physics, and Earth Science. They offer remedial credits in math and English, as well as elective classes. They also offer a Work Based Learning program.

They find the area of greatest need for the students they serve to be English classes followed by math classes such as Algebra and Geometry.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Brainerd Public Schools provides programming at both the high school and middle school levels and operates their program year round. Their programs are open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 25 and 50 percent.

Students enroll in the ALCs through a referral process and must meet the at-risk criteria.

When a student leaves school, there are several things a district could choose to do. Brainerd responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Brainerd was given a list of possible strategies and asked if they implemented them and, if so, the level of

implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is determined on a case-by-case basis and is provided for students who need it.
- Minnesota Early Intervention Response System: Do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: Do not know.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: Do not know.

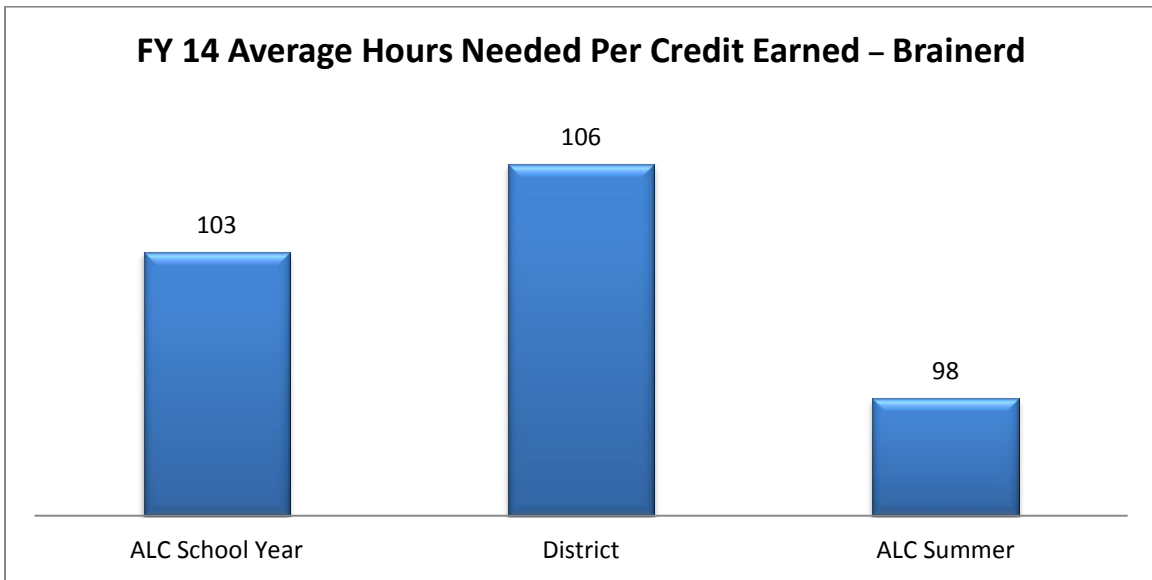
#### ***Average length of enrollment for FY 14***

For the core school year program, enrollment ranged from three hours to 1,574. Several students earned ADMs of 1.2 due to their high enrollment. The average length of enrollment per enrollment record was approximately 313 hours. For the summer program, enrollment ranged from six hours to 220 hours. The average length of enrollment was 129 hours.

#### ***Average number of credits earned for FY 14***

For FY 14, in the core school year program, students earned an average of 3.05 credits per enrollment record. Credits earned ranged from 0 to 19. There were students with multiple enrollment records. In the summer program, students earned an average of 1.32 credits per enrollment period. The range of credits earned went from 0 to four.

The number of hours needed per credit was determined for the ALC by taking all of the membership hours that were claimed and dividing that by the number of credits earned. Because the number of credits required for graduation varies from district to district, we looked specifically at the graduation requirements and hours of annual instruction for Brainerd to determine how many hours should be needed per credit at the traditional high school. Based on this, students in the traditional high school are anticipated to need 106 hours to earn a credit. This compares with 98 hours in the ALC summer program and 103 hours in the ALC core school year program.

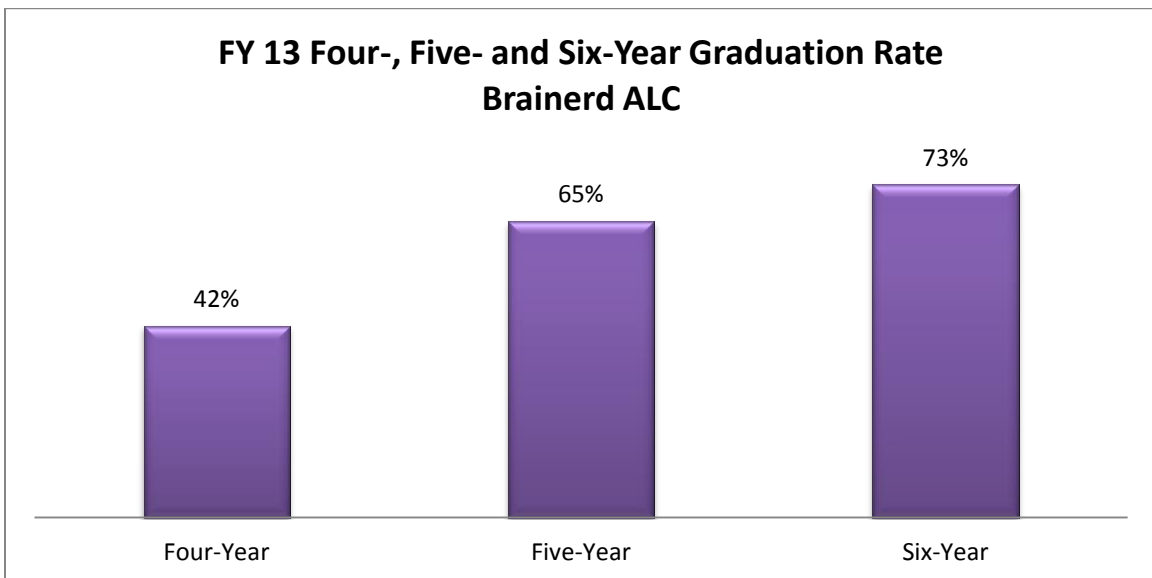


**Attendance for FY 14**

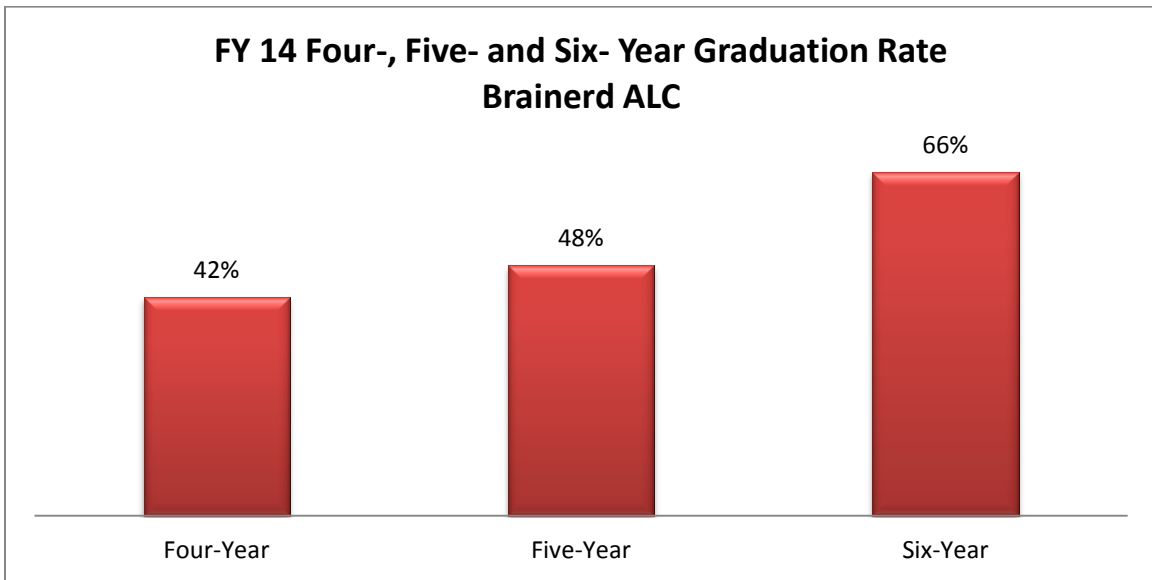
For both the core school year and summer programs, attendance was reported at an average rate of 28 percent. Because they are both Independent Study programs, only the teacher contact time is reported as attendance, so attendance rates are low.

**Graduation Data**

In Brainerd, the FY 13 four-year graduation rate was 42 percent. We compare this to the FY 14 five-year graduation rate, which should have substantially the same student cohort and we see that it has risen to 48 percent. The cohort size had risen 25 percent, from 72 to 90 students. The FY 13 five-year rate was 65 percent and had risen slightly in the FY 14 six-year graduation rate to 66 percent. The cohort size had increased slightly from 121 students to 125 students.







### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

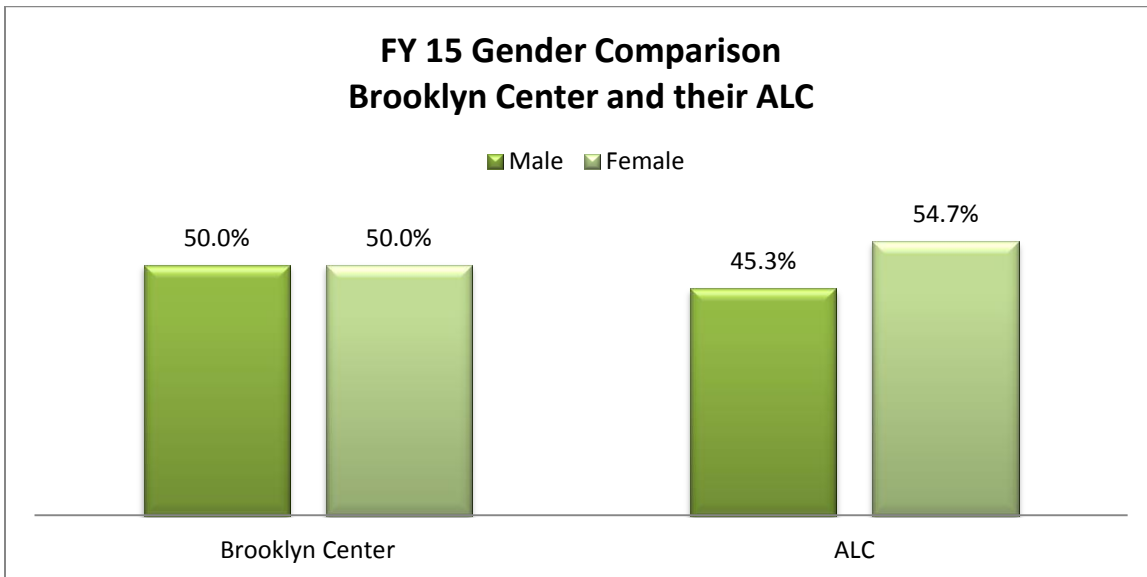
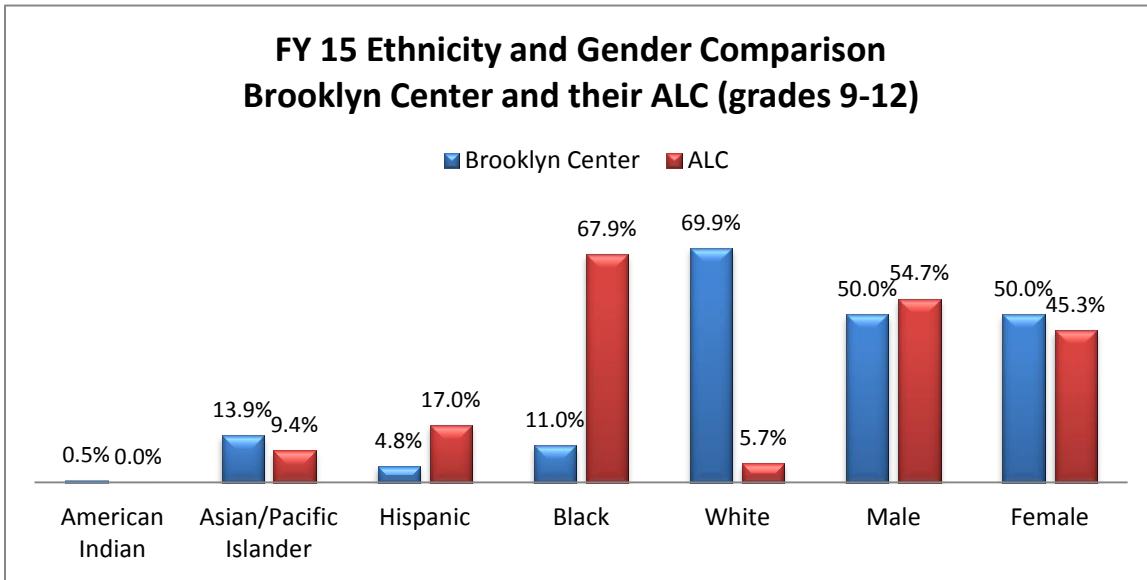
In FY 13, the Learning Center had an MMR of 77.58 percent. In FY 14, this had fallen to 41.6 percent.

# Brooklyn Center Public School District, 0286-01

## Program Information

Brooklyn Center has an Area Learning Center and a targeted services program. They have broken these up into several different school codes in order to allocate revenue and expenditures to the correct program. We do not have data for them for FY 14 as their program did not begin until FY 15. We have some data from FY 15.

## Demographics



## Summer Programs

### Targeted Services

Brooklyn Center operates a targeted services program for 23 days for seven hours per day. Program planning for the upcoming summer begins in January. They try to match student needs to

their programming. They share the information on their summer program by sending letters home to parents, distributing a flyer explaining the program to families/students, interest forms sent home to families, and emails to teachers.

The curriculum that they use is Houghton Mifflin and Math Expressions. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than eight to one.

There is no assessment yet in place to help determine the effectiveness of their program. This was a new program for FY 15.

### ***ALC Summer Term (secondary students)***

Brooklyn Center operates a summer program from the end of June until the end of July. Classes operate four days a week. They have two sessions of three hours each. Their program is a blended program of seat-based instruction and independent study. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Students may also register themselves either prior to the program beginning or by walking in the first day. They also target students who are English Learners.

They see their students' greatest area of need as the need for English Learner support. This is followed by remedial math.

Brooklyn Center does not treat students that are at-risk or off-track in the same way. They offer more supports to those in the at-risk category. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Earth Science, Chemistry, and Biology. They also offer generic credits in Math, English, Social Studies and Science.

### ***Core School Year Program (Intervention and Prevention Strategies)***

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Brooklyn Center has stated that they have established their ALC in cooperation with Osseo Area Schools.

Brooklyn Center operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

Students enroll in the ALCs through their counseling department and must meet the at-risk criteria.

When a student leaves school, there are several things a district could choose to do. Brooklyn Center responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Brooklyn Center was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: They are in the process of fully implementing this.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: They are in the process of fully implementing this.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: They are in the process of fully implementing this.

### **Graduation Data**

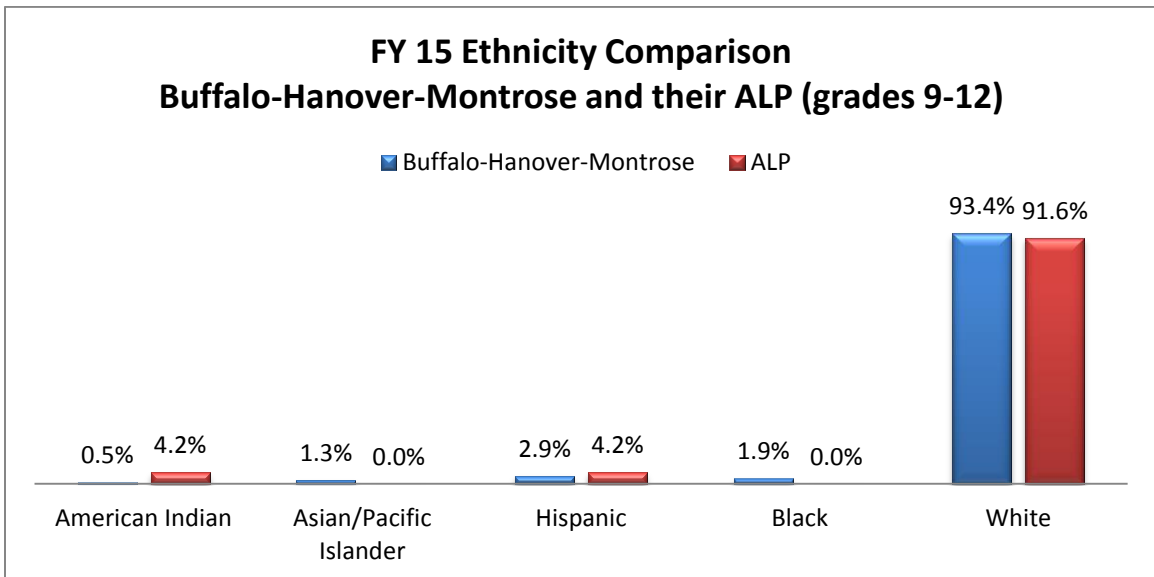
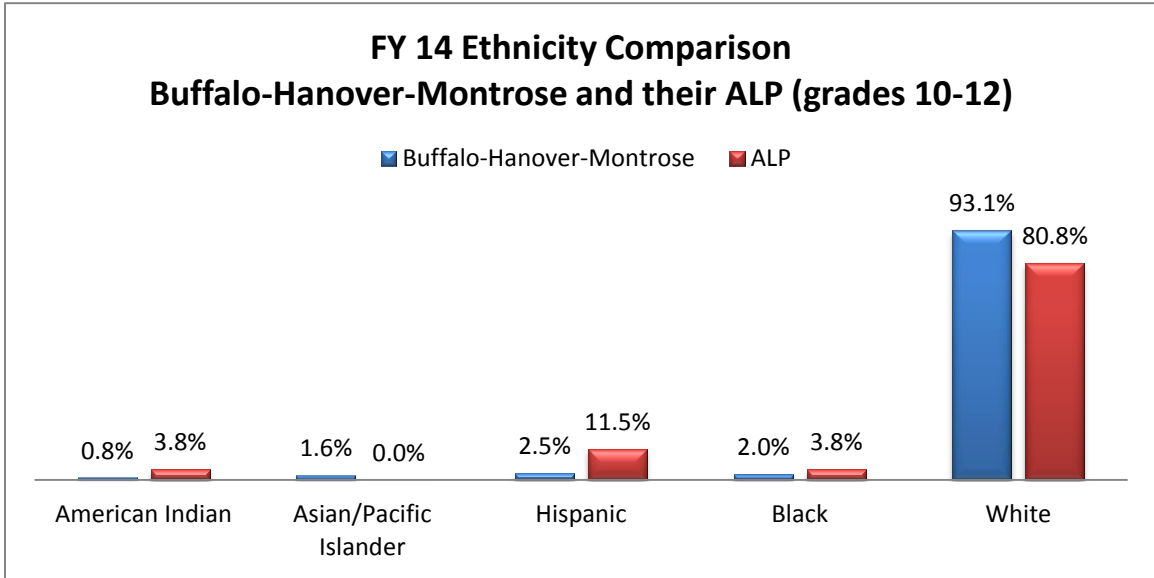
The program has not been in existence long enough to have graduation data.

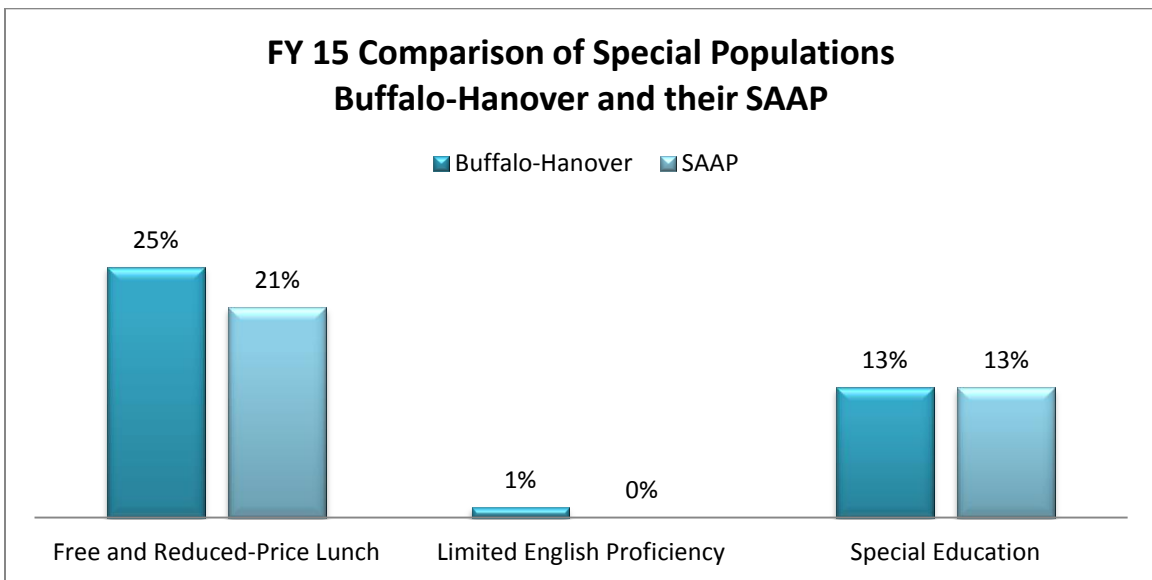
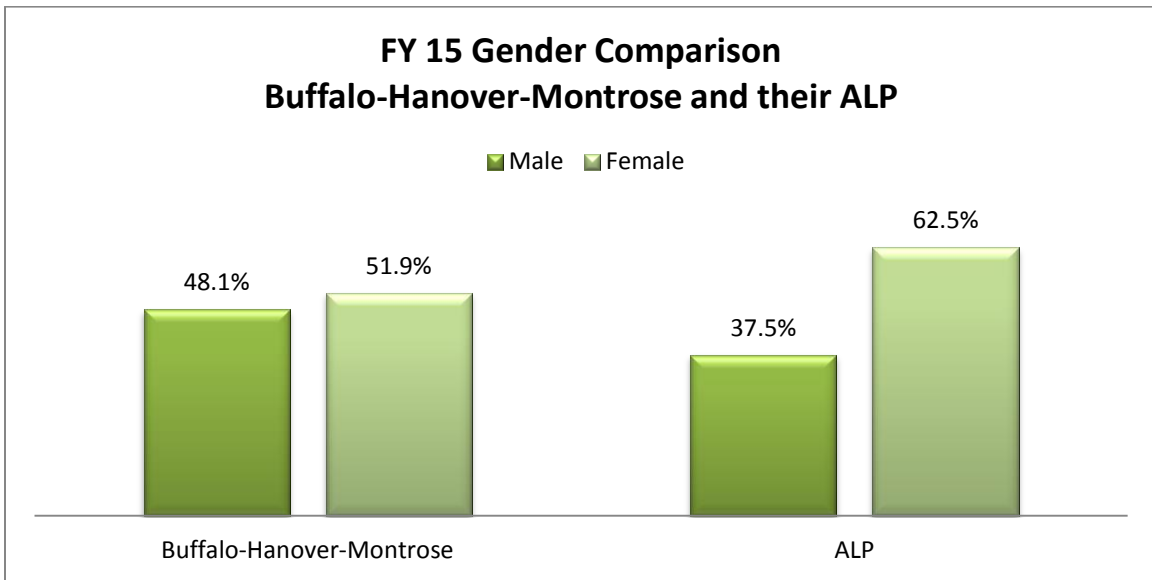
# Buffalo-Hanover-Montrose Public School District, 0877-01

## Program Information

Buffalo-Hanover-Montrose operates an Alternative Learning Program.

## Demographics





## Summer Programs

### ***ALP Summer Term***

Buffalo-Hanover-Montrose did not return the survey on their summer ALP program.

We do know from MARSS submission that they served 132 students in their program. They had 98 percent attendance, with nearly all students having 100 percent and few with 60 percent. Students were enrolled for an average of 59 hours, with 32.5 hours to 104 hours.

They generated 1.51 regular ADMs and 6.28 extended ADMs.

### **Core School Year Program (Intervention and Prevention Strategies)**

Buffalo-Hanover-Montrose operates an Alternative Learning Program (ALP) called Phoenix Learning Center. Their program is open to a variety of qualifying factors. Students enroll in the ALP

by an application process including: application, letter of recommendation, personal essay and an interview with their parent.

When a student leaves school, there are several things a district could choose to do. Buffalo-Hanover-Montrose responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this strategy is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Buffalo-Hanover-Montrose was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is determined on a case-by-case basis and is provided for students that need it.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is determined on a case-by-case basis and is provided for students that need it.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are in the process of fully implementing this in our district.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students that need it.
- Social work on regular basis: We are in the process of fully implementing this in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: We are in the process of fully implementing this in our district.
- Mentors: We are in the process of fully implementing this in our district.

Buffalo-Hanover-Montrose believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 25 percent to 50 percent.

#### ***Average length of enrollment for FY 14***

There were 126 students enrolled at some point during FY 14 in their core school year program. On average, students were enrolled for 229 hours. This ranged from 26 hours to 1075 hours.

It should be noted that Buffalo-Hanover-Montrose has submitted a core instructional year length of 996 hours for the ALP.

#### ***Average number of credits earned for FY 14***

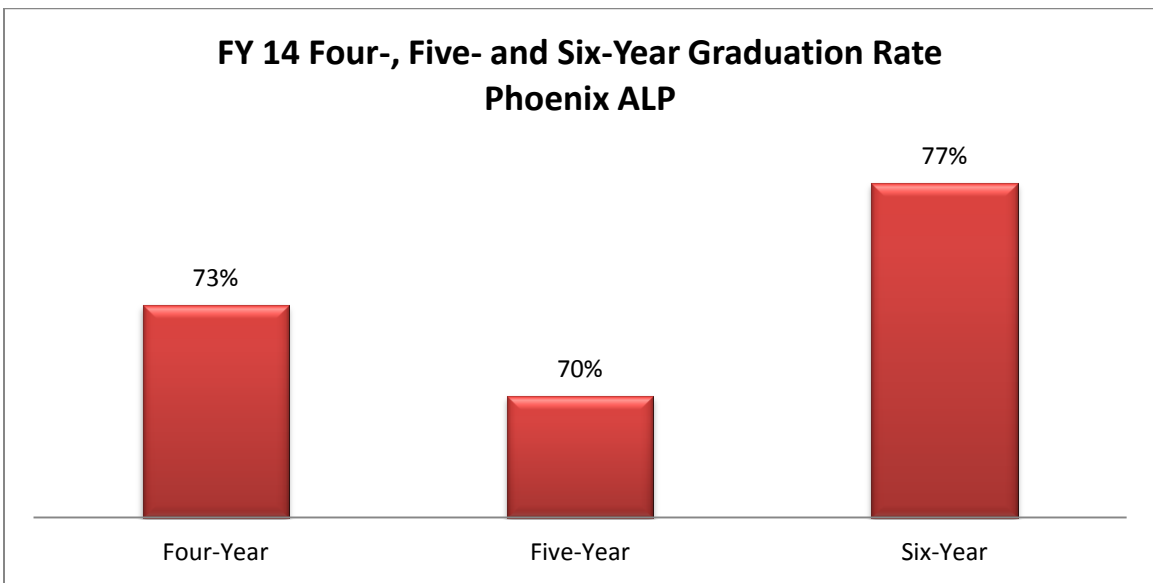
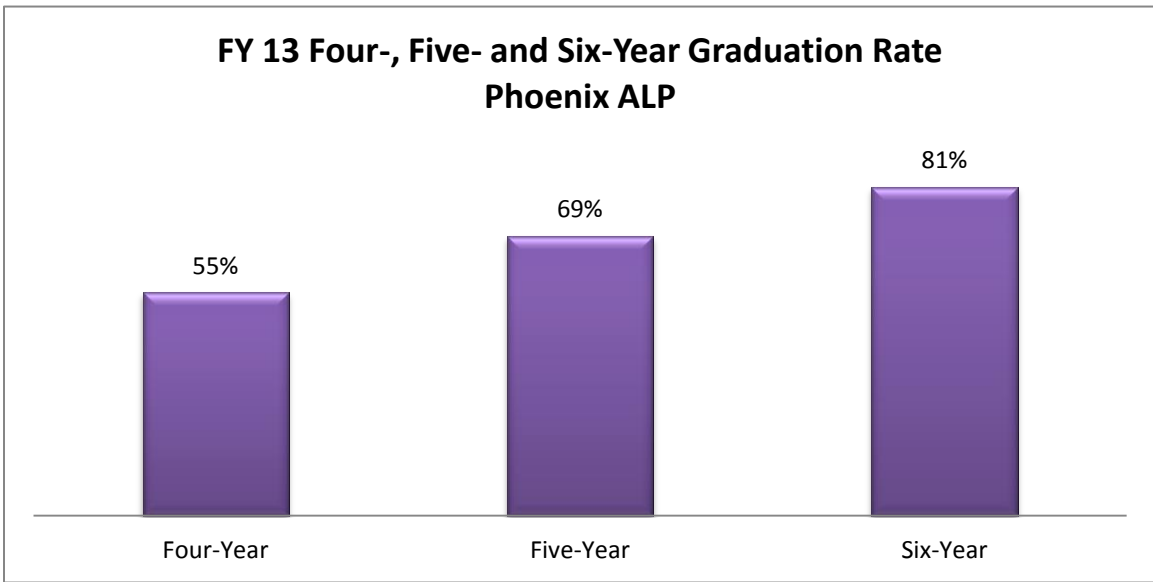
No information was submitted.

**Attendance for FY 14**

The average attendance rate was 92 percent. This ranged from 19 percent to 100 percent. The majority of students were reported as having 100 percent attendance.

**Graduation Data**

For the Phoenix Learning Program, the FY 13 four-year graduation rate was 55 percent. We compare this to the FY 14 five-year graduation rate and we see it has increased to 70 percent. The FY 13 five-year graduation rate was 69 percent and this rose to 77 percent for the FY 14 six-year graduation rate. The cohort sizes for both groups were fairly consistent.



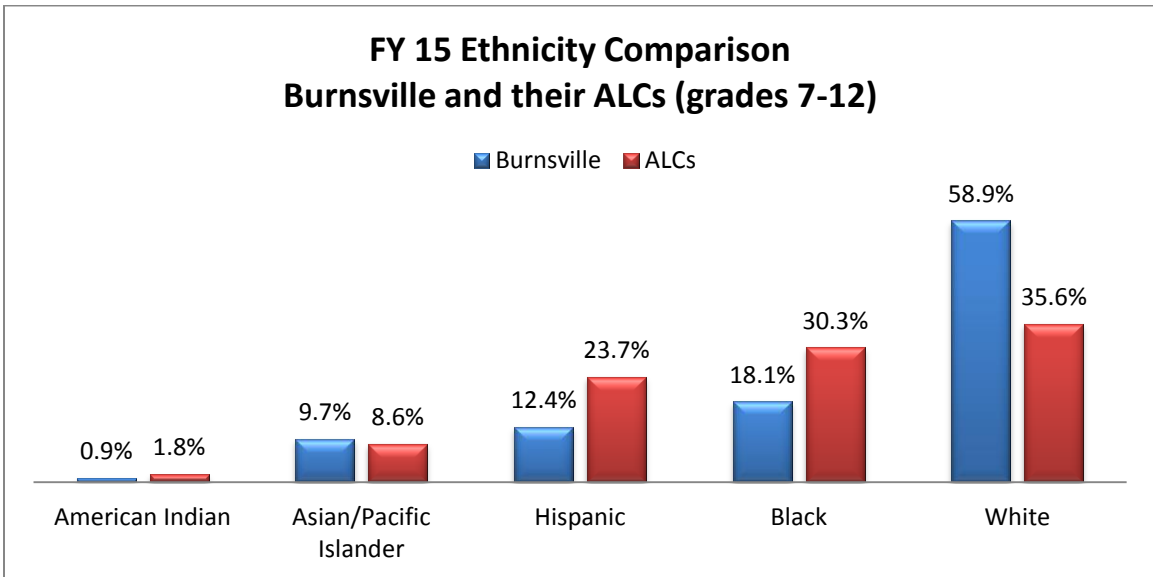
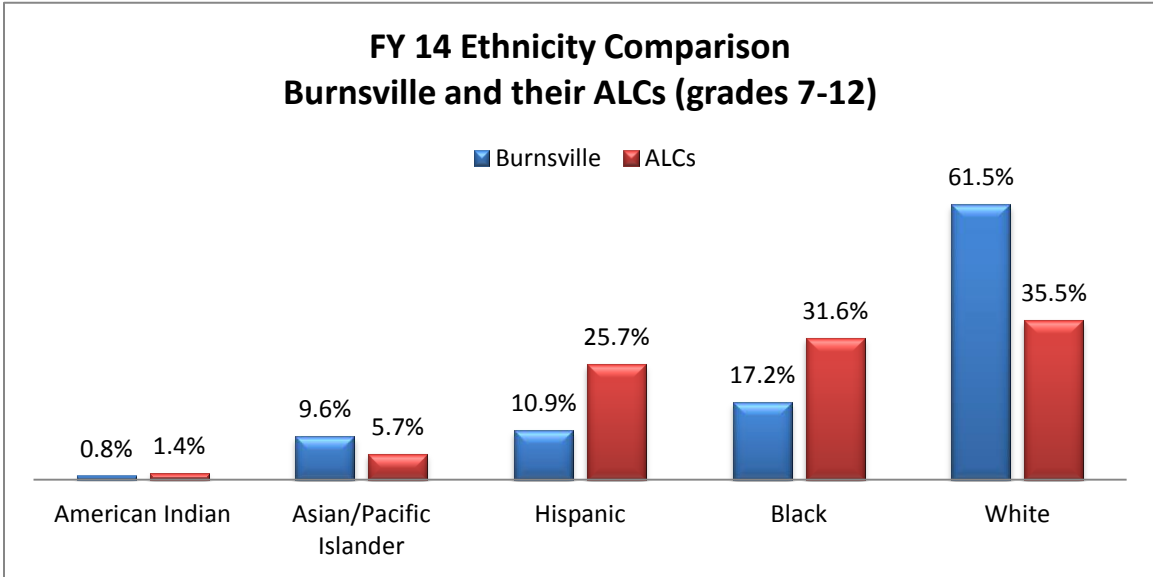


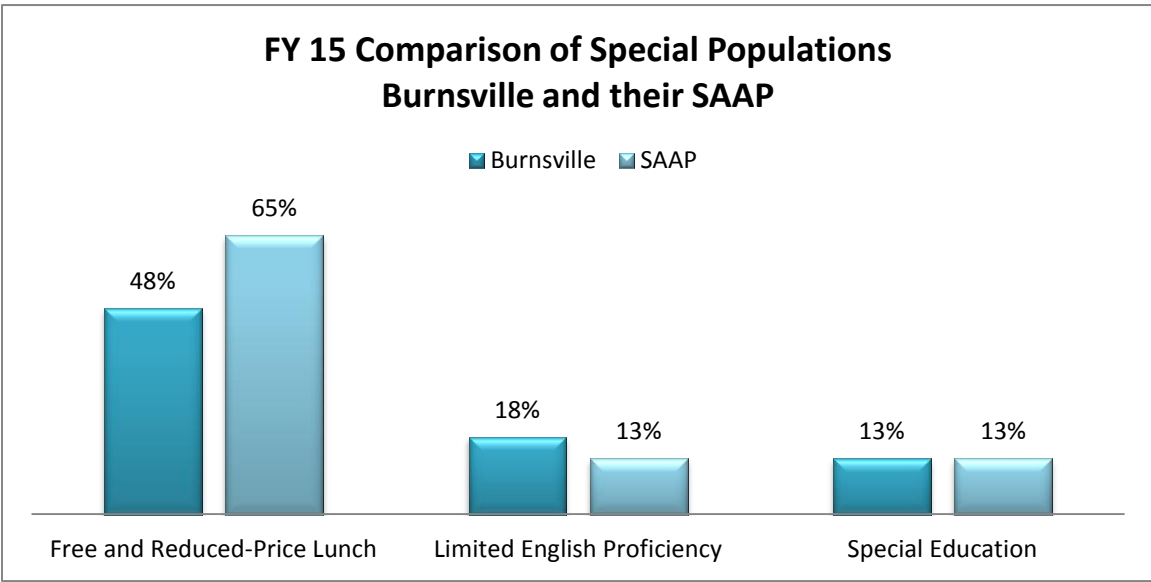
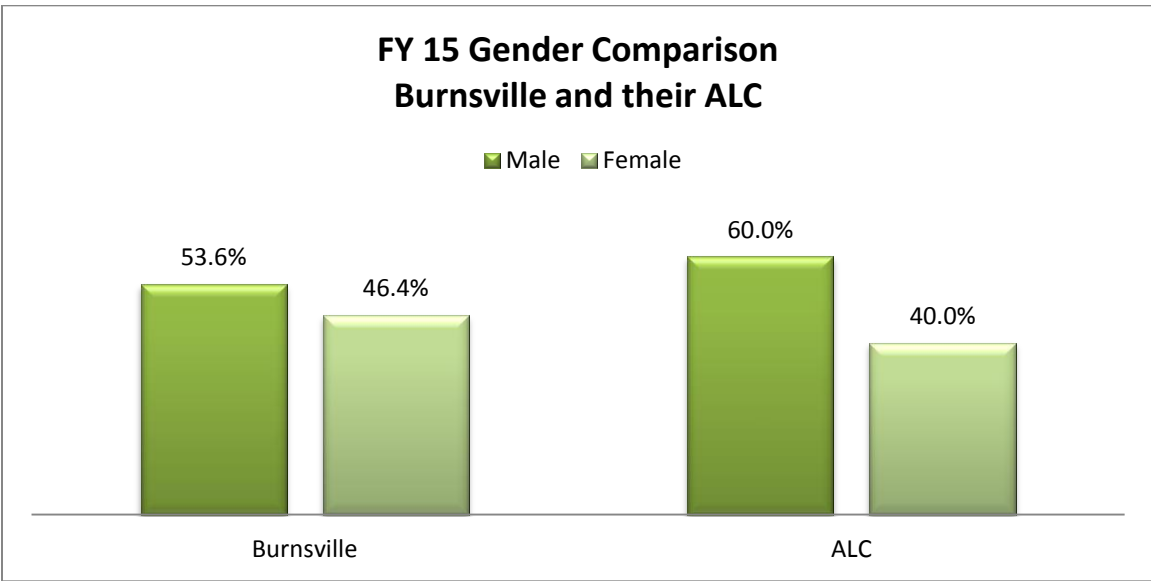
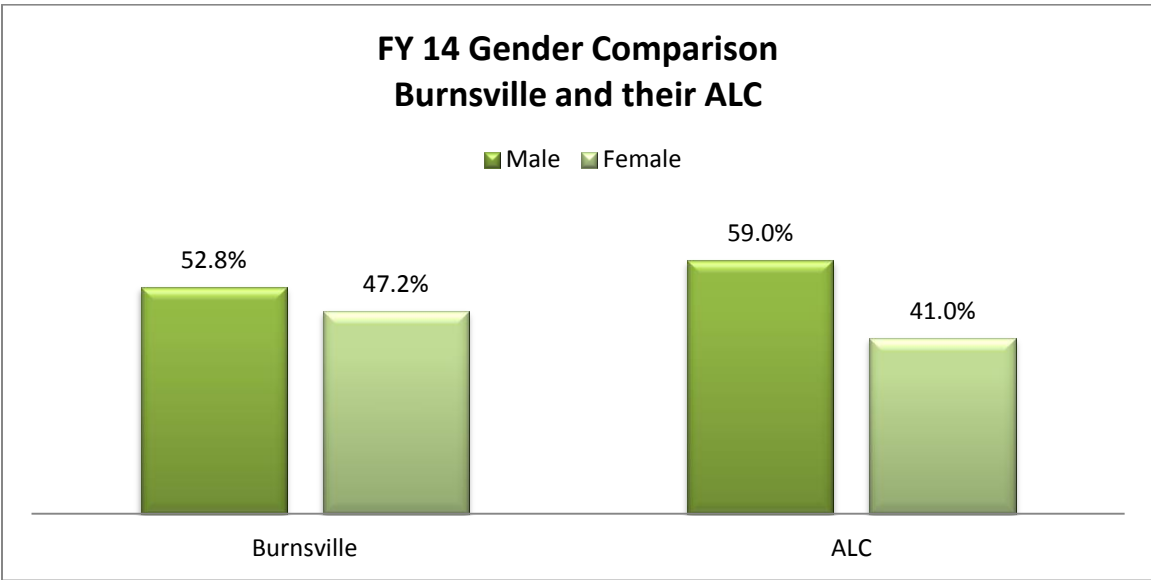
# Burnsville Public School District, 0191-01

## Program Information

Burnsville operates an Area Learning Center and a targeted services program. They have several school codes for their ALC in order to allocate revenue and expenditures to the program that generated them.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Burnsville Public School District operates a targeted services program for 16 days for seven hours per day. They serve kindergarten through eighth grade. Program planning for the following summer begins at the end of the current summer session. They try to match student needs to their programming. They share the information on their summer program through mailings, by putting information on their web page, in staff meetings, sending emails and at parent teacher conferences.

They use a variety of curriculum including Phonics Street, National Geographic Summer Central, and teacher-developed math and English Learner curriculum. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than 12 to one.

Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Burnsville operates several types of programs. One is a blended seat-based and independent study program as well as a straight seat-time program. The programs operate for 27 days and 3.5 hours per day.

Students are referred by their high school counselors who identify students as being behind in their graduation requirements. Students are also referred by their classroom teachers if they did not finish their class.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education (PE), Health, Chemistry, Earth Science, and Biology. They also offer elective credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by the need for English classes, and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Burnsville provides programming at both the high school and middle school levels and operates their program year round through a credit recovery summer program. Their program is open to a variety of qualifying factors. Students enroll in the ALC through their guidance counselor. They estimate the percent of students enrolled in their ALC whose progress and performance levels are

meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

Burnsville was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Burnsville was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented.
- Pupil study teams: This is determined on a case-by-case basis and is provided for students who need it.
- Response to Intervention: This is fully implemented.
- Minnesota Early Intervention Response System: This is in process of being fully implemented in our district.
- After school programs: This is in process of being fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students who need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students who need it.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

Burnsville had several programs with over 1,440 enrollment records. Overall, the length of enrollment was just under 166 hours.

Burnsville had an extended day and extended year program, an Alternative High School and a core school year Area Learning Center. For their Alternative High School, the average length of enrollment was 407 hours, but this ranged from six hours to 995 hours. They had 310 enrollment records and generated 115.33 regular ADMs and 7.13 extended ADMs.

For their Area Learning Center, the average enrollment was 356 hours, from five hours to 802 hours. They had 279 enrollment records and generated 88.24 regular ADMs and 8.56 extended ADMs.

In their Extended Learning program, they had 854 enrollment records. Students averaged 132 hours of enrollment, ranging from 48 hours to 384 hours. They generated 34.96 regular ADMs and 52.64 extended ADMs.

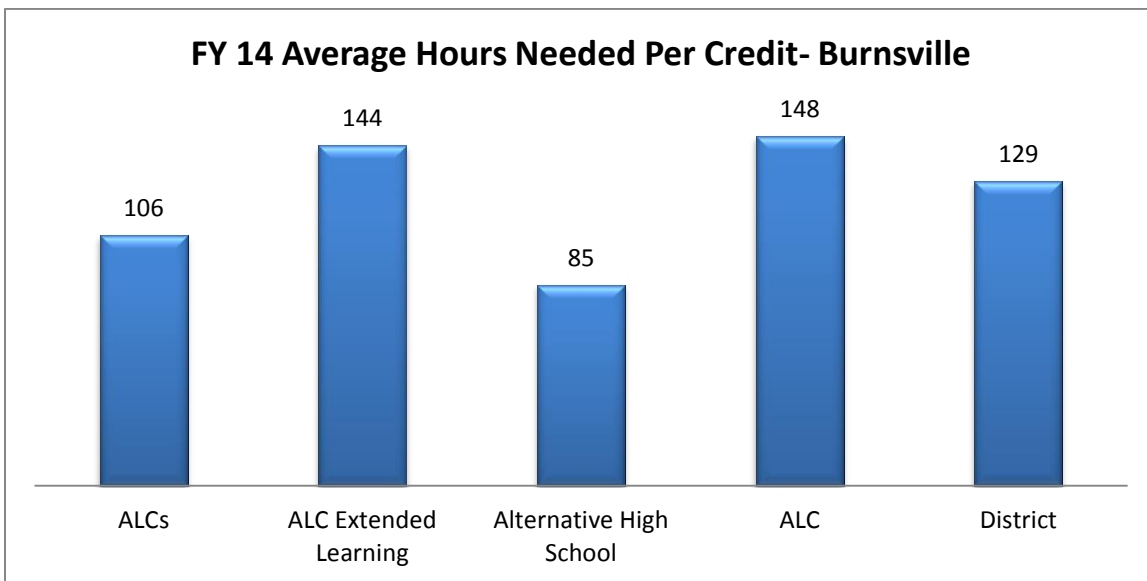
**Average number of credits earned for FY 14**

On average, in the Alternative High School, students earned 4.77 credits. This ranged from no credits earned to 29 credits. On average it took students 85 hours to earn a credit.

In the Area Learning Center core school day program, students earned an average of 2.4 credits. This ranged from no credits earned to 16 credits. On average it took students 148 hours to earn a credit.

On average, in the Extended Learning program, students earned 0.92 credits. This ranged from no credits earned to 10 credits. On average it took students 144 hours to earn a credit.

In Burnsville, the average number of hours anticipated to be needed at the traditional high school to complete a credit is 129 hours. This is based on their length of core school year and how many credits students need to complete each year to be on track to graduate on time with their peers.



**Attendance for FY 14**

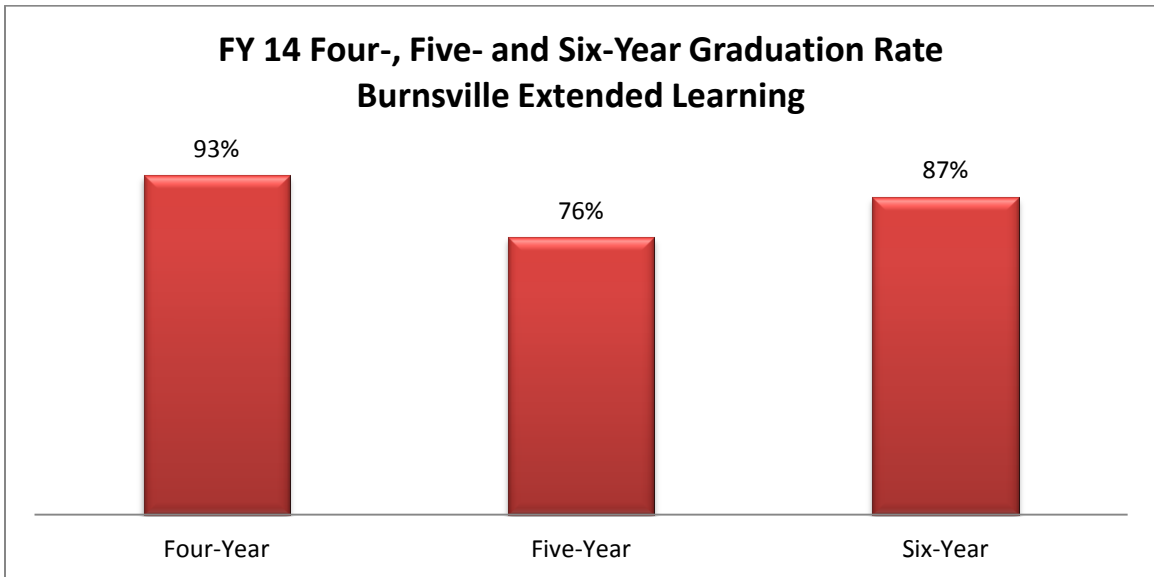
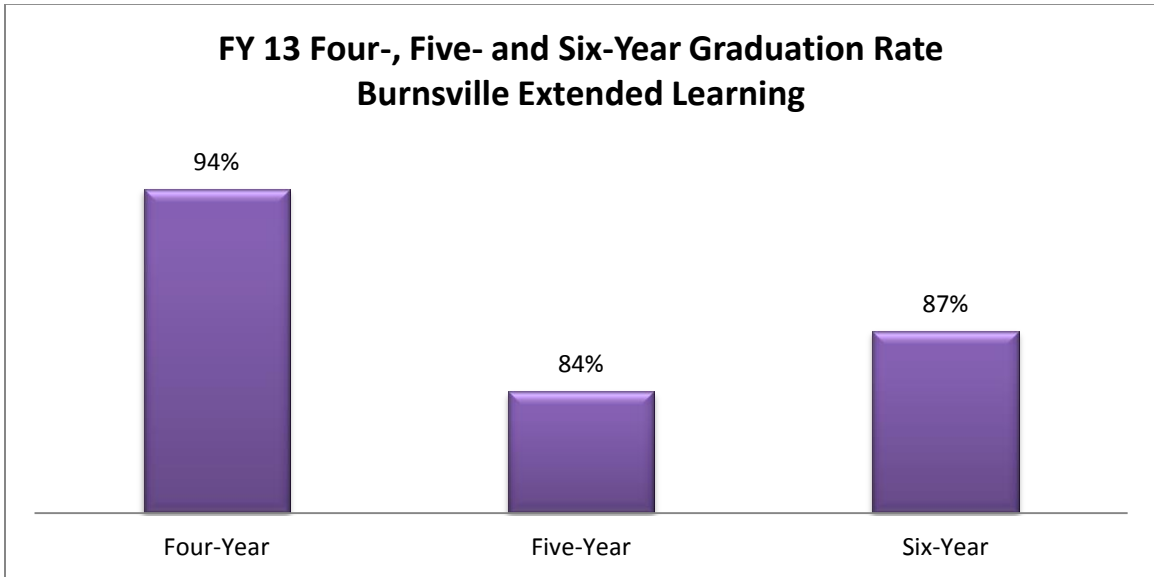
The overall attendance rate for all of the programs was 48 percent. For the Alternative High School, the rate was 68 percent. For the Area Learning Center, the rate was 100 percent. For the Extended Learning Program, the rate was 27 percent.

**Graduation Data**

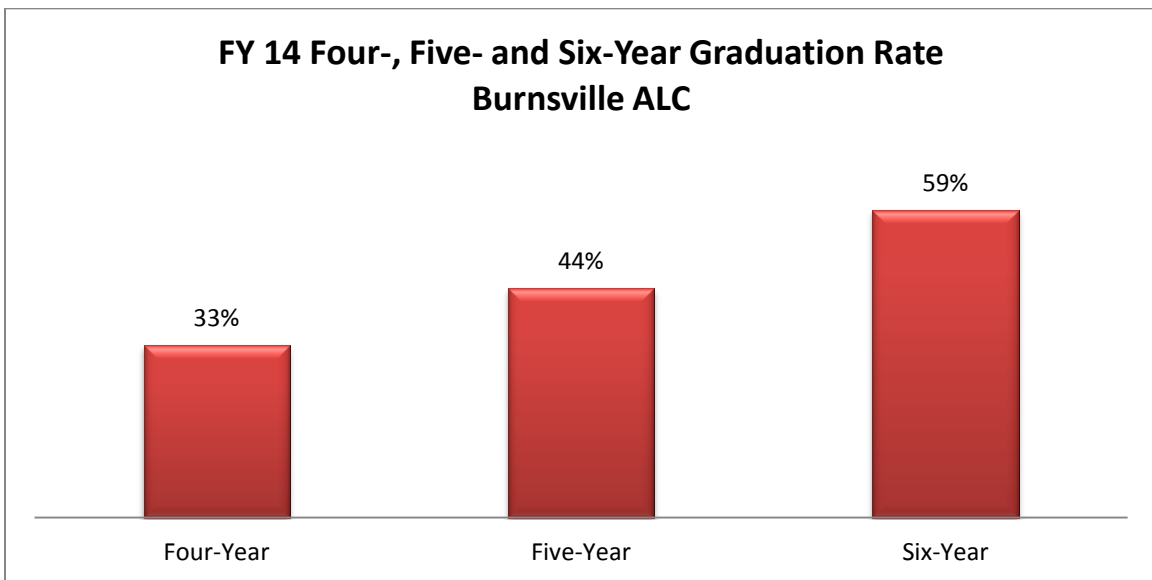
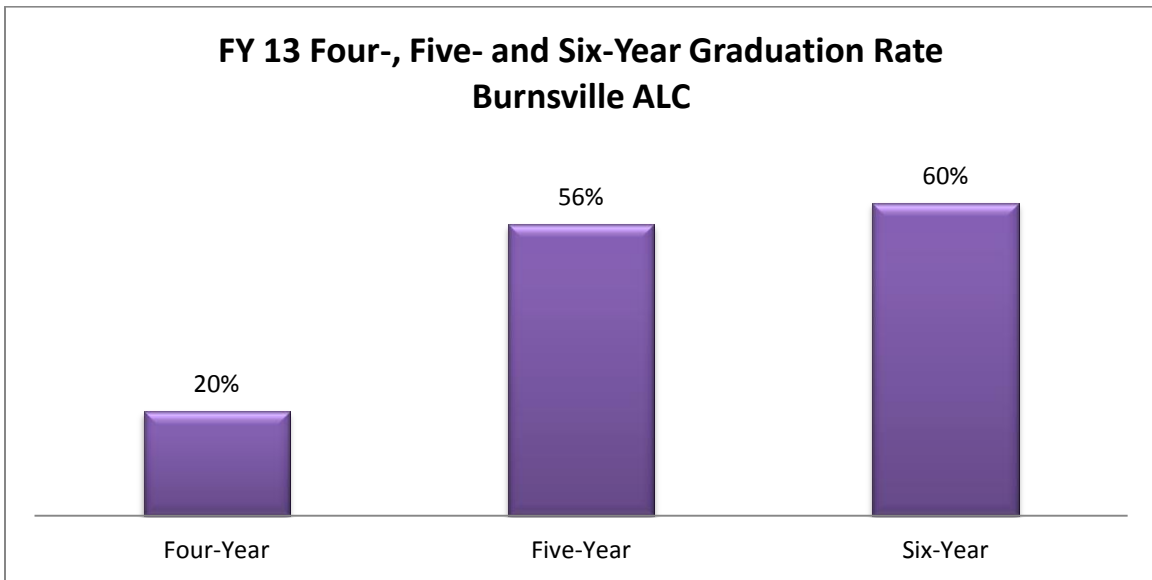
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides this by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate. All things being equal, we hope for the rates to increase each year.

For Burnsville Extended Learning Program, the FY 13 four-year graduation rate was 94 percent. This dropped to 76 percent for the FY 14 five-year graduation rate. This is due to the fact that the cohort size increased by 37 percent. The FY 13 five-year graduation rate was 84 percent. This increased to the FY 14 six-year graduation rate of 87 percent. The cohort size decreased slightly, from 89 to 87 students.



For Burnsville ALC, the FY 13 four-year graduation rate was 20 percent. This increased in the FY 14 five-year graduation rate to 44 percent, more than doubling. The cohort size increased by four students, growing from 96 to 100 students. The FY 13 five-year graduation rate was 56 percent. This increased to the FY 14 six-year graduation rate of 59.3 percent. The cohort size remained the same.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

Burnsville had one program in FY 13 and two programs in FY 14 that met these criteria. The Burnsville ALC had an MMR in FY 13 of 43.5 percent and an FR of 48.76 percent. In FY 14, their MMR was 34.77 percent and their FR was 31.67 percent. The second program in FY 14 was the ALC Extended Day/Year program, which had an MMR of 71.97 percent.

## **Cannon Falls Public School District, 0252-01**

### **Program Information**

Cannon Falls had an Alternative Learning Program that closed in FY 14.



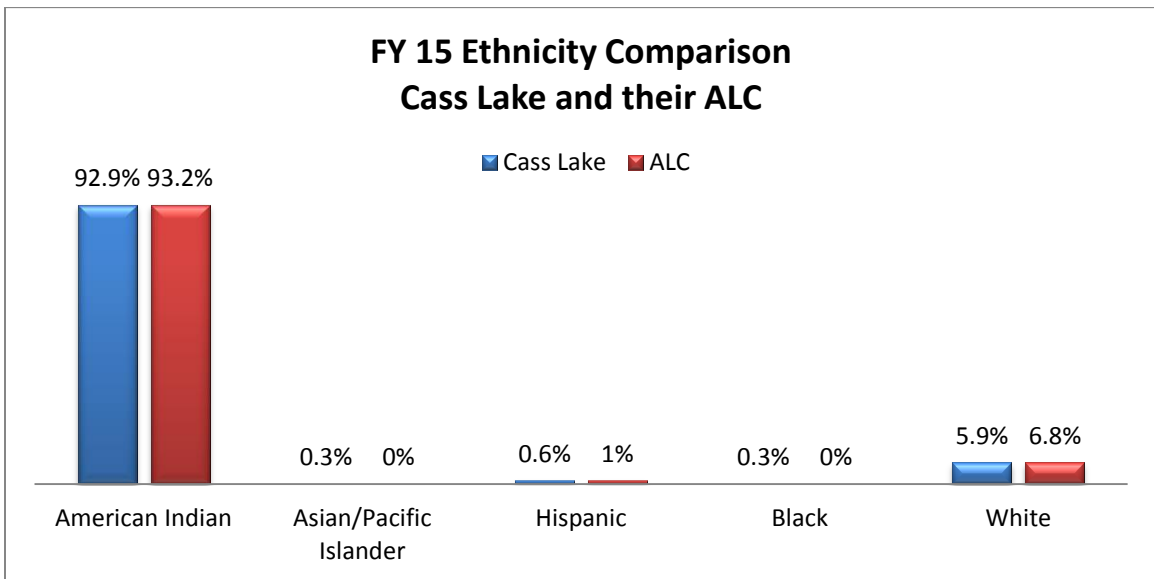
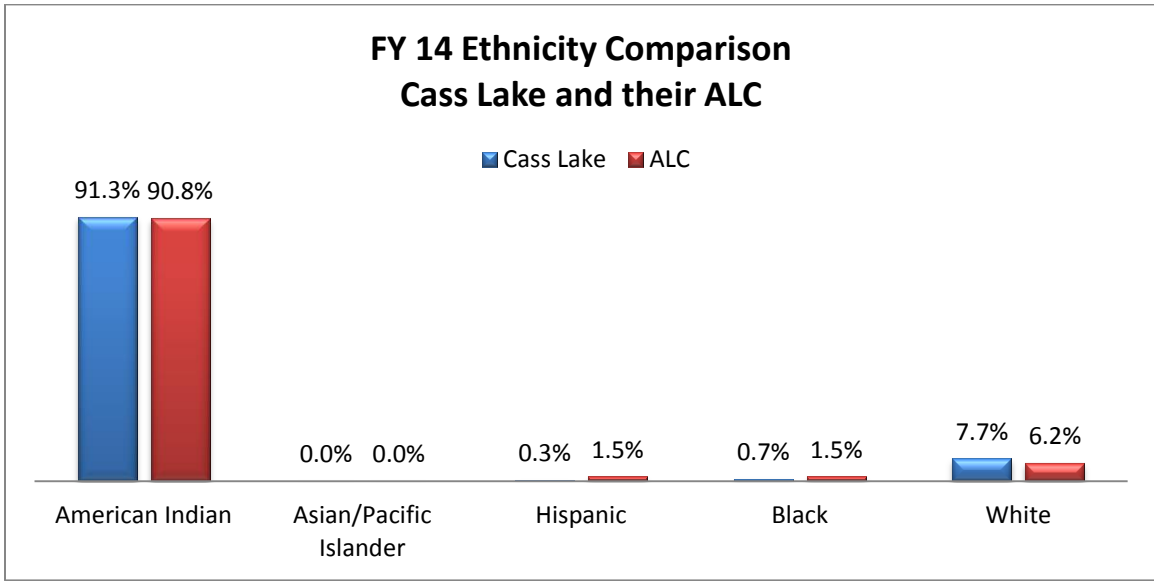
# Cass Lake Public School District, 0115-01

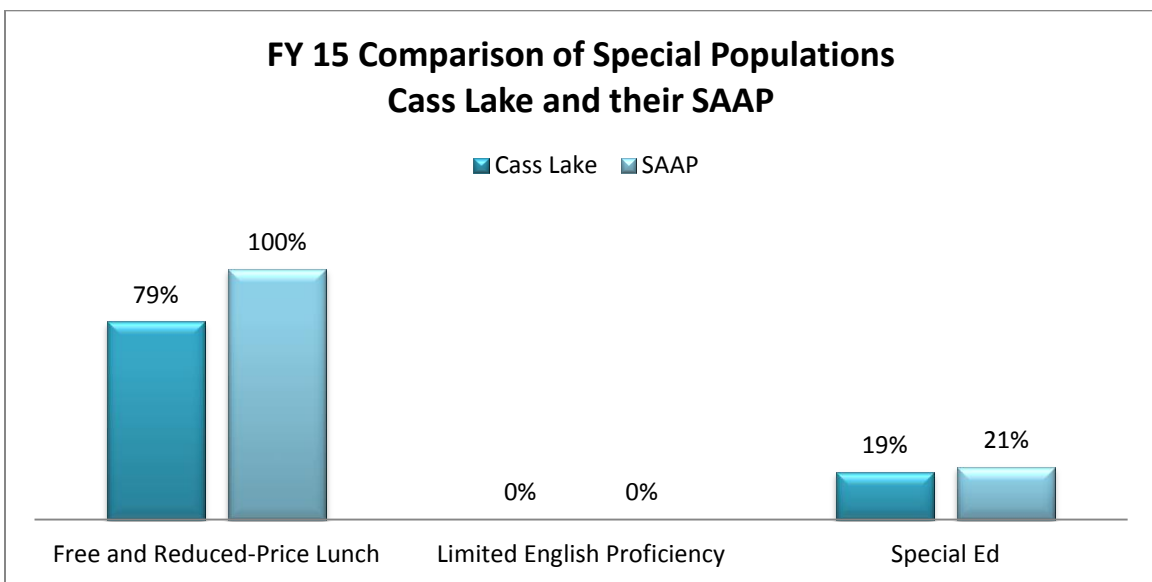
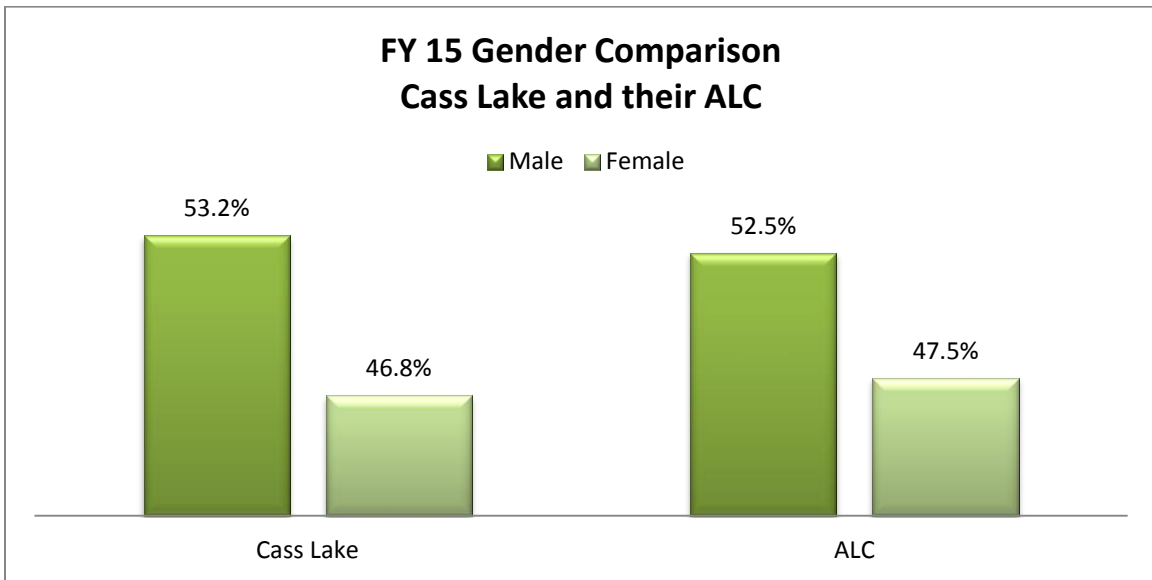
## Program Information

Cass Lake operates an Area Learning Center and a targeted services program.

## Demographics

In Cass Lake, the ethnicity of students in their ALC is similar to those in the same grades who are not in the ALC.





## Summer Programs

### ***Targeted Services***

Cass Lake operates a targeted services program for 18 days for six hours per day. They serve kindergarten through grade eight. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information on their summer program by phone, newspaper, and mail (which they believe is their best option).

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. There is no assessment in place to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Cass Lake operates an independent study program. This means that membership is generated based on work completion and teacher contact time. Their program operates for 21 days for six hours a day. They had 51 enrollment records and generated 1.86 regular ADMs and 0.99 extended ADMs. Students were enrolled for an average of 66.75 hours. This enrollment ranged from 10 hours to 170 hours. On average, students earned 0.13 credits, with a range of no credits earned to 0.5 credits earned.

Students are referred by the high school counselors who identify students as behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer, including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Physical Education, and Health. They offer Biology, Chemistry, Physics, and Earth Science. They offer generic math, English, Science, and Social Studies credits. They offer remedial math and English Learner credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by remedial math classes and English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Cass Lake operates the ALC program year round. Their program is for a specific qualifying factor. Students enroll in the ALCs through a referral from the local high school, students can also walk in and register for the program. They meet every two weeks and look at qualifications standards. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

When a student leaves school, there are several things a district could choose to do. Cass Lake responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: No response.
- Other: Home school advocates and/or social workers will contact students.

In terms of prevention and intervention strategies for at-risk and off-track students, Cass Lake was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track

students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

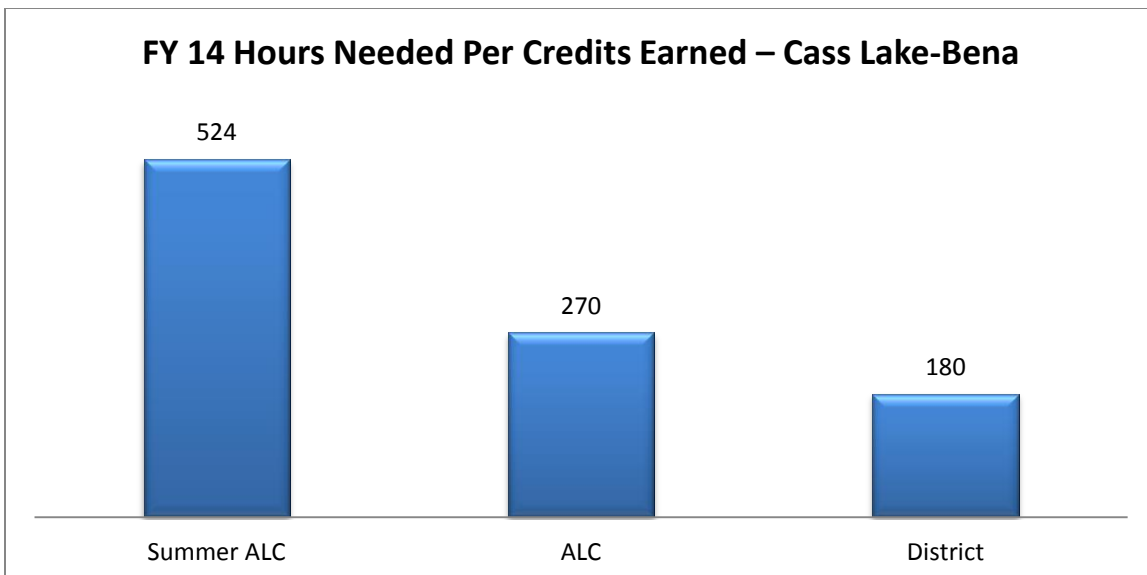
- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: No response.

**Average length of enrollment for FY 14**

The average length of enrollment for students in the core school day program was 42 hours. This ranged from seven hours to 1,141 hours. There were 209 enrollment records. They generated 7.1 regular ADMs and 0.37 extended ADMS.

**Average number of credits earned for FY 14**

In the core school year program, there were 0.16 credits earned on average student per enrollment record. There were some students who did not earn any credits and other students who earned up to 4.75 credits. It took students on average of 270 hours to earn a credit. During the summer program, students earned an average of 0.13 credits. It took an average of just under 524 hours to earn a credit. The following chart shows the average number of hours for the core school year ALC program, the summer program and the number of hours anticipated to be needed per credit at the traditional high school. The average hours anticipated to be needed at the high school was determined by taking the number of instructional hours per year and dividing it by the number of credits needed per year to stay on track to graduate.

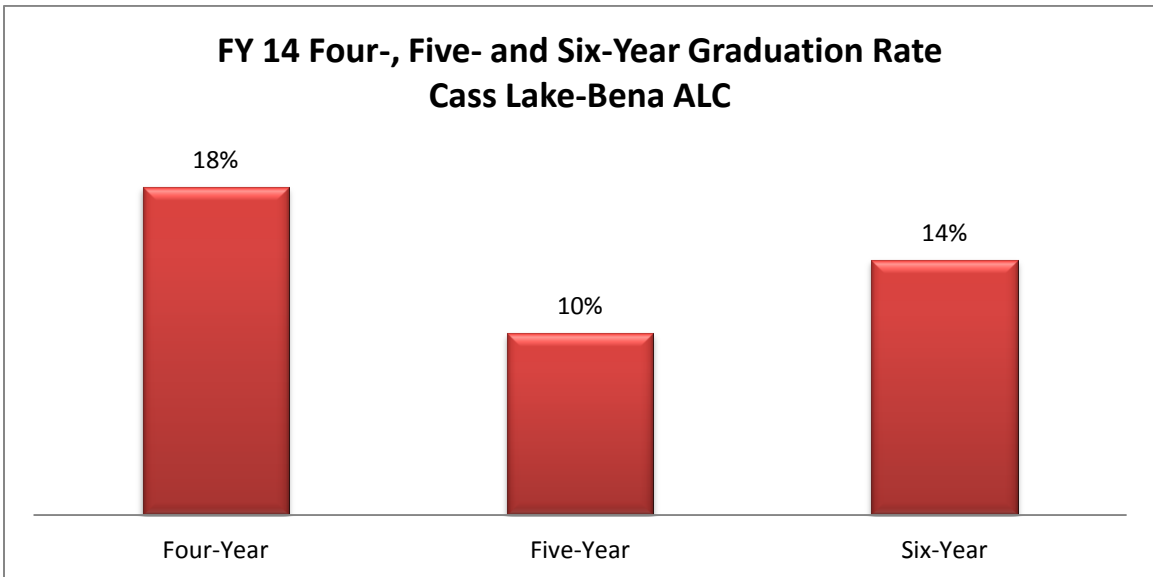
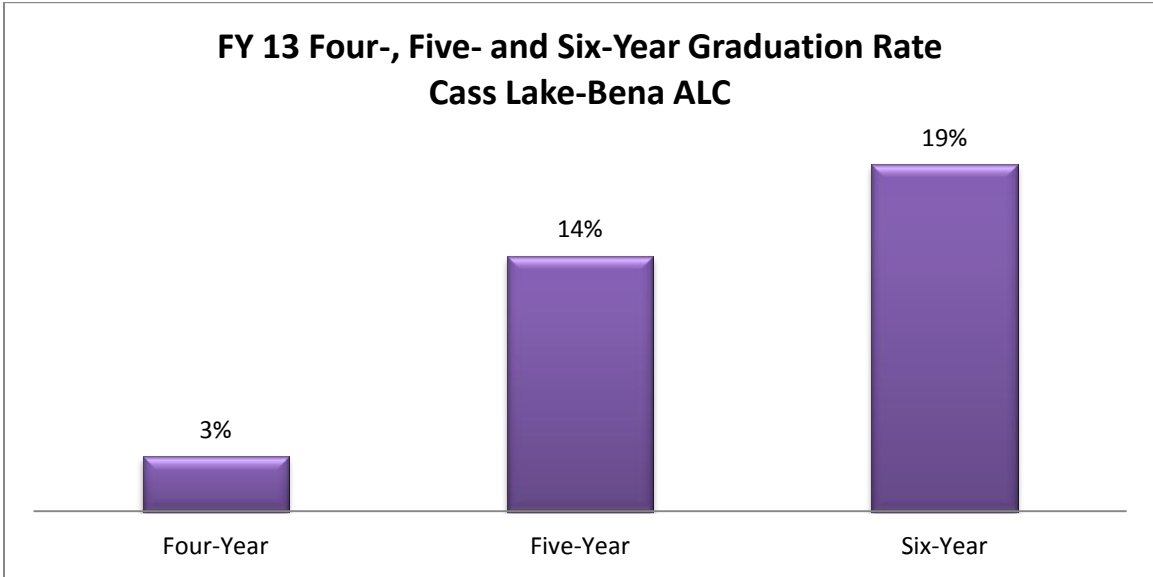


**Attendance for FY 14**

The average attendance rate for the core school year program was 61 percent. Attendance rates ranged from 0 percent to 100 percent.

**Graduation Data**

The FY 13 graduate rate for the four-year cohort was three percent. This increased to 10 percent for the FY 14 five-year cohort. The cohort increased from 38 to 41 students. The FY 13 five-year graduation rate was 14 percent. Neither the cohort nor graduation rate changed for the FY 14 six-year rate.

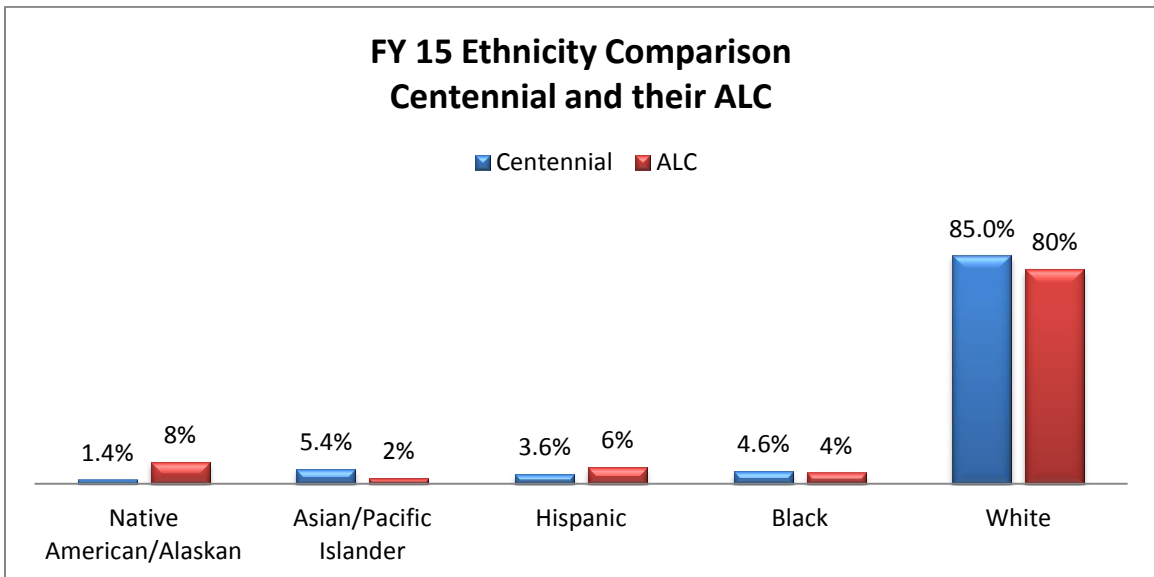
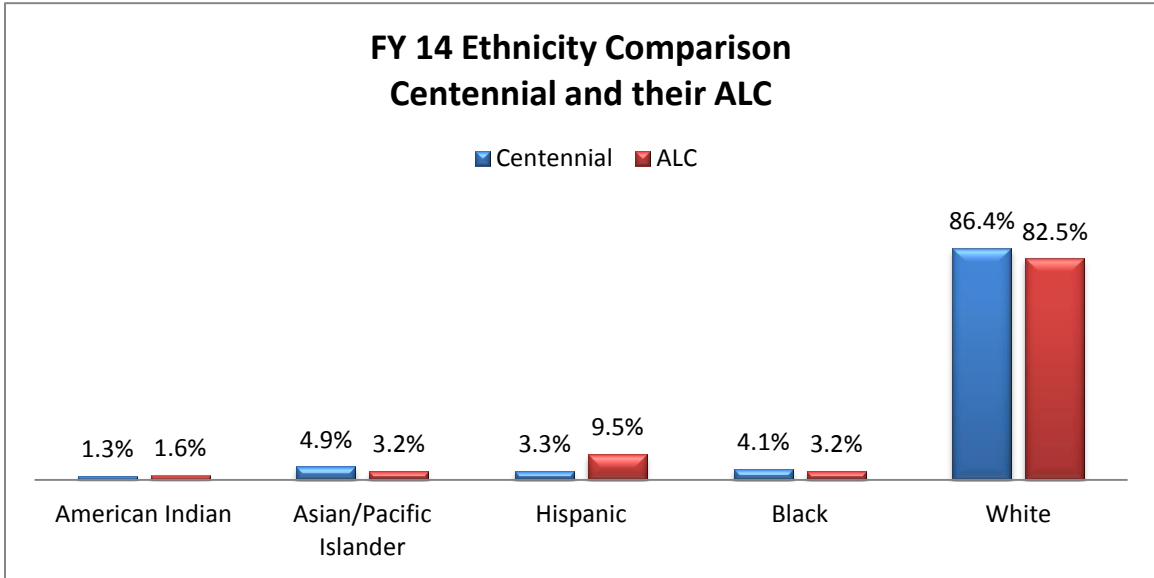


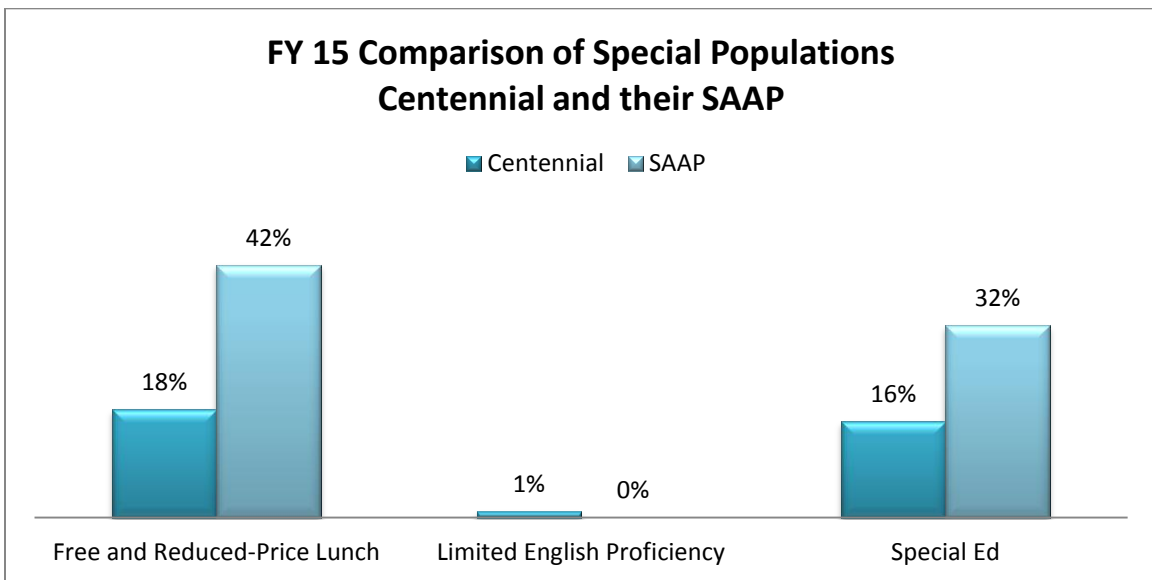
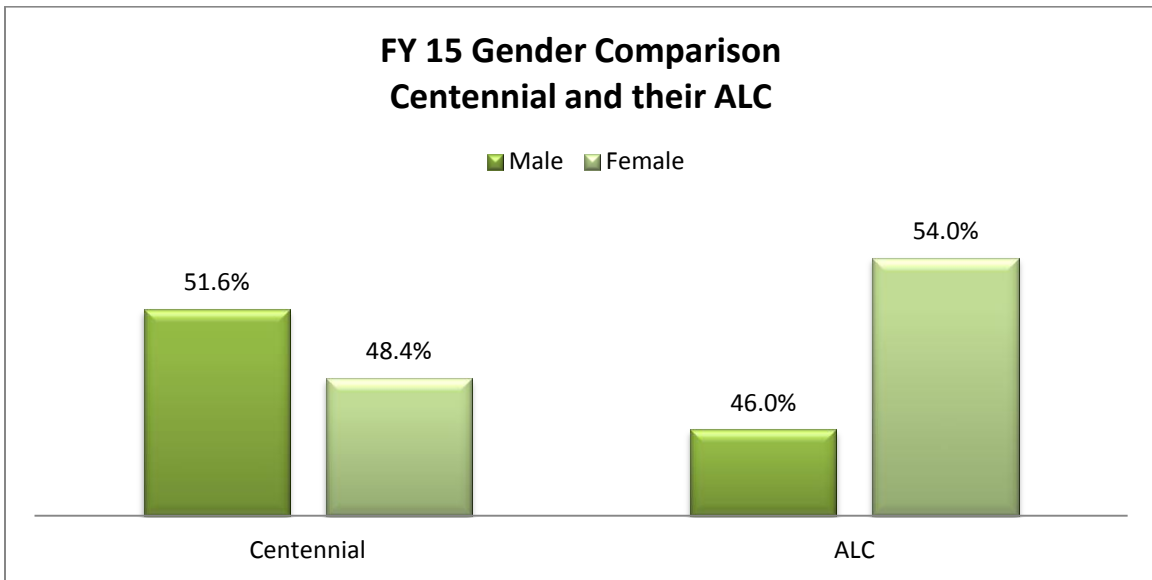
# Centennial Public School District, 0012-01

## Program Information

Centennial operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

Centennial Public School District operates a targeted services program for 15 days for three hours per day. In FY 15 they served grades first through fifth and in FY 16 (the summer of 2015) they will add grades sixth through eighth. Program planning for the following summer begins at the end of the current summer session. They try to match student needs to their programming. They share the information on their summer program at parent-teacher conferences, in face-to-face meetings or by phone call to parents. The summer coordinator also follows up with families via email or phone.

The curriculum that they use is Responsive Classroom activities, Daily 5 Literacy, Everyday Math games and activities. They have a somewhat generic curriculum that covers multiple grade levels.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is

able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 15 to one.

### ***ALC Summer Term (secondary students)***

Centennial operates a two-week summer program in June. Classes operate five days a week. They have three classroom sessions, two are three hours long and one is two hours long. It has three different aspects. One is an independent study program, which means membership hours are determined by credit completion and teacher contact time. Another is a seat-based program and the third is a blended program of seat-based instruction and independent study. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Students may also register themselves.

They see their students' greatest area of need as math classes, such as Algebra. This is followed by English classes, reading help, and Health classes.

Centennial does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Health, Earth Science, Chemistry, Physics, and Biology. They also offer remedial math classes and generic credits in Math, English, Social Studies and Science.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law. Centennial School District provides a comprehensive educational program at the high school level but not at the middle school level. Their middle school feels they have programs in place to help their students such as the Promise Fellows Program and Rtl. The middle school has also started a Woodland Program for students with emotional needs.

Centennial operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent.

Students enroll in the ALCs through a referral from the high school administration or they can self-refer.

When a student leaves school, there are several things a district could choose to do. Centennial responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We feel we have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We feel this strategy is successful half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Centennial was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track

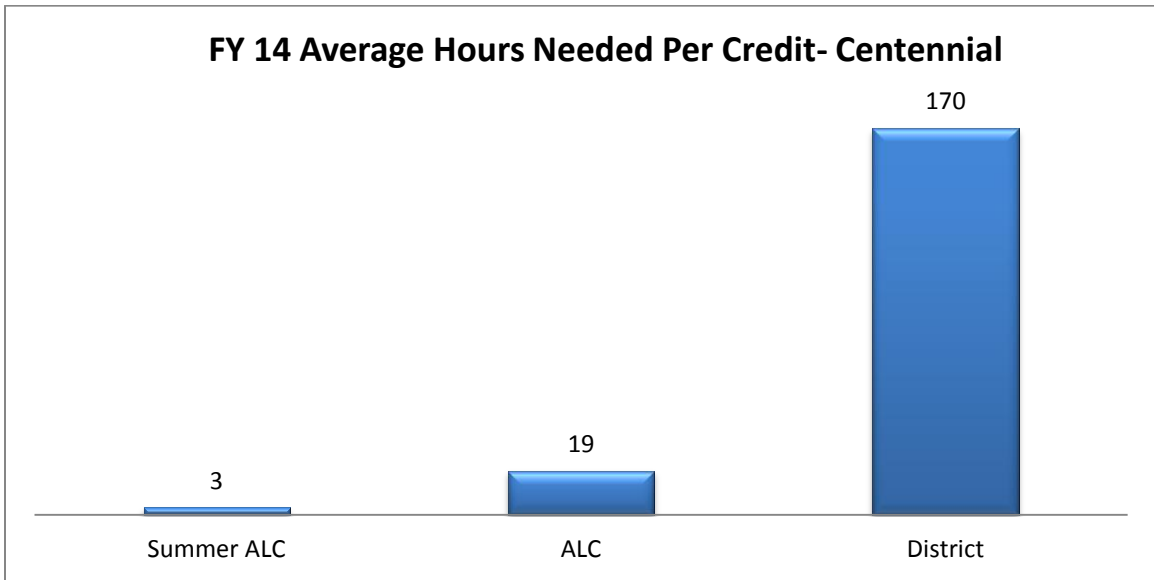


students are defined as those students who are not on-track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: Not applicable.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

**Average number of credits earned for FY 14**

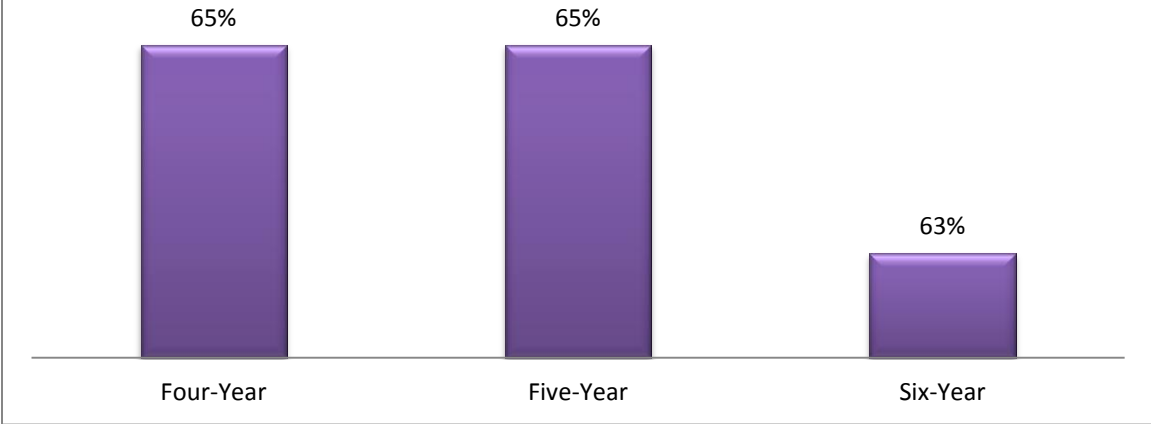
Centennial did respond to the request for credits but the number of hours needed per credit earned is very low. There was possibly a misunderstanding about what was needed. The information submitted showed that students in the summer program only needed a little over three hours to earn a credit, compared with the nearly 170 hours it is anticipated students in the traditional high school would need for one credit. It should be noted that Centennial reports that their Area Learning Center has an instructional year of 1,008 hours which is less than the 1,020 hours required as a minimum.



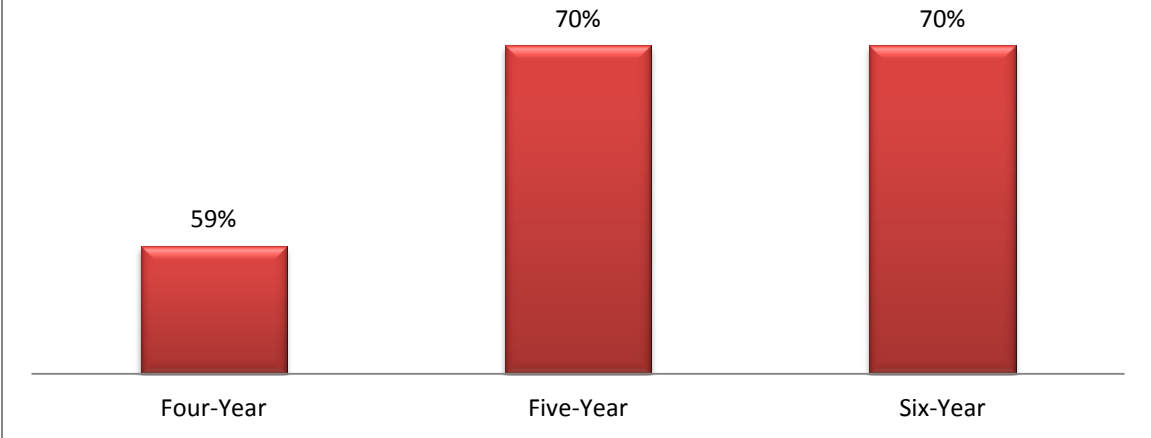
**Graduation Data**

The FY 13 four-year graduation rate was 65 percent. This increased to 70 percent for the FY 14 five-year graduation rate. The FY 13 five-year graduation rate was 65 percent. This rose to 70 percent for the FY 14 six-year graduation rate. The cohort size for both groups remained basically the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Centennial ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Centennial ALC**



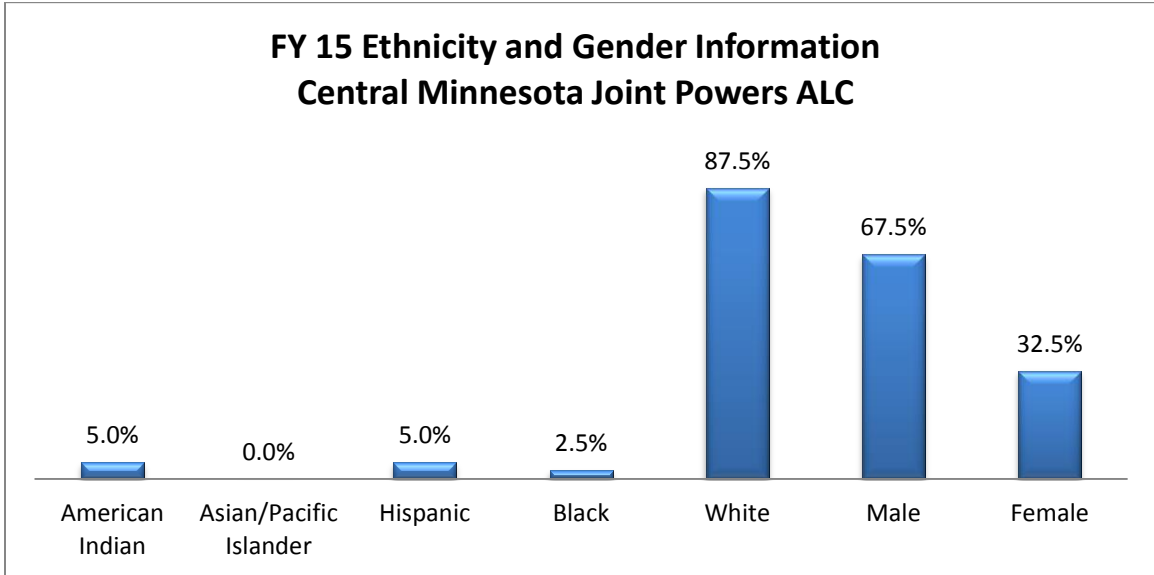
# Central Minnesota Joint Powers District, 6074-50

## Program Information

Central Minnesota Joint Powers operates several Area Learning Centers and Targeted services programs.

## Demographics

It is not possible in this report to compare the ethnicity and gender of students in any of the ALC programs with their home district. Fiscal Year 2015 information is provided for the ALC only.



## Summer Programs

### Targeted Services

Central Minnesota Joint Powers District operates multiple summer programs. We received information back on some of them. The first Targeted services program that returned the survey operates for 15 days for three hours per day. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information on their summer program by putting information in the newsletter, sending parent information letters and providing information at parent-teacher conferences.

The curriculum and supporting activities are intentionally linked to grade-level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 15 to one.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

A second program operates for 18 days for three hours per day. Program planning for the following summer begins in the fall. Their program focus is determined at the district level, but they are still working towards matching student needs to programming. Parents are informed at conferences personally about their summer program and a letter is sent with more information. Several of their staff members who work in the program have discussions internally about student needs and possible program improvements.

The curriculum and supporting activities are intentionally linked to grade-level academic and social skills expectations and relate back to standards addressed during the core school year but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than eight to one.

Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

A third Targeted services program is operated by Holdingford Public School for 15 days for three hours per day. They serve grades kindergarten through sixth grade. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information on their summer program through parent newsletters, phone calls and spring parent teacher conferences. They also use a child's CLP to convey social, emotional and academic needs to parents and summer school teachers.

The curriculum and supporting activities are intentionally linked to grade-level academic and social skills expectations and relate back to standards addressed during the core school year but are presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

We did not get a survey response back regarding their ALC summer program.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Central Minnesota Joint Powers serves as one of the intervention strategies for the districts they serve.

### ***Average length of enrollment for FY 14***

Central Minnesota Joint Powers operates ALC programs in several districts, including Sauk Rapids, Sartell, Kimball, St. Cloud and Holdingford. Most of these programs are small.

In Holdingford, they operated their program during the core school year only. Eighteen students were enrolled over the course of the year. The average length of enrollment was 137 hours, with enrollments ranging from nine hours to 472 hours.

In Sauk Rapids, they ran both a summer and a core school year program. In their core school year program, they had 140 enrollment records and generated 41.47 regular ADMs and 7.79 extended ADMs. The average length of enrollment was 439 hours, with enrollments ranging from five hours to 1,701 hours. In their summer program, they had 108 enrollment records and generated 4.97 regular ADMs and 6.3 extended ADMs. The average student was enrolled for 122 hours, with enrollments ranging from 41 hours to 389 hours.

In the school year program operate in Kimball, there were 21 enrollment records and the average student was enrolled for 196 hours. This ranged from 12 hours to 920 hours. They generated 0.03 regular ADMs and 1.83 extended ADMs. In the summer program, students had an average enrollment of 48 hours. There were 26 enrollment records and all but one student was enrolled for 48 hours. They generated 0.15 regular ADMs and 1.1 extended ADMs.

#### ***Average number of credits earned for FY 14***

In the Holdingford program, students earned an average of 0.54 credits. Some students did not earn any credits and there were five students who earned one credit. There was an average of 252 membership hours needed for each full credit.

In Sauk Rapids, the average student in the core school year program earned 5.38 credits. This ranged from no credits earned to 22 credits earned. It took an average of 82 hours to earn a credit. For the summer program, the average student earned 1.2 credits and this ranged from no credits earned to six credits earned. It took an average of 102 hours to earn a credit.

Credit information was not received from the program in Kimball.

#### ***Attendance for FY 14***

Attendance in Holdingford was reported as 100 percent for all students. Attendance in Sauk Rapids was also reported as 100 percent. Attendance in Kimball was just under 100 percent for the core school and 58 percent for the summer program.

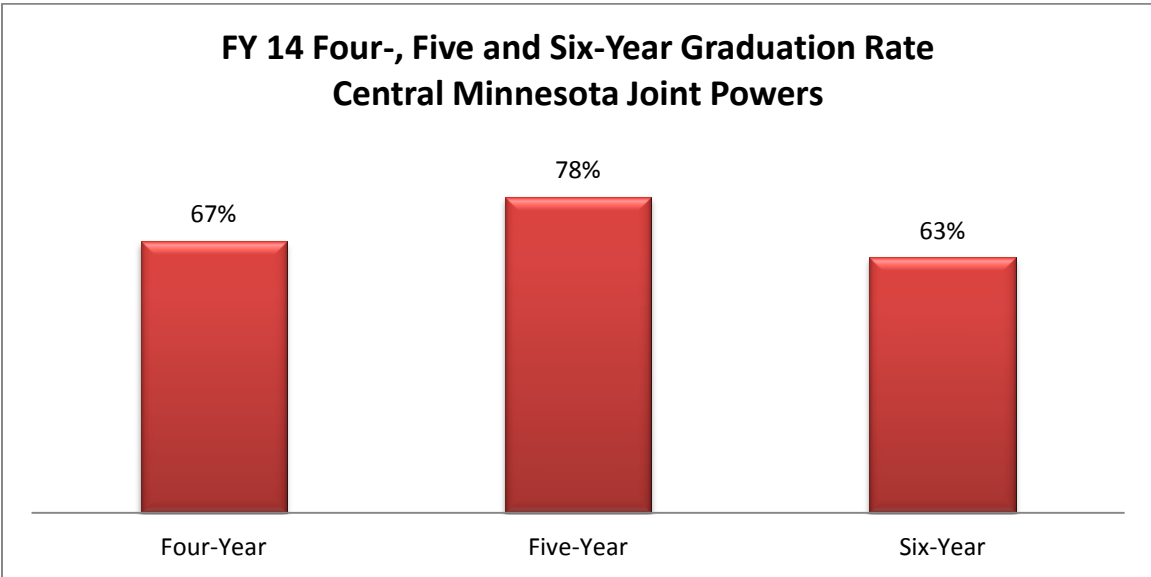
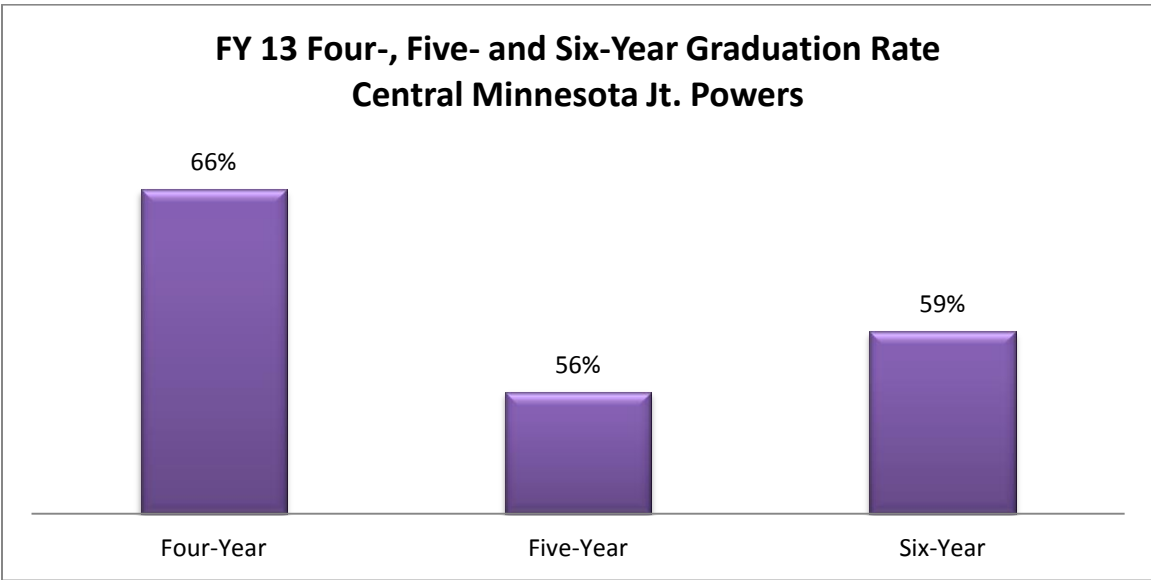
#### **Graduation Data**

Only one program had a large enough cohort to calculate four-, five- and six-year graduation rates.

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate for Sauk Rapids ALC was 66 percent. This rose to 78 percent in the FY 14 five-year graduation rate. The cohort size changed from 32 students to 37 students.

The FY 13 five-year graduation rate was 56 percent and rose to 63 percent for the FY 14 six-year graduation rate. The cohort size rose from 62 to 65 students.



The Sartell ALC had enough students in the five-year cohort to calculate a graduation rate but it was 0 percent. The Foley and Holdingford ALC did not have large enough cohorts to calculate a graduation rate for four-, five- or six-year.

## **Chisago Lake Public School District, 2144-01**

### **Program Information**

Chisago Lakes operates an Alternative Learning Program.

### **Demographics**

The cohort size is too small to make a demographic comparison.

### **Summer Programs**

#### ***ALP Summer Term***

Chisago Lakes operates summer programs in two sessions. Each of these goes for 12 days and last for 3.5 hours per day. They have an independent study program, which means that membership is calculated on work completion and teacher contact time. They also have a straight seat-based program. Students are referred to the program by their school counselor if they are behind in graduation requirements.

Chisago Lakes does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Health, Chemistry, Earth Science and Biology. They also offer a generic math and English classes and elective credits.

They see their students' greatest area of need as math courses such as Algebra followed by English classes, and reading help.

The average length of enrollment for the Chisago Lakes Summer program was 131.15 hours. Enrollment ranged from 42 hours to 150 hours. They did not generate any extended time ADMs. They generated 16.6 regular ADMs.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Chisago Lakes operates an Alternative Learning Program (ALP) called the On Track Alternative Learning Program. Their program is open to a variety of qualifying factors. Students enroll in the ALP when counselor identifies them as being off track or at risk and enrolls them in the program. Students are also enrolled in the program because of medical issues and other reasons that have caused them to miss school.

When a student leaves school, there are several things a district could choose to do. Chisago Lakes responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Chisago Lakes was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: No response.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

Chisago Lakes believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

#### ***Average length of enrollment for FY 14***

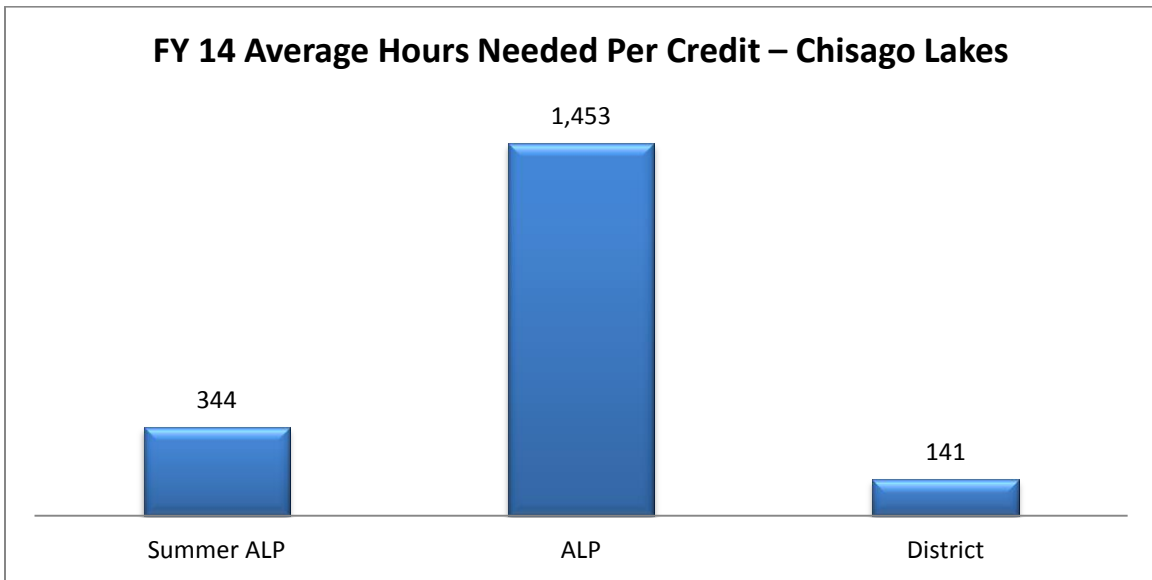
The average length of enrollment for the Chisago Lakes ALP program was 678 hours. Enrollment ranged from 85 hours to 1,326 hours. They generated no extended ADMs and 3.18 regular ADMs. Several of their students with over 1,000 hours did not generate any ADMs.

#### ***Average number of credits earned for FY 14***

For the core school year program, students generated 0.47 credits, with some students earning no credits and some students earning one credit.

The following graph shows the number of membership hours submitted per credit for the two ALP programs and how many hours are needed at Chisago Lakes for one credit, based on their graduation requirements and the number of instructional hours per year. The number of hours needed per credit is high in the alternative learning program. It is possible that credits are not being recorded in the alternative learning program but rather in the core school year.



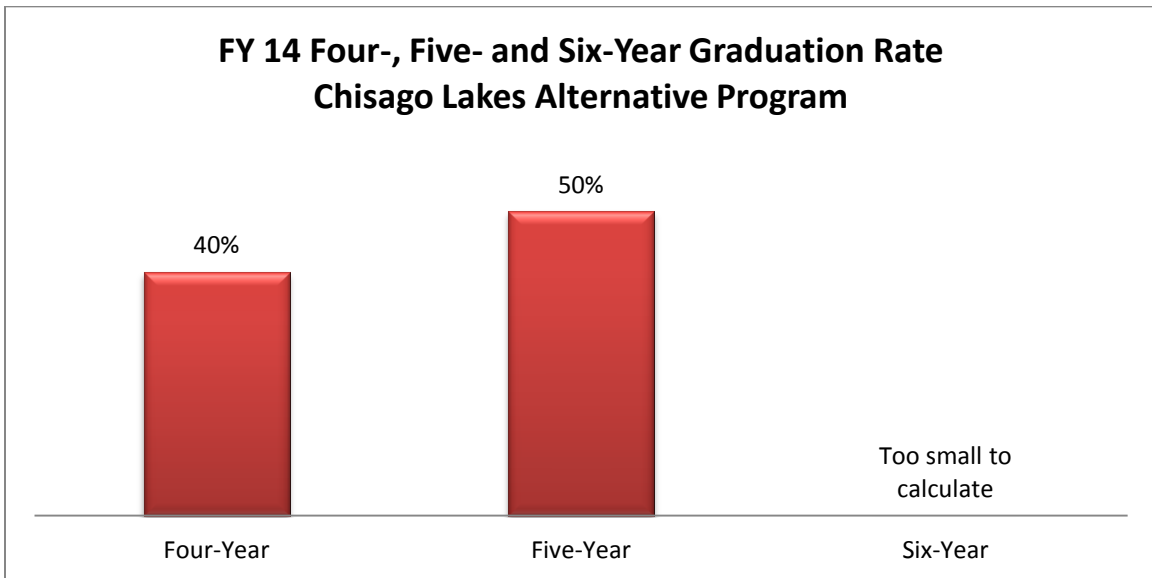


**Attendance for FY 14**

Students were reported with 100 percent attendance.

**Graduation Data**

The cohort was too small to determine a four- or five-year graduate rate for FY 13. The six-year rate was 60 percent. For FY 14, there was an increase in the cohort size for the five-year graduation rate but not enough to calculate a six-year graduation rate.

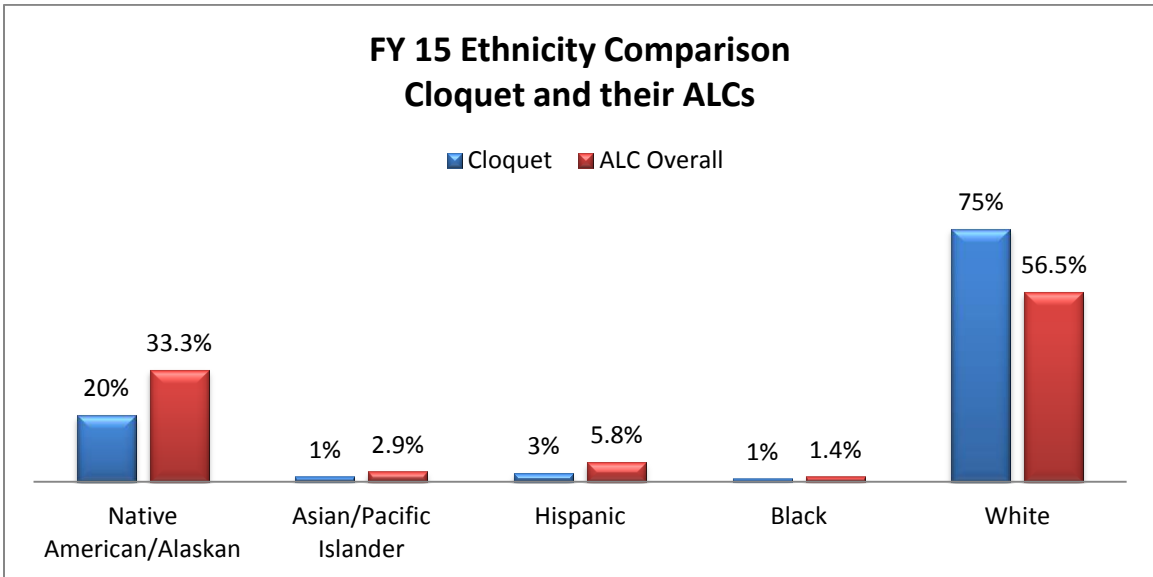
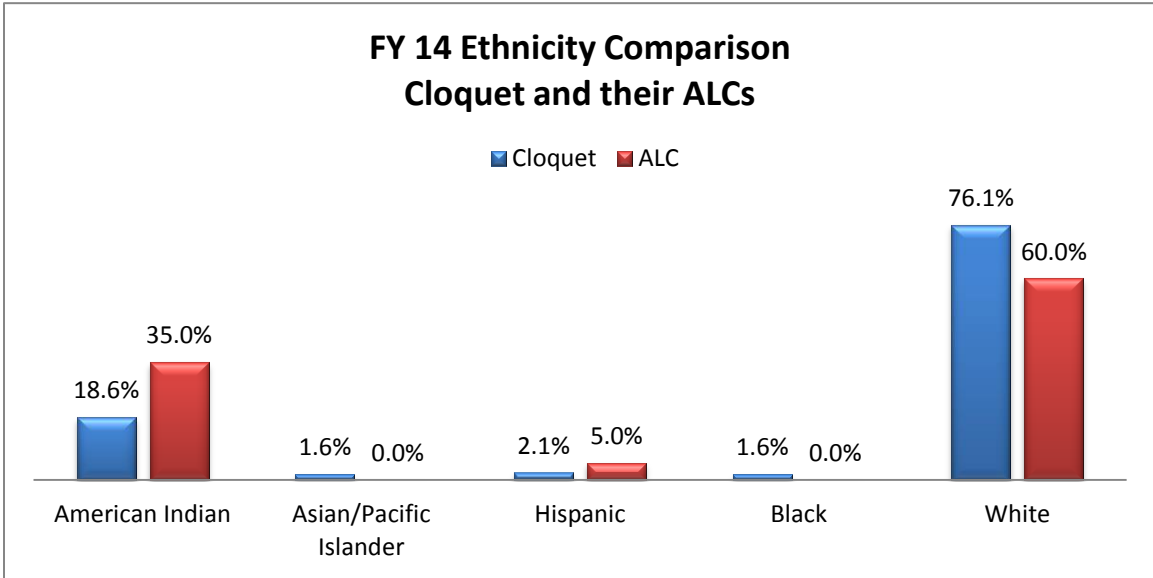


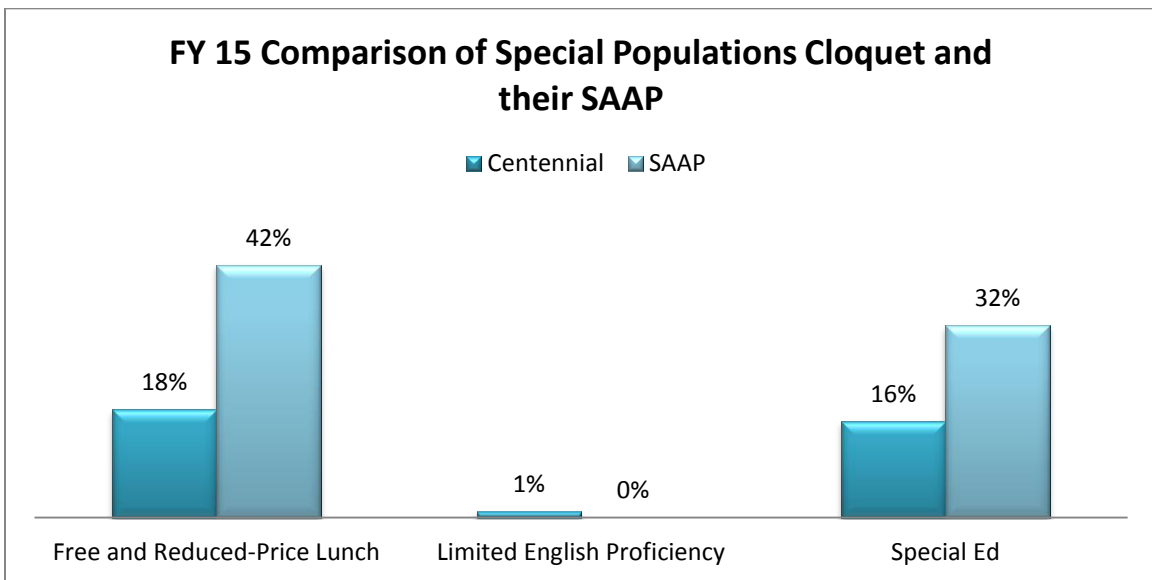
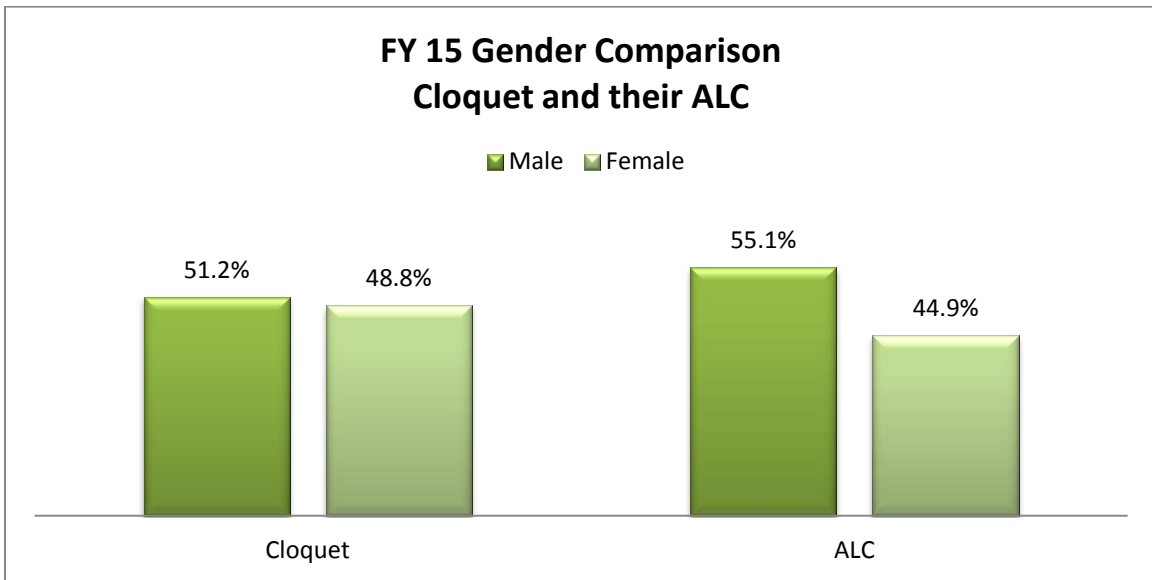
# Cloquet Public School District, 0094-01

## Program Information

Cloquet operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

Cloquet did not operate a Targeted Services summer program but is looking into beginning one.

### ***ALC Summer Term (secondary students)***

Cloquet has a long summer program, operating from June until August. They operate for 24 days in total for six hours a day. Their program is a blended one of both seat time and independent study. Students are referred by school counselors if they are behind in graduation requirements and they can also refer themselves.

Cloquet does not think of at-risk and off-track students as separate groups and has the same outreach to students who might be considered in either group.

They offer many classes in summer school. This past summer they offered Algebra I and II, Geometry, U.S. History, English 9-12, Health, Biology, Chemistry, Physics and Earth Science. They also offered generic credits in Math, English, Social Studies, and Science.

Cloquet sees the area of greatest need for their students as math classes, such as Algebra and Geometry. This is followed by the need for English classes, and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Cloquet provides programming at both the high school and middle school levels.

Cloquet operates year round. Their program is open to a variety of qualifying factors. Students enroll in the ALC by scheduling an in-take meeting with the principal to address the indicators of need.

When a student leaves school, there are several things a district could choose to do. Cloquet responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We believe this strategy is extremely successful.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Cloquet was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This in the process of being fully implemented in our district.
- Pupil study teams: no response.
- Response to Intervention: no response.
- Minnesota Early Intervention Response System: This in the process of being fully implemented in our district.
- After school programs: This in the process of fully implemented in our district
- Summer programs: This in the process of being fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: no response.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: no response.
- Mentors: no response.

Cloquet believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

### **Average length of enrollment for FY 14**

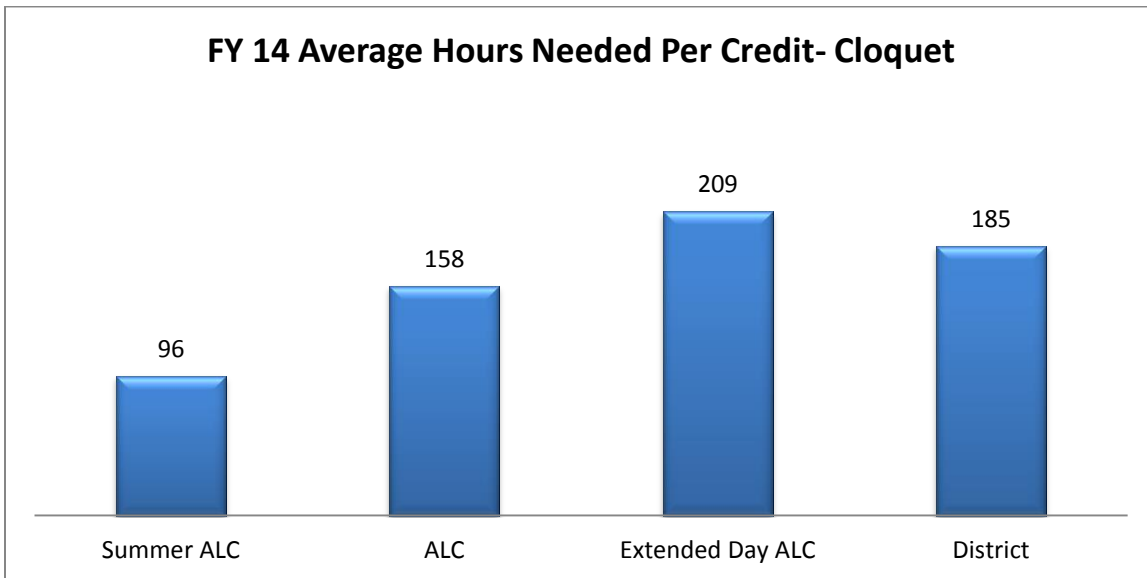
Their summer session served 93 students, with an average enrollment of 35.27 hours. Enrollment ranged from five hours to 56 hours. They generated 0.93 regular ADMs and 2.2 extended ADMs. Their core school year program served 172 students, with an average enrollment of 314.49 hours.

Enrollment ranged from one hour to 1,007 hours. Their extended day program served 52 students, with an average enrollment of 39.71 hours. Enrollment ranged from one hour to 176 hours.

**Average number of credits earned for FY 14**

For the summer program, students earned an average of 0.37 credits. This ranged from no credits earned to 0.5 credits. For the core school year program, students earned an average of two credits. This ranged from no credits earned to 8.75 credits. For the extended day program, students earned an average of 0.19 credits. This ranged from no credits earned to one credit earned. Cloquet requires 5.75 credits per year.

It should be noted that Cloquet has submitted a core instructional year length of 1,007 hours for the Cloquet Alternative Education Program.

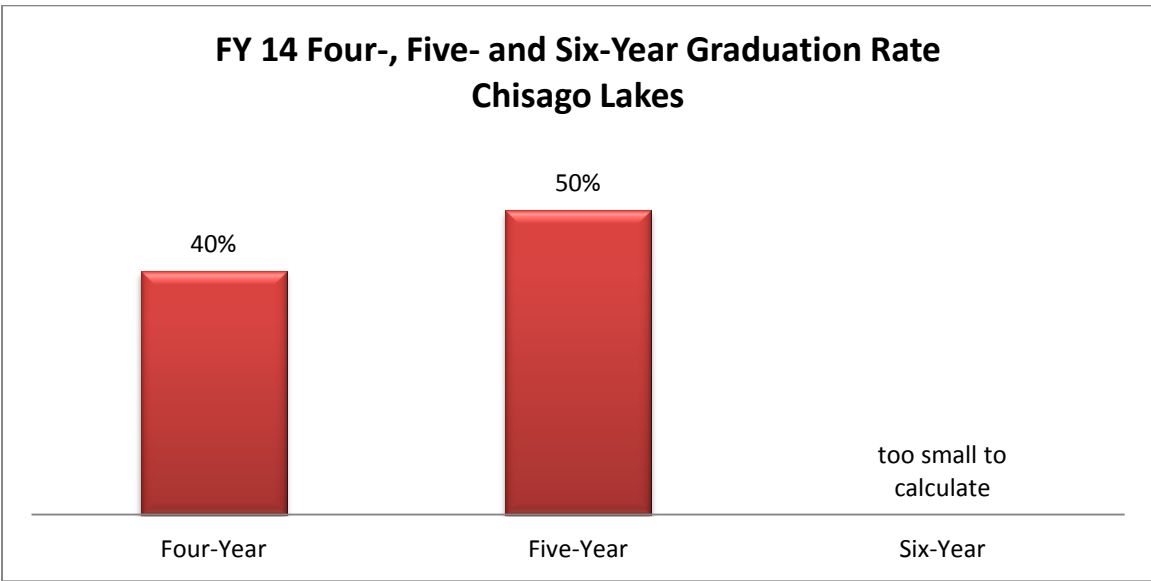
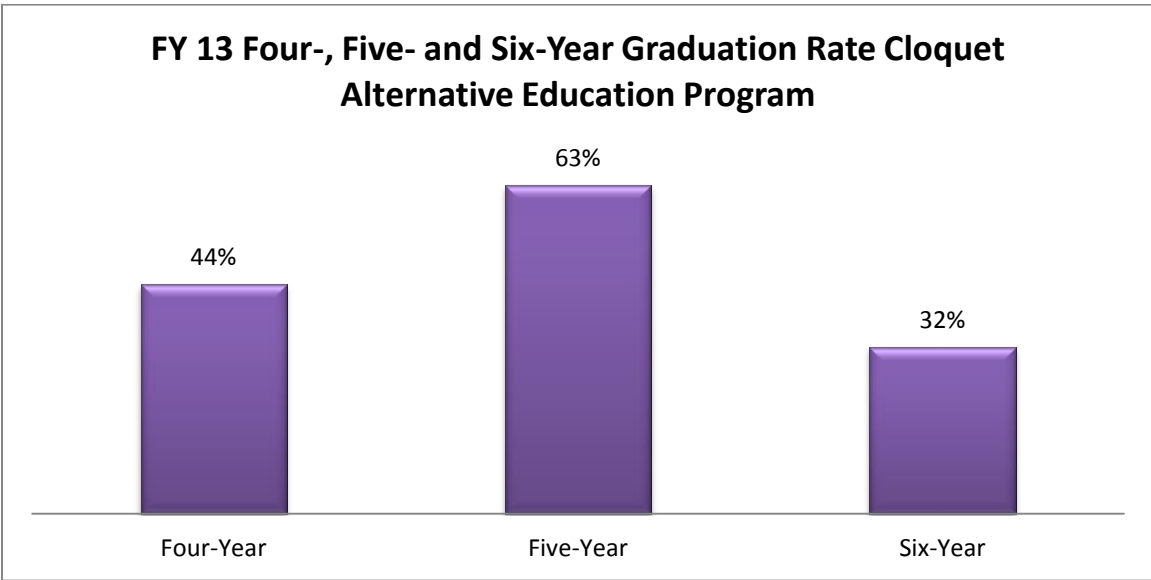


**Attendance for FY 14**

The attendance rates for the summer program were reported as 100 percent. For the core school day program it was reported as 77 percent and for the extended day program, it was 41 percent. Attendance for these two programs ranged from zero percent attendance to 100 percent.

**Graduation Data**

The graduation rate dropped from the FY 13 Four-Year rate to the FY 14 Five-Year rate. During this period, there was a 22 percent increase in the size of the cohort. The FY 13 Five-Year rate was unchanged when compared with the FY 14 Six-Year rate.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

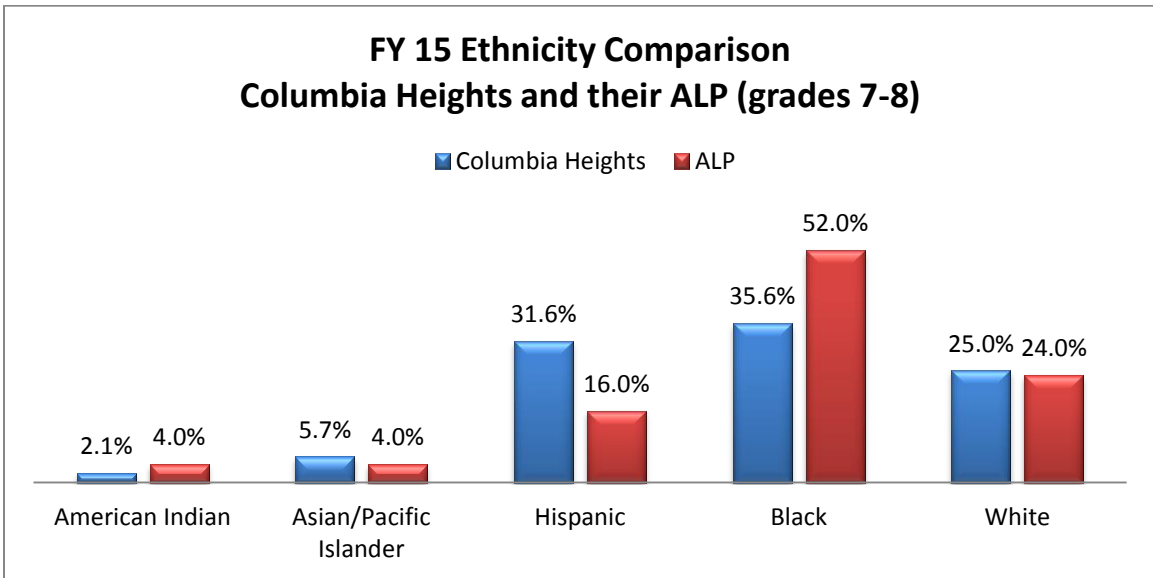
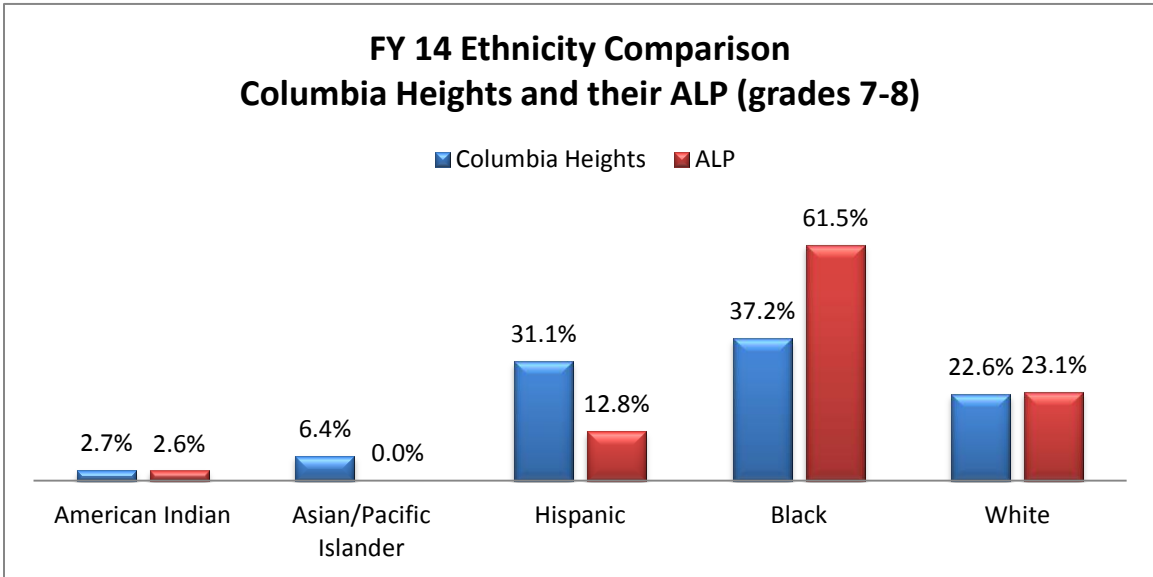
In Cloquet, their Area Alternative Education program did not meet the criteria in FY 13 to have an MMR or FR score. In FY 14, their MMR score was 75.59 percent.

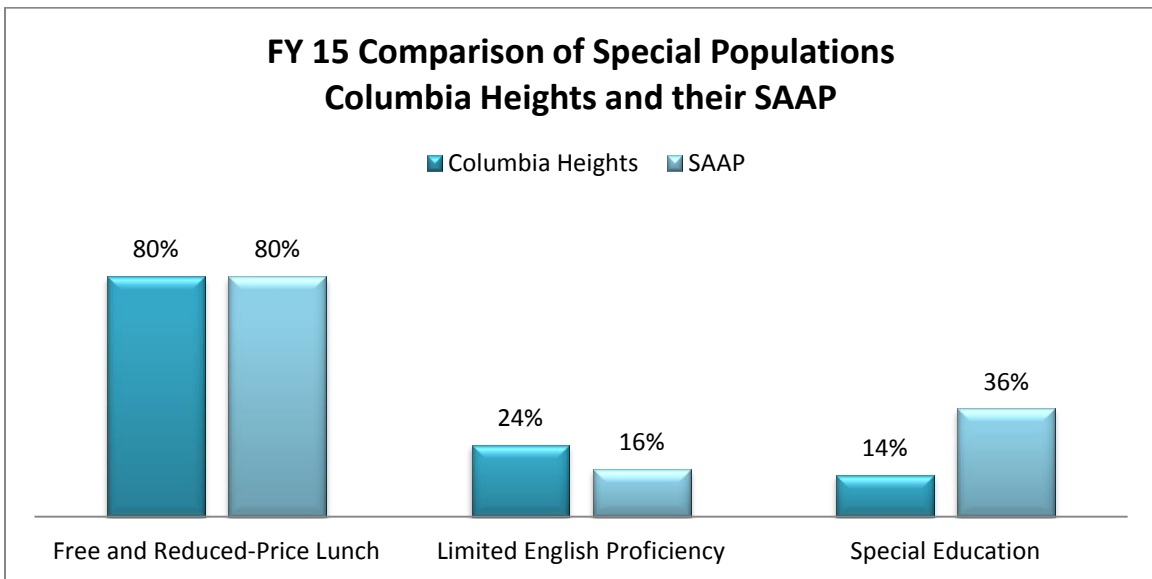
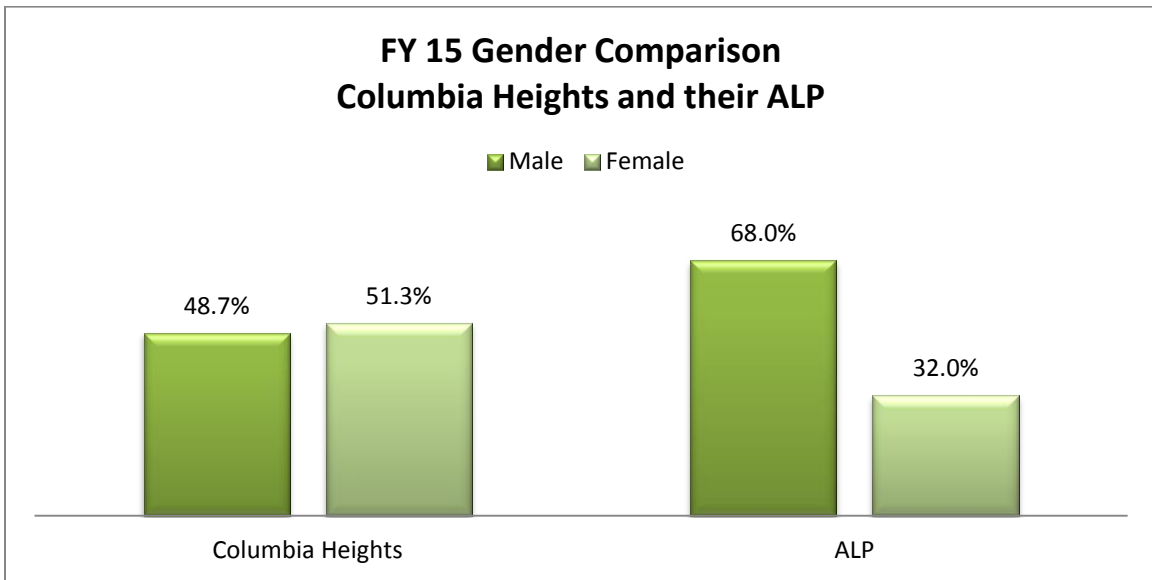
# Columbia Heights School District, 0013-01

## Program Information

Columbia Heights operates an Alternative Learning Program at the middle school level. The program is only for middle school students. It will close in FY 16.

## Demographics





## Summer Programs

### *ALP Summer Term*

Columbia Heights does not operate an ALP summer program. Students are able to attend the summer program at Intermediate 916.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Columbia Heights offers several intervention and prevention strategies. These include Pupil Study Teams, Positive Behavior Intervention System and Response to Intervention that are targeted for students who need them. They also have an after school program that targets students who are on the fringe to assist them in getting their skills up and focused on college and career readiness. They do tiered interventions to support their students. They have implemented smaller class size across the district based on need. They have a social worker on staff and provide mental health services via an outside provider. They also provide a full-time school psychologist.



## Graduation Data

Not applicable.

## **Cook County School District, 0166-01**

### **Program Information**

Cook County operates a very small Alternative Learning Program. In FY 14, they generated 0.04 total ADMs.

### **Demographics**

The cohort size was too small to determine data.

### **Graduation Data**

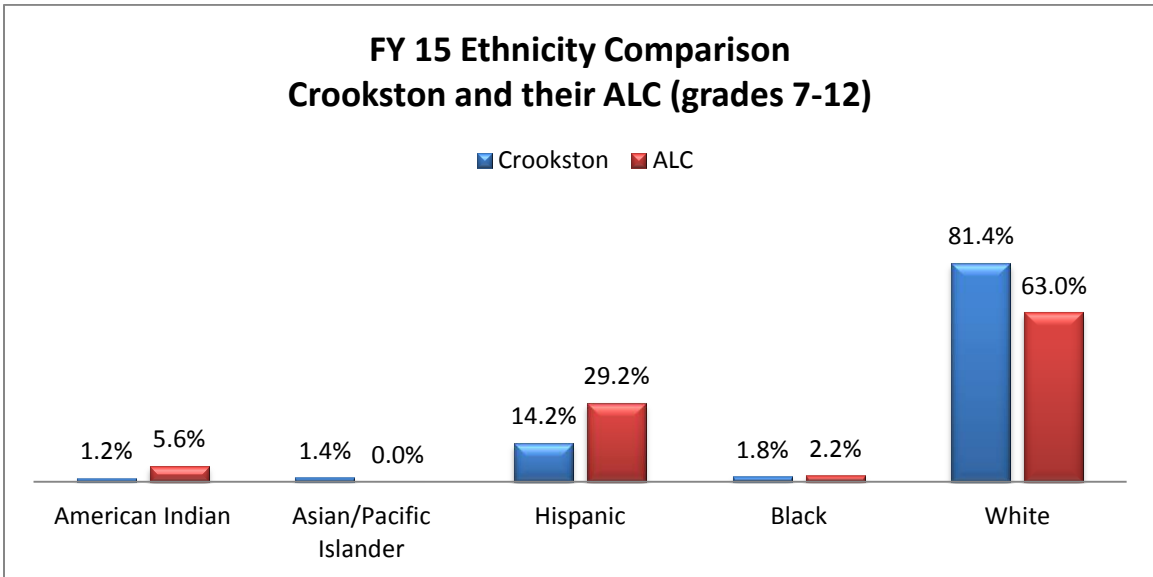
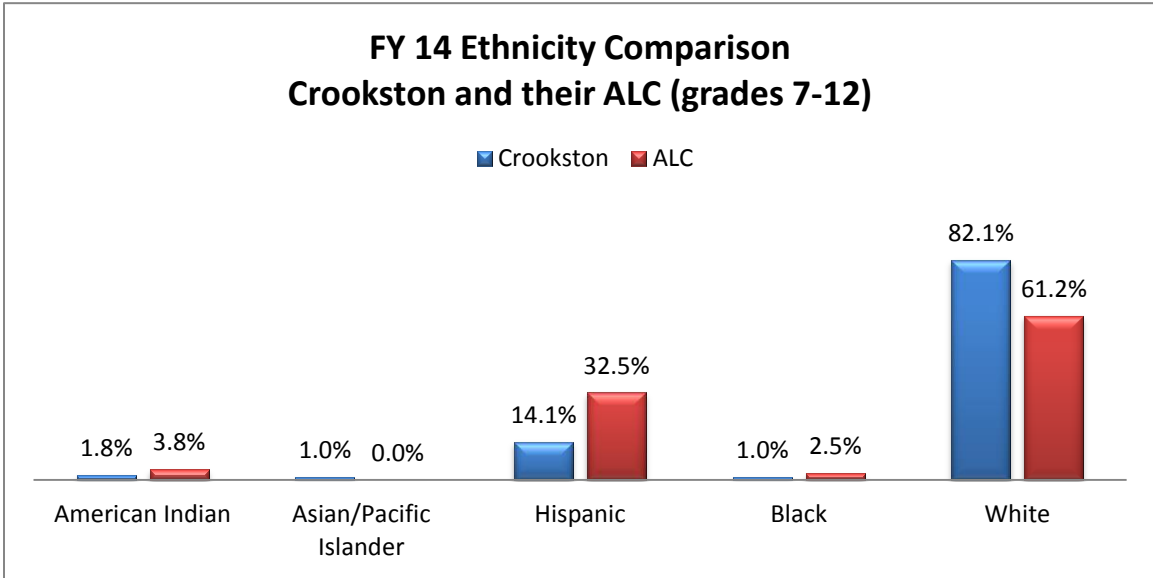
Not applicable. There was only one student in the FY 14 four-year cohort, none in the FY 14 five-year cohort and two in the FY 14 six-year cohort.

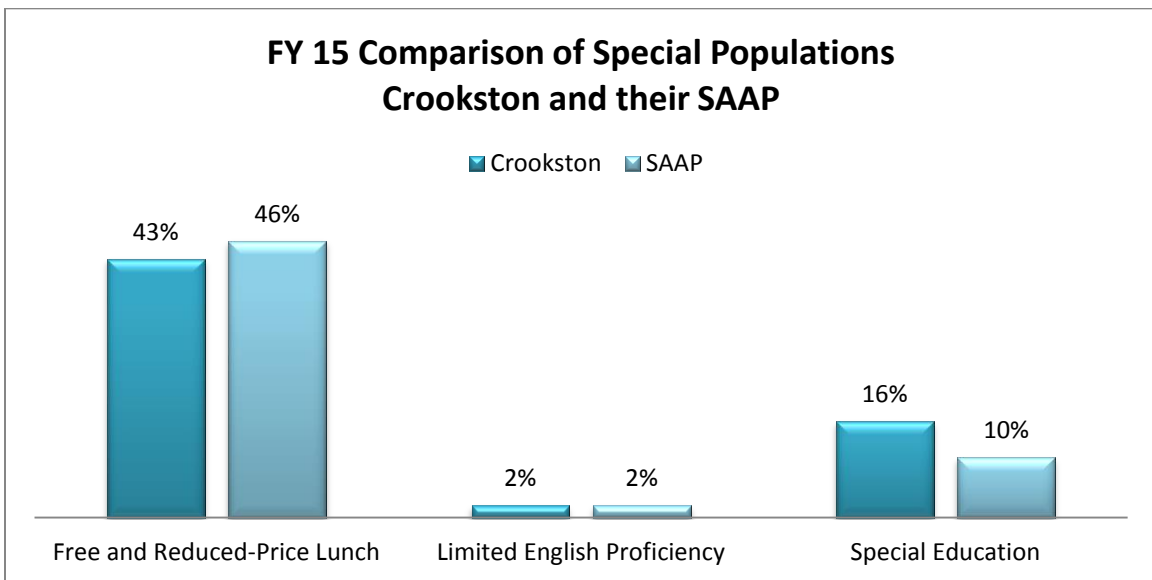
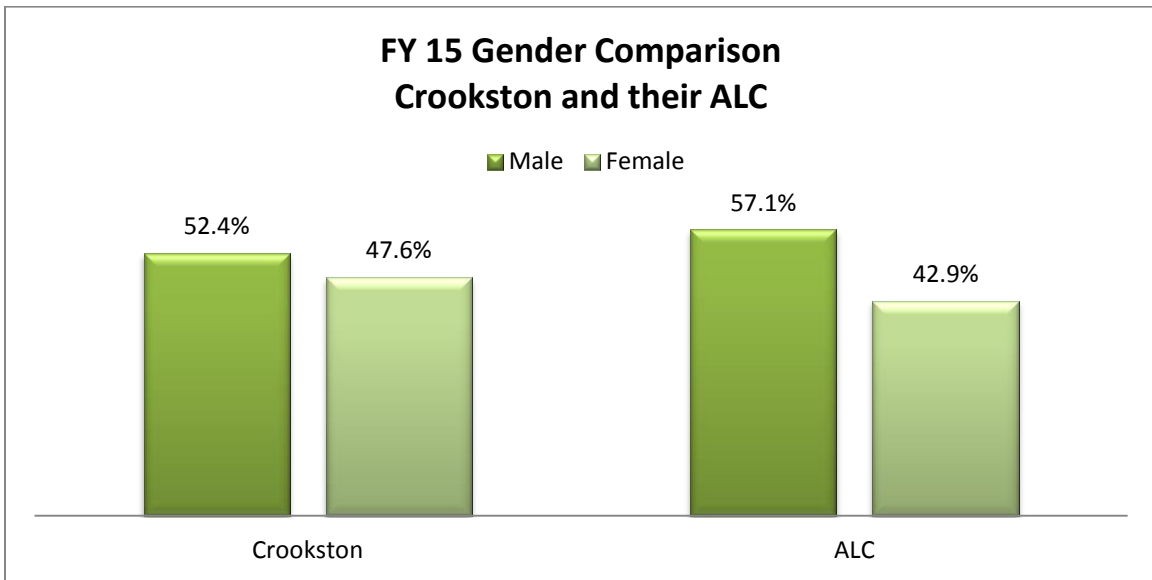
# Crookston Public School District, 0593-01

## Program Information:

Crookston offers an Area Learning Center for grades seven through 12.

## Demographics





## Summer Programs

### ***ALC Summer Term (secondary students)***

Crookston operates a summer program for four days a week for seven hours a day. The program operates for four weeks. They have an independent study program, which means that membership hours are based on work completion and teacher contact time. Students are referred to the program by their school counselor if they are behind in graduation requirements and students can also register themselves. Additionally, Crookston enrolls students who have dropped out and wish to re-enroll.

They see their students' greatest area of need as English classes, followed by math classes such as Algebra, Health and Physical Education classes.

Crookston does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II,

Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Health, Earth Science and Biology. They also offer elective classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Crookston is not able to provide a comprehensive educational program at either level due to shortage of qualified teaching staff and revenues. Crookston operates their program year-round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

Students enroll in the ALC when they complete enrollment forms in the main ALC office during the initial interview. Transcripts and other records are reviewed and a CLP drawn up for each enrolling student.

When a student leaves school, there are several things a district could choose to do. Crookston responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel we have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Crookston was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on-track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Do not know.
- Pupil study teams: This is determined on a case-by-case basis and is provided for students who need it.
- Response to Intervention: Do not know.
- Minnesota Early Intervention Response System: Do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students who need it.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students who need it.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 102 hours. This ranged from one hour to 740 hours. There were 229 enrollment records and they generated 18.2 regular ADMs and 2.9 extended ADMS.

For their summer program, the average length of enrollment was 66 hours. This ranged from six hours to 180 hours. There were 52 enrollment records and they generated 1.23 regular ADMs and 1.85 extended ADMS.

### ***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 0.5 credits. This ranged from no credits earned to four credits earned. Students needed an average of 201 hours to earn a credit.

For the summer program, students earned an average of 0.4 credits. This ranged from no credits earned to 1.5 credits earned. Students needed 149 hours to earn a credit on average.

In Crookston, based on the length of the core school year and the number of credits required for graduation, it is anticipated that students would need 185 hours to complete a credit. Crookston requires 23 credits to graduate, or 5.75 a year. Their core school year is 1,060 hours long.

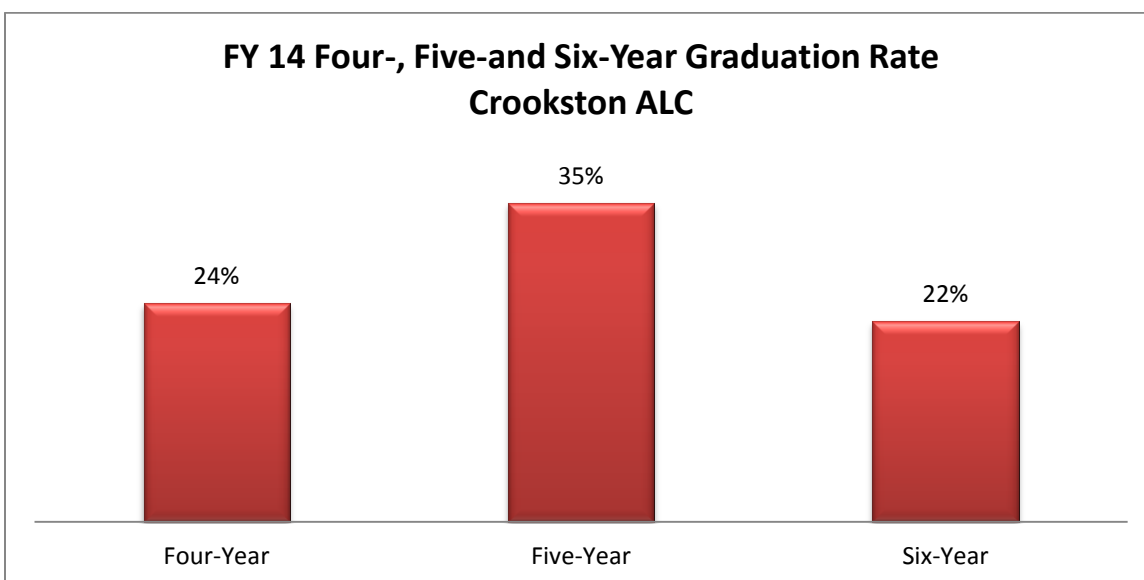
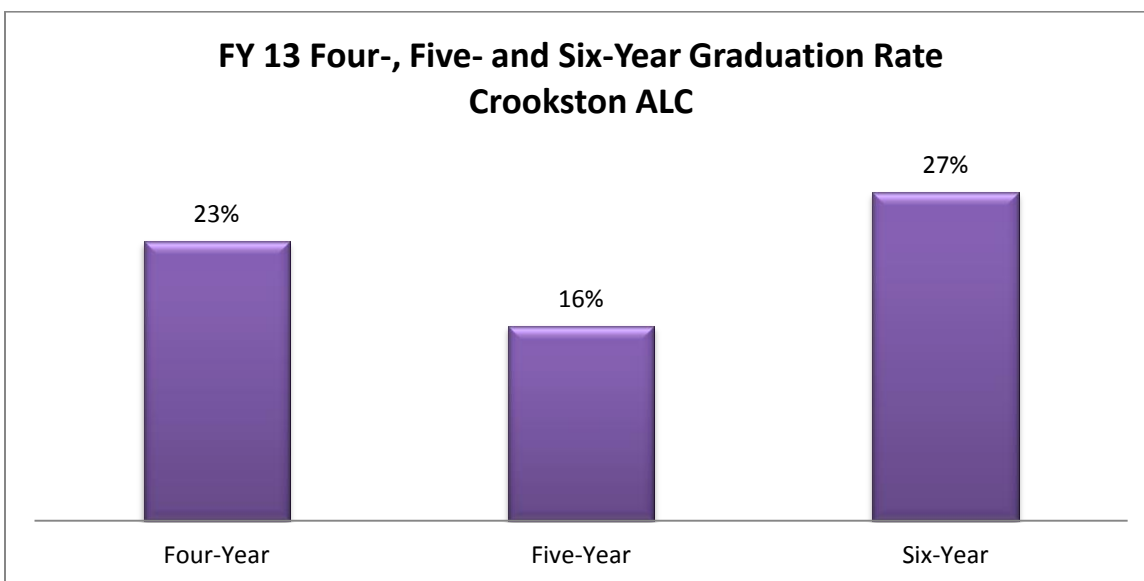
### ***Attendance for FY 14***

Attendance for the core school year program was 61 percent. This ranged from 0 percent to 100 percent. Average attendance for the summer program was reported as 30 percent, ranging from 0 percent to 100 percent.

### **Graduation Data**

For FY 13, the four-year graduation rate was approximately 23 percent. There was an increase in the FY 14 five-year rate of nearly 50 percent, with the graduation rate rising to 35 percent. There were 13 students in the four-year cohort in FY 13 and 20 students in the five-year cohort in FY 14, an increase in cohort size of over 50 percent.

For the FY 13 five-year rate, New Paths showed a 16 percent graduation rate. This increased to 22 percent for the FY 14 six-year graduation rate. The cohort size decreased by one student.



#### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

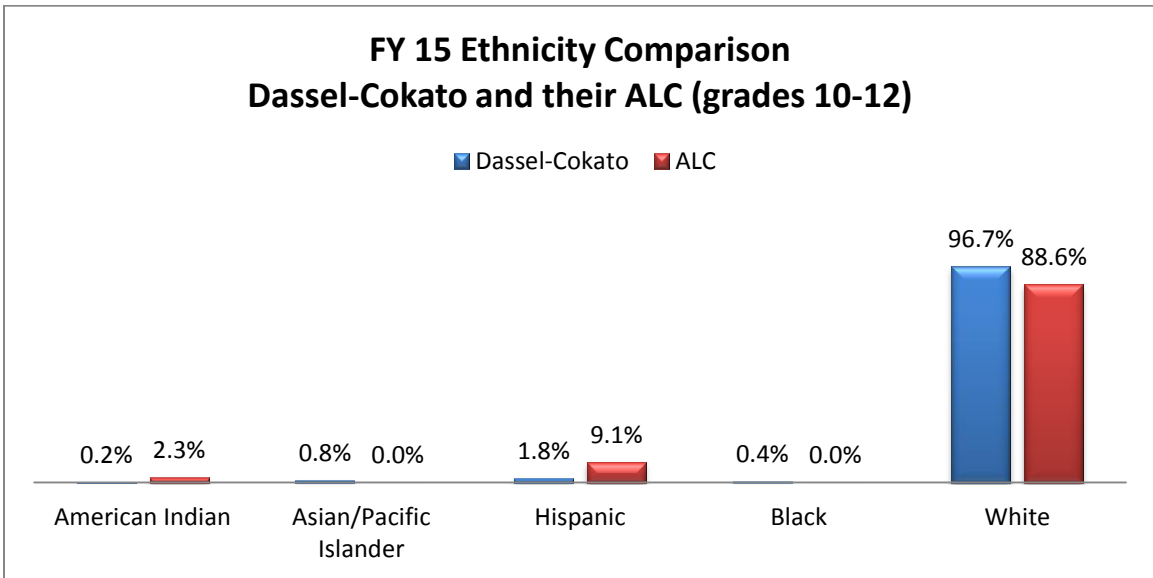
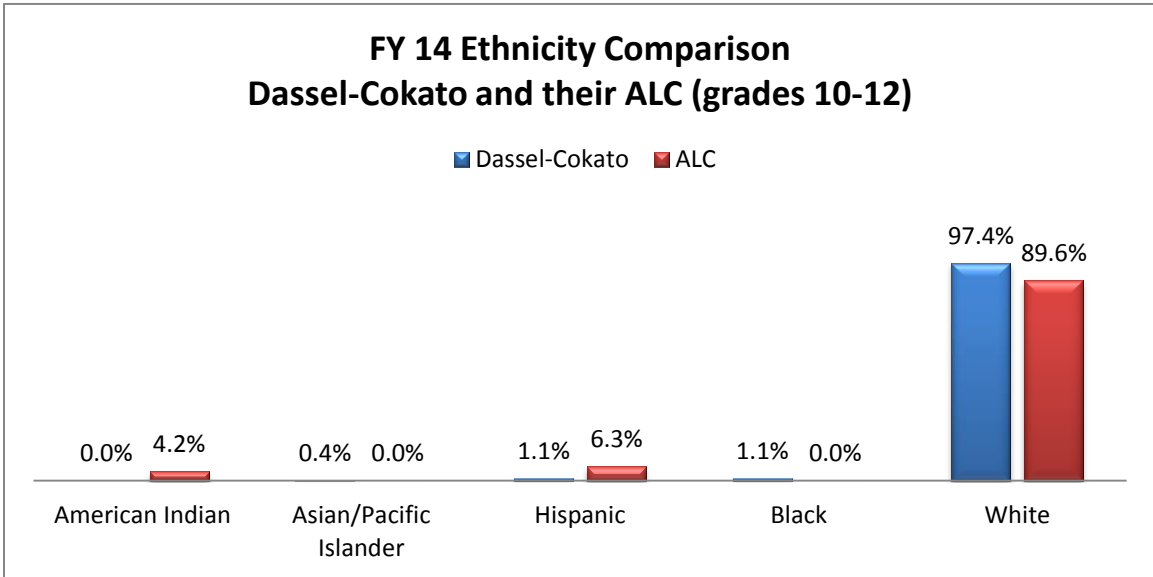
In Crookston, the New Paths Area Learning Center met these criteria in FY 13. They received an MMR score of 34.69 percent but no FR score. In FY 14, it had dropped to 24 percent.

# Dassel-Cokato Public School District, 0466-01

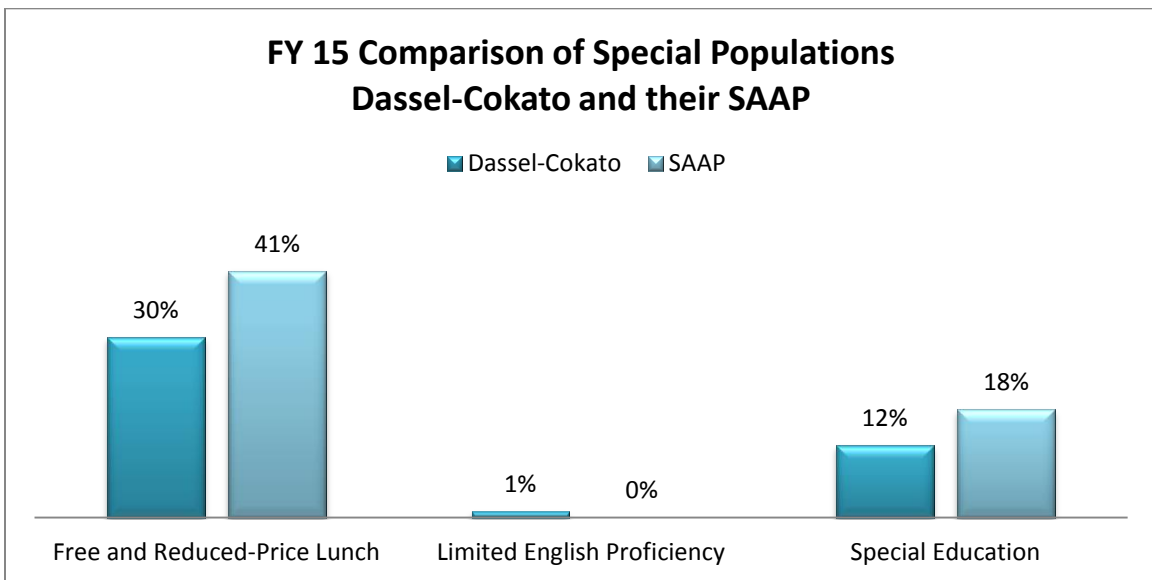
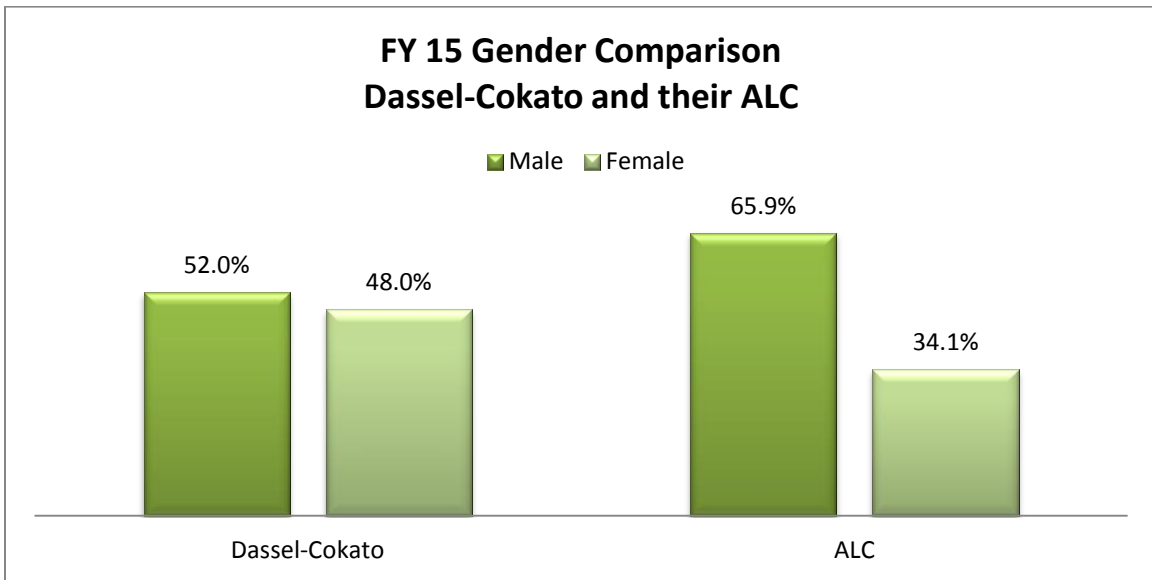
## Program Information:

Dassel-Cokato operates an Area Learning Center at the high school level and a targeted services program.

## Demographics







## Summer Programs

### *Targeted Services*

Dassel-Cokato Public School District operates a targeted services program for 20 days for three hours per day. They serve grades kindergarten through fourth. Program planning for the upcoming summer begins in January. Individual sites set their own theme or focus area that is approved centrally. They share the information on their summer program by sending letters home and at parent/teacher conferences.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Dassel-Cokato operates an independent study program, so membership hours are based on credit completion and teacher contact time. The program operates for three days a week for six weeks and for four hours per day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, Chemistry, Earth Science and Biology. They also offer generic Social Studies and remedial math credits.

They find the area of greatest need for the students they serve to be support in areas such as mental health or chemical dependency. This is followed by the need for English classes and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Dassel-Cokato established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Howard Lake and Litchfield.

Statute also requires ALCs to provide a comprehensive educational program for both middle level and high school students. Dassel-Cokato provides programs at the high school level only but they do operate year-round. Their program is open to a variety of qualifying factors. Students come to the ALC in a few ways. Students and/or parents contact the ALC directly to set up a meeting, or the counselor at their home school contacts the ALC to let them know a student is interested in finding out more about their program. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

When a student leaves school, there are several things a district could choose to do. Dassel-Cokato responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Dassel-Cokato was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track

students are defined as those students who are not on-track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: Not applicable.
- Response to Intervention: This is in the process of being fully implemented in our district
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

#### ***Average length of enrollment for FY 14***

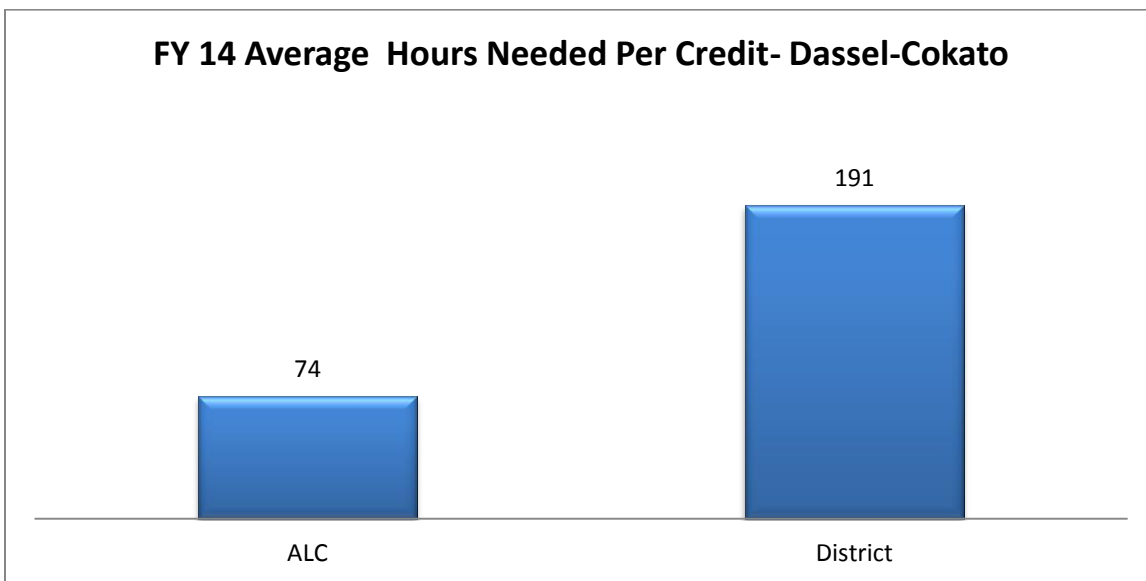
The core school year program served 136 students, with an average enrollment period of 323 hours. This ranged from one hour to 1,998 hours. They generated 32.04 regular ADMs and 5.67 extended ADMs.

The summer program served 27 students, with an average enrollment period of 128 hours. This ranged from 38 hours to 225 hours. They generated 1.61 regular ADMs and 1.42 extended ADMs.

#### ***Average number of credits earned for FY 14***

There were no credits reported for the summer program. The core school year program had an average of 4.3 credits earned. This ranged from no credits earned to 26.5 credits earned. Dassel-Cokato requires an average of 14.5 credits per year to be on track to graduate.

The following chart show how many hours were needed in the core school year ALC program compared to the traditional core school year. No comparison can be made to the summer program as there were no credits awarded then.



***Attendance for FY 14***

The core school year program had an average attendance rate of 77 percent. This ranged from no attendance to 100 percent. The summer program had an attendance rate of 100 percent.

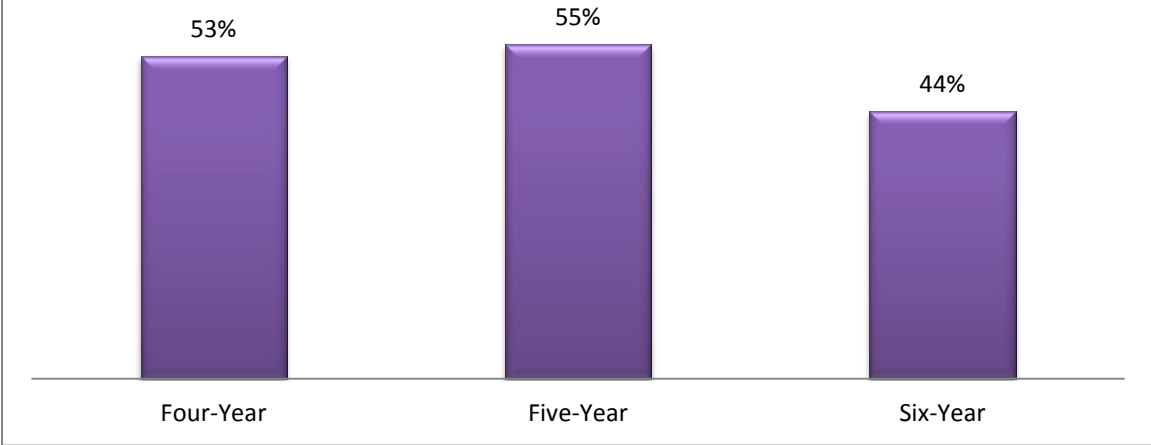
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

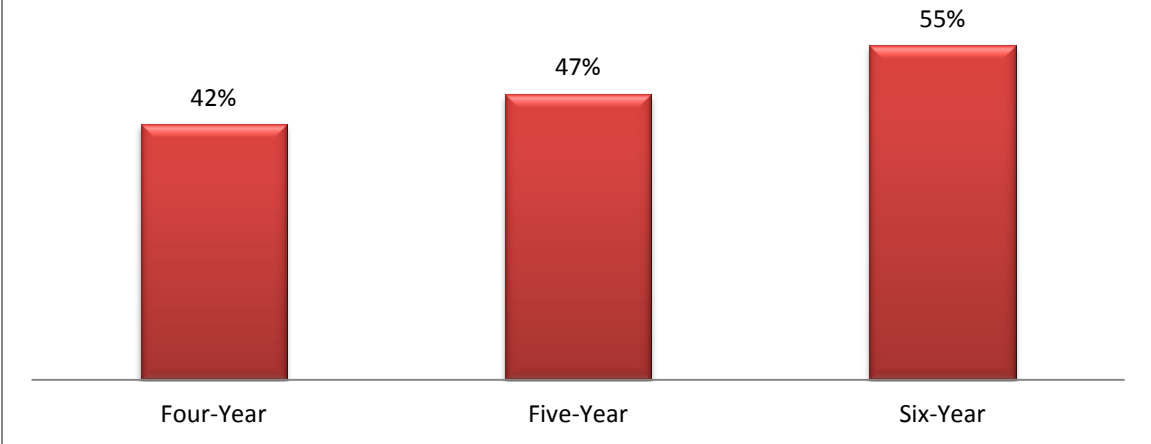
The FY 13 four-year graduation rate was 53 percent. But this fell to 47 percent in the FY 14 five-year graduation rate. The cohort size changed from 17 students to 19 students.

The FY 13 five-year graduation rate was 55 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Dassel-Cokato ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Dassel-Cokato ALC**

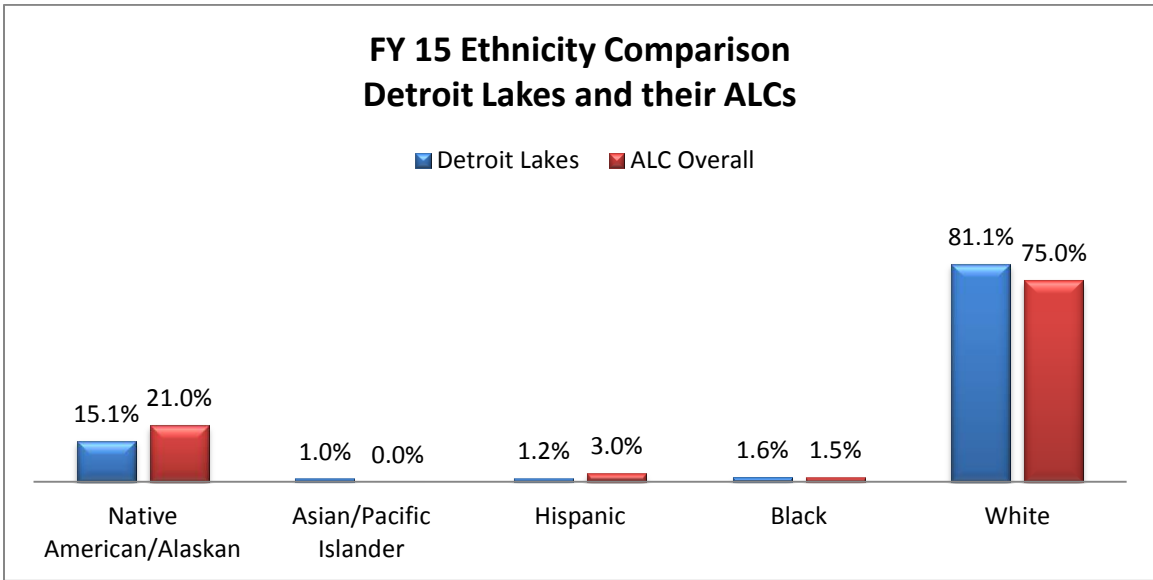
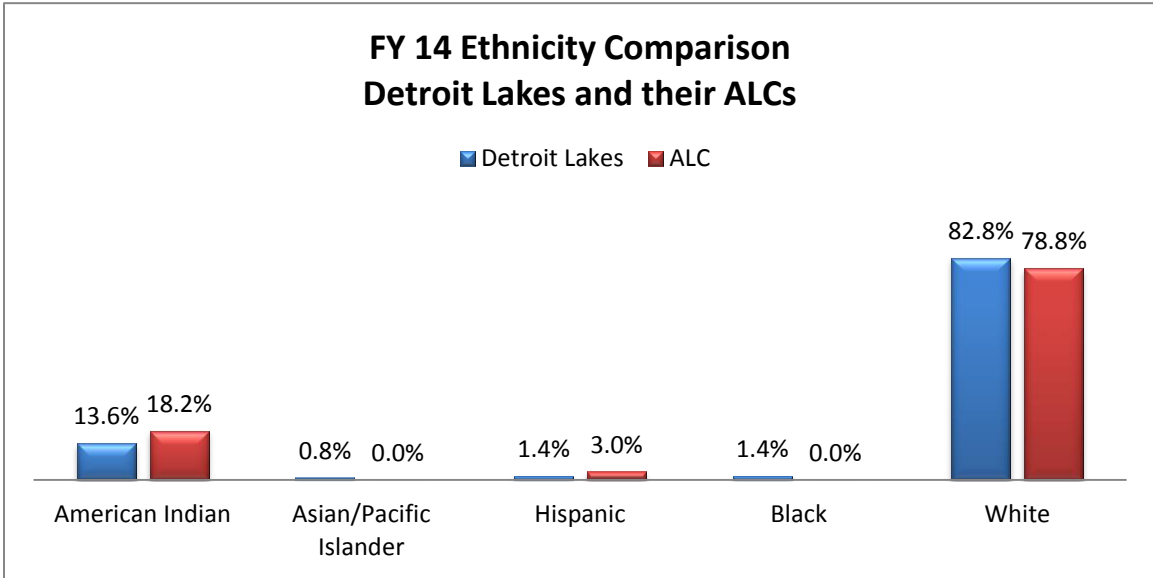


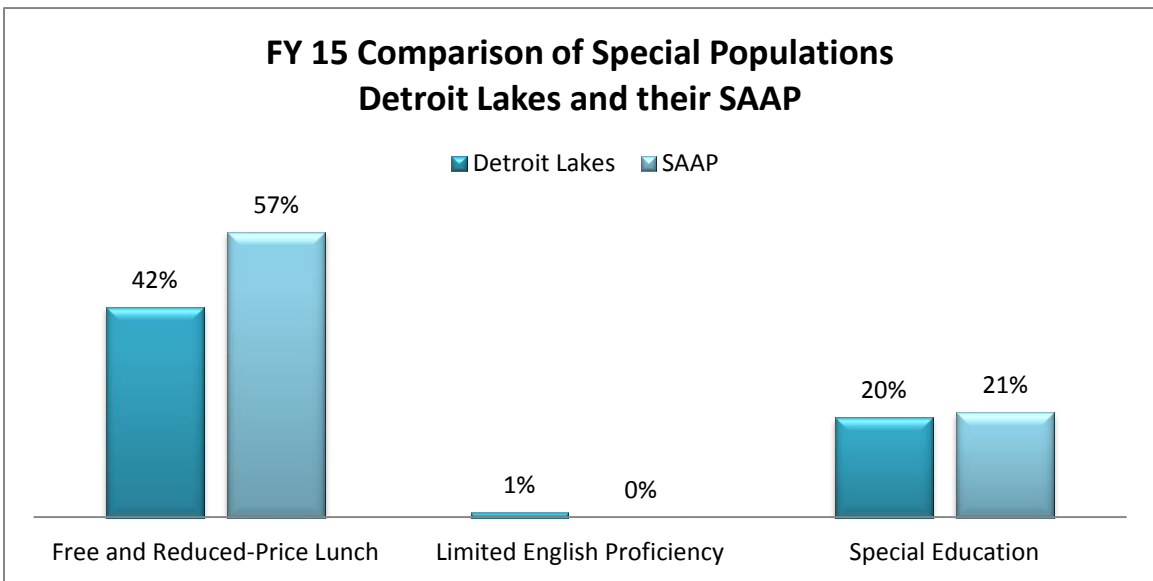
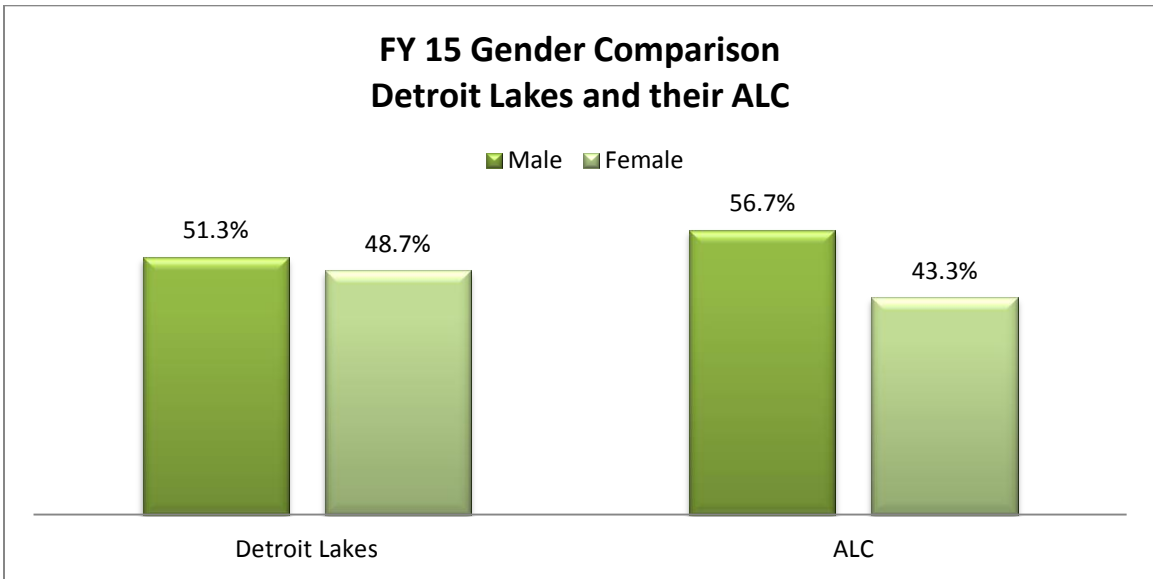
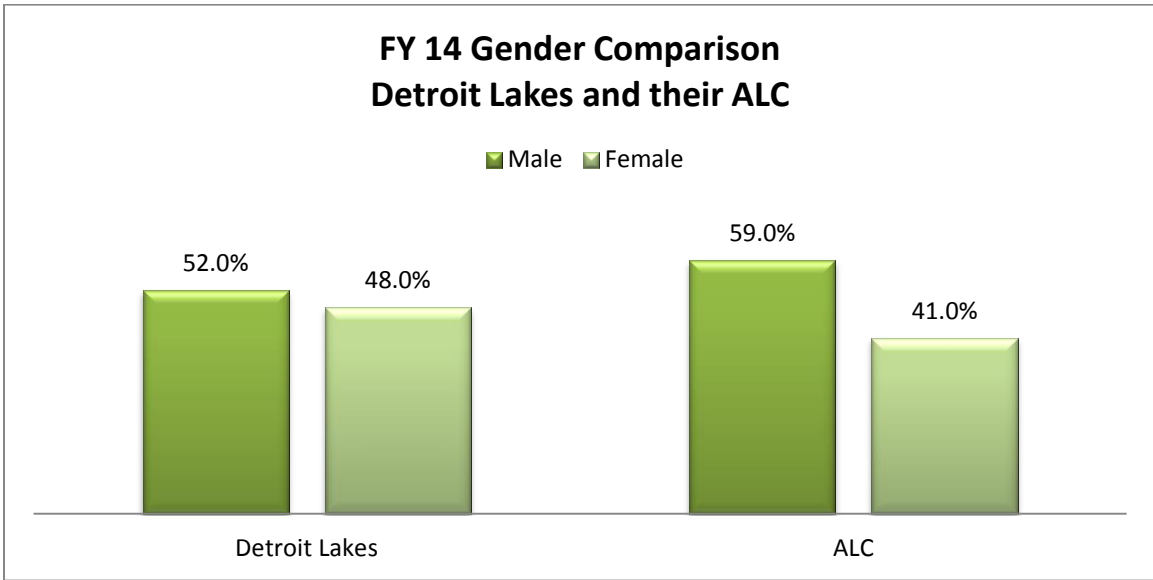
# Detroit Lakes Public School District, 0022-01

## Program Information

Detroit Lakes operates multiple Area Learning Centers and Targeted services programs.

## Demographics





## **Summer Programs**

Detroit Lakes operates numerous summer programs, both within their district and at several neighboring districts.

### ***Targeted Services***

Detroit Lakes operates Targeted services programs both within their district and in several neighboring districts. Here is information on some of these programs.

This first program operates for 20 days for four hours per day. They serve grades kindergarten through sixth. Program planning for the upcoming summer begins in the spring. Their program focus is determined by either individual sites or by individual teachers. They share the information on their summer program by sending home letters to all families and advertise services in our local newspaper. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They use teacher feedback to help determine the effectiveness of their program.

The next program operates for 28 days for four hours per day. They serve grades kindergarten through eighth. Program planning for the upcoming summer begins in the spring. Their program is not geared to specific needs; it is more of a one size fits all approach. They share the information on their summer program through a parent meeting in March or April. They were not able to identify the curriculum they are using. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program has more than 20 students per classroom teacher. Their program has an overall student to staff ratio of no more than 15 to one. They have pre- and post-test results to help determine the effectiveness of their program.

Another program operates for 20 days for four hours per day. They serve kindergarten through fifth grade. Program planning for the upcoming summer begins in the spring. Their program focus is determined at the district level but they are still working towards matching student needs to programming. They share the information on their summer program by staff meetings to discuss Targeted Services. Emails are used as a form of communication to staff, along with phone calls or small meetings. Teachers usually talk to parents at conferences, and by phone, or by emailing them about Targeted Services. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They have pre- and post-test results to help determine the effectiveness of their program.

Another Targeted services program operates for 16 days for four hours per day. They serve grades kindergarten through sixth. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending newsletters and preparing newspaper articles. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and



more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. They have pre- and post-test results to help determine the effectiveness of their program.

Detroit Lakes Public School operates another Targeted services program for 30 days for three hours per day. Program planning begins a month before the summer program. They try to match student needs to their programming. They share the information on their summer program by mail and on their website. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They also have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

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Detroit Lakes operates a blended model summer program which includes both independent study and seat-based instruction. Students are referred by teachers when they have not passed their classes and by school counselors who review graduation requirements and refer those students who are behind.

Detroit Lakes does not think of at-risk and off-track students as separate groups.

Detroit Lakes offers several classes in the summer for their students. These include Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Biology, Chemistry, Physics and Earth Science.

The greatest need of the students they serve is for English classes. This is followed by math classes, such as Algebra and Geometry, then by support in other areas of need such as mental health and/or chemical dependency issues. Finally, they see reading support as the fourth area of need for their students.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Detroit Lakes has established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Frazee, Lake Park/Audubon.

Detroit Lakes provides programming at both the high school and middle school levels and operates year round. Their program is open to a variety of qualifying factors. Students come to the ALC in a few ways. Students and/or parents contact the ALC or there is a referral by a student assistance team. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

When a student leaves school, there are several things a district could choose to do. Detroit Lakes responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have success about half of the time with this strategy.*

- We send information to the families of students who have left about other options: *We feel we have a high level of success with this strategy.*
- We have regular outreach programs to students who have left school: *We feel we have a high level success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Detroit Lakes was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are in the process of implementing this in our district.
- After school programs: This is fully implemented in our district
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

#### ***Average length of enrollment for FY 14***

It is difficult to report on the average length of enrollment for Detroit Lakes as several of their programs are showing student records, but no enrollment hours submitted. All students in the Alternative Program, school number six and all students in the Culture Club, school number 12, have no enrollment hours listed. There were also three students in the Walker Hackensack and Ackley ALC, school number 68, who had no hours of enrollment listed.

In the Extended Learning program, school number eight, there were 146 enrollment records. Students were enrolled for an average of 149 hours. The average attendance rate was 19 percent. In the Area Learning Center, school number 42, there were 73 enrollment records. The average length of enrollment was 39 hours. The average attendance rate was 88 percent.

#### ***Average number of credits earned for FY 14***

It is difficult to report on the average number of credits earned for Detroit Lakes as several of their programs are showing no credit data. No students in the Alternative Program, school number six, no students in the Culture Club, school number 12, no students in the Walker Hackensack and Ackley ALC, school number 68, had any credits reported.

In the Extended Learning program, school number eight, students earned an average of 0.9 credits. Based on the membership hours submitted, this means that there was an average of 216 hours submitted for each credit earned. In the Area Learning Center, school number 42, students earned an average of 6.31 credits. The number of hours submitted divided by the number of credits earned means that an average of 13 hours were submitted for each credit earned.

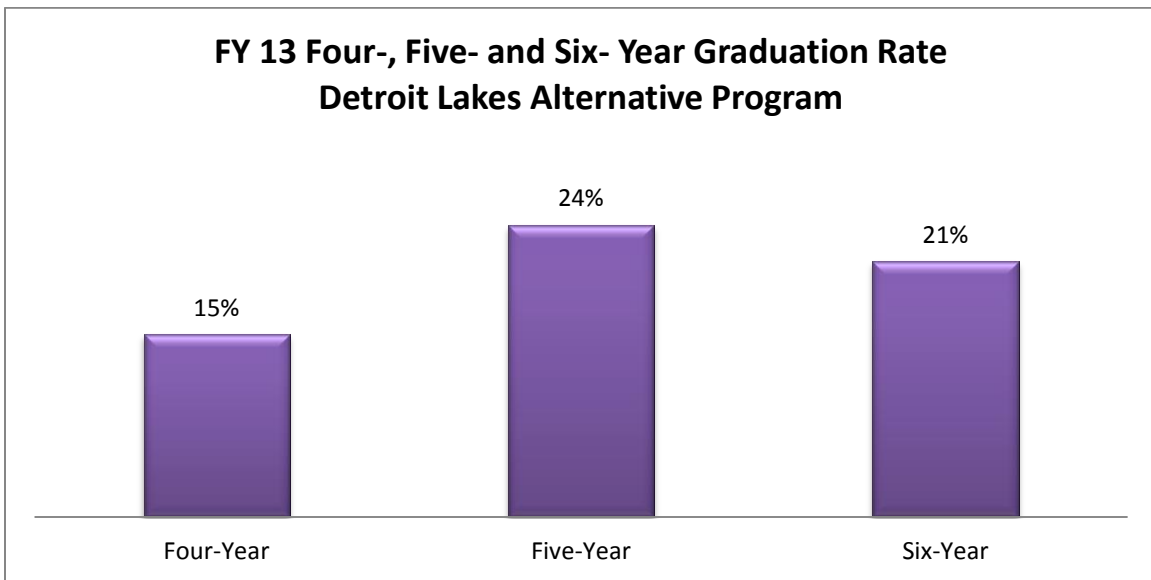
## Graduation Data

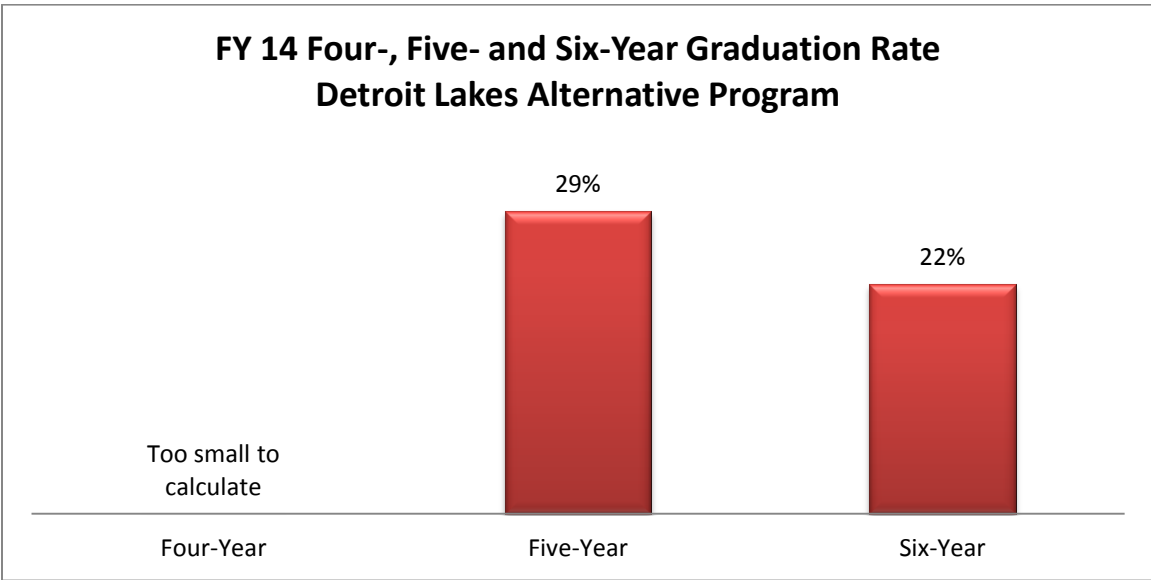
The High School Culture Club program did not have a large enough cohort to calculate a four, five or six-year graduation rate in either FY 13 or FY 14.

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate for the Detroit Lakes Alternative Program was 15 percent. This rose to 29 percent in the FY 14 five-year graduation rate. The cohort size changed from 20 students to 21 students

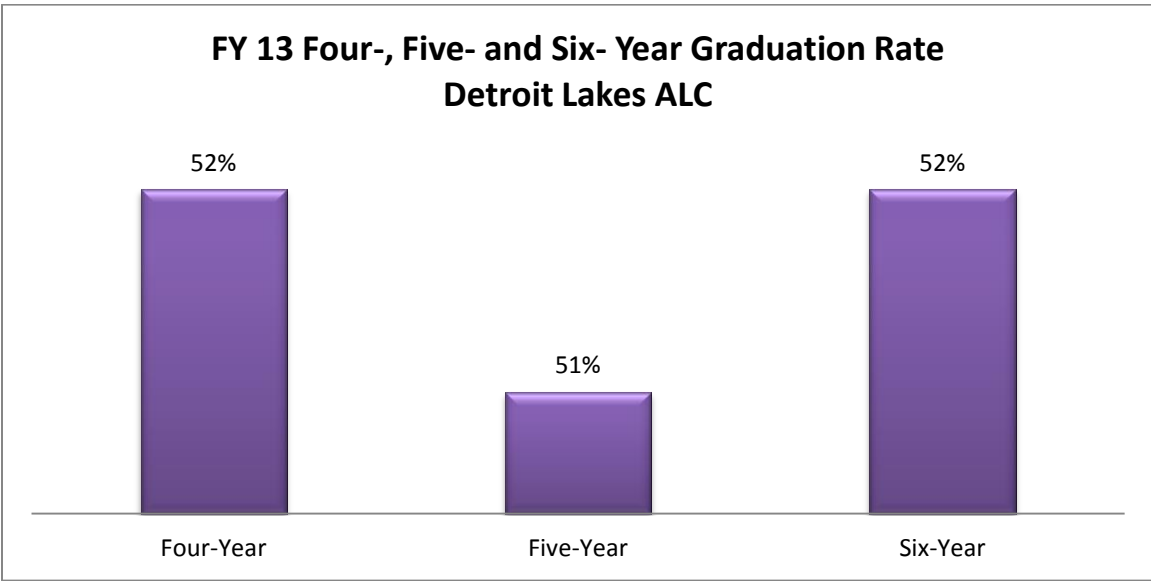
The FY 13 five-year graduation rate was 24 percent and fell to 22 percent for the FY 14 six-year graduation rate. The cohort size rose from 17 to 18 students.



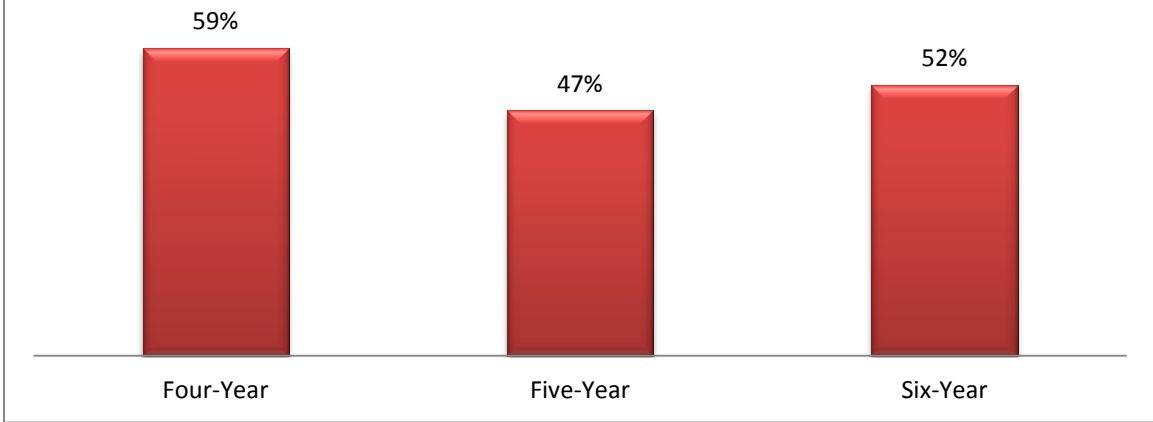


The FY 13 four-year graduation rate for the Detroit Lakes ALC Program was 52 percent. This fell to 47 percent in the FY 14 five-year graduation rate. The cohort size changed from 27 students to 30 students

The FY 13 five-year graduation rate was 51 percent and rose slightly to 52 percent for the FY 14 six-year graduation rate. The cohort size decreased by two students.



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Detroit Lakes ALC**

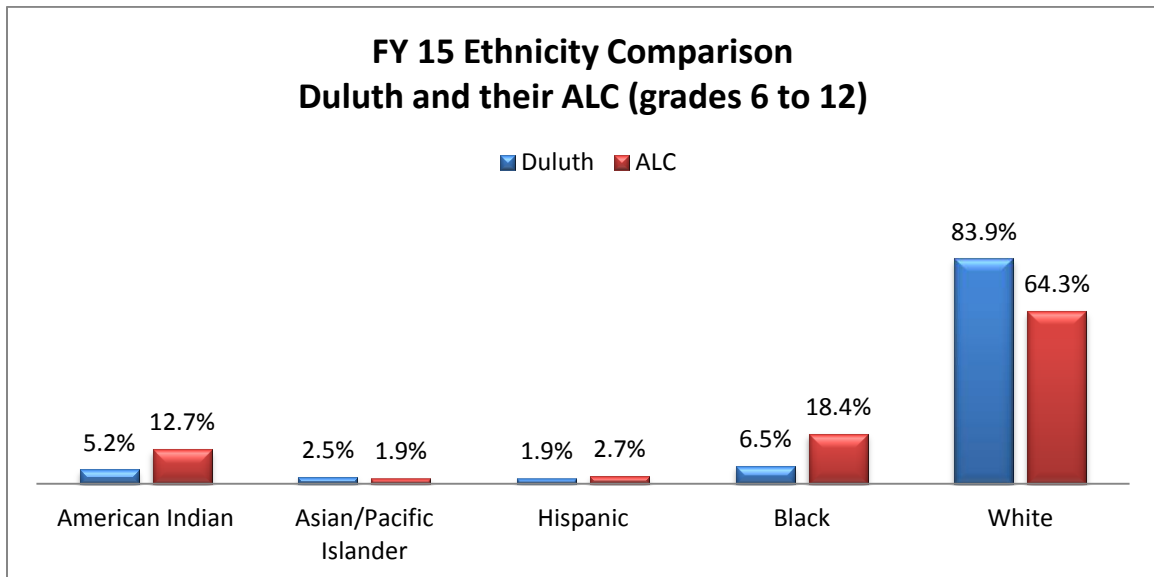
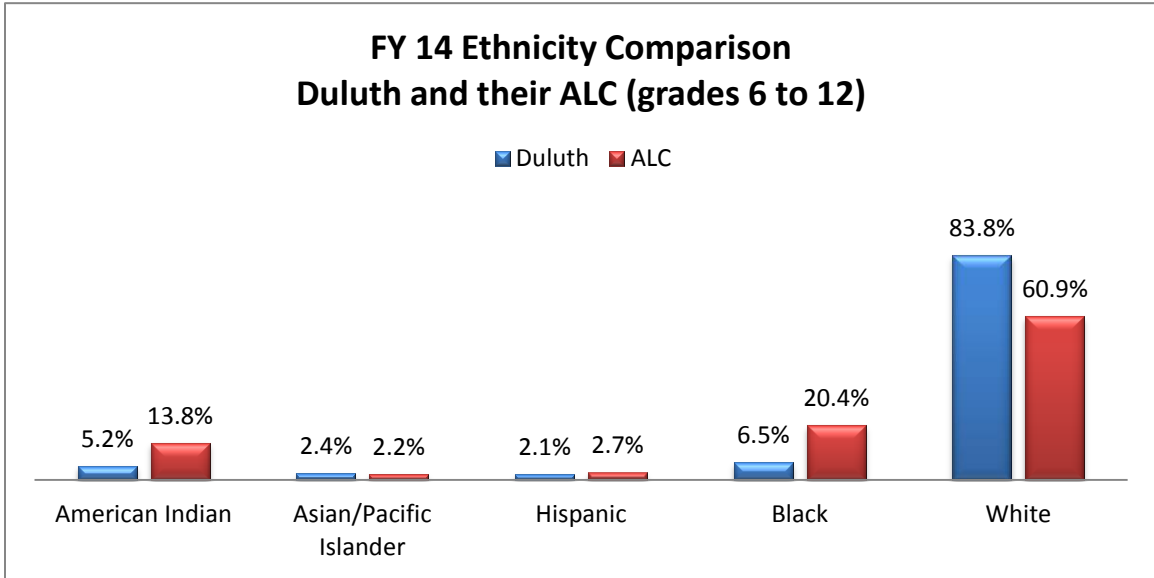


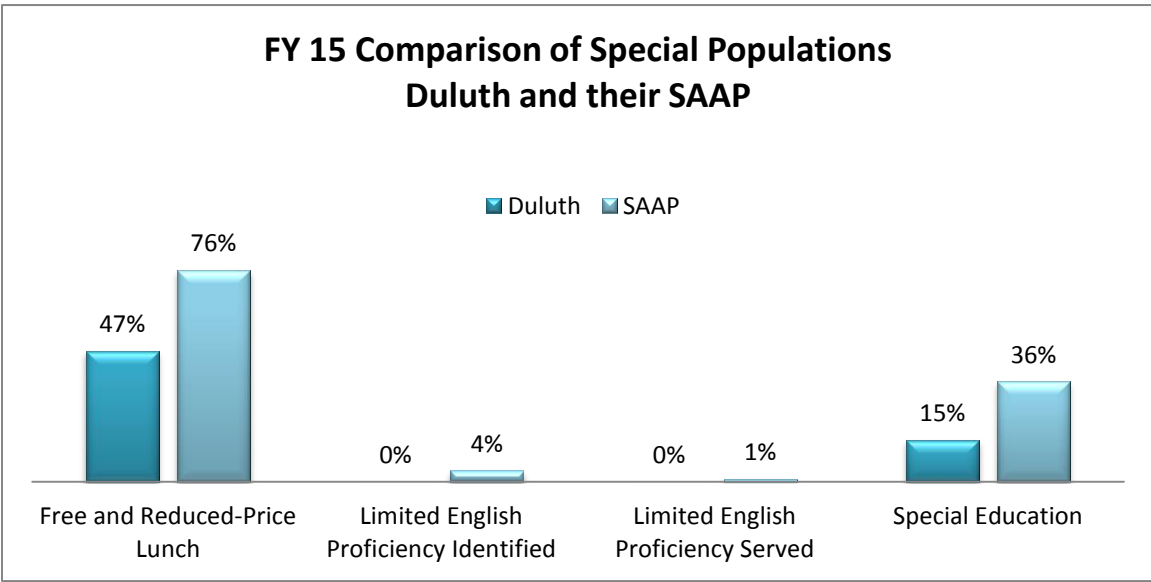
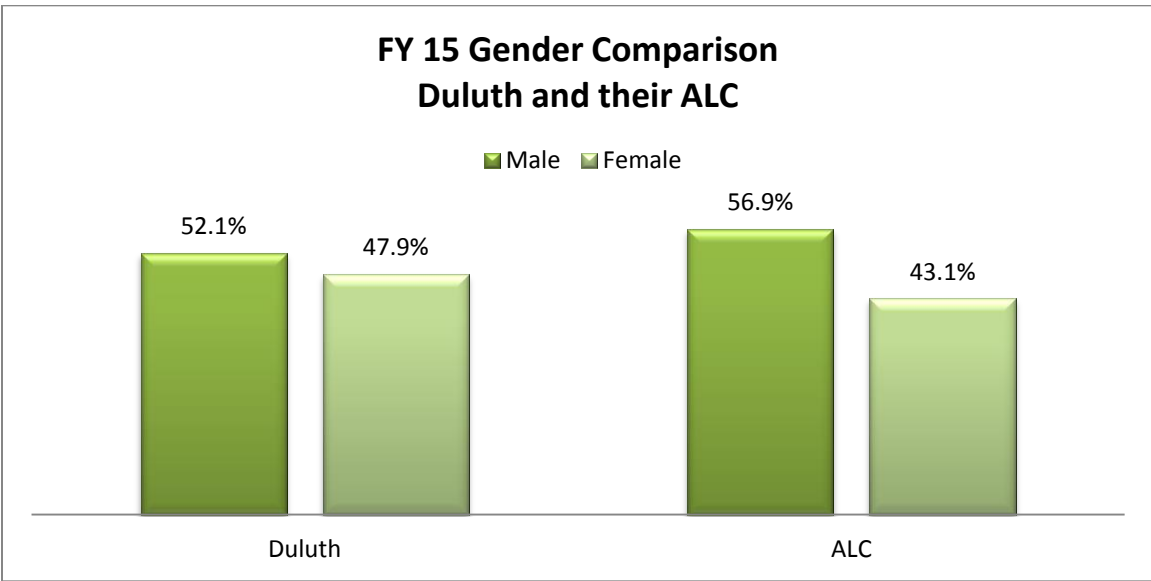
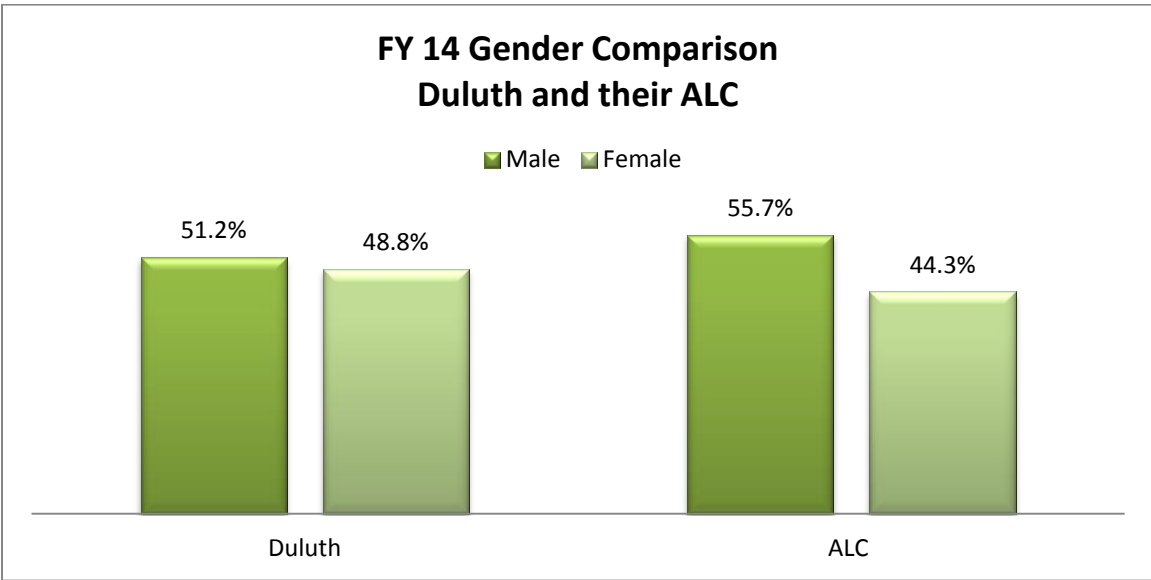
# Duluth Public School District, 0709-01

## Program Information

Duluth operates an Area Learning Center and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Duluth operates a targeted services program that begins in early June and operates through August. They did not report how many total days or how many hours per day the program ran. They serve grades one through eight. Their planning for the summer program begins in the spring and their program focus is determined at the district level. They are working towards matching students' needs to programming. Duluth feels that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but they are still working on being able to present it in a different and engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every sixteen students.

The criteria to determine which students should be invited to the summer program is determined at the central office and the Targeted Services staff is given a list of students to invite. Teachers also recommend students, and families refer their students. They try to target students who are not proficient or only partially proficient in academic areas.

### ***ALC Summer Term (secondary students)***

Duluth did not respond to the survey request for information on their summer ALC program.

## **Core School Year Programs (Intervention and Prevention Strategies)**

They are located in a city of the first class (Minneapolis, St. Paul or Duluth) and are providing a comprehensive education program at the high school level only. They operate year round. Their program targets a specific qualifying factor and students must meet at-risk criteria.

Duluth provides recuperative and recovery or reenrollment strategies for off-track students in the following ways and feel these are successful at least half of the time:

- We personally contact each student who leaves our district in order to offer them other education options.
- We send information to the families of students who have left about other options.
- We have regular outreach programs to students who have left school.

In terms of prevention and intervention strategies for at-risk and off-track students, Duluth was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- Positive Behavior Intervention Strategies (PBIS): We are in the process of fully implementing in our district.
- Pupil study teams: We are in the process of fully implementing in our district.
- Response to Intervention (RtI): We are in the process of fully implementing in our district.



- Minnesota Early Intervention Response System (MEIRS): We are in the process of fully implementing in our district.
- After school programs: We are in the process of fully implementing in our district.
- Summer programs: These are fully implemented in our district.
- Smaller class sizes: These are fully implemented in our district.
- Counselor intervention: These are fully implemented in our district.

On a case-by-case basis, they determine if social work support is needed as well as mental health services.

Duluth feels the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

**Average length of enrollment for FY 14**

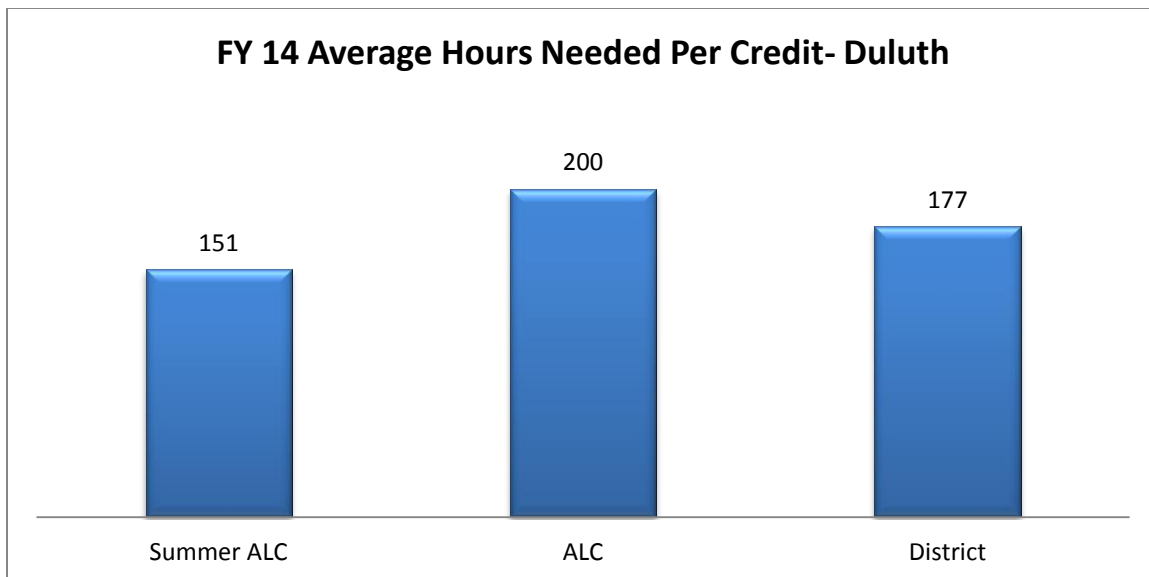
The average length of enrollment for the core school year program was 169 hours. Enrollment ranged from one hour to 1,698 hours. For their core school year program they generated 93.44 regular ADMs and 5.19 extended ADMs on 639 enrollment records. For the summer program they generated 8.41 regular ADMs and 5.47 extended ADMs on 337 enrollment records.

**Average number of credits earned for FY 14**

Duluth ran a program in the summer and core school year. Most students were Independent Study students, although there were a few seat-based students.

Duluth requires 21.5 credits to graduate, and their school year is just over 951 hours. That works out to 177 hours that would be anticipated per credit in the traditional high school. The core school year ALC needed more than that at 200 hours per credit but the summer program needed less at 151 hours.

We note that the Duluth core school year does not meet the minimum of 1,020 hours.



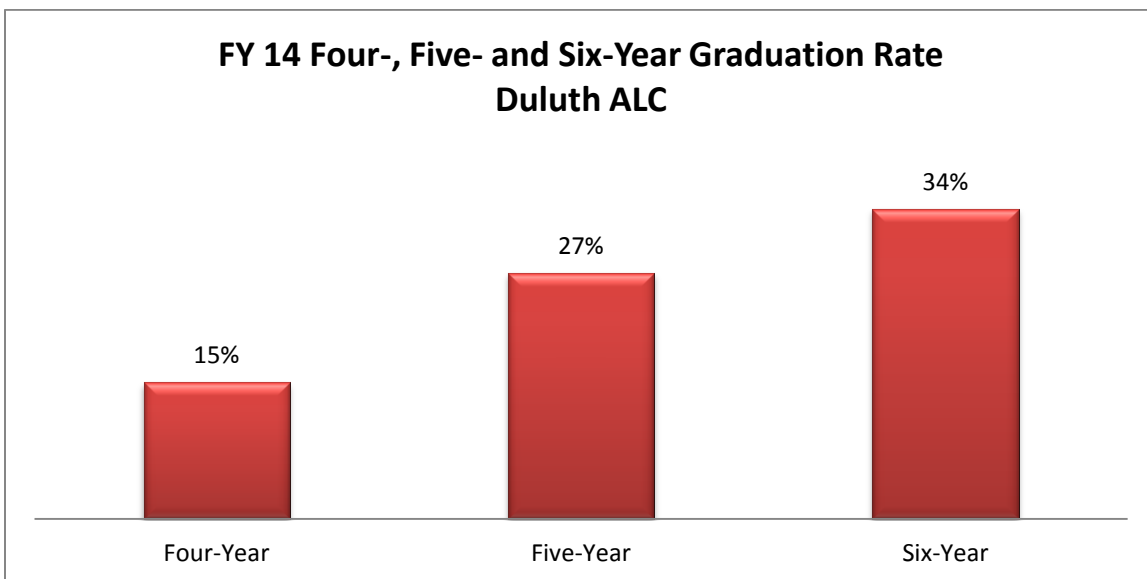
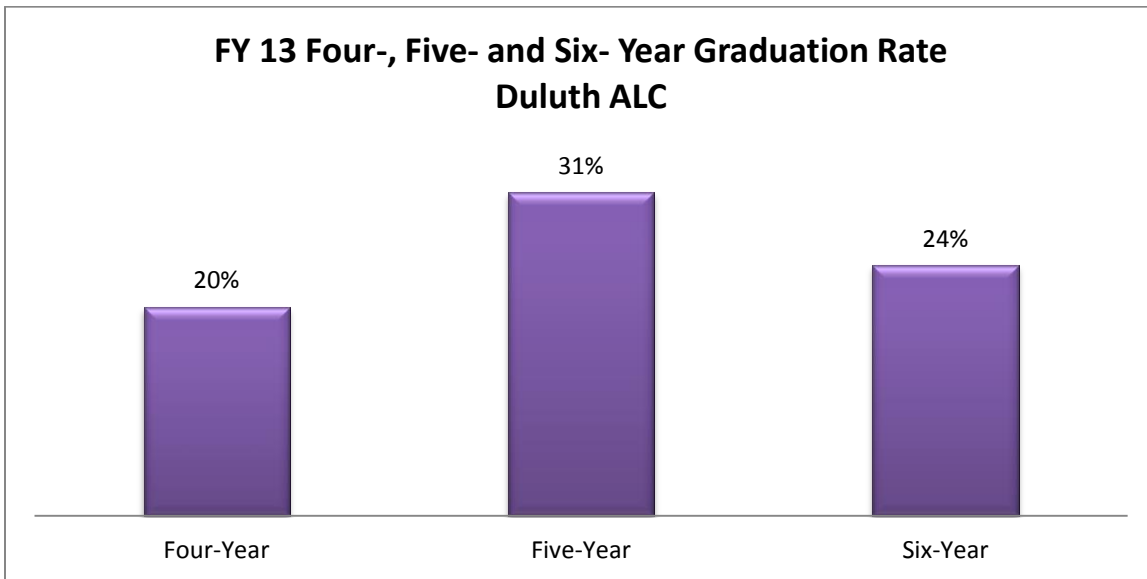
**Attendance for FY 14**

For FY 14, the summer program had 55 percent attendance and the core school year program had 50 percent attendance.

**Graduation Data**

For the Duluth ALC, the FY 13 four-year graduation rate was 20 percent. This rose to 27 percent in the FY 14 five-year graduation rate. The cohort size changed from 121 students to 162 students, an increase of 34 percent. This increase most likely decreased their graduation rate.

The FY 13 five-year graduation rate was 31 percent and increased to 34 percent for the FY 14 six-year graduation rate. The cohort size basically stayed the same, decreasing by one student.



## **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

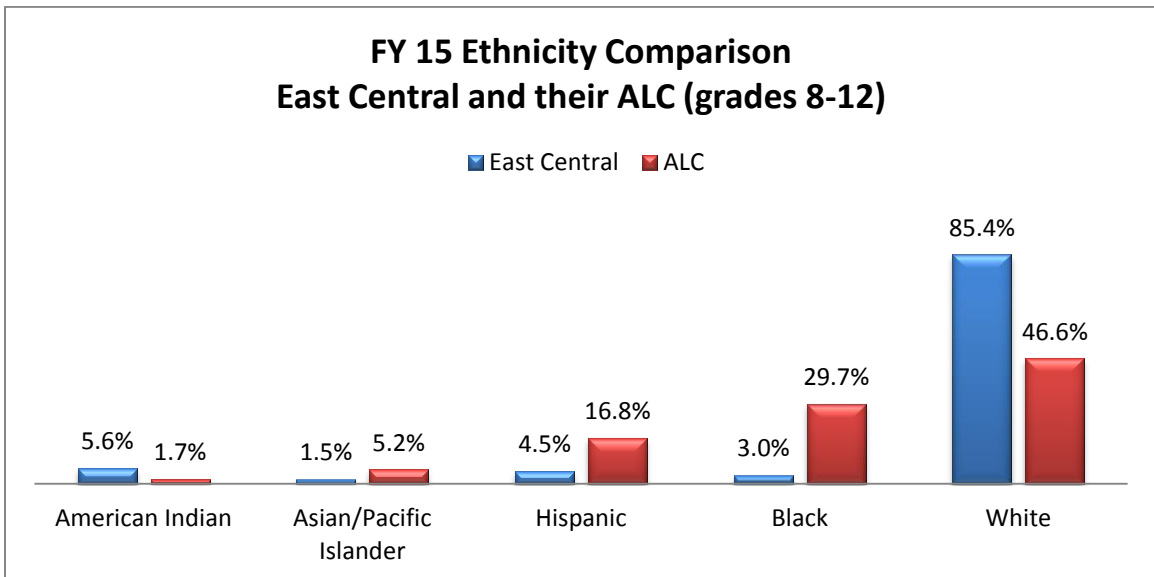
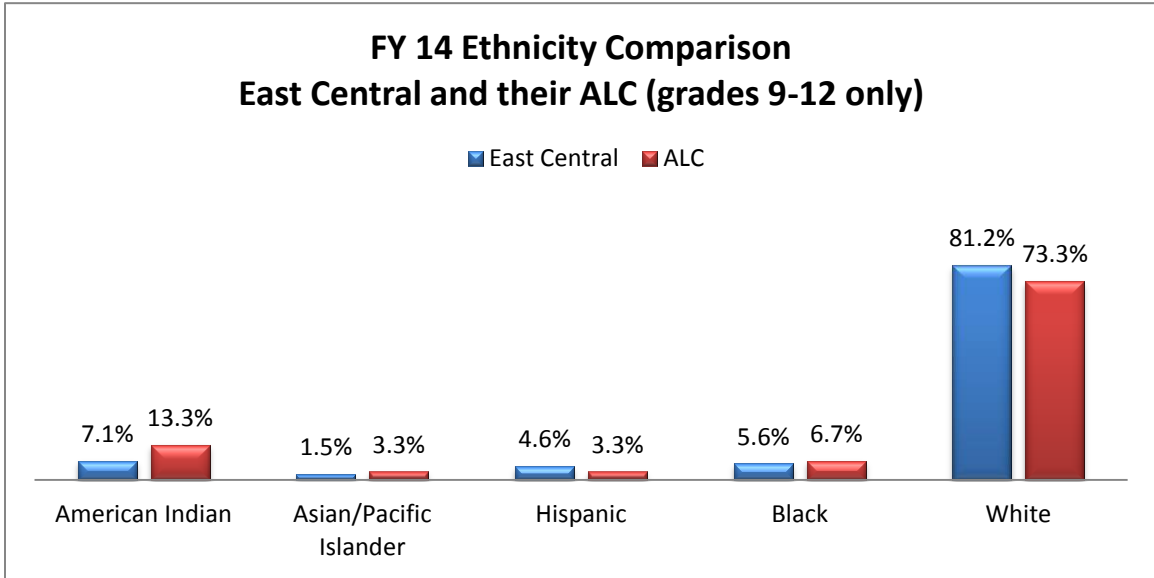
In Duluth, the Area Learning Center had an MMR score of 61.22 percent in FY 13 and 51.34 percent in FY 14. Their FR scores were 53.62 percent in FY 13 and 27 percent in FY 14.

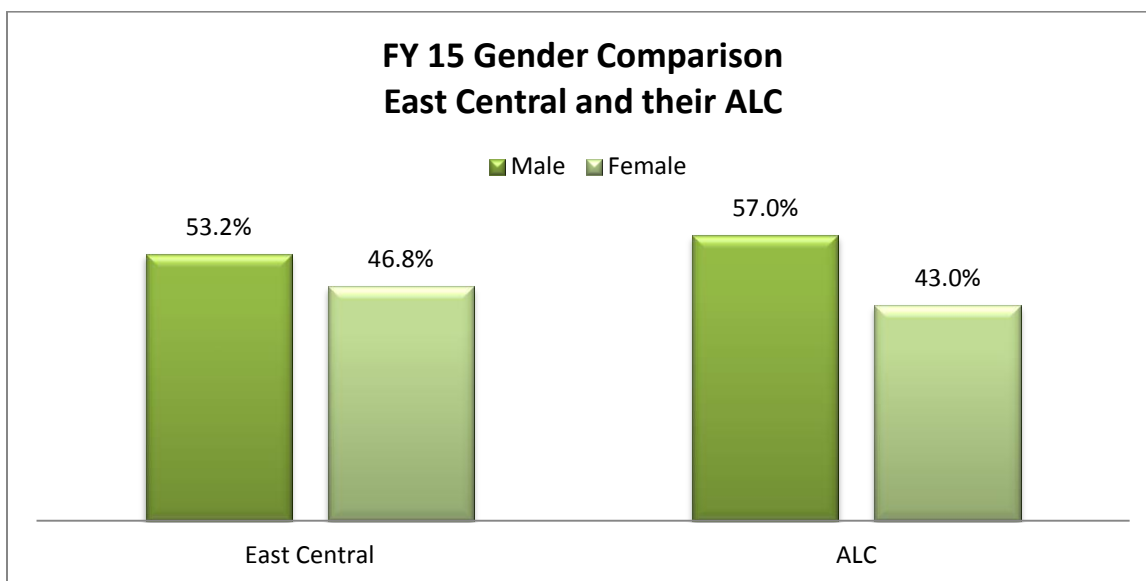
# East Central School District, 2580-01

## Program Information

East Central operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

No response from the survey was received.

### ***ALC Summer Term (secondary students)***

No response from the survey was received.

## **Core School Year Programs (Intervention and Prevention Strategies)**

East Central operates the Crossroads Learning Center program year round from September through June. They have some programs that address a specific need but also have other core school day ALC programs that are open to a variety of qualifying factors. Students enroll in the ALCs through their high school. Students meet with the principal and have an interview to decide what placement is best. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 50 and 75 percent.

When a student leaves school, there are several things a district could choose to do. East Central responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*
- Other: We are a very small school. We usually talk to to students and parents about options within the district. This is not a specific policy but is a practice.

In terms of prevention and intervention strategies for at-risk and off-track students, East Central was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track

students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We will be implementing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is determined on a case-by-case basis and is provided for students that need it.
- After school programs: We will be implementing this in our district.
- Summer programs: We are in the process of fully implementing this in our district.
- Smaller class sizes: We are in the process of fully implementing this in our district.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: We are in the process of fully implementing this in our district.
- Counselor intervention: We are in the process of fully implementing this in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are in the process of fully implementing this in our district.

#### ***Average length of enrollment for FY 14***

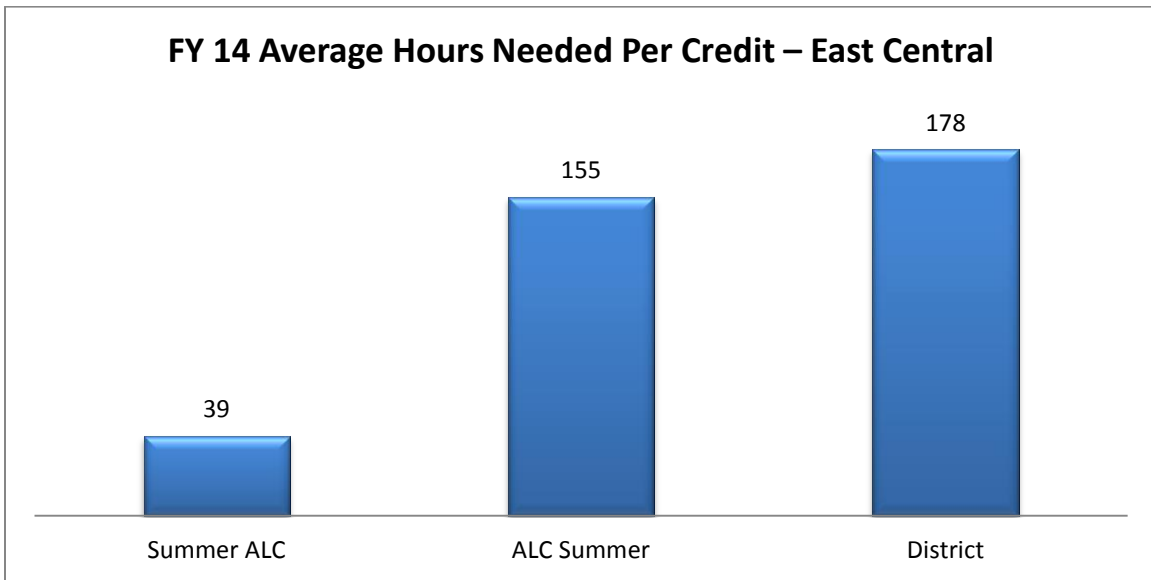
For FY 14, the average length of enrollment in the ALC summer program was 95 hours. They had eight students who generated 0.23 ADMs and 0.46 extended ADMS. For the school year program, the average length of enrollment in the ALC program was almost 568 hours. They had 50 students who generated 26.55 ADMs and 0.40 extended ADMS.

#### ***Average number of credits earned for FY 14***

In FY 14, the average student earned 2.44 credits in the summer and it took them an average of just under 39 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 7.5.

In the school year program, the average student earned 3.66 credits and it took them an average of just over 155 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 17.5.

East Central requires 24 credits to graduate, or six credits per year. Their core school year at the high school consists of 1,077 hours. This equates to approximately 178 hours anticipated to be needed to earn a credit. The following chart compares the number of hours needed at East Central High School to earn a credit to the number of hours needed per credit at the ALC school year program and the summer credit recovery program.



***Attendance for FY 14***

For FY 14, the average attendance in the ALC summer program was 83 percent. This ranged from 17 to 100 percent. For the school year program, the average attendance was 64 percent, ranging from 9 to 100 percent.

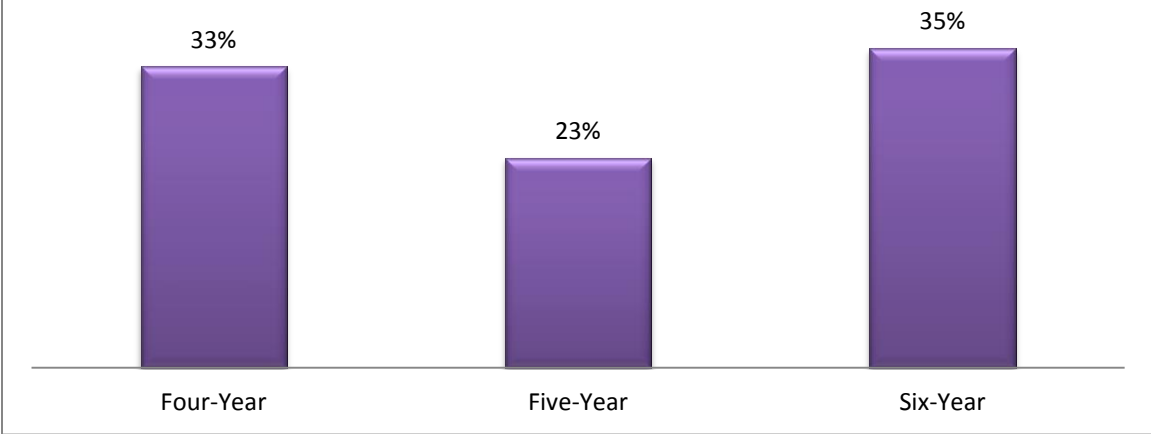
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

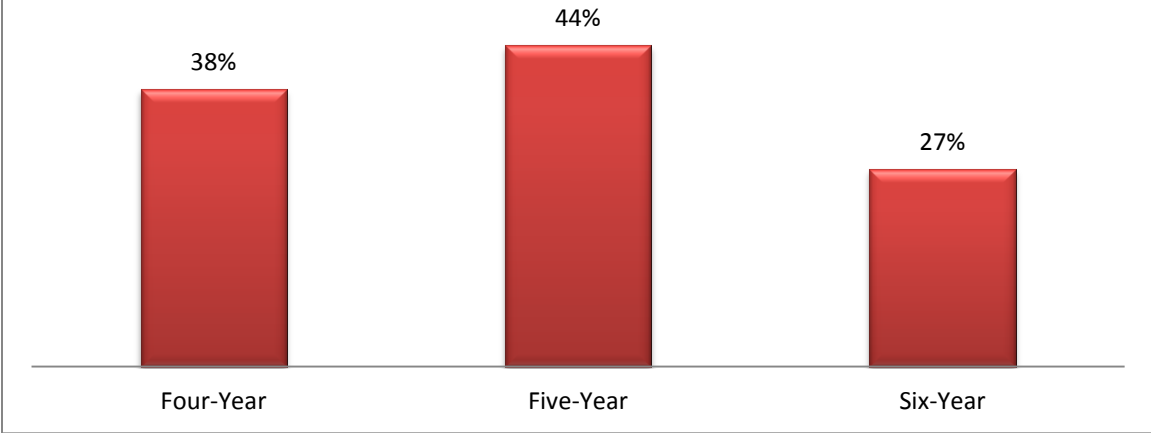
The FY 13 four-year graduation rate for the Crossroads ALC program was 33 percent. This rose to 44 percent in the FY 14 five-year graduation rate. The cohort size changed from 15 students to 16 students.

The FY 13 five-year graduation rate was 23 percent and increased to 27 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
East Central Crossroads ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
East Central Crossroads ALC**



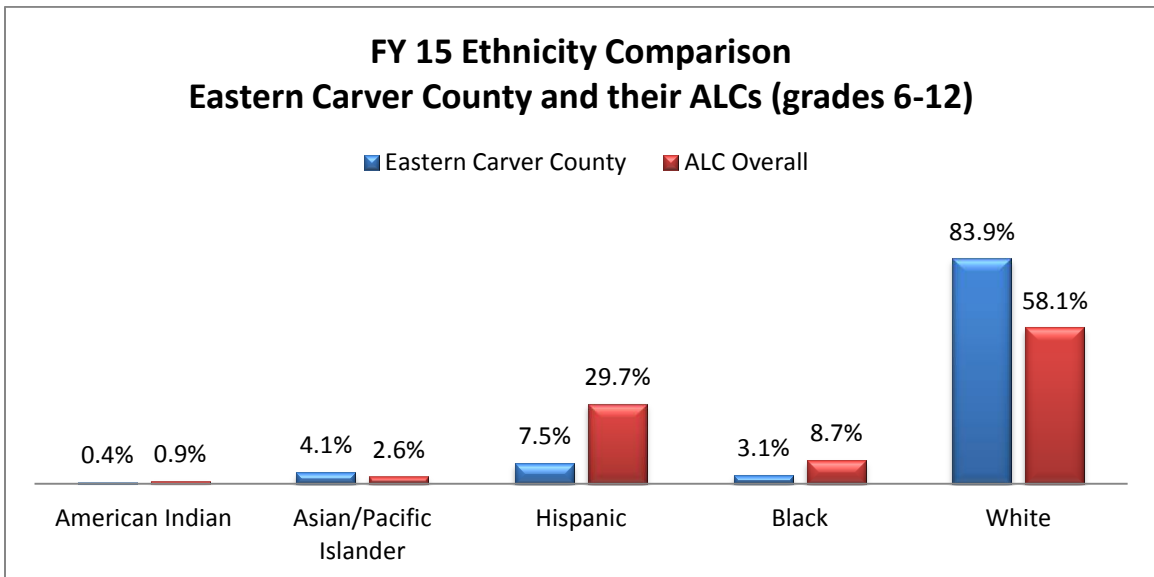
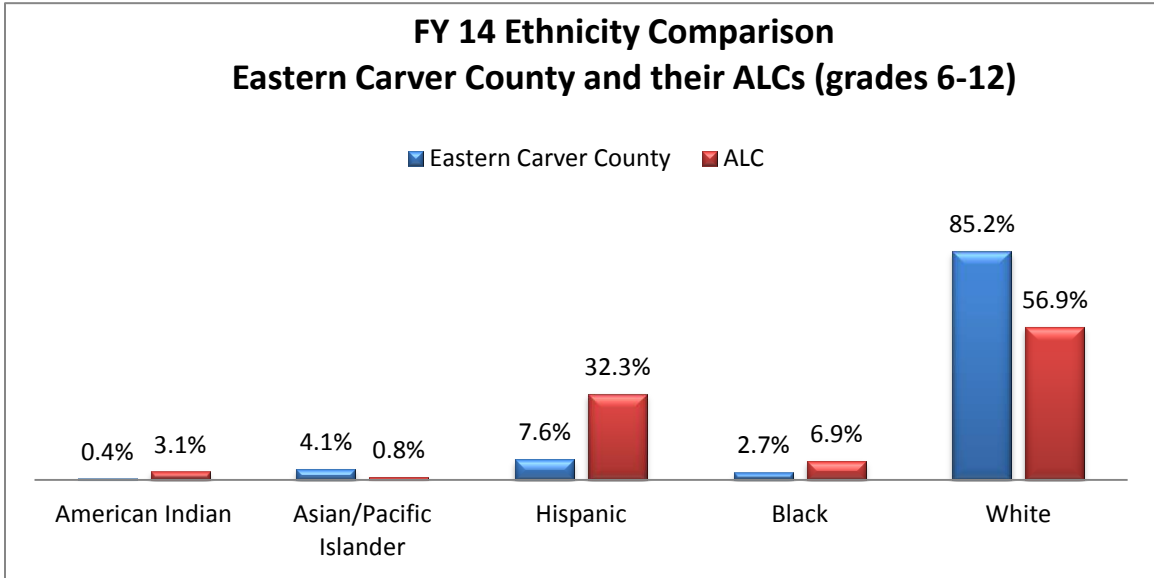


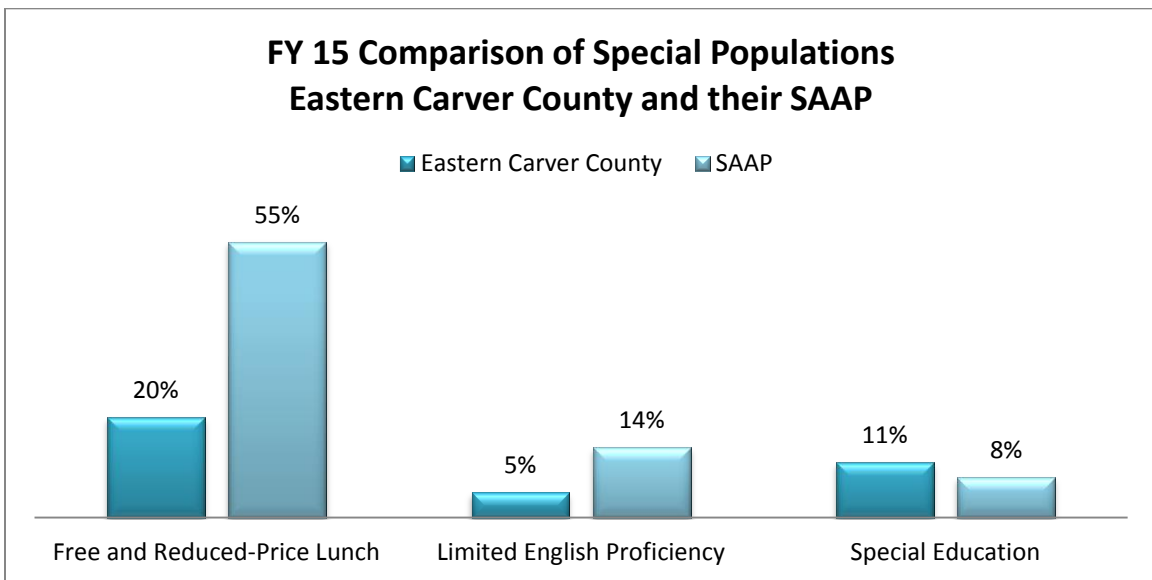
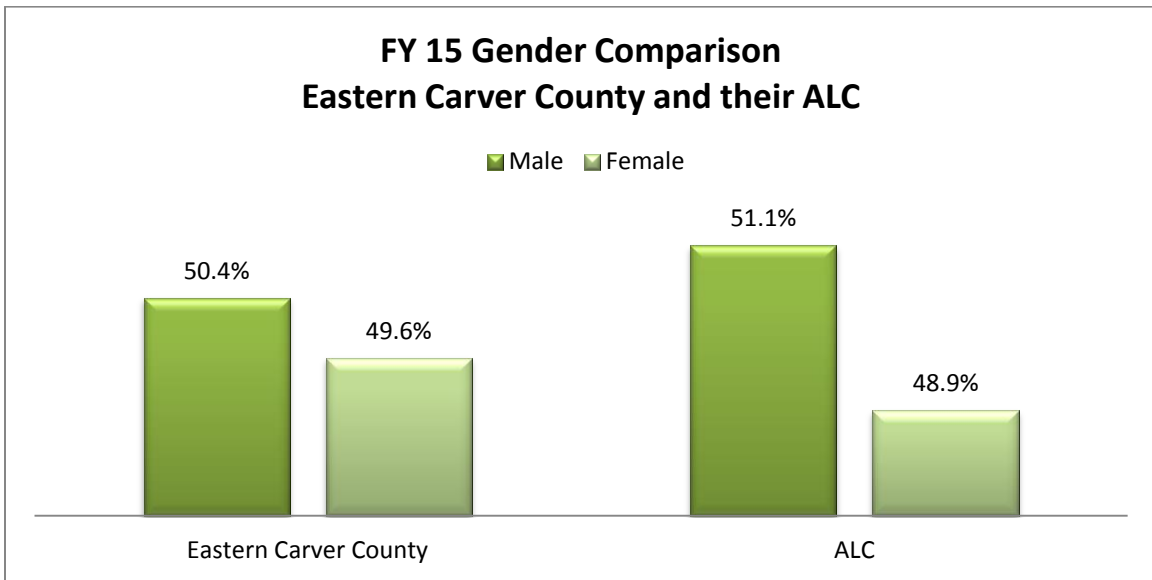
# Eastern Carver County Public School District, 0112-01

## Program Information

Eastern Carver County operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Eastern Carver County operates a targeted services program for five hours per day for 24 days. They serve grades one through eight (kindergarten through grade seven from the previous year). Their planning for the summer program begins in January and their program focus is matching students' needs to programming. They share information about their program by backpacking information home, making individual telephone calls home, sending emails and through conferences. They use district proficiencies, as well as Reflex Math and myON reading. Eastern Carver County feels that their curriculum and supporting activities are intentionally tied to grade-level academic and social skills and relate back to standards addressed during the core school year but presented in a different and engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their

program is able to have at least one licensed teacher for every 20 students. Overall, the staffing ratio is 15 to one.

The criteria to determine which students should be invited to the summer program is determined at the central office and the Targeted Services staff is given a list of students to invite. Also, teachers will recommend students. Their evaluation department uses the results of standardized testing done during the core school year to help determine the impact of the summer program.

Additionally, Eastern Carver County Schools operates a targeted services program for 20 days for five hours per day that serves grades six through eight. Their program focus is determined by either individual sites or by individual teachers. They share the information on their summer program through emails, letters and phone calls.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 15 to one. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Eastern Carver County operates their summer program five days a week for seven hours a day. The program operates for 3.5 weeks. They have an independent study program, which means that membership is calculated on work completion and teacher contact time. They also have a straight seat-based program and a blended program that combines seat-based and independent study. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class.

Eastern Carver County does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Health, Physics, Chemistry, and Biology. They also offer a generic science class.

They see their students' greatest area of need as math courses such as Algebra, followed by Physical Education classes, support in other areas such as chemical dependency or mental health, and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Eastern Carver County Schools operates the Integrated Arts Academy program during the school year and in a summer program. They have programs that are open to a variety of qualifying factors. Students enroll in the ALCs through a registration process which includes a tour and conversation with parents/guardian and the student. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 and 50 percent.

When a student leaves school, there are several things a district could choose to do. Eastern Carver County Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *No response.*
- We have regular outreach programs to students who have left school: *No response.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are in the process of fully implementing this in our district.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students that need it.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

#### ***Average length of enrollment for FY 14***

For FY 14, the average length of enrollment in the ALC summer program was nearly 94 hours. They had 197 students who generated 0.23 ADMs and 0.46 extended ADMS. For the school year program, the average length of enrollment in the ALC program was almost 657 hours. They had 115 students who generated 26.55 ADMs and 0.40 extended ADMS. In the after school program, the average length of enrollment was nearly 68 hours. They had 113 students who generated ADMs and extended ADMS.

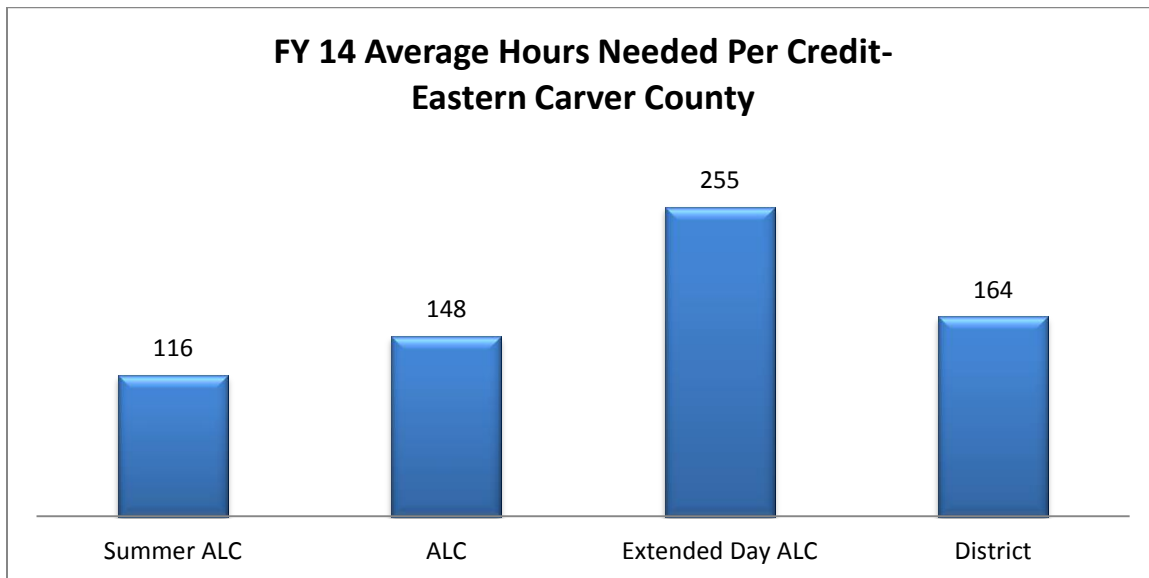
#### ***Average number of credits earned for FY 14***

In FY 14, the average student earned 0.81 credits in the summer and it took them an average of just under 116 hours to do so. Credits earned ranged from zero to seven credits.

In the school year program, the average student earned 4.4 credits and it took them an average of just over 148 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 26.

In the after school program, the average student earned 0.27 credits and it took them an average of 255 hours to do so. Credits earned ranged from some students earning no credits to students who earned 2.5 credits.

Eastern Carver County requires 25.5 credits to graduate, or 6.375 credits per year. Their core school year at the high school consists of 1,157 hours. This equates to approximately 182 hours needed to earn a credit. The following chart compares the number of hours needed at Eastern Carver County High School to earn a credit to the number of hours needed per credit at the ALC school year program, after school program and the summer credit recovery program.



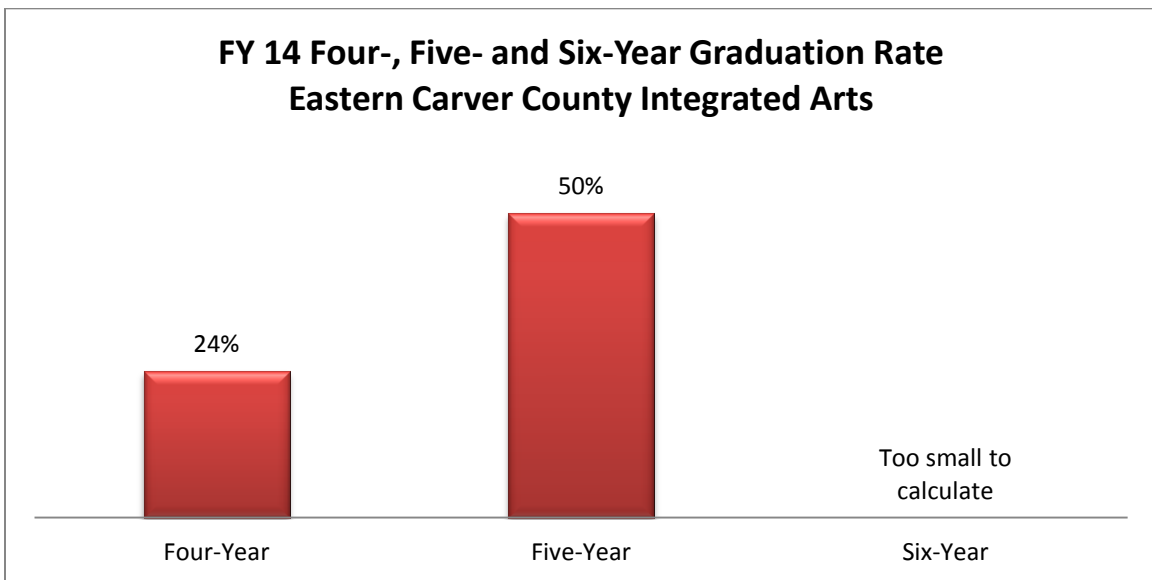
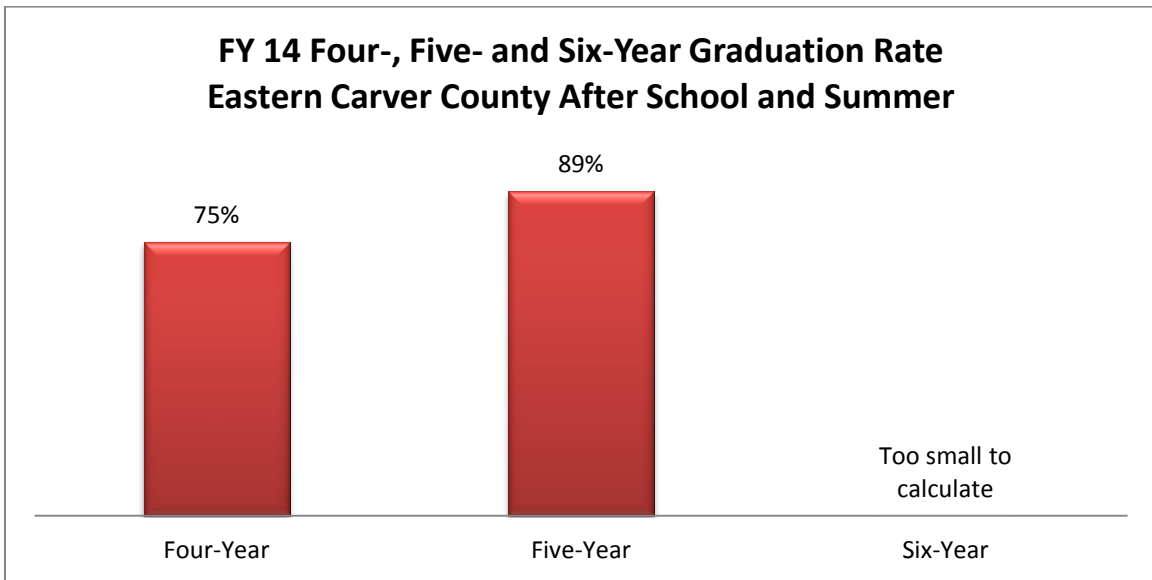
### ***Attendance for FY 14***

The average rate of attendance for the summer program was 55 percent. For the school year program it was 79 percent. For the after school program it was 29 percent.

### **Graduation Data**

In FY 13, there was no graduation data for the after school and summer program, as there is for FY 14. The Integrated Arts Academy, their ALC core school year program, had a four-year rate of 48 percent for FY 13. This had risen in FY 14 for a five-year rate of 50 percent.

In FY 14, the after school and summer program had a four-year rate of 75 percent and a five-year rate of 89 percent.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In Eastern Carver County, the middle school had an MMR of 80.9 percent in FY 13 and 53.23 percent in FY 14. They had an FR score of 87.04 percent in FY 13 and 51.61 percent in FY 14.

ALC After School and Summer Schools had an MMR of 76.4 percent in FY 13 and 43.29 percent in FY 14. They did not meet the criterion for an FR score.

## **Eden Valley-Watkins School District, 0463-01**

### **Program Information**

Eden Valley-Watkins operates an Alternative Learning Program for grades nine through 12. Eden Valley-Watkins operates a targeted services program through Intermediate District 287. The Targeted Services information is reported under Intermediate 287.

### **Demographics**

The cohort size is too small to determine demographic comparisons.

### **Summer Programs**

#### ***ALP Summer Term***

Eden Valley-Watkins operates a blended seat time and independent study program. This means that membership is partially generated based on work completion and teacher contact time. Their program operates for 15 days for four hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I, Geometry, U.S. History, English 9, 10, 11 and 12, Physical Education, and Health. They offer generic math, English, Science and Social Studies credits. They offer remedial math and elective credits.

They find the area of greatest need for the students they serve to be English classes followed by math classes such as Algebra and Geometry. This is followed by a need for Health classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

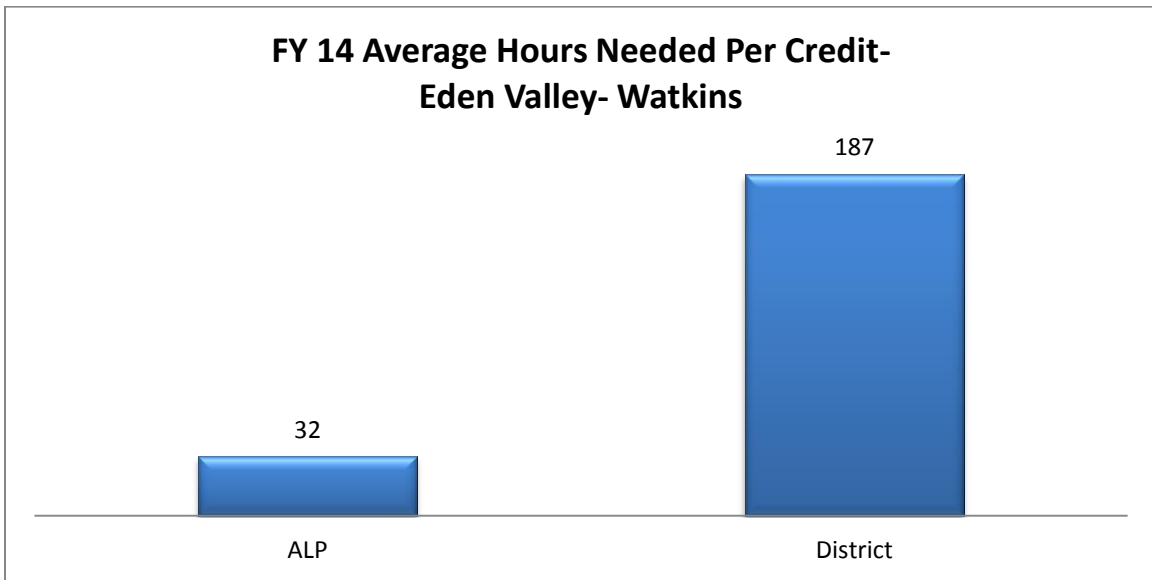
The ALP in Eden Valley-Watkins served 11 students during FY 14.

#### ***Average length of enrollment for FY 14***

The membership hours claimed for each student averaged just under 31 hours. This is a small program, generating only 0.01 regular ADMS in FY 14 and 0.44 extended ADMs.

#### ***Average number of credits earned for FY 14***

Ten of the 11 students earned credits and all of those earned more credits than would have been anticipated given the membership hours. Based on the number of credits required for graduation and a core school year of 1,020 hours, one credit would need approximately 173 hours to complete. In the ALP it took just over 32 hours.



***Attendance for FY 14***

The average attendance rate was 68 percent. The rate for individual students ranged from 0 to 100 percent.

**Graduation Data**

Eden Valley-Watkins program was too small to generate any graduation data.

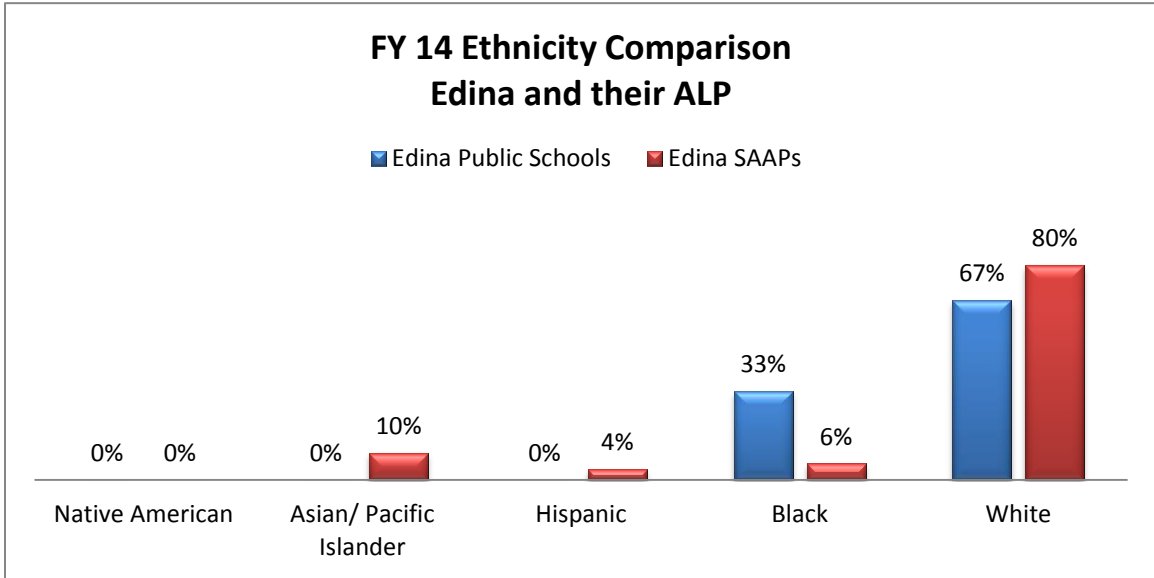


# Edina Public School District, 0273-01

## Program Information

Edina operates an Alternative Learning Program for students in grades ten through 12.

## Demographics



The cell size was too small in FY 15 to calculate a demographic comparison.

## Summer Programs

Edina operates a targeted services program through Intermediate District 287. Their information is reported there.

### *ALP (secondary students)*

Edina ran a summer program for 17 days. They offered two sessions: a 4-hour morning session and a 3.5-hour afternoon session. The first model used was a seat-based program and the second was an independent study program. Students are usually referred by counselors who review the graduation requirements and refer students who are behind and teachers refer students who have not passed their class.

Edina serves both at-risk and off-track students the same way.

This past summer they offered courses in Algebra I and II, Geometry, Economics, U.S. History, English 9-12, Physical Education, Biology, Physics, Chemistry, and World History.

The greatest areas of need for their students were math classes, followed by English classes, then support in areas of chemical dependency and/or mental health, and then reading help.

## Core School Year Programs (Intervention and Prevention Strategies)

Edina operates the Options at Edina High School program year round. Students enroll in the ALP through meeting one of the legislative criteria to be eligible for the program and then register with program coordinator via counselor recommendation. They do an intake meeting with families for

full-time students to ensure a proper fit for the program. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 percent and 90 percent.

When a student leaves school, there are several things a district could choose to do. Edina responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*
- Other: *If we have students who are leaving or dropping out of our high school, we have a student and/or family meeting with them prior to leaving regarding other options for an education. If we cannot serve their needs, we can usually suggest another alternative option that may better serve their current need/family situation.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

#### ***Average length of enrollment for FY 14***

For FY 14, the average length of enrollment in the ALP summer program was 117 hours. They had 129 students who generated 0.23 ADMs and 0.46 extended ADMS. For the school year program, the average length of enrollment in the ALP program was 119 hours. They had 362 students who generated 26.55 ADMs and 0.40 extended ADMS.

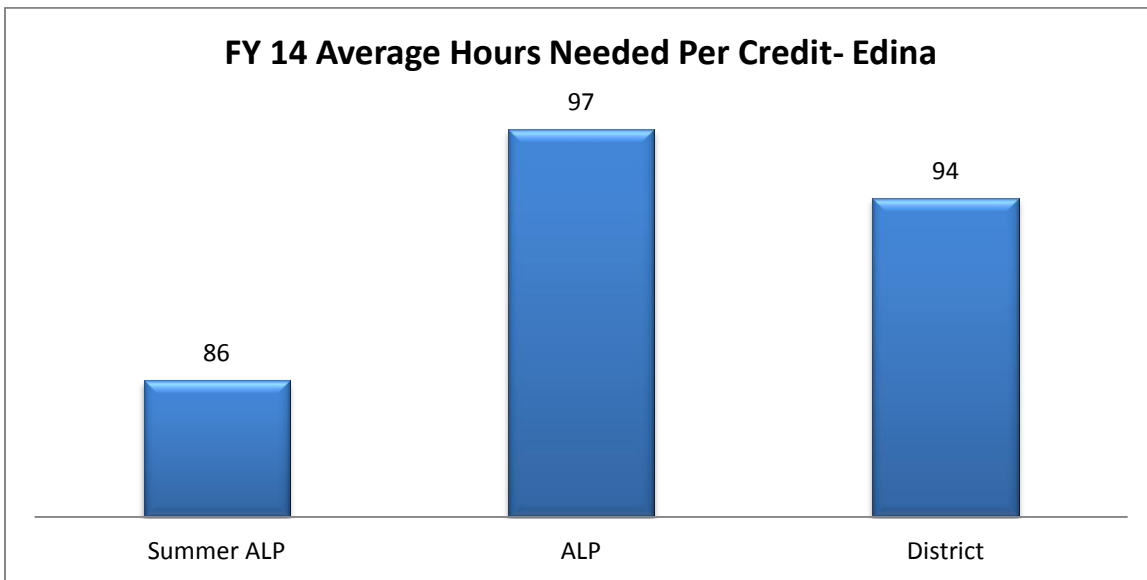
**Average number of credits earned for FY 14**

In FY 14, the average student earned 1.36 credits in the summer and it took them an average of just over 86 hours to do so. Credits earned ranged from no credits to two students who earned six credits.

In the school year program, the average student earned 1.29 credits and it took them an average of nearly 97 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 11 credits.

Edina requires 43 credits to graduate, or 10.75 credits per year. Their core school year at the high school consists of 1,008 hours, which is 12 hours short of the mandated minimum. This equates to approximately 93.77 hours that are anticipated to be needed to earn a credit. The following chart compares the number of hours needed at Edina High School to earn a credit to the number of hours needed per credit at the ALP school year program and the ALP Summer credit recovery program.

Options at Edina ALP has a class that is non-credit-bearing and focuses on skills needed to access the educational environment and prepare students for postsecondary pursuit. Those classes are not included in the credit calculation or hours per credit.



**Attendance for FY 14**

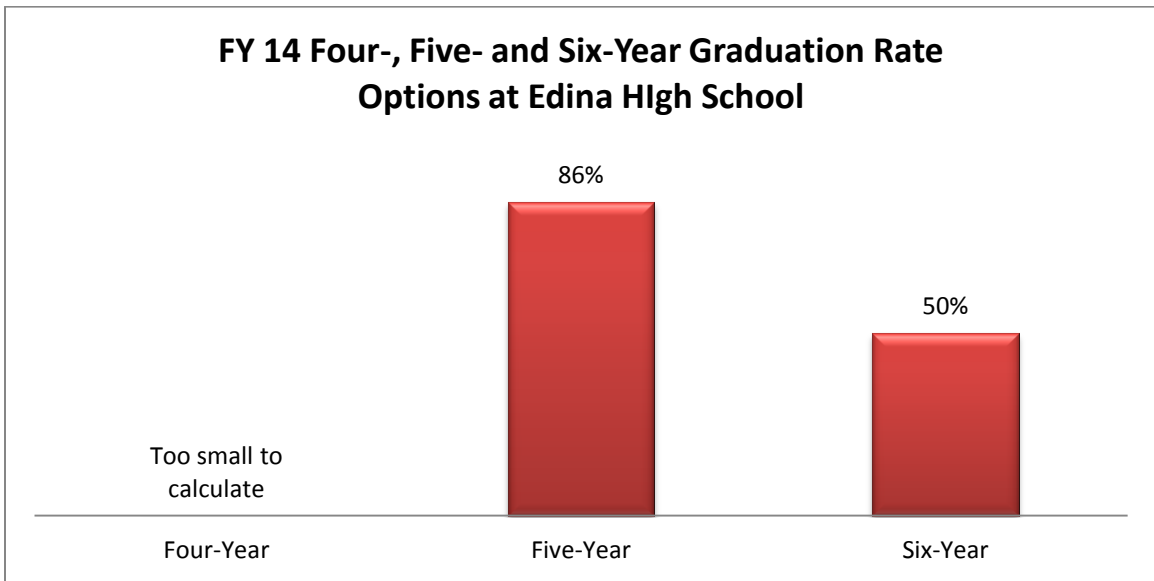
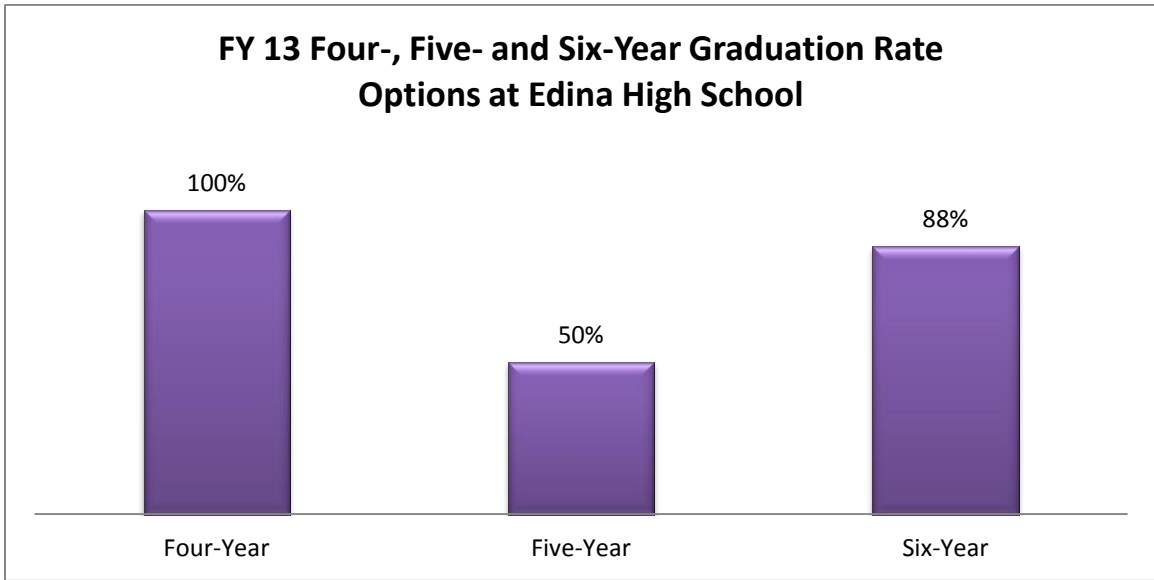
The summer ALP program had an attendance rate for all students of 100 percent. The core school year program had an attendance rate of 89 percent.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 100 percent. This fell to 86 percent in the FY 14 five-year graduation rate. This was due to the cohort size increasing by 47 students, which decreased the graduation percentage.

The FY 13 five-year graduation rate was 50 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size decreased by two students.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools.

Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

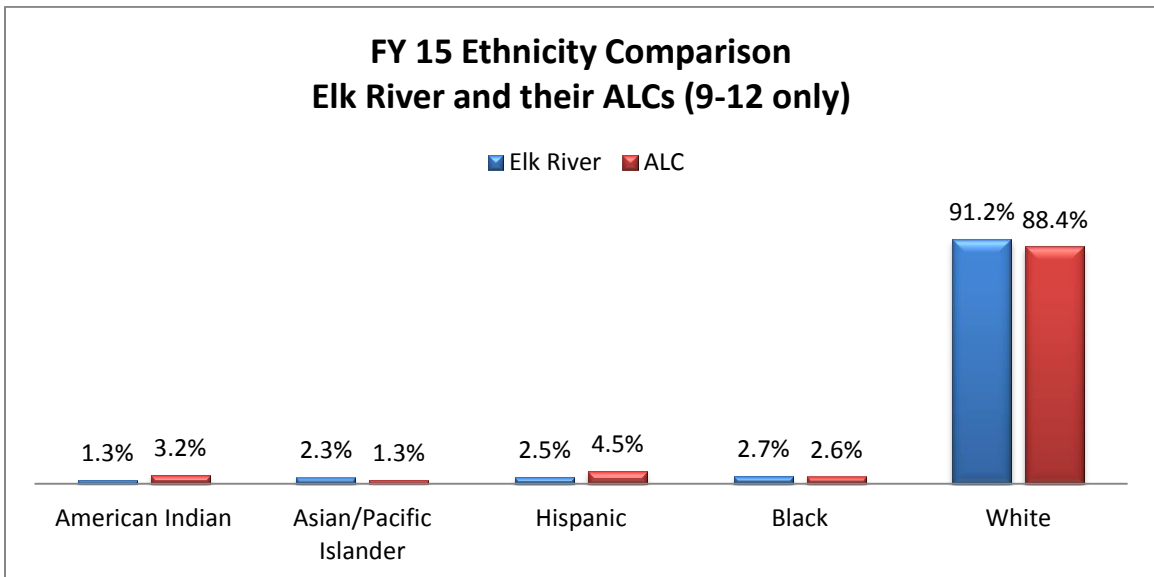
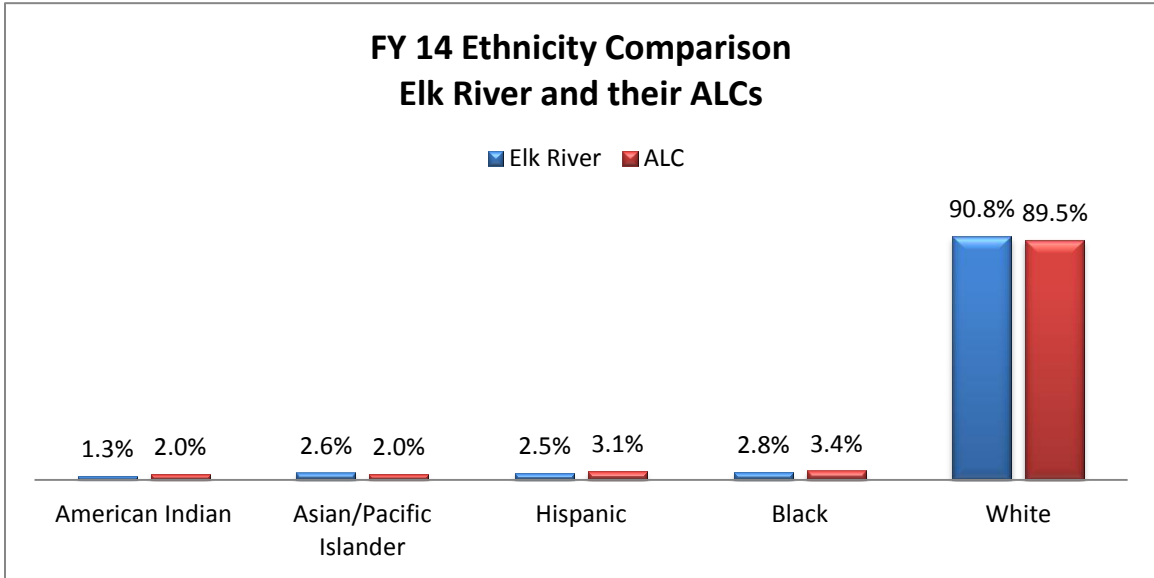
The Options program did not meet the criterion in FY 13 but had an MMR score of 57.82 percent in FY 14.

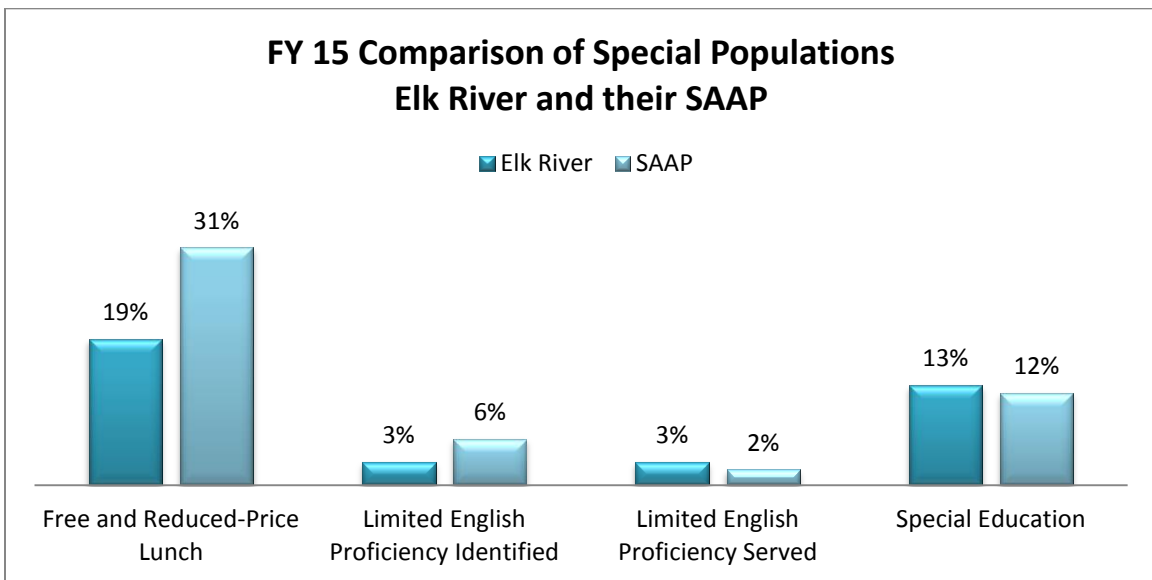
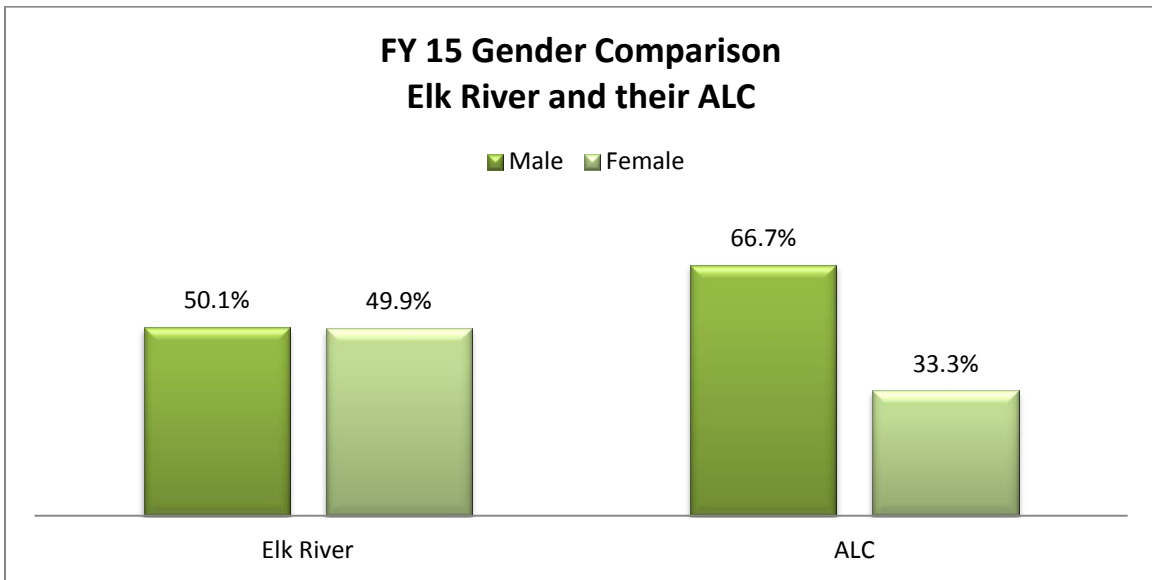
# Elk River Public School District 0728-01

## Program Information

Elk River operates several Area Learning Centers and two Targeted services programs.

## Demographics





## Summer Programs

### ***Targeted Services***

Elk River did not submit information on their summer program, but from data submissions we know that they had a summer program that served grades one through eight. They generated 3.61 regular ADMs and 24.97 extended ADMs.

### ***ALC Summer Term (secondary students)***

Elk River operates several summer programs. They offer a seat-based program, a blended program of seat-based and independent study and a transition to ninth grade program. While their summer program is mainly made up of referrals from the high school counselor, they also have students who were referred by their teachers and students who are designated as English Learners.

Elk River does not differentiate between at-risk and off-track students.

Elk River offered EL services and classes in Math, History, English and Science. They identify the greatest area of need for their students as Math courses followed by English classes, EL services and reading assistance.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Elk River did not submit information on their core school year programs but we know from data submissions that they ran a core school day ALC program, an out-of-school time Targeted services program and a credit recovery after school program.

#### ***Average length of enrollment for FY 14***

Elk River had several credit-bearing programs in FY 14: Credit Recovery, Ivan Sand Alternative High School, Ivan Sand Independent Study Summer program and a Transitions Program. For FY 14, the average length of enrollment in the ALC Credit Recovery program was 41 hours. They had 203 enrollment records and generated 1.62 ADMs and 6.38 extended ADMs. For the Ivan Sands ALC program, the average length of enrollment was 436 hours. They had 193 enrollment records and generated 78.59 ADMs and 3.27 extended ADMs.

For the Ivan Sands ALC Independent Study program, the average length of enrollment was 77 hours. They had 126 enrollment records and generated 8.77 ADMs and 0.57 extended ADMs. The ALC Summer program had an average length of enrollment of 63 hours. They had 339 enrollment records and generated 5.97 ADMs and 15.15 extended ADMs. The ALC Transition program had an average length of enrollment of 126 hours. They had 57 enrollment records and generated 6.51 ADMs and 0.39 extended ADMs.

It should be noted that Elk River has submitted a core instructional year length of 1,008 hours for the Area Learning Center.

#### ***Average number of credits earned for FY 14***

In FY 14, the average student earned 0.59 credits in the credit recovery program and it took them an average of just over 69 hours to do so. Credits earned ranged from some students earning no credits to students who earned three credits.

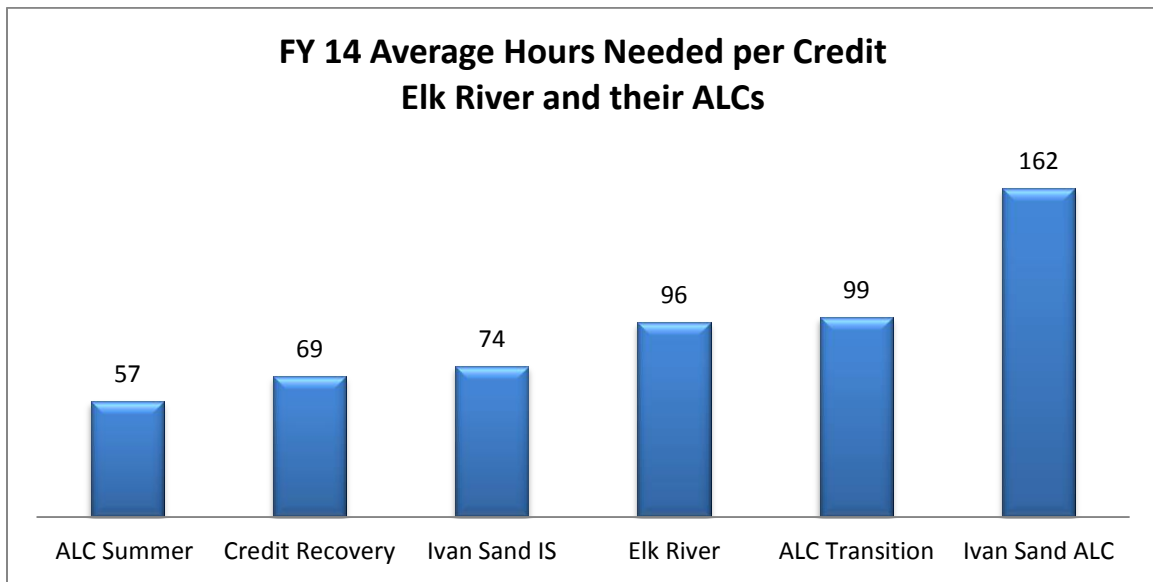
In the Ivan Sands ALC school year program, the average student earned 2.69 credits and it took them an average of just over 162 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 11.18 credits. In the Ivan Sands ALC Independent Study program, the average student earned 1.03 credits and it took them an average of 74 hours to do so. Credits earned ranged from some students earning no credits to students who earned 7.51 credits.

In the ALC Summer program, the average student earned 1.12 credits and it took them an average of just over 57 hours to do so. Credits earned ranged from some students earning no credits to students who earned three credits. In the Transition ALC program, the average student earned 1.28 credits and it took them an average of 99 hours to do so. Credits earned ranged from some students earning no credits to students who earned two credits.

Elk River requires 43 credits to graduate, or 10.75 credits per year. Their core school year at the high school consists of 1,033 hours for ninth through eleventh graders and 1004 hours for twelfth graders. This equates to approximately 96 hours needed to earn a credit. The following chart



compares the number of hours needed at Elk River High School to earn a credit to the number of hours needed per credit at each of the ALC programs.

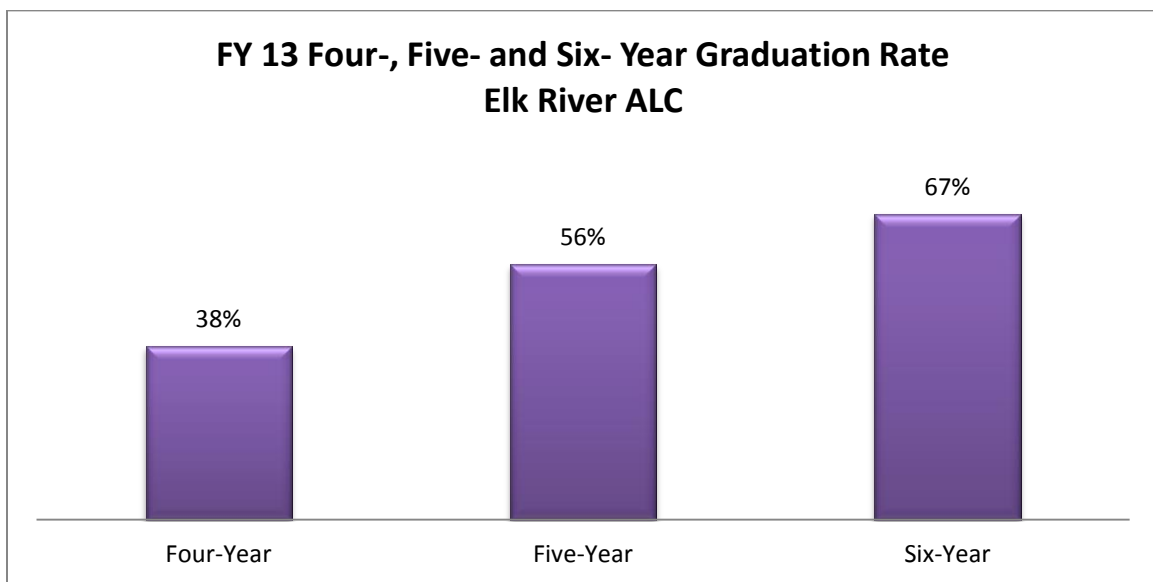


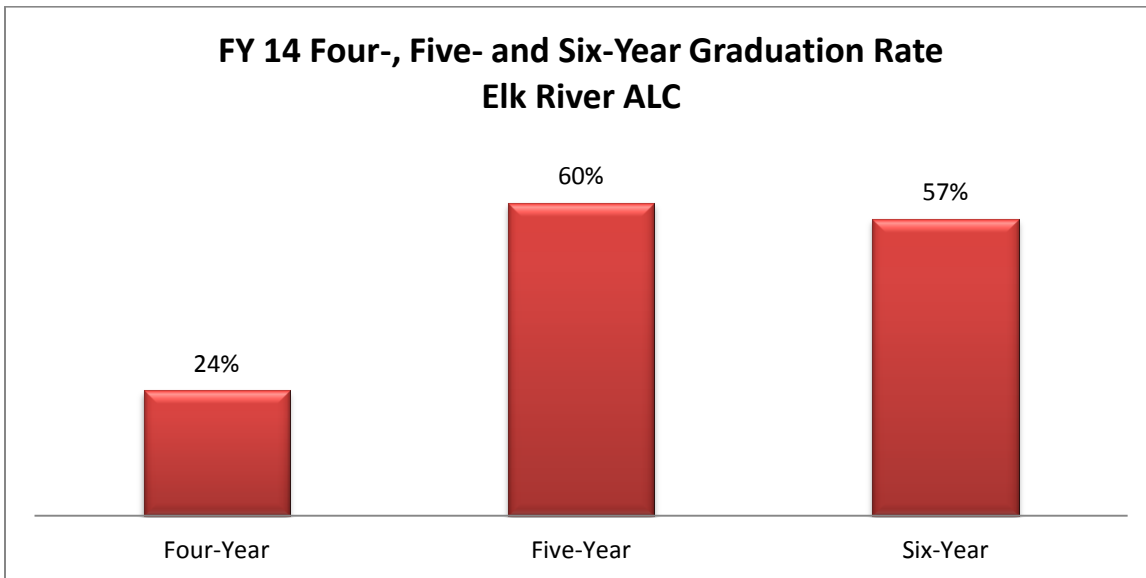
**Attendance for FY 14**

The attendance rates were 35 percent at the credit recovery program, 67 percent at Ivan Sands ALC, 50 percent at the Independent Study program, 51 percent at the Summer program and 95 percent at the Transition program.

**Graduation Data**

The following chart shows the four-, five- and six-year graduation rates at Ivan Sands. No other programs had a graduation rate.





One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate at Ivan Sands was 38 percent. This rose to 60 percent in the FY 14 five-year graduation rate. The cohort size changed from 22 students to 27 students, an increase of 23 percent.

The FY 13 five-year graduation rate was 56 percent and rose slightly to 57 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.

Ivan Sands Independent Study program did not have a large enough cohort to calculate a four-, five- or six-year graduation rate in either FY 13 or FY 14.

### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Ivan Sands Afterschool Credit Recovery program had an MMR of 36.98 percent in FY 14.

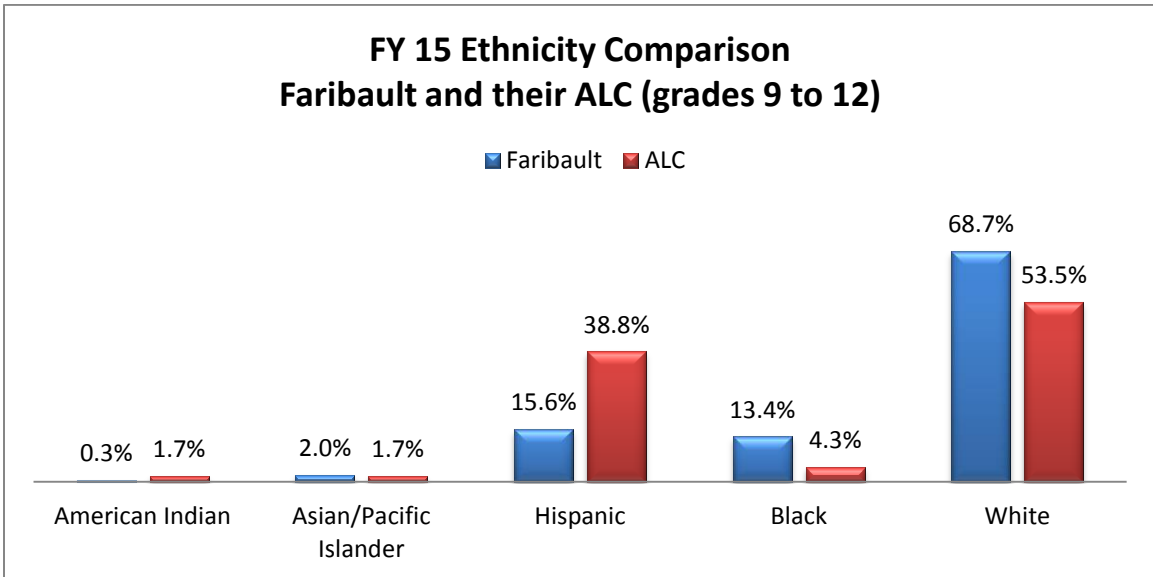
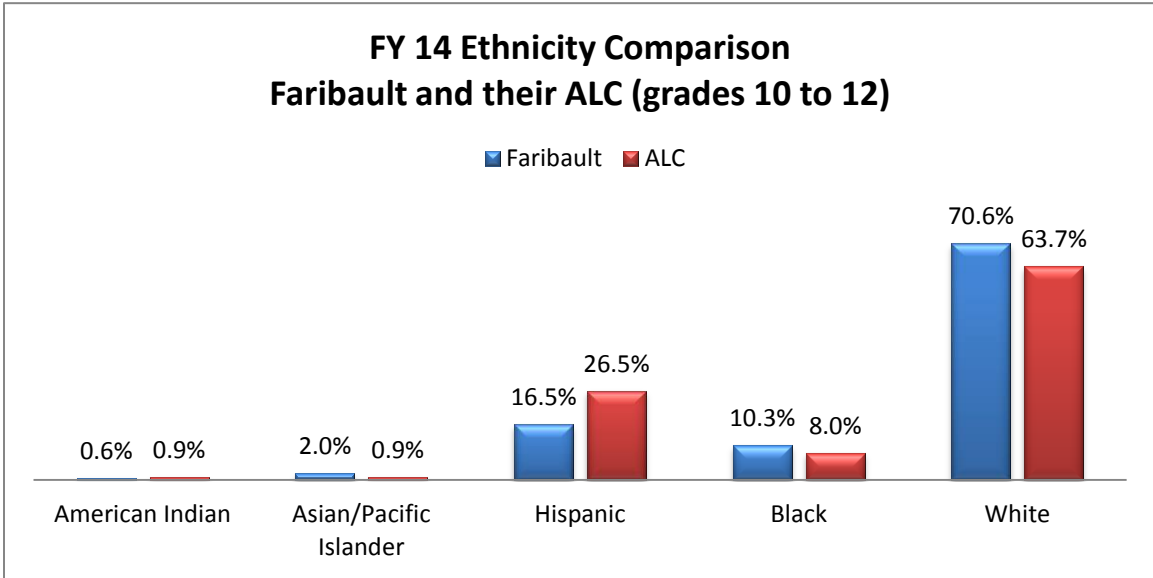
The Ivan Sands Community Middle School had an MMR 68.7 percent in FY 13 and 48.1 percent in FY 15.

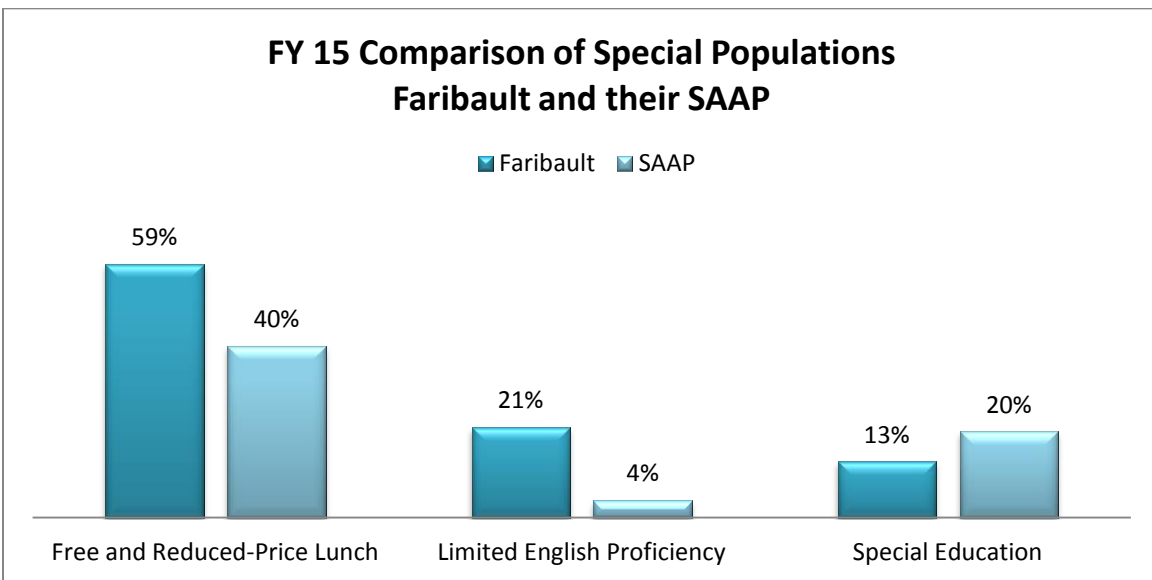
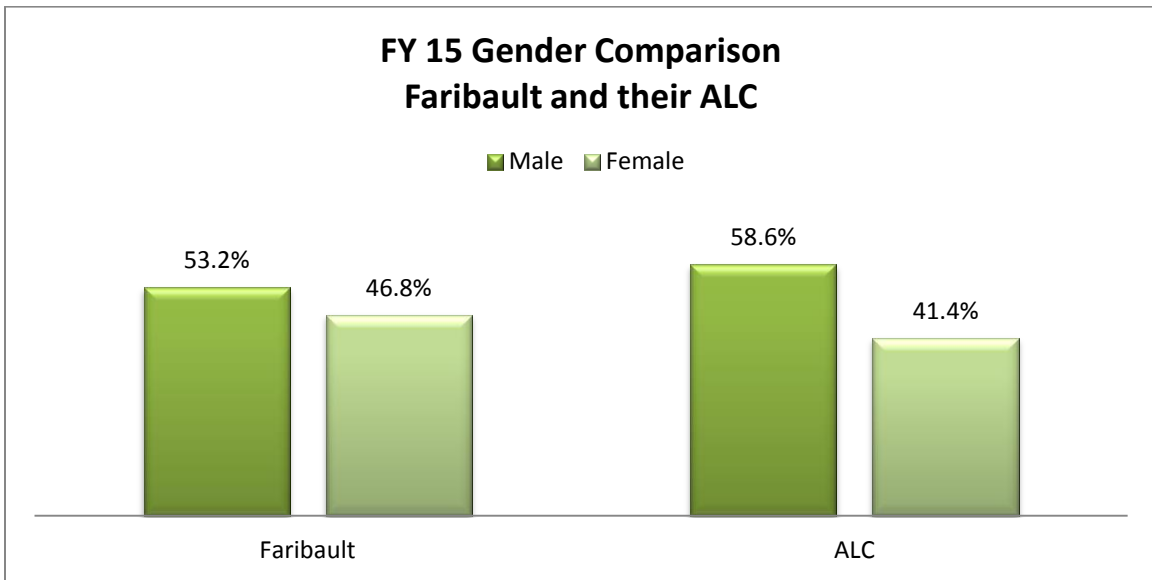
# Faribault Public School District, 0656-01

## Program Information

Faribault operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Faribault Public School District operates a targeted services program for 24 days for three hours per day. They serve grades one through eight. Program planning for the following summer begins in the fall. They try to match student needs to their programming. They share the information on their summer program in parent meetings and through mailings.

The curriculum that they use is My Sidewalks Reading and Moving with Math. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities focus on both academic growth and social/emotional growth. Their schedule is divided into two distinct parts and program staff leads either academic or

social/emotional activities, but not both. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 15 to one.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Faribault operates three three-week blocks from early June to the middle of August. Classes operate five days a week. They have several different types of programming available to their students. One is an independent study program, which means membership hours are determined by credit completion and teacher contact time. Another is a seat-based program. They also have a program that targets their English Learning (EL) students and a transition to ninth grade program. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Students may also register themselves, either before the program starts or they can walk in the first day of classes. Faribault also targets rising ninth graders that they feel would benefit from a transition to high school program. They also invite all those students that are designated as EL students.

They see their students' greatest area of need as math classes, such as Algebra. This is followed by English classes, and then EL services.

Faribault serves students identified as at-risk or off-track in the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 11 and 12, Art, and Physical Education.

Faribault generated 3.71 regular ADMs and 4.23 extended ADMs in their summer program.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Faribault provides programs for both middle level and high school students and operates year round. They have programs that are open to a variety of qualifying factors and they have some that are specific to a certain one. Students enroll in the ALCs through open enrollment, referrals and meetings with the director to ensure they qualify. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 75 percent to 90 percent.

When a student leaves school, there are several things a district could choose to do. Faribault responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have success about half of the time with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Faribault was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: Not applicable.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: We are in the process of fully implementing this in our district.
- Summer programs: We are in the process of fully implementing this in our district.
- Smaller class sizes: We are planning on implementing this in our district
- Cooperative learning: Not applicable.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

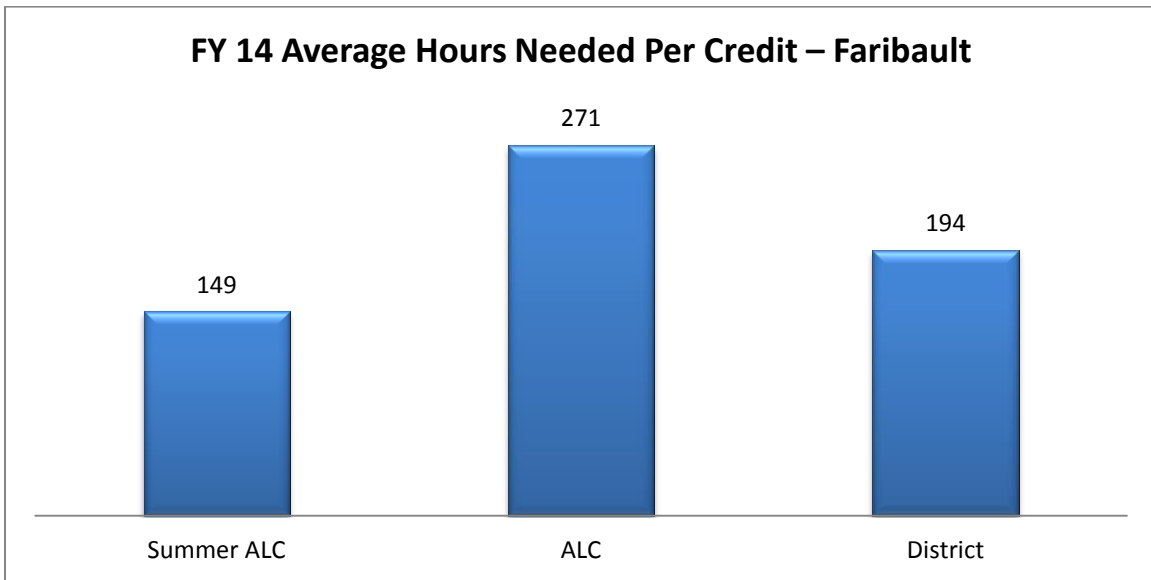
#### ***Average length of enrollment for FY 14***

Overall, the alternative program had 388 enrollment records for FY 14. Of these, 126 were in the summer program. The average length of enrollment in the summer program was 64 hours, with 25 hours and 150 hours. For the core school year program, the average length of enrollment was 438 hours, with 12 hours and 1,490 hours. Faribault generated 99.23 regular ADMs and 12.03 extended ADMs in the core school year program. However, Faribault is only showing 986 hours for their alternative program, as compared with 1,067 for their traditional high school program.

#### ***Average number of credits earned for FY 14***

Faribault requires 22 credits to graduate, so students are expected to earn 5.75 per year if they were enrolled full-time. Based on the length of the core school year, we anticipate that students would need 194 hours to earn a credit.

Students in the alternative program earned an average of 1.62 credits. This ranged from no credits earned to 8.75 credits earned. They needed an average of 271 hours to earn a full credit. The following chart shows the number of hours needed on average to earn a credit in the ALC programs and at the traditional high school.



***Attendance for FY 14***

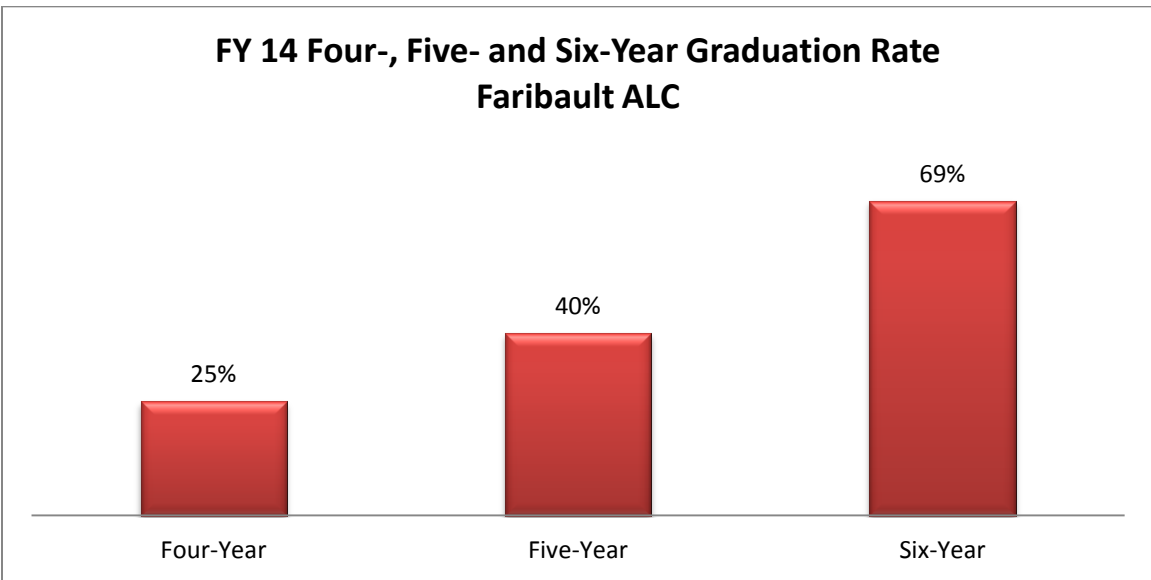
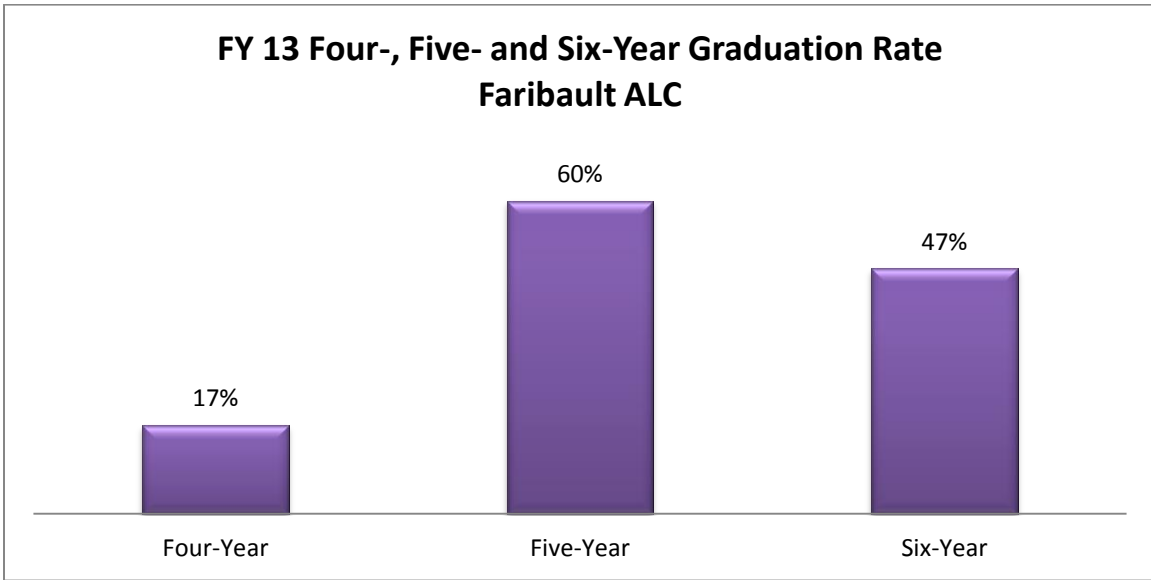
The attendance rate for the ALC programs overall was 63 percent; it ranged from 0 to 100 percent. In the core school year program, the average attendance was 62 percent; it ranged from 8 to 100 percent. For the summer program, the average attendance was 83 percent; it ranged from 0 to 100 percent.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For the Faribault ALC, the FY 13 four-year graduation rate was 17 percent. This rose to 40 percent in the FY 14 five-year graduation rate. The cohort size changed from 52 to 48 students, a decrease of approximately 10 percent.

The FY 13 five-year graduation rate was 60 percent and rose to 69 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In Faribault, the Area Learning Center had an MMR score of 49.91 percent in FY 13 and 50.38 percent in FY 14. They did not meet the criterion to get an FR designation.



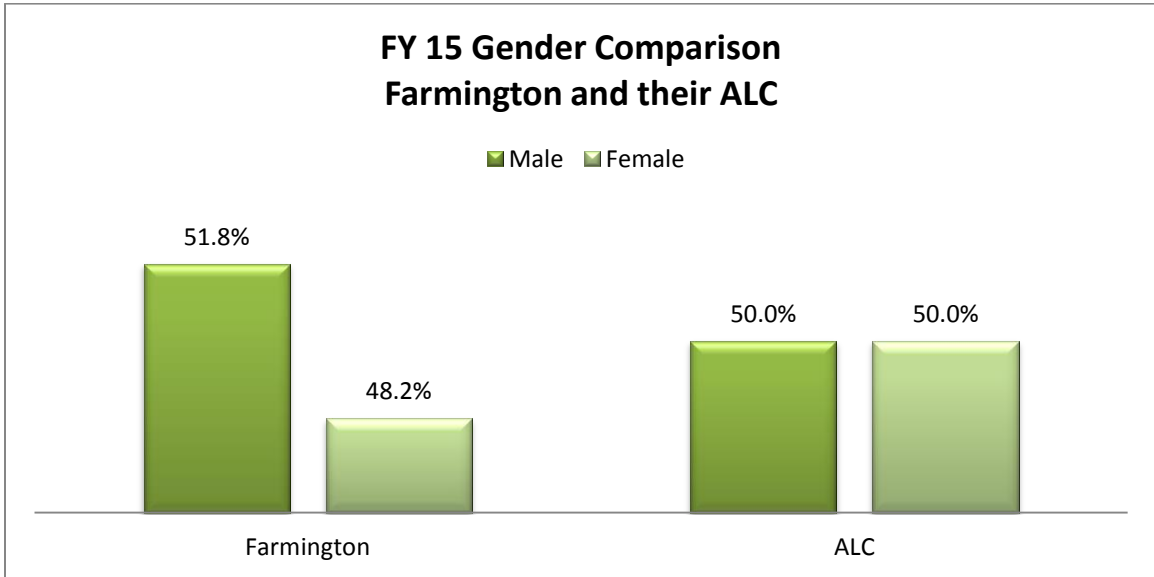
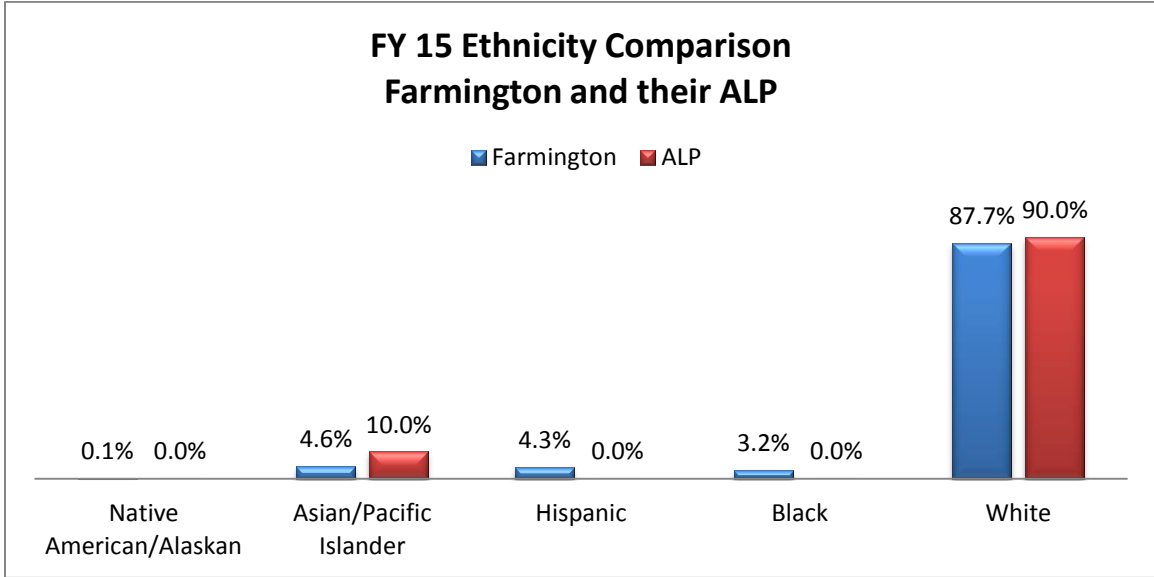
# Farmington Public School District, 0192-01

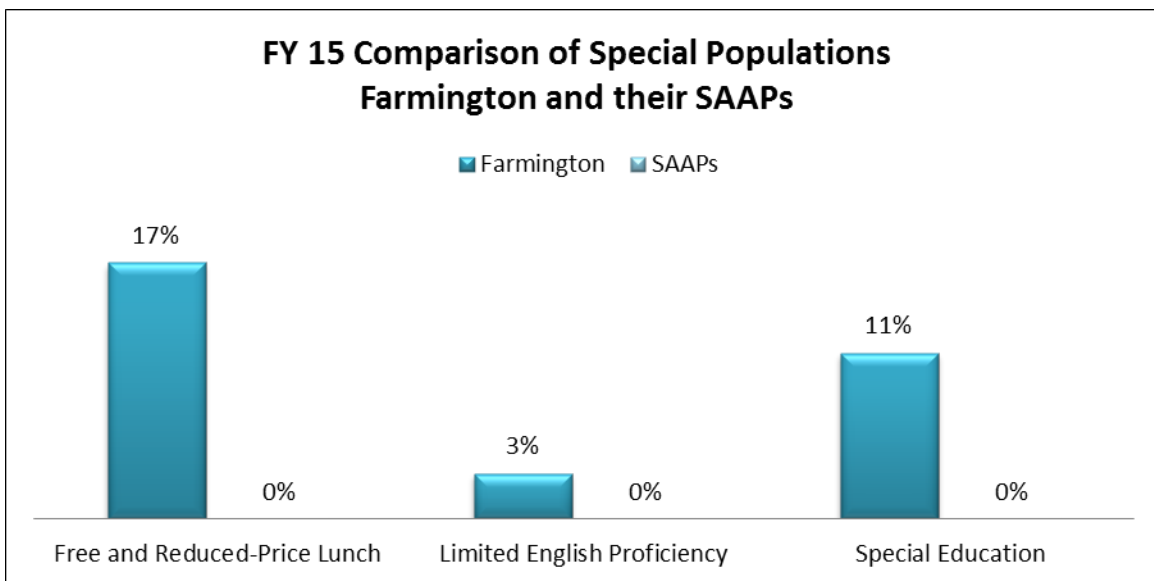
## Program Information

In FY 14, Farmington operated an Area Learning Center at the high school level. For FY 15, they changed their classification to an Alternative Learning Program.

## Demographics

In FY 14, Farmington's ALC students were 100 percent white, compared to 86 percent of the students in the district. In FY 15, this dropped to 90 percent, with the remaining 10 percent being students designated as Asian/Pacific Islanders.





## Summer Programs

### ***ALC Summer Term (secondary students)***

Farmington returned credit information but did not return any other information on their ALC Summer Term (secondary students) program.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Farmington operates the Dakota Prairie Area Learning Center program year round. They have programs that are open to a variety of qualifying factors. Students enroll in the ALCs based on academic need. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

When a student leaves school, there are several things a district could choose to do. Farmington responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: No response.
- Response to Intervention: We are in the process of fully implementing this in our district.

- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: Not applicable.

***Average length of enrollment for FY 14***

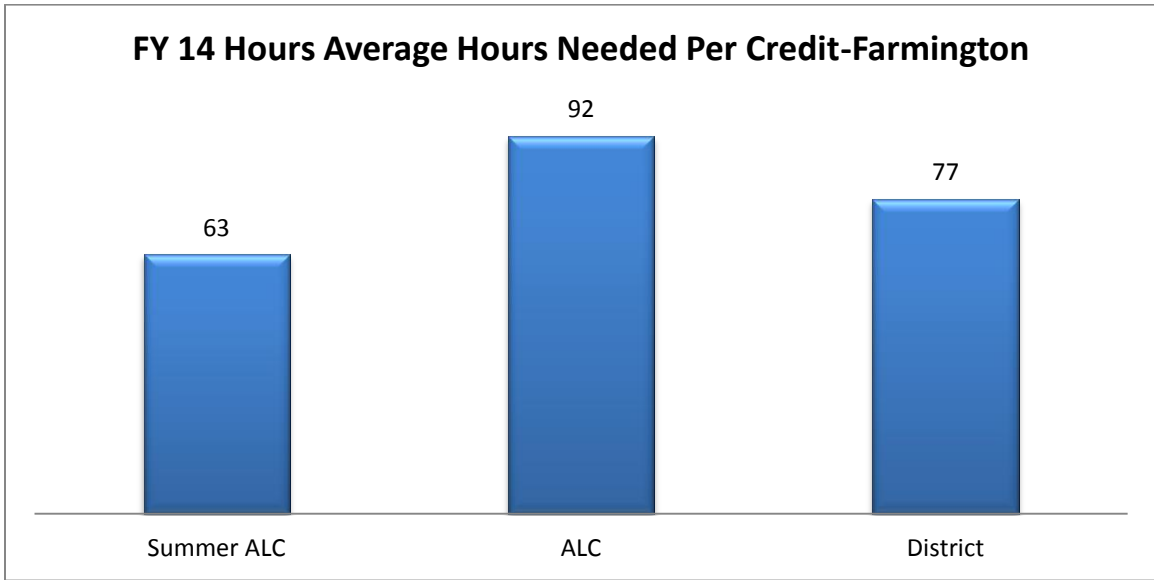
For FY 14, the average length of enrollment in the ALC summer program was 101 hours. They had 136 enrollment records that generated 2.35 ADMs and 9.49 extended ADMS. For the school year program, the average length of enrollment in the ALC program was 104 hours. They had 79 enrollment records that generated 0.44 ADMs and 5.85 extended ADMS.

***Average number of credits earned for FY 14***

In FY 14, the average student earned 1.6 credits in the summer and it took them an average of just over 63 hours to do so. Credits earned ranged from some students earning no credits to one student who earned nine credits.

In the school year program, the average student earned just over one credit and it took them an average of just under 92 hours to do so. Credits earned ranged from some students earning no credits to some students earning six credits.

Farmington requires 55 credits to graduate, or 13.75 credits per year. Their core school year at the high school consists of 1,052.8 hours. This equates to approximately 77 hours needed to earn a credit. The following chart compares the number of hours needed at Farmington High School to earn a credit to the number of hours needed per credit at the ALC school year program and the summer credit recovery program.

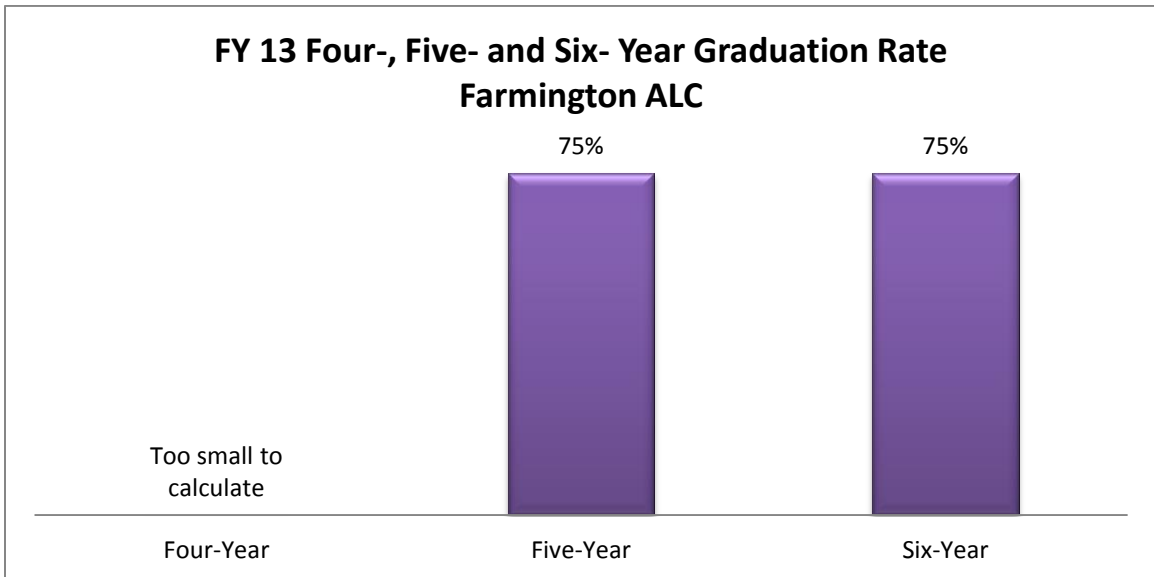


**Attendance for FY 14**

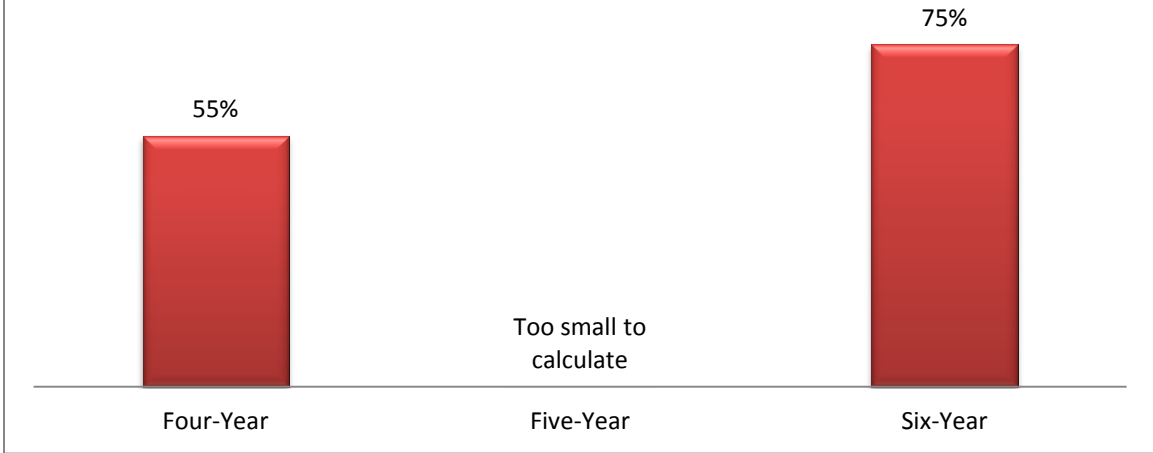
The average attendance rate in the summer program was 77 percent. The average attendance in the core school program was 20 percent. In both programs, the attendance ranged from 0 to 100 percent.

**Graduation Data**

The cohort used to calculate the FY 13 four-year rate and the FY 15 five-year rate was too small to use. The FY 13 five-year cohort and the FY 14 six-year cohort did not change and neither did the graduation rate increase for this group.



### FY 14 Four-, Five- and Six-Year Graduation Rate Farmington ALC

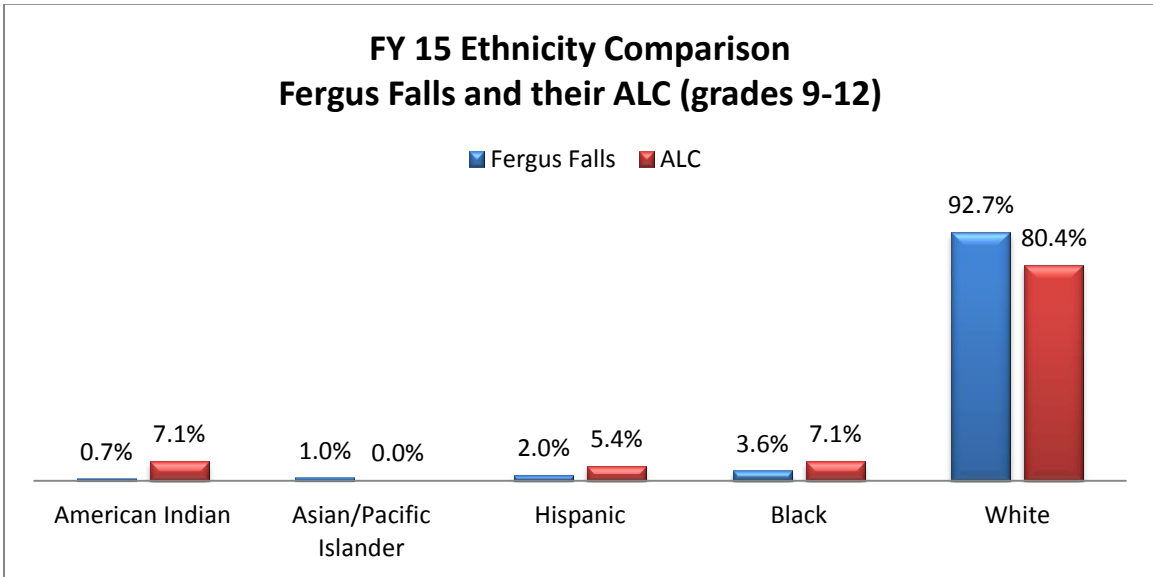
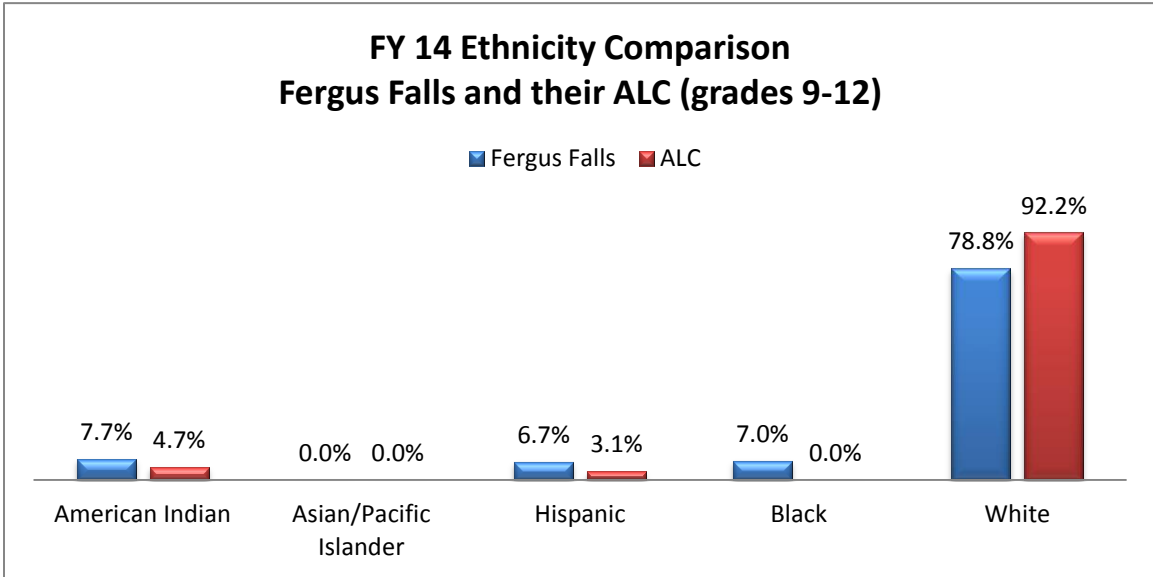


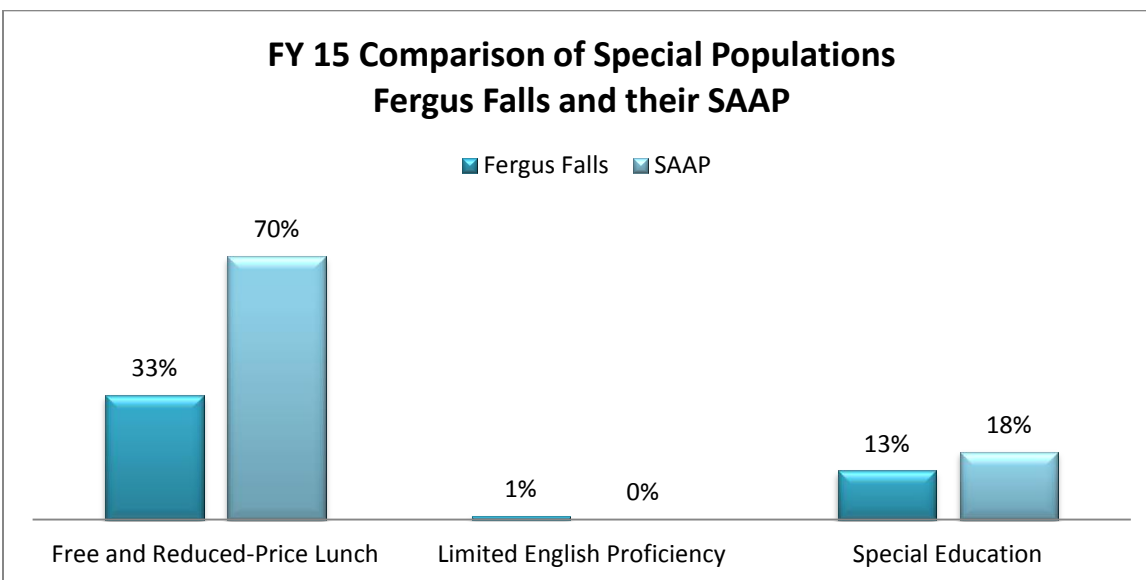
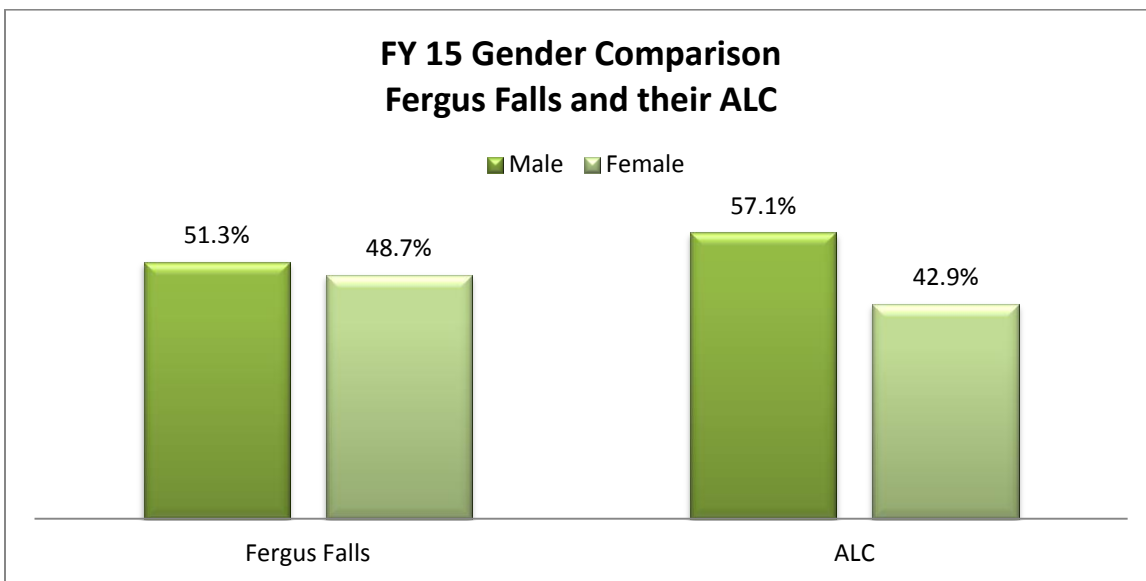
# Fergus Falls Public School District, 0544-01

## Program Information

Fergus Falls operates an Area Learning Center (high school only) and an extended learning Targeted services program (kindergarten through eighth grade).

## Demographics





## Summer Programs

### *Targeted Services*

Fergus Falls operates a targeted services program for six hours per day for 15 days. They serve grades one through eight. Their planning for the summer program begins in January. Their program matches student needs to programming. They do not have a set curriculum. Teachers choose a theme and then design each individual lesson to meet the needs of the specific students registered. All units are designed to be experiential, with a focus on math and reading skills. They feel that their curriculum and supporting activities are intentionally tied to grade-level academic and social skills and relate back to standards addressed during the core school year, but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to

have at least one licensed teacher for every 12 students. Their overall staff to student ratio is eight to one.

Central office determines the criteria that invitations are based on and sends the summer office a list. Additionally, teachers, staff and families refer students they feel would benefit from the program.

Their evaluation department uses the results of standardized testing during the year to determine the effectiveness of the program in math and reading. They use teacher feedback for writing and science. They also use teacher and staff feedback.

### ***ALC Summer Term (secondary students)***

Fergus Falls operates an Independent Study Program. This means membership hours are based on work completion and teacher contact time. Their program operates for five days for eight weeks and offers two hours per day of direct instruction for students.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, and Chemistry. They also have a work experience program.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then support in reading.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Fergus Falls did not fill out the survey on their core school year program.

#### ***Average length of enrollment for FY 14***

For FY 14, the average length of enrollment in the ALC summer program was just under 54 hours. They had 63 enrollment records that generated 1.51 ADMs and 1.69 extended ADMS. For the school year program, the average length of enrollment in the ALC program was just under 438 hours. They had 143 enrollment records that generated 57.6 ADMs and 1.55 extended ADMS.

#### ***Average number of credits earned for FY 14***

Fergus Falls did not return information on credits earned in their core school year program.

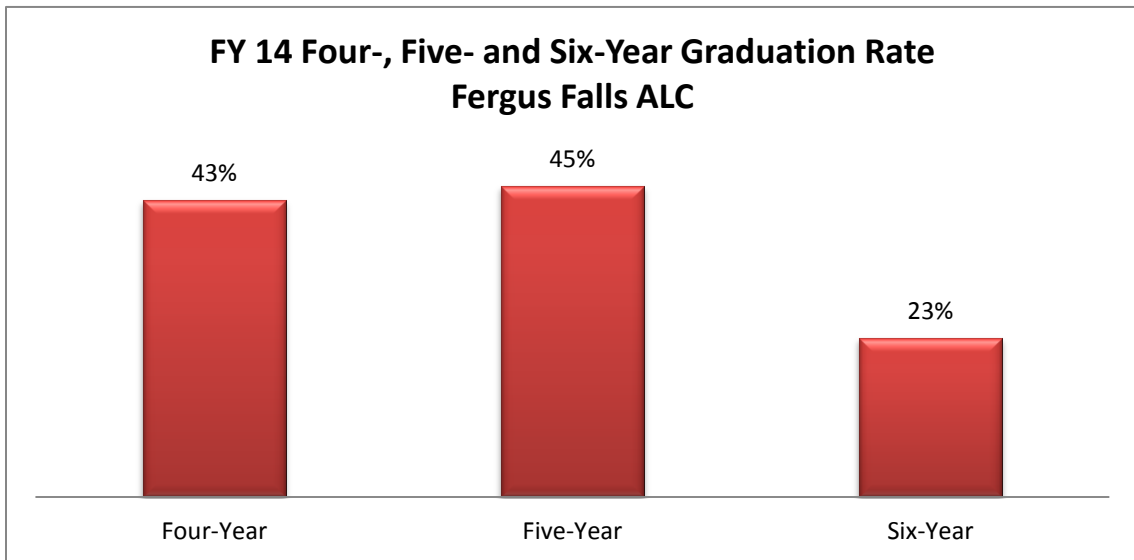
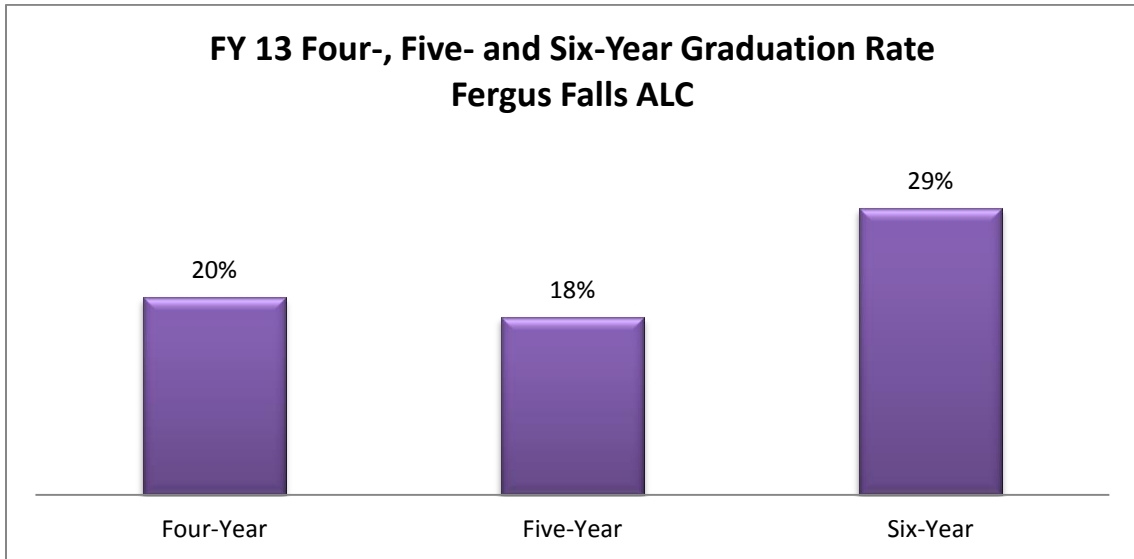
### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.



The FY 13 four-year graduation rate for the Fergus Falls ALC was 20 percent. This rose to 43 percent in the FY 14 five-year graduation rate. The cohort size changed from 20 students to 22 students.

The FY 13 five-year graduation rate was 18 percent and rose to 23 percent for the FY 14 six-year graduation rate. The cohort size also increased by two, from 28 to 30 students.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Fergus Falls Area Learning Center had an MMR score of 53.85 percent in FY 13 and 68.38 percent in FY 14. They did not have an FR score calculated for them.

## **Floodwood Public School District, 0698-01**

### **Program Information**

Floodwood has an Alternative Learning Program (ALP), serving grades nine through 12.

### **Demographics**

The Floodwood ALP served 100 percent white students. The overall district contains 98 percent white students. The cohort is too small to do a gender comparison.

### **Summer Programs**

#### ***ALP Summer Term***

Floodwood did not return information on their summer program. They did return information on the credits earned in the summer program. These will be discussed in the credit section.

### **Core School Year Programs (Intervention and Prevention Strategies)**

We do not have information on Floodwood for this section.

#### ***Average length of enrollment for FY 14***

The average length of enrollment for the Floodwood core school year program was 285 hours. They only had nine enrollment records for a total of eight students. The shortest enrollment was 34 hours while the longest was 510 hours. They generated 1.63 regular ADMs and 0.18 extended ADMs.

For their summer program, the average length of enrollment was 46 hours. They had 36 enrollment records and generated 0.33 regular ADMs and 0.85 extended ADMs. The shortest enrollment was 28 hours and the longest was 240 hours.

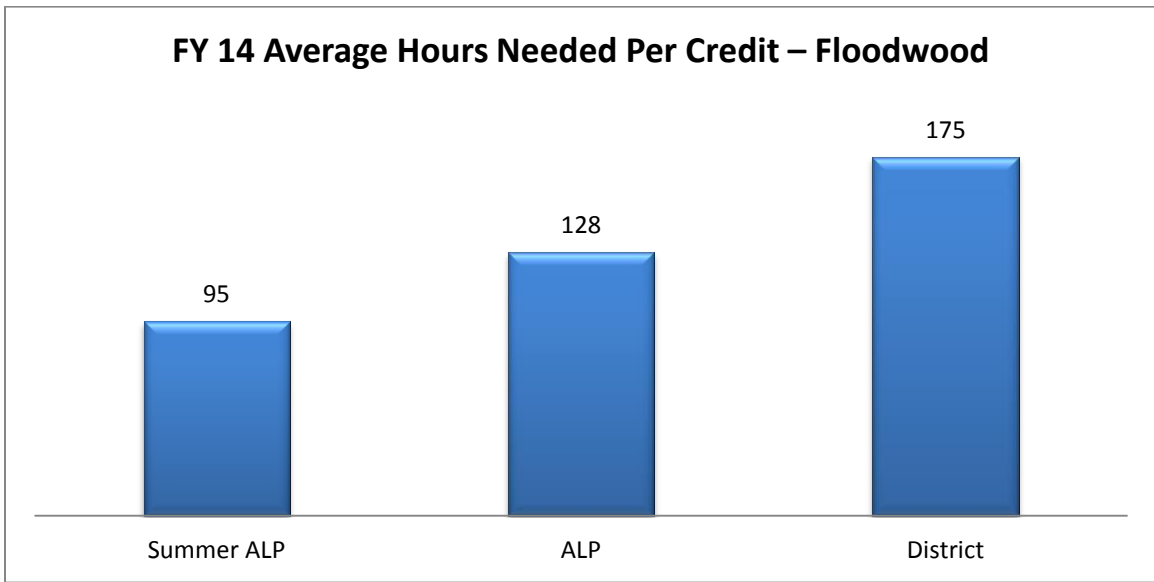
#### ***Average number of credits earned for FY 14***

Floodwood requires 24 credits to graduate, or six per year. Based on their annual instructional hours, this means 175 hours are anticipated to be needed per credit in the traditional core school year program.

In their summer program, students earned an average of 0.49 credits, with some students failing to earn any credits and some earning two credits. Instead of 175 hours, students needed an average of just under 95 hours.

In the core school year program, students earned an average of 2.22 credits. Some students did not earn any credits and some students earned as many as six credits. They needed an average of 128 hours to complete a credit, below the district average of 175 hours.

The following chart compares the number of hours needed for a credit in Floodwood, in the ALP overall and in the ALP core school year program and the ALP summer program.



***Attendance for FY 14***

Attendance was reported at 100 percent for both the summer and core school year programs.

**Graduation Data**

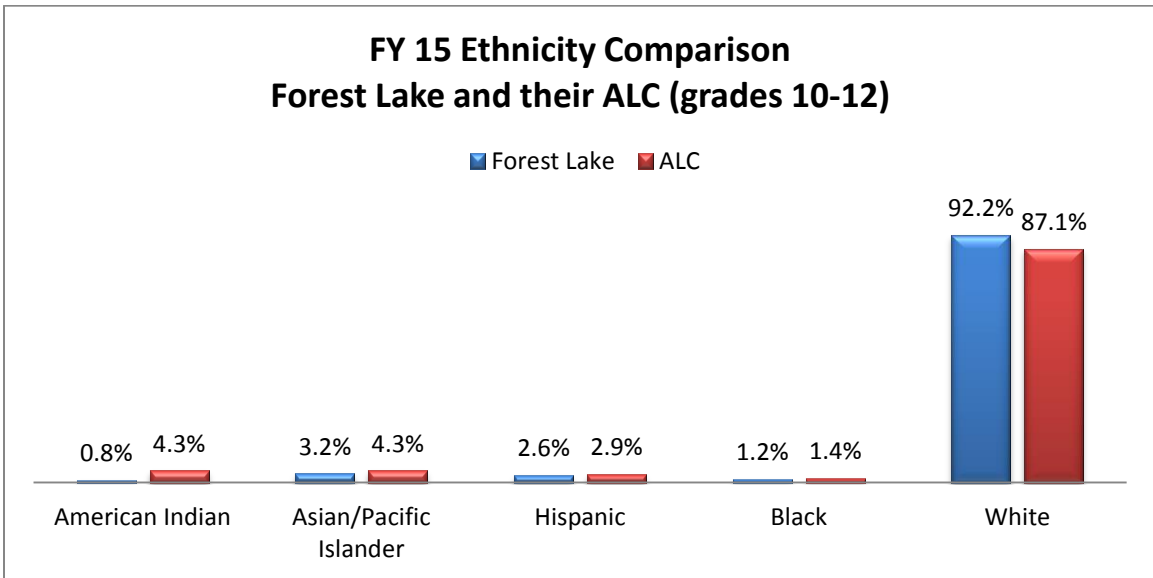
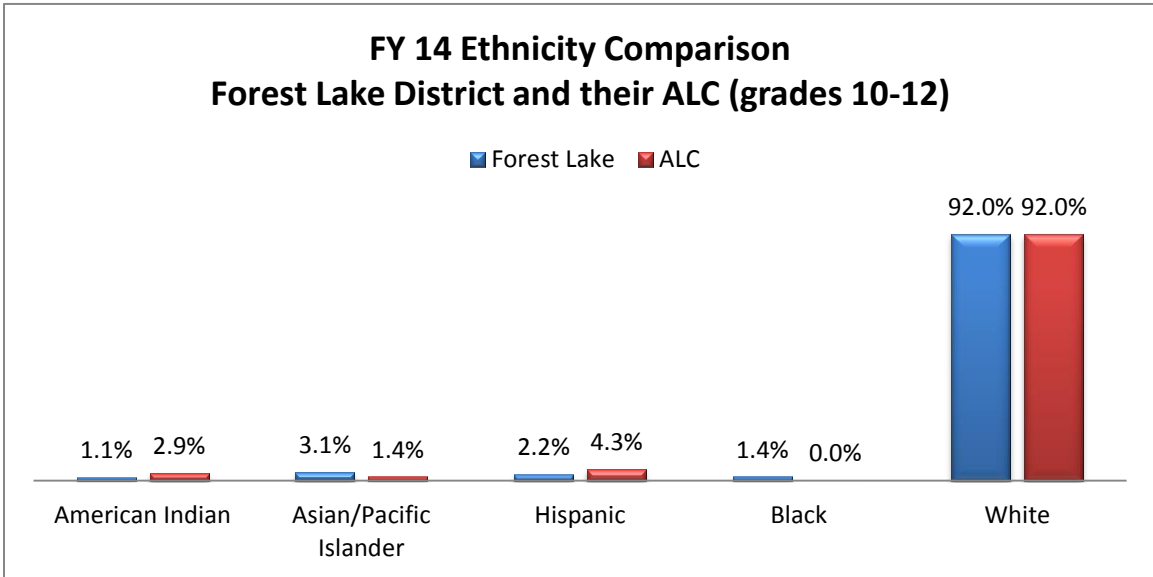
The Floodwood ALP is not large enough to generate any data for graduation rates.

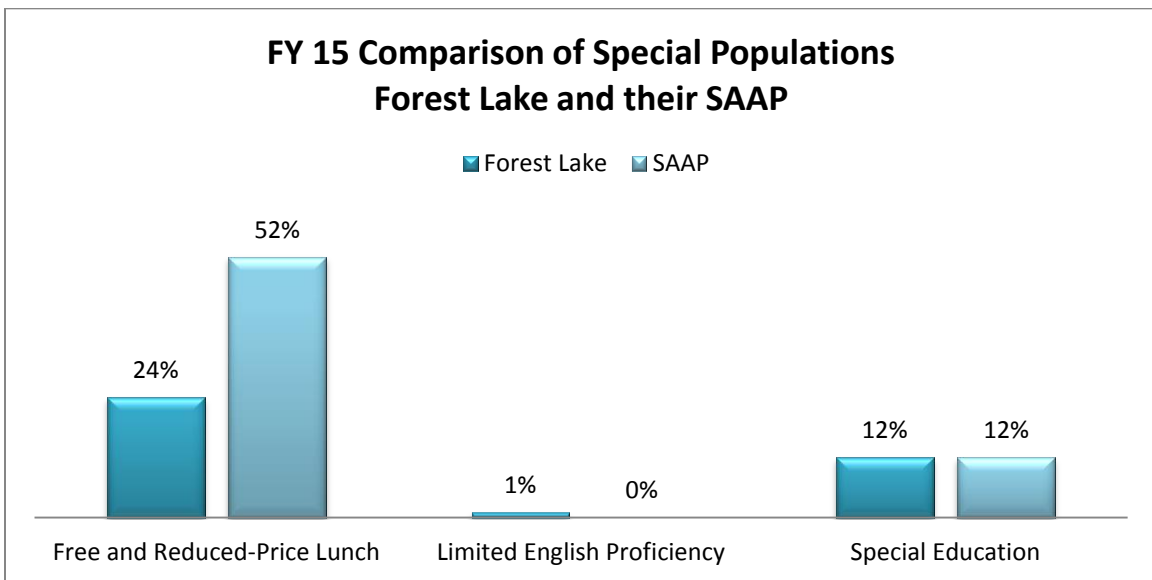
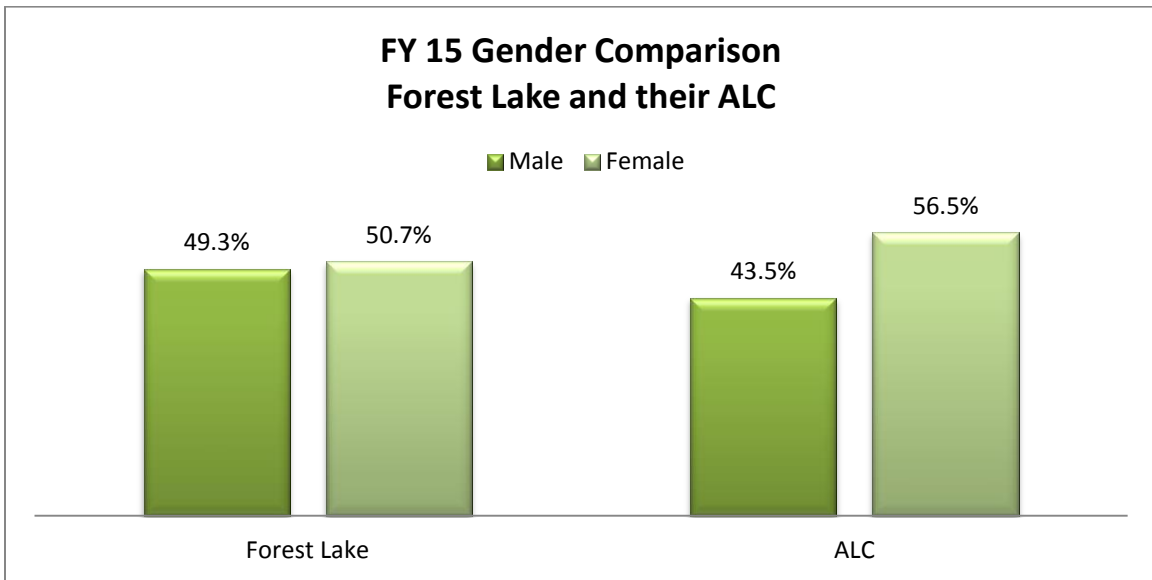
# Forest Lake Public School District, 0831-01

## Program Information

Forest Lake operates an Alternative Learning Center serving grades seven through 12 and a targeted services program serving grades one through eight.

## Demographics





## Summer Programs

### *Targeted Services*

Forest Lake operates a targeted services program for five hours per day for 26 days. They serve grades one through eight. The planning for the summer program begins in the previous fall. They have a Targeted Services coordinator who works throughout the year. Their program focus is determined at the district level and they are still working towards matching student needs to programming. They share information about their program through printed copies of information about the program, emails and phone calls to families, at parent teacher meetings and on their district website. They do not have a set curriculum but use specific intervention frameworks and materials to meet learner needs. For example, they use Read Naturally, Rtl resource materials, Responsive Classroom, Brain Gym, Readers Theatre, etc. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. Their goal is to have this be 12 to one. Some classrooms are at this lower ratio.

Teachers and other staff, such as counselors, recommend students they feel will benefit from the program.

Their summer program is designed to address content that is standards-based with clear learning targets. It is considered to be a Tier II instructional intervention to address a student's learning need area. Teaching staff prioritize the reading, writing and math standards that best fit the needs of their students for the length of the program. The content is comprehensive in nature and addresses key areas to assist in student growth. They prepare and share with parents a Standards-Based Progress Report. The report is written in rubric form.

Additionally, the MAP/NWEA (Northwest Evaluation Association) data collected in the fall is used to compare student growth of those students who were in the summer program compared to those who were not.

### ***ALC Summer Term (secondary students)***

Forest Lake operates a seat-based program and an EL program. Their program operates for 26 days for 4.5 hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class. They also have deans who review student records and meet with students and families who are behind and offer them the opportunity for the summer program.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, U.S. History, English 9, 10, 11 and 12 and Art. They offer Biology and Earth Science. They have extensive course offerings with classes such as Forensic Biology, Family Dynamics, Creative Writing, Fundamentals of Art, etc.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and support in other areas such as chemical dependency and mental health.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Forest Lake Area Schools provides programming at both the high school and middle school levels and operates year round. They have programs that are open to a variety of qualifying factors and they have some that are specific to a certain one. Students enroll in the ALCs through an intake meeting with a dean that includes the CLP process. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is greater than 90 percent.

When a student leaves school, there are several things a district could choose to do. Forest Lake responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Forest Lake was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: This is fully implemented.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: This is fully implemented.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are in the process of fully implementing this in our district.
- Cooperative learning: This is fully implemented.
- Social work on regular basis: We are in the process of fully implementing this in our district.
- Counselor intervention: This is fully implemented.
- Mental health services: This is fully implemented.
- Mentors: This is fully implemented.

#### ***Average length of enrollment for FY 14***

The average length of enrollment for the Forest Lake core school year program was 324 hours. They had 269 enrollment records. They generated 77.47 regular ADMs and 6.50 extended ADMs. The shortest enrollment was seven hours and the longest was 1,049 hours.

For their summer program, the average length of enrollment was 98 hours. They had 221 enrollment records and generated 8.79 regular ADMs and 10.52 extended ADMs. The shortest enrollment was two hours and the longest was 226 hours.

#### ***Average number of credits earned for FY 14***

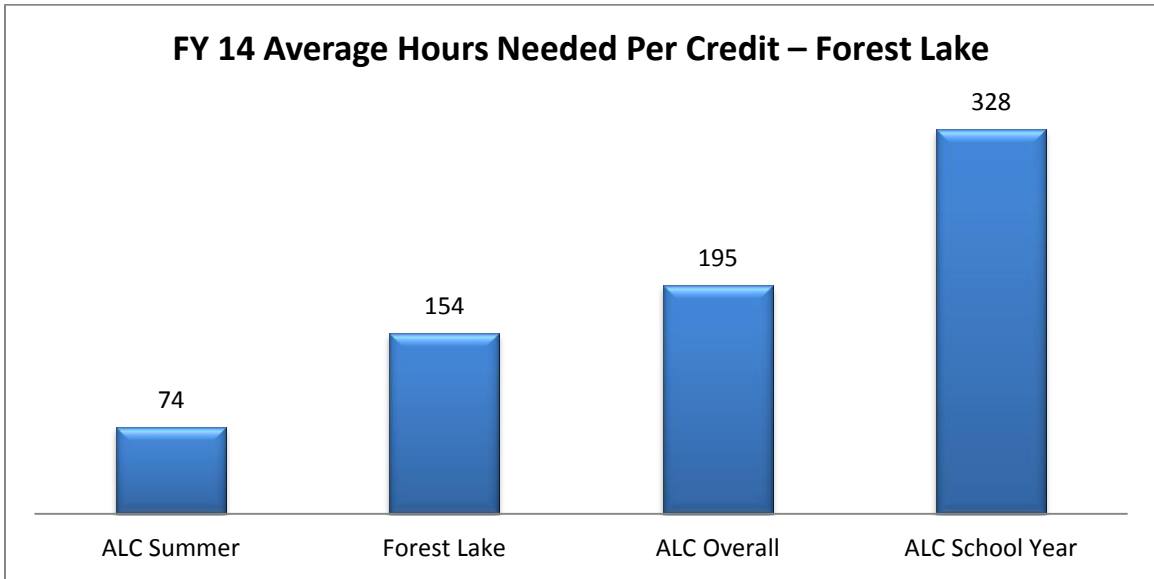
Forest Lake requires 26 credits to graduate, or 6.5 per year. Based on their annual instructional hours of 1,002, this means 154 hours are needed per credit in the traditional core school year program. It should be noted that there is a required minimum of 1,020 hours in Minnesota and Forest Lake appears to be short 18 hours.

In their summer program, students earned an average of 1.33 credits, with some students failing to earn any credits and one student earning nine credits. In terms of hours, students needed an average of just under 74 hours, half of what was needed at the district level.

In the core school year program, students earned 0.99 credits on average. Again, some students did not earn any and some students earned as many as 7.5 credits. They needed an average of 328 hours to complete a credit, well above the district average of 154 hours.

The average hours needed per credit must be viewed with caution, as students who were in both programs had their credits recorded in the summer, which would make the summer artificially low and the school year program artificially high. Because of this, a combined number of hours needed per credit was calculated for both programs.

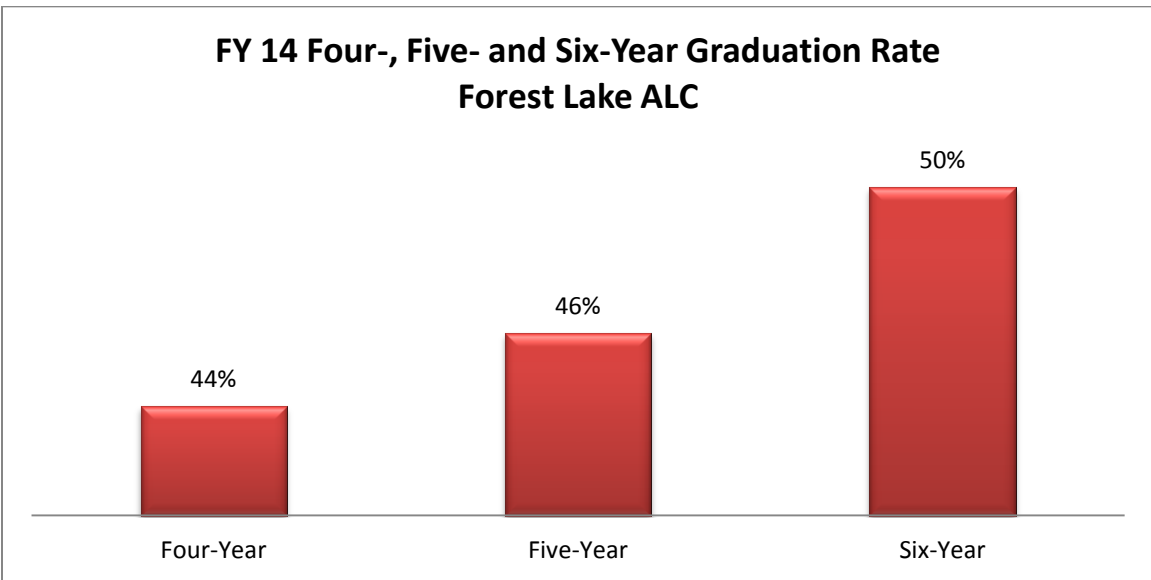
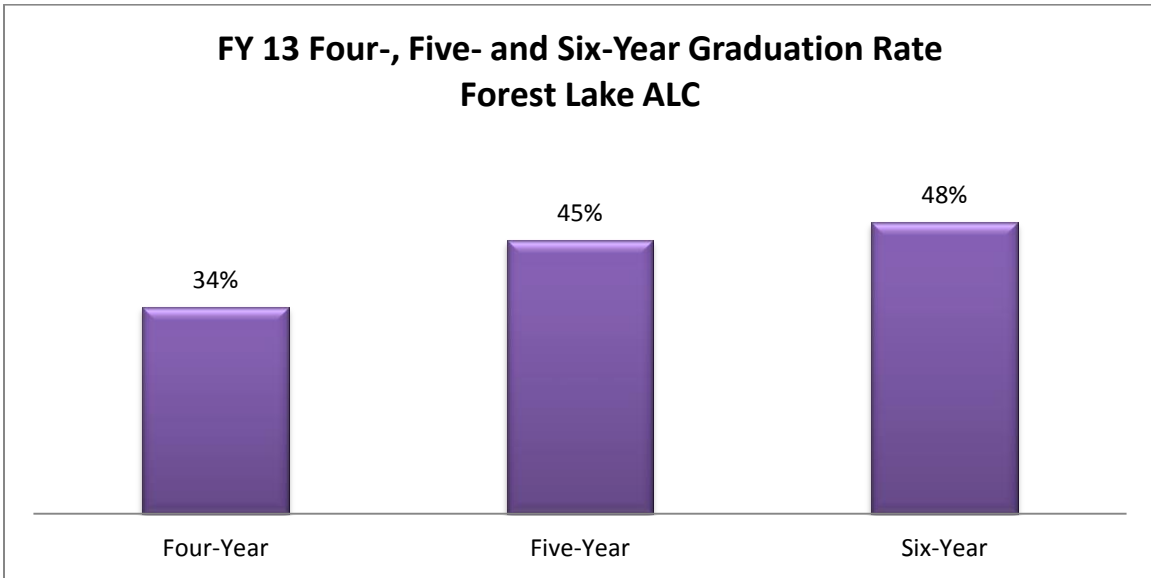
The following chart compares the number of hours needed for a credit in Forest Lake, in the ALC overall and in the ALC core school year program and the ALC summer program.



### Graduation Data

In the Forest Lake ALC, the FY 14 four-year rate was 34 percent. This increased to 46 percent for the FY 14 five-year rate. The cohort size increased from 56 to 59 students. The FY 13 five-year rate was 45 percent. This increased to 50 percent for the FY 14 six-year rate. The cohort size for this group decreased from 38 to 36 students.





**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

Forest Lake Area Learning Center had an MMR score of 21.29 percent in FY 13 and 28.14 percent in FY 14. They had an FR score 30.67 percent in FY 13 and 10.86 percent in FY 14.

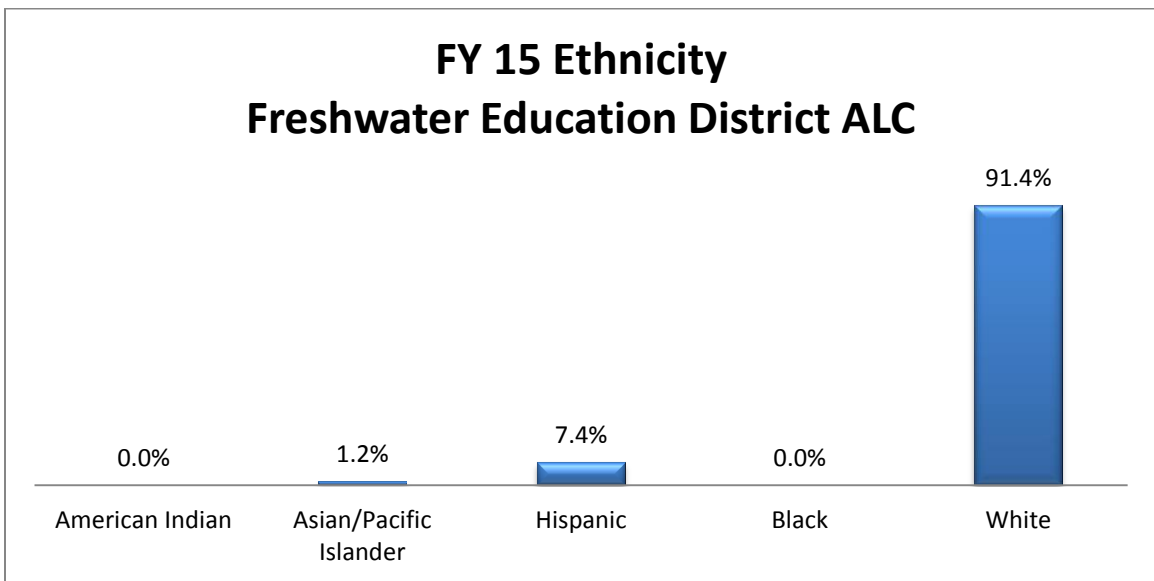
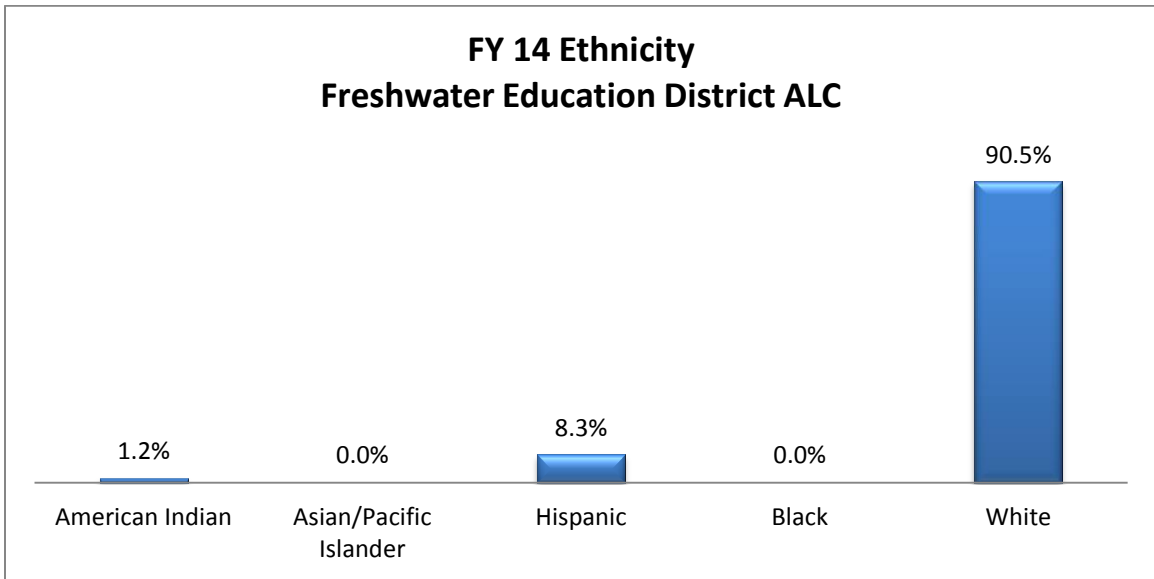
# Freshwater Education District, 6004-61

## Program Information

Freshwater Education District (FED) operates multiple Area Learning Centers serving grades seven through 12 and multiple Targeted services programs serving grades kindergarten through eight.

## Demographics

Freshwater serves several districts, so an ethnicity comparison of their ALC to the district is not relevant. For the purposes of this report, we are unable to compare the students with their resident district. These charts are provided for information only.



## 2014 Summer Extended Time Summary

This summary was provided by the Freshwater Education District.

The information for this summary has been collected from a variety of sources, including program summaries, plan narratives, attendance, Survey Monkey, report cards and individual responses.

Freshwater Education District cooperated with their member districts to operate 18 targeted service programs and six credit recovery programs. They also ran four ALC credit recovery programs and three outreach targeted services programs and three outreach credit recovery programs.

### ***Summer Targeted Services***

One targeted services program started the first week of summer break in June, with four programs waiting an additional week for the start of their program. This was followed by three programs starting the third week in June. Freshwater had a total of 10 targeted service programs operating in June 2014.

There was variety in the duration of these programs. Three programs ran for three weeks in June, six programs ran two weeks, and one program ran one week. Four programs ran Monday through Friday and the remaining six ran Monday through Thursday. One ran six hours per day, one ran five hours per day, and six ran four hours per day. One ran three and a half hours and the final one ran two and a half hours per day.

Fourteen targeted services programs ran in July. Some may have been a continuation of a program that began in June and continued into July, or it may have been a program that ran only in July, or a program that started in July and ran into August. Three programs ran the entire month of July, four programs ran three weeks within the month, one ran two weeks and the remaining six ran one week. One of these six ran their program in July only and the remaining five continued into August.

One program in July ran Monday through Friday and the rest of the 13 programs ran Monday through Thursday.

One program ran two and a half hours, two programs ran three hours, five programs ran four hours, three ran four and a half hours and the final three ran six hours.

Freshwater had nine targeted services programs operating in August. Seven of these programs were continuation of programs started in July or earlier. Two districts ran programs in August only but had also had a previous session earlier in the summer. Seven of the programs ran for two weeks in August and the remaining two programs ran one week. One program ran five days a week and the remaining six ran four days a week. One program ran for three hours per day, five ran four hours and four ran six hours.

Freshwater served a total of 912 elementary and middle school students in 20 separate targeted services programs. Their targeted services programs ran for 1,343 hours this summer for an average of 67 hours per program. The average length of targeted services programs was just under 15 days. The average hours per day were four and a half hours.

### ***ALC Summer Term (secondary students)***

Freshwater credit recovery programs served 201 students from 15 districts in their summer credit recovery programs.

Freshwater ran 13 credit recovery programs: six cooperatively with member districts, three with outreach districts and four Freshwater ALC programs. The programs models varied from site to site.

Most of the ALC programs ran in the month of June. Three programs ran from the week of June 10 to June 27, meeting twice a week for six hour days using an independent study model. The fourth program ran only one day a week for seven weeks meeting six hours per day, also on an independent study instructional model.

All remaining programs ran seat-based programs. One credit recovery program met three hours per day, four days a week for four weeks, while the rest ran six hours a day due to district-provided transportation.

Another started the first Monday of summer vacation, operating four hour days and four days a week for four weeks. Three others used the four/four/four model. Another program started on that second week and went six hours per day/five days per week for two weeks.

The final program ran four hours a day, twice a week for six weeks.

The average credit recovery program at the ALC ran for six and a half days, for six hours a day using an independent study model. The seat-based programs ran an average of three weeks, three days per week for four and a half hours per day. The seat-based credit recovery programs ran for 514 hours for an average of 57 hours per program. The independent study programs ran 120 seat hours plus available membership hours.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Freshwater Education District is a service cooperative and, as such, serves as the intervention strategy for the districts they serve. They operate year round and their program is open to a variety of qualifying factors.

They believe between 25 and 50 percent of students enrolled in their ALC are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

#### ***Average length of enrollment for FY 14***

The average length of enrollment for the Freshwater Education District core school year program was 207 hours. They had enrollment records for a total of 397 students. The shortest enrollment was one hour, while the longest was 1,763 hours. They generated regular 63.23 ADMs and 14.15 extended ADMs.

For their summer program, the average length of enrollment was 72 hours. They had 239 enrollment records and generated 5.48 regular ADMs and 10.98 extended ADMs. The shortest enrollment was three hours and the longest was 244 hours.

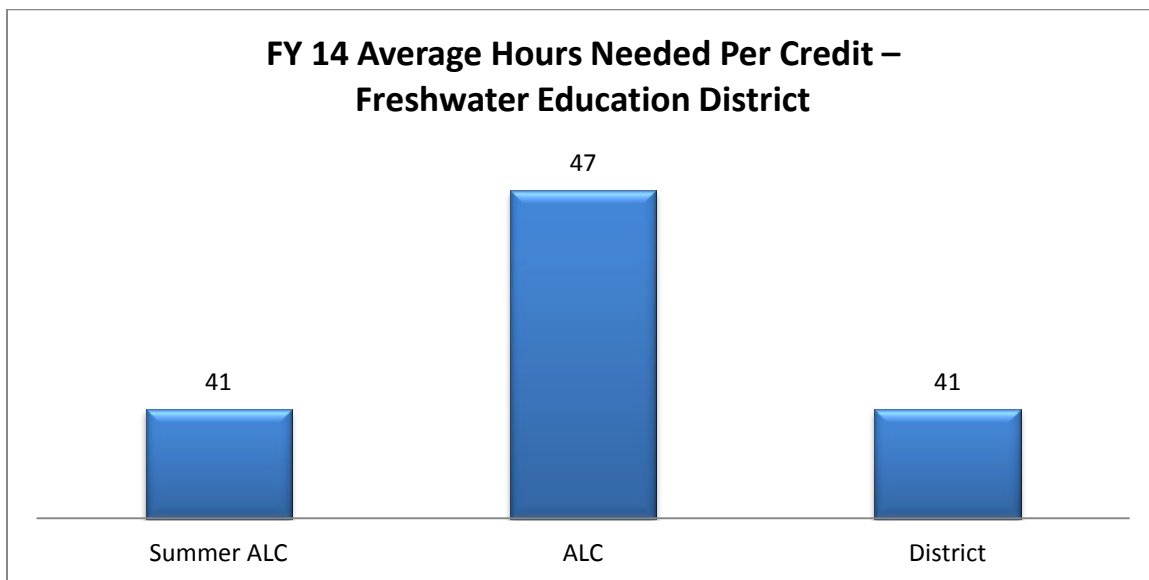
#### ***Average number of credits earned for FY 14***

Freshwater Education District uses graduation requirements from Stapley. They require 100 credits to graduate, or 25 per year. Based on their annual instructional hours, this means 41 hours are anticipated to be needed per credit in the traditional core school year program.

In their summer program, students earned an average of 1.77 credits, with some students failing to earn any credits and some earning eight credits. Students needed roughly the same number of hours to complete a credit as they do in Stapley. It should be noted that FED served rising ninth graders in their program and did not award them any credit. They had six students who were not awarded credit based on their grade.

In the core school year program, students earned 4.42 credits on average. Again, some students did not earn any and some students earned as many as 41 credits. They needed an average of 47 hours to complete a credit.

The following chart compares the number of hours needed for a credit in Freshwater Education District, in the ALC overall and in the ALC core school year program and the ALC summer program.



### ***Attendance for FY 14***

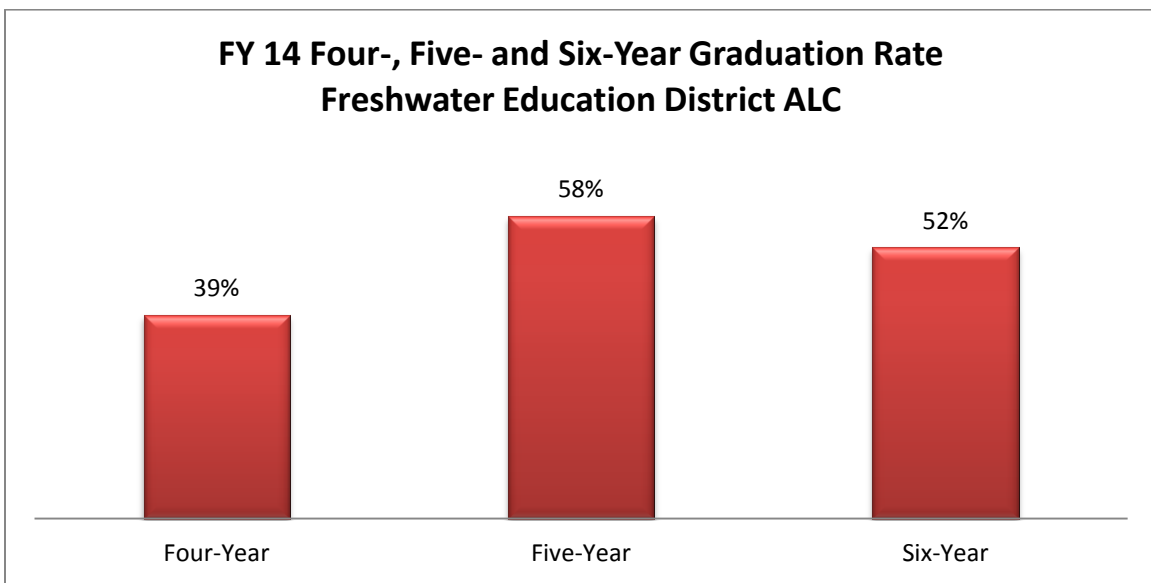
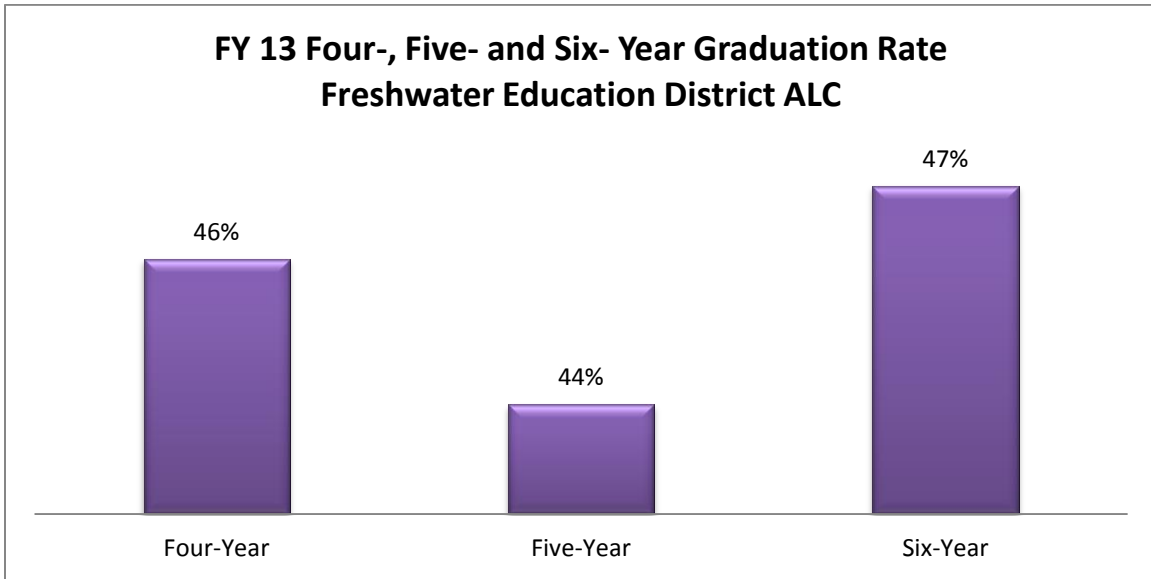
The average rate of attendance for the summer program was 48 percent, with attendance ranging from 0 to 100 percent. For the core school year program, the average attendance was 52 percent, again ranging from 0 to 100 percent.

### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

At Freshwater Education District, the FY 13 four-year graduation rate was 46 percent. This rose to 58 percent in the FY 14 five-year graduation rate. The cohort size changed from 56 students to 72 students, an increase of 29 percent.

The FY 13 five-year graduation rate was 44 percent and rose to 52 percent for the FY 14 six-year graduation rate. The cohort size decreased by two students.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

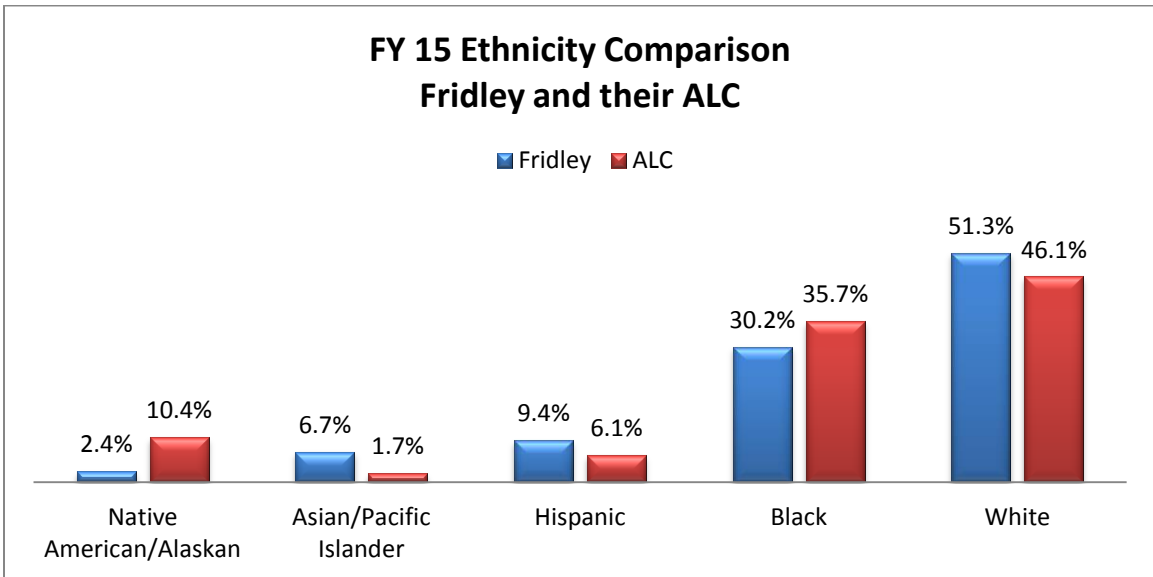
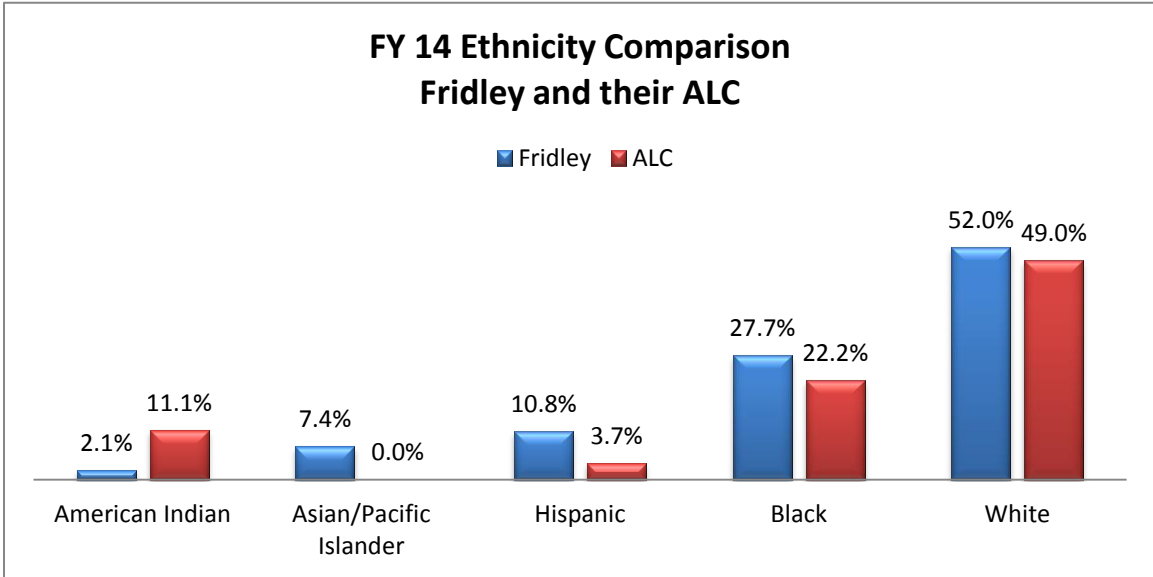
The Freshwater ALC had an MMR score 79.3 percent in FY 13 and 66.67 percent in FY 14.

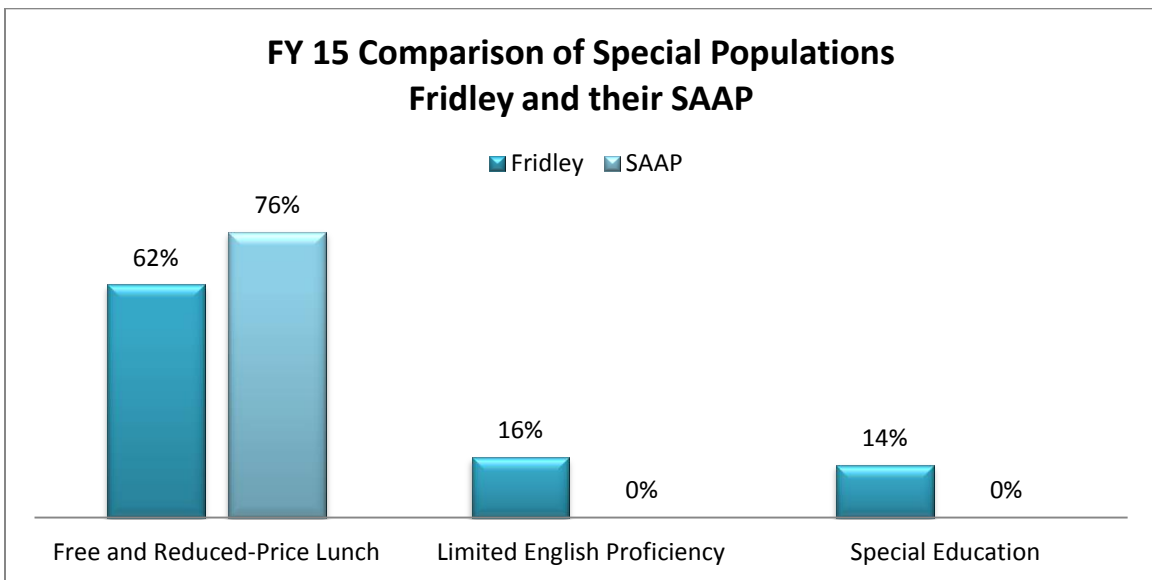
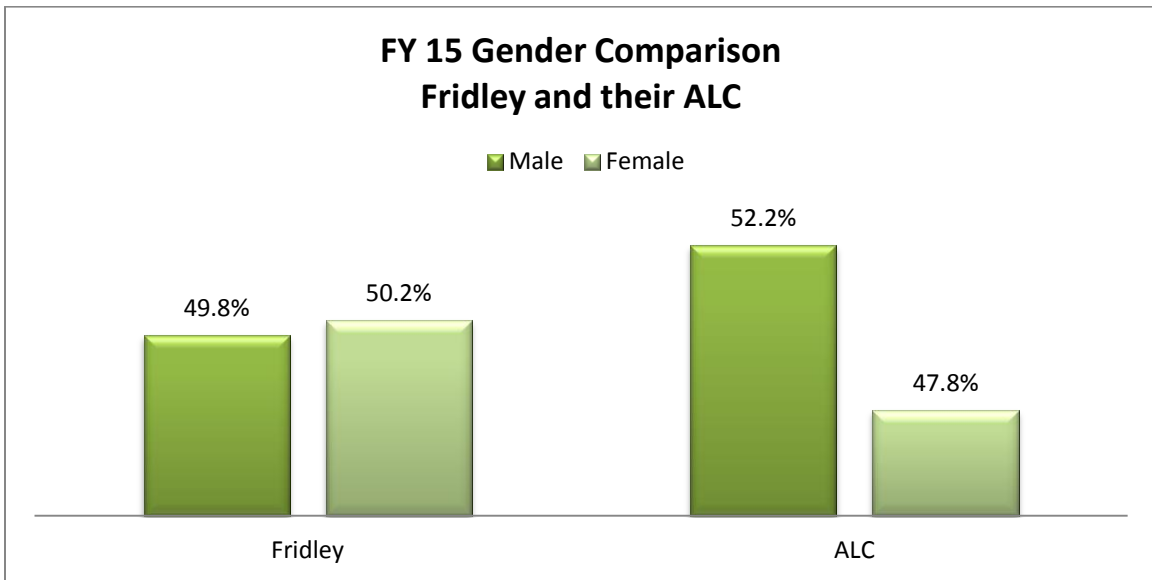
# Fridley Public School District, 0014-01

## Program Information

Fridley operates an Area Learning Center for grades seven and eight. They operate an Alternative Learning Program for grades nine through 12 and a targeted services program for grades one through eight.

## Demographics





## Summer Programs

### *Targeted Services*

Fridley operates a targeted services program for three hours per day for 19 days. They serve kindergarten through eighth grade. Their planning for the summer program begins in January. They try to match student needs to their programming. Their program matches student needs to programming.

They use Benchmark, Guided Reading and Math Expressions for first through fourth grade and Summer Success Math in the remaining grades. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.



Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students.

Teachers recommend students they feel will benefit from the program and families can refer their students.

Their evaluation department uses the results of standardized testing during the core school year in math and reading to help determine the effectiveness of the summer program.

### ***ALC Summer Term (secondary students)***

Fridley held a summer program for 176 students, over half of whom were ninth and 10<sup>th</sup> graders. This is unusual in terms of grade levels of students served statewide. Students were enrolled for a total of 9,514 hours with an average attendance rate of 41 percent. However, several of these students were in an independent study program where attendance is only recorded for face-to-face time with the teacher.

Fridley required 34 credits for graduation in FY 14. When you look at the membership generated and the credits earned, students in the Fridley ALC Summer program earned above what would be expected based on membership hours and the number of credits needed to graduate. Students earned more than 25 credits over what would have been anticipated. Overall, Fridley students earned 86 credits. Credits earned ranged from 0 to 3.125, with the average student earning 0.5 credits.

On average, the summer program used fewer hours to generate a credit than the traditional core school year program. As a credit recovery program this would not be unusual, as often students have prior knowledge and possibly coursework in the class for which credit is being earned. In Fridley, students in the summer programs needed an average of 110 hours to earn a credit, compared to 141 hours during the core school year.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Fridley operates the Fridley Moore Lake Area Learning Center program during the core school year and in August. They have programs that are open to a variety of qualifying factors. Students enroll in the ALCs through this process:

- Parent/guardian sets up an intake meeting.
- Parent/guardian and student meet with principal.
- Parent/guardian and student fill out enrollment forms.
- Parent/guardian and student meet with an advisor and put together a Continual Learning Plan; all involved in developing this must sign it.
- Student is enrolled and starts the following day.

They believe between 25 and 50 percent of students enrolled in their ALC are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

When a student leaves school, there are several things a district could choose to do. ISD #14 responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

Fridley was given a list of possible prevention and intervention strategies for at-risk and off-track students and was asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

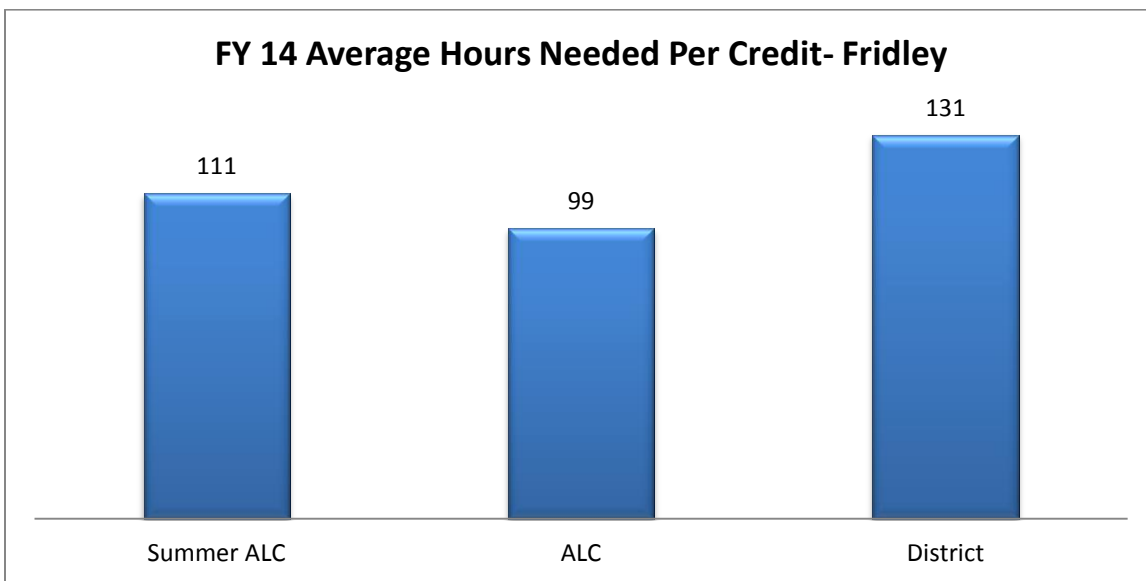
Fridley had 294 enrollment records for the core school year. There were some students who enrolled and withdrew and re-enrolled. We will consider each of these as separate enrollments for looking at the data.

The average length of enrollment for students in FY 14 was 187.34 membership hours. Enrollment length ranged from one hour to 960 hours. Forty-three students had less than 10 hours of membership and of these, only one earned credit. One hundred and forty-three enrollment records have no show no credits earned, but 109 of these are duplicates for students with multiple enrollment dates.

It should be noted that Fridley has submitted a core instructional year length of 1,014 hours for the Area Learning Center.

#### ***Average number of credits earned for FY 14***

There were 559.2 credits earned in the ALP program. The average number of credits earned per enrollment record in the core school year program was 1.9 and the average earned per students was three credits. This equates to an average of 98 membership hours per credit.



***Attendance for FY 14***

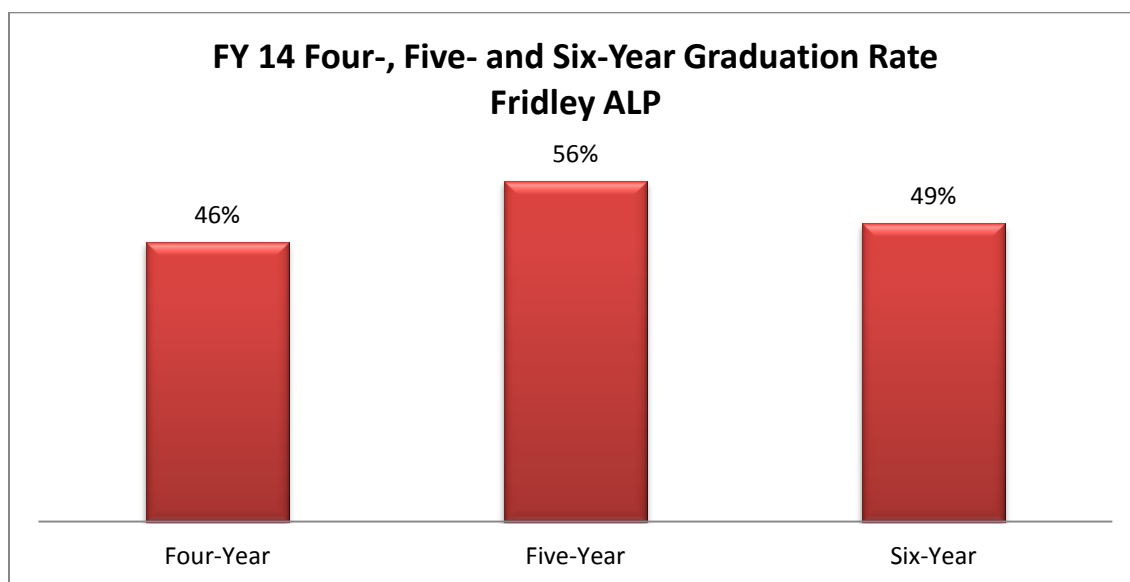
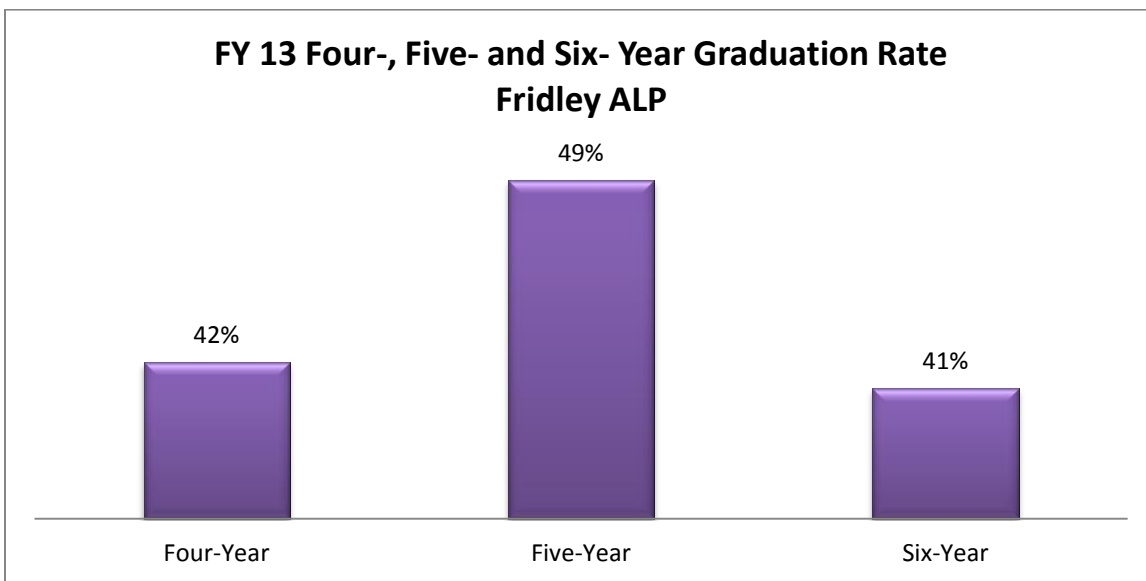
These students generated a total of 55,077 membership hours with an attendance rate of just under 40 percent. Again, nearly all of these students were in an independent study program where attendance is only recorded for the face-to-face portion of the program.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Fridley, the FY 13 four-year graduation rate was 42 percent. This rose to 56 percent in the FY 14 five-year graduation rate. The cohort size did not change.

The FY 13 five-year graduation rate was 49 percent and basically stayed the same for the FY 14 six-year graduation rate. The cohort size increased by two students.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Fridley Middle Area Learning Center was able to get an MMR rating. In FY 13, their rating was 63.71 percent. In FY 14, it had fallen to 29.33 percent.

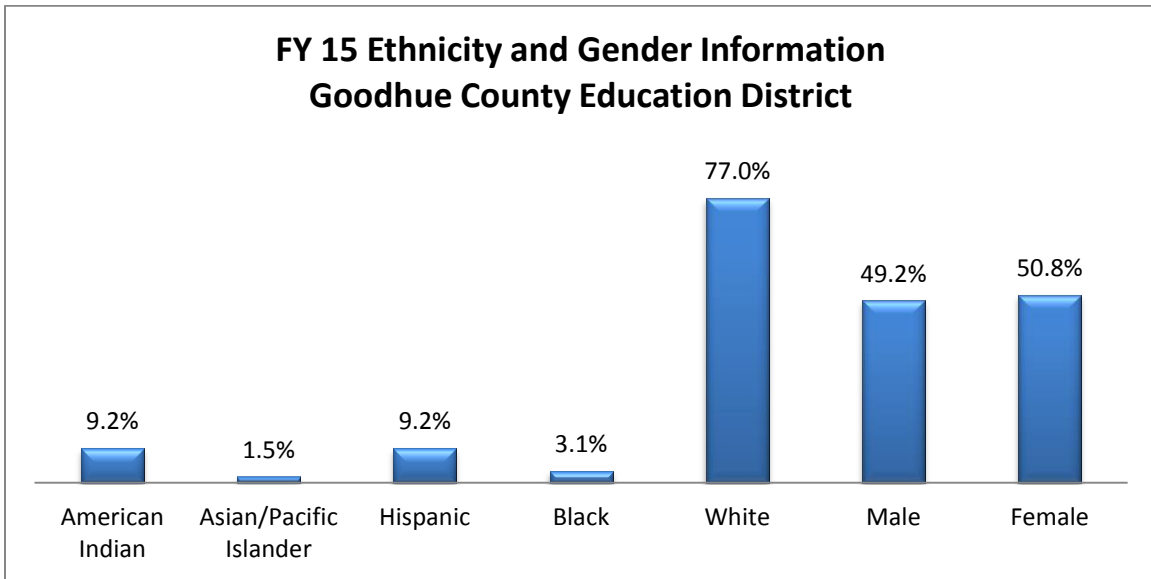
# Goodhue County Education District, 6051-61

## Program Information

Goodhue County Education District (GCED) operates five Area Learning Centers, four of these serve high school students and one serves middle level students. They also operate four targeted services programs that serve a variety of elementary grade configurations.

## Demographics

Goodhue County Education District serves several districts so an ethnicity comparison of their ALC to the district is not relevant. For the purposes of this report we are unable to compare the students with their resident district. This chart is provided for information only.



## Summer Programs

### Targeted Services

Goodhue County Education District operates several targeted services programs. The first operates for 24 days, two hours per day. They serve grades kindergarten through six. Program planning for the summer begins in January. Their program focus is determined at the district level but they are still working towards matching student needs to programming. They share the information on their summer program by putting it on their website, sending letters and communications home to families.

The curriculum that they use is Journeys (Reading). The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

A second program operates for 12 days, four hours per day. Program planning for the summer begins in the spring. They try to match student needs to their programming. They share information on their summer program regarding the reason for invitation. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it. Their program schedule and activities focus on strategies to promote either academic growth or social or emotional growth, but right now they are not able to do both. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than 12-to-1.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

Goodhue County Education District operates another targeted services program that operates for 18 days, three hours per day. They serve grades kindergarten through five. Program planning for the summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending letters out to families, along with follow up phone calls.

The curriculum they use is American Reading Material. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities focus on both academic growth and social or emotional growth, but the schedule is divided into two distinct parts and program staff lead either academic or social/emotional activities, but not both. Their program is able to have at least one licensed classroom teacher for every 12 students. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

In another member district, Goodhue Education District operates a targeted services program for 20 days, four hours per day. Program planning for the summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending letters and e-mails to families, and through teacher referrals. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities focus on strategies to promote either academic growth or social or emotional growth, but right now they are not able to do both. Their program is able to have at least one licensed classroom teacher for every 12 students. The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Goodhue County operates a seat-based program. Their program operates for 19 days, five hours a day. Students are referred by the high school counselors who identify students as being behind in

their graduation requirements. Teachers also refer students who have not passed their classes. They also accept students who walk in the first day and register.

They did not indicate if they think of at-risk and off-track students as separate groups.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, and Health. They also offer Biology, Chemistry, and Physics. They offer pre-calculus skill development.

They find the area of greatest need for the students they serve to be math classes, such as Algebra and Geometry. This is followed by support in areas such as mental health or chemical dependency and then by remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Goodhue County Education District is a service cooperative and as such serves as the intervention strategy for the districts they serve. They operate year round and their program is open to a variety of qualifying factors.

They believe between 50 and 75 percent of students enrolled in their ALC are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

#### ***Average length of enrollment for FY 14***

The average length of enrollment for the Cannon Falls summer program was just under 92 hours. Enrollment ranged from four hours to 128 hours. They generated 1.81 regular ADMs and 1.58 extended ADMs. In the Cannon Falls school year program, the average length of enrollment was just under 358 hours. Enrollment ranged from 10 hours to 654 hours. They generated 11.81 regular ADMs and extended 2.99 ADMs.

The average length of enrollment for the Red Wing summer program was 70 hours. Enrollment ranged from 37 hours to 183 hours. They generated 1.93 regular ADMs and 2.68 extended ADMs. In the Red Wing school year program, the average length of enrollment was just under 70 hours. Enrollment ranged from nine hours to 326 hours. They generated 5.56 ADMs and 8.12 extended ADMs.

The average length of enrollment for the Tower View core school year program was 458 hours. Enrollment ranged from five hours to 912 hours. They generated 52.28 regular ADMs and 0.93 extended ADMs. The average length of enrollment for the Zumbrota core school year program was 85 hours. All students were reported for 85 hours. They generated 0.23 regular ADMs and 0.75 extended ADMs.

#### ***Average number of credits earned for FY 14***

FY 15 is the first year that Goodhue County is operating as an ALC. Credit information will be available for FY 15.

**Attendance for FY 14**

The average attendance rate for the Cannon Falls summer program was 99.9 percent. In the Cannon Falls school year program, the average attendance rate was 73 percent. Attendance ranged from 0 to 100 percent.

The average attendance rate earned for the Red Wing summer program was 76 percent. Attendance ranged from 0 to 100 percent.

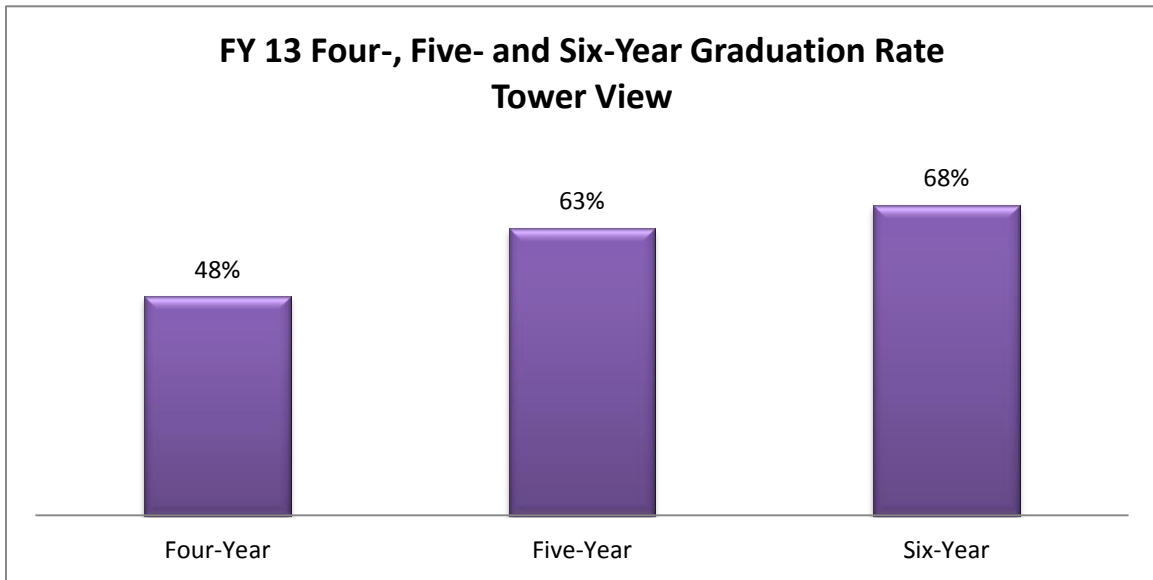
In the Red Wing school year program, the average attendance rate was just under 32 percent. Attendance ranged from 0 to 100 percent.

The average attendance rate earned for the Tower View program was 52 percent. Attendance ranged from 0 to 100 percent.

The average attendance rate earned for the Zumbrota program was 61 percent. Attendance ranged from 0 to 100 percent.

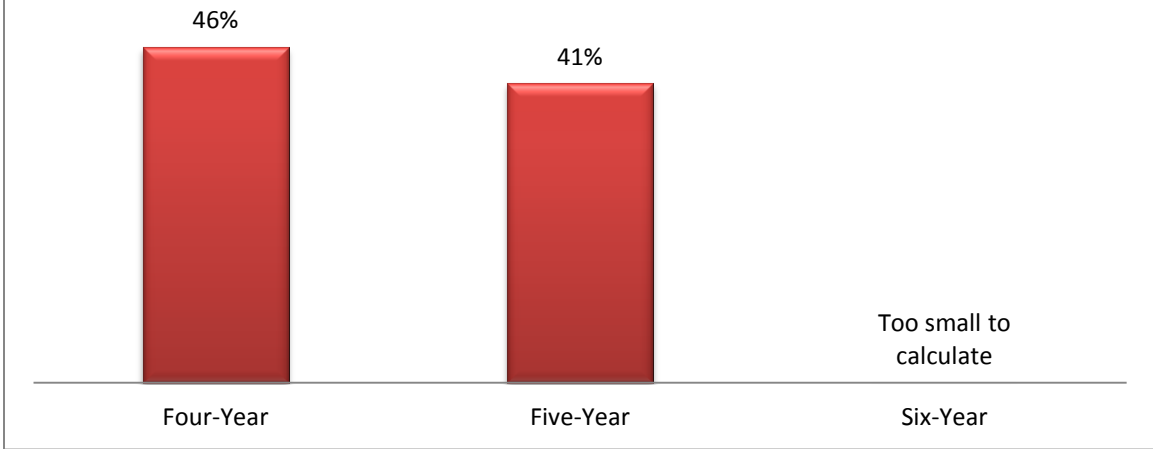
**Graduation Data**

Goodhue County Education District does not have graduation rates for FY 13. However, we can look at the graduation rates for Tower View when it was operated as part of the Red Wing School District. The other programs did not have large enough cohort sizes. The FY 13 four-year graduation rate was 48 percent and fell to 41 percent for the FY 14 five-year rate.





### FY 14 Four-, Five- and Six-Year Graduation Rate Tower View

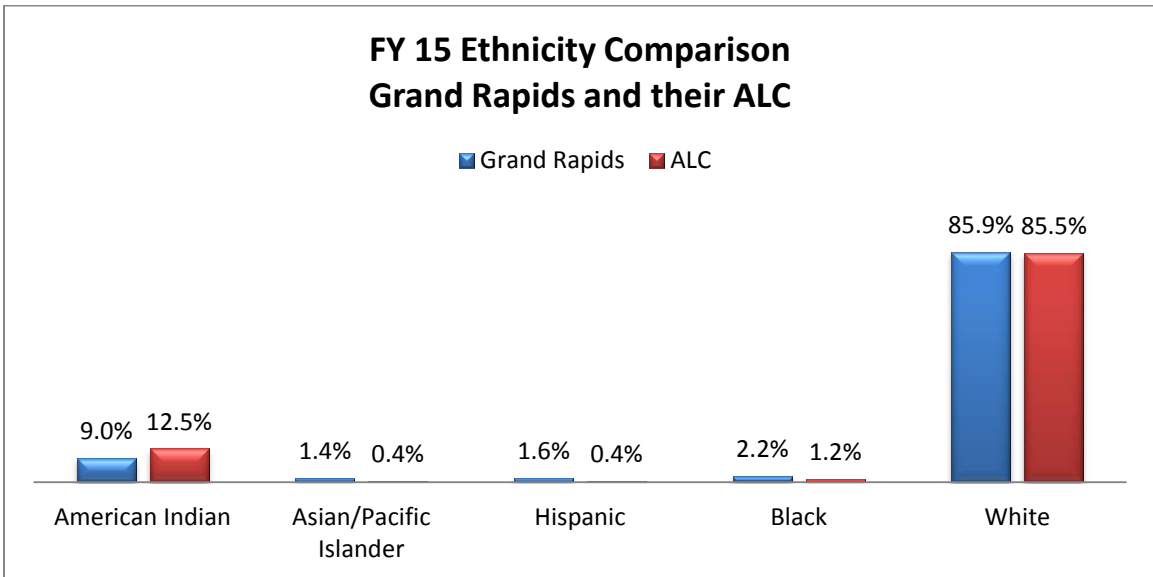
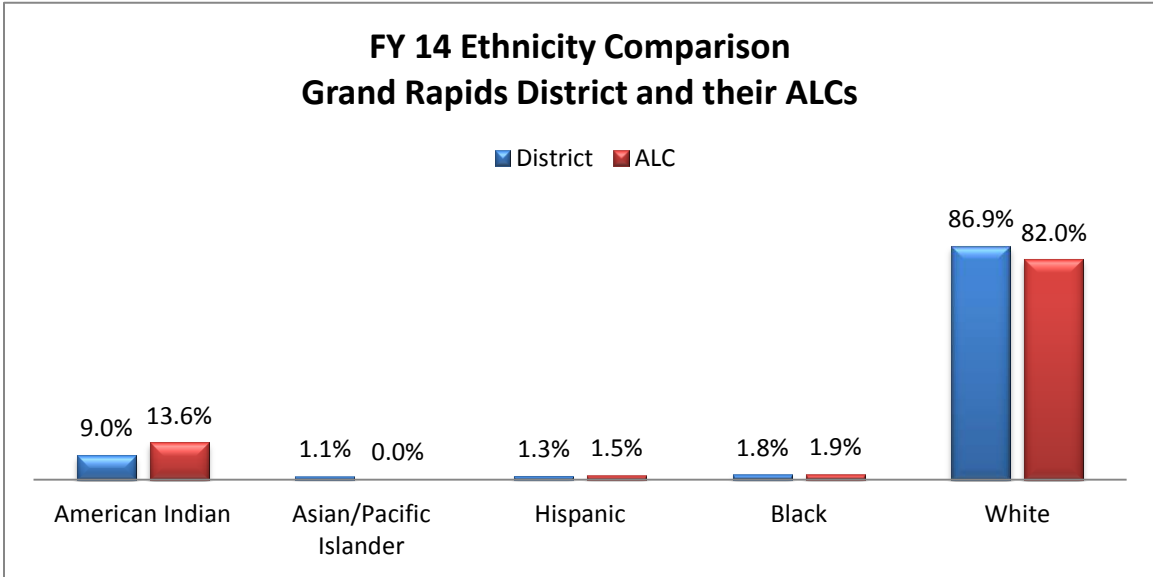


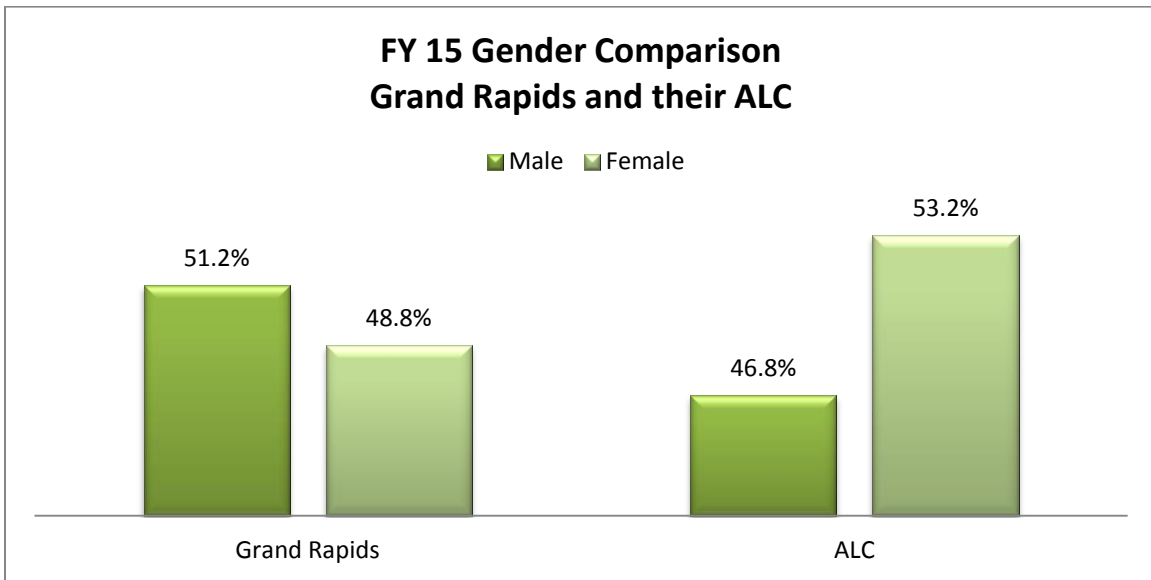
# Grand Rapids Public School District, 0318-01

## Program Information

Grand Rapids operates two Area Learning Centers, one at the high school level and one at the middle school level. They also operate a targeted services program that serves kindergarten through grade 8.

## Demographics





## Summer Programs

### ***Targeted Services***

Grand Rapids operates a targeted services program for seven hours per day for 16 days. They serve grades one through eight. Their planning for the summer program begins after the previous summer session has ended. Once January begins, they start the hiring and training of summer staff. They match student need to programming so that students are provided the services that match their need. Their focus is on reading, math and science while they engage students. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students.

Teachers recommend students they feel will benefit from the program.

Their evaluation department uses the results of standardized testing during the year to determine student progress in math and reading. They use teacher feedback to determine the effectiveness of writing and as yet have no assessment in place for science.

### ***ALC Summer Term (secondary students)***

Grand Rapids did not respond to the survey regarding their ALC summer term.

## **Core School Year Programs (Intervention and Prevention Strategies)**

Grand Rapids established their ALC in cooperation with another district and serves the geographic area of Greenway, Deer River, Remer, and Nashwauk.

Grand Rapids provides programs at the high school level only and operates their program year round. Their program is open to a variety of qualifying factors. They believe between 50 and 75

percent of students enrolled in their ALC are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

Students enroll in the ALCs when they are referred by their home district counselors and administrators.

When a student leaves school, there are several things a district could choose to do. Grand Rapids responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel we have success about half of the time with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Grand Rapids was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Do not know.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: Do not know.
- Minnesota Early Intervention Response System: In the process of fully implementing this in the district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: No response.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students who need it.
- Social work on regular basis: This is in process of being fully implemented in our district.
- Counselor intervention: This is in process of being fully implemented in our district.
- Mental health services: This is process of being fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

#### ***Average length of enrollment for FY 14***

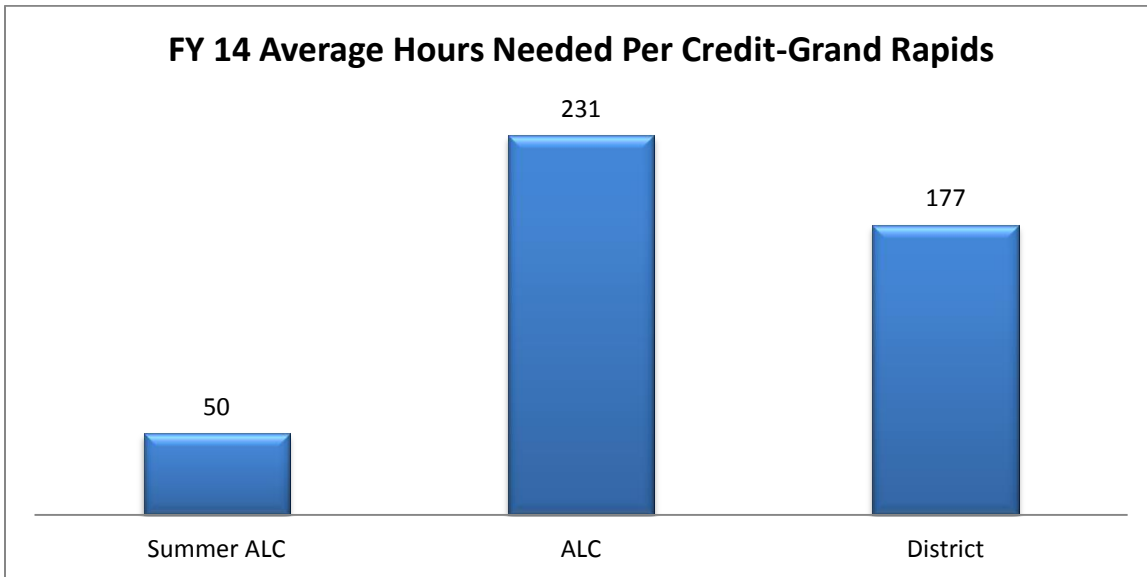
For FY 14, the average length of enrollment in the ALC summer program was 91 hours. Enrollment ranged from five hours to 271 hours. They had 173 enrollment records that generated 7.71 regular ADMs and 7.48 extended ADMS. For the school year program, the average length of enrollment in the ALC program 377 hours. Enrollment ranged from one hour to 1,763 hours. They had 209 enrollment records that generated 72.15 regular ADMs and 4.34 extended ADMS.

**Average number of credits earned for FY 14**

In FY 14, the average student earned 1.83 credits in the summer and it took them an average of 50 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 12 credits.

In the school year program, the average student earned 1.63 credits and it took them an average of 231 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 41 credits.

Grand Rapids requires 23 credits to graduate, or 5.75 credits per year. Their core school year at the high school consists of 1,015 hours. This equates to approximately 177 anticipated hours needed to earn a credit. It should be noted that the instructional hours do not meet the state minimum of 1,020. The following chart compares the number of hours needed at Grand Rapids High School to earn a credit to the number of hours needed per credit at the ALC school year program and the summer credit recovery program.



**Attendance for FY 14**

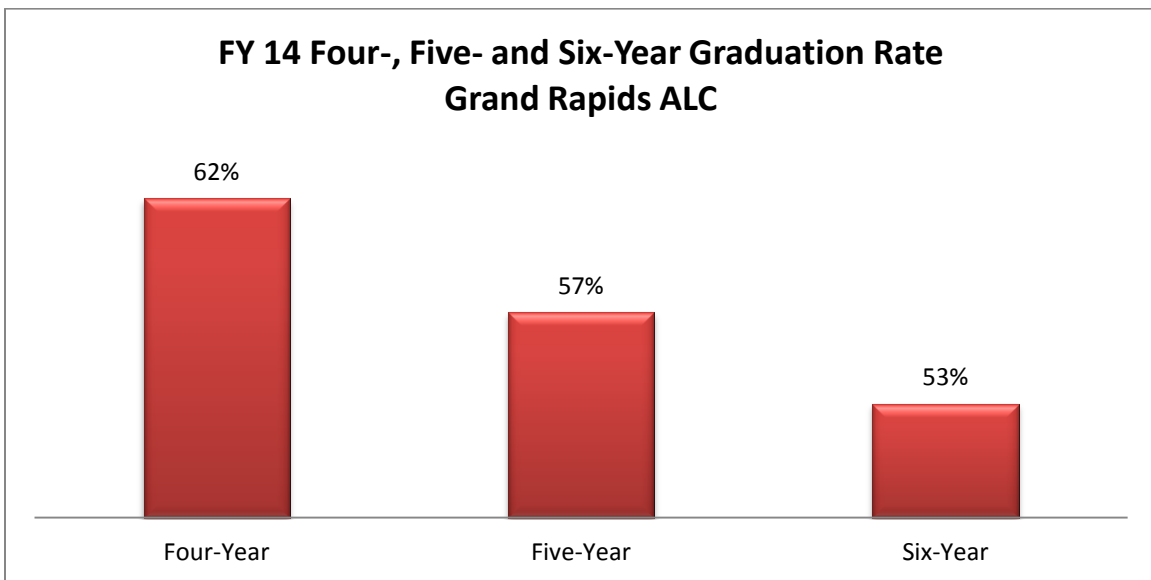
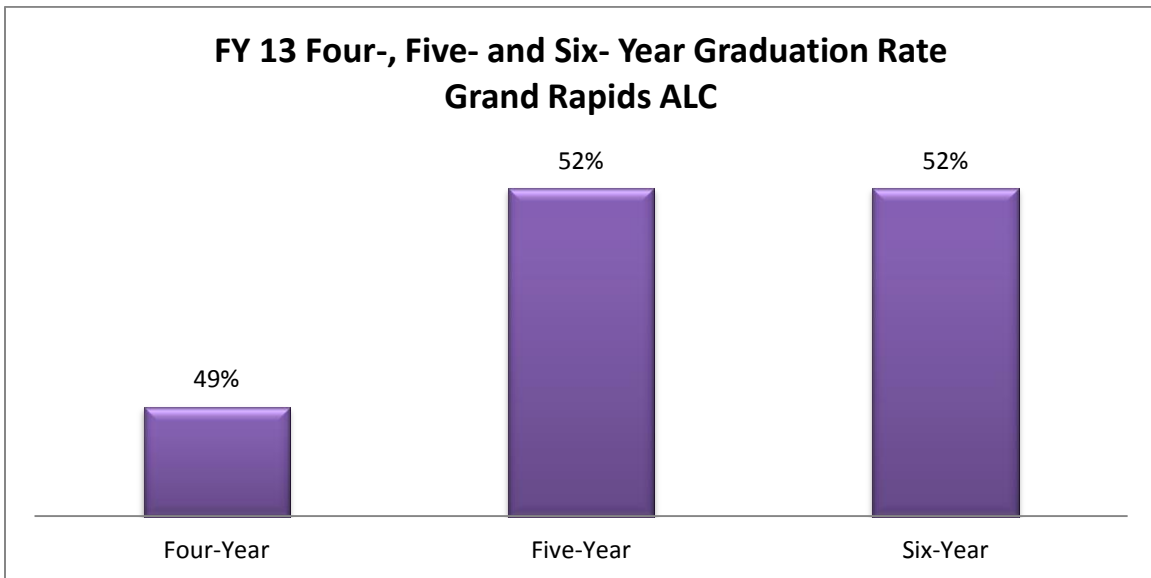
The attendance rate at the summer program was 22 percent. The attendance rate at the school year program was 25 percent. Both of these programs have many independent study students and attendance is based on seat time.

**Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Grand Rapids, the FY 13 four-year graduation rate was 49 percent. This rose to 57 percent in the FY 14 five-year graduation rate. The cohort size rose by 12 percent, going from 73 to 82 students.

The FY 13 five-year graduation rate was 52 percent and basically stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same as well.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools.

Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

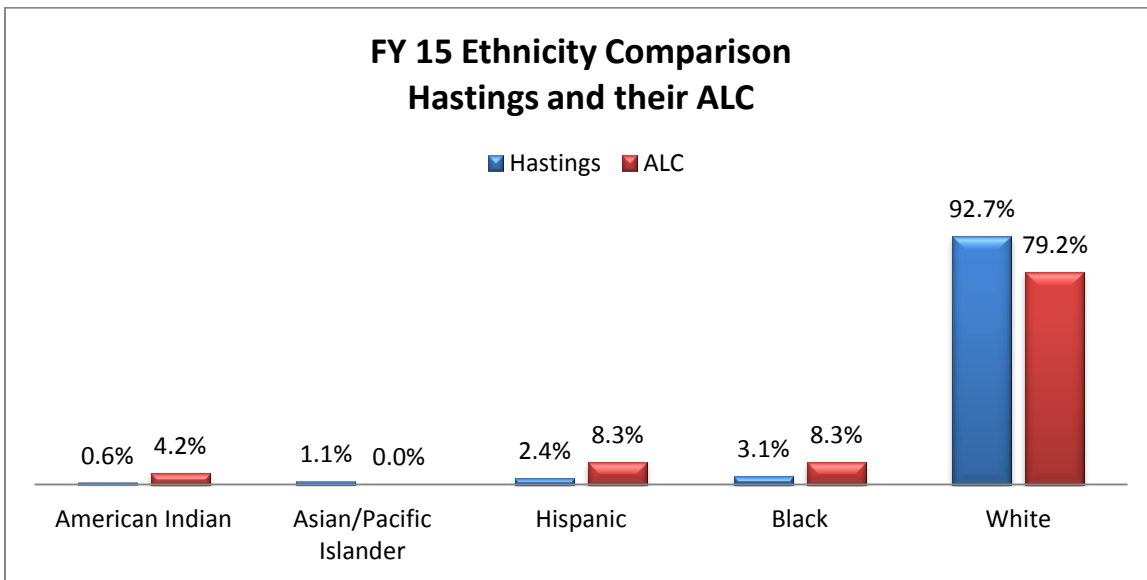
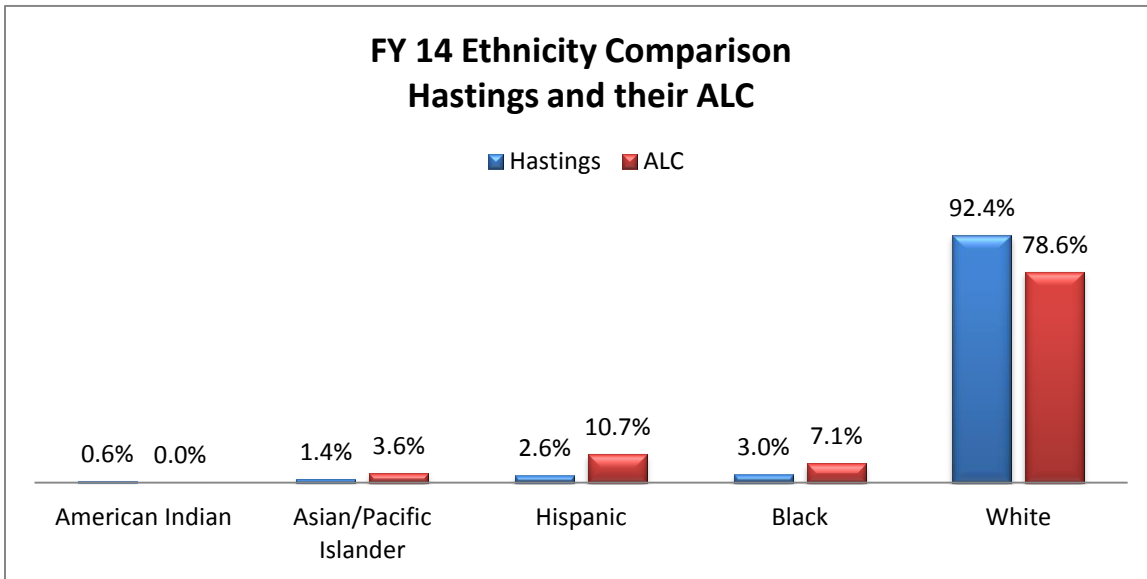
The Grand Rapids ALC had an MMR of 37.38 percent in FY 13 and an MMR of 42.96 percent in FY 14. The middle level ALC had an MMR in FY 13 of 70.76 percent and 48.79 percent in FY 14. They had an FR score of 71.94 percent in FY 13 and 47.46 percent in FY 14.

# Hastings Public School District, 0200-01

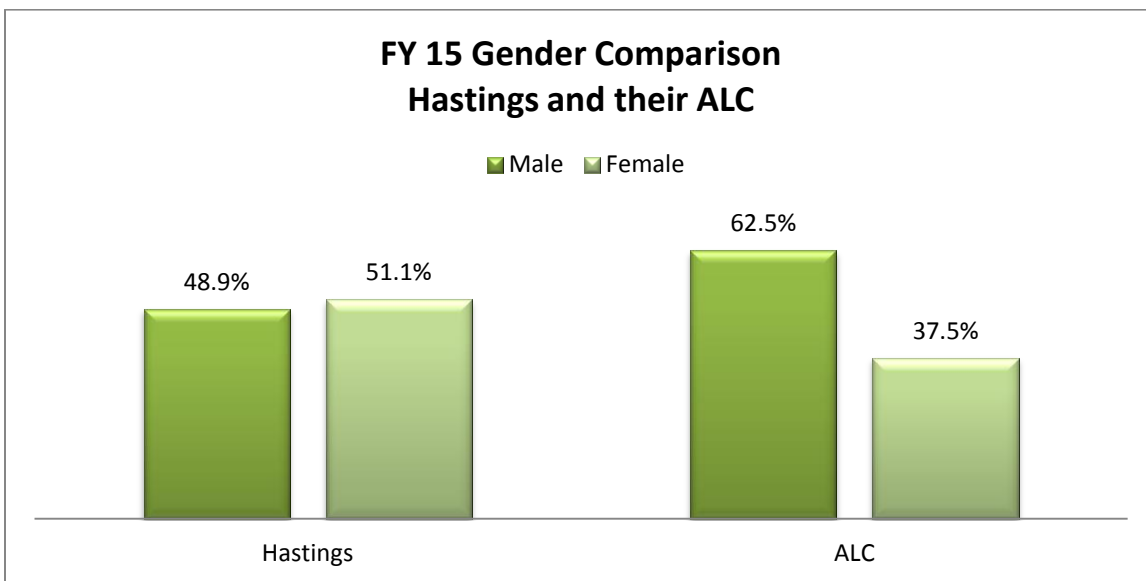
## Program Information

Hasting Public Schools operates an Area Learning Center for grades eight through 12. The targeted services program serves grades one through eight.

## Demographics







## Summer Programs

### ***Targeted Services***

Hastings operates a targeted services program for 16 days, three hours per day. They serve grades kindergarten through four. Program planning for the following summer begins in the fall. They try to match student needs to their programming. They share the information on their summer program at spring conferences, in person, and follow up with a letter home to families.

The curriculum that they use is Expressions and Making Meaning. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student to staff ratio of no more than eight-to-one. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Hastings operates their summer program five days a week for four hours a day. The program operates for five weeks. They have a seat-based program. Students are referred to the program in numerous ways: by their school counselor if they are behind in graduation requirements, by their teachers if they have failed a class, and by the students themselves, either in advance or by showing up on the first day. They also reach out to students who are designated as English Learners. Additionally, they send out information to all students and welcome any student that wishes to attend.

Hastings does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II,

Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, and Biology. They also offer elective classes.

They see their students' greatest area of need as English classes, followed by math courses such as Algebra, then support in other areas such as chemical dependency or mental health and followed by remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Hastings operates a high school program and their targeted services program. They are operating their middle level program through Intermediate 916.

Hastings Public Schools operates their program year round and is open to a variety of factors. Students enroll in the ALC through a principal directive, by their school counselor, or by direct contact from students or their families. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent.

Hastings Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Hastings Public Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students who need it.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is in process of being fully implemented in our district.
- Minnesota Early Intervention Response System: The person responding did not know.
- After school programs: This is in process of being fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students who need it.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students who need it.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.

- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students who need it.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

**Average length of enrollment for FY 14**

Hasting showed 116 enrollment records for their core school year program. Students were enrolled for an average of 249 hours. This ranged from six hours to 958 hours. They generated 22.94 regular ADMs and 2.95 extended ADMs.

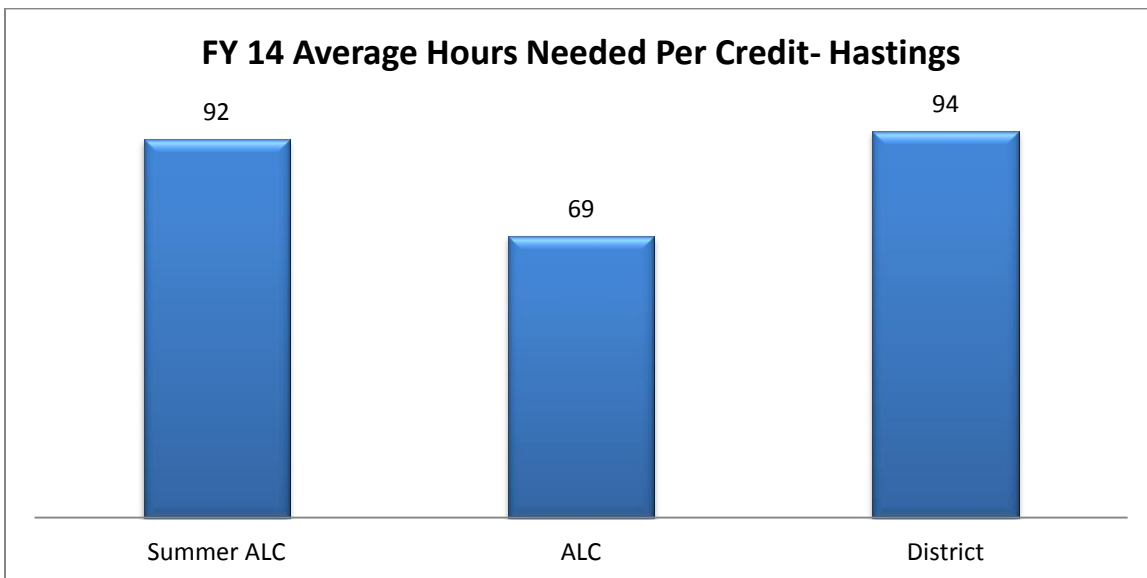
For their summer program, they had 119 enrollment records and students were enrolled for an average of 98 hours. This ranged from 32 hours to 170 hours. They generated 3.68 regular ADMs and 6.7 extended ADMs.

**Average number of credits earned for FY 14**

Hastings requires 44 credits to graduate or 11 credits a year. Based on their length of instructional program for the year, this means students need 94 hours to earn a credit.

In the ALC core school year program, students earned an average of 3.62 credits. This ranged from no credits earned to 14 credits earned. It took on average 69 hours to earn a credit, below the 94 needed at the traditional high school.

For the summer program, students earned an average of 1.06 credits. This ranged from no credits earned to two credits earned. It took on average 92 hours to earn a credit, nearly identical to the 94 needed at the traditional high school.



**Attendance for FY 14**

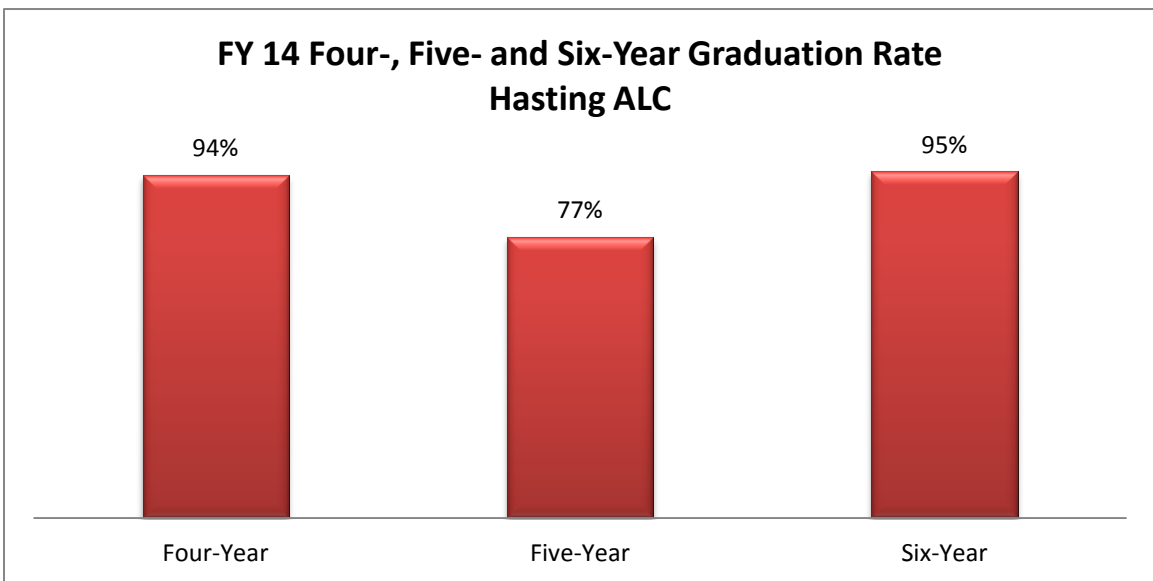
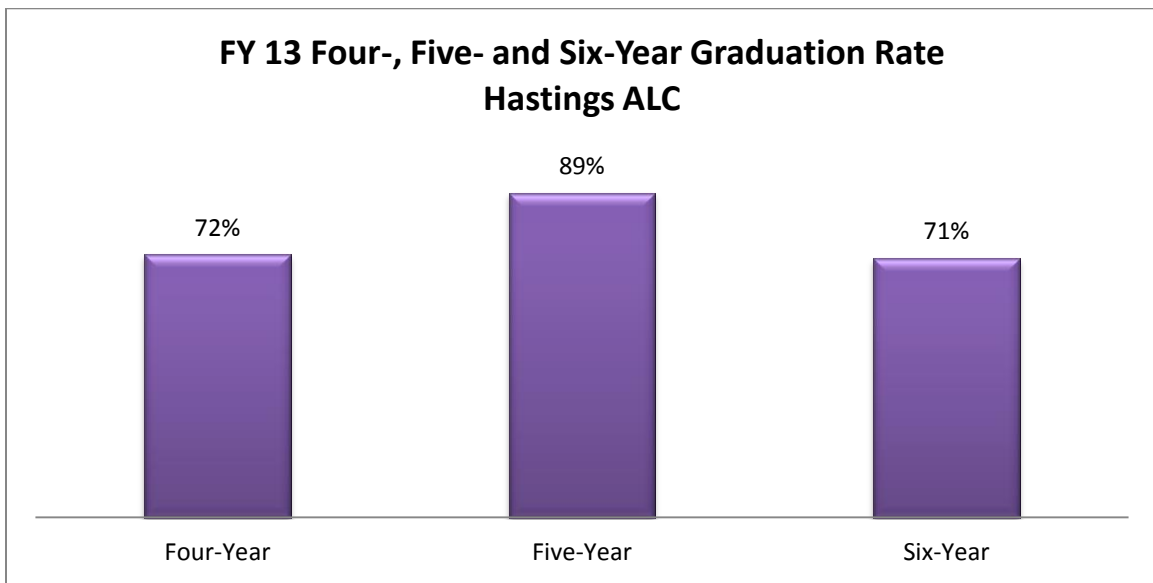
Attendance at the core school day program averaged 85 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 52 percent. This ranged from 33 percent to 100 percent. Overall in the alternative programs, attendance averaged 76 percent.

## Graduation Data

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Hastings, the FY 13 four-year graduation rate was 72 percent. This rose to 77 percent in the FY 14 five-year graduation rate. The cohort size changed from 18 to 22 students.

The FY 13 five-year graduation rate was 89 percent and rose to 95 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.

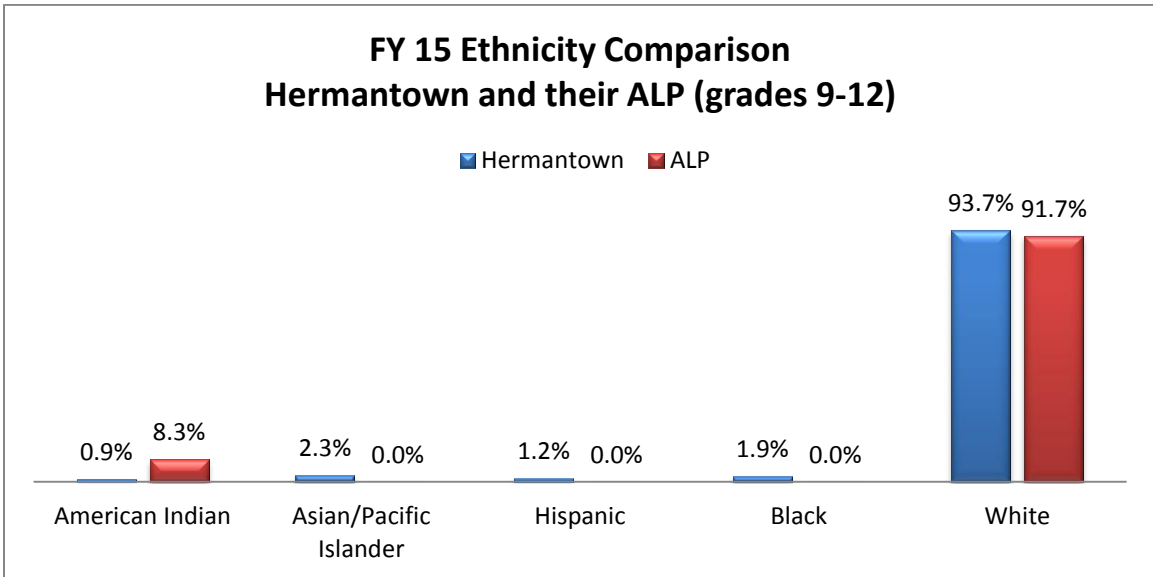
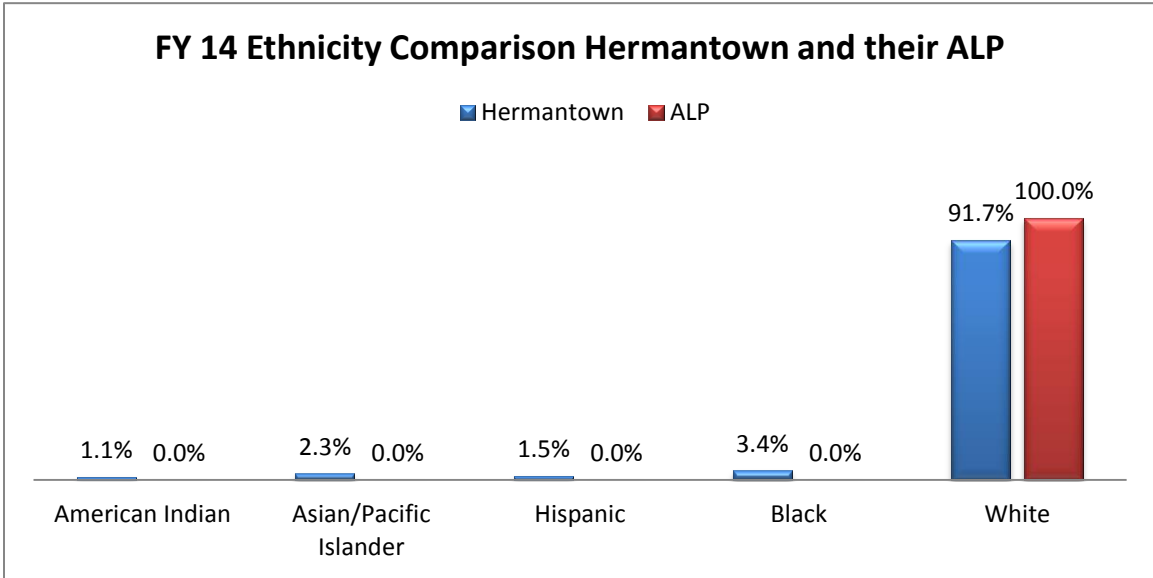


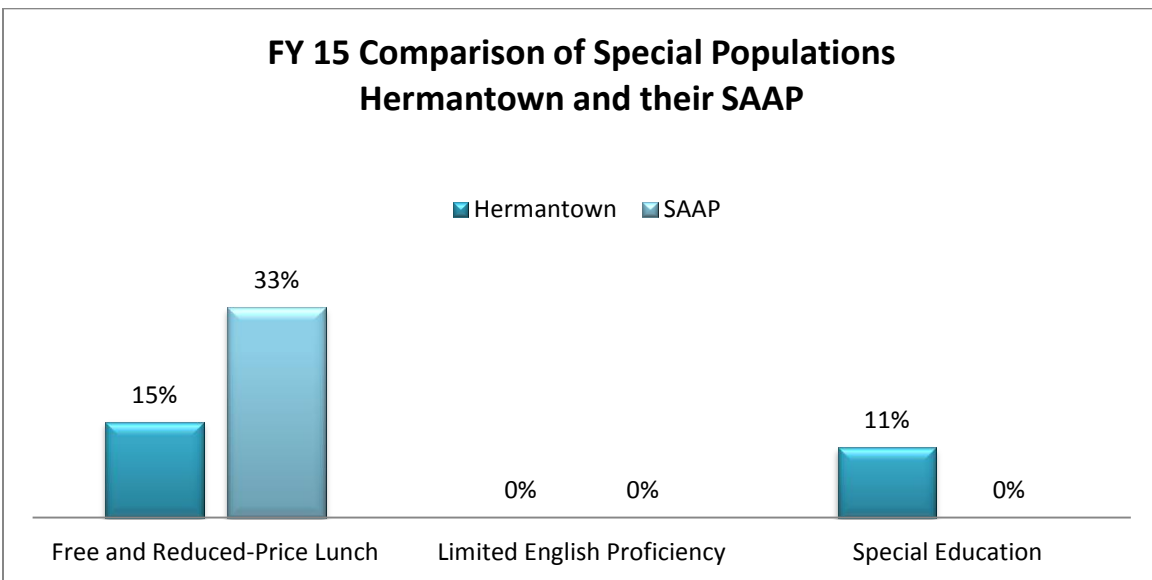
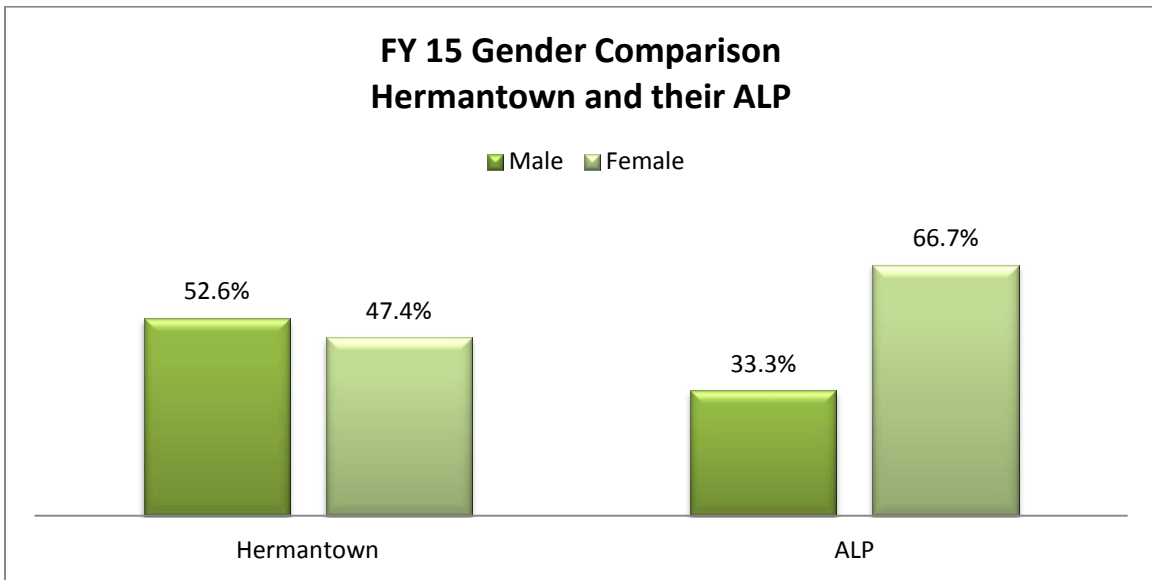
# Hermantown Public School District, 0700-01

## Program Information

Hermantown operates an Alternative Learning Program for students in grades nine through 12.

## Demographics





## Summer Programs

### *ALP Summer Term*

Hermantown operates a seat-based summer program. Counselors review graduation requirements and refer those students who are behind. Counselors and teaching staff in the district are aware of what students are missing in order to be on track to graduate with their peers and share information about the credit recovery program with students. They identify and serve at-risk and off-track students the same way. The greatest need their students have is in improving their reading and reading comprehension. This is followed by remedial math, then English Language Arts and math courses such as Algebra and Geometry.

In Hermantown, 23 credits are needed to graduate. Based on Hermantown's annual instructional hours, this means students need 170 hours during the traditional core school year program to earn one credit. In comparison, students in the summer program need an average

of 72 hours to earn a credit. This is a credit recovery program and students most likely have had previous exposure to the material. The average student was enrolled for 40 hours and attended for 39. The average student earned 0.6 credits.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Hermantown operates an Alternative Learning Program (ALP) called the Focus Program. Their program is open to a variety of qualifying factors. Students enroll in the ALP by teacher request and recommendations.

When a student leaves school, there are several things a district could choose to do. Hermantown responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Hermantown was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: We are not doing this in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students that need it.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

Hermantown believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 percent and 90 percent.

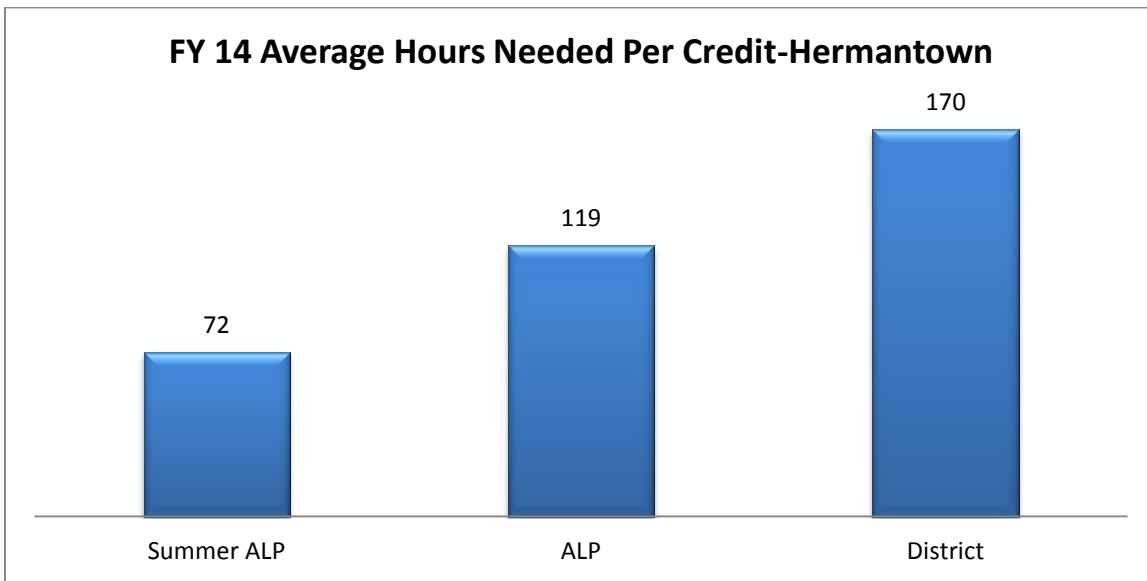
### ***Average length of enrollment for FY 14***

The Hermantown ALP served 28 students during their core school year program. On average, these students were enrolled for 203 hours, ranging from 12 hours to 741 hours. It generates 3.87 regular ADMs and 0.86 extended ADMs.

**Average number of credits earned for FY 14**

Students earned an average of 1.7 credits. The ALP program is not full time and, in terms of hours submitted, this program generated above the number of credits that would be anticipated based on their percentage of membership hours. Credits earned ranged from zero credits to six credits. Students needed an average of 119 hours to earn a credit.

The following chart shows the average number of hours needed per credit in Hermantown and in the ALP summer program and the ALP core school year program.



**Attendance for FY 14**

On average, the attendance in the ALP program was reported as 89 percent, with 44 percent to 100 percent.

**Graduation Data**

The cohort size is too small to calculate a four-, five- or six-year graduation rate.



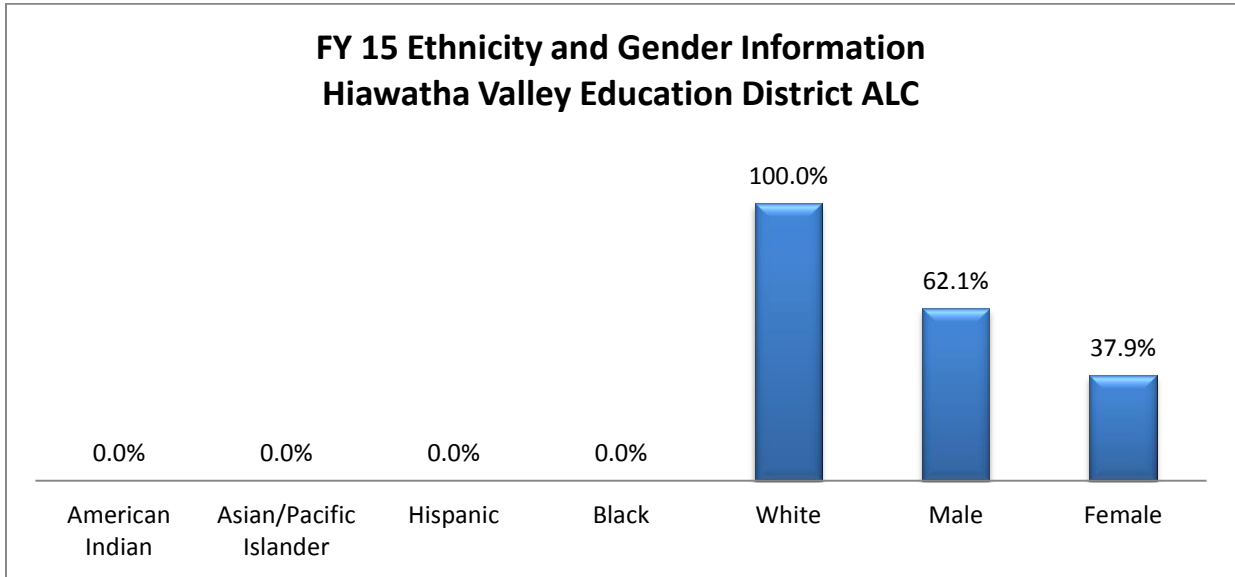
# Hiawatha Valley Education District, 6013-61

## Program Information

Hiawatha Valley Education District (HVED) operates two Area Learning Centers. One ALC serves students in grades eight through 12. The other ALC serves students in grades nine through 12. The targeted services program is for students in kindergarten through grade seven.

## Demographics

Hiawatha Valley Education District serves several districts so an ethnicity comparison of their ALC to the education district is not relevant. For the purposes of this report, we are unable to compare the students with their resident district. This chart is provided for information only.



## Summer Programs

### ***ALC Summer Term (secondary students)***

Hiawatha Valley Education District operates a program based on seat-based time. The program operates for 20 days, 5.5 hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements. Students can also refer themselves. Additionally, HVED sends out information to all students and welcomes any student who would like to attend.

They do not think of at-risk and off-track students as separate groups, and so the process for all of these students for summer programming is the same.

HVED did not respond as to what courses they offer in the summer.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by English classes and then reading help.

## **Core School Year Programs (Intervention and Prevention Strategies)**

Hiawatha Valley Education District is a service cooperative and, as such, serves as one of the intervention strategies for the districts they serve.

### ***Average length of enrollment for FY 14***

For FY 14, the average length of enrollment in the Valley View ALC summer program was 87 hours. They had 95 enrollment records that generated 3.88 ADMs and 4.37 extended ADMS. For the Valley View school year program, the average length of enrollment was 553 hours. They had 90 enrollment records that generated 45.76 ADMs and 2.87 extended ADMS.

For FY 14, the average length of enrollment in the River View Academy ALC summer program was 179 hours. They had 67 enrollment records that generated 2.35 ADMs and 2.91 extended ADMS. For the River View Academy school year program, the average length of enrollment was 531 hours. They had 53 enrollment records that generated 26.07 ADMs and 1.19 extended ADMS.

### ***Average number of credits earned for FY 14***

The average number of credits earned in their summer program per student was 1.3. This ranged from no credits earned to seven credits earned. It took an average of 66 membership hours to earn one credit.

For their school year program, students earned an average of 1.5 credits. This ranged from no credits earned to 7.5 credits earned. It took an average of 261 membership hours to earn a credit.

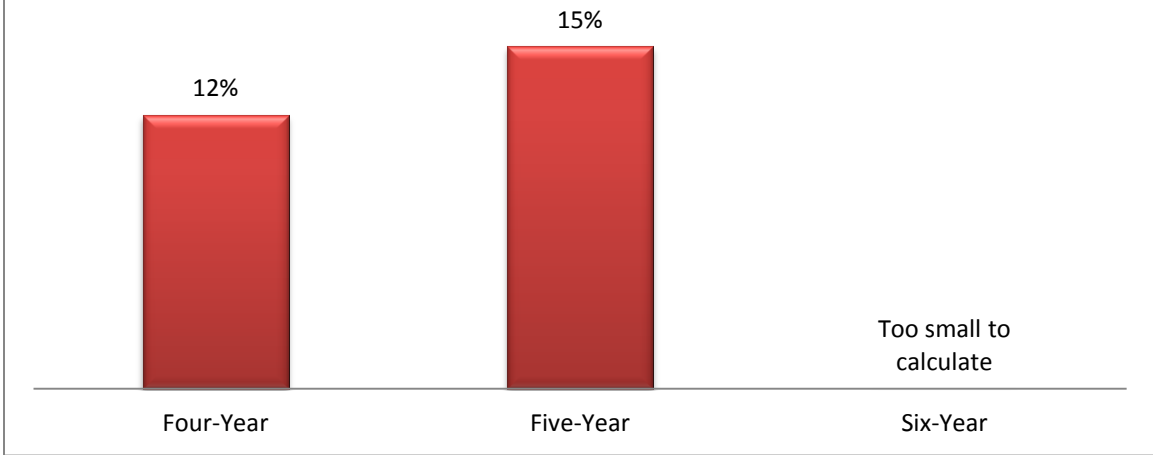
### ***Attendance for FY 14***

For the Valley View summer program, the attendance rate was 82 percent. For the Valley View school year program it was 68 percent. For River View Academy, the attendance rate was 93 percent in the summer and 69 percent in the school year program.

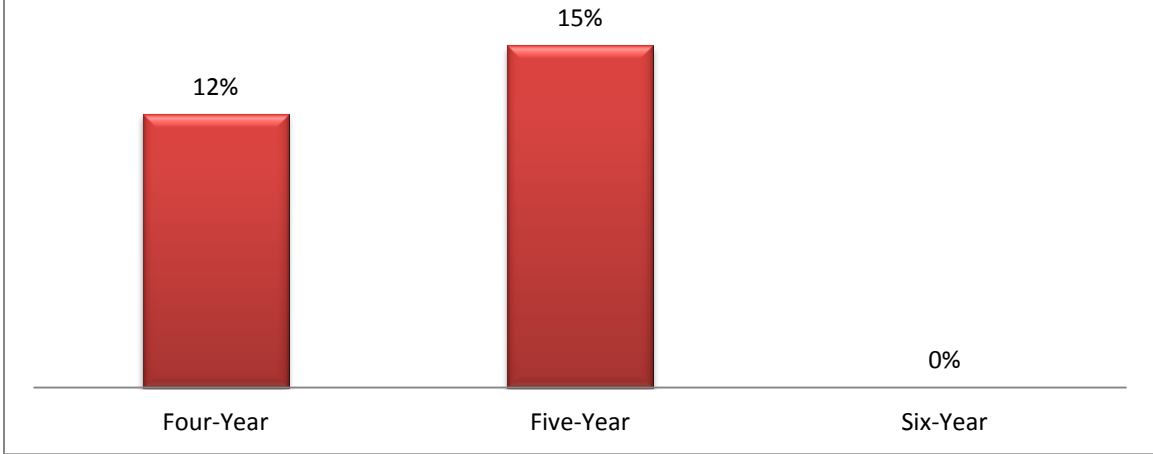
## **Graduation Data**

In FY 13, neither of the schools had graduates in the four-, five- and six-year count. For Valley View, this did not change for the five- or six-year rate. For River Valley, the five-year graduation rate had increased to 15 percent. The cohort size nearly doubled, from 11 to 20 students. There was no change between the FY 13 five-year rate and the FY 14 six-year rate. They were both zero. The cohort size decreased by one.

**FY 14 Four-, Five- and Six-Year Graduation Rate  
Valley View Alternative Program**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
River Valley Academy ALC**

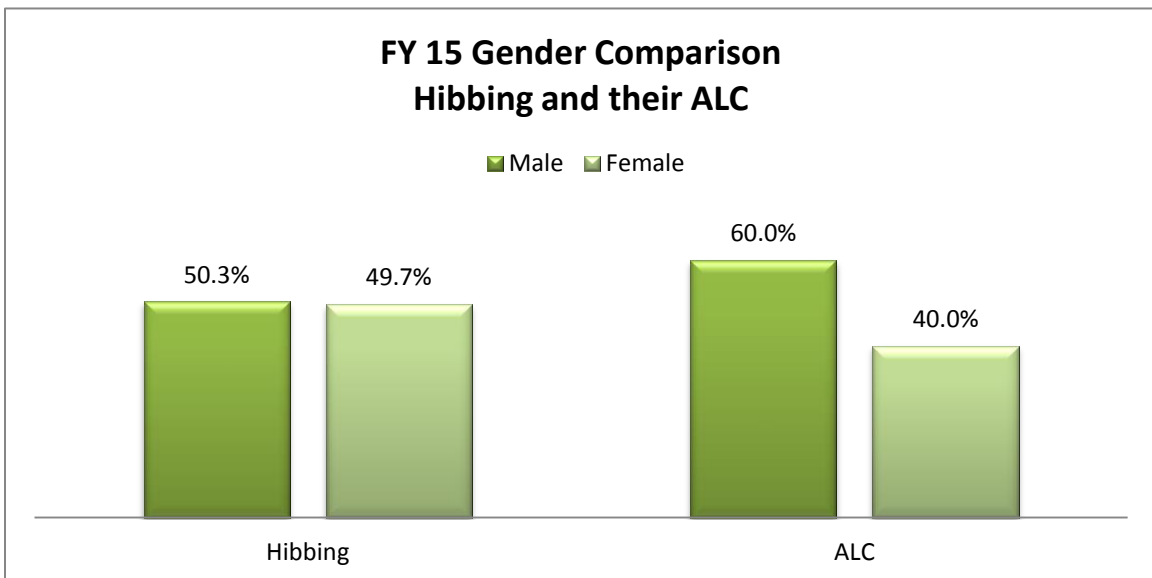
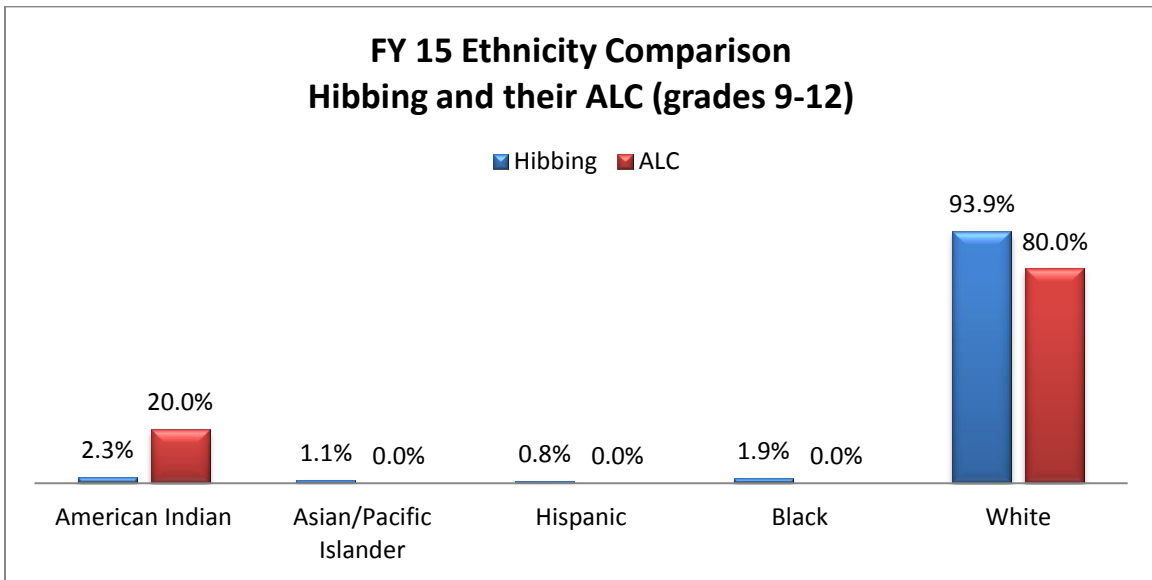


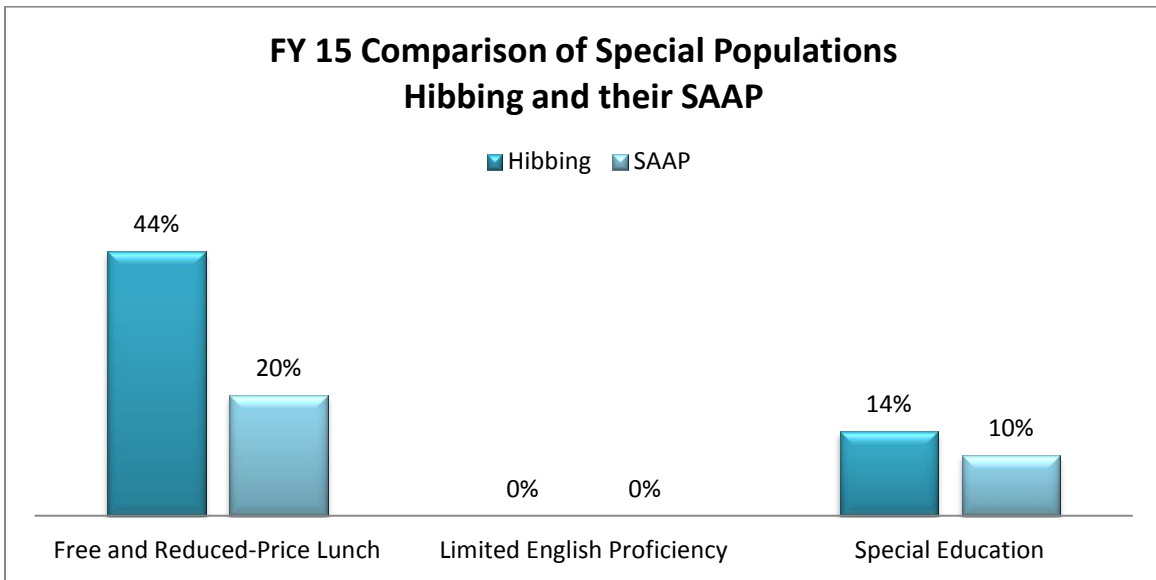
# Hibbing Public School District, 0701-01

## Program Information

The Hibbing School District operates one Area Learning Center, called Mesabi Area Learning Center, which serves grades eight through 12.

## Demographics





## Summer Programs

### ***ALC Summer Term (secondary students)***

Hibbing operates several summer programs. The first is an independent study program, so membership hours are based on credit completion and teacher contact time. They operate a program based on seat-based time. They also offer a program for seventh and eighth graders who have repeated a grade. All programs operate five days a week, four hours per day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. They also send out information to all students and welcome anyone who wants to attend.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Physical Education, and Health. They offer Biology, Chemistry, Physics, and Earth Science. They also offer generic credits and remedial math classes.

They find the area of greatest need for the students they serve to be English classes followed by math classes such as Algebra and Geometry, then remedial math classes and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Hibbing operates the Mesabi Area Learning Center program year round from September to May. They also operate a summer program. Their program is open to a variety of qualifying factors. Students enroll in the ALCs through their high school counselor. They believe less than 25 percent of students enrolled in their ALC are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

When a student leaves school, there are several things a district could choose to do. Hibbing responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Hibbing was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: I do not know.
- Pupil study teams: I do not know.
- Response to Intervention: I do not know.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: No response.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: No response.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: We are not doing this in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

Hibbing showed 82 enrollment records for their core school year program. Students were enrolled for an average of 106 hours. This ranged from one hour to 495 hours. They generated 5.73 regular ADMs and 2.32 extended ADMs.

For their summer program, they had nine enrollment records and students were enrolled for an average of 115 hours. This ranged from 72 hours to 184 hours. They generated 0.61 regular ADMs and 0.36 extended ADMs.

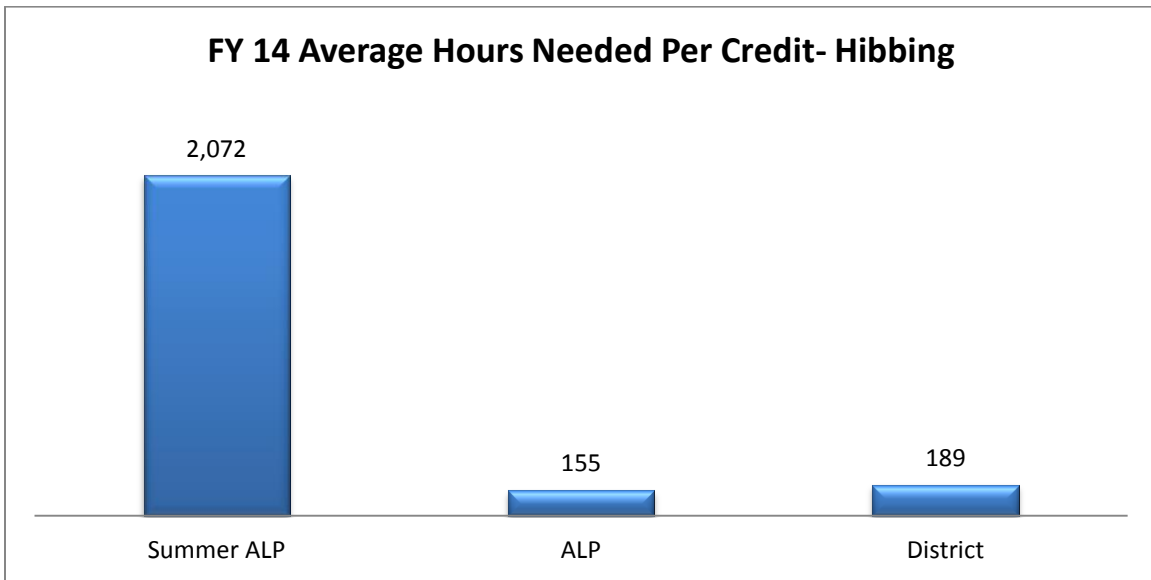
It should be noted that Hibbing has submitted a core instructional year length of 1,014 hours for the Area Learning Center.

#### ***Average number of credits earned for FY 14***

Hibbing requires 21.5 credits to graduate or 5.375 credits a year. Based on their length of instructional program for the year, this means students need 189 hours per credit.

In the ALC core school year program, students earned an average of 0.68 credits. This ranged from no credits earned to 14 credits earned. It took on average 155 hours to earn a credit, below the 189 that are anticipated to be needed at the traditional high school.

For the summer program, of the nine enrolled only one earned a credit. This student earned half of a credit. There were 1,036 membership hours claimed, so this equates to 2,072 hours per credit earned.



***Attendance for FY 14***

Attendance at the core school day program was reported at 100 percent. For the summer program, attendance was reported as 100 percent.

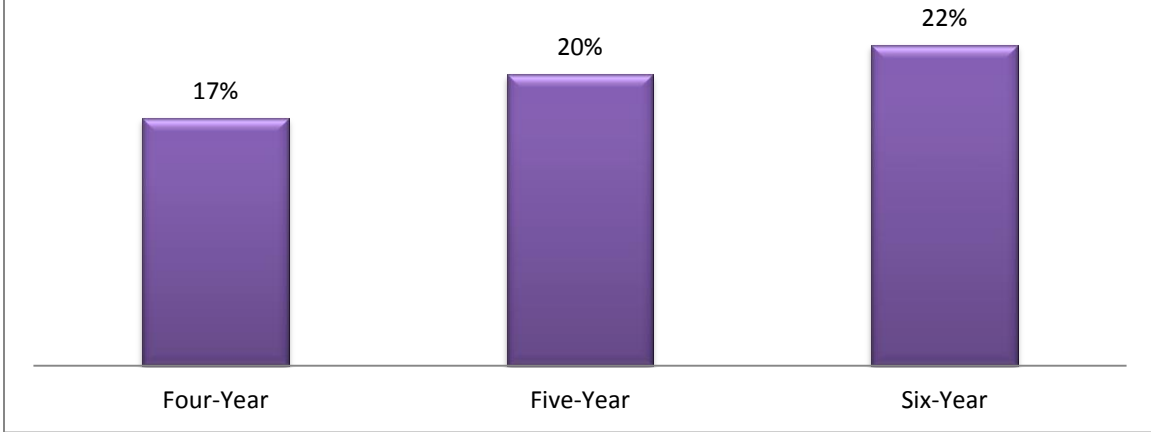
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

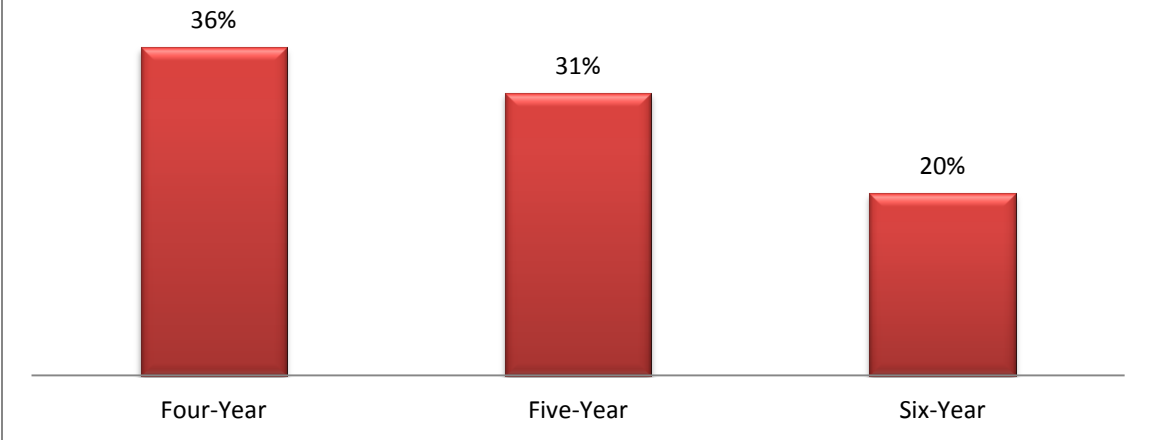
In Hibbing, the FY 13 four-year graduation rate was 16 percent. This rose to 31 percent in the FY 14 five-year graduation rate. The cohort size changed from 22 students to 27 students, an increase of 23 percent.

The FY 13 five-year graduation rate was 20 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Hibbing ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate Hibbing  
ALC**



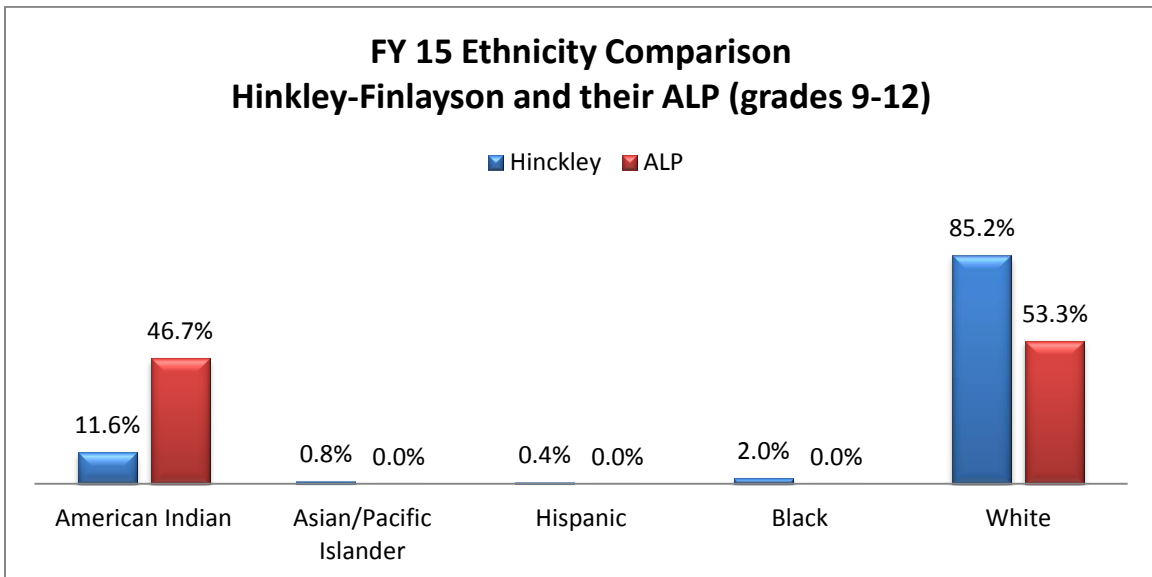
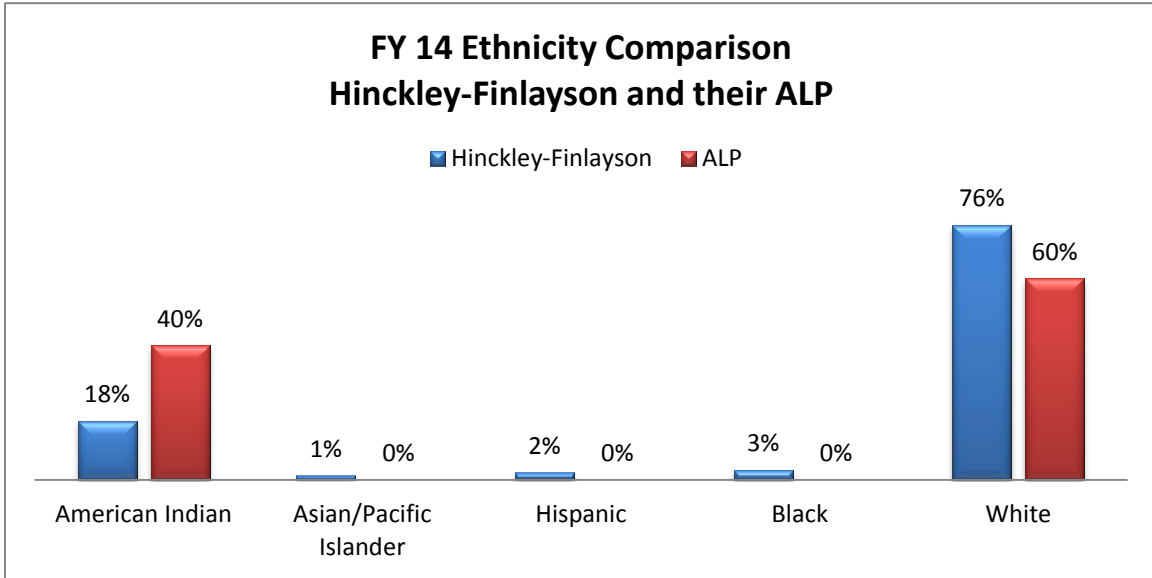


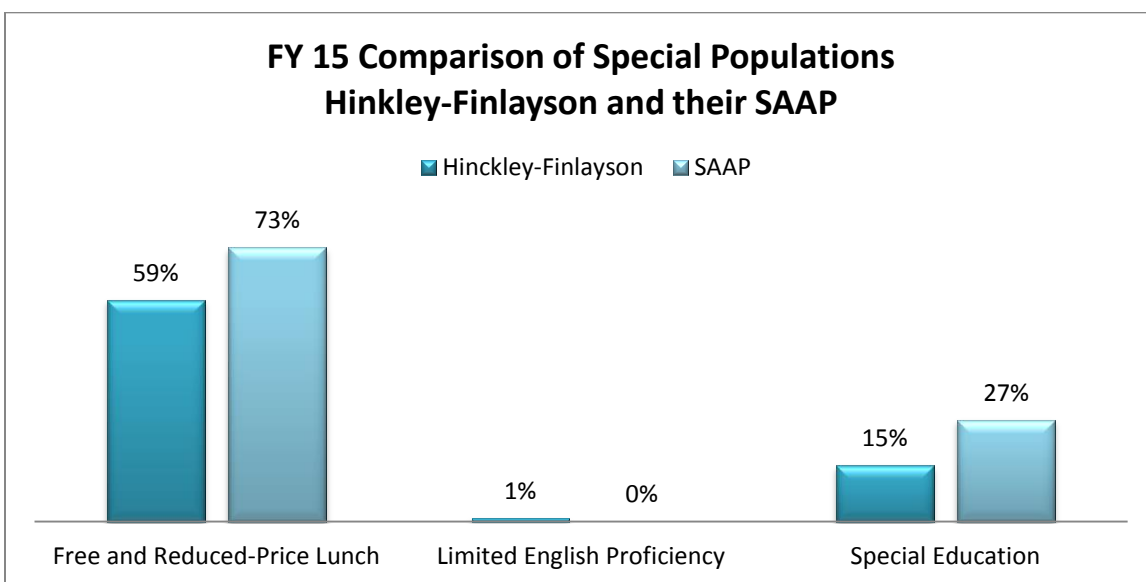
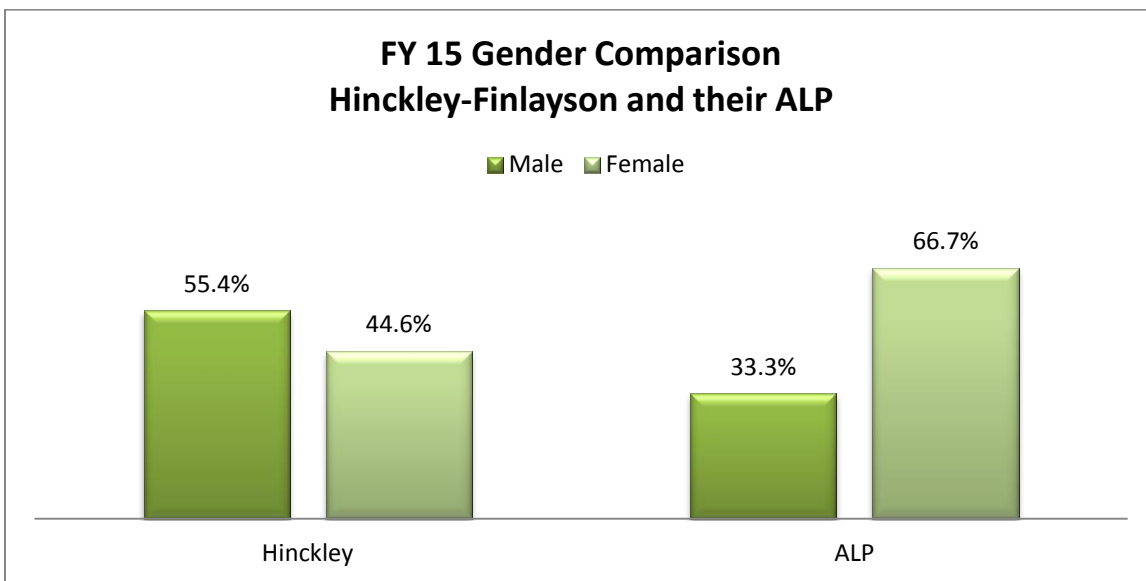
# Hinckley-Finlayson Public School District, 2165-01

## Program Information

Hinckley-Finlayson operates an Alternative Learning Program serving grades nine through 12.

## Demographics





## Summer Programs

### *ALP Summer Term*

Hinckley-Finlayson Public Schools operates an independent study program. This means membership hours are based on work completion and teacher contact time. Their program operates for 12 days, three hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers refer students who did not pass their class. They also send out information to all students and welcome any student that wants to attend. Students can refer themselves and they can also register themselves on the first day of classes. They also seek out students who are entering ninth grade that they feel would benefit from a transition to high school program.

They do not think of at-risk and off-track students as separate groups and so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, and Art. They offer Biology and Earth Science. They offer remedial credits in math, as well as elective credits in various subjects.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Hinckley-Finlayson operates an Alternative Learning Program (ALP) called HFHS ALP. Their program is open to a variety of qualifying factors. Students may attend the Hinckley-Finlayson ALP under either of the following provisions:

- Performs substantially below the performance level for pupils of the same age in a locally determined achievement test.
- Is at least one year behind in satisfactorily completing coursework.

When a student leaves school, there are several things a district could choose to do. Hinckley-Finlayson responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Hinckley-Finlayson was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: 0.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

Hinckley-Finlayson believes that between 50 and 75 percent of students enrolled in their ALP are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

**Average length of enrollment for FY 14**

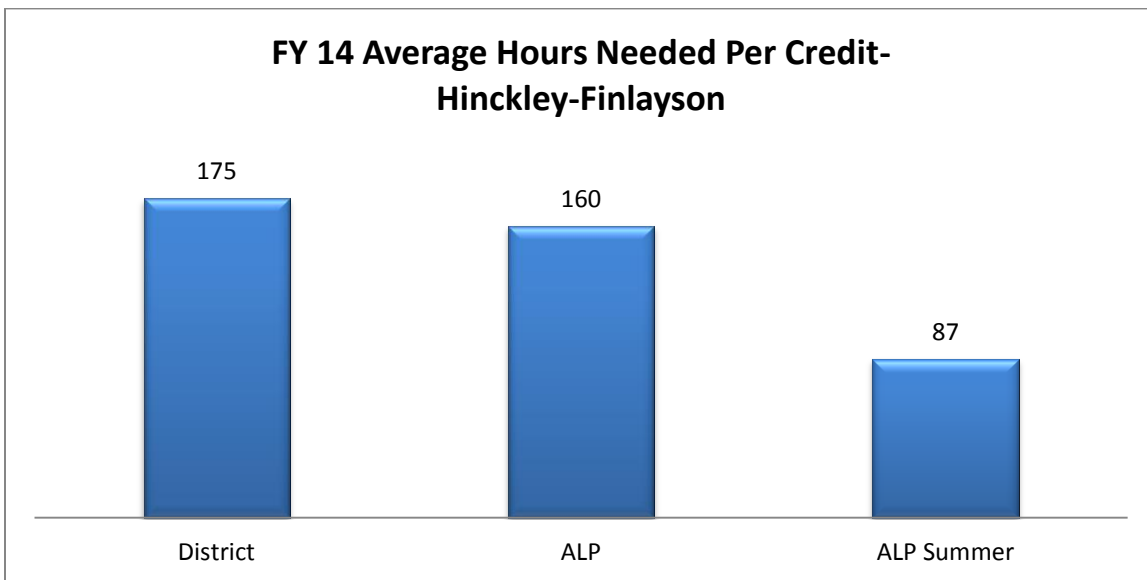
Hinckley-Finlayson showed 52 enrollment records for their core school year program. Students were enrolled for an average of 259 hours. This ranged from eight hours to 816 hours. They generated 12.5 regular ADMs and 0.76 extended ADMs.

For their summer program, they had 19 enrollment records and students were enrolled for an average of 33 hours. This ranged from 12 hours to 36 hours. They generated 0.51 regular ADMs and 0.18 extended ADMs.

**Average number of credits earned for FY 14**

Hinckley-Finlayson requires 24 credits to graduate or six credits a year. Based on their length of instructional program for the year, this means students need 175 hours to earn a credit.

In the ALP core school year program, students earned an average of 1.62 credits. This ranged from no credits earned to nine credits earned. It took on average 160 hours to earn a credit, below the 175 needed at the traditional high school.



For the summer program, students earned an average of 0.38 credits. This ranged from no credits earned to one credit earned. It took on average eight hours to earn a credit, significantly less than the 175.28 needed at the traditional high school.

**Attendance for FY 14**

Attendance at the core school day program averaged 70 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 50 percent. This ranged from 0 to 100 percent.

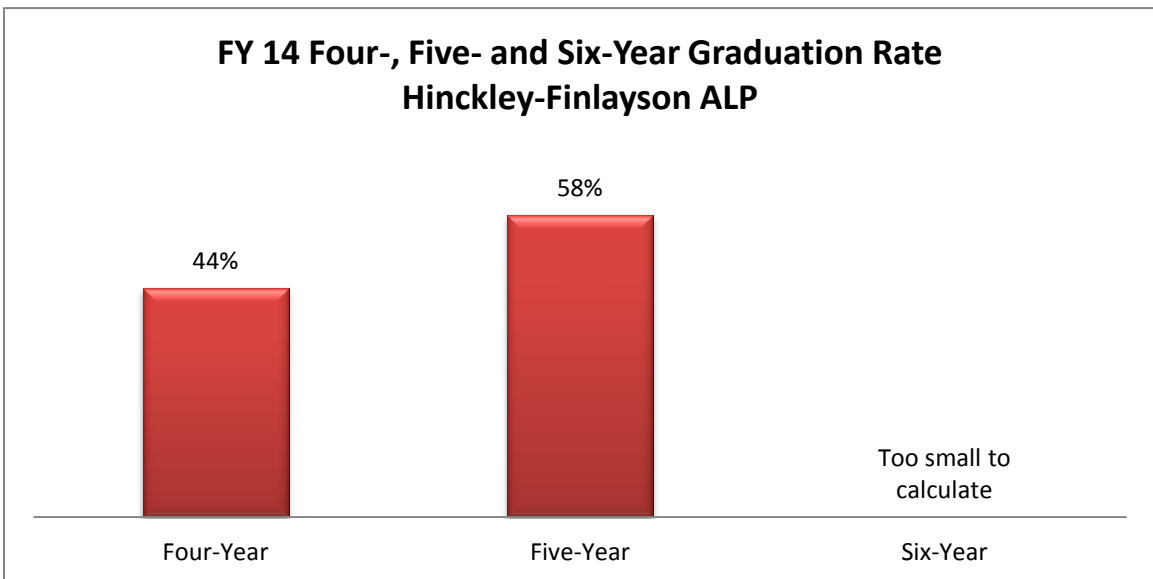
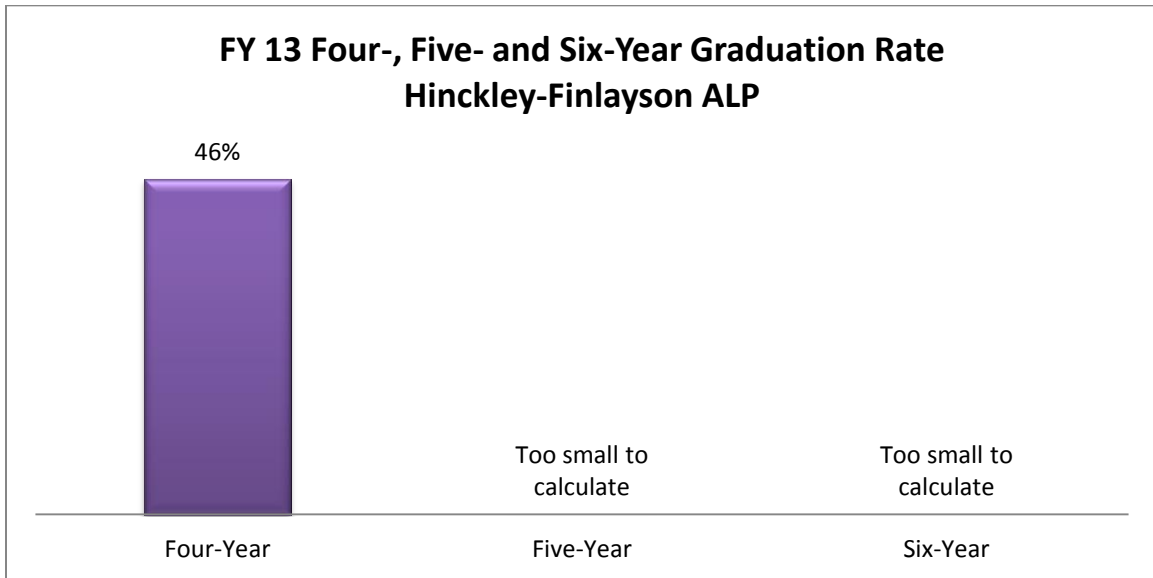
**Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the

cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Hinckley-Finlayson, the FY 13 four-year graduation rate was 46 percent. This rose to 58 percent in the FY 14 five-year graduation rate. The cohort size fell by one student.

In FY 13, the cohort was too small to determine a five-year rate. It was also too small in FY 14 to determine a six-year rate to compare it to.

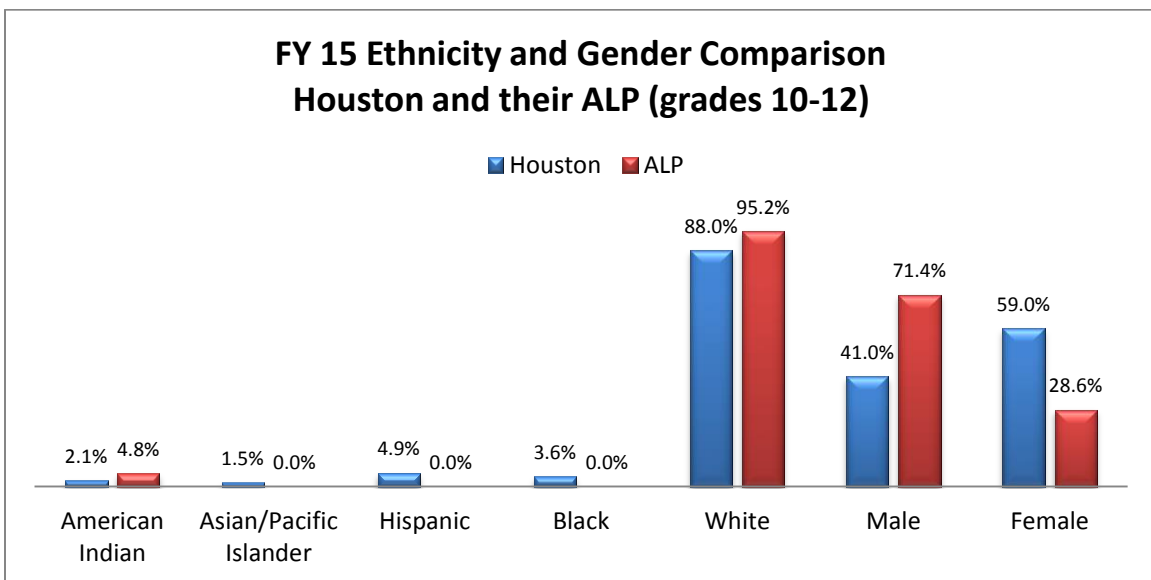
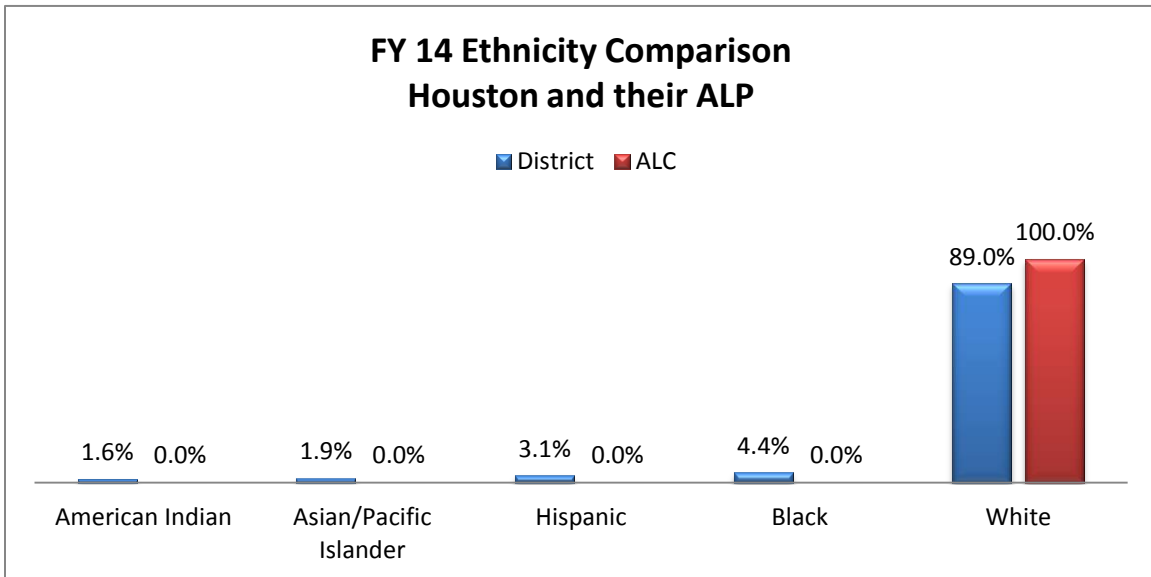


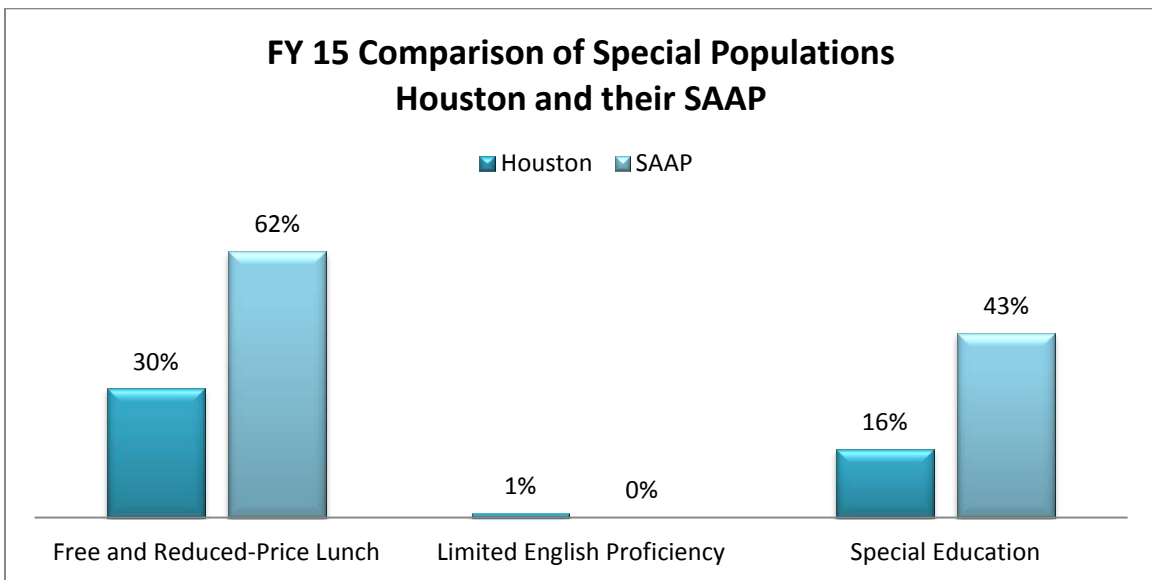
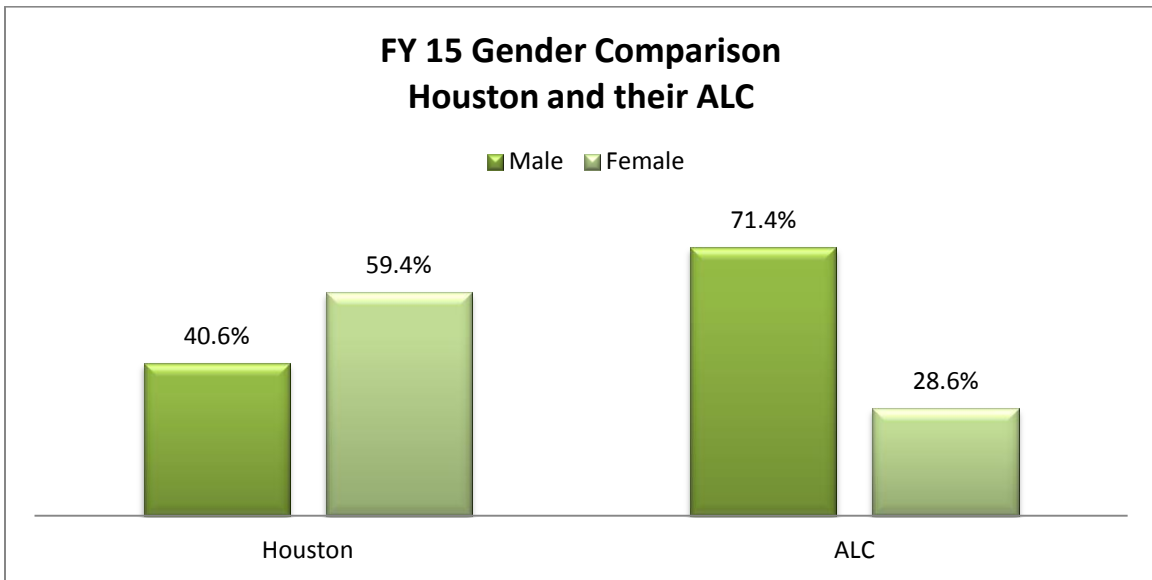
## Houston Public School District, 0294-01

### Program Information

Houston Public Schools operates an Alternative Learning Program called The Summit Learning Program. It serves students in grades nine through 12.

### Demographics





## Summer Programs

### *ALP Summer Term*

Houston ran a summer program for four hours a day for 20 days. The model used was a blended seat time and independent study combination. Students are usually referred by counselors who review the graduation requirements and refer students who are behind but the district also sends out information to all high school students and welcomes any student who wants to attend.

Houston serves both at-risk and off-track students the same way.

This past summer they offered courses in Algebra I and II, U.S. History, English 9, 10, 11 and 12, Biology, Physics, Earth Science, and generic math and social studies credits.

The greatest areas of need for their students are math classes, followed by English classes, then remedial math help followed by support in areas of chemical dependency and/or mental health.

Houston served 24 students in the summer of 2014. Students were enrolled for an average of 64 hours and attended an average of 20 hours, for an attendance rate of 20 percent. Enrollment ranged from 10 hours to 100 hours, with enrollment ranging from 1.3 hours to 65.7 hours and attendance ranging from 0 percent to 100 percent. The average number of credits earned was 1.04, with a range of zero credits to two credits. Based on the credits earned and the number of membership hours claimed, it took an average of 61 hours to generate one credit.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Houston's core school year program served 36 students with 48 enrollment records. Often students will leave or be dropped from the program and then re-enroll. Their program is open to a variety of qualifying factors.

The Alternative Learning Program (ALP) is called Summit Learning Center. Their program is open to a variety of qualifying factors. Students enroll in the ALP by referral by resident district or by parent contact.

When a student leaves school, there are several things a district could choose to do. Houston Public Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Houston Public Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: We will be implementing this in our district.
- After school programs: We are in the process of fully implementing this in our district.
- Summer programs: We are in the process of fully implementing this in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are in the process of fully implementing this in our district.

Houston Public Schools believes that between 50 and 75 percent of students enrolled in their ALP are meeting progress and performance levels of career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

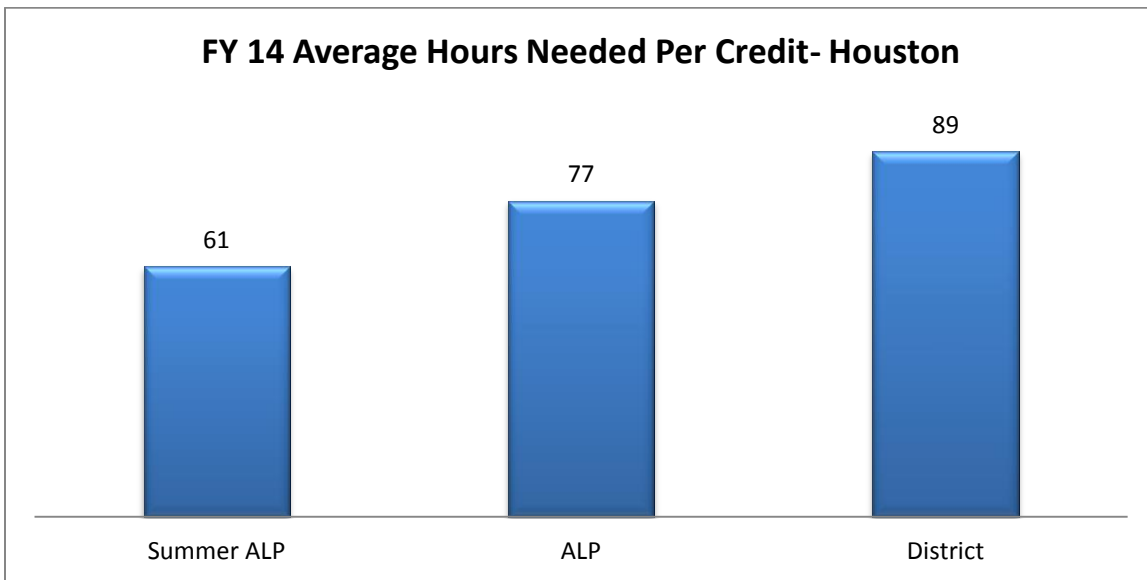


**Average length of enrollment for FY 14**

The average enrollment per student was 687 hours and the enrollment range was two hours to 1440 hours. In FY 14, the program generated 22.86 regular ADMs and 2.05 extended ADMs.

**Average number of credits earned for FY 14**

The credit earned per student on average was 8.9 credits. Credits earned ranged from zero to 19.79. This district assumes students will earn 12 credits per year. The student who earned 19 credits was enrolled in the core school day program as well as the credit recovery after school program. It took an average of 77 hours to earn a credit. Based on the number of credits required for graduation and the length of the Houston instructional year, it is anticipated that students in the traditional high school will need 89 hours to complete a credit.



**Attendance for FY 14**

The average enrollment per student was 687 hours and the average attendance hours per student were 517. This translates into a 75 percent attendance rate. The attendance ranges were 0 to 100 percent.

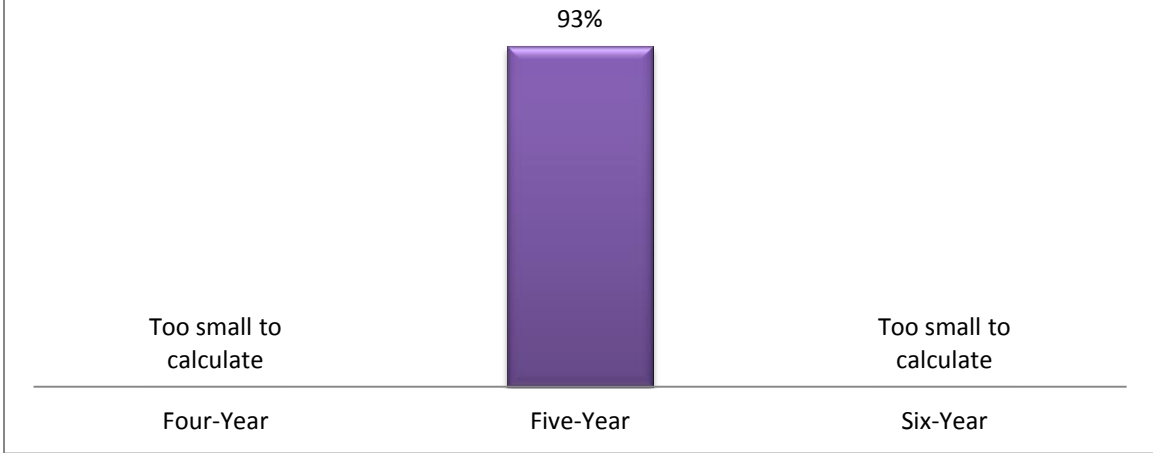
**Graduation Data**

In order to look at increases in the graduation rate, one year’s four-year rate is compared to the following year’s five-year rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

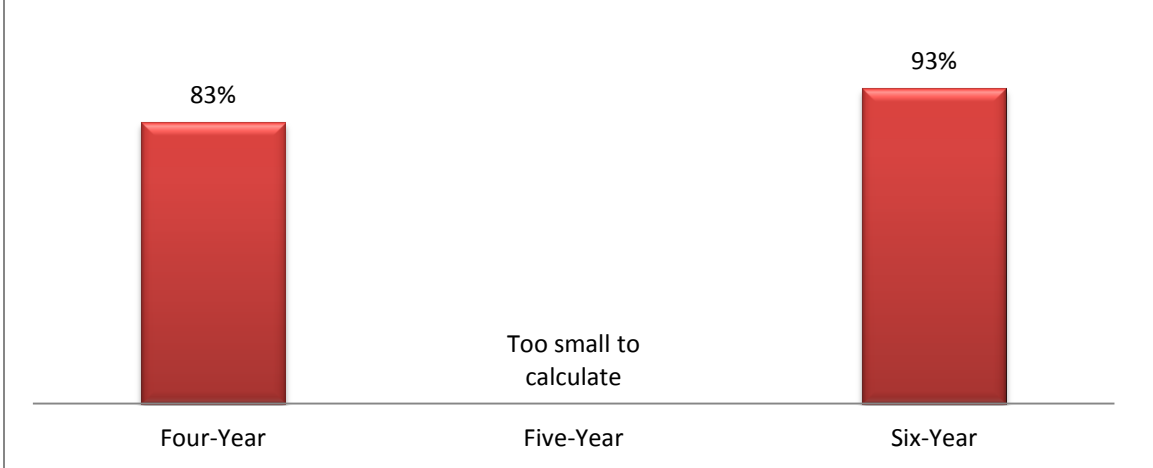
In Houston, the cohort for the FY 13 four-year graduation rate was too small to calculate a rate.

The FY 13 five-year graduation rate was 93 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same as well.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Houston ALP**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Houston ALP**

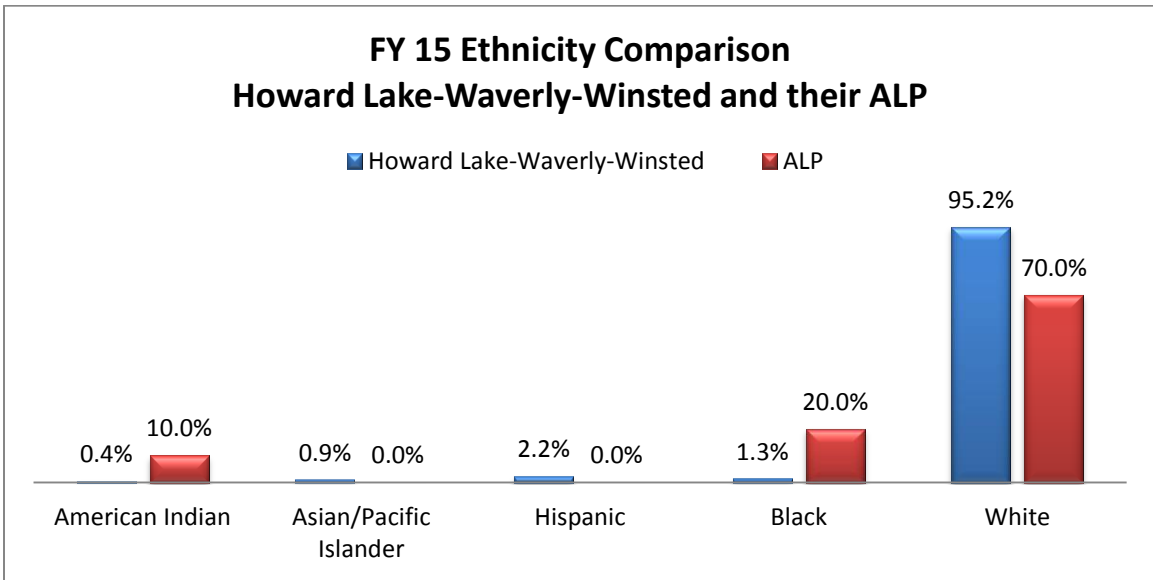
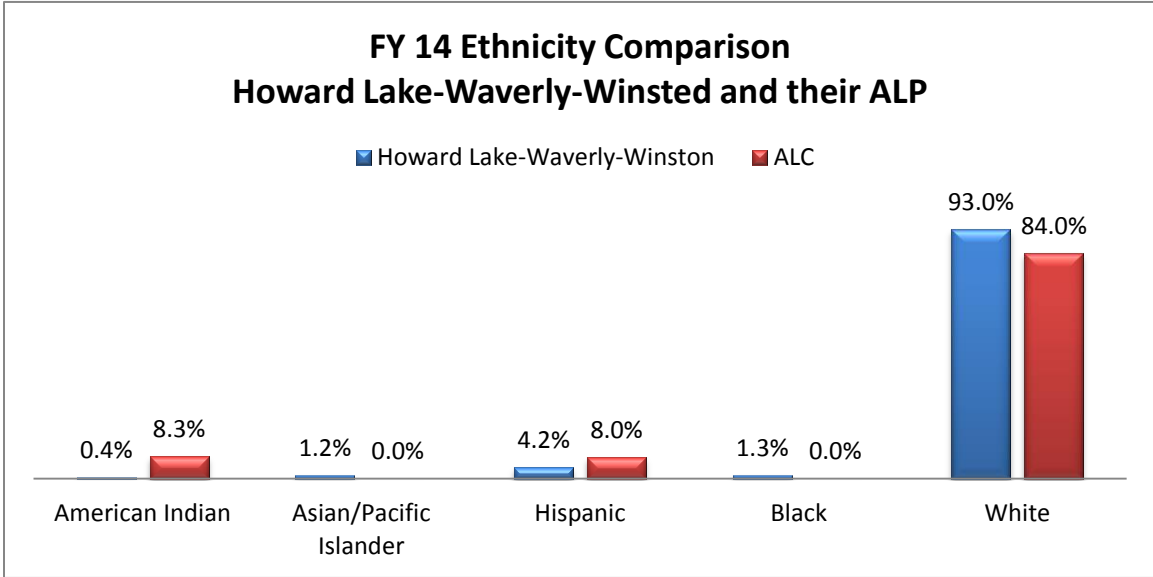


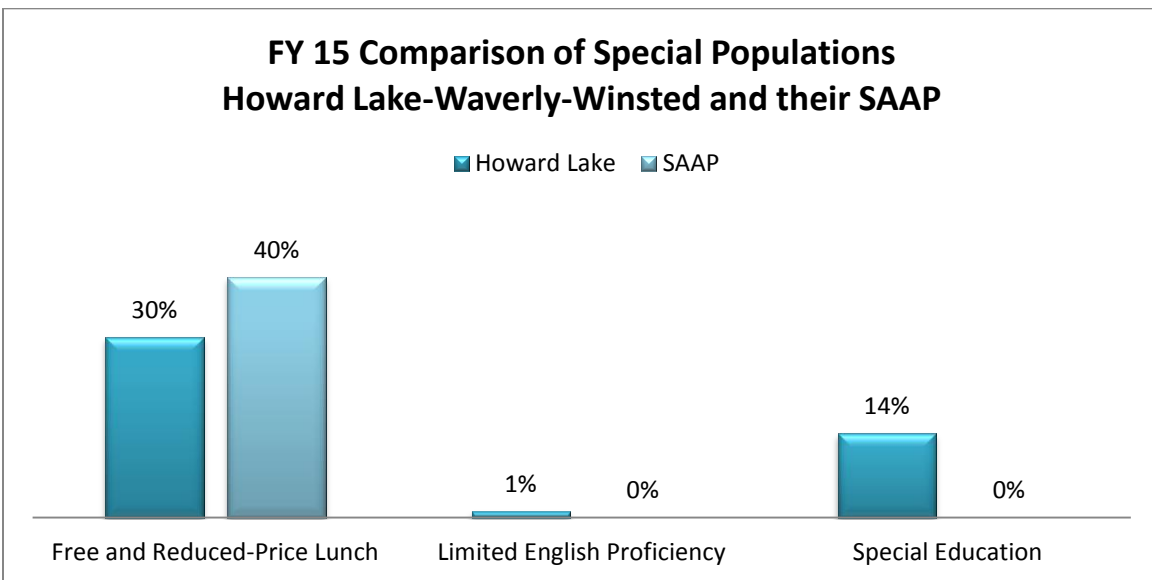
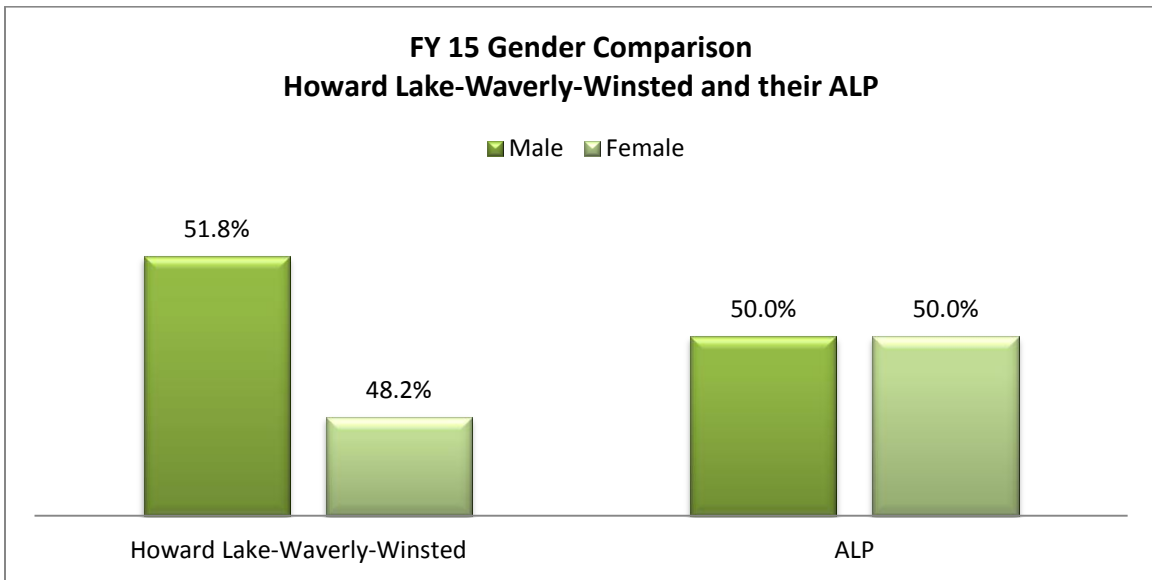
# Howard Lake-Waverly-Winsted Public School District, 2687-01

## Program Information

Howard Lake-Waverly-Winsted Public School District operates an alternative learning program that serves grades nine through 12.

## Demographics





## Summer Programs

### ***ALP Summer Term***

Howard Lake-Waverly-Winsted operates a credit recovery semi-seat-based program. Their program operates for 23 days for four hours a day. Students are referred by the high school counselors who identify students as being behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I, Geometry, Economics, U.S. History, English 9, 10, 11, Biology, and Earth Science.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then reading help.

## Core School Year Programs (Intervention and Prevention Strategies)

Howard Lake-Waverly did not return information on their core school year intervention and prevention strategies.

### **Average length of enrollment for FY 14**

Howard Lake showed 40 enrollment records for their core school year program. Students were enrolled for an average of 262 hours. This ranged from 13 hours to 1,055 hours. They generated 9.2 regular ADMs and 0.82 extended ADMs.

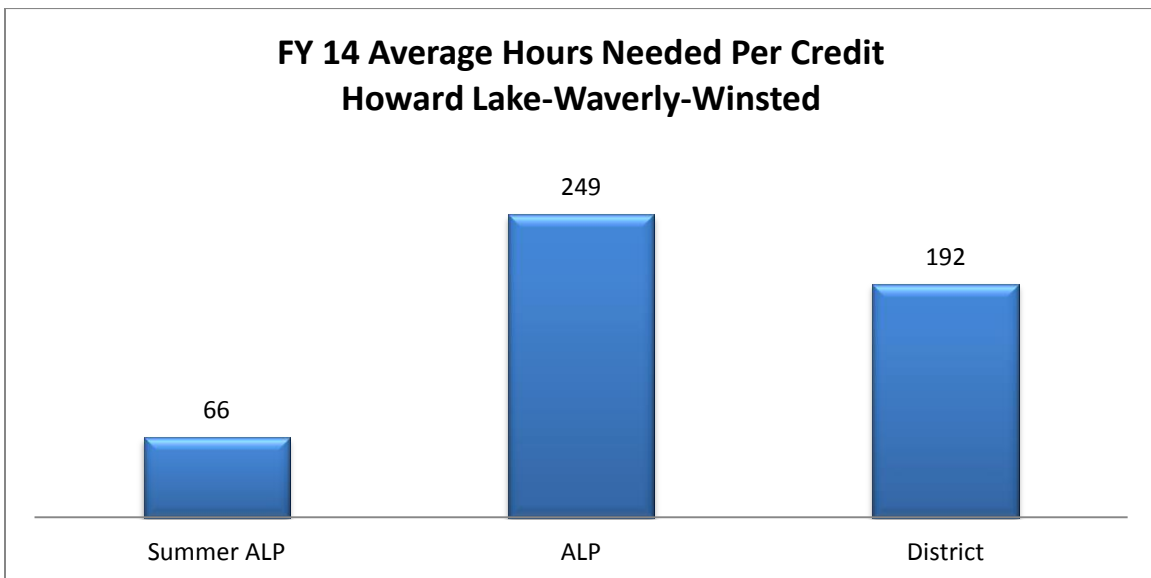
For their summer program, they had 17 enrollment records and students were enrolled for an average of 89 hours. This ranged from 64 hours to 92 hours. They generated 0.45 regular ADMs and one extended ADM.

### **Average number of credits earned for FY 14**

Howard Lake requires 22 credits to graduate or 5.5 credits a year. Based on their length of instructional program for the year, this means students need approximately 192 hours to earn a credit.

In the ALP core school year program, students earned an average of 1.05 credits. This ranged from no credits earned to seven credits earned. It took on average 250 hours to earn a credit; higher than the 192 needed at the traditional high school.

For the summer program, students earned an average of 1.35 credits. This ranged from no credits earned to eight credits earned. It took on average 66 hours to earn a credit; less than the 192 needed at the traditional high school. Combining the credits earned and hours submitted at both programs, the overall average hours needed per credit was 184 hours.



### **Attendance for FY 14**

Attendance at the core school day program averaged 60 percent. It ranged from 8 to 100 percent. For the summer program, the average attendance was 87 percent. This ranged from 55 to 100 percent.

## **Graduation Data**

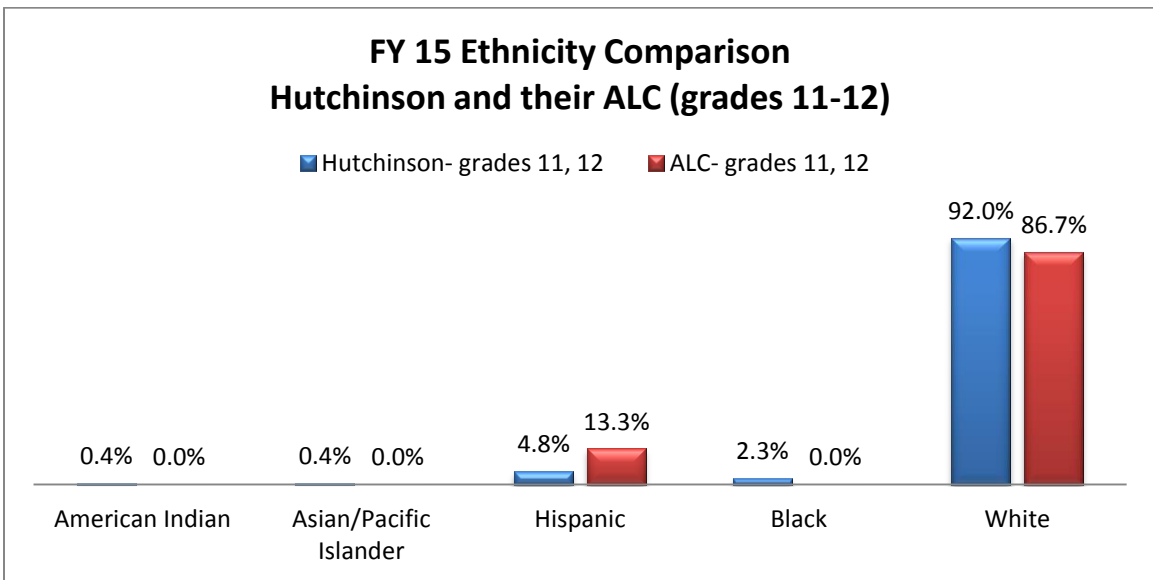
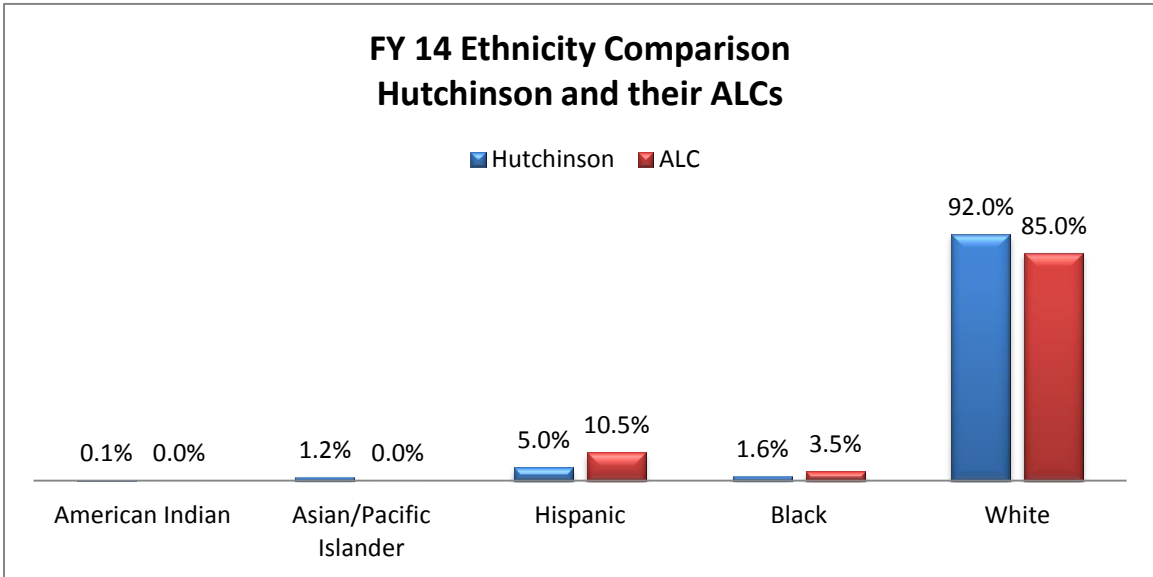
The cohort size is too small to calculate a graduation rate.

# Hutchinson Public School District, 0423-01

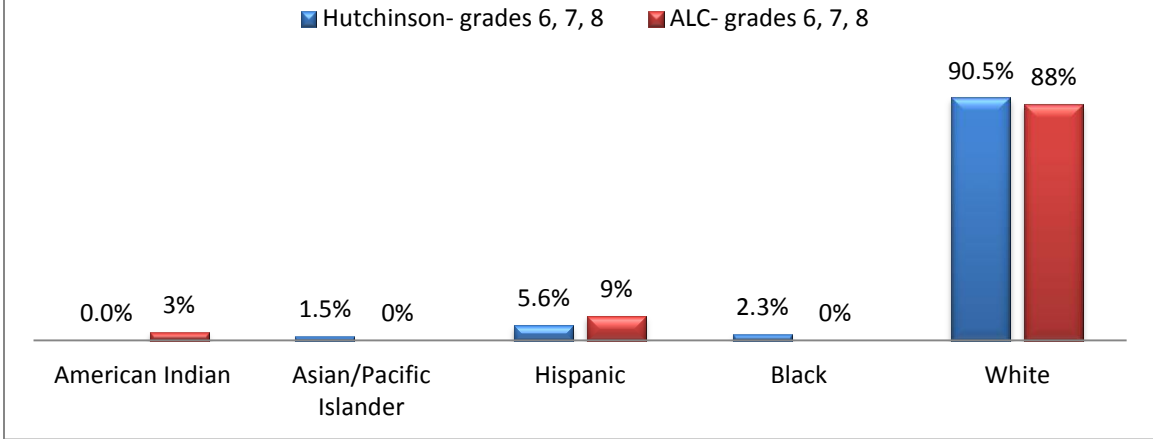
## Program Information

Hutchinson Public Schools operates two area learning centers, a night program and a day program. The targeted services program serves kindergarten through eighth grade.

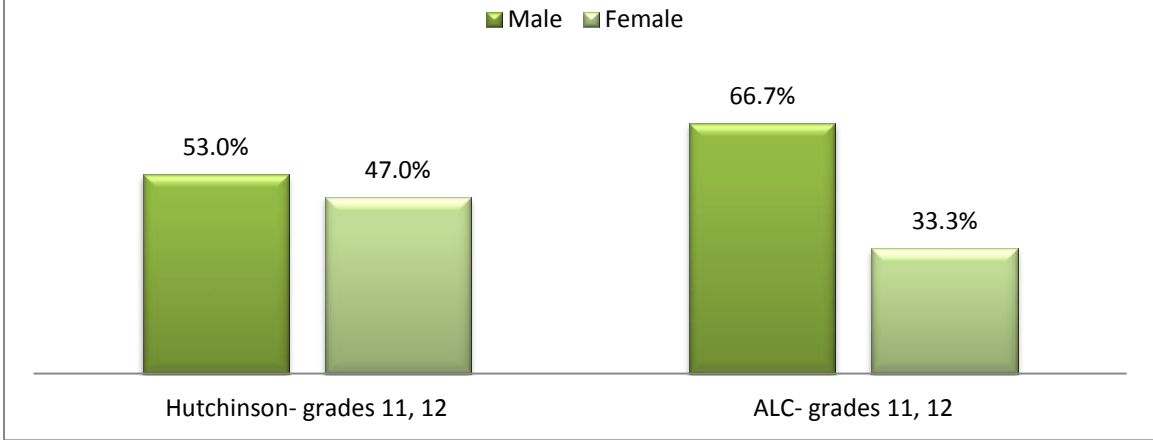
## Demographics



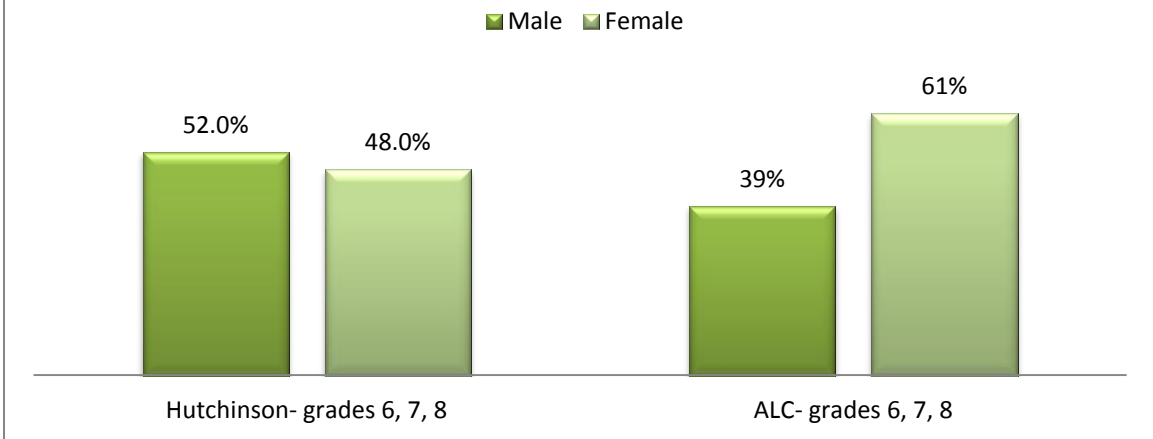
### FY 15 Ethnicity Comparison Hutchinson and their ALC (grades 6-8)



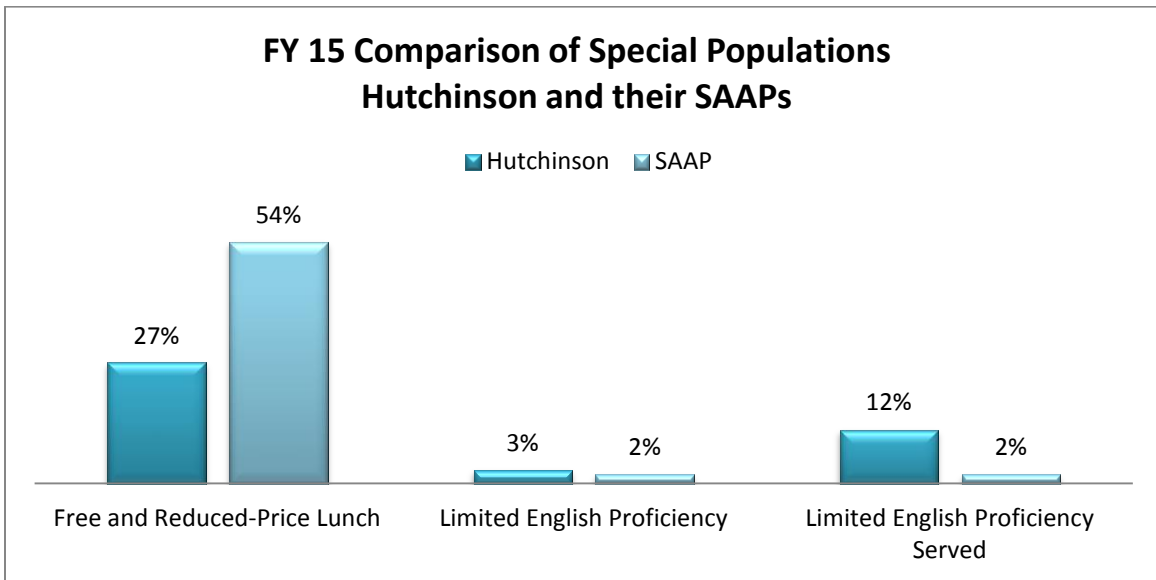
### FY 15 Gender Comparison Hutchinson and their ALC (grades 11-12)



### FY 15 Gender Comparison Hutchinson and their ALC (grades 6-8)







## Summer Programs

### ***Targeted Services***

Hutchinson did not return the survey response regarding their targeted services summer program.

### ***ALC Summer Term (secondary students)***

Hutchinson operates their summer program four days a week for three hours a day. The program operates from the middle of June until the end of July. They have an independent study program, which means that membership is calculated on work completion and teacher contact time. They also have a blended program that combines seat-based and independent study. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. Students may also refer themselves and register either before classes begin or they can show up on the first day to enroll. Hutchinson also targets rising ninth graders that they feel would benefit from a summer program.

Hutchinson does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Earth Science, Physics, Chemistry, and Biology. They also offer elective classes.

They did not identify their students' greatest area of need.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Hutchinson operates an area learning center. Hutchinson indicated that they were in a city of the first class and did not indicate with which district they were operating in partnership.

Statute also requires ALCs to provide a comprehensive educational program for both middle level and high school students. Hutchinson provides programming at both the high school and middle school levels.

Hutchinson operates their program year round and is open to a specific qualifying factor. Students submit their enrollment registration form, CLP form, and list of courses needed from consultation

with their counselor/school administrator. They report that the percent of students enrolled in their ALC, whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is more than 90 percent.

Hutchinson was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these strategies are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Hutchinson was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this in our district.
- Pupil study teams: This is in process of being fully implemented in our district.
- Response to Intervention: This is in process of being fully implemented in our district.
- Minnesota Early Intervention Response System: We are planning on implementing this in our district.
- After school programs: This is in process of being fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

Hutchinson had 153 enrollment records for their core school year program. Students were enrolled for an average of 56 hours. This ranged from one hour to 488 hours. They generated 4.98 regular ADMs and 2.85 extended ADMs.

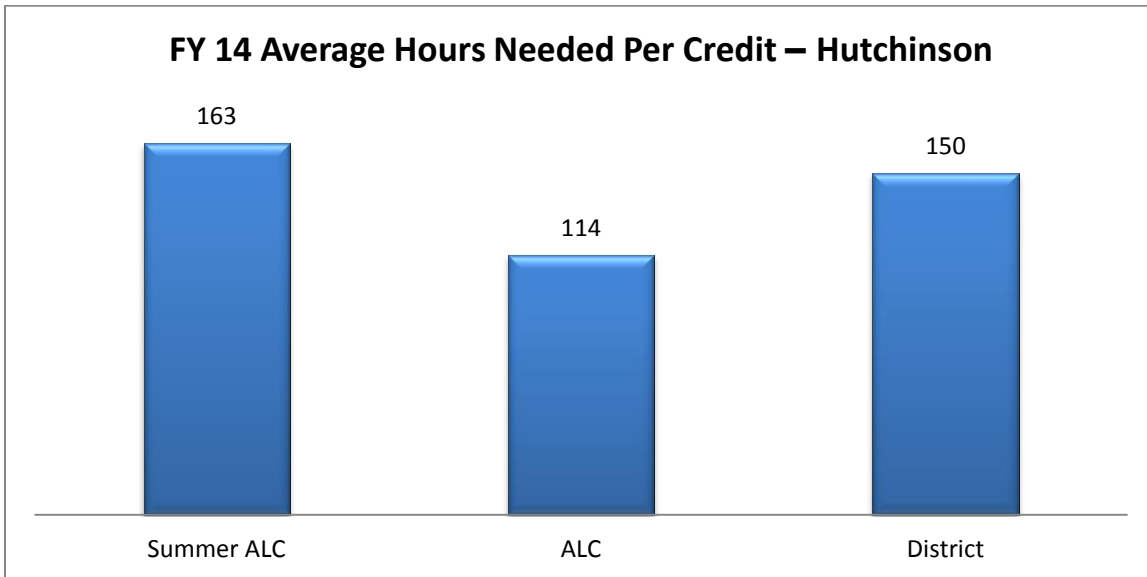
For their summer program, they had 151 enrollment records and students were enrolled for an average of 56 hours. This ranged from one hour to 137 hours. They generated 2.42 regular ADMs and 5.72 extended ADMs.

#### ***Average number of credits earned for FY 14***

Hutchinson requires 28 credits to graduate or seven credits a year. Based on their length of instructional program for the year, this means students need approximately 150 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.49 credits. This ranged from no credits earned to four credits earned. It took on average 114 hours to earn a credit, lower than the 150 anticipated to be needed at the traditional high school.

For the summer program, students earned an average of 0.34 credits. This ranged from no credits earned to 1.5 credits earned. It took on average 163 hours to earn a credit, higher than the 150 needed at the traditional high school.



### ***Attendance for FY 14***

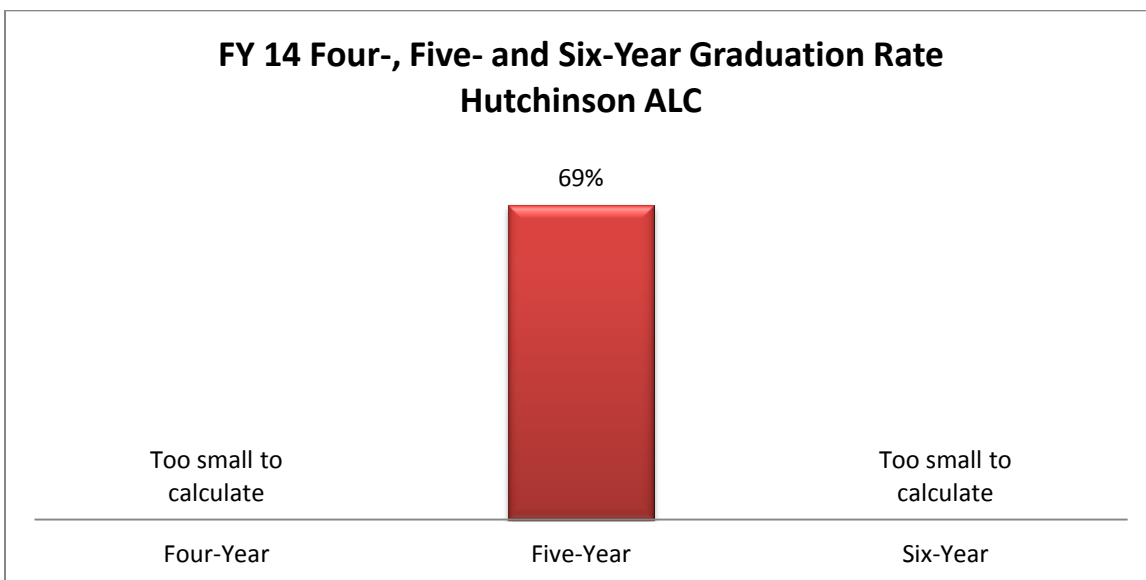
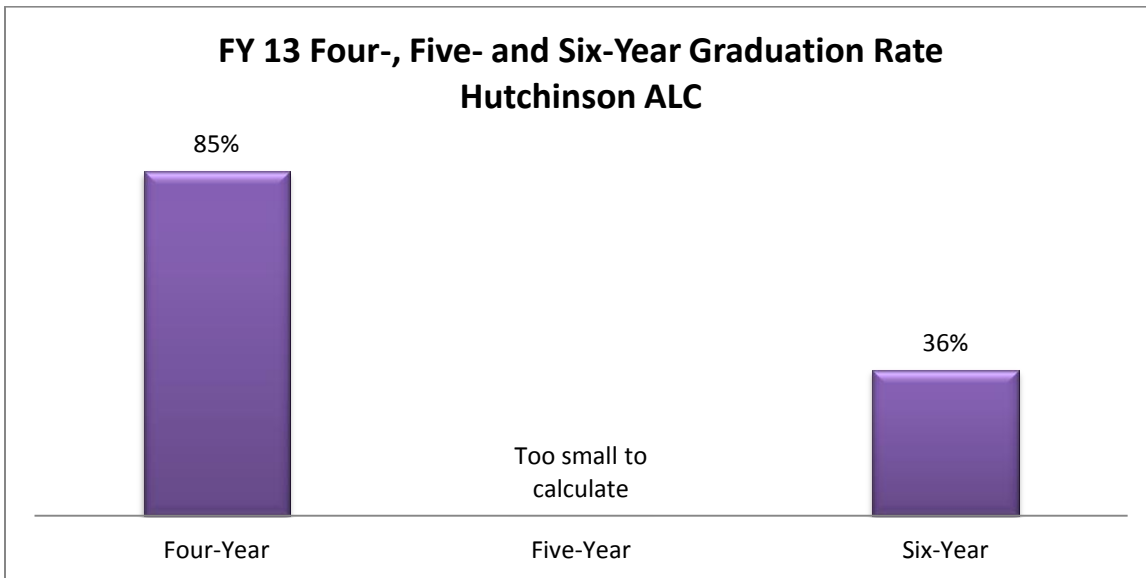
Attendance at the core school day program averaged 81 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 81 percent. This ranged from 0 to 100 percent.

### **Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Hutchinson, the FY 13 four-year graduation rate was 85 percent. This fell to 69 percent in the FY 14 five-year graduation rate. The decline appears to be due to the increase in the cohort size, which increased 23 percent.

The cohort size was too small to compare the FY 13 five-year rate with the FY 14 six-year rate.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

Hutchinson's Middle Level ALC had an MMR score of 61.66 percent in FY 13 and 25.49 percent in FY 14.

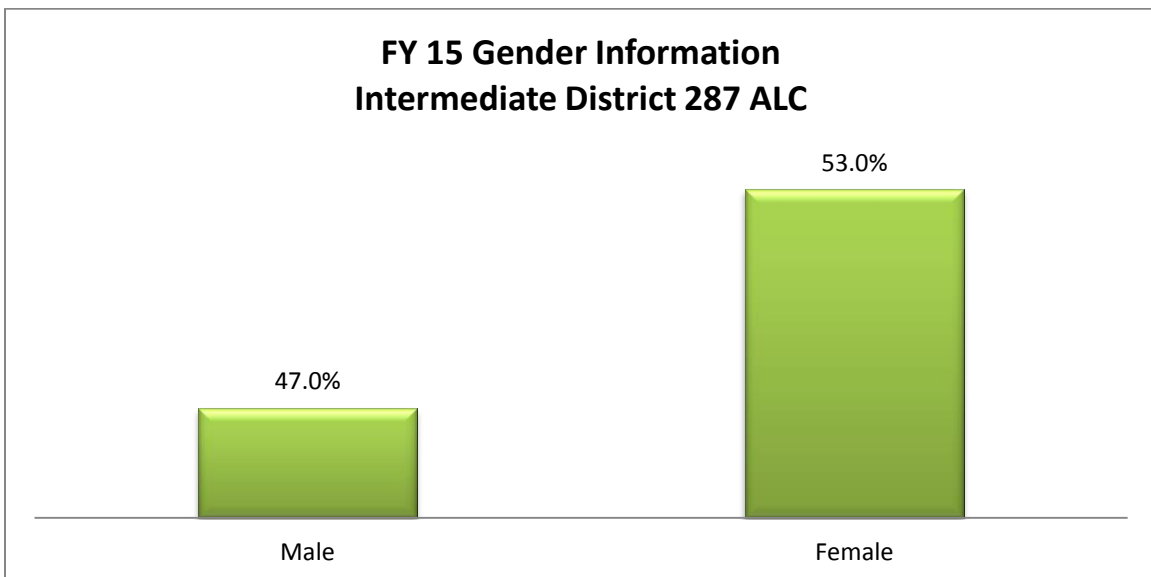
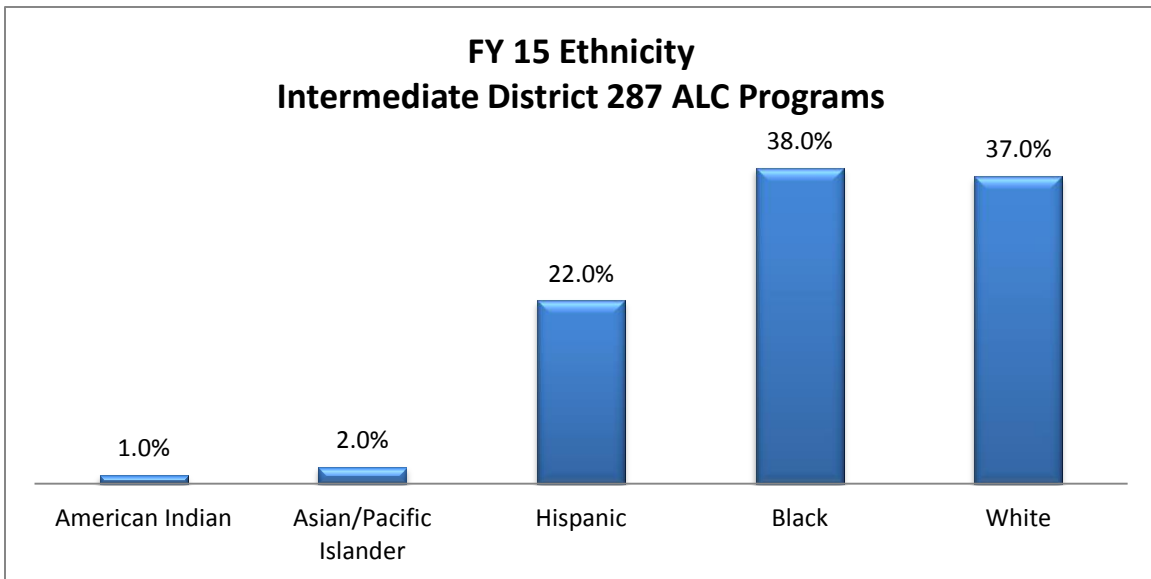
## Intermediate School District 287, 0287-06

### Program Information

Intermediate District 287 provides multiple opportunities for students in several area learning centers and targeted services programs.

### Demographics

Because Intermediate District 287 serves a multitude of districts, they are not able at this time to do a comparison between students in their ALCs and their resident district. These charts pertain only to the ALC programs themselves.



## **Summer Programs**

### ***Targeted Services***

Intermediate District 287 operates and/or oversees multiple targeted services programs. The following is a partial list.

Westonka has a program that operates for four hours per day for 15 days. They serve grades five through eight. Their planning for the summer program begins in the spring. They focus on math, reading, and study skills. They feel that their curriculum is somewhat generic and it covers multiple grade levels. Their program schedule and activities focus on both academic growth and social or emotional growth. Their schedule is divided into two distinct parts. Staff lead in either of these, but not both. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff-to-student ratio of no more than 12 to one. The district determines the criteria and then teachers recommend students they feel will benefit from the program and families can refer their students. Currently they seek to evaluate only the math portion of their program by using results of standardized testing that occurs throughout the school year.

Intermediate 287 also operates a program with Richfield. This program operates for six hours per day for 20 days. They serve grades one through five. Their planning for the summer program begins in the spring. They try to match student needs to their programming. They use the curriculum Great Success for Summer School. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but presented in a more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff are involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff-to-student ratio of no more than 12 to one. Teachers recommend students they feel will benefit from the program. They have pre- and post-tests for math, reading, and writing.

Another Intermediate 287 program operates in Eden Prairie. This program operates for four hours per day for 23 days. They serve grades kindergarten through eight. Their planning for the summer program begins at the end of the previous session. They try to match student needs to their programming. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff are involved in both areas. Their program is able to have at least one licensed teacher for every 20 students. They have an overall staff-to-student ratio of no more than 15 to one. The district determines the criteria and then teachers recommend students they feel will benefit from the program. Their evaluation department looks at standardized testing that occurs during the school year to help determine the effectiveness of the program. They also use student, parent and staff feedback.

Edina operates a targeted services program for three hours per day for 11 days. They serve grades two through five. Their planning for the summer program begins in January as their program is established and has had the same lead teacher for the last three years. They try to match student needs to their programming. Individual sites determine the time spent on reading

and math. They use Houghton Mifflin Journeys and Mathletics. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff are involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. Their evaluation department looks at standardized testing that occurs during the school year to help determine the effectiveness of the program. They also use parent and staff feedback.

Hopkins operates a targeted services program for six hours per day for 16 days. They serve first through sixth grade. Their planning for the summer program begins at the central office and then site-level teams are brought in. Their program focus is determined by individual sites. They use Reading Varied and Moving with Math. Hopkins feels that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but presented in a different and engaging way. Their program schedule and activities focus on both strategies to promote academic and social/emotional growth. Their program is divided into two parts, so program staff is involved in one area only. Their program is able to have at least one licensed teacher for every 15 students. They use pre- and post-tests to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Intermediate District 287 serves students from several districts. They operate a six-week-long summer program for 4.5 hours per day. They have several different types of programs including a transition to ninth grade program, an independent study program (which means that membership is based on credits earned and teacher contact time), and a program that blends seat time with independent study.

Students come into the program through referral by their counselor if they are behind in high school graduation requirements. Students entering ninth grade are identified by their districts as needing a transition to high school program.

They do not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

Intermediate District 287 offers credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Chemistry, Physics, Earth Science, and Biology. They also offer generic math, English, Science and Social Studies credits as well as remedial math and English Learner credits.

They see their students' greatest area of need not as academics but support in other areas, such as mental health or chemical dependency followed by English Learner services, then reading help and remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Intermediate District 287 serves multiple districts as one of their interventions with the ALC program. They provide programming at both the high school and middle school levels. They operate year round. Their programs are open to a variety of qualifying factors. Students come to them in a variety of ways. Students could be referred from their home high school, they could find

information about them on the Web, or they might hear about the programs from their peers. Intermediate District 287 believes the percentage of their students, who would meet the career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is more than 90 percent.

Intermediate District 287 was asked how they provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these strategies are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We believe this strategy is successful half of the time.*

Intermediate District 287 has fully implemented summer programs, after school programs, smaller class sizes, social work support, counselor support and mental health services. They are in the process of fully implementing RtI, PBIS and cooperative learning.

#### ***Average length of enrollment for FY 14***

Intermediate 287 has multiple credit-bearing programs. School 601 is the ALC Brooklyn Center High School Independent Study program. This was a core school year program. The average length of enrollment was 53 hours. This ranged from five hours to 123 hours. There were 24 enrollment records and they generated 0.12 regular ADMs and 1.13 extended ADMS. This school closed in FY 14 when Brooklyn Center was granted their application to operate an ALC program with the Osseo School District.

School 603 is the ALC Eden Prairie High School Independent Study. This program was mainly a core school year program but did have some summer enrollments. The average length of enrollment was 83 hours. This ranged from two hours to 190 hours. There were 196 enrollment records and they generated 4.05 regular ADMs and 11.94 extended ADMS.

School 607 is called the ALC Richfield High School Independent Study. This program was mainly a core school year program but did have some summer enrollments. The average length of enrollment was 39 hours. This ranged from one hour to 186 hours. There were 200 enrollment records and they generated 2.36 regular ADMs and 4.34 extended ADMS.

School 613 is also called ALC Eden Prairie High School Independent Study. This program had only summer enrollments. The average length of enrollment was 65 hours. This ranged from four hours to 92 hours. There were 200 enrollment records and they generated 0.36 regular ADMs and 1.82 extended ADMS.

School 614 is Minnetonka High School Independent Study. This was a core school year program. The average length of enrollment was 73 hours. This ranged from 14 hours to 154 hours. There were 23 enrollment records and they generated 0.44 regular ADMs and 1.18 extended ADMS.

School 615 is called W-ALT Independent Study. This was a core school year program. The average length of enrollment was 124 hours. This ranged from 15 hours to 480 hours. There were 14 enrollment records and they generated 1.67 regular ADMs and 0.02 extended ADMS.



School 618 is called SECA Independent Study. This was a core school year program. The average length of enrollment was 51 hours. This ranged from 12 hours to 111 hours. There were 24 enrollment records and they generated 1.09 regular ADMs and 0.07 extended ADMS.

School 622 is the South Alternative Center. This program was mostly a core school year program but did have some summer enrollments. The average length of enrollment was 332 hours. This ranged from six hours to 1,020 hours. There were 354 enrollment records and they generated 111 regular ADMs and 2.81 extended ADMS.

School 626 is Hopkins Alternative. This program had only summer enrollments. The average length of enrollment was 52 hours. This ranged from two hours to 120 hours. There were 175 enrollment records and they generated 3.67 regular ADMs and 5.22 extended ADMS.

School 627 is Hopkins Independent Study. This program had only core school year enrollments. The average length of enrollment was 79 hours. This ranged from one hour to 264 hours. There were 129 enrollment records and they generated 1.93 regular ADMs and 7.34 extended ADMS.

School 694 is Minnetonka Compass. This program had only core school year enrollments. The average length of enrollment was 340 hours. This ranged from 13 hours to 535 hours. There were 64 enrollment records and they generated 20.7 regular ADMs and 0.57 extended ADMS.

The next school is number 700 – ALC Richfield Success at 15. This program had both core school year and summer programs, with the summer being the larger of the two. For their core school year, the average length of enrollment was 25 hours. This ranged from two hours to 97 hours. There were 20 enrollment records and they generated 0.02 regular ADMs and 0.4 extended ADMS. For their summer program, the average length of enrollment was 45 hours. This ranged from two hours to 104 hours. There were 129 enrollment records and they generated 0.4 regular ADMs and 4.16 extended ADMS.

This is also true of the next school. School 709 – Hopkins North Junior High ALC. This program had both core school year and summer programs, with the summer being the larger of the two. For their core school year program, the average length of enrollment was 538 hours. This ranged from 464 hours to 575 hours. There were only three enrollment records and they generated no regular ADMs and 0.6 extended ADMS. For their summer program, the average length of enrollment was 34 hours. This ranged from 26 hours to 36 hours. There were 13 enrollment records and they generated 0.11 regular ADMs and 0.38 extended ADMS.

School 710 is Hopkins West Junior High ALC. This program also had both core school year and summer programs, with the core school year being the larger of the two. For their core school year, the average length of enrollment was 72 hours. This ranged from eight hours to 114 hours. There were 29 enrollment records and they generated 0.08 regular ADMs and 1.97 extended ADMS. For their summer program, the average length of enrollment was 36 hours. This ranged from 33 hours to 36 hours. There were 10 enrollment records and they generated 0.05 regular ADMs and 0.33 extended ADMS.

School 754 is Westonka Area Learning Center. This program had only core school year enrollments. The average length of enrollment was 665 hours. This ranged from 120 hours to 978 hours. There were 31 enrollment records and they generated 20 regular ADMs and 0.25 extended ADMS.

School 755 — ALC Westonka Independent Study — also had both core school year and summer program, with the summer program being the larger of the two. For their core school year, the average length of enrollment was 45.25 hours. This ranged from 15 hours to 115 hours. There were 20 enrollment records and they generated 0.3 regular ADMs and 0.51 extended ADMS. For their summer program, the average length of enrollment was 87 hours. This ranged from 10 hours to 185 hours. There were 46 enrollment records and they generated 1.32 regular ADMs and 2.47 extended ADMS.

School 761 is the St. Louis Park ALC. This program had only summer enrollments. The average length of enrollment was 67 hours. This ranged from 12 hours to 120 hours. There were 131 enrollment records and they generated 1.46 regular ADMs and 7.23 extended ADMS.

School 762 is the St. Louis Park Independent Study program. It also had both core school year and summer programs. For their core school year, the average length of enrollment was 67 hours. This ranged from one hour to 253 hours. There were 37 enrollment records and they generated 0.37 regular ADMs and two extended ADMS. For their summer program, the average length of enrollment was 42 hours. This ranged from two hours to 160 hours. There were 36 enrollment records and they generated 0.59 regular ADMs and 0.89 extended ADMS.

School 763, Brooklyn Center ALC, also had both core school year and summer programs. For their core school year, the average length of enrollment was 488 hours. This ranged from 24 hours to 990 hours. There were 118 enrollment records and they generated 55.6 regular ADMs and 0.85 extended ADMS. For their summer program, the average length of enrollment was 72 hours. This ranged from 66 hours to 90 hours. There were 75 enrollment records and they generated 3.07 regular ADMs and 2.25 extended ADMS. This school closed for FY 15.

School 766, NSO Independent Study, also had both core school year and summer programs. For their core school year, the average length of enrollment was 54 hours. This ranged from five hours to 170 hours. There were 317 enrollment records and they generated 4.68 regular ADMs and 10.13 extended ADMS. For their summer program, the average length of enrollment was 72 hours. This ranged from five hours to 170 hours. There were 267 enrollment records and they generated 9.56 regular ADMs and 8.71 extended ADMS.

School 771 is Minnetonka Compass Extended Time. This program had only summer enrollments. The average length of enrollment was 77 hours. This ranged from 20 hours to 80 hours. There were 20 enrollment records and they generated 0.52 regular ADMs and 1.01 extended ADMS.

School 772—North Education Center ALC—also had both core school year and summer programs. For their core school year, the average length of enrollment was 397 hours. This ranged from four hours to 1,020 hours. There were 392 enrollment records and they generated 150 regular ADMs and 2.85 extended ADMS. For their summer program, the average length of enrollment was 14 hours. This ranged from eight hours to 44 hours. There were 161 enrollment records and they generated 2.31 regular ADMs and 0.01 extended ADMS.

School 777 was a summer program that had only one student. This student was enrolled for 32 hours and attended for 31.5 of them. They generated no regular ADMs and 0.03 extended ADMS.

School 794 is Hopkins Alternative Program (HAP) Independent Study. This program had only core school year enrollments. The average length of enrollment was 129 hours. This ranged from four

hours to 298 hours. There were 50 enrollment records and they generated 1.85 regular ADMs and 3.53 extended ADMS.

School 800—West Education Center Alternative—also had both core school year and summer programs. For their core school year, the average length of enrollment was 312 hours. This ranged from 12 hours to 1,026 hours. There were 222 enrollment records and they generated 65.3 regular ADMs and 2.12 extended ADMS. For their summer program, the average length of enrollment was 57 hours. This ranged from 15 hours to 120 hours. There were 49 enrollment records and they generated 2.6 regular ADMs and 0.13 extended ADMS.

Finally, School 801 is Hennepin Gateway to College. This program had only core school year enrollments. The average length of enrollment was 507 hours. This ranged from 30 hours to 1,020 hours. There were 71 enrollment records and they generated 30.2 regular ADMs and 1.78 extended ADMS.

#### ***Average number of credits earned for FY 14***

There are several different credit amounts needed for graduation, depending on the program. Each program is considered separately.

School 601 is ALC Brooklyn Center High School Independent Study. The average number of credits earned per enrollment record was 0.45 credits. This ranged from no credits to one credit earned. On average, 119 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (26), or 6.5 a year, and core school year of 990 hours, this means that it would be anticipated to submit 152 hours for each credit earned. This was less than that.

School 603 is ALC Eden Prairie High School Independent Study. The average number of credits earned per enrollment record was 0.913 credits. This ranged from no credits to three credits earned. On average, 90 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 76 hours for each credit earned. This was higher than that.

School 607 is ALC Richfield High School Independent Study. The average number of credits earned per enrollment record was 0.24 credits. This ranged from no credits to 4.5 credits earned. On average, 162 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (43), or 10.75 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 95 hours for each credit earned. This was higher than that.

School 613 is also called ALC Eden Prairie High School Independent Study. However, this program had only summer enrollments. The average number of credits earned per enrollment record was 1.29 credits. This ranged from no credits to two credits earned. On average, 50 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 76 hours for each credit earned. This was less than that.

School 614 is Minnetonka High School Independent Study. The average number of credits earned per enrollment record was 0.42 credits. This ranged from no credits to one credit earned. On average, 172 hours were submitted for each credit earned. Based on the total number of credits

needed to graduate (22.5), or 5.625 a year, and core school year of 1,014 hours, this means that it would be anticipated to submit 180 hours for each credit earned. This was less than that.

School 615 is W-ALT Independent Study. The average number of credits earned per enrollment record was 0.73 credits. This ranged from 0.08 credits to three credits earned. On average, 171 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (21.5), or 5.375 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 190 hours for each credit earned. This was less than that.

School 618 is SECA Independent Study. The average number of credits earned per enrollment record was 0.14 credits. This ranged from no credits to 0.5 credits earned. On average, 379 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (21.5), or 5.375 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 190 hours for each credit earned. This was approximately twice that amount.

School 622 is the South Alternative Center. The average number of credits earned per enrollment record was 1.26 credits. This ranged from no credits to nine credits earned. On average, 263 hours were submitted for each credit earned. Based on the total number of credits needed to graduate of 21.5, or 5.375 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 190 hours for each credit earned. This was higher than that amount.

School 626 is Hopkins Alternative. This program had only summer enrollments. The average number of credits earned per enrollment record was 1.44 credits. This ranged from no credits to three credits earned. On average, 36 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 984 hours, this means that it would be anticipated to submit 73 hours for each credit earned. This was half of that amount.

School 627 is Hopkins Independent Study. The average number of credits earned per enrollment record was 0.96 credits. This ranged from no credits to 3.5 credits earned. On average, 82 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 984 hours, this means that it would be anticipated to submit 73 hours for each credit earned. This was higher than that amount.

School 694 is Minnetonka Compass. The average number of credits earned per enrollment record was two credits. This ranged from no credits to three credits earned. On average, 169 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (22.5), or 5.625 a year, and core school year of 1,014 hours, this means that it would be anticipated to submit 180 hours for each credit earned. This was less than that amount.

The next school is number 700 – ALC Richfield Success at 15. This program had both core school year and summer program. For their core school year, the average number of credits earned per enrollment record was 0.08 credits. This ranged from no credits to 0.5 credits earned. On average, 339 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (43), or 10.75 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 95 hours for each credit earned. This was higher than that amount.

For their summer program, the average credit earned per enrollment record was 0.18 credits. This ranged from no hours to 0.5 credits. On average, that meant that 255 hours had been submitted for every full credit earned, significantly higher than what would be anticipated.

School 709 is Hopkins North Junior High ALC. For their core school year, the average number of credits earned per enrollment record was 9.33 credits. This ranged from eight credits to 10 credits earned. On average, 58 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 984 hours, this means that it would be anticipated to submit 73 hours for each credit earned. This was less than that amount.

For their summer program, the average credit earned per enrollment record was 0.52 credits. This ranged from 0.25 hours to two credits. On average, that meant that 66 hours had been submitted for every full credit earned, lower than what would be anticipated.

School 710 – Hopkins West Junior High ALC also had both core school year and summer program. For their core school year, the average number of credits earned per enrollment record was 0.07 credits. This ranged from no credits to 0.5 credits earned. On average, 1,045 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 984 hours, this means that it would be anticipated to submit 73 hours for each credit earned. However, this was a program at the middle level for which credits do not appear to have been given because these are middle level, not high school students.

For their summer program, the average credit earned per enrollment record was 0.5 credits. All students earned this amount. On average, that meant that 71 hours had been submitted for every full credit earned, close to what would be anticipated.

School 754 is Westonka Area Learning Center. The average number of credits earned per enrollment record was five credits. This ranged from one credit to 14 credits earned. On average, 132 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (23.5), or 5.875 a year, and core school year of 990 hours, this means that it would be anticipated to submit 169 hours for each credit earned. This was less than that amount.

School 755, ALC Westonka Independent Study, also had both core school year and summer programs. For their core school year, the average number of credits earned per enrollment record was 0.6 credits. This ranged from no credits to one credit earned. On average, 75 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (23.5), or 5.875 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 174 hours for each credit earned. This was less than half of that amount.

For their summer program, the average credit earned per enrollment record was 0.35 credits. This ranged from no credits to one credit. On average, that meant that 251 hours had been submitted for every full credit earned, higher than what would be anticipated.

School 761 is the St. Louis Park ALC. This program had only summer enrollments. The average number of credits earned per enrollment record was 0.8 credits. This ranged from no credits to two credits earned. On average, 84 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (46), or 11.5 a year, and core school year of 1,014 hours, this means that it would be anticipated to submit 88 hours for each credit earned. This was close to, but less than, that amount.

School 762 St. Louis Park Independent Study also had both core school year and summer programs. For their core school year, the average number of credits earned per enrollment record was 0.81 credits. This ranged from no credits to five credits earned. On average, 83 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (46), or 11.5 a year, and core school year of 1,014 hours, this means that it would be anticipated to submit 88 hours for each credit earned. This was less than, but similar to, that amount.

For their summer program, the average credit earned per enrollment record was 0.97 credits. This ranged from no credits to seven credits. On average, that meant that 44 hours had been submitted for every full credit earned, half of what would be anticipated.

School 763—Brooklyn Center ALC—also had both core school year and summer programs. For their core school year, the average number of credits earned per enrollment record was 2.51 credits. This ranged from no credits to 10.65 credits earned. On average, 195 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (26), or 6.5 a year, and core school year of 990 hours, this means that it would be anticipated to submit 152 hours for each credit earned. This was higher than that amount.

For their summer program, the average credit earned per enrollment record was 0.34 credits. This ranged from no credits to one credit. On average, that meant that 214 hours had been submitted for every full credit earned, higher than what would be anticipated.

School 766, NSO Independent Study, also had both core school year and summer programs. For their core school year, the average number of credits earned per enrollment record was 0.29 credits. This ranged from no credits to one credit earned. On average, 185 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (21.5), or 5.375 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 190 hours for each credit earned. The hours submitted were close to this amount.

For their summer program, the average credit earned per enrollment record was 0.39 credits. This ranged from no credits to one credit earned. On average, that meant that 186 hours had been submitted for every full credit earned, close to what would be anticipated.

School 771 is Minnetonka Compass Extended Time. This program had only summer enrollments. The average number of credits earned per enrollment record was 0.5 credits. This ranged from no credits to one credit earned. On average, 153 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (22.5), or 5.625 a year, and core school year of 1,014 hours, this means that it would be anticipated to submit 180 hours for each credit earned. This was less than that amount.

School 772, North Education Center ALC, also had both core school year and summer programs. For their core school year, the average number of credits earned per enrollment record was 1.9 credits. This ranged from no credits to 8.75 credits earned. On average, 209 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (21.5), or 5.375 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 190 hours for each credit earned. The hours submitted were higher than this amount.

For their summer program, the average credit earned per enrollment record was 0.01 credits. This ranged from no credits to 0.5 credit earned. On average, that meant that 1,019 hours had been submitted for every full credit earned, exceeding what would be anticipated.

School 777 was a summer program that had only one student. There were 32 hours submitted but the student did not earn any credit in this independent study program.

School 794 is HAP Independent Study. This program had only core school year enrollments. The average number of credits earned per enrollment record was 1.74 credits. This ranged from no credits to five credits earned. On average, 74 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (54), or 13.5 a year, and core school year of 984 hours, this means that it would be anticipated to submit 73 hours for each credit earned. This was close to this amount.

School 800—West Education Center Alternative—also had both core school year and summer programs. For their core school year, the average number of credits earned per enrollment record was 0.54 credits. This ranged from no credits to 5.84 credits earned. On average, 583 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (21.5), or 5.375 a year, and core school year of 1,025 hours, this means that it would be anticipated to submit 191 hours for each credit earned. The hours submitted were higher than this amount.

For their summer program, the average credit earned per enrollment record was 0.02 credits. This ranged from no credits to 0.4 credits earned. On average, that meant that 2,412 hours had been submitted for every full credit earned, exceeding what would be anticipated.

The Hennepin Gateway to College program had only core school year enrollments. The average number of credits earned per enrollment record was 1.33 credits. This ranged from no credit to five credits earned. On average, 380 hours were submitted for each credit earned. Based on the total number of credits needed to graduate (21.5), or 5.375 a year, and core school year of 1,020 hours, this means that it would be anticipated to submit 190 hours for each credit earned. Submitted hours were twice as high.

### ***Attendance for FY 14***

For the ALC Brooklyn Center High School Independent Study program, the average attendance was 22 percent. This ranged from 0 to 33 percent.

School 603 is ALC Eden Prairie High School Independent Study. Their average attendance was 40 percent. This ranged from 0 to 100 percent.

ALC Richfield High School Independent Study had average attendance of 69 percent. This ranged from 0 to 100 percent.

At ALC Eden Prairie High School Independent Study (summer), all students were reported as having an attendance rate of 100 percent.

School 614 is Minnetonka High School Independent Study. They had average attendance of 29 percent. This ranged from 0 to 50 percent.

School 615 is W-ALT Independent Study. They had average attendance of 21 percent. This ranged from 0 to 33 percent.

School 618, SECA Independent Study, had an average attendance rate of 100 percent for all students.

School 622 is the South Alternative Center. They had average attendance of 73 percent. This ranged from 0 to 100 percent.

School 626 is Hopkins Alternative. They had average attendance of 96 percent. This ranged from 0 to 100 percent.

School 627 is Hopkins Independent Study. They had average attendance of 21 percent. This ranged from 0 to 40 percent.

School 694 is Minnetonka Compass. They had average attendance of 89 percent. This ranged from 0 to 100 percent.

School 700 is ALC Richfield Success at 15. They had average attendance of 99 percent. This ranged from 0 to 100 percent. For their summer program, they had attendance of 100 percent.

School 709 is the Hopkins North Junior High ALC. They had average attendance of 94 percent. This ranged from 89 percent to 100 percent. For their summer program, they had average attendance of 92 percent. This ranged from 33 percent to 100 percent.

School 710 is Hopkins West Junior High ALC. They had average attendance in their core school year program of 70 percent. This ranged from 43 percent to 100 percent. For their summer program, they had average attendance of 94 percent. This ranged from 75 percent to 100 percent.

School 754 is Westonka Area Learning Center. They had an average attendance rate of 90 percent. This ranged from 17 percent to 100 percent.

School 755 ALC Westonka Independent Study had average attendance in their core school year program of 20 percent. This ranged from 0 to 33 percent. For their summer program, they had average attendance of 27 percent. This ranged from 0 to 100 percent.

School 761 is St. Louis Park ALC. They had an average attendance rate of 95 percent. This ranged from 0 to 100 percent.

School 762, St. Louis Park Independent Study, had average attendance in their core school year program of 18 percent. This ranged from 0 to 100 percent. For their summer program, they had average attendance of 46 percent. This ranged from 0 to 100 percent.

School 763, Brooklyn Center ALC, reported all students with 100 percent attendance for both their core school year and their summer program.

School 766, NSO Independent Study, had average attendance in their core school year program of 21 percent. This ranged from 0 to 66 percent. For their summer program, they had average attendance of 20 percent. This ranged from 0 to 33 percent. Independent Study programs should report only face-to-face time as attendance so their attendance rates are much lower than a seat-based program.



School 771 is Minnetonka Compass Extended Time. They had average attendance of 92 percent, ranging from 0 to 100 percent.

School 772, North Education Center ALC, had average attendance of 71 percent, ranging from 0 to 100 percent. For their summer program, the average attendance was 82 percent, ranging from 0 to 100 percent.

School 777 was a summer program that had only one student. This student had an attendance rate of 100 percent.

School 794 is HAP Independent Study. They had an attendance rate of 100 percent for all students.

School 800, West Education Center Alternative, also had both core school year and summer programs. For their core school year, the average attendance was 51 percent, ranging from 8 percent to 100 percent. For their summer program, the attendance rate was 50 percent, ranging from 0 to 100 percent.

School 801 is Hennepin Gateway to College. This program had an attendance rate of 63 percent, ranging from 10 to 96 percent.

## **Graduation Data**

In FY 13, the following programs had cohort sizes too small to calculate a four, five or six year graduation rate:

- HAP Independent Study
- Hopkins Independent Study
- Minnetonka Compass

Eden Valley ALC Independent Study program had a zero graduation rate for their five- and six-year rate. The cohort size was too small to calculate a four-year rate.

Westonka Learning Academy had only enough students for a four-year rate. Their four-year rate was 0 percent.

In FY 14, the following programs had cohort sizes too small to calculate a four-, five- or six-year graduation rate:

- HAP Independent Study
- Hopkins Independent Study
- Minnetonka Compass
- St. Louis Park Independent Study
- West Education Alternative Independent Study

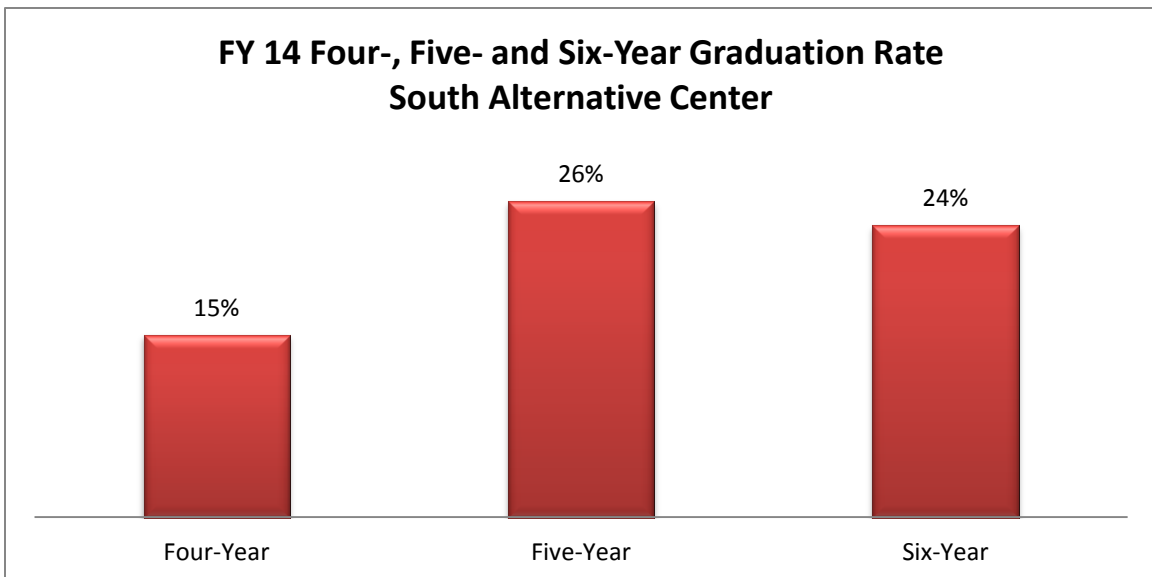
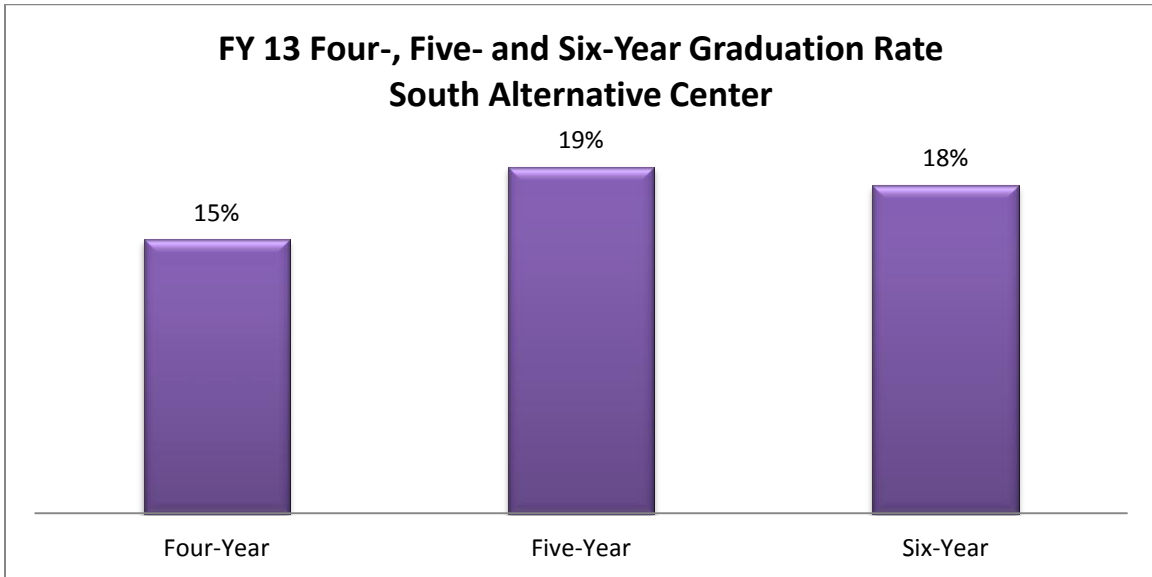
Westonka Learning Academy had enough students to receive a five-year graduation rate only. Their five-year rate was 10 percent.

There are some programs where the graduation rates can be compared over the two years. One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If

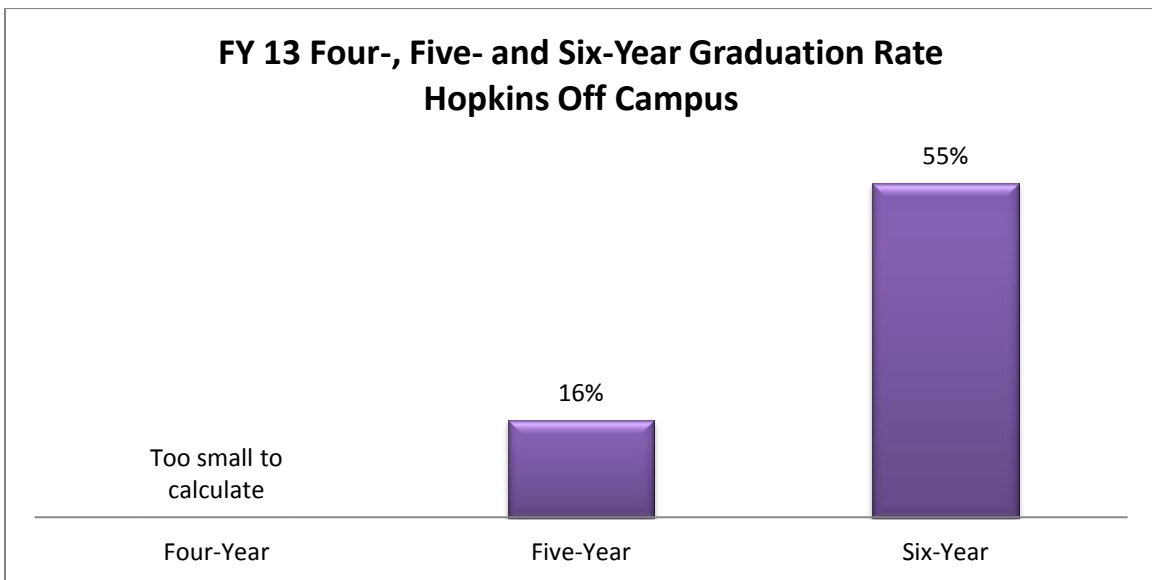
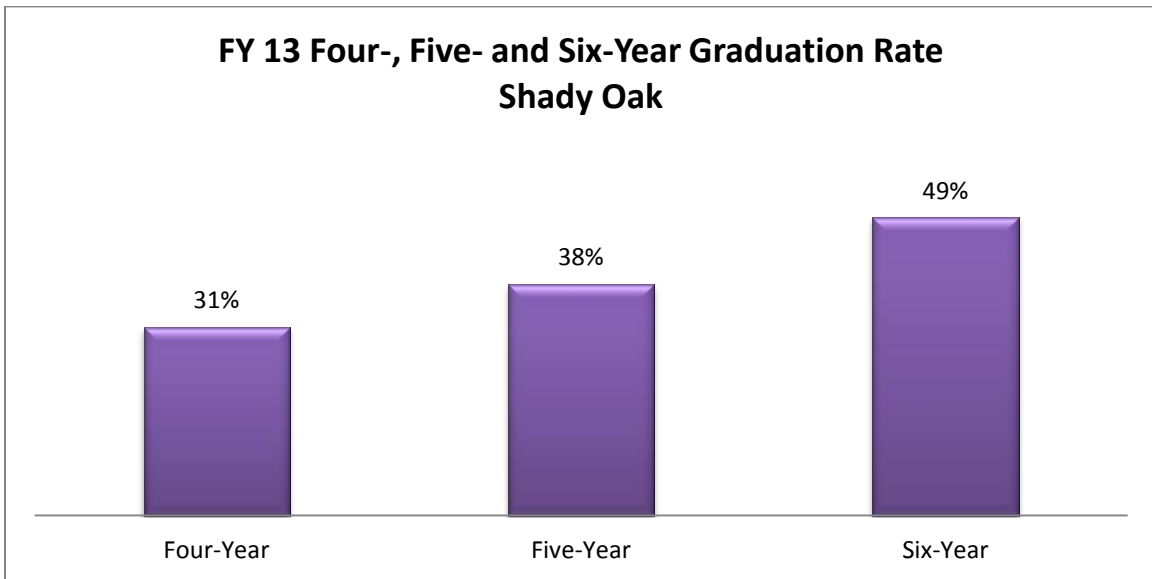
the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

At South Alternative Center, the FY 13 four-year graduation rate was 15 percent. This rose to 26 percent in the FY 14 five-year graduation rate. The cohort size changed from 59 students to 81 students, an increase of 37 percent.

The FY 13 five-year graduation rate was 19 percent and rose to 24 percent for the FY 14 six-year graduation rate. The cohort size rose from 69 to 72 students.

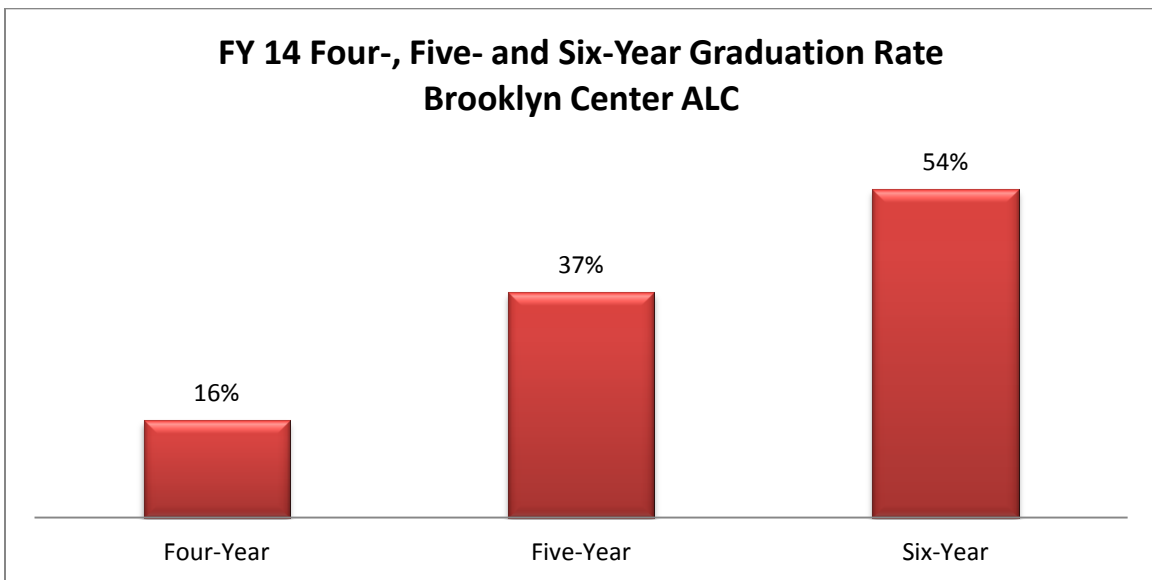
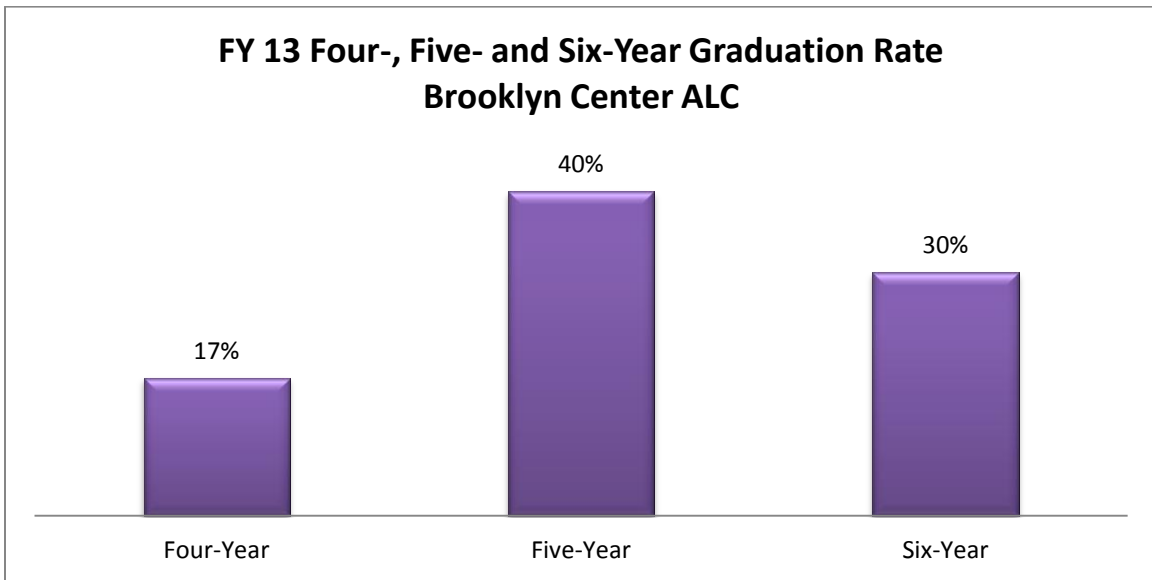


At Shady Oak and Hopkins, they do not have FY 14 graduation rates with which to compare.



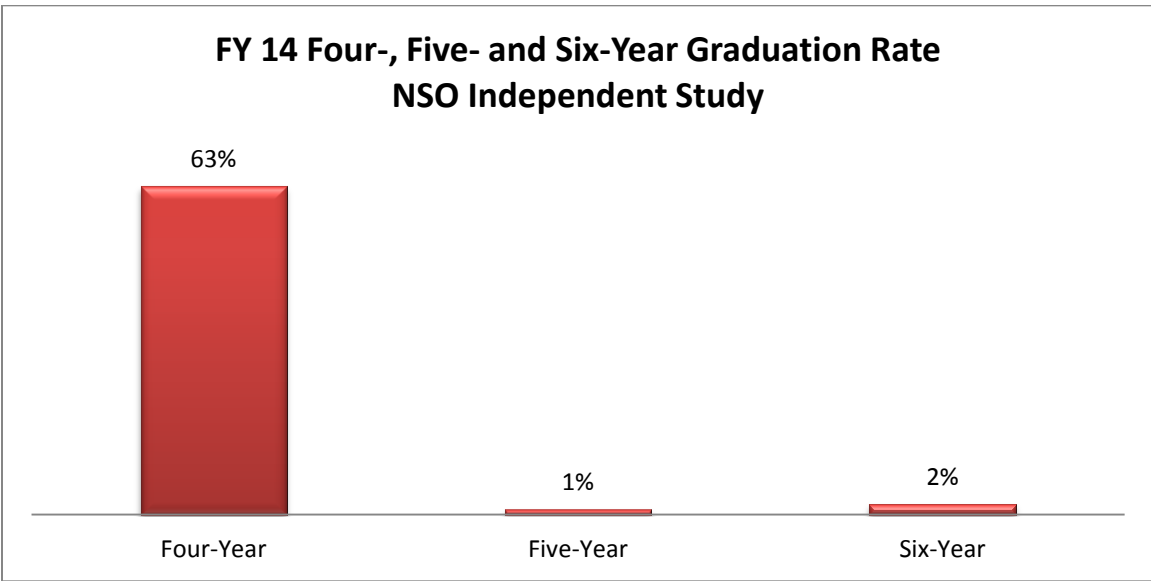
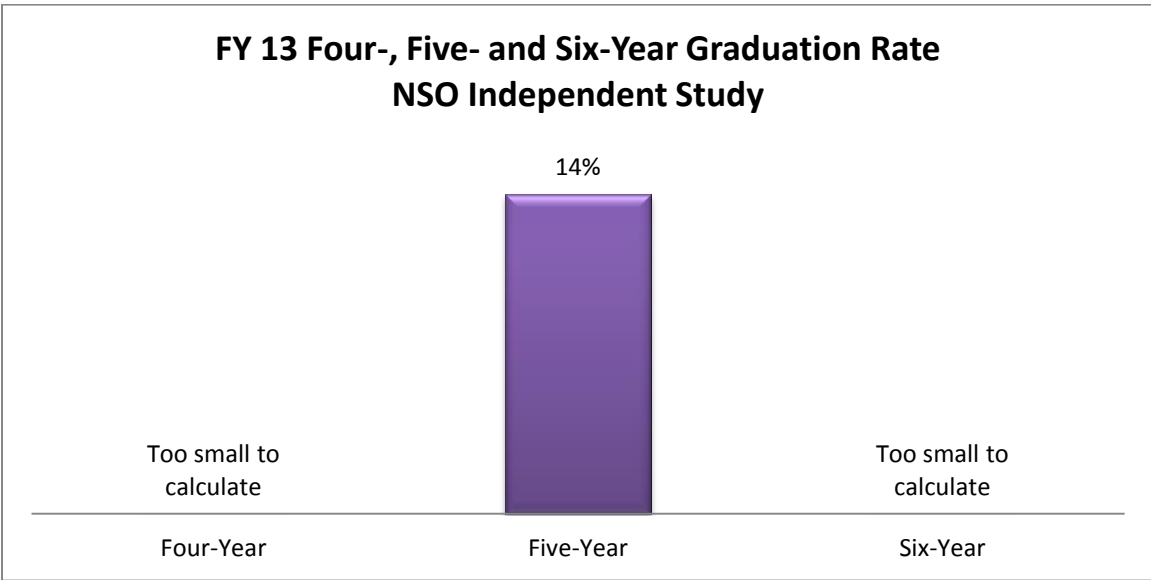
At Brooklyn Center, the FY 13 four-year graduation rate was 17 percent. This rose to 37 percent in the FY 14 five-year graduation rate. The cohort size changed from 31 students to 42 students; an increase of 30 percent.

The FY 13 five-year graduation rate was 40 percent and rose to 54 percent for the FY 14 six-year graduation rate. The cohort size rose from 38 to 46 students.



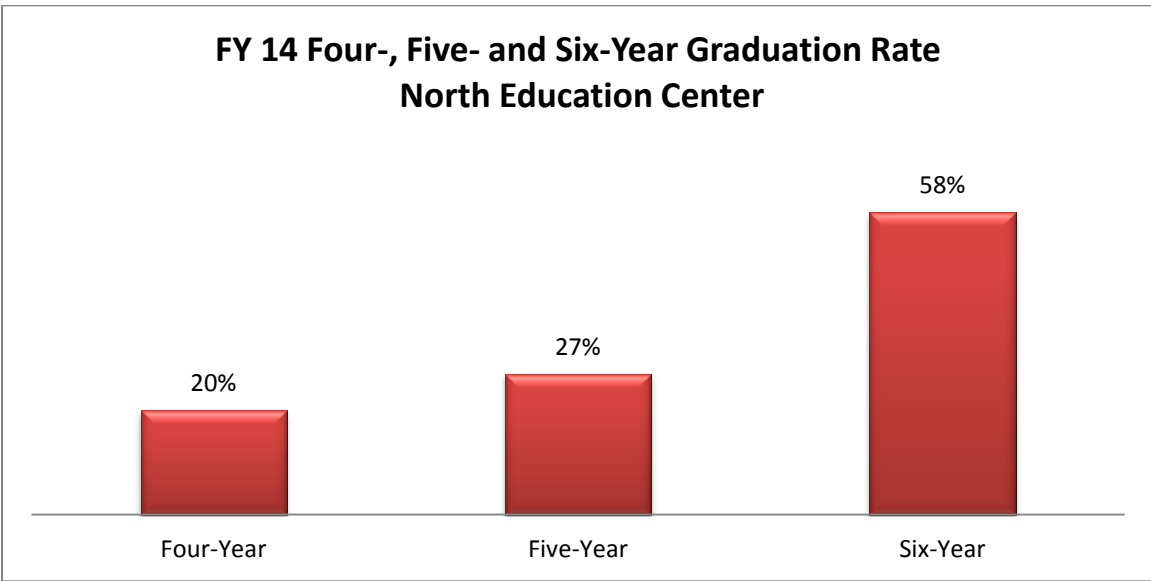
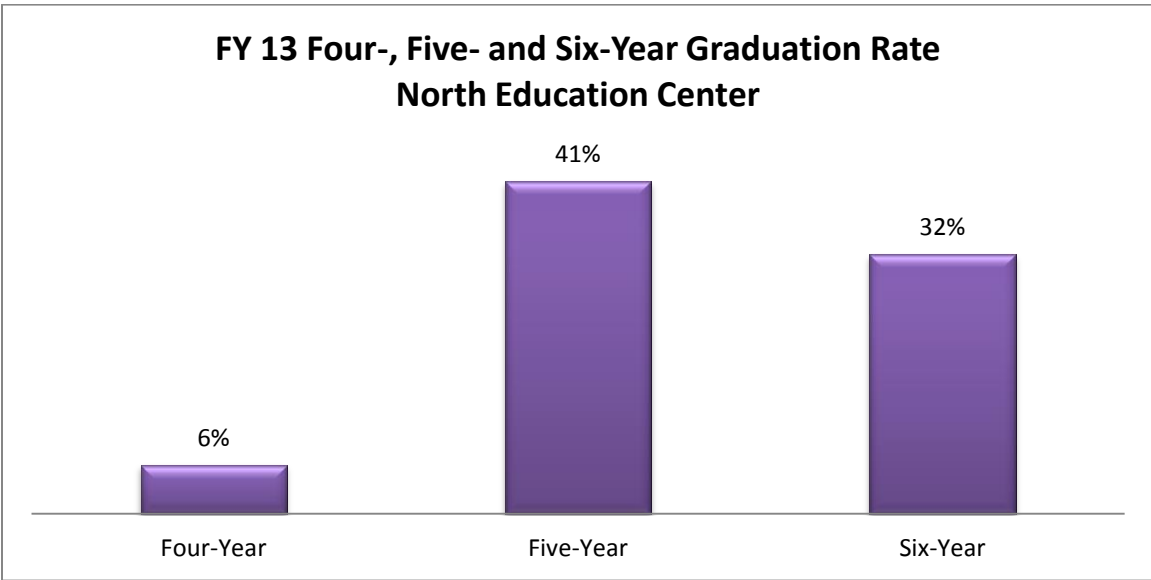
At NSO Independent Study, the FY 13 four-year graduation rate was 0 percent. This rose to 1 percent in the FY 14 five-year graduation rate. The cohort size changed from 15 students to 70 students; an increase of over 300 percent.

The FY 13 five-year graduation rate was 14 percent and fell to 2 percent for the FY 14 six-year graduation rate. The cohort size fell from 51 to 45 students.

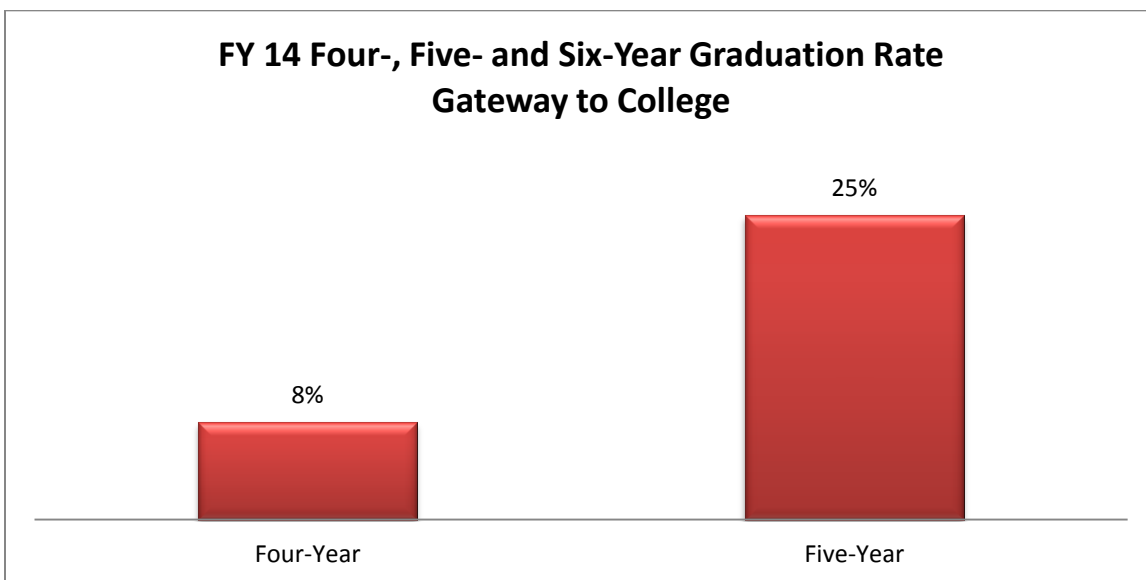
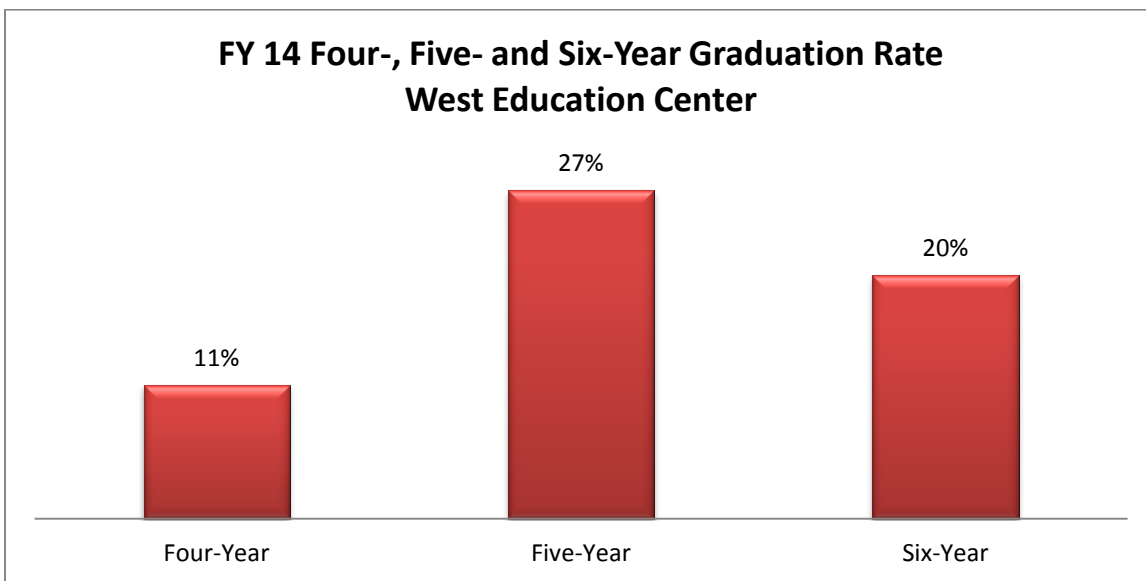


At North Education Center, the FY 13 four-year graduation rate was 6 percent. This rose to 27 percent in the FY 14 five-year graduation rate. The cohort size changed from 69 students to 67 students.

The FY 13 five-year graduation rate was 41 percent and rose to 58 percent for the FY 14 six-year graduation rate. The cohort size fell from 34 to 31 students.



They have only FY 14 graduation rates for the West Education Program and the Gateway to College program.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

Intermediate 287 had only a few programs that were large enough to have an MMR score in both FY 13 and FY 14. The first was 272 – Central Middle School Alternative. They had an MMR score of 45.53 percent in FY 13 and 45.46 percent in FY 14. Their FR score in FY 13 was 57.77 percent and in FY 14, it was 50.16 percent.

The other program is the South Alternative Center. They had an MMR score of 53.76 percent in FY 13 and 68.9 percent in FY 14.

Two other programs had an MMR score in FY 14 only. The ALC program at Eden Prairie had an MMR score of 27.7 percent. The North Education Center Alternative had an MMR score of 50.06 percent and an FR score of 23.88 percent.



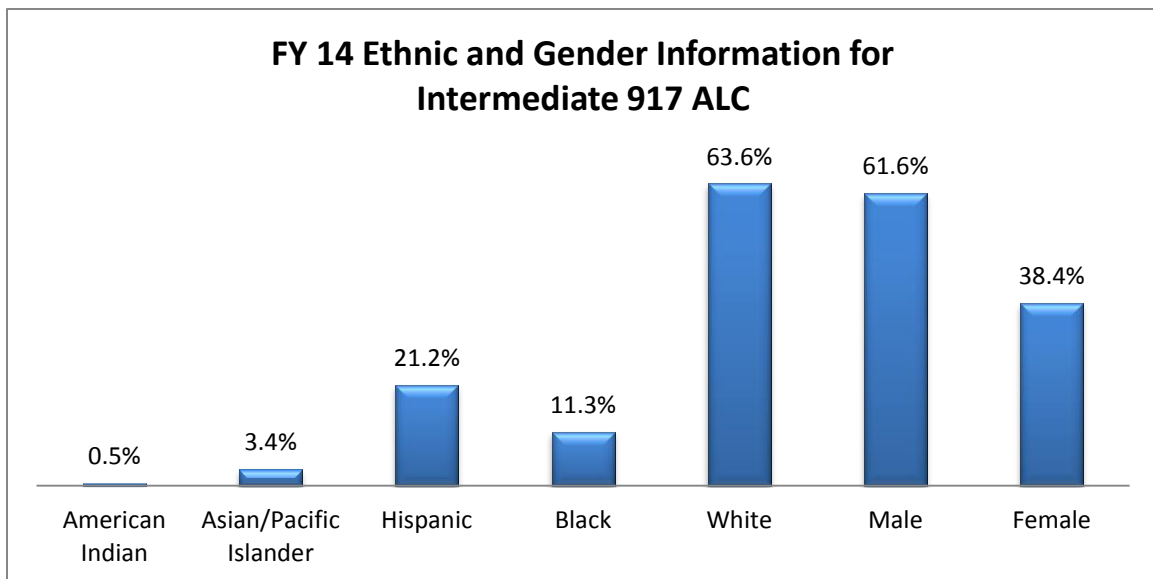
## Intermediate School District 917, 0917-06

### Program Information

Intermediate District 917 provides multiple opportunities for students in several area learning centers and targeted services programs.

### Demographics

This is an intermediate district, which serves several districts in the area. In this report, they are not able to compare their students to the overall population of the sending district. The following chart is for information only.



### Summer Programs

#### *Targeted Services*

Intermediate District 917 operates a targeted services program for 16 days for four hours per day. Program planning for the upcoming summer begins in the spring. Their program focus is determined at the district level, but they are still working towards matching student needs to programming. They share the information on their summer program through the building newsletters and referral letters sent to families.

The curriculum that they use is called RAZ Kids. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities focus on both academic growth and social or emotional growth. Their schedule is divided into two distinct parts and program staff leads either academic or social/emotional activities, but not both. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student-to-staff ratio of no more than 12 to one. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Intermediate District 917 operates two programs: an independent study program, which means that membership is calculated based on work completion and teacher contact time, and a blended program which combines seat-based time with Independent Study. Students are referred to the program by their teachers if they have failed a class. Students can also refer themselves, either before the session begins or by walking in the first day.

Intermediate 917 does not think of students who are at-risk or off-track as separate groups, so they treat all students the same way. They send letters home to families of all at-risk students with recommendations to their summer program.

They offer credits in a variety of subjects including Algebra I and II, Geometry, English 9, 10, 11 and 12.

They see their students' greatest area of need as math courses such as Algebra and Geometry, followed by English classes, and then remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Intermediate School District 917 operates an Area Learning Center that serves multiple districts and serves as one of the intervention strategies for these districts.

They offer programs at the high school level but not at the middle school level. Their programs operate year round and are open to a variety of qualifying factors. Students can get a referral from their home high school or they can inquire on their own. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 50 and 75 percent.

Intermediate School District 917 was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Intermediate School District 917 was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: We are not doing this in our district.
- Minnesota Early Intervention Response System: *We are not doing this in our district.*

- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for those students who need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for those students who need it.
- Mentors: We are planning on doing this in our district.

### ***Average length of enrollment for FY 14***

Intermediate District 917 operates several programs. These will be looked at individually.

In the Dakota City core school year program, the average length of enrollment was 409 hours. There were 398 enrollment records and they generated 155.09 regular ADMs and 3.14 extended ADMS.

For the EDOP Extended Day program, the average length of enrollment was 76 hours. There were 77 enrollment records and they generated 3.74 regular ADMs and 0.11 extended ADMS.

In the West Heights ALC core school year program, the average length of enrollment was 429 hours. There were 117 enrollment records and they generated 46.54 regular ADMs and 1.78 extended ADMS.

For the West Heights ALC Extended Day program, the average length of enrollment was 89 hours. There were 98 enrollment records and they generated 4.28 regular ADMs and 2.74 extended ADMS.

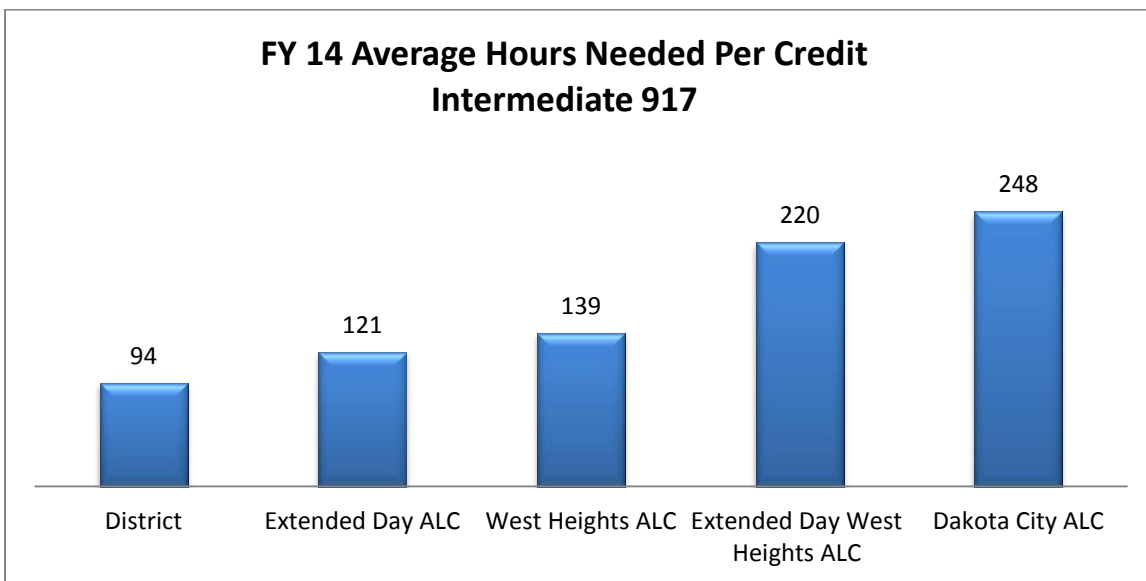
### ***Average number of credits earned for FY 14***

For the Dakota City core school year program, students earned an average of 1.65 credits. On average, students needed 248 hours to complete a credit compared to 93.5 hours anticipated to be needed for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the EDOP Extended Day program, students earned an average of 0.63 credits. Students needed 121 hours to earn a credit on average.

For the West Heights core school year program, students earned an average of 0.64 credits per enrollment record. Approximately 138 hours were submitted per credit earned. For the Extended Day program, an average of 0.63 credits was earned per enrollment record. Approximately 121 hours were submitted for each credit earned.

The following chart shows the average number of hours needed in Intermediate District 917 for a one-credit class (based on 44 credits to graduate, or 11 credits a year, core school year program of 1,028 instructional hours), the average hours needed for one credit in the Dakota City ALC program overall, the EDOPs Extended Day program, the West Heights ALC and the West Heights Extended Day program.



***Attendance for FY 14***

Attendance for the Dakota City core school year program was 51 percent. For the EDOP Extended Day program, the average attendance was 24 percent.

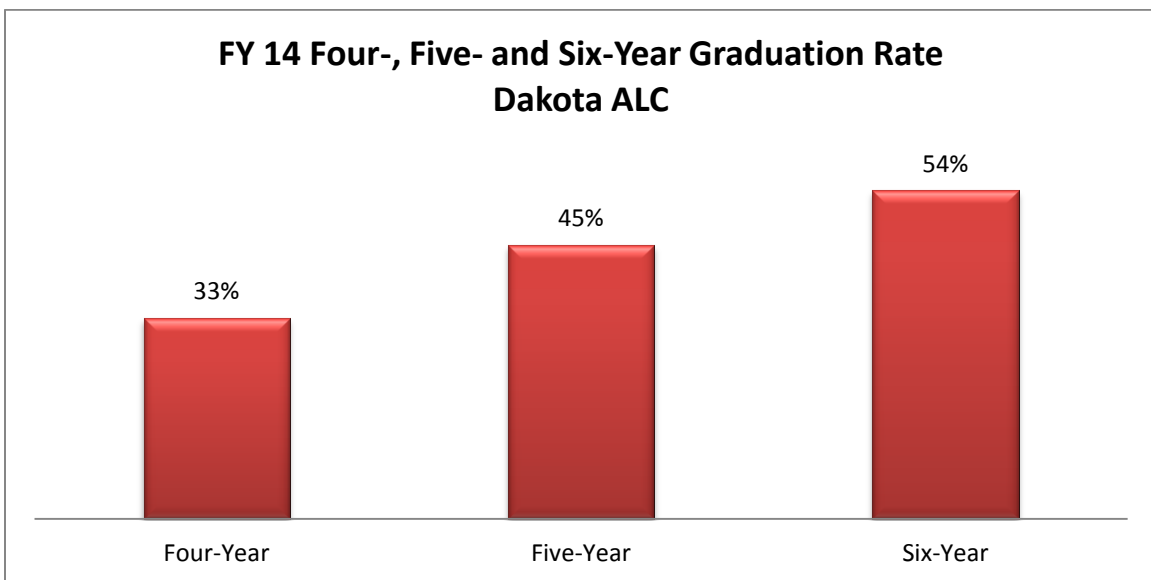
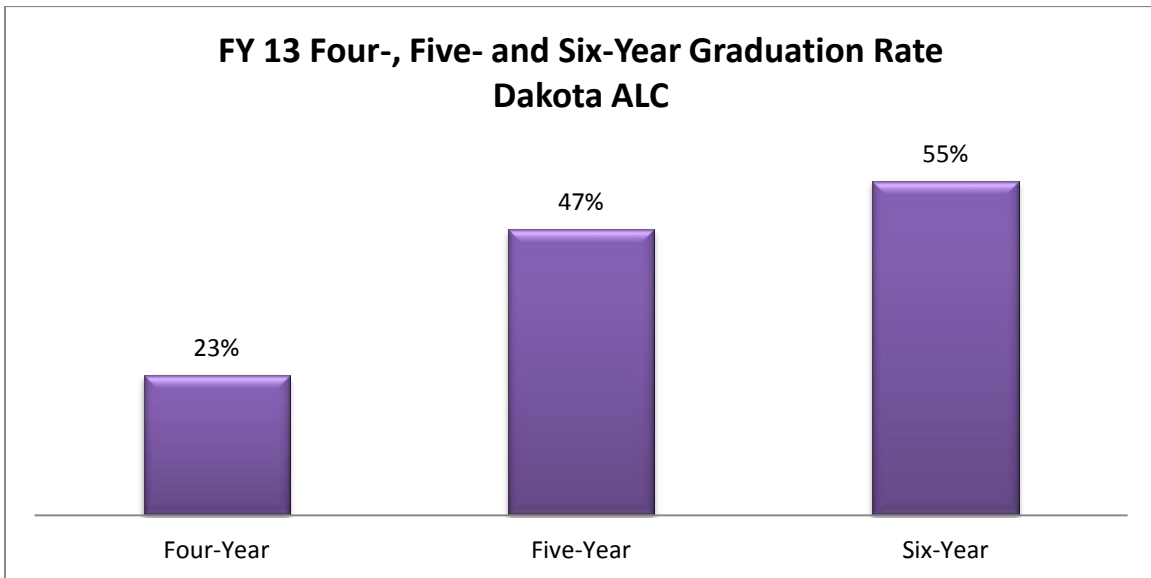
In the West Heights ALC core school year program, the average attendance was 61 percent. For the Extended Day program, it was 25 percent.

**Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

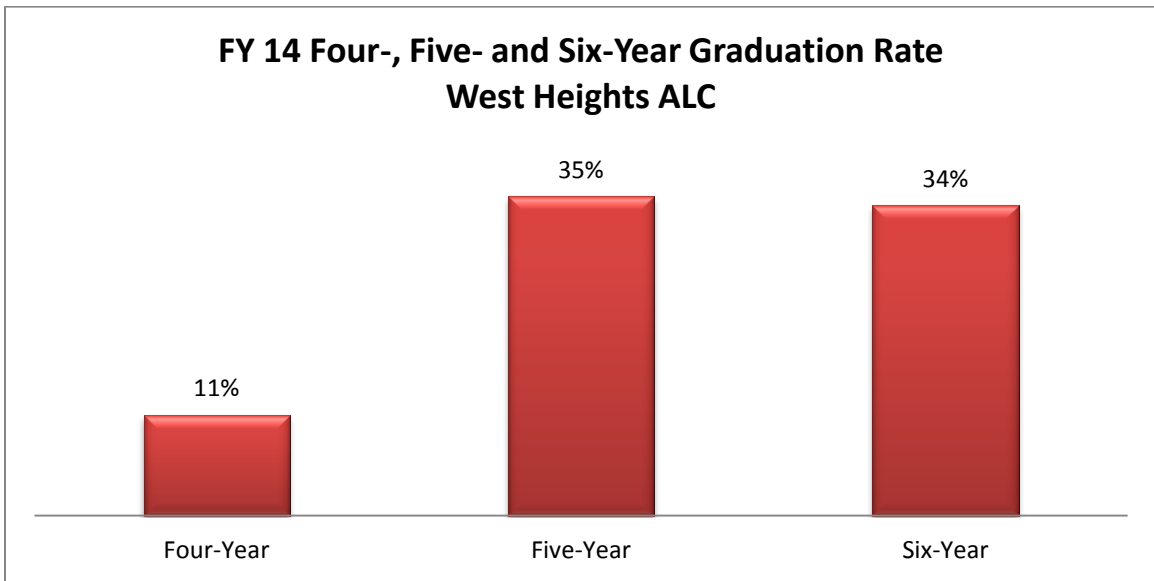
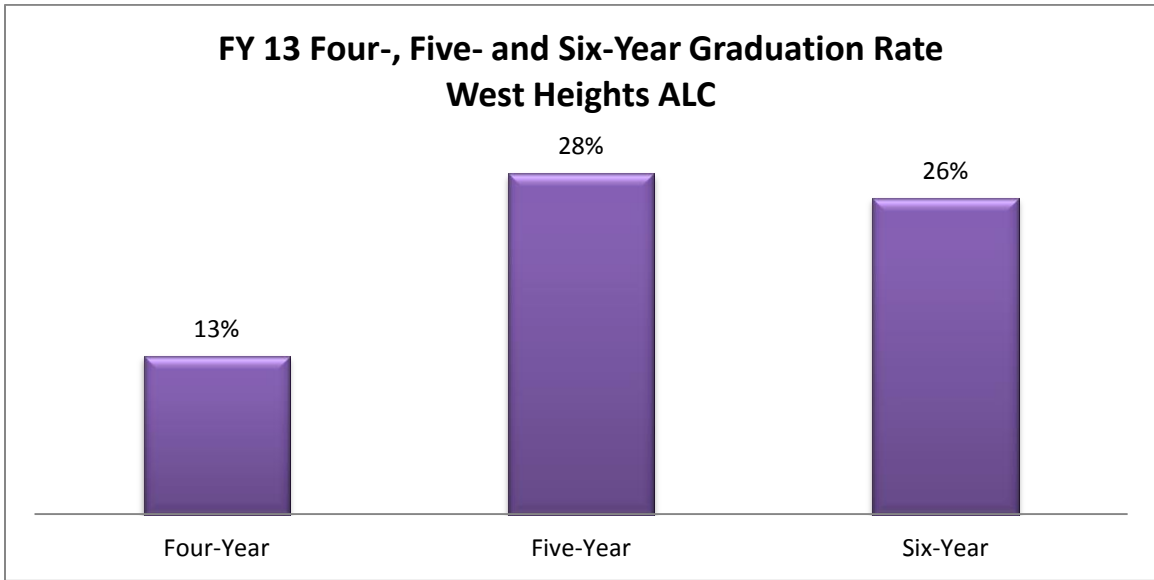
The FY 13 four-year graduation rate for Dakota City was 23 percent. This rose to 45 percent in the FY 14 five-year graduation rate. The cohort size fell from 148 students to 129 students.

The FY 13 five-year graduation rate for Dakota City was 47 percent and rose to 54 percent for the FY 14 six-year graduation rate. The cohort size rose from 102 to 106 students.



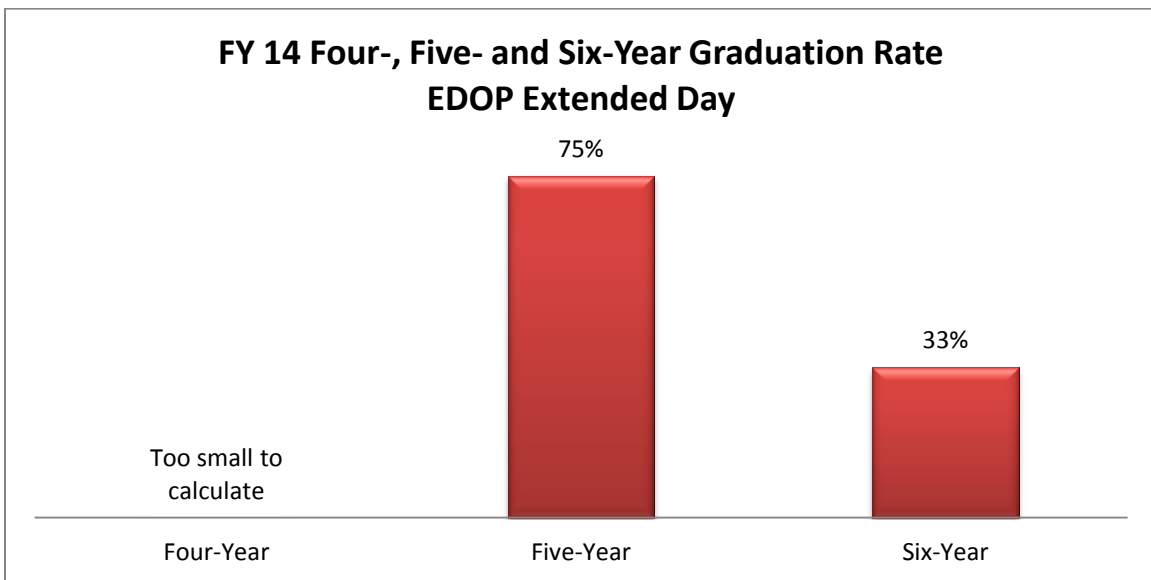
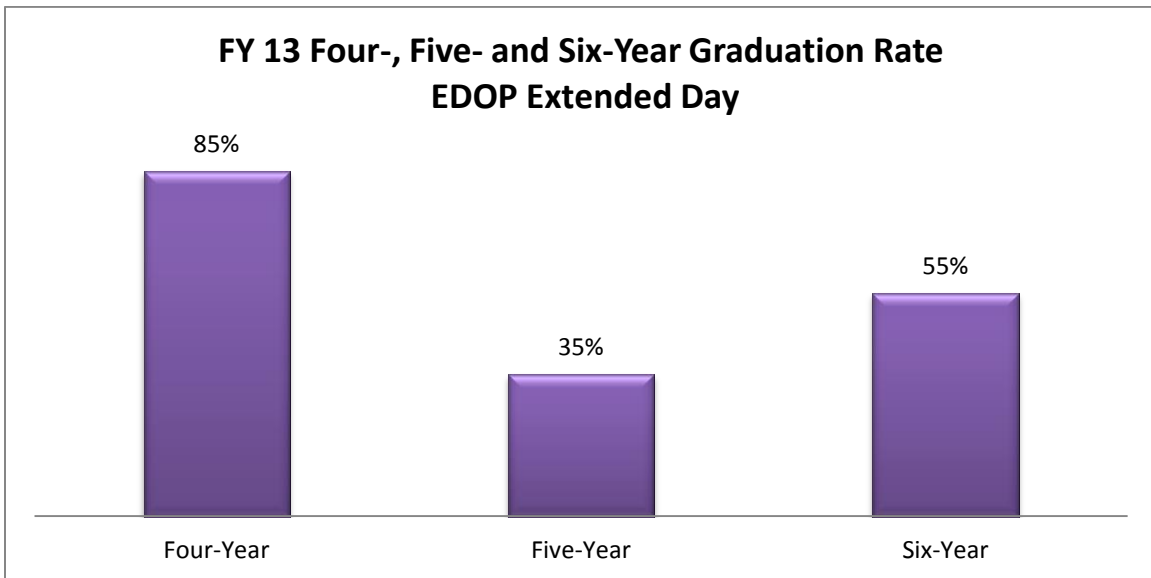
For the West Heights ALC, the FY 13 four-year graduation rate was 13 percent. This rose to 35 percent in the FY 14 five-year graduation rate. The cohort size rose from 47 students to 51 students.

The FY 13 five-year graduation rate for West Heights was 28 percent and rose to 34 percent for the FY 14 six-year graduation rate. The cohort size rose slightly from 43 to 44 students.



For the EDOP Extended Day program, the FY 13 four-year graduation rate was 85 percent. This fell to 75 percent in the FY 14 five-year graduation rate. The cohort size rose from 13 students to 20 students, an increase of over 50 percent.

The FY 13 five-year graduation rate was 35 percent and fell to 33 percent for the FY 14 six-year graduation rate. The cohort size rose slightly from 20 to 21 students.



## **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

Intermediate District 917 had one program that received an MMR score. The Dakota City ALC had an MMR score of 65.87 percent in FY 13 and 42.39 percent in FY 14.

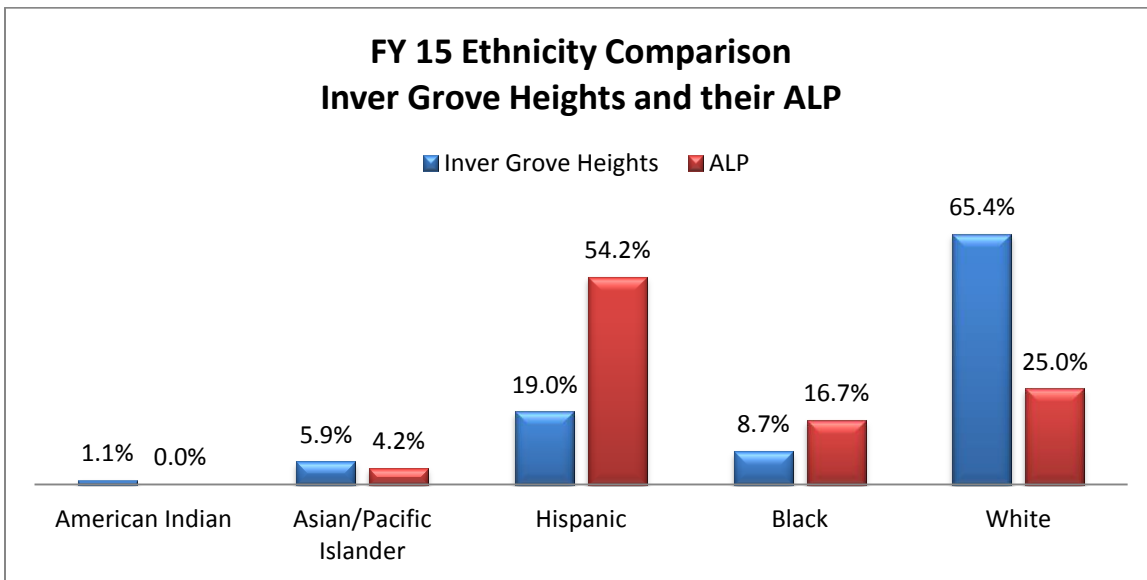
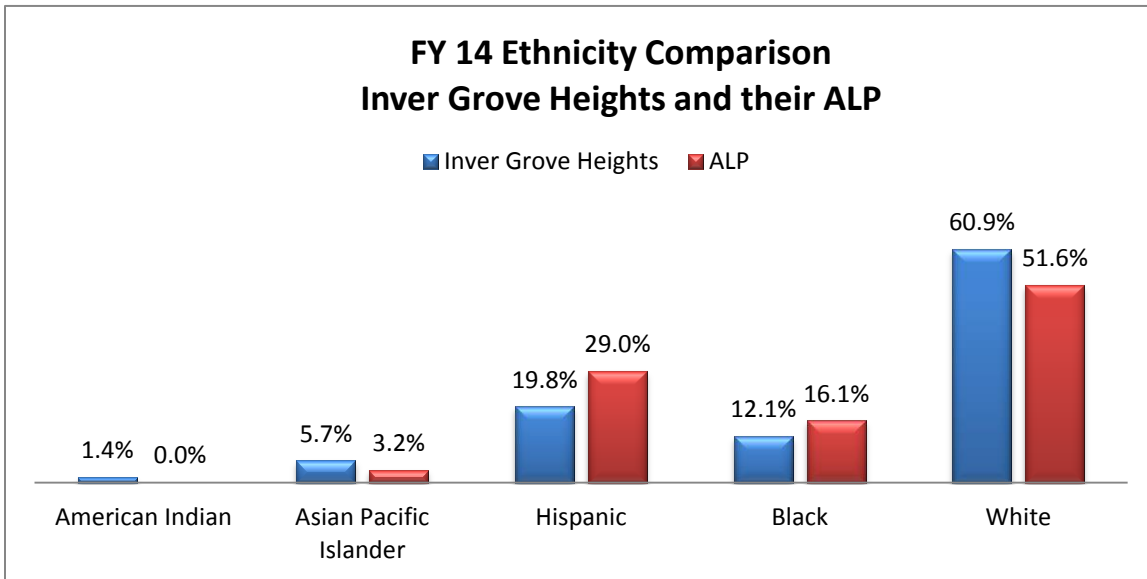


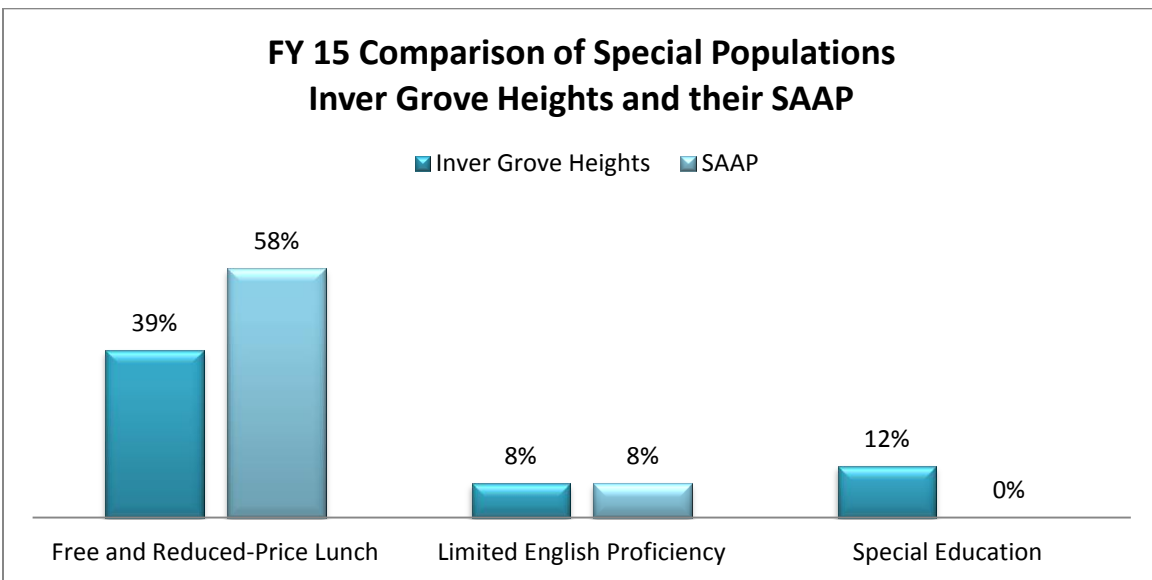
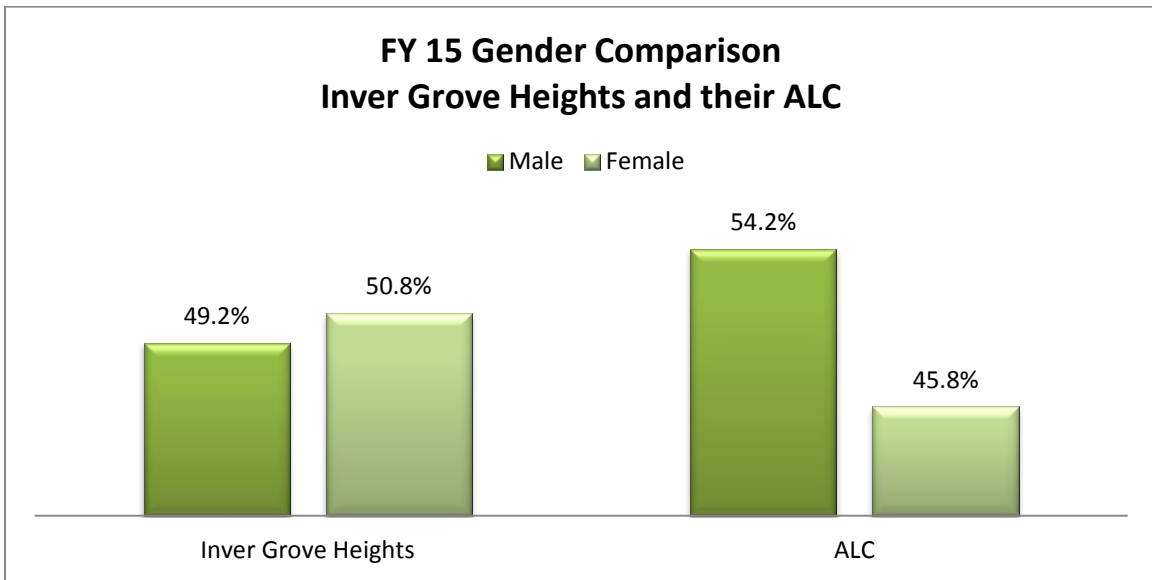
# Inver Grove Heights School District, 0199-01

## Program Information

Inver Grove Heights operates an alternative learning program called Simley Alternative Program, serving grades nine through 12.

## Demographics





## Summer Program

### *ALP Summer Term*

Inver Grove Heights operates two summer programs. Each of these goes for five days a week for four weeks and lasts for 6.5 hours per day. They have a blended seat-based and an independent study program, which means that membership is partially calculated on work completion and teacher contact time. They also have a straight seat-based program.

Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class.

Inver Grove does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

They offer credits in a variety of subjects including English 12, Health, Earth Science, and Biology. They also offer generic classes in science, math, English and social studies. They offer a Cognitive Psychology class that they use to fulfill the 11<sup>th</sup>-/12<sup>th</sup>-grade level social studies credit.

They see their students' greatest area of need as math courses such as Algebra, followed by English classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Inver Grove Heights Schools operates an alternative learning program called Simley ALP. Their program is open to a variety of qualifying factors. Students must be in eleventh or twelfth grade to enroll. Students request placement in ALP through their guidance counselor. A meeting is then conducted with the student, parent, counselor, administrator, and ALP teacher(s) to determine if the ALP would be a good fit.

When a student leaves school, there are several things a district could choose to do. Inver Grove Heights Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Inver Grove Heights Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: *We will be implementing this in our district.*
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are in the process of fully implementing this in our district.

Inver Grove Heights believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is approximately 25 to 50 percent.

**Average length of enrollment for FY 14**

Inver Grove Heights showed 166 enrollment records for their core school year program. Students were enrolled for an average of 201 hours. This ranged from six hours to 1,058 hours. They generated 26.01 regular ADMs and 5.49 extended ADMs.

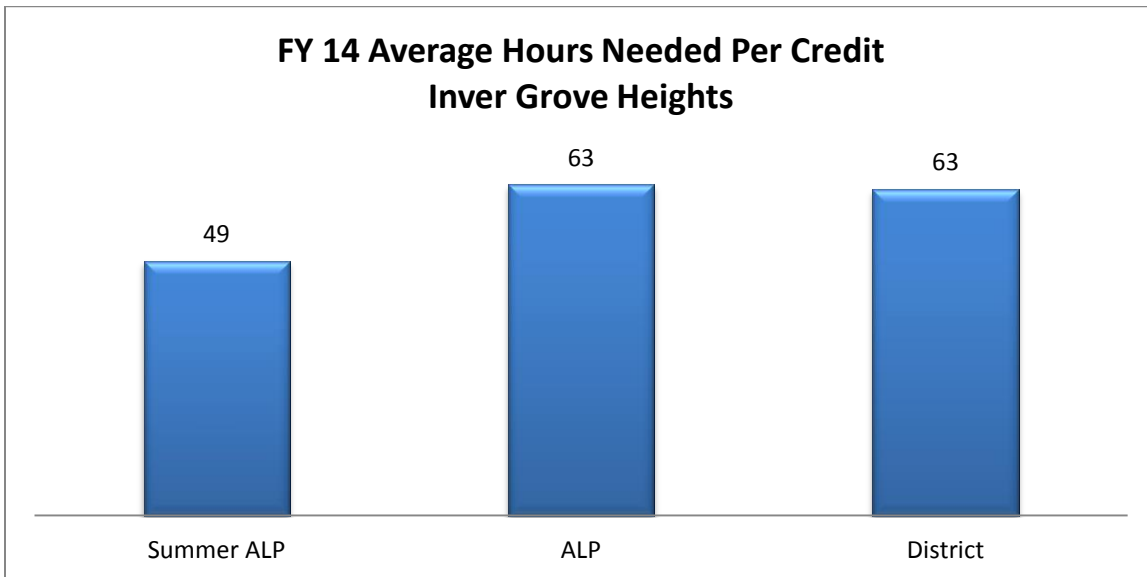
For their summer program, they had 214 enrollment records and students were enrolled for an average of 69 hours. This ranged from 10 hours to 167 hours. They generated 4.48 regular ADMs and 9.41 extended ADMs.

**Average number of credits earned for FY 14**

Inver Grove Heights requires 66 credits to graduate or 16.5 credits a year. Based on their length of instructional program for the year, this means students need approximately 63 hours to earn a credit.

In the ALP core school year program, students earned an average of 3.17 credits. This ranged from no credits earned to 25 credits earned. It took on average 63 hours to earn a credit, the same as those needed at the traditional high school.

For the summer program, students earned an average of 1.42 credits. This ranged from no credits earned to four credits earned. It took on average 49 hours to earn a credit, significantly less than the 63 needed at the traditional high school.



**Attendance for FY 14**

Attendance at the core school day program averaged 85 percent. It ranged from 27 to 100 percent. For the summer program, the average attendance was 88 percent. This ranged from 0 to 100 percent.

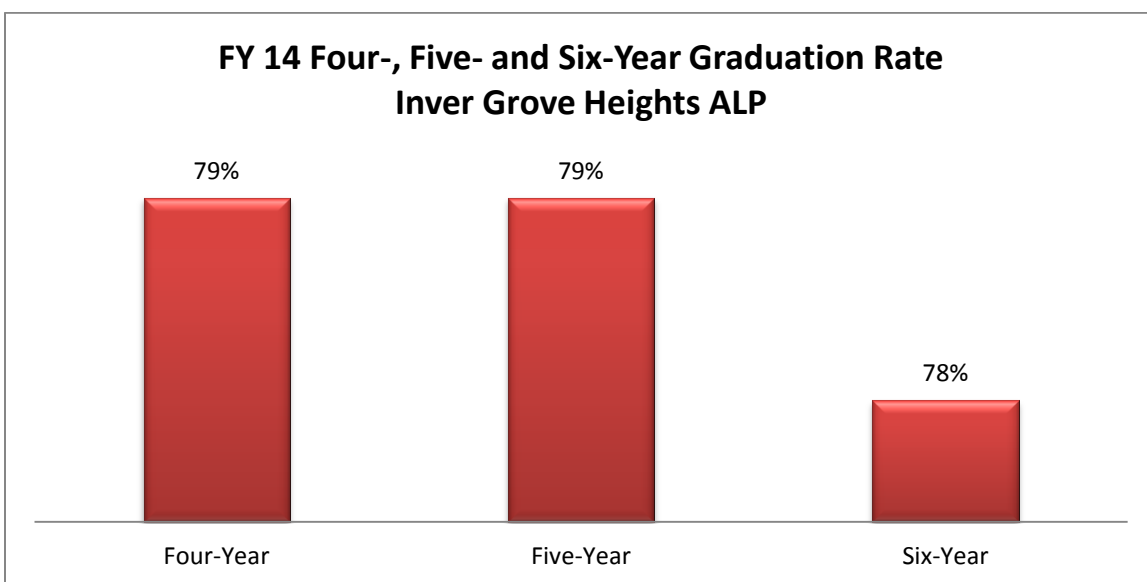
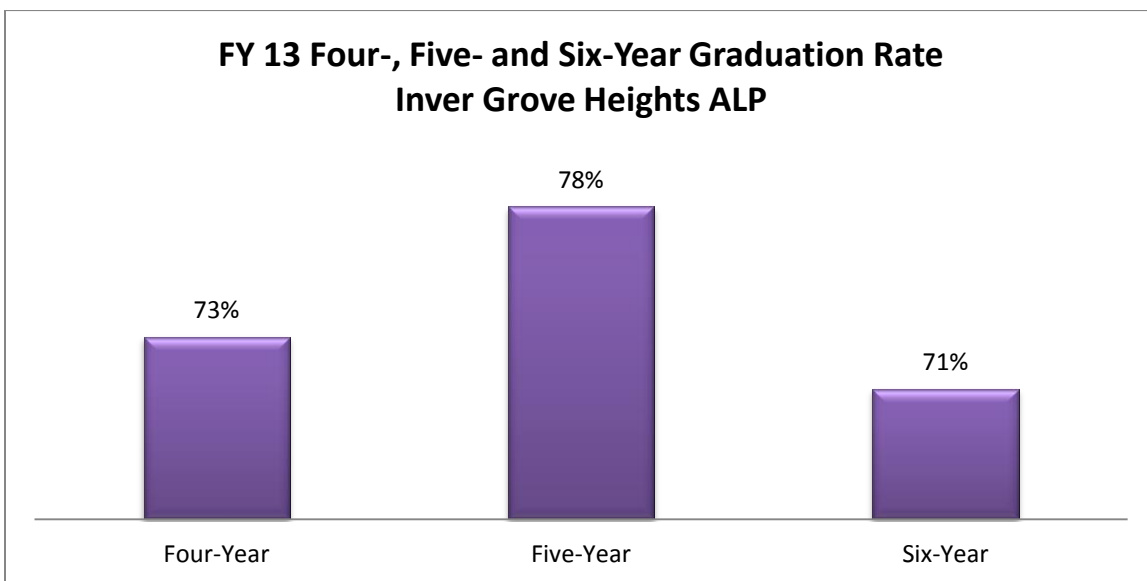
**Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort.

The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides this by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate. All things being equal, they hope for the rates to increase each year.

For Inver Grove Heights, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was 6 percent, rising from 73 percent to 79 percent. The cohort size decreased by two students. The increase from FY 13 five-year to FY 14 six-year was zero. The cohort size remained the same.

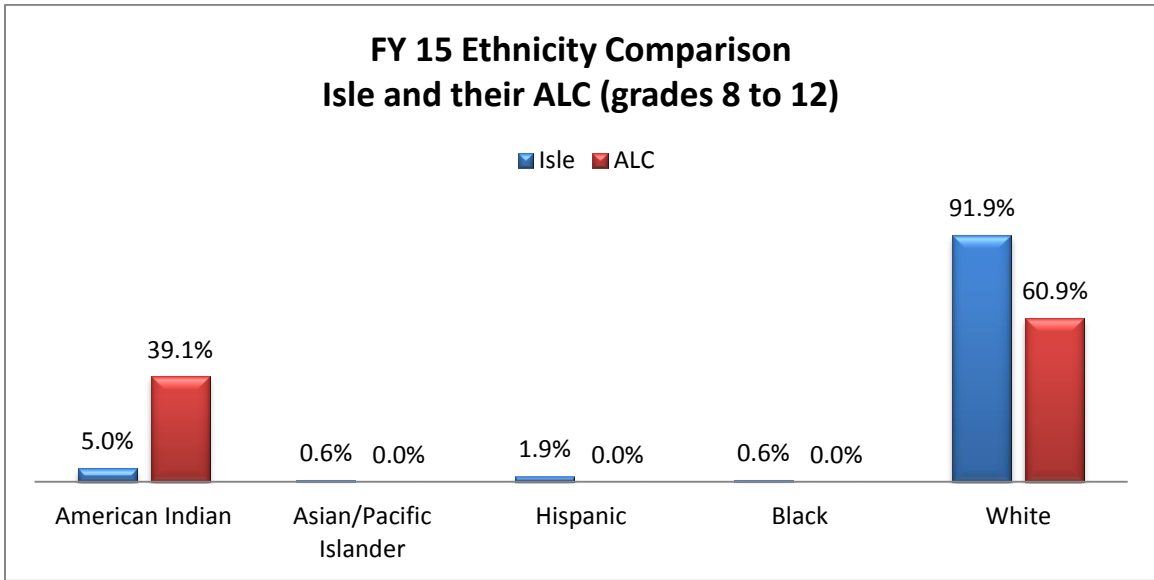
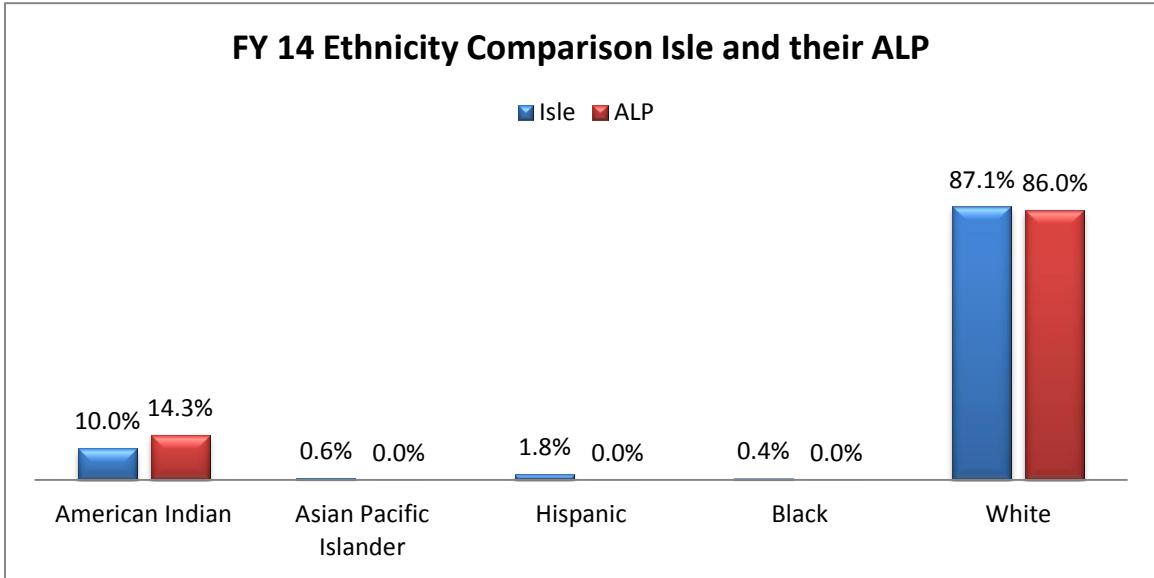


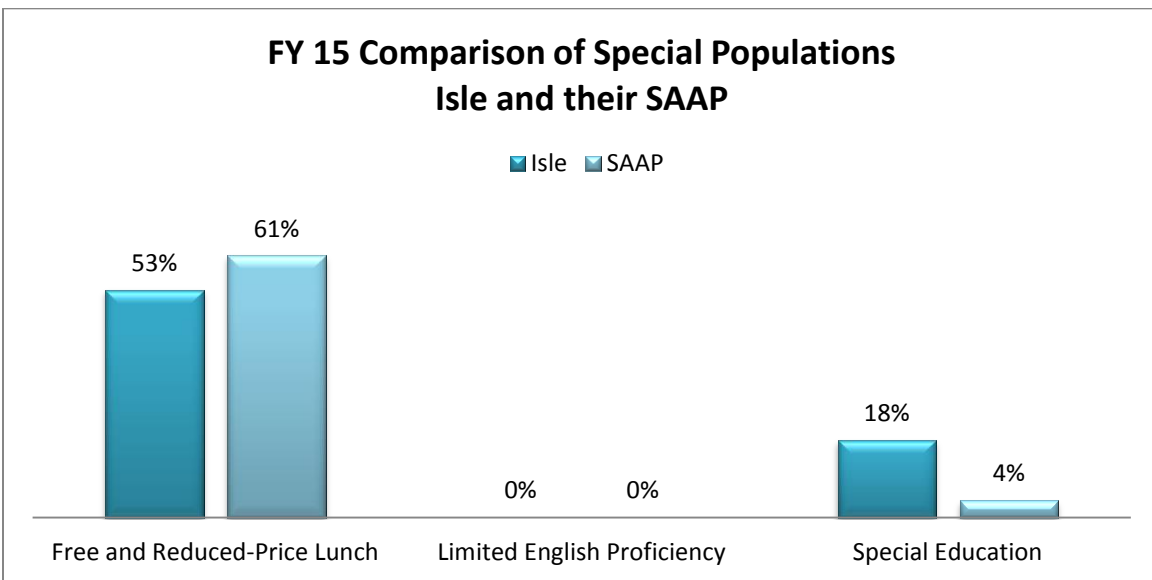
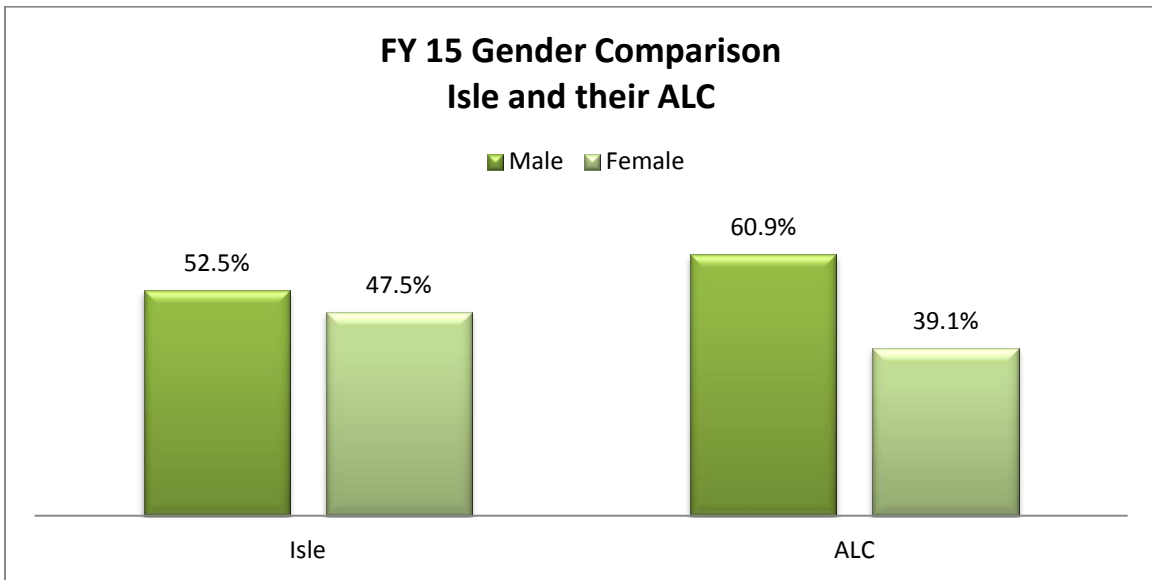
# Isle Public School District, 0473-01

## Program Information

Isle Public Schools operates an area learning center serving grades seven to 12.

## Demographics





## Summer Program

### ***ALC Summer Middle Level Program***

Isle Public School District operates a targeted services program for 21 days for five hours per day. They serve grades seven and eight. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending letters home, holding meetings, discussions during the staff morning report, staff referrals, website information and word of mouth.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student-to-staff ratio of no more than eight to one.

The criteria to determine who is invited to the summer program is decided at the district level and then this list is given to the summer program staff. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

The Isle ALC Summer program operates three days a week for 4.5 hours a day. The program operates for eight weeks. They offer a variety of programs. They offer a seat-based program, a transition to ninth grade program, a blended seat-time /independent study program and an independent study program.

Students get to the program in a variety of ways. Teachers recommend students who have not completed their class, counselors review graduation requirements and refer those students who are behind, the district sends out information to all students and welcomes anyone who wants to attend, and students register themselves before the program starts or they walk in the first day and register.

Isle does not differentiate between how they support at-risk and off-track students.

They offer credits in the following areas: Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Biology, Chemistry, Physics, and Earth Science. They also offer generic credits in English, math, social Studies, science, as well as remedial math credits, and elective credits.

Isle sees the greatest need of their students as math classes, such as Algebra and Geometry. This is followed by remedial math classes and then English classes.

Isle served 21 students in their summer program, generating 0.64 ADMs and 0.5 extended ADMs.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Isle did not submit a survey response regarding their core school year program.

#### ***Average length of enrollment for FY 14***

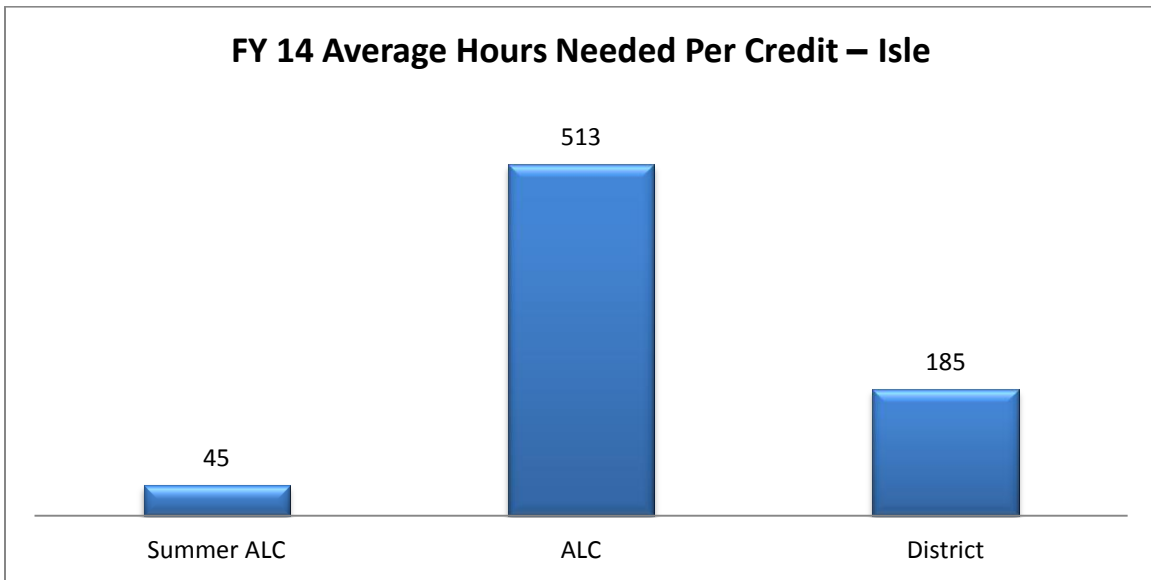
The average length of enrollment for the summer program was 64 hours. The average length of the enrollment for the core school year was 260 hours. The program generates 9.28 regular ADMs and 0.96 extended ADMs.

#### ***Average number of credits earned for FY 14***

There is a discrepancy in the number of credits awarded and the membership hours submitted for the summer program and the school year program. According to data submitted, the core school year program requires over 500 hours of membership in order to earn one credit, while the summer program needs just 45.

The following graph indicates the number of hours needed to earn a credit, on average.





Students earned an average of 0.5 credits during the core school year, ranging from no credits earned to 4.8 credits earned. In the summer, students gained an average of 1.4 credits, ranging from no credits earned to six credits earned.

***Attendance for FY 14***

Isle serves students in both a seat-based and an Independent Study program. The average attendance rate recorded was 67 percent in the summer and 79 percent in the core school year program.

**Graduation Data**

The cohort size is too small to calculate a four-, five- or six-year graduation rate.

## Kenyon-Wanamingo School District, 2172-01

### Program Information

Kenyon-Wanamingo School District operates a small alternative learning program for grades eleven and twelve.

### Demographics

There are not enough students in the program to develop a chart.

### Summer Programs

#### *ALP Summer Term*

Kenyon-Wanamingo did not operate a summer program.

### Core School Year Programs (Intervention and Prevention Strategies)

Kenyon-Wanamingo did not submit information on their intervention and prevention strategies.

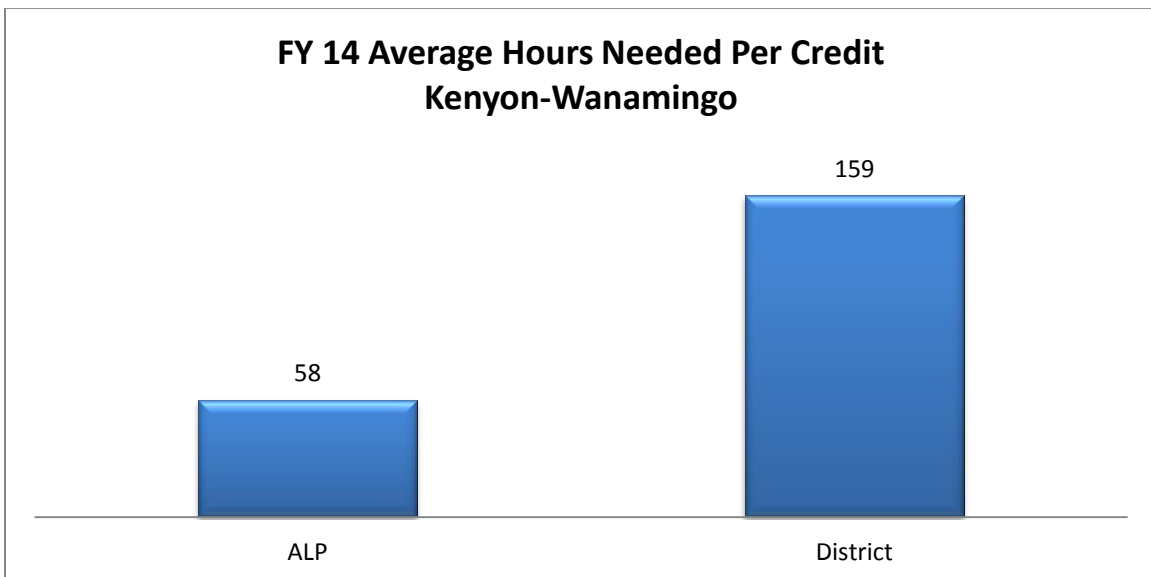
#### *Average length of enrollment for FY 14*

Kenyon-Wanamingo showed 11 enrollment records for their core school year program. Students were enrolled for an average of 82 hours. This ranged from 60 hours to 120 hours. They generated 0.4 regular ADMs and 0.46 extended ADMs.

#### *Average number of credits earned for FY 14*

Kenyon-Wanamingo requires 27 credits to graduate or 6.75 credits a year. Based on their length of instructional program for the year, this means students need approximately 159 hours to earn a credit.

In the ALP core school year program, students earned an average of 0.45 credits. This ranged from no credits earned to one credit earned. It took on average 58 hours to earn a credit, below that needed at the traditional high school.



***Attendance for FY 14***

Attendance at the core school day program averaged 70 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 50 percent. This ranged from 0 to 100 percent.

**Graduation Data**

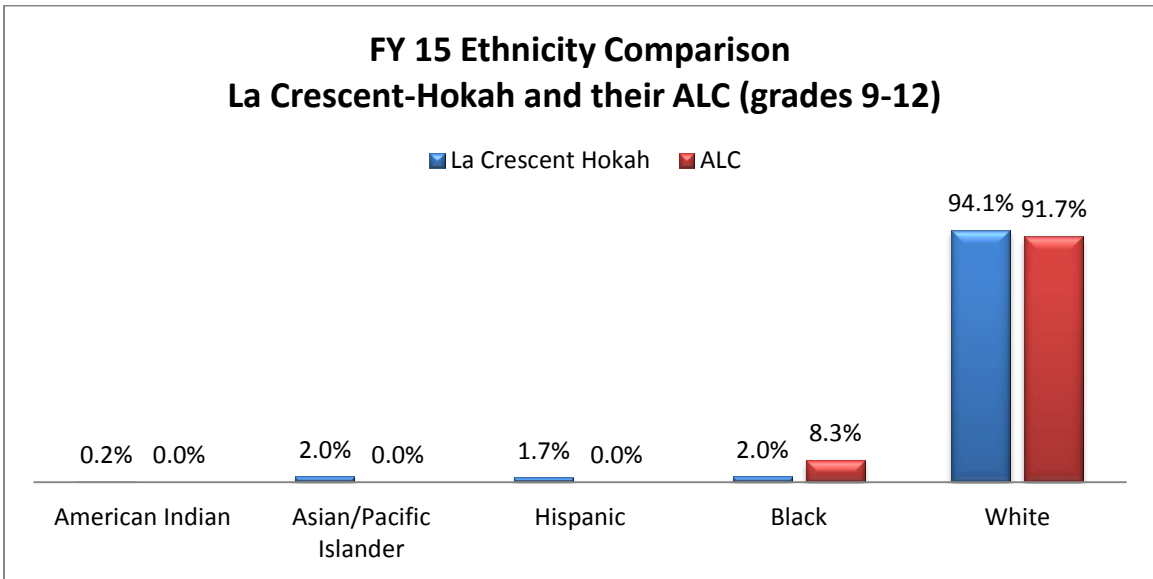
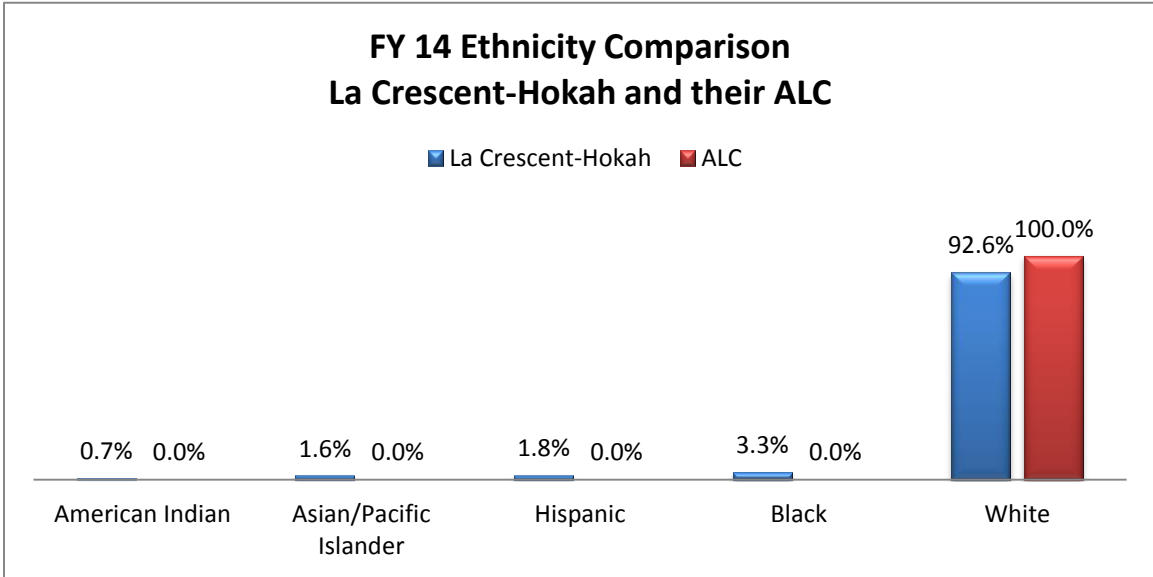
The cohort size was too small to calculate a graduation rate.

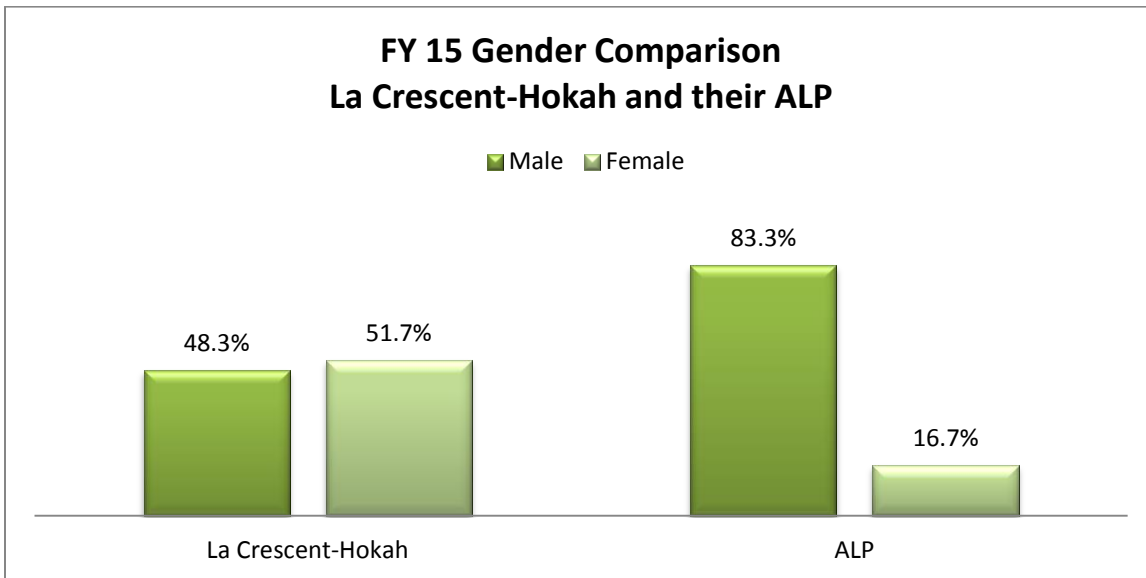
# La Crescent-Hokah School District, 0300-01

## Program Information:

La Crescent-Hokah School District operates an area learning center called Bluff Country Learning Center, serving grades five through 12. The Bluff Country Targeted Services program serves grades one through eight.

## Demographics





## Summer Programs

### ***Targeted Services***

La Crescent-Hokah School District operates a targeted services program for 40 days for four hours per day. Program planning for the upcoming summer begins in the spring. Their program focus is determined by either individual sites or by individual teachers. They share the information on their summer program by communication via letter or email.

The curriculum that they use is designed by need. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

La Crescent-Hokah operates their summer program five days a week for five hours a day. The program operates for four weeks. They have a blended seat-based and independent study program, which means that part of the membership is calculated on work completion and teacher contact time. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. They also send out information to all students and welcome anyone who wants to attend.

They do not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, Earth Science, and Biology. They also offer generic math, social studies, English and science classes. They offer remedial math and elective credits.

They see their students' greatest area of need as math courses such as Algebra, followed by Physical Education classes, then support in other areas such as chemical dependency or mental health, and then reading help.

## **Core School Year Programs (Intervention and Prevention Strategies)**

La Crescent-Hokah has established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Caledonia, Spring Grove, Rushford-Peterson, Mabel-Canton and Houston.

La Crescent-Hokah provides programming at both the high school and middle school levels and operates their program year round. Their program is for a specific qualifying factor. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 percent and 90 percent.

Students enroll in the ALCs when they are referred by their principal or parent.

When a student leaves school, there are several things a district could choose to do. La Crescent-Hokah responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is extremely successful for us.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, La Crescent-Hokah was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: Do not know.
- Response to Intervention: This is determined on a case-by-case basis and is provided for students who need it.
- Minnesota Early Intervention Response System: They are not doing this in their district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students who need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students who need it.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

### ***Average length of enrollment for FY 14***

For FY 14, the average length of enrollment in the ALC summer program was 61 hours. They had 87 enrollment records that generated 1.7 regular ADMs and 3.56 extended ADMS. For the school

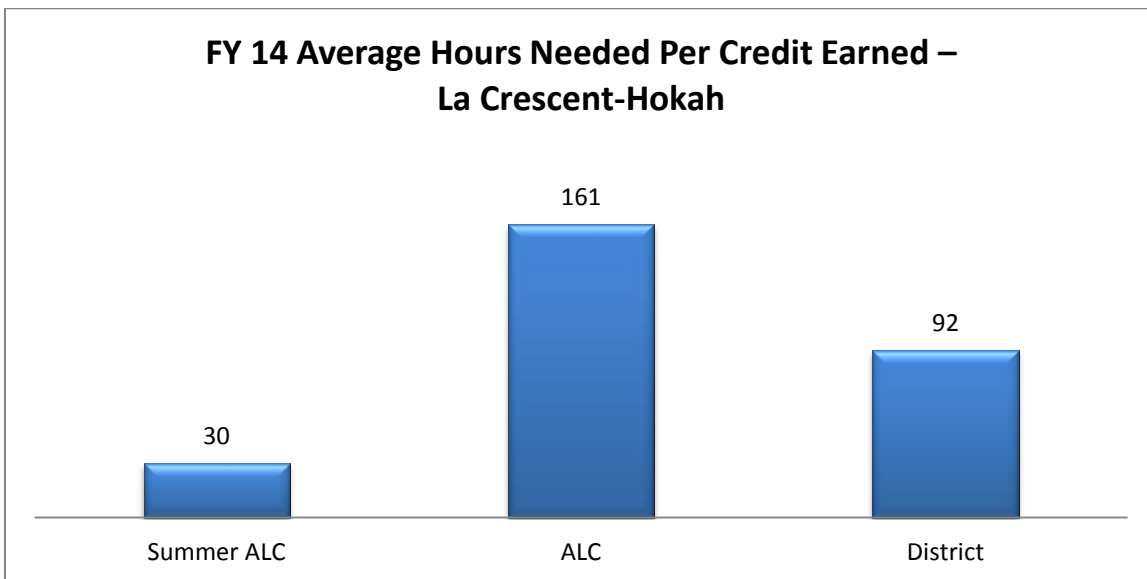
year program, the average length of enrollment in the ALC program 177 hours. They had 95 enrollment records that generated 11.93 ADMs and 4.36 extended ADMS.

**Average number of credits earned for FY 14**

In FY 14, the average student earned 2.07 credits in the summer and it took them an average of just over 29 hours to do so. Credits earned ranged from some students earning no credits to one student who earned nine credits.

In the school year program, the average student earned just over one credit and it took them an average of 161 hours to do so. Credits earned ranged from some students earning no credits to some students earning six credits.

La Crescent-Hokah requires 48 credits to graduate, or 12 credits per year. Their core school year at the high school consists of 1,100 hours. This equates to approximately 92 hours needed to earn a credit. The following chart compares the number of hours needed at La Crescent-Hokah High School to earn a credit to the number of hours needed per credit at the ALC school year program and the summer credit recovery program.



**Attendance for FY 14**

The attendance rate for the summer program was 89 percent. This ranged from 0 to 100 percent. For the school year program, the average attendance rate was 85 percent. This also ranged from 0 percent to 100 percent.

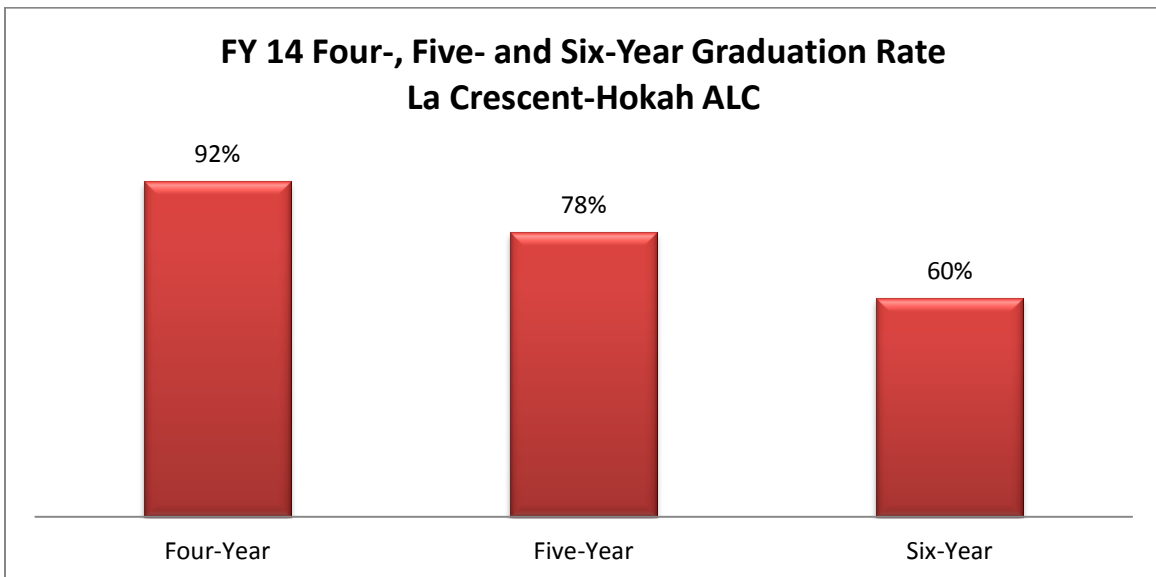
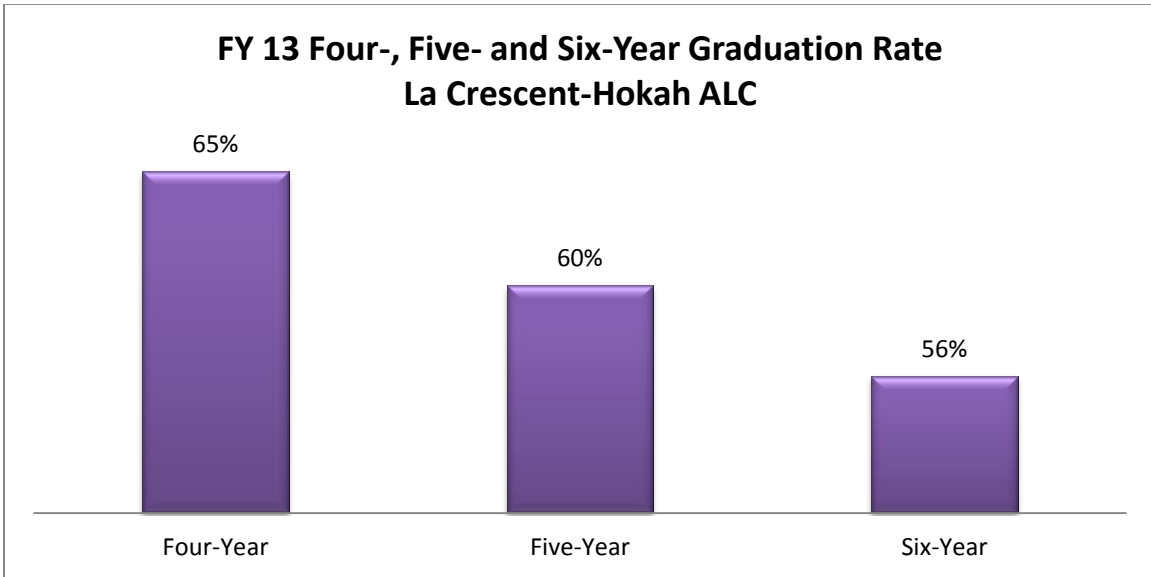
**Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new

students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For La Crescent-Hokah, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was 13 percent, rising from 65 percent to 78 percent. The cohort size increased by one student. The increase from FY 13 five-year to FY 14 six-year was zero. The cohort size remained the same.





# Lake Superior Public School District, 0381-01

## Program Information

Lake Superior operates an Area Learning Center called SOLO. It serves grades 10 through 12 after school and during the summer.

## Demographics

The program is too small to produce a demographic chart.

## Summer Programs

### *ALC Summer Term (secondary students)*

Lake Superior did not operate a summer program.

## Core School Year Programs (Intervention and Prevention Strategies)

Lake Superior School District has established their ALC in cooperation with another district and serves the geographic area of at least two districts. This district is the Barnum School District.

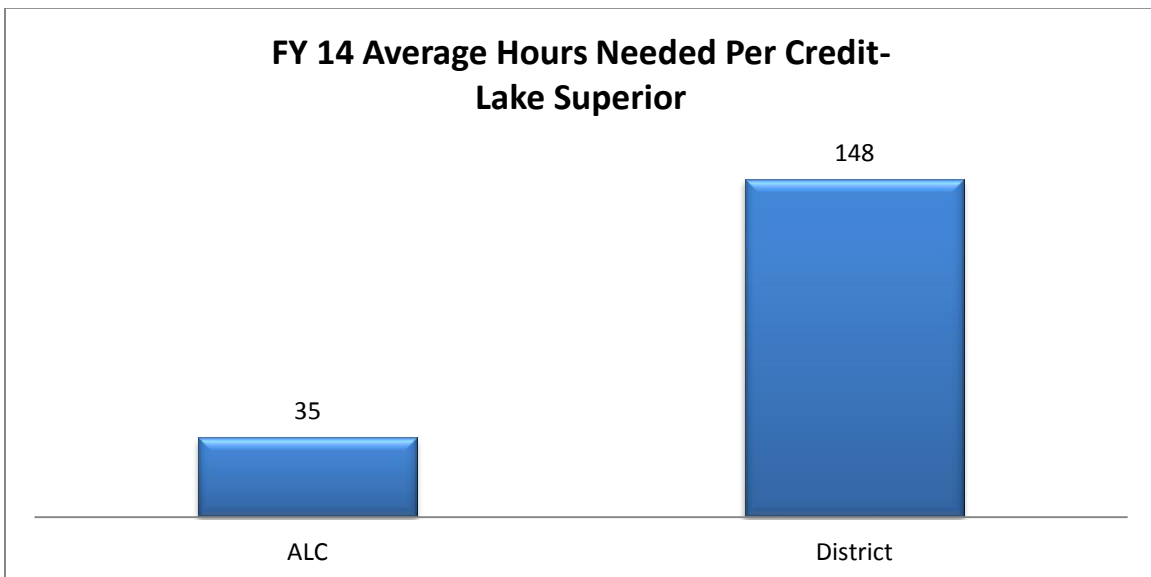
### *Average length of enrollment for FY 14*

Lake Superior showed 19 enrollment records for their core school year program. Students were enrolled for an average of 11 hours. This ranged from six to 120 hours. They generated 0.01 regular ADMs and 0.12 extended ADMs.

### *Average number of credits earned for FY 14*

Lake Superior requires 23.5 credits to graduate or 5.875 credits a year. Based on their length of instructional program for the year, this means students need approximately 148 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.32 credits. It took on average 35 hours to earn a credit, below that needed at the traditional high school.



***Attendance for FY 14***

Attendance at the program averaged 63 percent.

**Graduation Data**

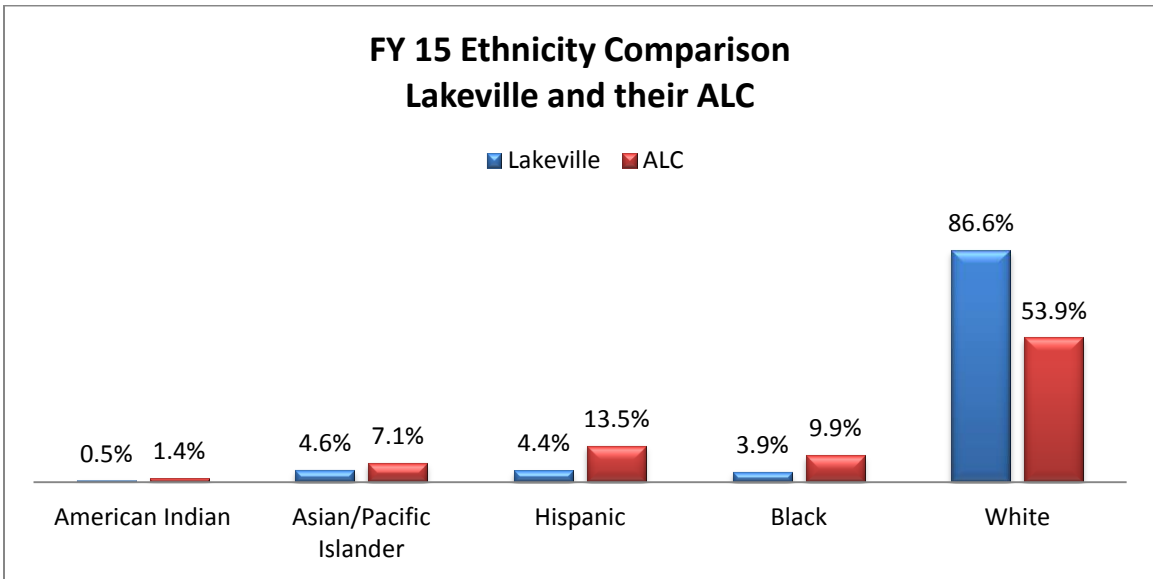
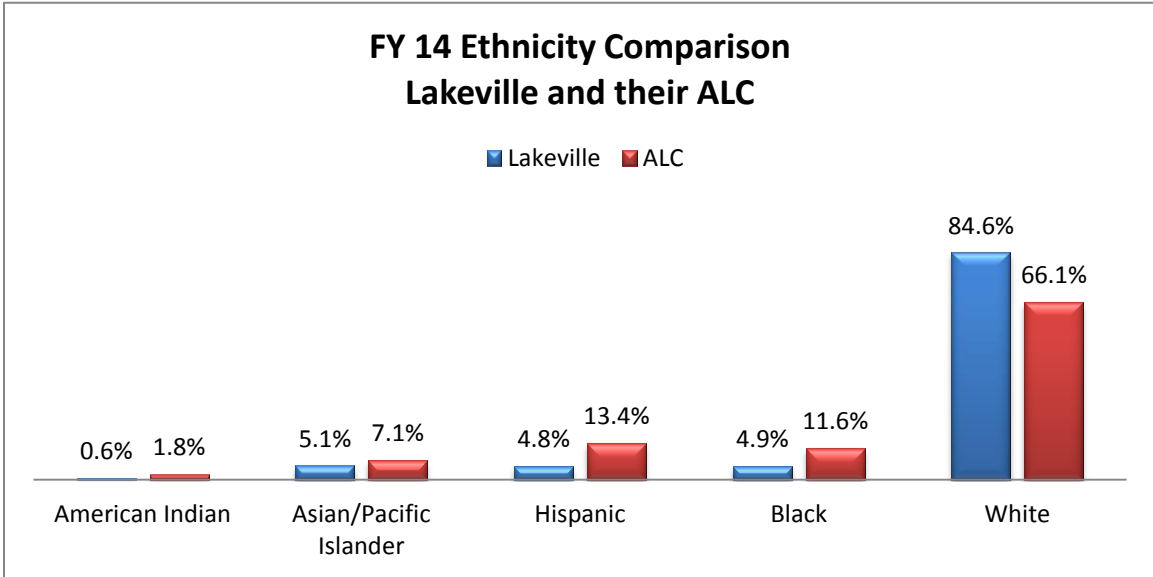
The program is too small to develop graduation data.

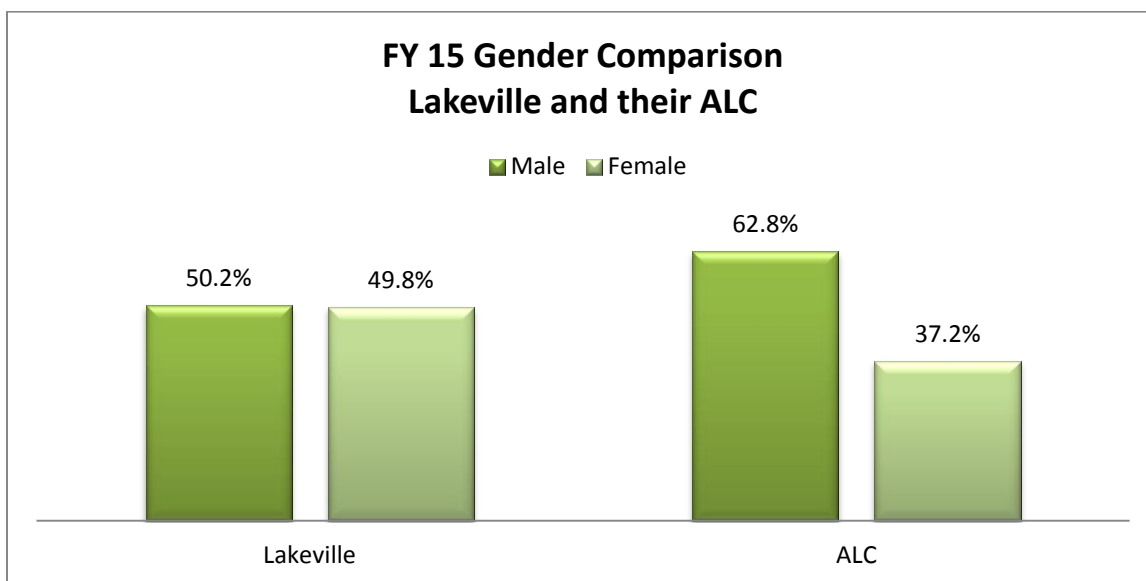
# Lakeville Public School District, 0194-01

## Program Information

Lakeville operates both an Area Learning Center and a targeted services program. The ALC serves students in grades six through 12. The targeted services program serves grades one through six.

## Demographics





## Summer Programs

### *Targeted Services*

Lakeville operates two Targeted Services programs. The first operates for five hours per day for 20 days. They serve fifth through eighth grade. The second operates for three hours per day for 20 days and serves kindergarten through fourth grade. Their planning for the upcoming summer program begins when the current summer session ends. They match programming to student needs.

Lakeville has started to develop calendars, bussing, and making changes to their marketing for the summer program. They are collecting feedback from staff, students, and parents. They partner with Community Education so that students can have extended programming on Fridays.

For curriculum they use teacher developed curriculum that is based on grade level curriculum. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic growth and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than 12 to one.

The district determines the criteria used to invite students. Teachers recommend students they feel will benefit from the program and families can refer their students. They also use Dakota County Social Services recommendations. They use pre- and post-tests to determine the effectiveness of the program. They also use staff feedback.

They feel that their Targeted Services program is a district effort, supported by the district in terms of professional development, evaluation and assessment services, technology support, and support from Community Education, Curriculum and Instruction, Special Education, EL Programs, Human Resources, Custodians and Transportation.

### ***ALC Summer Term (secondary students)***

Lakeville operates several types of programs. One is an independent study program, so membership hours are based on credit completion and teacher contact time. They also have a blended seat-based and independent study program, as well as a transition to ninth grade program. The programs operate for five days a week for four weeks and five hours per day.

Students are referred by high school counselors who identify students as being behind in their graduation requirements. Students are also referred by their classroom teachers if they did not finish their class. The district also invites students who are designated as English Learners.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, Chemistry, Physics, Earth Science, and Biology. They also offer generic English, remedial math, and elective credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by the need for reading help, and then remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Lakeville Area Public Schools has established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Apple Valley-Rosemount-Eagan, Burnsville, Farmington and Prior Lake.

Lakeville Area Public Schools provides programming at both the high school and middle school levels and operates year round. There is not a specific criterion students must meet in order to enroll in the ALC program; their program is open to a variety of qualifying factors. Students come to the program through referrals. Students are accepted from outside the district after a review of their request by the director of the program. They feel the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than than 90 percent.

Lakeville Area Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We feel we have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We believe this strategy is extremely successful for us.*

Lakeville Area Public Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are not doing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: The person supplying the information did not know.
- Cooperative learning: The person supplying the information did not know.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

***Average length of enrollment for FY 14***

In FY 14, the average length of enrollment was 294 hours in the core school year. This ranged from one hour to 1,405 hours. The program generates 76.54 regular ADMs and 14.78 extended ADMs.

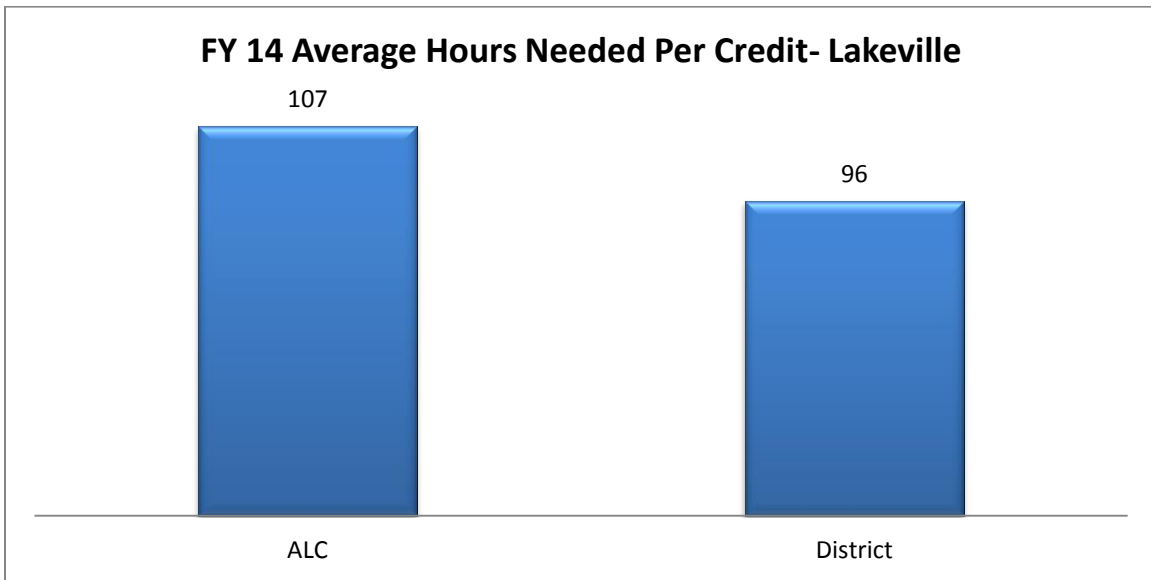
For their summer program, the average length of enrollment was 71 hours. This ranged from two to 188 hours. This program generates 1.51 regular ADMs and 41.71 extended ADMs.

***Average number of credits earned for FY 14***

In FY 14, the average student earned 2.2 credits in the summer and it took them an average of just under 32 hours to do so. Credits earned ranged from some students earning no credits to one student who earned 18.5 credits.

In the school year program, the average student earned just under two credits and it took them an average of just under 152 hours to do so. Credits earned ranged from some students earning no credits to some students earning 16 credits.

Lakeville requires 44 classes or 22 full-year credits to graduate, or 5.5 credits per year. Their core school year at the high school consists of 1,054 hours. This equates to approximately 96 hours needed to earn a credit. The following chart compares the number of hours needed at Lakeville High School to earn a credit to the number of hours needed per credit at the ALC school year program and the summer credit recovery program.



**Attendance for FY 14**

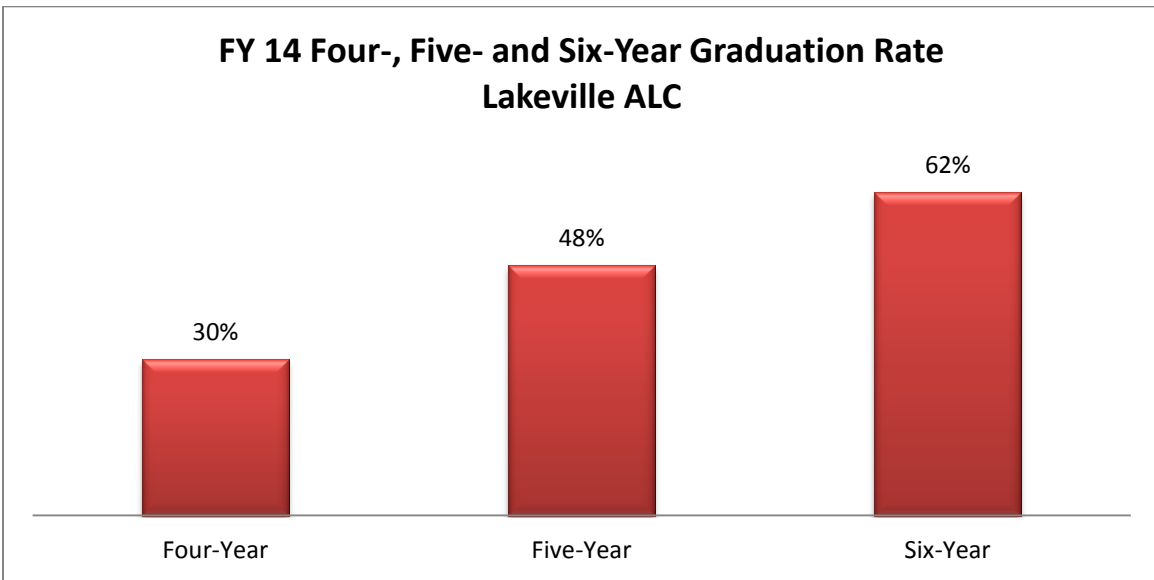
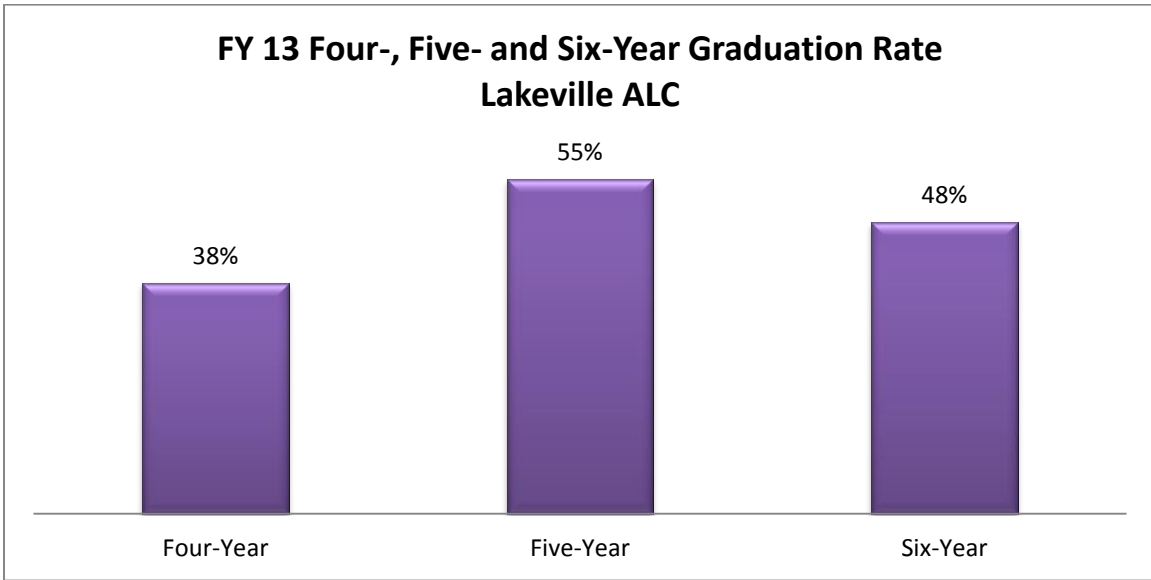
Attendance ranged from 3.7 to 100 percent. The average attendance was 69 percent.

**Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For Lakeville, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was nine percent, rising from 39 percent to 48 percent. The cohort size increased by approximately 4 percent. The increase from FY 13 five-year to FY 14 six-year was seven percent, rising from 55 percent to 62 percent. The cohort size decreased by approximately 6 percent.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

For FY 13, the Lakeville Area Learning Center had an MMR score of 63.09 percent. This fell to 54.59 percent in FY 14.

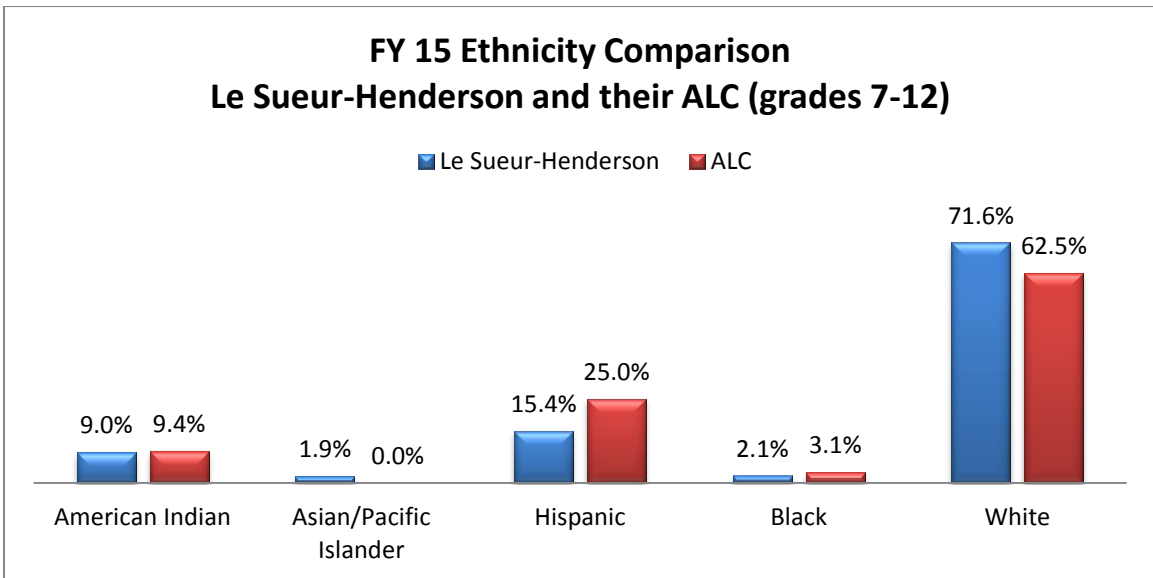
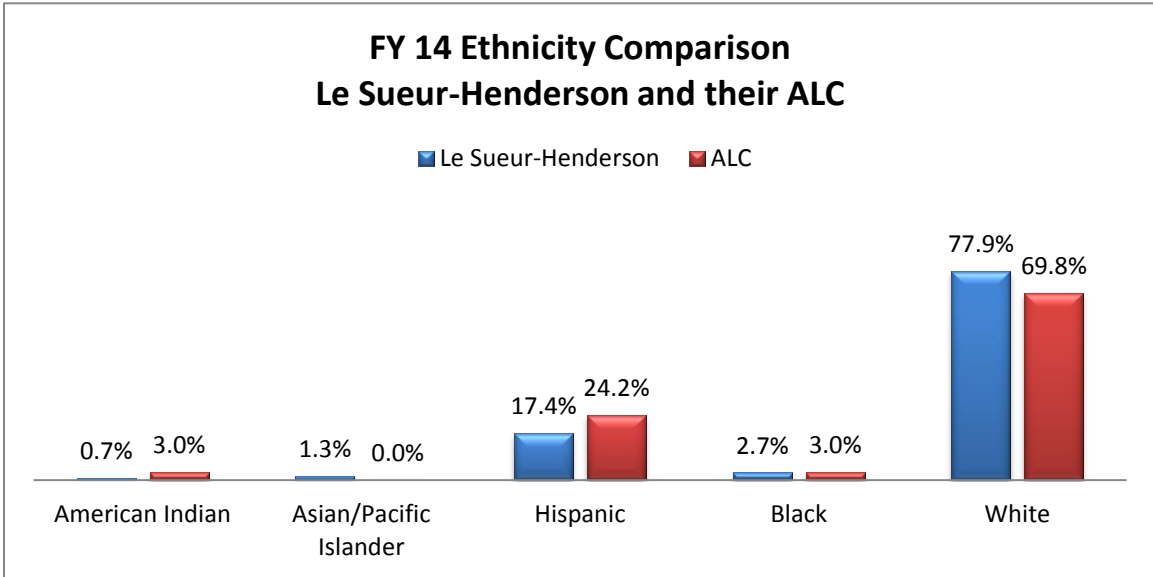


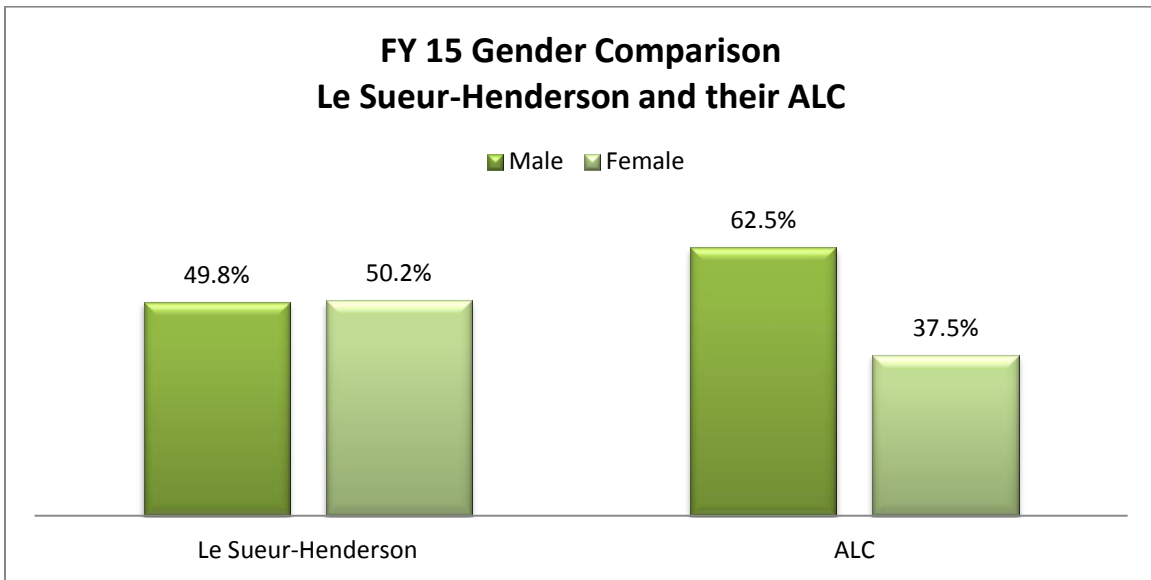
# Le Sueur-Henderson School District, 2397-01

## Program Information

Le Sueur-Henderson operates an Alternative Learning Program, two Area Learning Centers and one Targeted services program. The Alternative Learning Program is called the Area Adult Learning Cooperative and serves grades 10 through 12. One ALC serves grades seven and eight; the second ALC serves grades nine through 12. The targeted services program serves grades one through eight.

## Demographics





## Summer Programs

### ***Targeted Services***

Le Sueur-Henderson operates a targeted services program for three hours per day for 30 days. They serve kindergarten through eighth grade. They begin planning for the summer program in the spring. Their program focus is determined by individual sites or individual teachers.

They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas.

Their program is able to have at least one licensed teacher for every 12 students. They have an overall staff to student ratio of no more than eight to one. They invite all students. In addition, teachers recommend students they feel will benefit from the program and families can refer their students.

They have pre- and post-tests for math, reading and science that they use teacher feedback for writing to determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Le Sueur-Henderson operates a seat-based program. The program operates for 24 days and three hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements and by teachers whose classes they have not passed. They also reach out to incoming ninth grade students that they feel would benefit from a summer program that introduces them to high school.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer generic math and English credit in the summer.

They find the area of greatest need for the students they serve to be the need for reading help, followed by remedial math classes, and then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Le Sueur-Henderson has established their ALC in cooperation with another district and serves the geographic area of at least two districts. This district is Cleveland Public Schools.

Le Sueur-Henderson is operating their ALC at the high school level but not at the middle school level. They want to support students at the middle level and have them part of the mainstream.

Le Sueur-Henderson operates year round. There is not a specific criterion students must meet in order to enroll in the ALC program; their program is open to a variety of qualifying factors. Students come to the program through an intake with the high school guidance counselors and then teachers design a program for the student. They feel the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 percent and 50 percent.

Le Sueur-Henderson was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We believe we have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Le Sueur-Henderson Public Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is in process of being fully implemented in our district.
- Minnesota Early Intervention Response System: We are not doing this in our district.
- After school programs: This is determined on a case-by-case basis and is provided for students that need it.
- Summer programs: This is determined on a case-by-case basis and is provided for students that need it.
- Smaller class sizes: We are not doing this in our district.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students that need it.

- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis.

### **Average length of enrollment for FY 14**

Le Sueur-Henderson showed 25 enrollment records for their core school year program. Students were enrolled for an average of 647 hours. This ranged from 32 hours to 1,026 hours. They generated 14.25 regular ADMs and 0.81 extended ADMs.

For their summer program, they had 40 enrollment records and students were enrolled for an average of 52 hours. This ranged from three hours to 117 hours. They generated 0.32 regular ADMs and 1.52 extended ADMs.

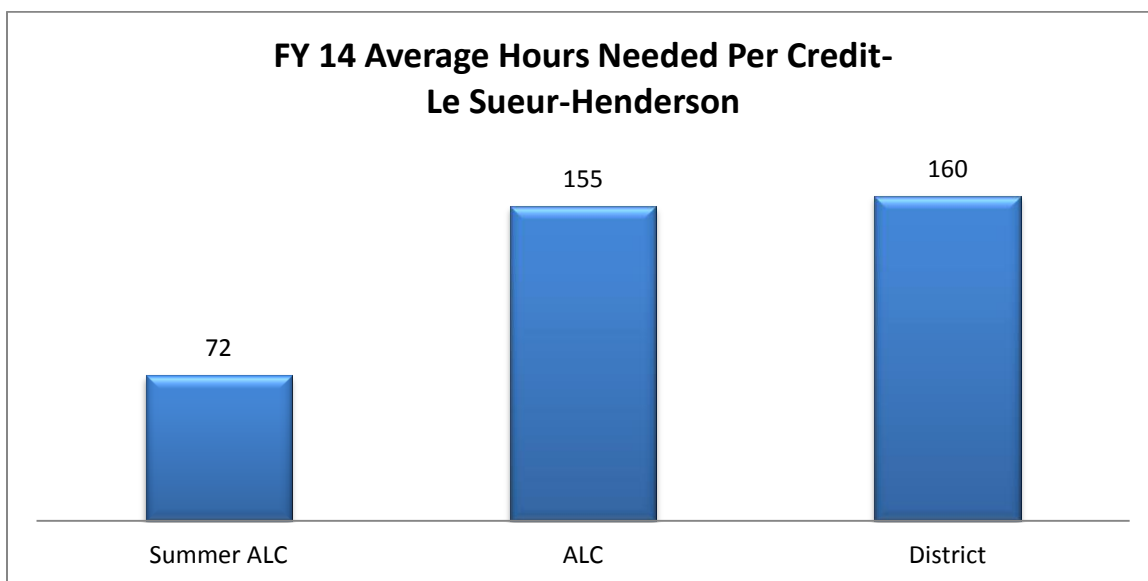
Le Sueur-Henderson has submitted a core instructional year length of 966 hours for the Area Learning Center.

### **Average number of credits earned for FY 14**

Le Sueur-Henderson requires 27 credits to graduate or 6.75 credits a year. Based on their length of instructional program for the year, this means students need approximately 159 hours to earn a credit.

In the ALC core school year program, students earned an average of 4.17 credits. This ranged from no credits earned to 11 credits earned. It took on average 155 hours to earn a credit, close to that needed at the traditional high school.

For the summer program, students earned an average of 0.73 credits. This ranged from no credits earned to 7.75 credits earned. It took on average 72 hours to earn a credit, significantly less than the hours needed at the traditional high school.



**Attendance for FY 14**

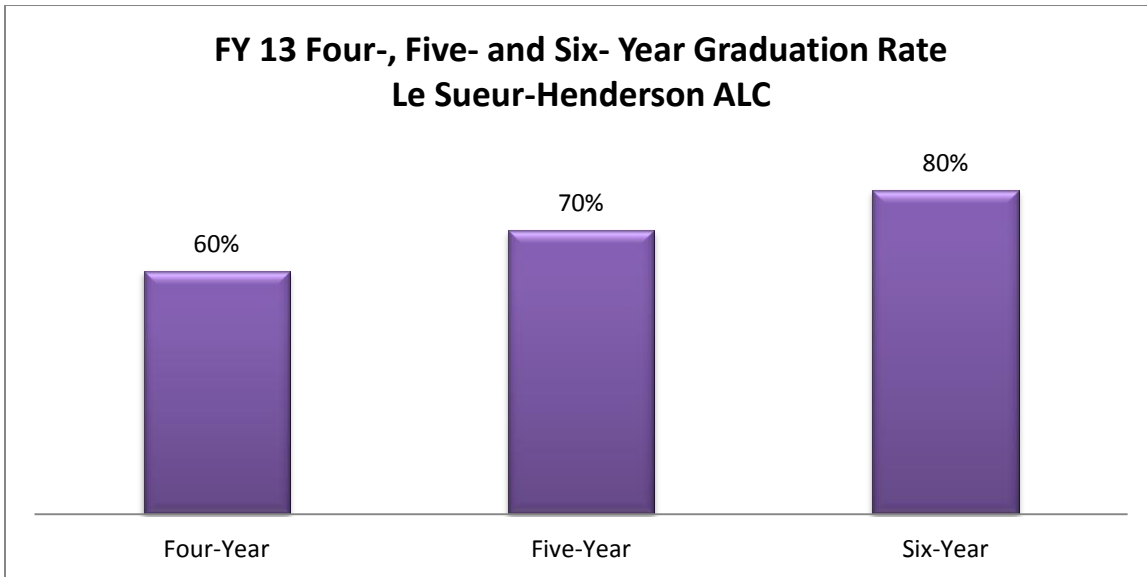
Attendance at the core school day program averaged 83 percent. It ranged from 32 percent to 96 percent. For the summer program, the average attendance was 88 percent. This ranged from 0 to 100 percent.

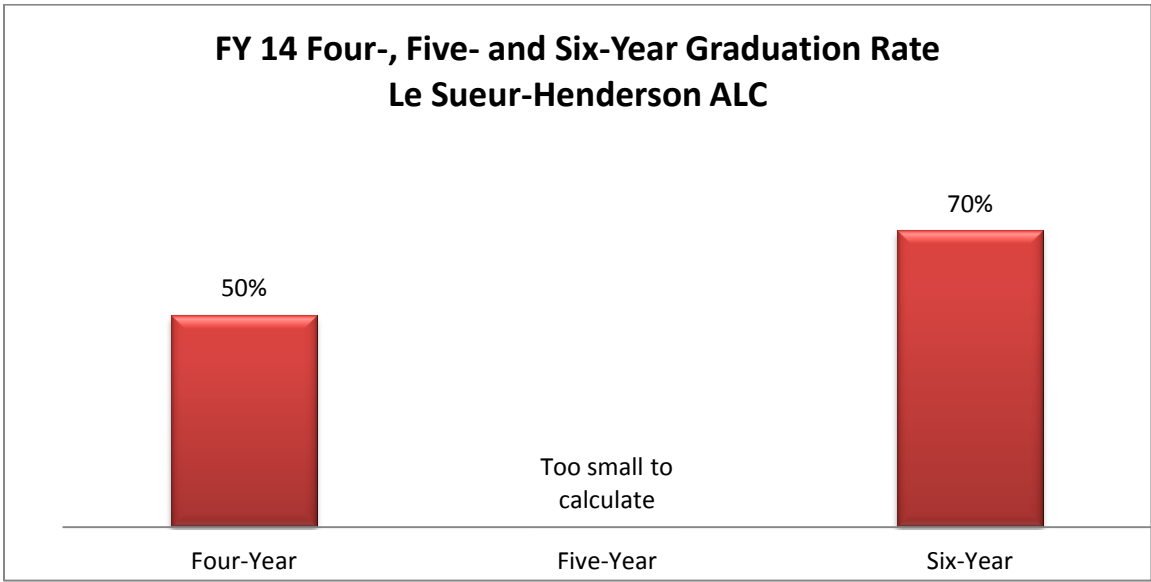
**Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For La Sueur-Henderson, we cannot see a change in their FY 13 four-year graduation rate to their FY 14 five-year graduation rate because the cohort size dropped from 12 to eight, too low to calculate a graduation rate. From the FY 13 five-year to the FY 14 six-year, the rate stayed the same.





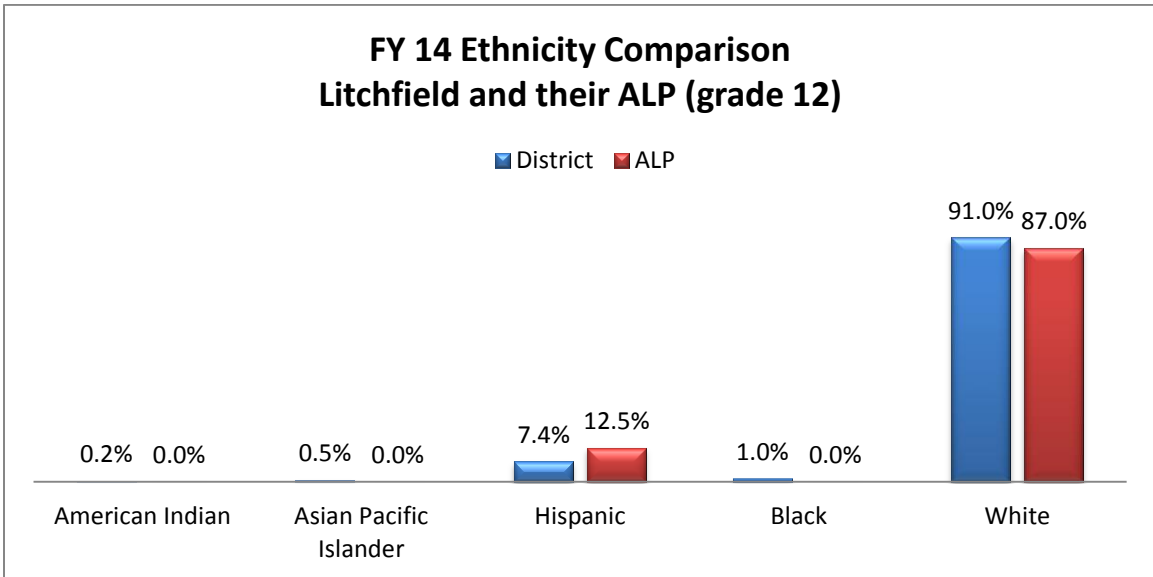
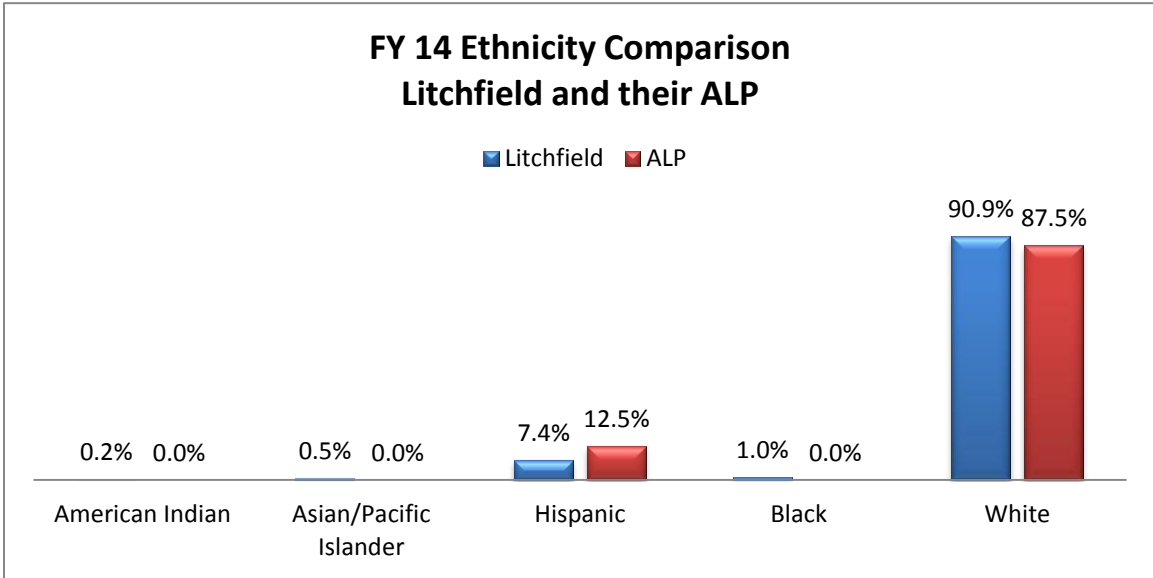
For their ALP, the Adult Learning Cooperative, the cohort size was too small to calculate a graduation rate.

# Litchfield Public School District, 0465-01

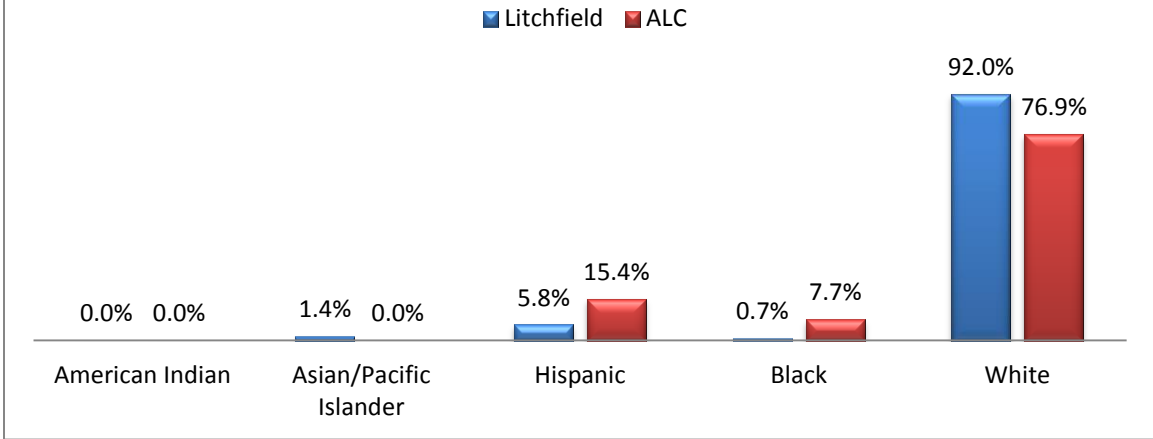
## Program Information

Litchfield operates an Alternative Learning Program for students in grades ten through 12.

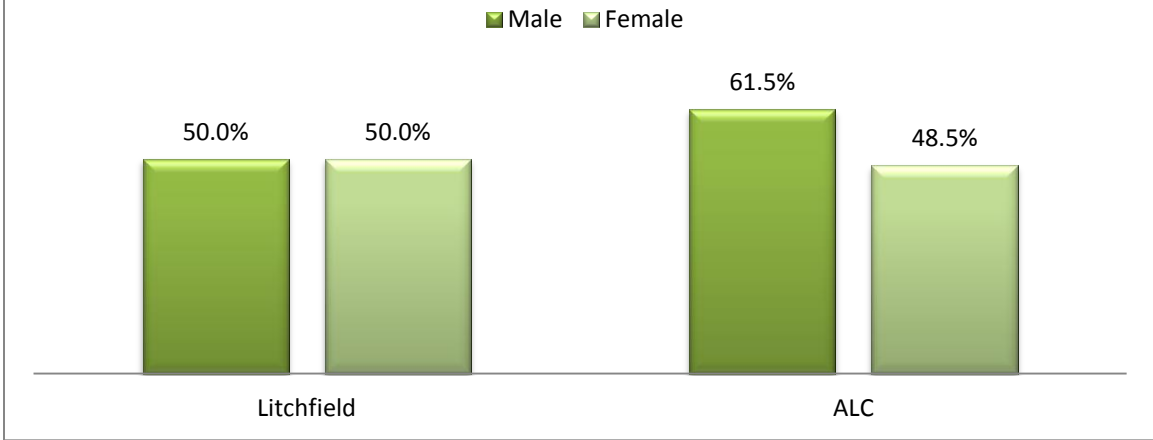
## Demographics



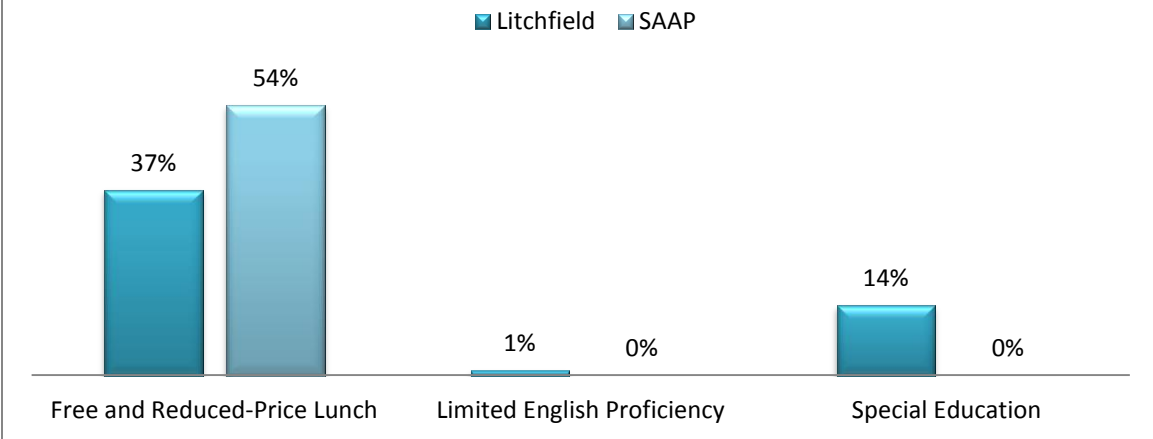
### FY 15 Ethnicity Comparison Litchfield and their ALP (grade 12)



### FY 15 Gender Comparison Litchfield and their ALC



### FY 15 Comparison of Special Populations Litchfield and their SAAP





## Summer Programs

### *ALP Summer Term*

There were 30 students enrolled in the summer ALP program.

## Core School Year Programs (Intervention and Prevention Strategies)

Litchfield did not return the survey on their intervention and prevention strategies.

### *Average length of enrollment for FY 14*

Litchfield showed 63 enrollment records for their core school year program. Students were enrolled for an average of 335 hours. This ranged from 43 hours to 1,155 hours. They generated 16.59 regular ADMs and 3.55 extended ADMs.

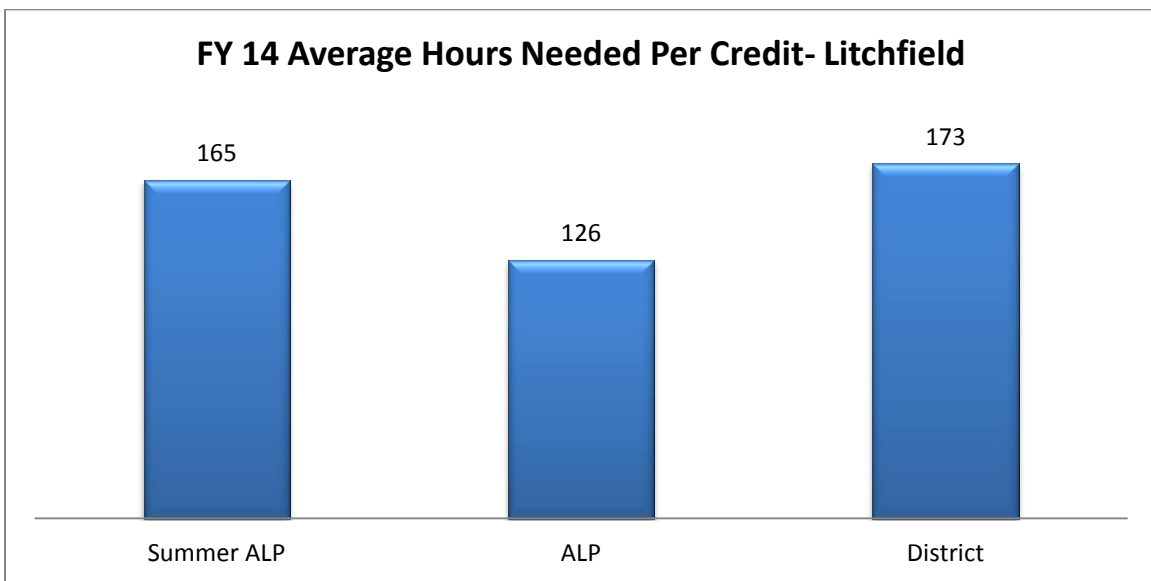
For their summer program, they had 30 enrollment records and students were enrolled for an average of 67 hours. This ranged from 15 hours to 258 hours. They generated 0.53 regular ADMs and 1.27 extended ADMs.

### *Average number of credits earned for FY 14*

Litchfield requires 24 credits to graduate or six credits a year. Based on their length of instructional program for the year, this means students need approximately 173 hours to earn a credit.

In the ALP core school year program, students earned an average of 2.65 credits. This ranged from 0.25 credits earned to 10.5 credits earned. It took on average 126 hours to earn a credit, significantly less than that needed at the traditional high school.

For the summer program, students earned an average of 0.41 credits. This ranged from 0.25 credits earned to 1.5 credits earned. It took on average 165 hours to earn a credit, close to the hours needed at the traditional high school.



**Attendance for FY 14**

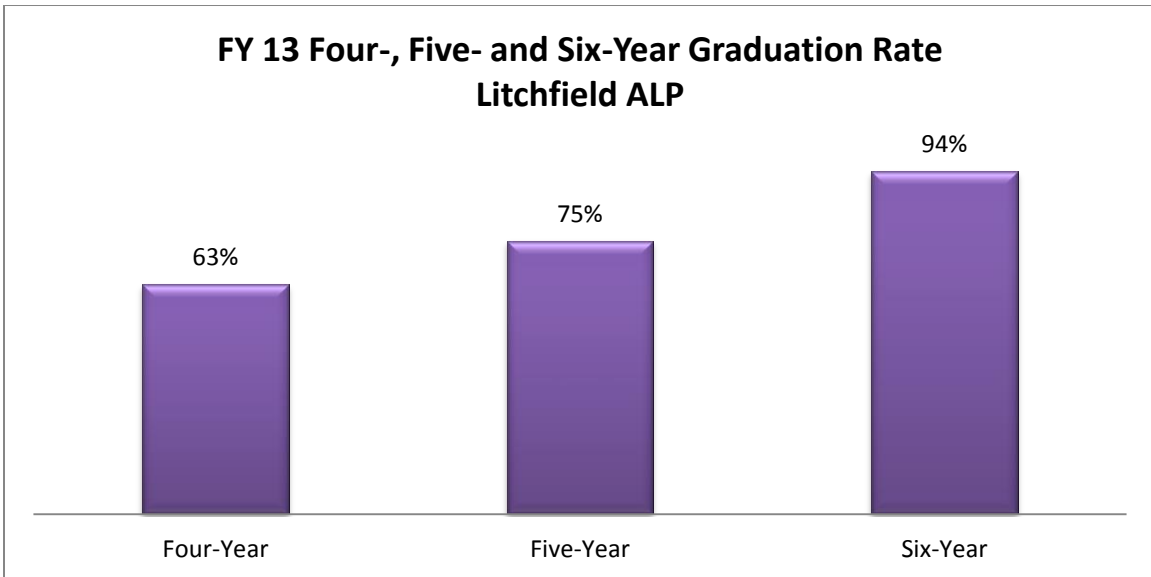
Attendance at the core school day program averaged 65 percent. It ranged from 25 percent to 100 percent. For the summer program, the average attendance was 27 percent. This ranged from 25 percent to 100 percent.

**Graduation Data**

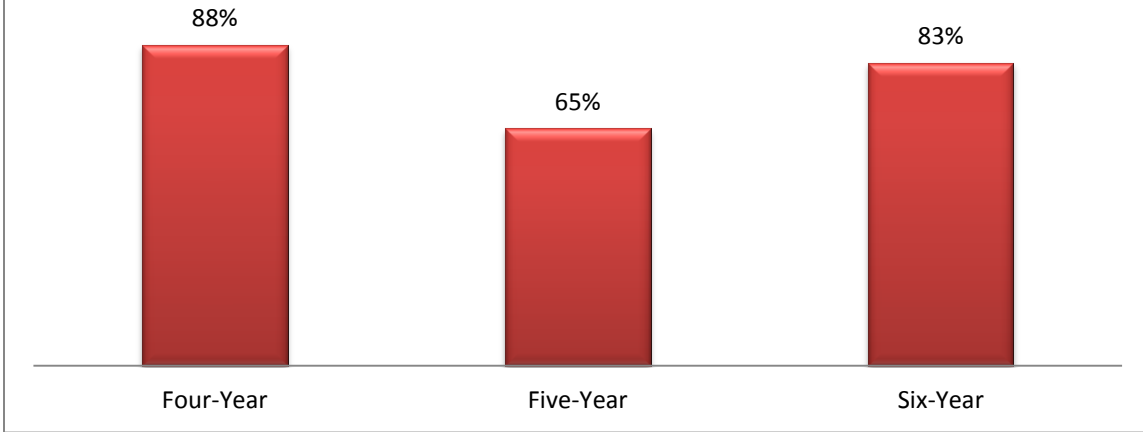
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For Litchfield, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was 2.5 percent. The cohort size rose from 16 to 17 students. The increase from FY 13 five-year to FY 14 six-year was eight percent, rising from 75 percent to 83 percent. The cohort size remained the same.



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Litchfield ALP**

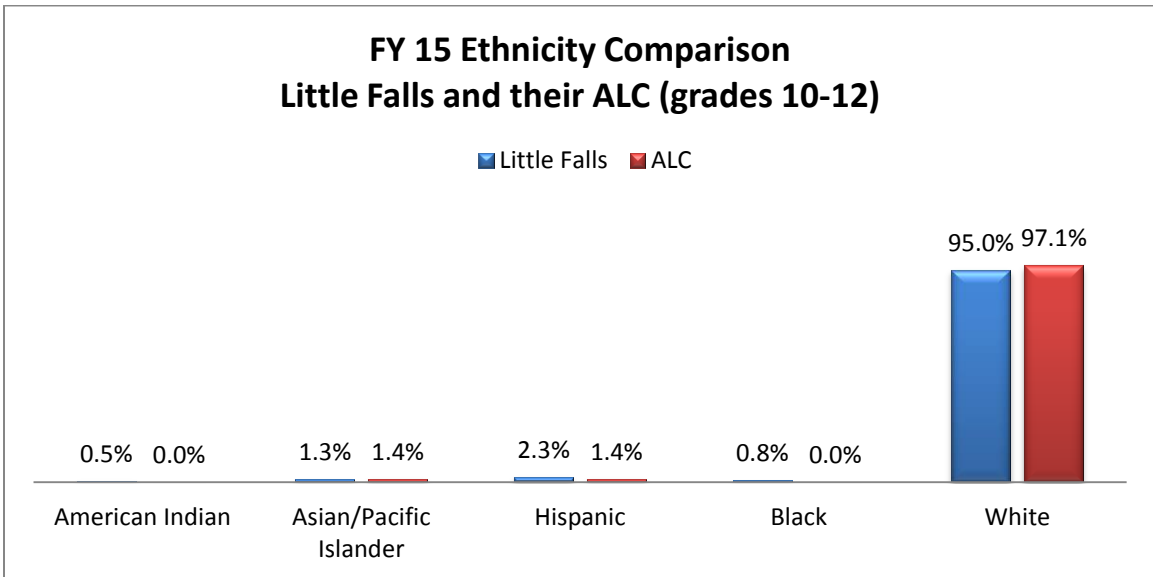
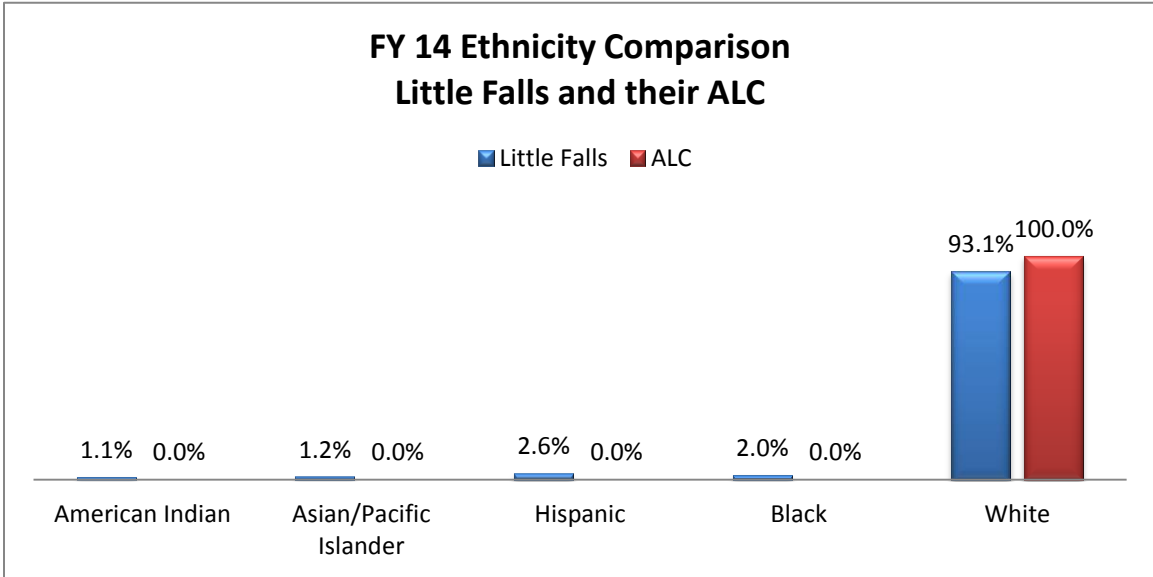


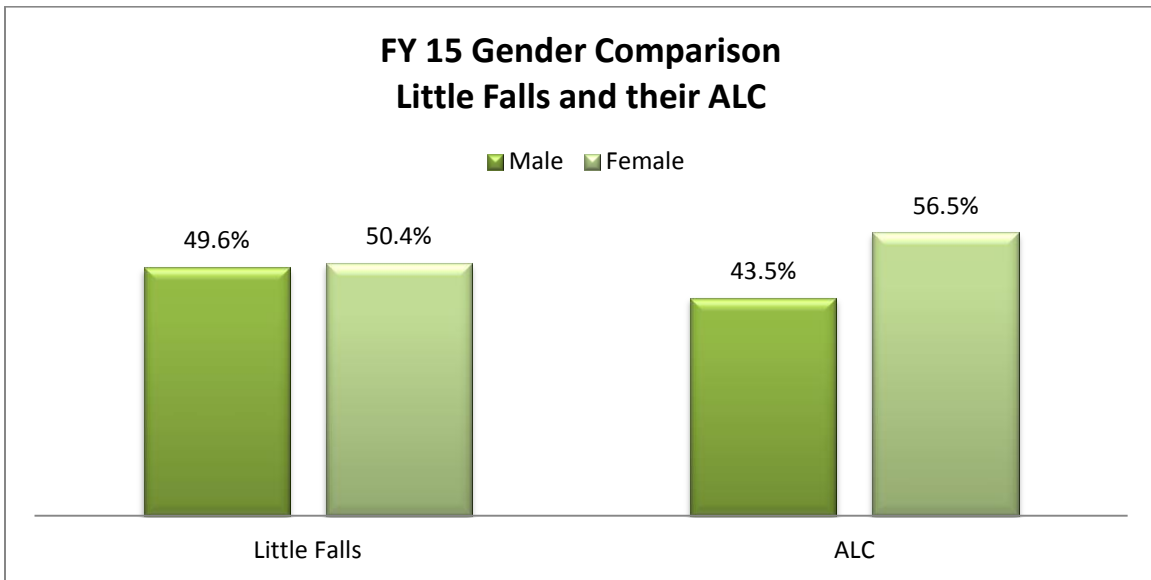
# Little Falls Public School District, 0482-01

## Program Information:

Little Falls operates an Area Learning Center and a targeted services program. The Area Learning Center serves grades 10 through 12. The targeted services program served students in grades three and five in FY 13, but did not operate in FY 14.

## Demographics





## Summer Programs

### ***ALC Summer Term (secondary students)***

Little Falls operates an independent study program, so membership hours are based on credit completion and teacher contact time. The program operates for 15 days and for 3.5 hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirement, by district administrators, and social workers who also review graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Health, Chemistry, Physics, Earth Science, and Biology. They also offer elective credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by the need for English classes, and then support in areas such as mental health or chemical dependency.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Little Falls operates the CEC (Continuing Education Center) program year round. Their program is open to a variety of qualifying factors. Students enroll in the ALCs through a referral from area high schools and by application. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

When a student leaves school, there are several things a district could choose to do. Little Falls responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*
- Other: In the Little Falls District, we (Social Workers, Principals, Guidance Counselors) try to work with students and families about the barriers they have to making successful educational progress and before students would choose to "drop out". We work to make sure students and parents (guardians) understand educational options when all intervention or prevention strategies still have the student needing an alternate educational setting.

In terms of prevention and intervention strategies for at-risk and off-track students, Little Falls was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is determined on a case-by-case basis and is provided for students that need it.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: This is determined on a case-by-case basis and is provided for students that need it.
- After school programs: This is determined on a case-by-case basis and is provided for students that need it.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are in the process of fully implementing this in our district.

#### ***Average length of enrollment for FY 14***

Little Falls showed 142 enrollment records for their core school year program. Students were enrolled for an average of 352 hours. This ranged from six hours to 1,414 hours. They generated 43.87 regular ADMs and 3.41 extended ADMs.

For their summer program, they had 60 enrollment records and students were enrolled for an average of 91 hours. This ranged from 45 hours to 171 hours. They generated 1.23 regular ADMs and 3.78 extended ADMs.

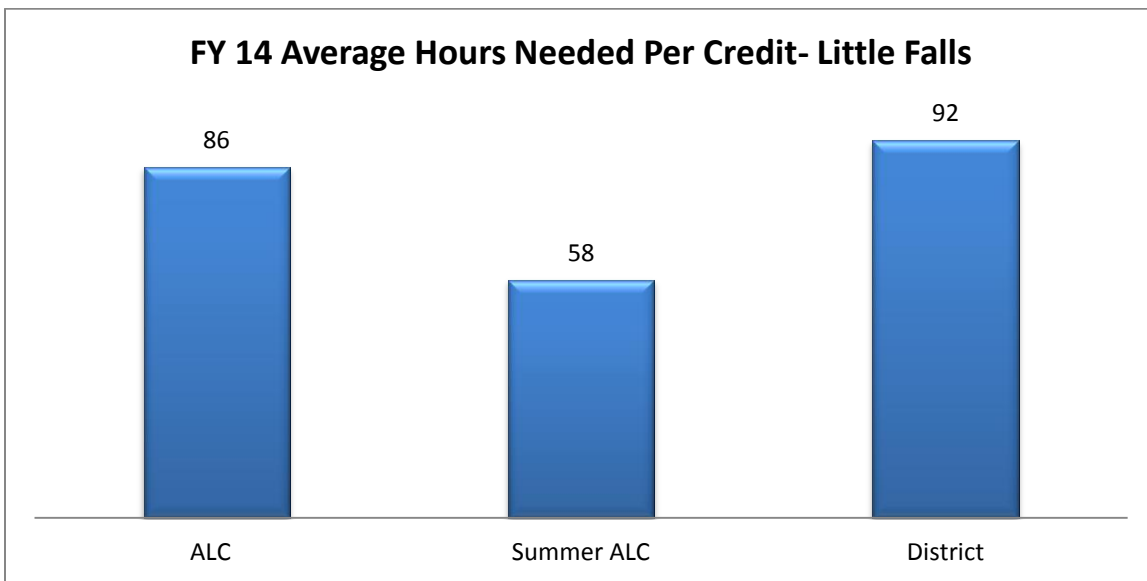
#### ***Average number of credits earned for FY 14***

Little Falls requires 44 credits to graduate for seniors and 46 for other grades, or 11 and 11.5 credits a year, respectively. Based on their length of instructional program for the year of 1,056 hours, this means students need approximately 92 hours to earn a credit.

In the ALC core school year program, students earned an average of 4.11 credits. This ranged from 0.07 credits earned to 16.5 credits earned. It took on average 86 hours to earn a credit, less than that needed at the traditional high school.

For the summer program, students earned an average of 1.56 credits. This ranged from 0.54 credits earned to two credits earned. It took on average 58 hours to earn a credit, well below the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Little Falls High School. This assumes that students earned all credits attempted at the traditional high school.



### ***Attendance for FY 14***

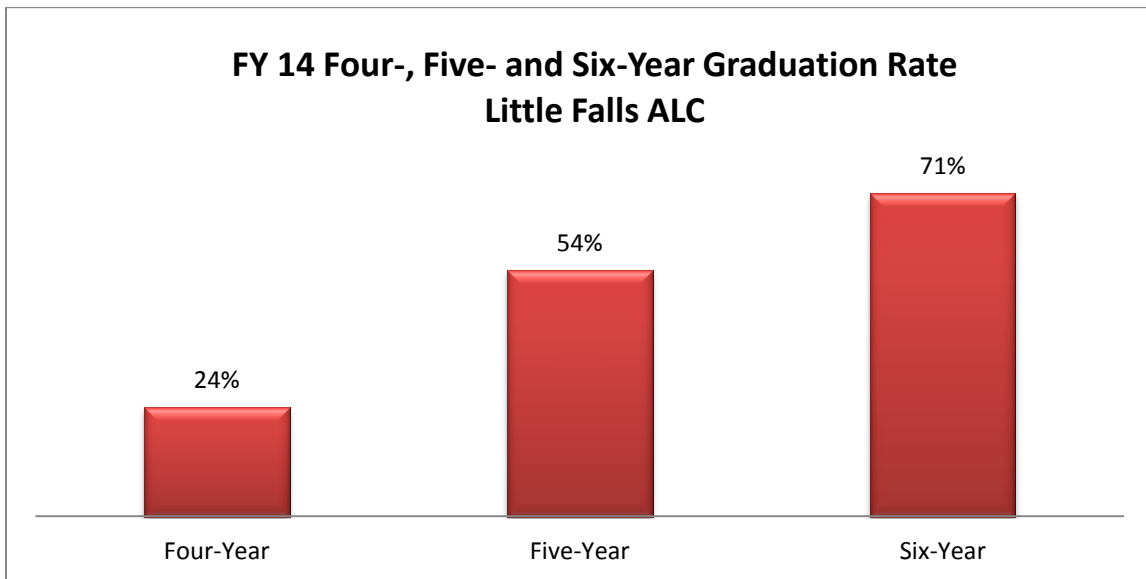
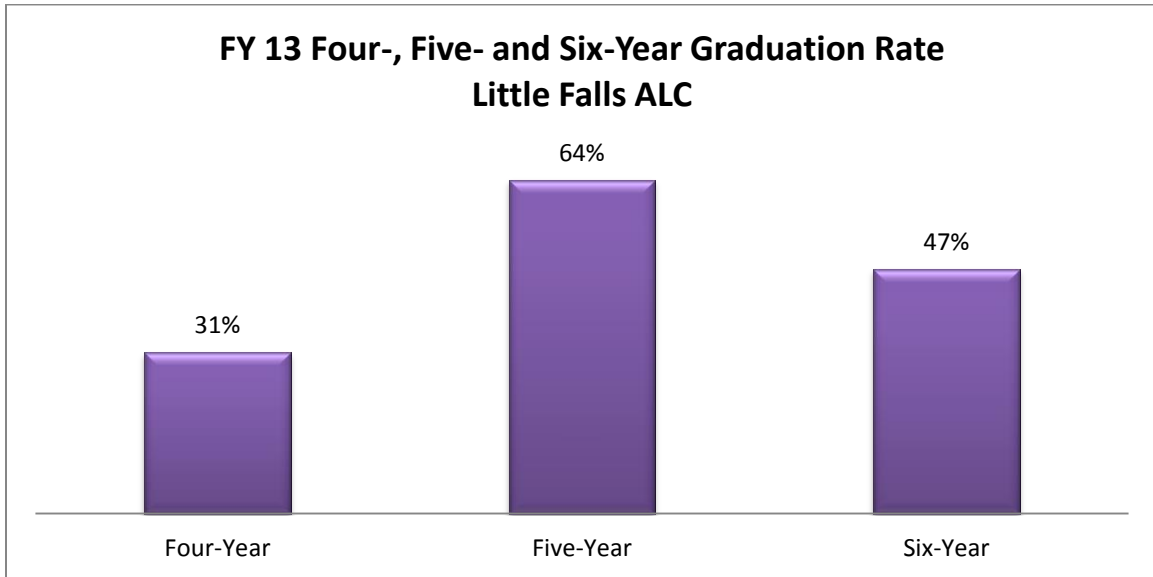
Attendance at the core school day program averaged 30 percent. It ranged from 25 percent to 100 percent. For the summer program, the average attendance was 40 percent. This ranged from 25 percent to 100 percent. The vast majority of the students are Independent Study students so the attendance rates only reflect their face-to-face contact time with their teacher.

### **Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort, as do students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For Little Falls, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was nearly 23 percent, rising from 31 percent to 54 percent. The cohort size increased by approximately 20 percent, which makes the increase in graduation rate especially impressive. The increase from FY 13 five-year to FY 14 six-year was nearly 7 percent. The cohort size did not change.





## **Luverne Public School District, 2184-01**

### **Program Information**

Luverne operates an Alternative Learning Program for students in grades eight through 12.

### **Demographics**

The cohort size is too small to create a chart.

### **Summer Programs**

#### ***ALP Summer Term***

Luverne served nine students in their summer program. Two of these were in the program for the summer only and the rest continued into the core school year. They operate a blended program of seat time and independent study. Luverne sends information out to all students and welcomes any student that wishes to attend. Additionally, students can register themselves.

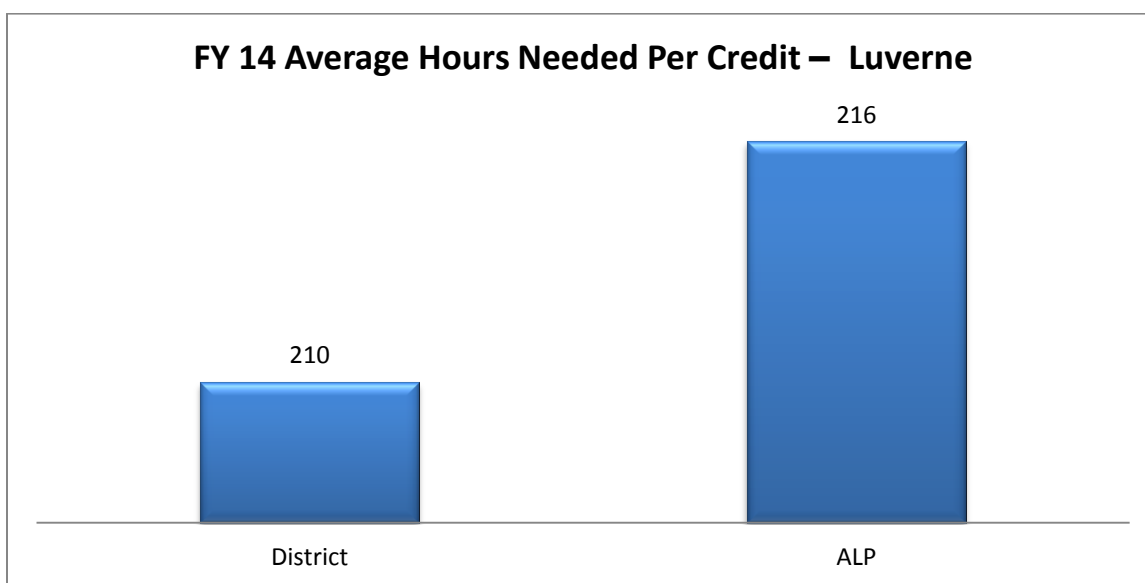
Luverne does not think of at-risk and off-track students as separate groups so their process to serve them is the same. They offered English 9, 10, 11 and 12, Physical Education, Health, U.S. History, and Economics.

Luverne feels the area of greatest need is English classes, followed by reading help, then health classes, followed by physical education classes.

The summer program and the core school year program are reported under the same school code so average length of enrollment and credits earned is a combination of the two programs. The following chart lists the number of membership hours to earn one credit during the core school year and the number in the combined ALP program.

The number of hours needed to earn a credit averaged 216 in the ALP program. For students who earned credit (five of the 26 students did not earn credit), this ranged from 81 hours to 573 hours per credit. This compares to an expected 210 hours per credit awarded in the core school year.

The students who did not earn credit were not enrolled long in the program. Their membership ranged from 12 to 74 hours.



### **Core School Year Programs (Intervention and Prevention Strategies)**

Luverne operates an Alternative Learning Program (ALP) called the Luverne Alternative School. Their program is open to a variety of qualifying factors. Students who want to become full-time students must conference with their parents and the principal; if they feel it will fit, they are then directed to the Alternative School Director. Credit recovery students are sent directly to the ALP to make arrangements to recover needed credits.

When a student leaves school, there are several things a district could choose to do. Luverne responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Luverne was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: Not applicable.
- Cooperative learning: I do not know.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.

- Mentors: Not applicable.

Luverne believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

***Average length of enrollment for FY 14***

Luverne combines the data for their summer program and their school year program. The average number of membership hours claimed for this total program was 204 per student. This ranged from 12 hours to 729 hours. It generates 3.15 regular ADMs and 1.38 extended ADMs.

***Average number of credits earned for FY 14***

The average number of credits earned per student was 0.94. This ranged from zero credits to three credits.

***Attendance for FY 14***

Attendance was reported as 100 percent for all students.

**Graduation Data**

The cell size is too small to determine a graduation rate.

## **M.A.C.C.R.A.Y. Public School District, 2180-01**

### **Program Information**

M.A.C.C.R.A.Y. operates an Alternative Learning Program serving students in grades nine through 12.

### **Demographics**

The cohort size is too small to generate a demographic comparison.

### **Summer Programs**

They are not operating a summer program.

### **Core School Year Programs (Intervention and Prevention Strategies)**

The survey information was not received.

### ***Average length of enrollment for FY 14***

The average length of enrollment was 145 hours. This ranged from 33 hours to 705 hours. The program generates 4.57 regular ADMs and 0.89 extended ADMs.

### ***Average number of credits earned for FY 14***

No information was received on the number of credits earned.

### ***Attendance for FY 14***

The average attendance rate was 93 percent. This ranged from 58 percent to 100 percent.

### **Graduation Data**

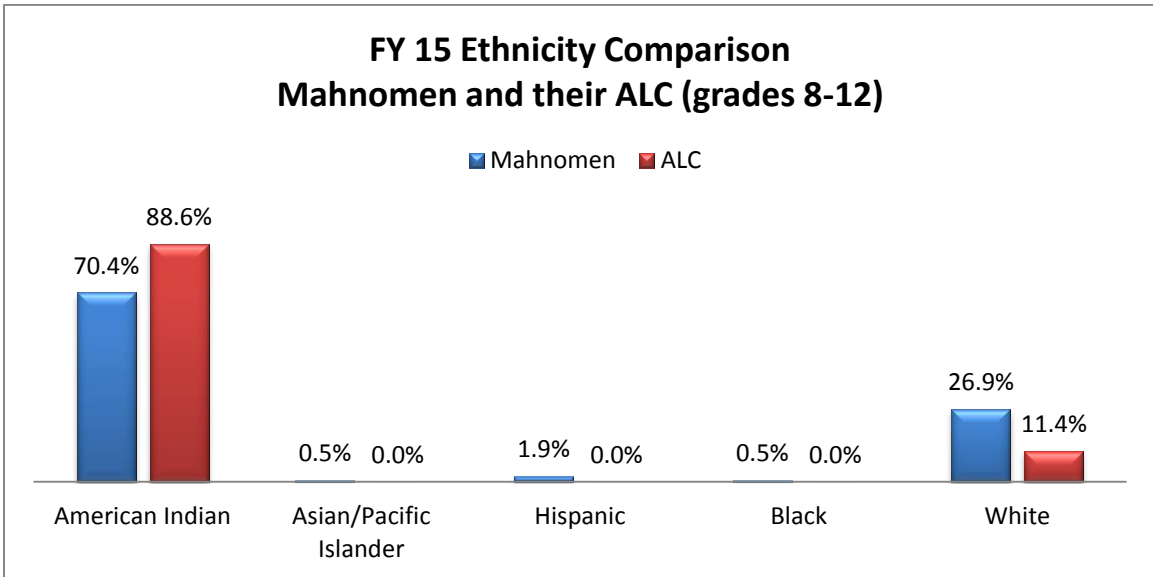
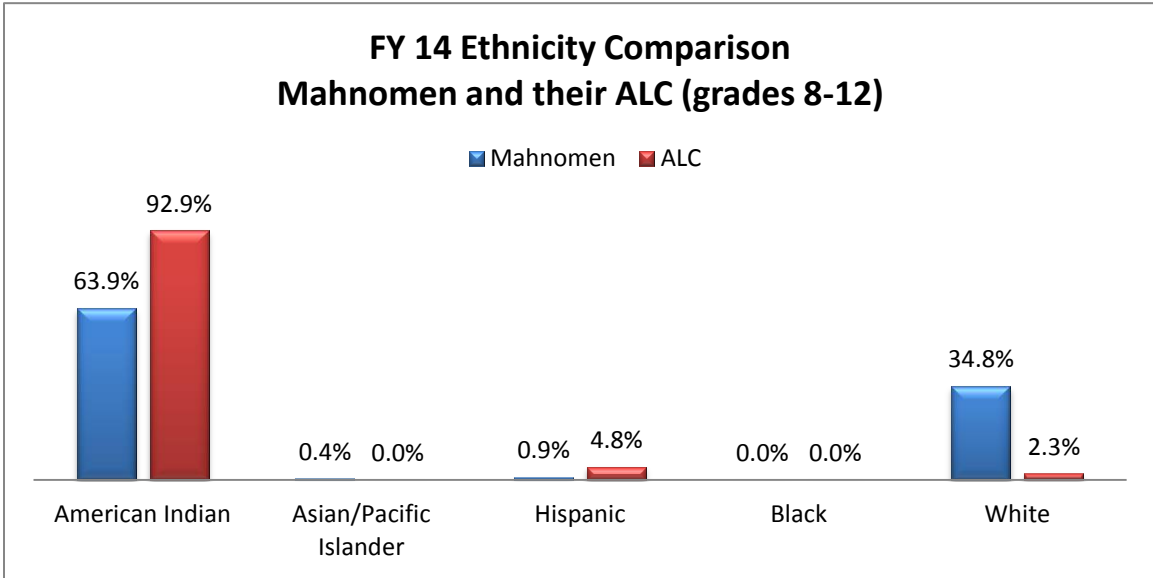
The cohort size is too small to calculate a graduation rate.

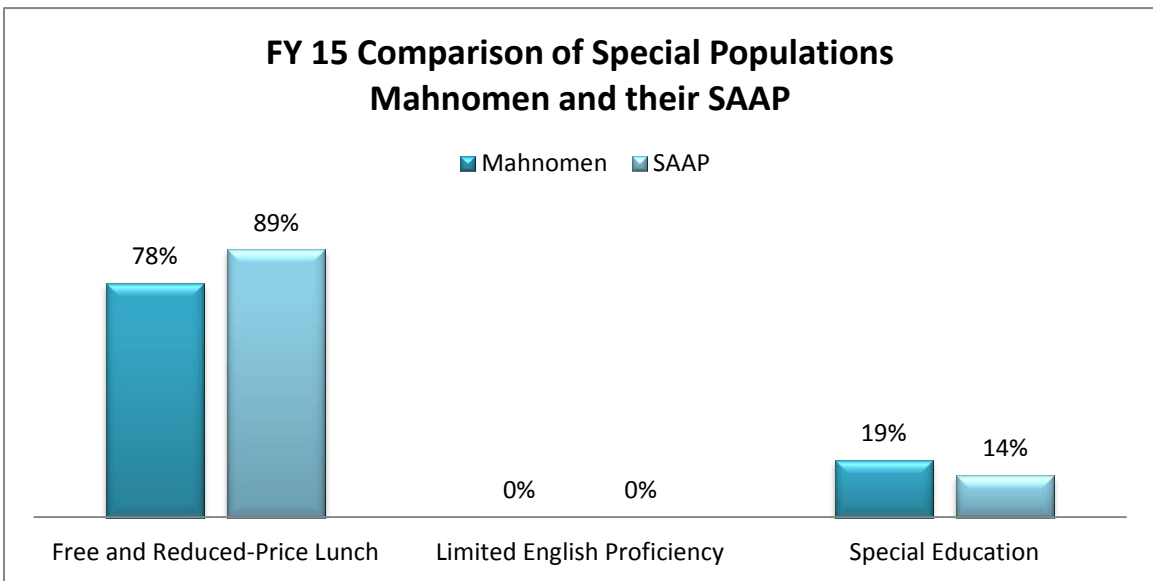
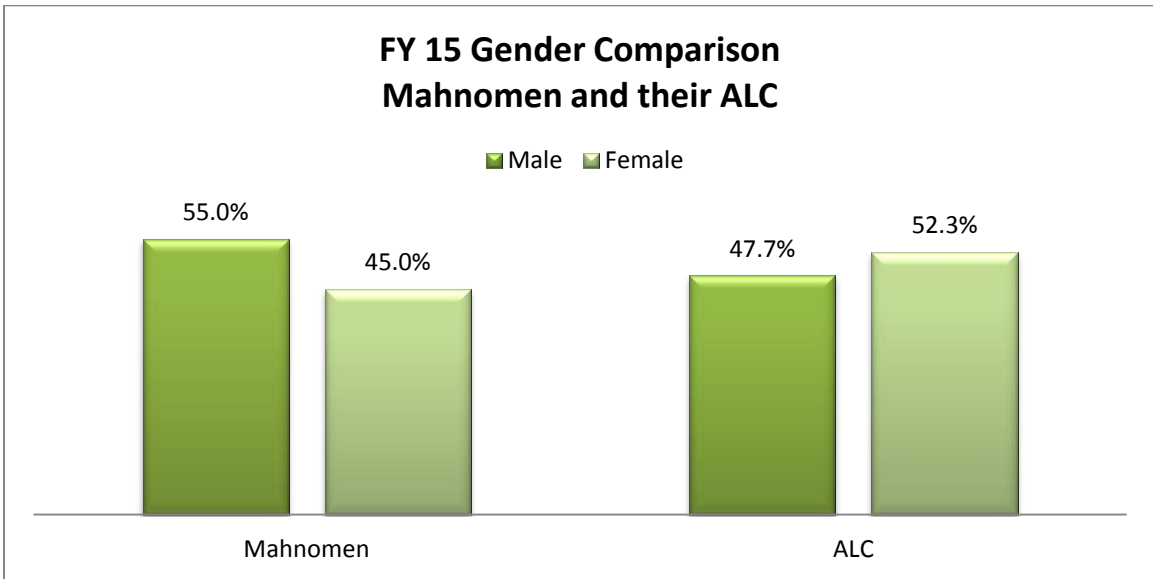
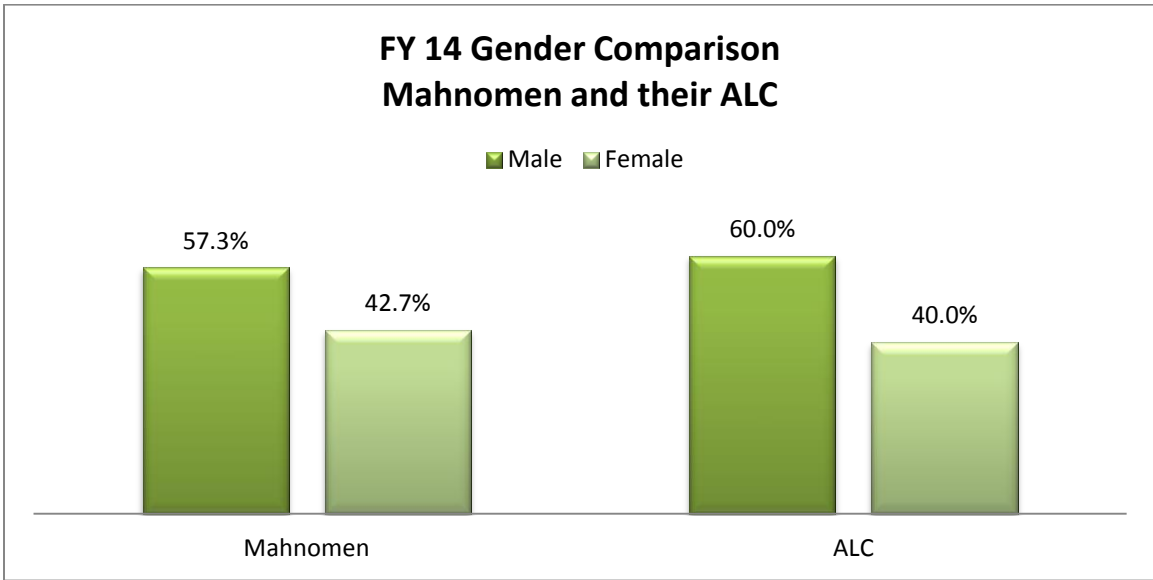
# Mahnomen Public School District, 0432-01

## Program Information

Mahnomen has an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

No information was received on their summer targeted services program.

### ***ALC Summer Term (secondary students)***

Mahnomen operates a summer program for 20 days, 6.5 hours a day. The program operates from the middle of July until the third week in August. It is an independent study program, which means membership hours are determined by credit completion and teacher contact time. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class.

They see their students' greatest area of need as math classes, such as Algebra. This is followed by English classes, then remedial math classes, and then reading help.

Mahnomen does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Earth Science, and Biology. They also offer elective classes and generic credits in math, English, social studies and science.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Mahnomen operates the Mahnomen Area Learning Center program year round. The program is open to a variety of qualifying factors. Students enroll in the ALC through a referral process. Referrals can come from the school or from a parent. Parent referrals require a meeting with district personnel prior to enrollment. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 percent and 50 percent.

When a student leaves school, there are several things a district could choose to do. Mahnomen responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*
- Other: We mail information to students with summer school and ALC options.

In terms of prevention and intervention strategies for at-risk and off-track students, Mahnomen was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We will be implementing this in our district.
- Pupil study teams: Not applicable.

- Response to Intervention: I do not know.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: Not applicable.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: Not applicable.

#### ***Average length of enrollment for FY 14***

For FY 14, the average length of enrollment in the ALC summer program was 48 hours. They had 54 enrollment records that generated 0.97 ADMs and 1.48 extended ADMS. Enrollment ranged from six hours to 162 hours. For the school year program, the average length of enrollment in the ALC program 154 hours. They had 111 enrollment records that generated 11.62 ADMs and 1.77 extended ADMS. Enrollment ranged from two hours to 2,360 hours. This student was an independent study student and membership hours are based on work completion, so that could be why the hours are so high.

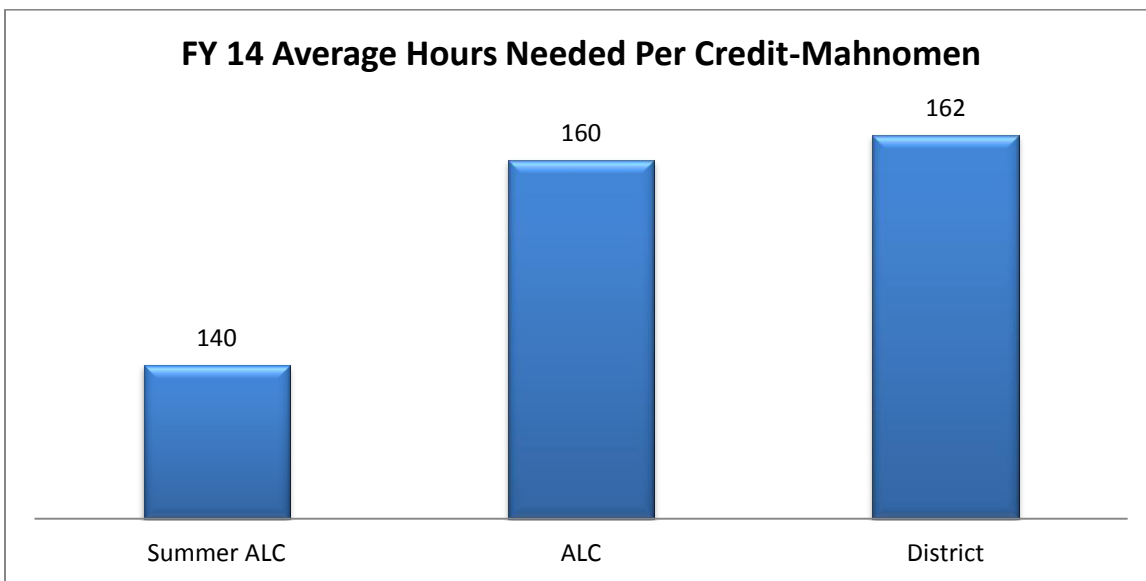
#### ***Average number of credits earned for FY 14***

Mahnomen requires 27 credits to graduate or 6.75 credits a year. Based on their length of instructional program of 1,096.5 hours, this means students need approximately 162 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.96 credits. This ranged from no credits earned to 15.75 credits earned. It took on average 160 hours to earn a credit, close to that needed at the traditional high school.

For the summer program, students earned an average of 0.34 credits. This ranged from no credits earned to 1.5 credits earned. It took on average 140 hours to earn a credit, significantly less than the hours needed at the traditional high school.





### ***Attendance for FY 14***

The attendance rate for the ALC summer program was 21 percent. This ranged from zero to 50 percent. For the school year program, the rate was 20 percent, ranging from zero to 100 percent.

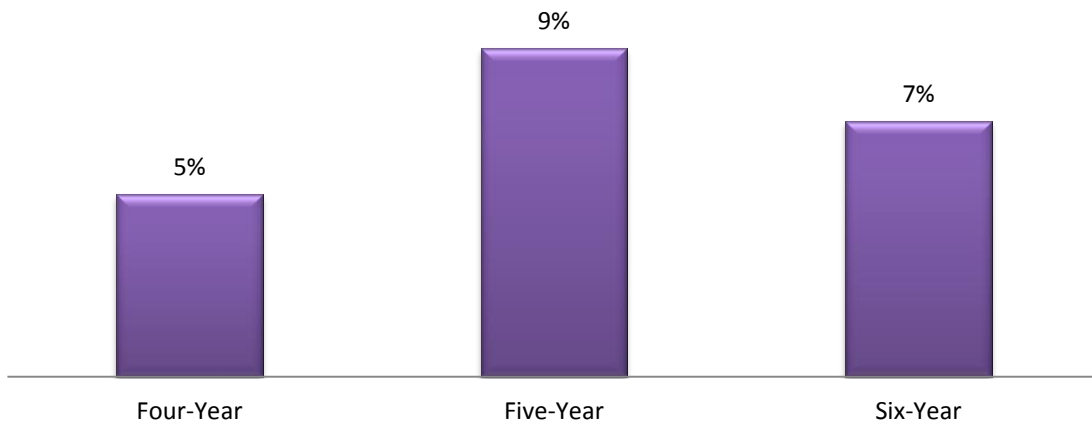
### **Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort as well as students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

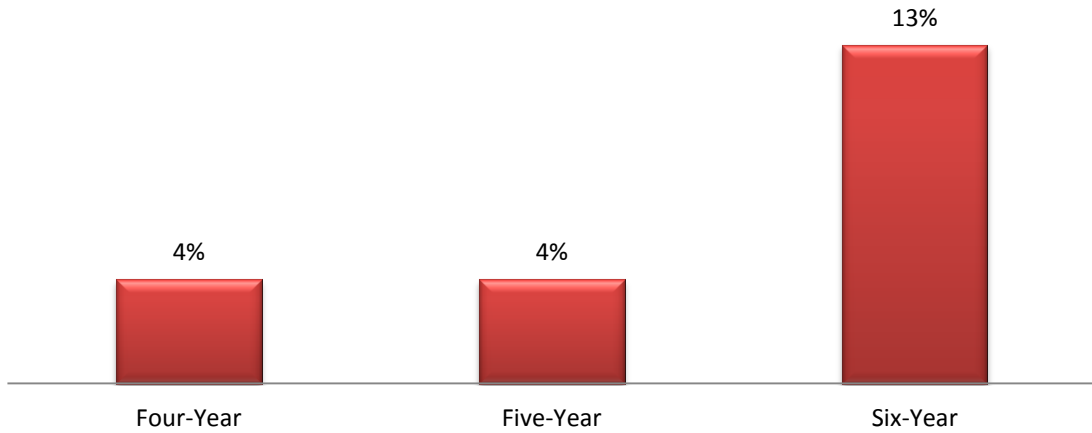
The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For Mahnommen, the change from FY 13 four-year graduation rate to FY 14 five-year graduation rate was negative, falling from five percent to four percent. The cohort size increased by approximately 20 percent. The FY 13 five-year graduation rate went from 9 percent to 13 percent. The cohort size did not change.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Mahnomen ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Mahnomen ALC**

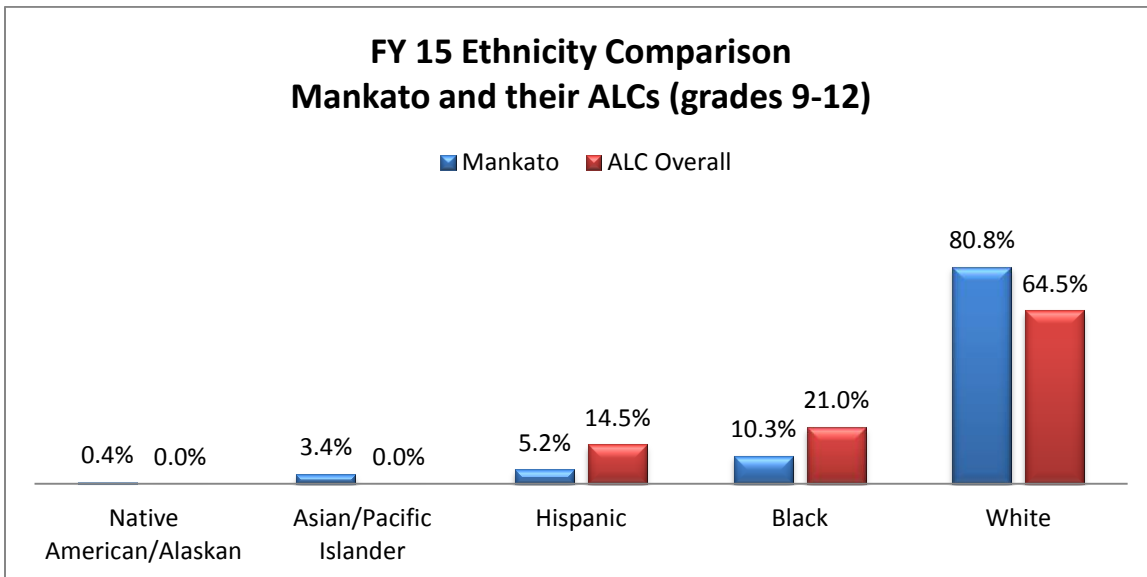
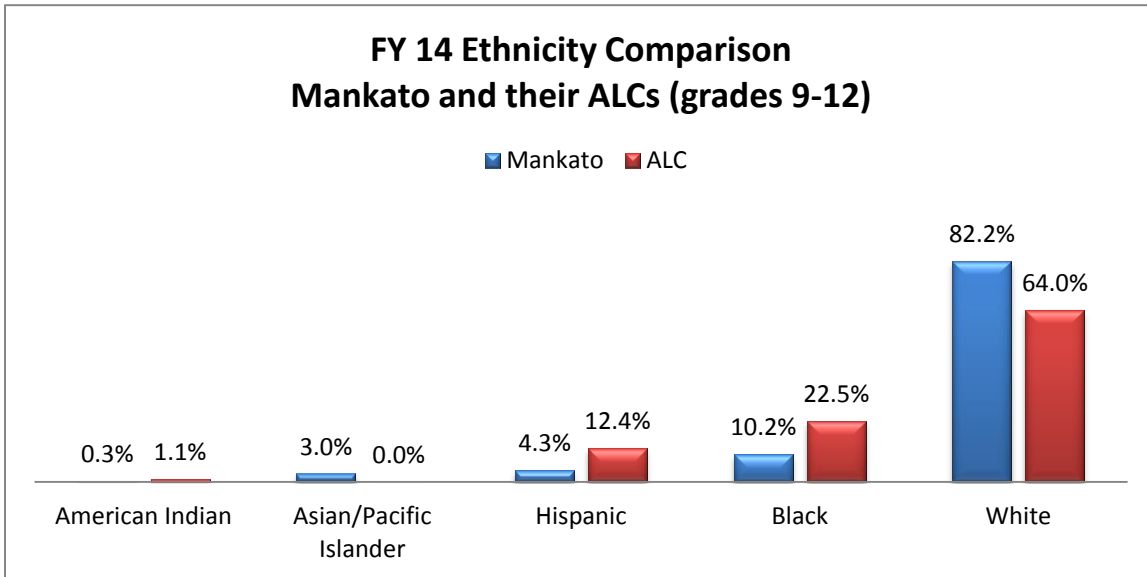


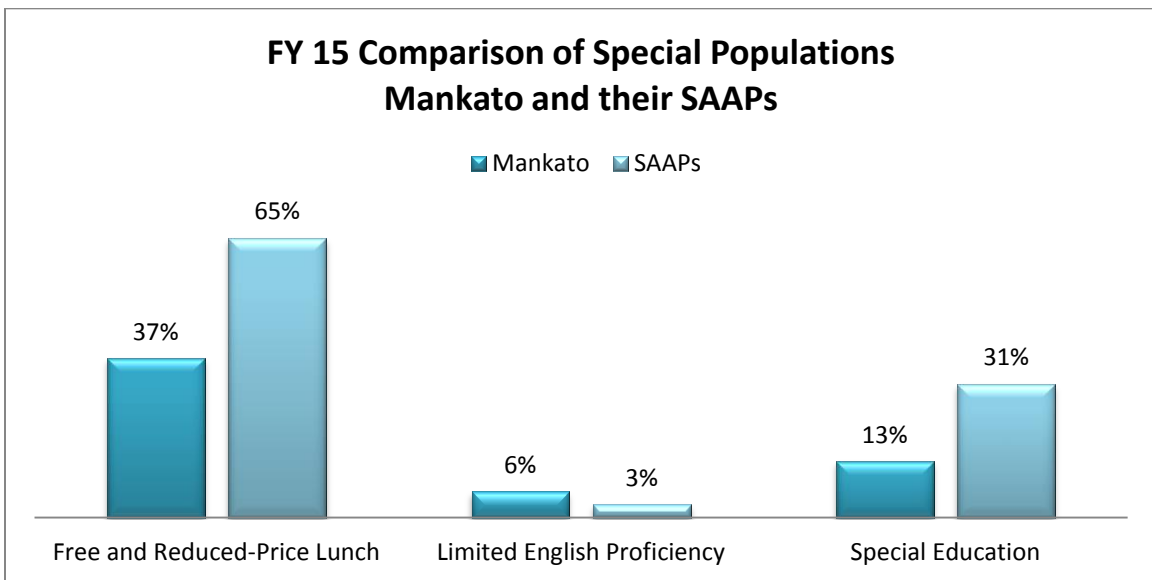
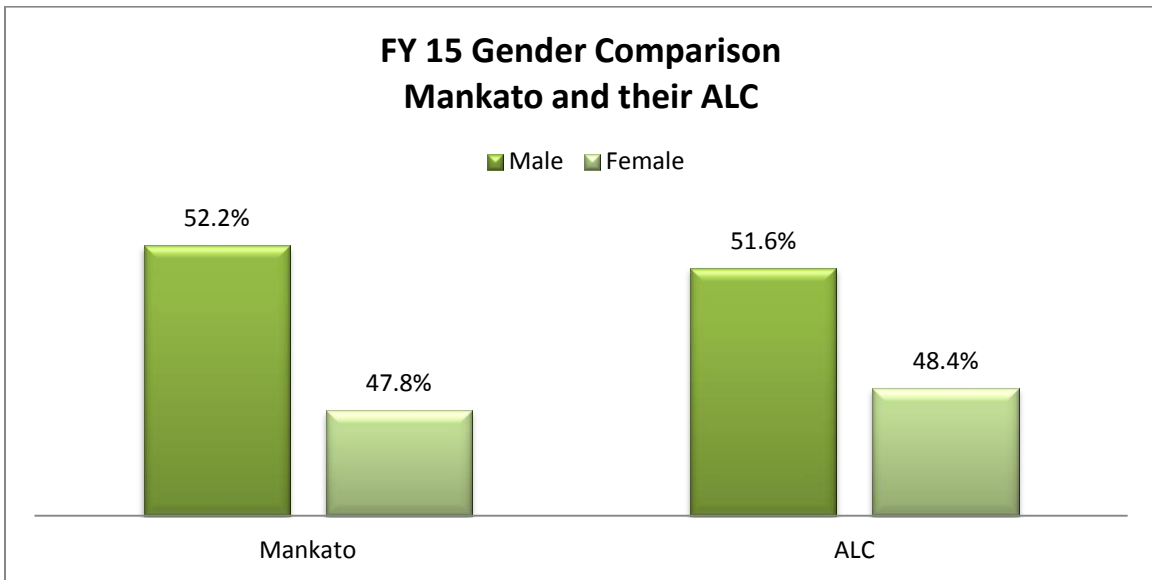
# Mankato Public School District, 0077-01

## Program Information

Mankato operates several Area Learning Centers and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Mankato operates a targeted services program for four hours per day for 16 days. They serve grades kindergarten through six. Their planning for the summer program begins in January. They try to match student needs to their programming.

They use targeted, research-based reading and math instruction and interventions that address student-specific skill deficits.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students.

Teachers use data from NWEA and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments and data guidelines set by the Summer School Coordinator to determine which students qualify for summer programming.

They have pre- and post-tests for math and reading.

### ***ALC Summer Term (secondary students)***

Mankato operates a seat-based program. Their program operates for 30 days for three hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes and the district reaches out to all students and welcomes any student that wants to attend. They also invite students who are designated as English Learners.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, U.S. History, English 9, 10, 11, Art, Physical Education, Biology, Chemistry, and Physics. They also offer English Learner Credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then physical education classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Mankato Public Schools provides programs at the high school level only and operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 percent and 50 percent.

Students enroll in the ALCs when they are referred by their school or parent.

When a student leaves school, there are several things a district could choose to do. Mankato responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is extremely successful for us.*
- We send information to the families of students who have left about other options: *No response.*
- We have regular outreach programs to students who have left school: *No response.*

In terms of prevention and intervention strategies for at-risk and off-track students, Mankato was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.

- Pupil study teams: No response.
- Response to Intervention: This is in the process of being implemented in our district.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students who need it.
- Mental health services: No response.
- Mentors: No response.

#### ***Average length of enrollment for FY 14***

In the core school year ALC program, the average length of enrollment was 434 hours. This ranged from six hours to 975 hours. There were 179 enrollment records and they generated 72.37 regular ADMs and 3.16 extended ADMS.

For their summer program, the average length of enrollment was 112 hours. This ranged from nine hours to 185 hours. There were 147 enrollment records and they generated 5.98 regular ADMs and 8.64 extended ADMS.

For their Life Lines program, the average length of enrollment was 114 hours. This ranged from three hours to 425 hours. There were 67 enrollment records and they generated 3.93 regular ADMs and 2.32 extended ADMS.

For their Central Freedom School, the average length of enrollment was 292 hours. This ranged from 35 hours to 864 hours. There were 20 enrollment records and they generated 5.53 regular ADMs and 0.23 extended ADMS.

For their Night School program, the average length of enrollment was 111 hours. This ranged from 11 hours to 183 hours. There were 240 enrollment records and they generated 7.48 regular ADMs and 16.2 extended ADMS.

It should be noted that Mankato has submitted a core instructional year length of 1,014 hours for the Central High Area Learning Center and 1,008 hours for the Central Freedom School. This is short of the 1,020 minimum hours required and could impact the funding for students in extended learning programs.

#### ***Average number of credits earned for FY 14***

No credit information was received for the Mankato programs.

#### ***Attendance for FY 14***

Attendance for the core school year ALC program was 77 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 89 percent, ranging from 0 to 100 percent. The average attendance at the Night School program was 92 percent, ranging from 50 to 100 percent. At the Life Lines program it was 35 percent, ranging from 0 to 100 percent. Finally, at the Central Freedom program, it was 77 percent, ranging from 21 to 100 percent.

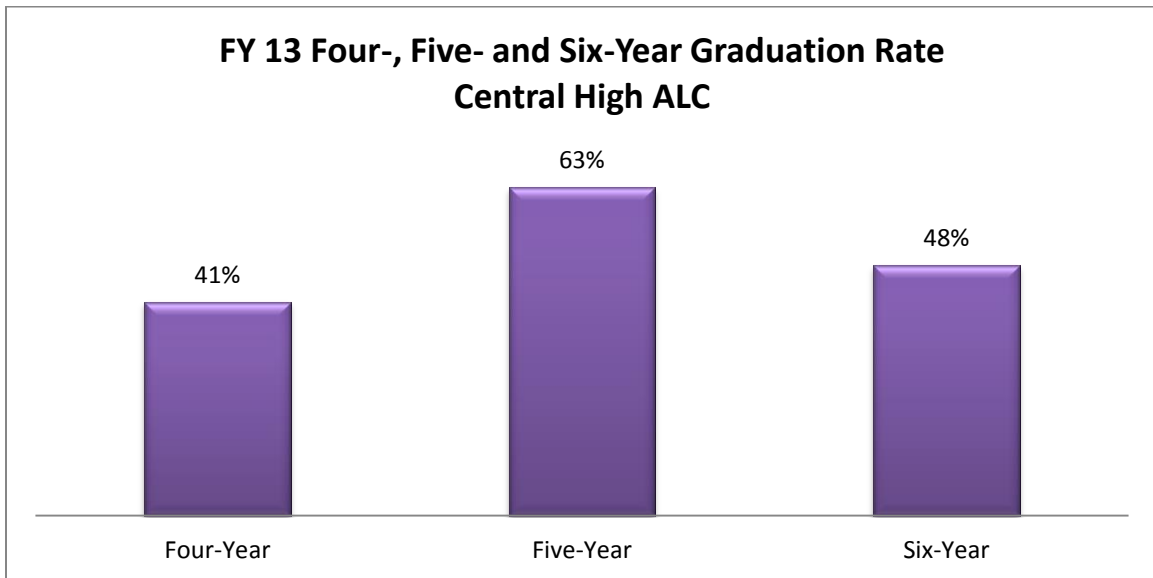
## Graduation Data

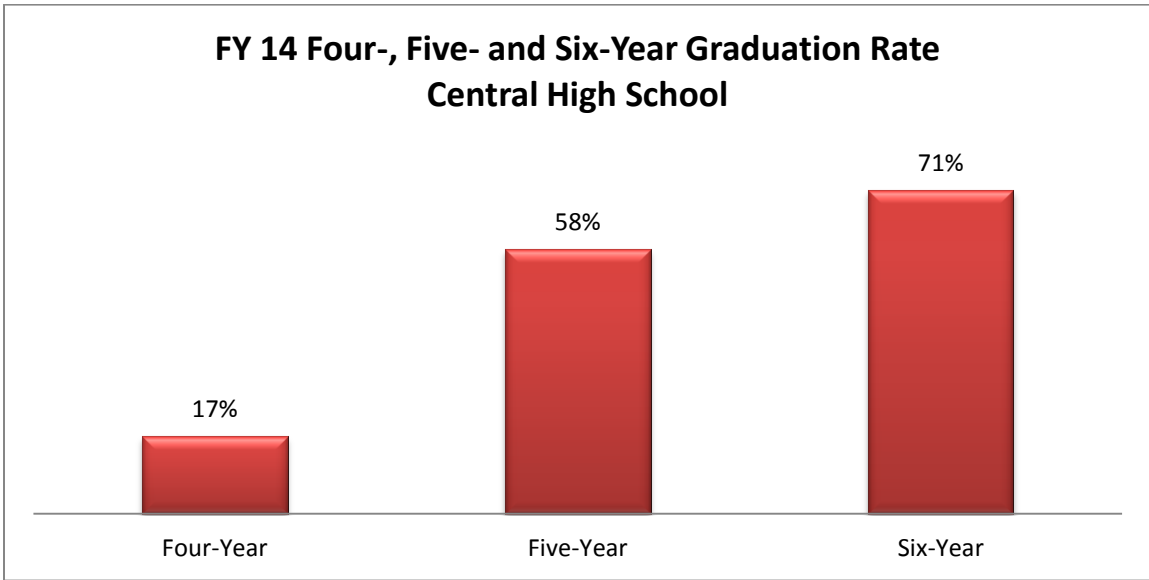
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort as well as students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For the Mankato ALC, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was 17 percent, rising from 41 to 58 percent. The cohort size increased by approximately 10 percent, from 44 to 49 students. The increase from FY 13 five-year to FY 14 six-year was 8 percent. The cohort size did not change.

### Area Learning Center

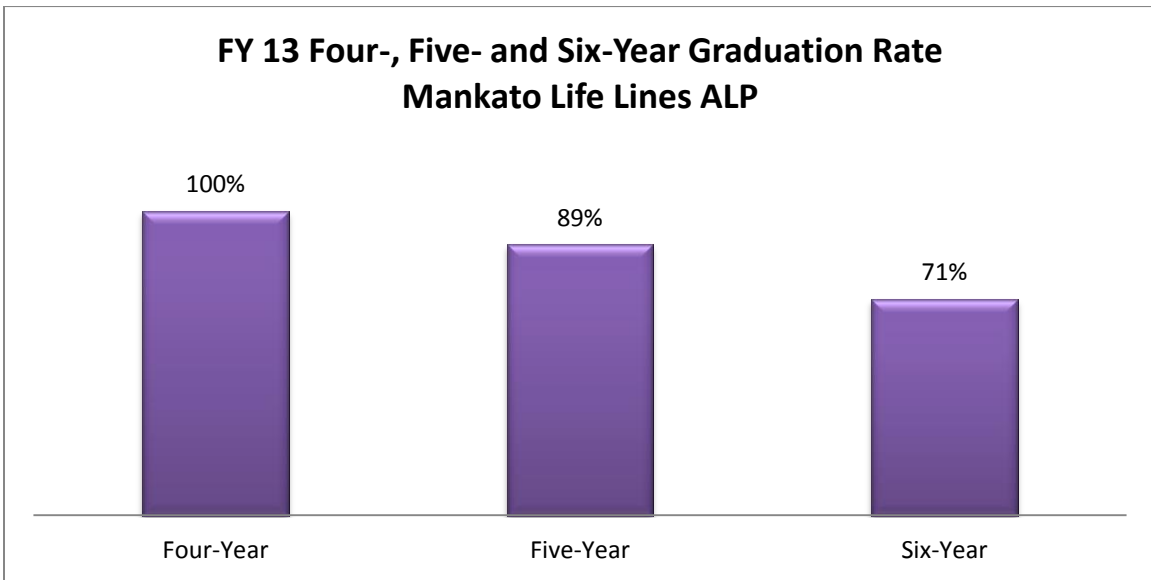




The Mankato Area Night Program had no students in their four- and five-year cohort. There were six students in their six-year cohort, not enough to calculate a graduation rate.

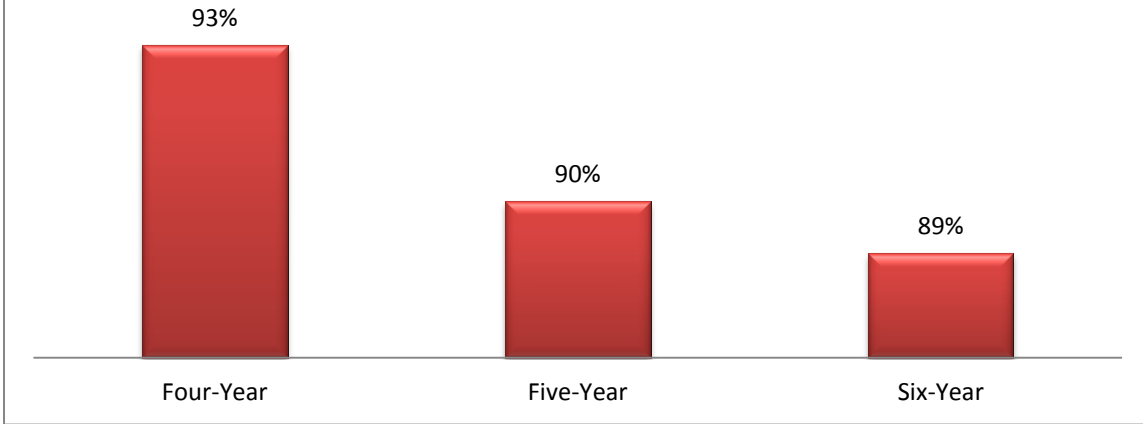
#### Alternative Learning Program

For the Mankato ALP, the FY 13 four-year graduation rate was 100 percent. The FY 14 five-year graduation rate dropped to 90 percent due to the increase in the cohort size. There was no change from FY 13 five-year to FY 14 six-year graduation rate. The cohort size did not change.





**FY 14 Four-, Five- and Six-Year Graduation Rate  
Mankato Life Lines ALP**

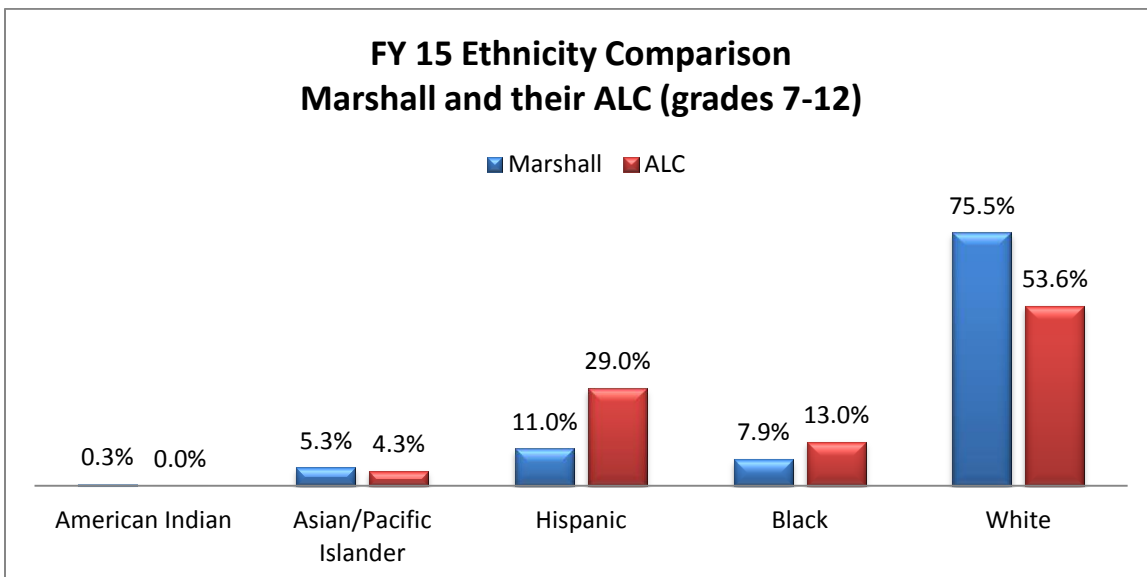
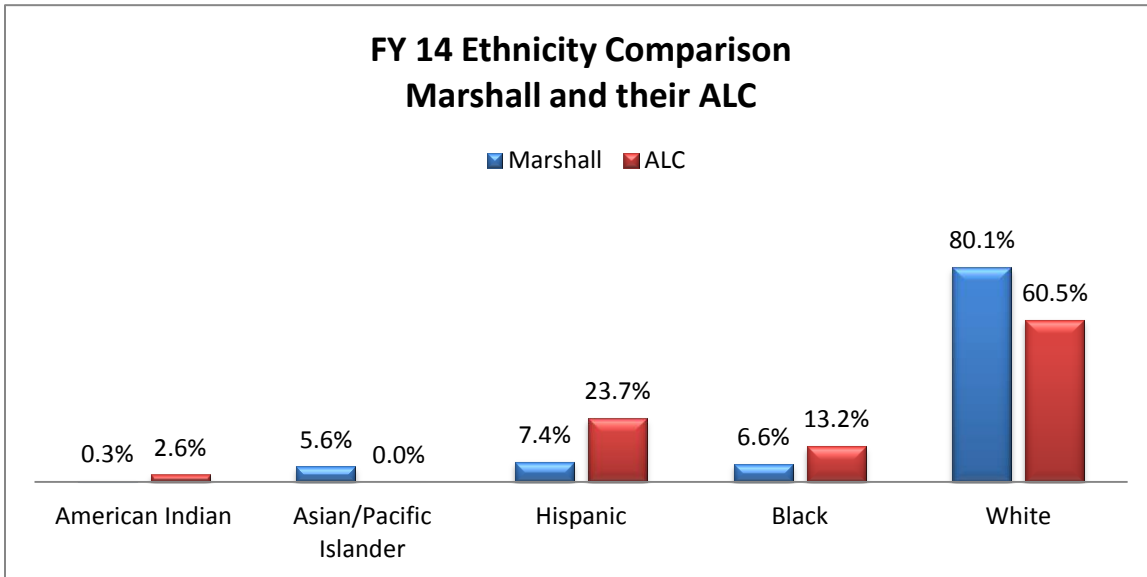


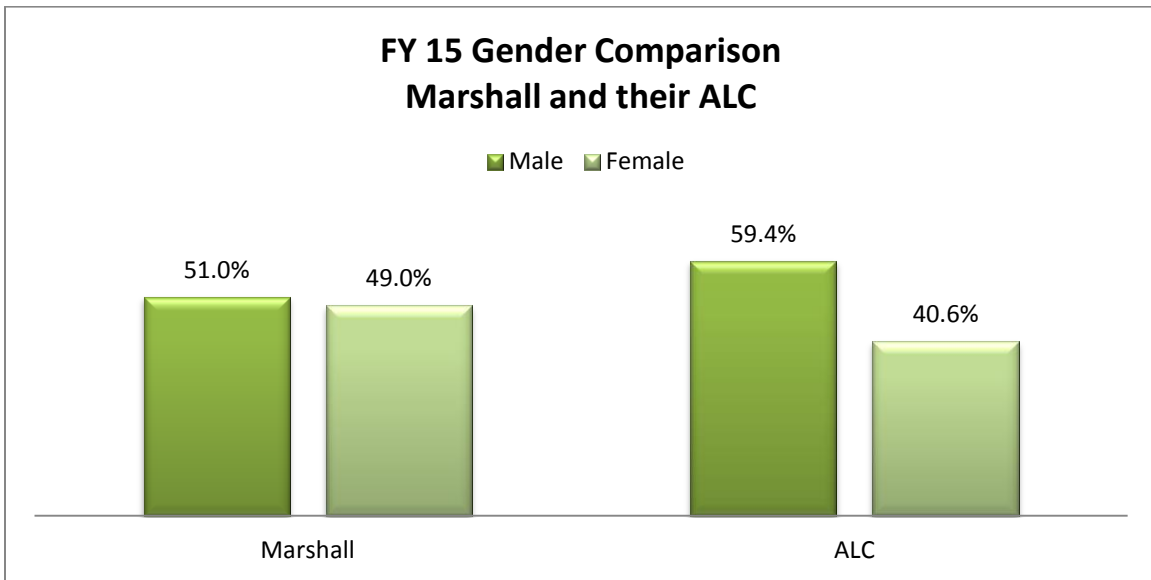
# Marshall Public School District, 0413-01

## Program Information

Marshall operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

Marshall operates a targeted services program for 24 days, four hours per day. Program planning for the summer begins in January. Their program focus is determined at the district level but they are still working towards matching student needs to programming. They share the information on their summer program through e-mails and phone calls.

Their program schedule and activities focus on both academic growth and social/emotional growth, but their schedule is divided into two distinct parts and program staff leads either academic or social/emotional activities, but not both. Their program is able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student to staff ratio of no more than 15 to one.

Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of our program.

### ***ALC Summer Term (secondary students)***

The survey was not returned.

## **Core School Year Programs (Intervention and Prevention Strategies)**

Marshall Public Schools operates an Area Learning Center. According to statute, they must operate this in cooperation with another district. Marshall Public Schools provides programs at the high school level only. They operate their program year round and are open to a variety of qualifying factors. To enroll, students have intake meetings with the principal and fill out a set of enrollment forms. They are not sure of the percentage of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

Marshall Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Marshall Public Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.
- After school programs: This is in process of being fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: Not applicable.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

Marshall had 108 enrollment records for their core school year program. Students were enrolled for an average of 399 hours. This ranged from three hours to 1,244 hours. They generated 35.87 regular ADMs and 4.29 extended ADMs.

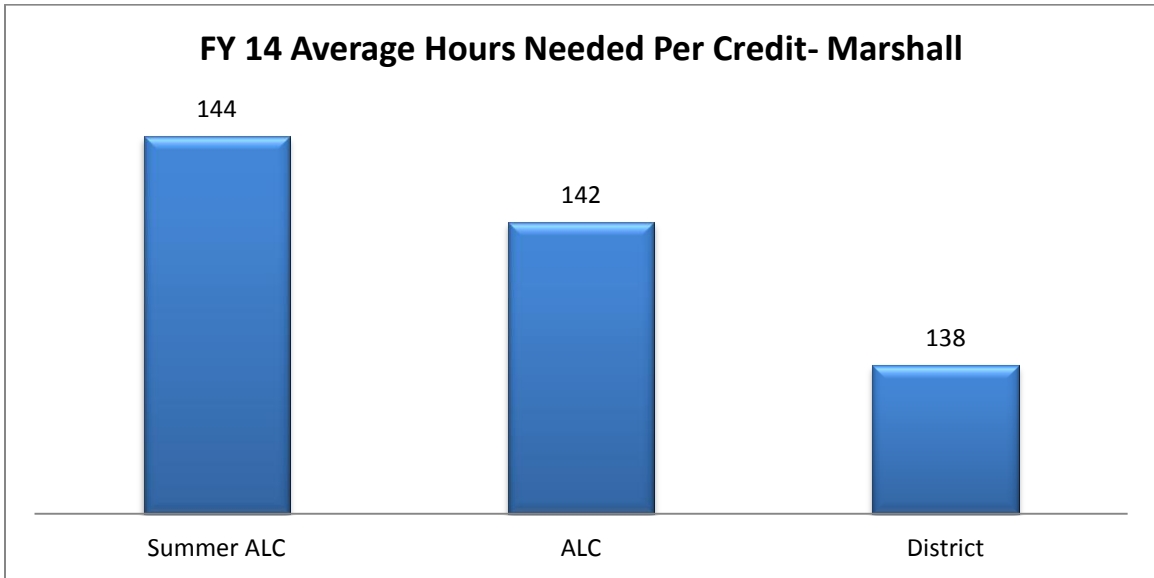
For their summer program, they had 103 enrollment records and students were enrolled for an average of 113 hours. This ranged from one hour to 264 hours. They generated 5.23 regular ADMs and 5.75 extended ADMs.

#### ***Average number of credits earned for FY 14***

Marshall requires 30.5 credits to graduate or 7.625 credits a year. Based on their length of instructional program for the year, this means students need approximately 173 hours to earn a credit.

In the ALC core school year program, students earned an average of 2.81 credits. This ranged from no credits earned to nine credits earned. It took on average 142 hours to earn a credit, slightly higher than that needed at the traditional high school.

For the summer program, students earned an average of 0.78 credits. This ranged from no credits earned to two credits earned. It took on average 144 hours to earn a credit, close to the hours needed at the traditional high school.

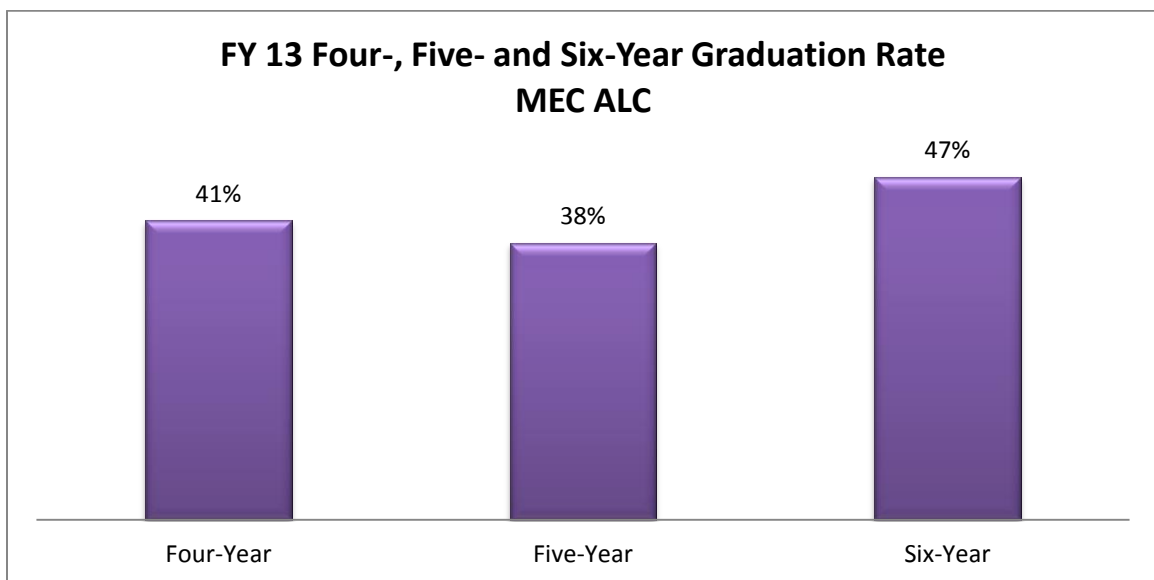


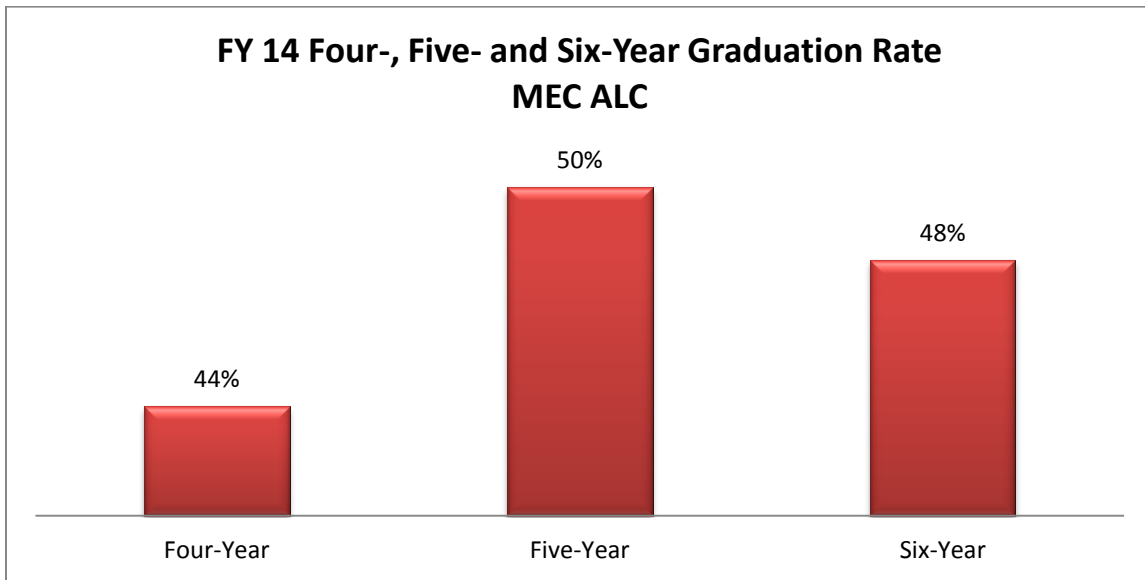
**Attendance for FY 14**

Attendance at the core school day program averaged 90 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 97 percent. This ranged from 0 to 100 percent.

**Graduation Data**

The increase from the FY 13 four-year graduation rate to the FY 14 five-year graduation rate was 9 percent, going from 41 percent to 50 percent. The cohort size increased from 37 to 40 students. There was a 10 percent increase in the graduation rate from FY 13 five-year to FY 14 six-year. The cohort size decreased from 34 to 31 students.





**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Marshall Learning Alternative Program, now called MA-TEC, had an MMR score of 87.37 percent in FY 13 and an FR score of 85.99 percent. In FY 14, their MMR score was 67.25 percent and their FR score was 68.29 percent.

## **McGregor Public Schools, 0004-01**

### **Program Information**

McGregor operates a small Alternative Learning Program.

### **Demographics**

The cohort size is too small to compute and compare demographic rates.

### **Graduation Data**

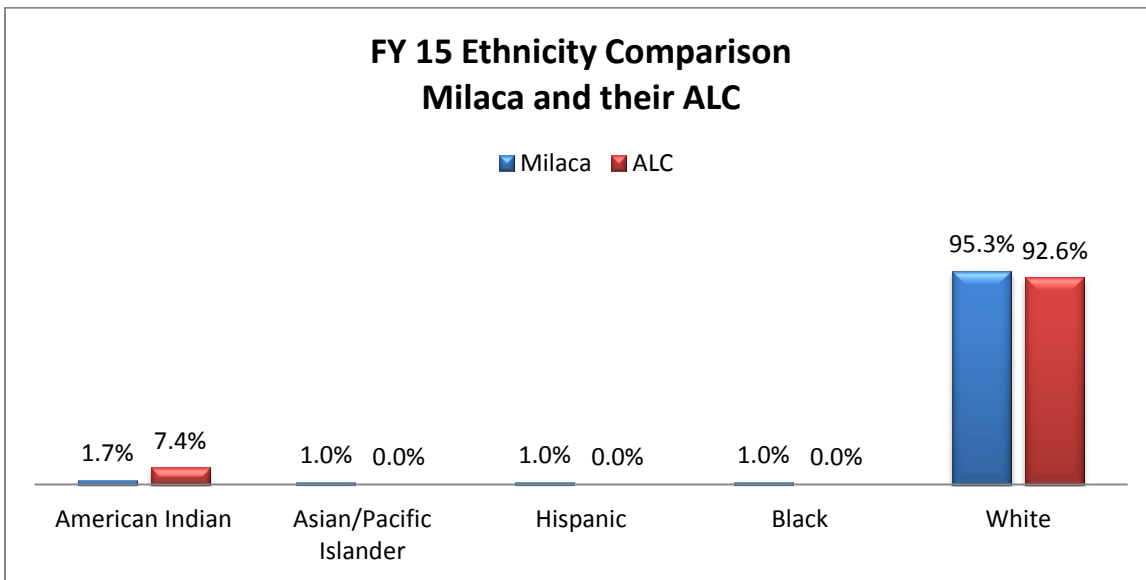
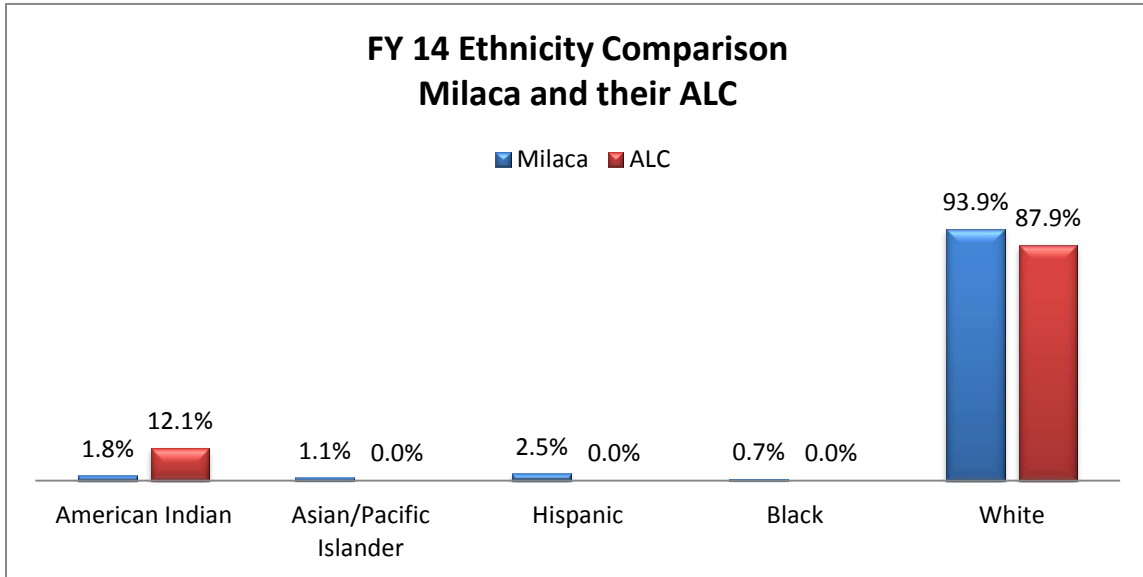
The cohort size is too small to calculate a graduation rate.

# Milaca Public School District, 0912-01

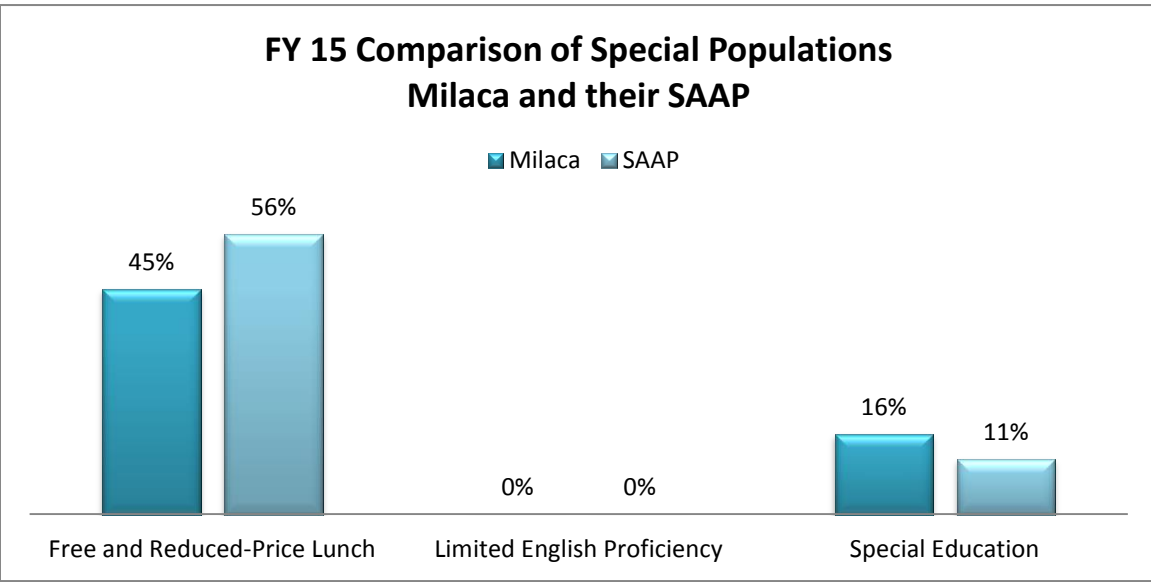
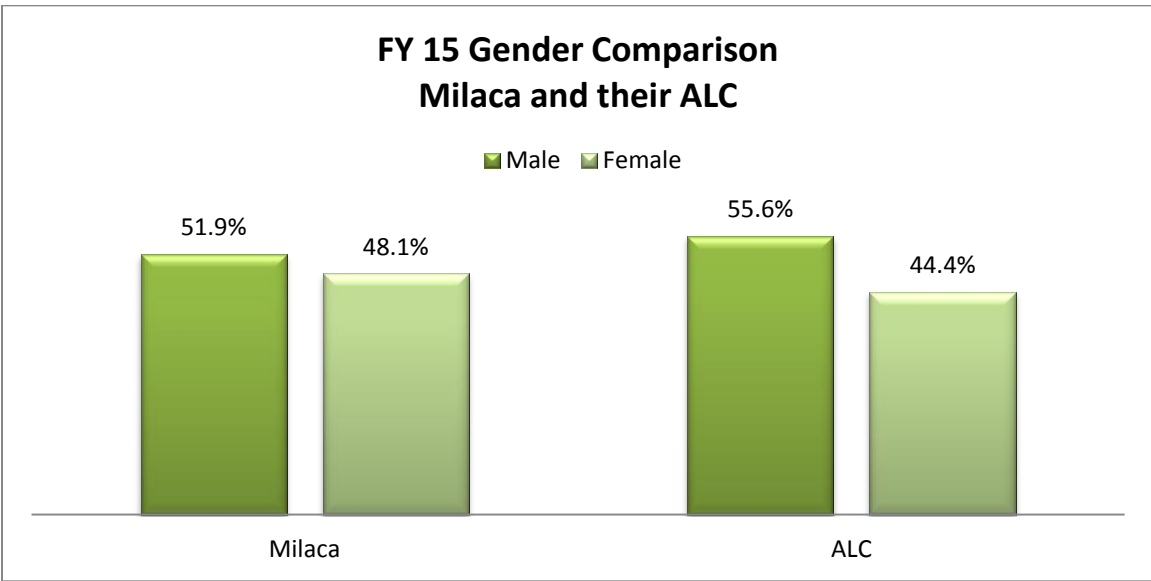
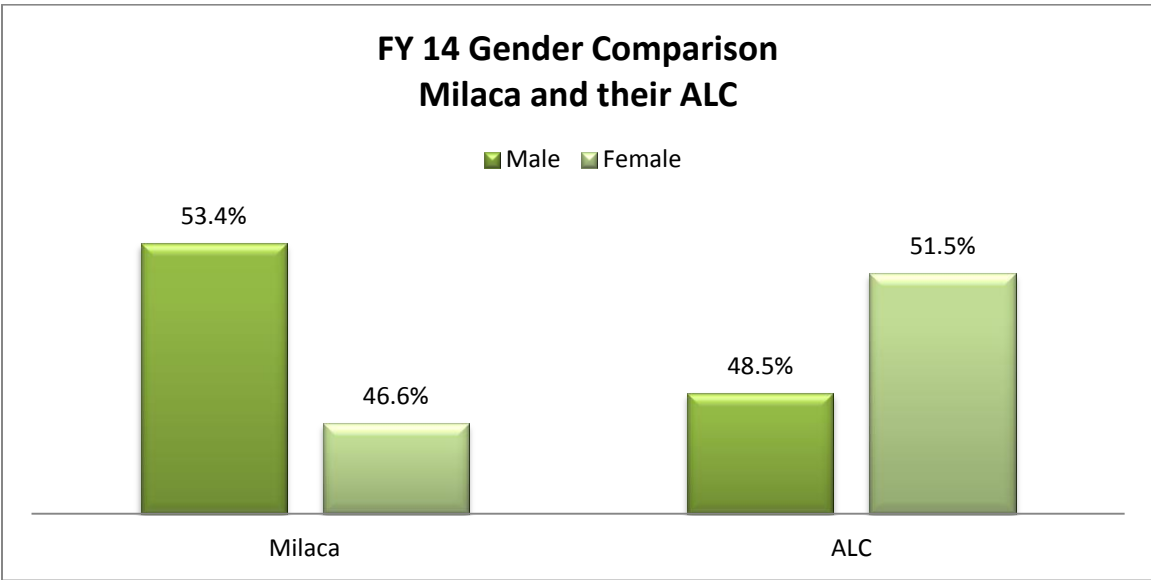
## Program Information

Milaca operates a targeted services program and an Area Learning Center serving grades nine through 12.

## Demographics







## **Summer Programs**

### ***Targeted Services***

Milaca operates a targeted services program for three hours per day for 20 days. They serve first through sixth grade. Their planning for the summer program begins in January and their program focus is determined at the district level. They are working towards matching students' needs to programming. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students.

Teachers recommend students they feel will benefit from the program.

### ***ALC Summer Term (secondary students)***

Milaca operates an independent study program, which means that membership is calculated on work completion and teacher contact time. The program operates for 32 days and consists of two, four week session.

Students come to the program when their teacher recommends students who have failed their classes.

Milaca does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. At-risk students in Milaca are those who are close to a year behind. They may be referred to come to the ALC full-time and do all classes at the ALC, or come part-time to the ALC and remain enrolled part-time at the high school. Students who need to make up less than one year's credits will come to after-school classes or during the summer.

Milaca offers credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, and generic science credit.

They see their students' greatest area of need as English classes, followed by math classes such as Algebra or Geometry, then by the need for Health and Physical Education classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Milaca operates the Milaca Area Learning Center program year round. They have programs that are open to a variety of qualifying factors. Students enroll in the ALCs through counselor referral. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

When a student leaves school, there are several things a district could choose to do. Milaca responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: We have minimal success with this strategy.

- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students that need it.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: *I do not know.*
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students that need it.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: *I do not know.*

#### ***Average length of enrollment for FY 14***

Milaca showed 124 enrollment records for their core school year program. Students were enrolled for an average of 294 hours. This ranged from eight hours to 1,440 hours. They generated 27.75 regular ADMs and 6.98 extended ADMs.

For their summer program, they had 68 enrollment records and students were enrolled for an average of 105 hours. This ranged from one hour to 223 hours. They generated 2.42 regular ADMs and 4.33 extended ADMs.

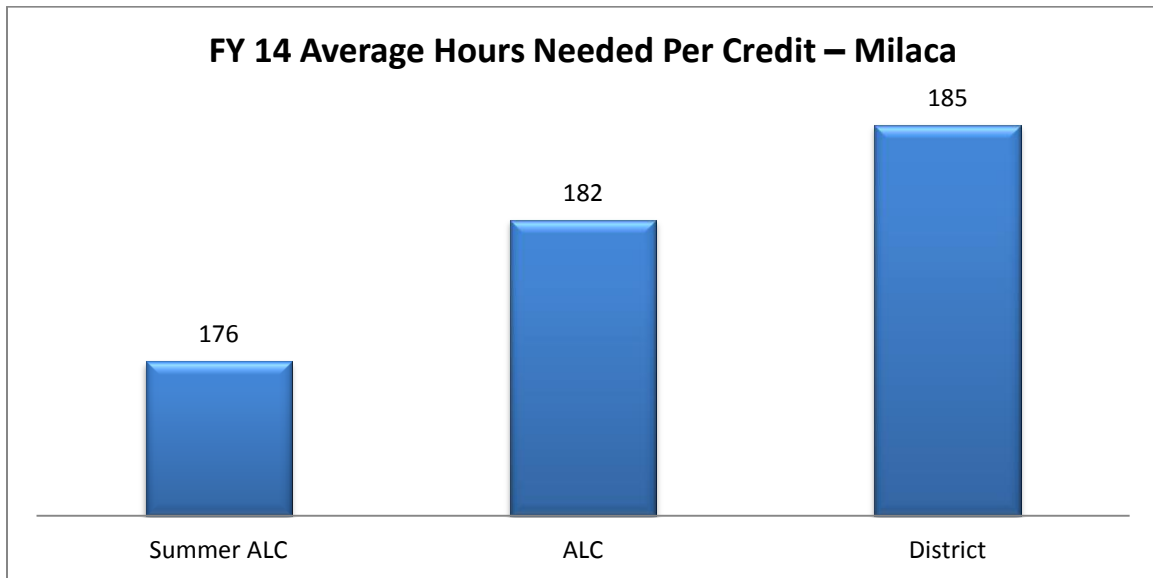
It should be noted that Milaca has submitted a core instructional year length of 1,006 hours for the area learning center.

#### ***Average number of credits earned for FY 14***

Milaca requires 23 credits to graduate or 5.75 credits a year. Based on their length of instructional program for the year, this means students need approximately 185 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.62 credits. This ranged from no credits earned to 10 credits earned. It took on average 181.5 hours to earn a credit, slightly higher than that needed at the traditional high school.

For the summer program, students earned an average of 0.6 credits. This ranged from no credits earned to 1.5 credits earned. It took on average 176 hours to earn a credit, close to the hours needed at the traditional high school.



### ***Attendance for FY 14***

Attendance at the core school day program averaged 38 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 34 percent. This ranged from 0 to 71 percent.

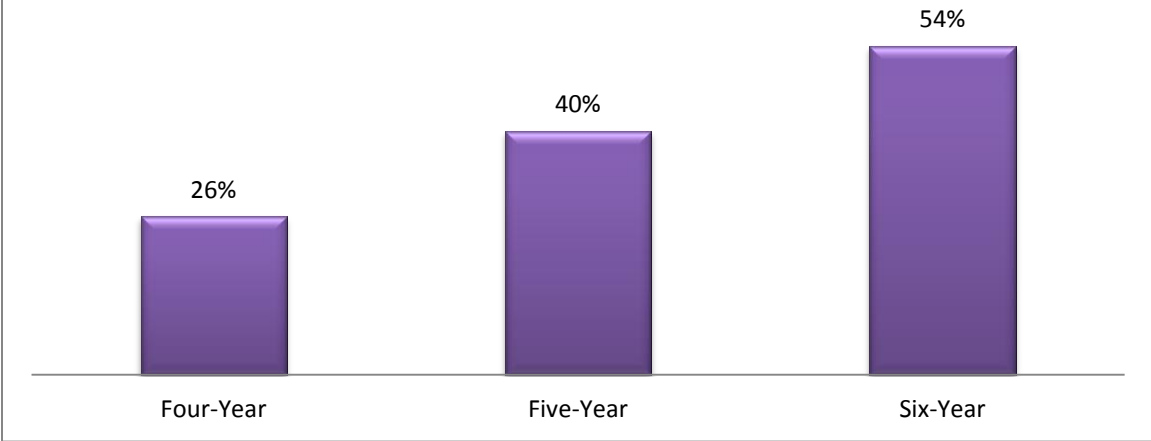
### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

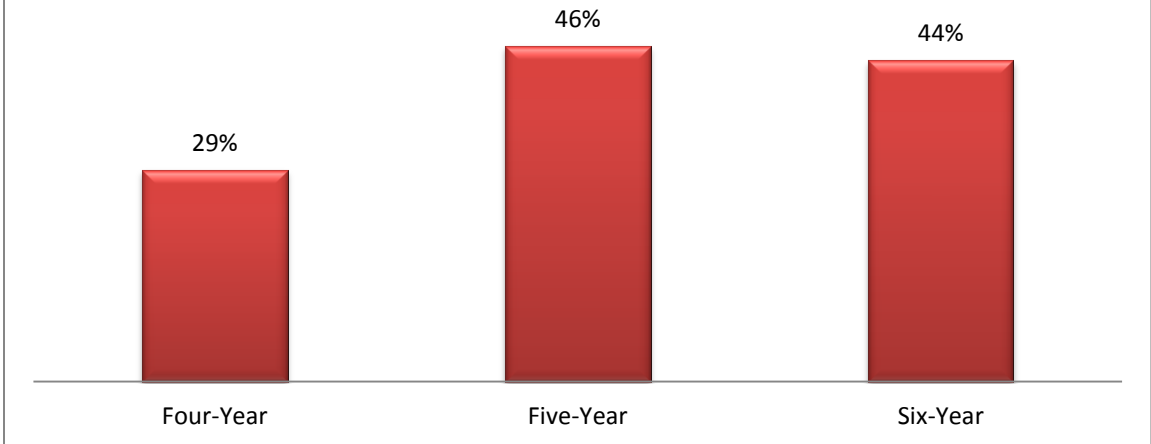
In Milaca, the FY 13 four-year graduation rate was 26 percent. This rose to 46 percent in the FY 14 five-year graduation rate. The cohort size changed from 28 students to 26 students.

The FY 13 five-year graduation rate was 40 percent and rose to 44 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Milaca ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Milaca ALC**

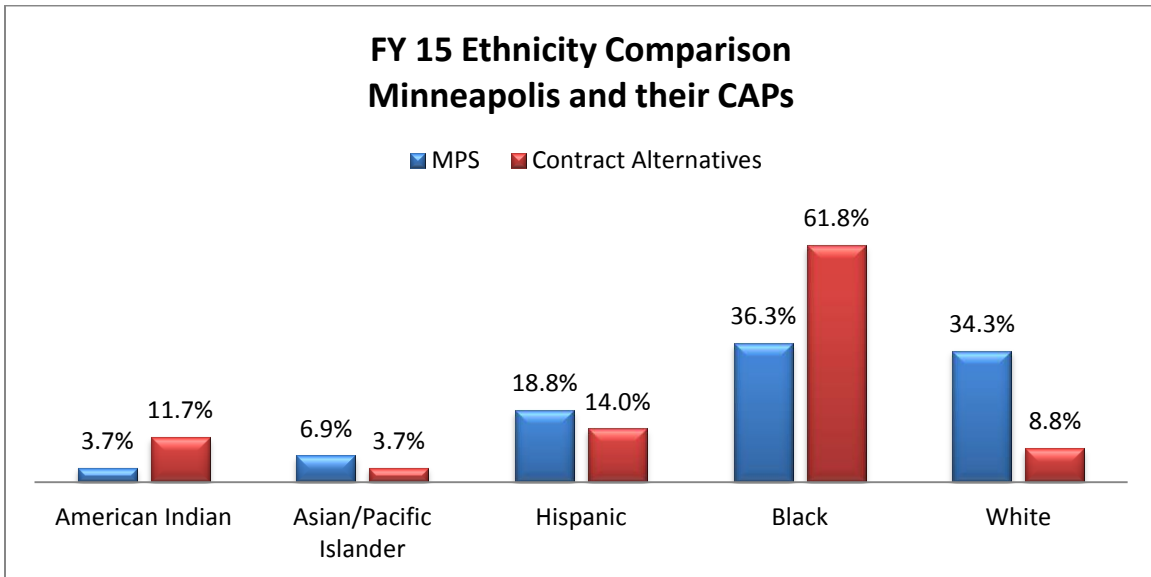
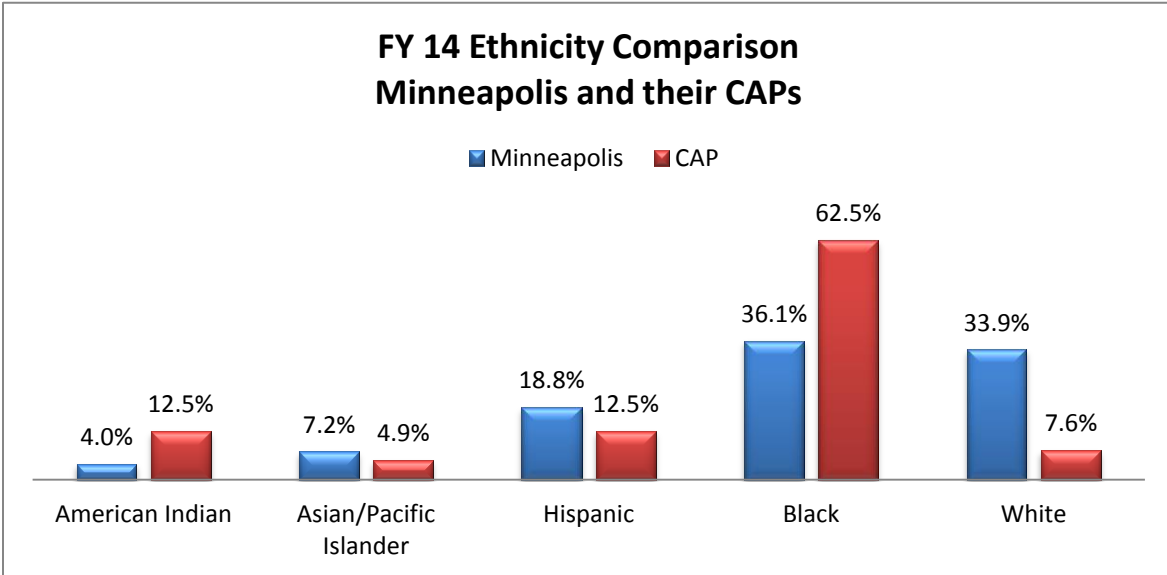


# Minneapolis Public School District, 0001-03

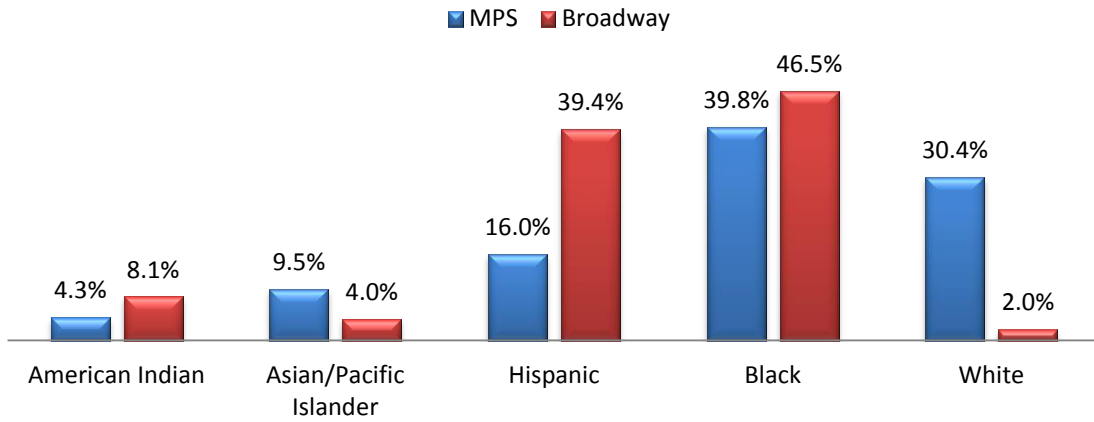
## Program Information

Minneapolis Public Schools provides targeted services programs, contract alternative programs, ALC Credit Recovery programs, and an area learning center core school day program for pregnant and parenting teens.

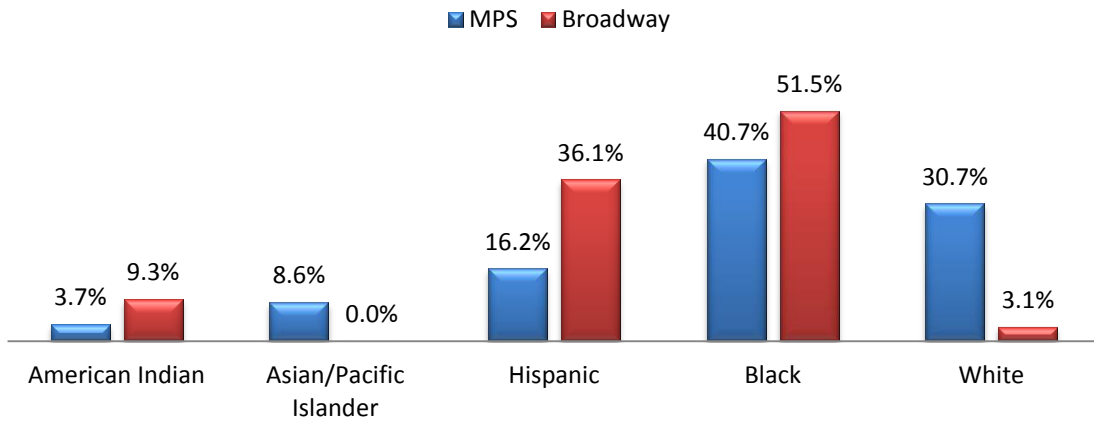
## Demographics



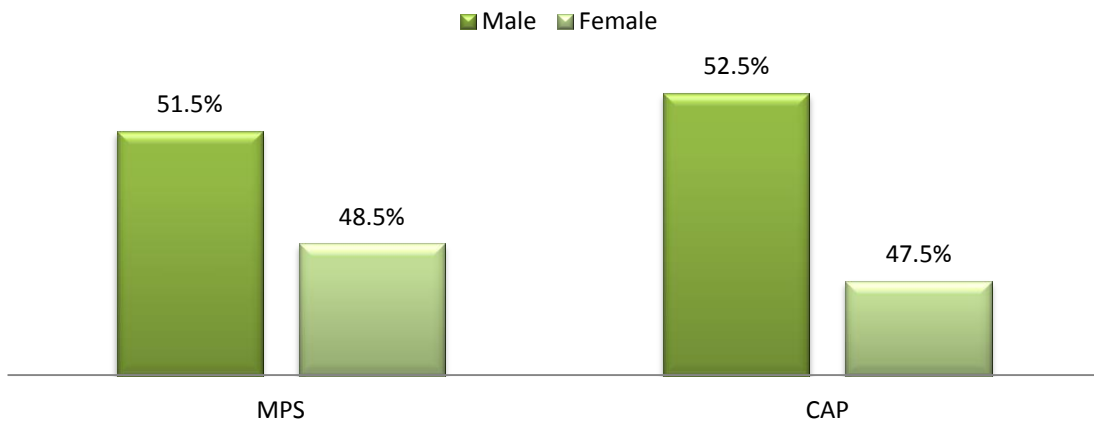
### FY 14 Ethnicity Comparison Minneapolis and Broadway (females grades 8-12)



### FY 15 Ethnicity Comparison Minneapolis and Broadway (females grades 8-12)



### FY 15 Gender Comparison Minneapolis Public Schools and their CAPs



## **Summer Programs**

### ***Targeted services programs***

Minneapolis operates a large targeted services program that goes for five hours per day for 24 days. They serve grades one through eight (kindergarten through grade seven from the previous year). Their planning for the summer program begins at the end of the previous summer session and their program focus is to match student needs to programming. Minneapolis shares information about their program by backpacking information home, doing robocalls, making individual calls home and through conferences. They use the Seeds of Science, Roots of Reading curriculum, as well as Dreambox and myON reading. Minneapolis feels that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but presented in a different and engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff are involved in both areas. Their program is able to have at least one licensed teacher for every 20 students. Overall, the staffing ratio is 12 to one.

The criteria to determine which students should be invited to the summer program is determined at the central office and the targeted services staff is given a list of students to invite. Also, teachers will recommend students.

Their evaluation department uses the results of standardized testing done during the core school year to help determine the impact of the summer program.

### ***ALC Summer Term (secondary students)***

Minneapolis operates several summer programs. The district operates one that encompasses most of their high school students. They also provide a transition to ninth grade program. They have several programs that operate in partnership with their contract alternative programs. The following information is from two of the contract alternative programs.

Plymouth Youth Center (PYC) Arts and Technology High School operates their summer program five days a week for six hours a day. The program operates for two weeks in June. They have a blended program that combines seat-based and independent study. Students are referred to the program by their school counselor if they are behind in graduation requirements and can also refer themselves to the program either prior to the start date or by walking in the first day and registering.

PYC does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Health, Physics, Chemistry, and Biology.

They see their students' greatest area of need as support in areas such as mental health or chemical dependency. This is followed by issues around housing and then math courses such as Algebra.



Takoda Prep of AIOIC operates a seat-based summer program. The summer programs operate for four days a week for four weeks for five hours a day.

Students register themselves for the program.

Takoda Prep offers the following classes: English 9, 10, 11 and 12, Physical Education, Health, Mass Media/OBA Advertising, and elective classes.

They see their students' greatest area of need as math classes, such as Algebra and Geometry and then remedial math classes. This is followed by English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Minneapolis did not return the survey information about their core school year program.

#### ***Average length of enrollment for FY 14***

Minneapolis has one ALC program for pregnant and parenting teens, Broadway Arts and Technical High School. They have two school-within-a-school ALCs that are new and did not have school codes so no information was reported on these. They have several contract alternative school programs; their information is included below.

For the Minnesota Employment Readiness Center (MERC) core school year program, the average length of enrollment was 563 hours. This ranged from 66 hours to 1,038 hours. There were 108 enrollment records and they generated 57.01 regular ADMs and 1.56 extended ADMS.

For the PYC core school year program, the average length of enrollment was 478 hours. This ranged from six hours to 1,032 hours. There were 381 enrollment records and they generated 167.56 regular ADMs and 8.21 extended ADMS.

For the Loring Nicollet core school year program, the average length of enrollment was 540 hours. This ranged from 24 hours to 1,032 hours. There were 94 enrollment records and they generated 47.13 regular ADMs and 1.47 extended ADMS.

For the Heritage Art and Technical Academy core school year program, the average length of enrollment was 738 hours. This ranged from 12 hours to 1,020 hours. There were 197 enrollment records and they generated 125.22 regular ADMs and 3.52 extended ADMS.

For the Volunteers of America (VOA) Opportunity core school year program, the average length of enrollment was 507 hours. This ranged from six hours to 1,032 hours. There were 108 enrollment records and they generated 50.35 regular ADMs and 2.37 extended ADMS.

For the Takoda Prep (AIOIC) core school year program, the average length of enrollment was 554 hours. This ranged from 42 hours to 1,026 hours. There were 66 enrollment records and they generated 35.08 regular ADMs and 0.53 extended ADMS.

For the VOA Phoenix core school year program, the average length of enrollment was 437 hours. This ranged from 30 hours to 1,032 hours. There were 249 enrollment records and they generated 98.46 regular ADMs and 5.99 extended ADMS.

For the Nawayee Center core school year program, the average length of enrollment was 521 hours. This ranged from 36 hours to 1,026 hours. There were 84 enrollment records and they generated 41.07 regular ADMs and 0.73 extended ADMS.

For the Menlo Park core school year program, the average length of enrollment was 540 hours. This ranged from 30 hours to 1,002 hours. There were 138 enrollment records and they generated 71.1 regular ADMs and 1.73 extended ADMS.

For the Urban League Academy core school year program, the average length of enrollment was 410.5 hours. This ranged from 18 hours to 1,032 hours. There were 175 enrollment records and they generated 67.94 regular ADMs and 1.58 extended ADMS.

For the Extended Day program, the average length of enrollment was 85 hours. Enrollments ranged from one hour to 325 hours. There were 1,310 enrollment records and they generated 26.24 regular ADMs and 75.88 extended ADMS.

For the summer program, the average length of enrollment was 80 hours. This ranged from one hour to 132 hours. There were 1,818 enrollment records and they generated 49.3 regular ADMs and 94.25 extended ADMS.

#### ***Average number of credits earned for FY 14***

For the MERC core school year program, students earned an average of 6.47 credits. This ranged from no credits earned to 17.25 credits earned. On average, students needed 87 hours to complete a credit.

For the Plymouth Youth Center (PYC) core school year program, students earned an average of 5.13 credits. This ranged from no credits earned to 26.5 credits earned. On average, students needed 93.23 hours to complete a credit.

For the Loring Nicollet core school year program, students earned an average of 4.93 credits. This ranged from no credits earned to 15.5 credits earned. On average, students needed 109.61 hours to complete a credit.

For the Heritage Art and Technical Academy core school year program, students earned an average of 4.5 credits. This ranged from no credits earned to 17.25 credits earned. On average, students needed 160 hours to complete a credit.

For the VOA Opportunity core school year program, students earned an average of 4.32 credits. This ranged from no credits earned to 16.75 credits earned. On average, students needed 117 hours to complete a credit,

For the Takoda Prep core school year program, students earned an average of 4.28 credits. This ranged from no credits earned to 15.25 credits earned. On average, students needed 129 hours to complete a credit.

For the VOA Phoenix core school year program, students earned an average of 3.73 credits. This ranged from no credits earned to 18.75 credits earned. On average, students needed 117 hours to complete a credit.

For the Nawayee Center core school year program, students earned an average of 3.77 credits. This ranged from no credits earned to 13 credits earned. On average, students needed 138 hours to complete a credit.

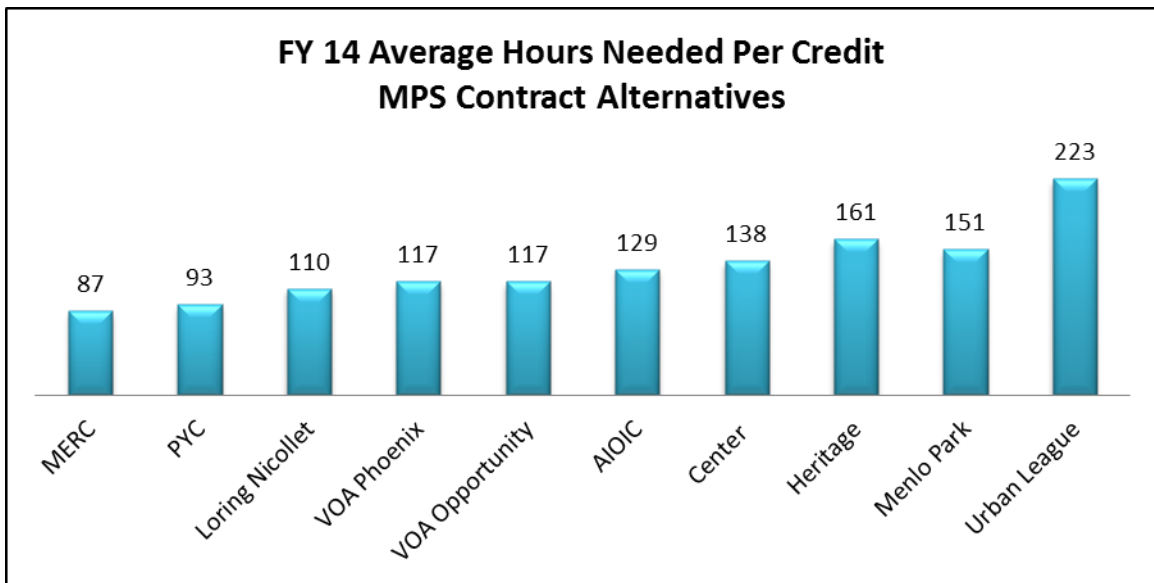
For the Menlo Park core school year program, students earned an average of 3.59 credits. This ranged from no credits earned to 12.25 credits earned. On average, students needed 150 hours to complete a credit.

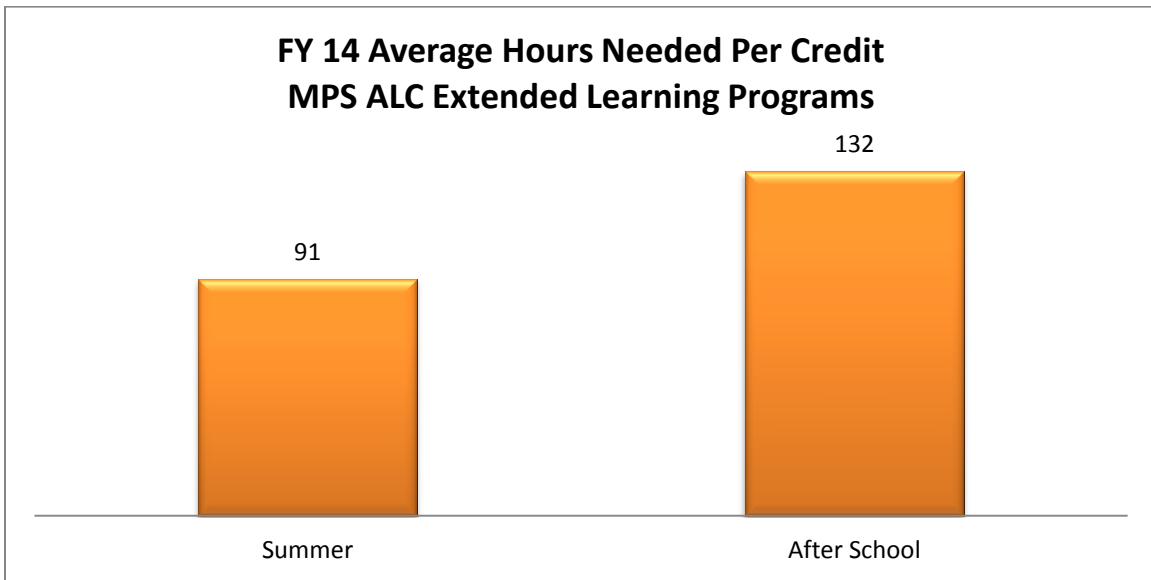
For the Urban League Academy core school year program, students earned an average of 1.84 credits. This ranged from no credits earned to 7.75 credits earned. On average, students needed 223 hours to complete a credit.

For the Extended Day program, students earned an average of 0.65 credits. This ranged from no credits earned to 12 credits earned. It took 132 hours on average of membership time for each credit earned.

For the summer program, students earned an average of 0.88 credits. This ranged from no credits earned to six credits earned. Students needed 91 hours to earn a credit on average.

The following chart shows the average number of hours needed in Minneapolis for a one-credit class (64.5 credits to graduate, 16.125 credits a year, core school year program of 1,020 to 1,032 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.





***Attendance for FY 14***

For the MERC core school year program, students attended an average of 84 percent. This ranged from 27 to 100 percent.

For the PYC core school year program, students attended an average of 74 percent. This ranged from 0 to 100 percent.

For the Loring/Nicollet core school year program, students attended an average of 90 percent. This ranged from 0 to 100 percent.

For the Heritage Art and Technical Academy core school year program, students attended an average of 94 percent. This ranged from 65 to 100 percent.

For the VOA Opportunity core school year program, students attended an average of 59 percent. This ranged from 0 to 100 percent.

For the Takoda Prep core school year program, students attended an average of 72 percent. This ranged from 19 to 100 percent.

For the VOA Phoenix core school year program, students attended an average of 67 percent. This ranged from 0 to 100 percent.

For the Nawayee Center core school year program, students attended an average of 67 percent. This ranged from 11 to 100 percent.

For the Menlo Park core school year program, students attended an average of 75 percent. This ranged from 6.25 to 100 percent.

For the Urban League Academy core school year program, students attended an average of 62 percent. This ranged from 9.7 to 100 percent.

For the Extended Day program, students attended an average of 70 percent. This ranged from 0 to 100 percent.

For the summer program, students attended an average of 86 percent. This ranged from 0 to 100 percent.

### **Graduation Data**

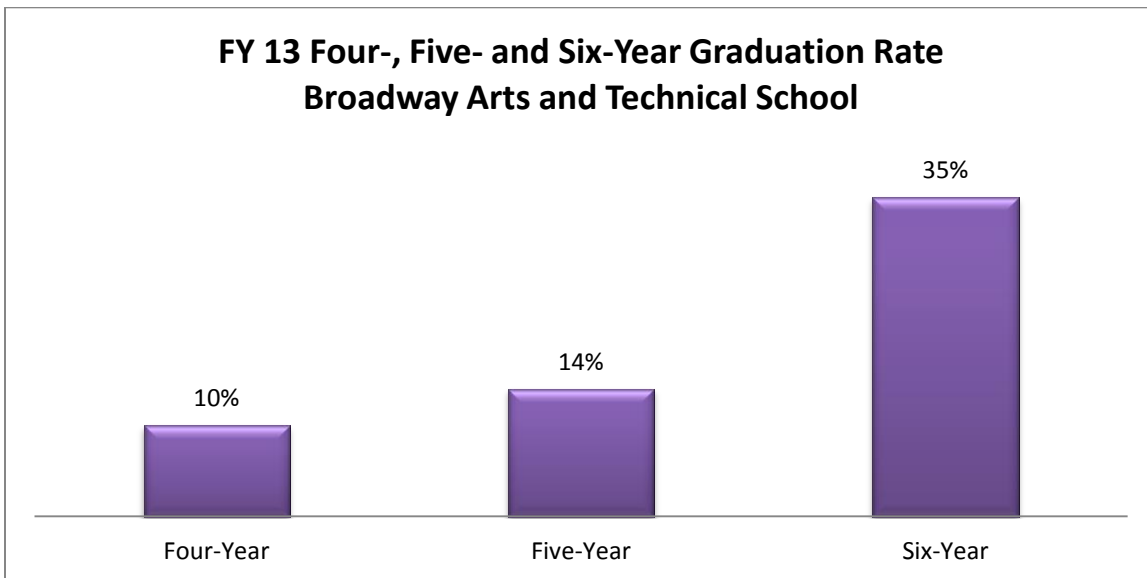
Minneapolis has one core school day ALC. Broadway Arts and Tech is a program for pregnant and parenting teen mothers.

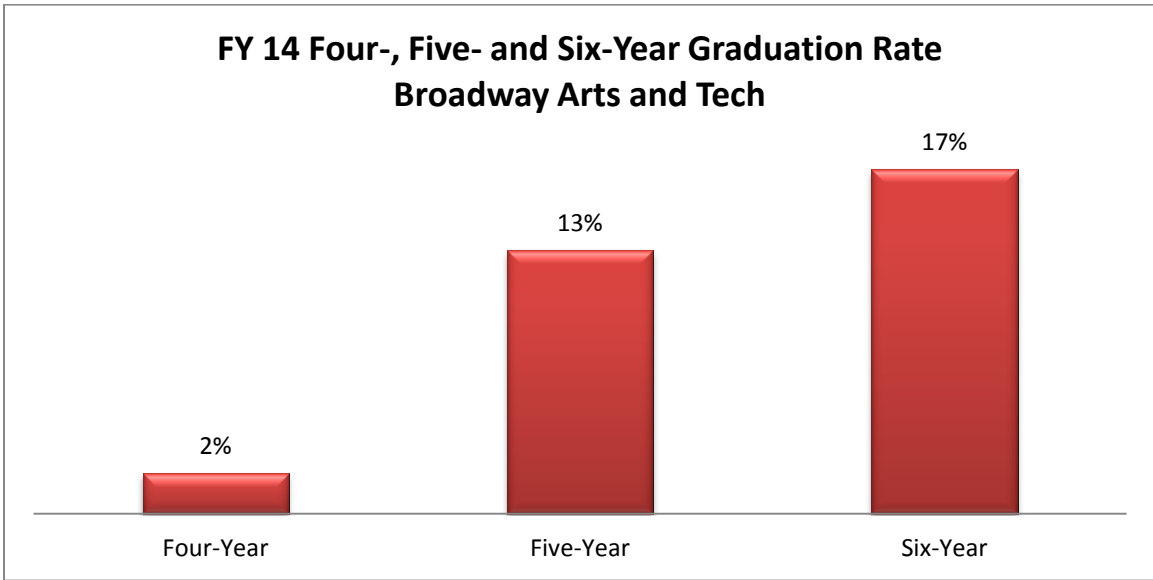
#### ***Broadway Arts and Tech, ALC***

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For Broadway, the FY 13 four-year graduation rate was 10 percent. This rose to 13 percent in the FY 14 five-year graduation rate. The cohort size changed from 48 students to 61 students, an increase of 27 percent.

The FY 13 five-year graduation rate was 14 percent and rose to 17 percent for the FY 14 six-year graduation rate. The cohort size increased from 50 to 60 students, an increase of 20 percent.

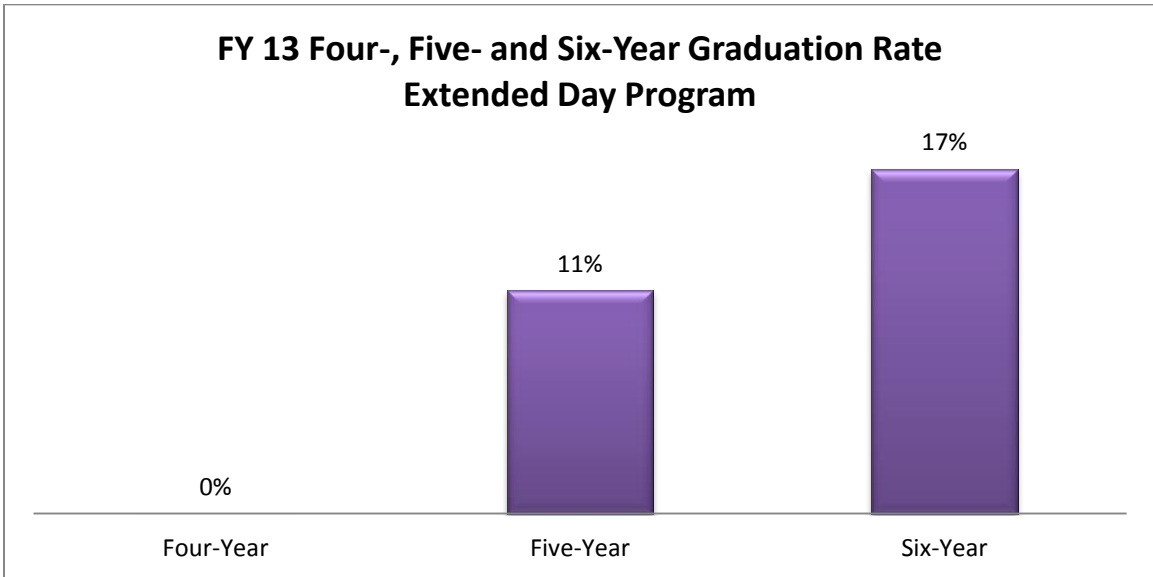


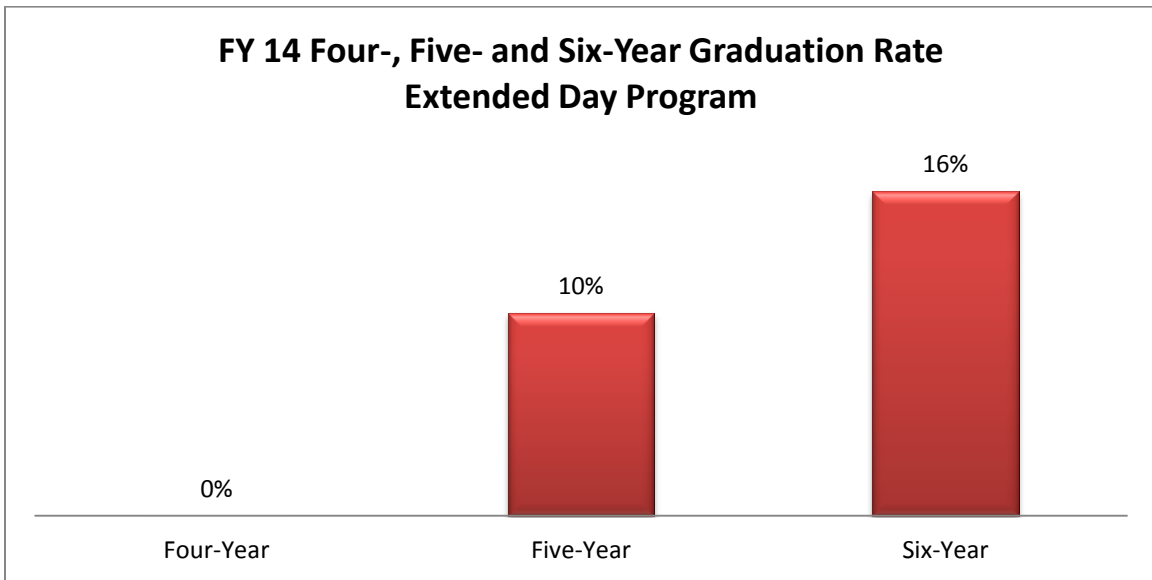


***Extended Day Program, ALC***

The Extended Day program serves students who are enrolled elsewhere in the core school day. The FY 13 four-year graduation rate was 0 percent. This rose to 10 percent in the FY 14 five-year graduation rate. The cohort size changed from 42 students to 48 students.

The FY 13 five-year graduation rate was 11 percent and rose to 16 percent for the FY 14 six-year graduation rate. The cohort size increased from 75 to 81 students.



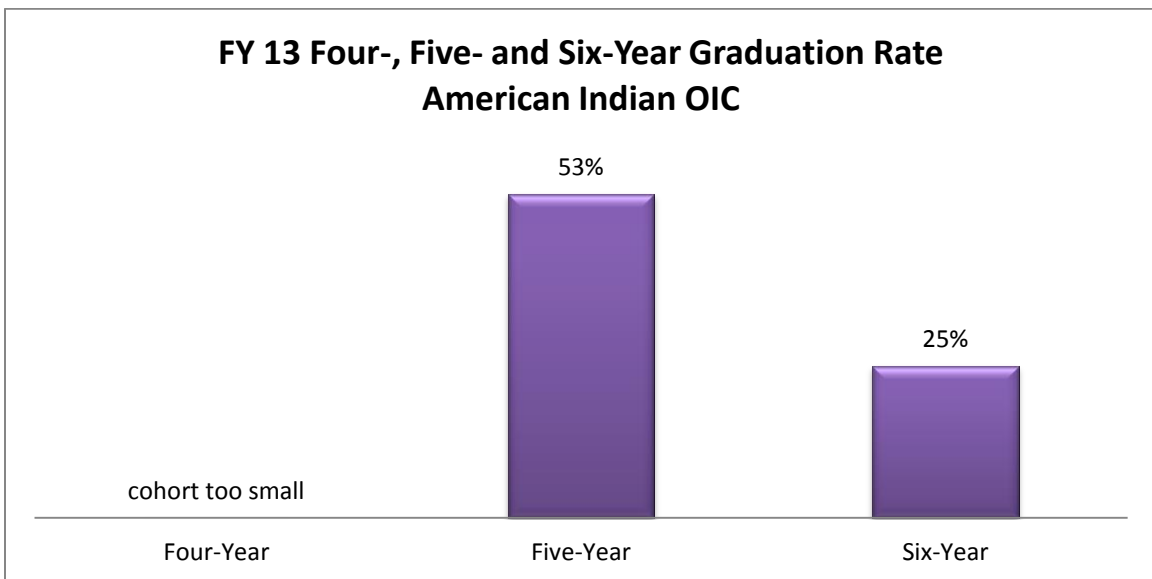


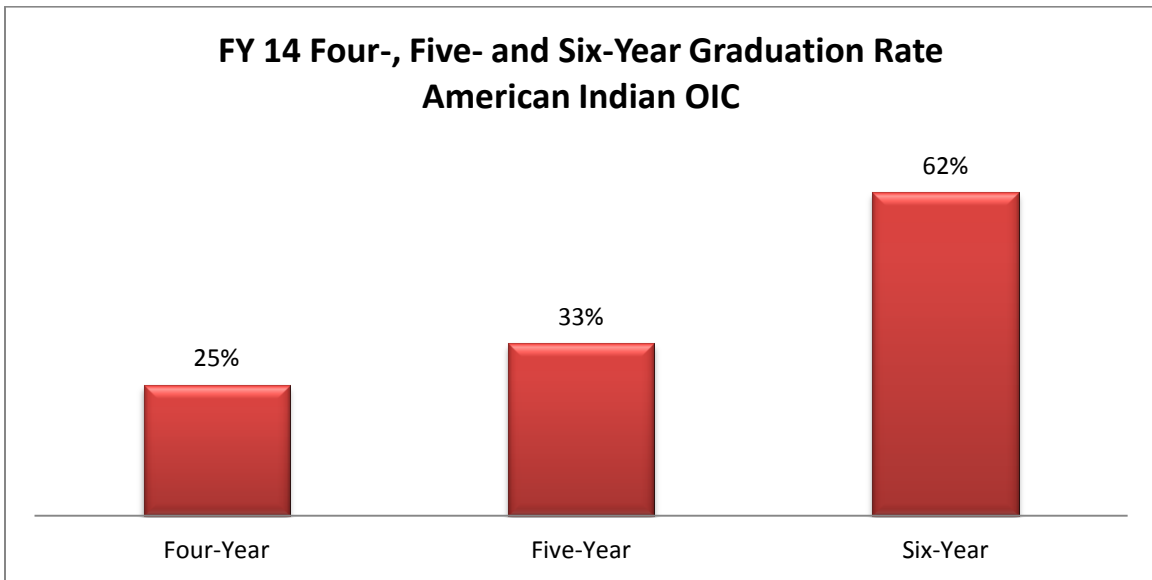
There are no cohorts in the ALC Summer program.

#### ***Contract Alternative Programs***

For Takoda Prep, the FY 13 four-year cohort size was too small to calculate a graduation rate. The FY 14 five-year graduation rate was 33 percent. The cohort size changed from seven students to 12 students, an increase of 71 percent.

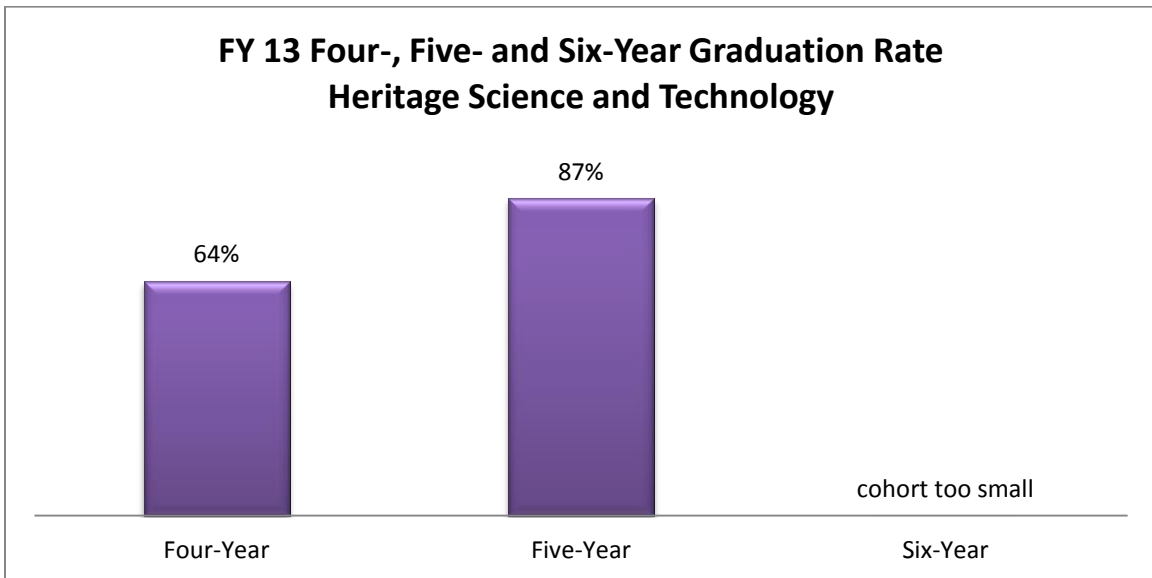
The FY 13 five-year graduation rate was 53 percent and rose to 62 percent for the FY 14 six-year graduation rate. The cohort size decreased from 15 to 13 students, a decrease of 9 percent.



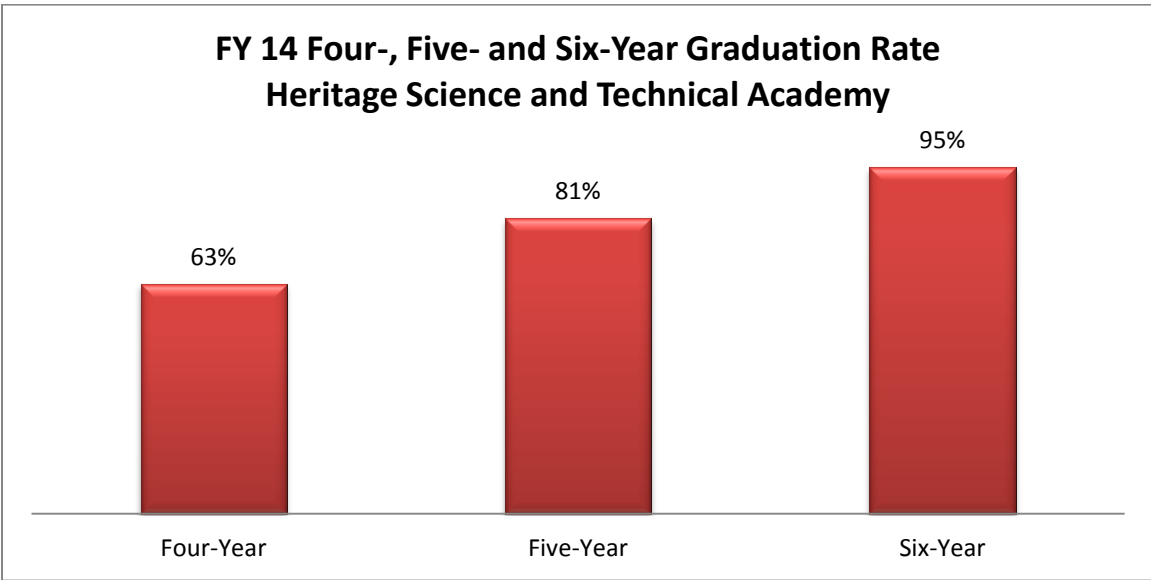


For Heritage, the FY 13 four-year graduation rate was 64 percent. This rose to 83 percent in the FY 14 five-year graduation rate. The cohort size changed from 28 students to 24 students, a decrease of 14 percent.

The FY 13 five-year graduation rate was 87 percent and rose to an impressive 95 percent for the FY 14 six-year graduation rate. The cohort size changed from 23 to 22 students.

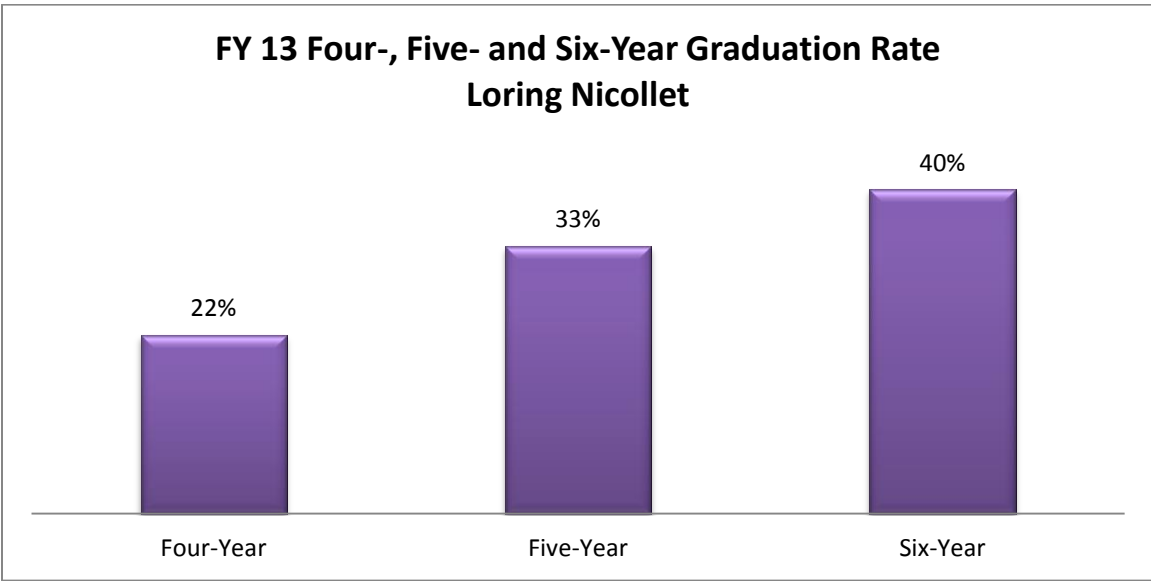


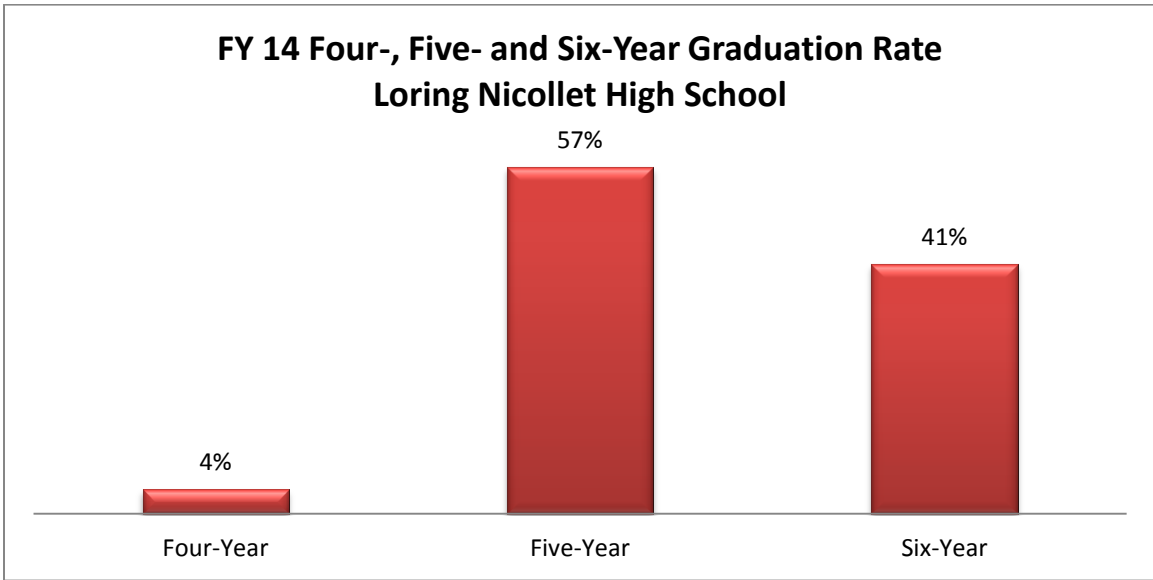




For Loring Nicollet, the FY 13 four-year graduation rate was 22 percent. This rose to 57 percent in the FY 14 five-year graduation rate. The cohort size changed from 18 students to 23 students, an increase of 28 percent.

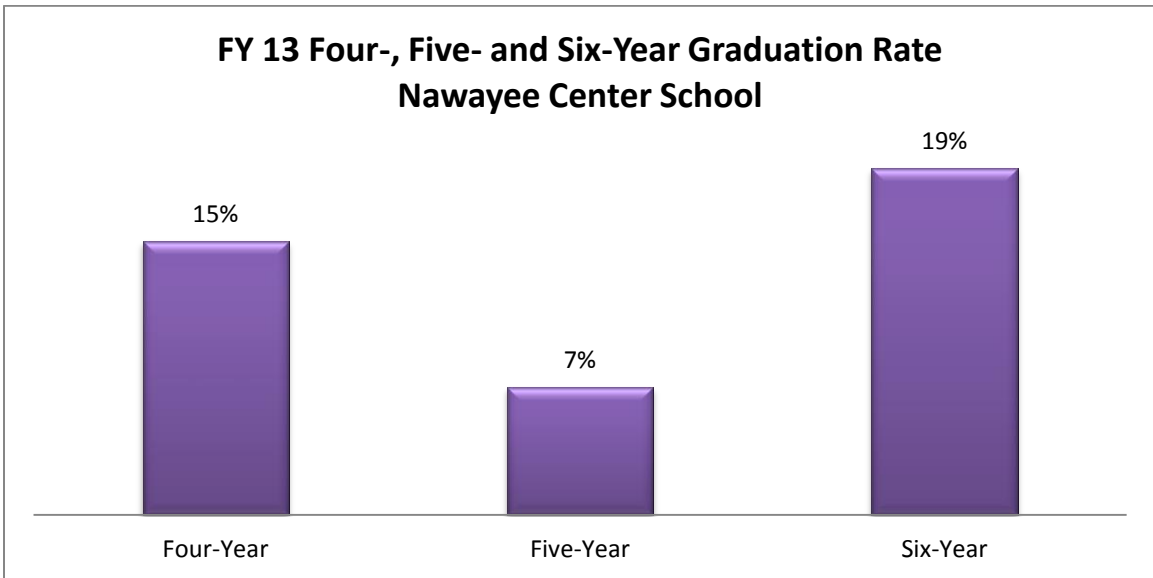
The FY 13 five-year graduation rate was 33 percent and rose to 41 percent for the FY 14 six-year graduation rate. The cohort size dropped from 27 to 22 students.

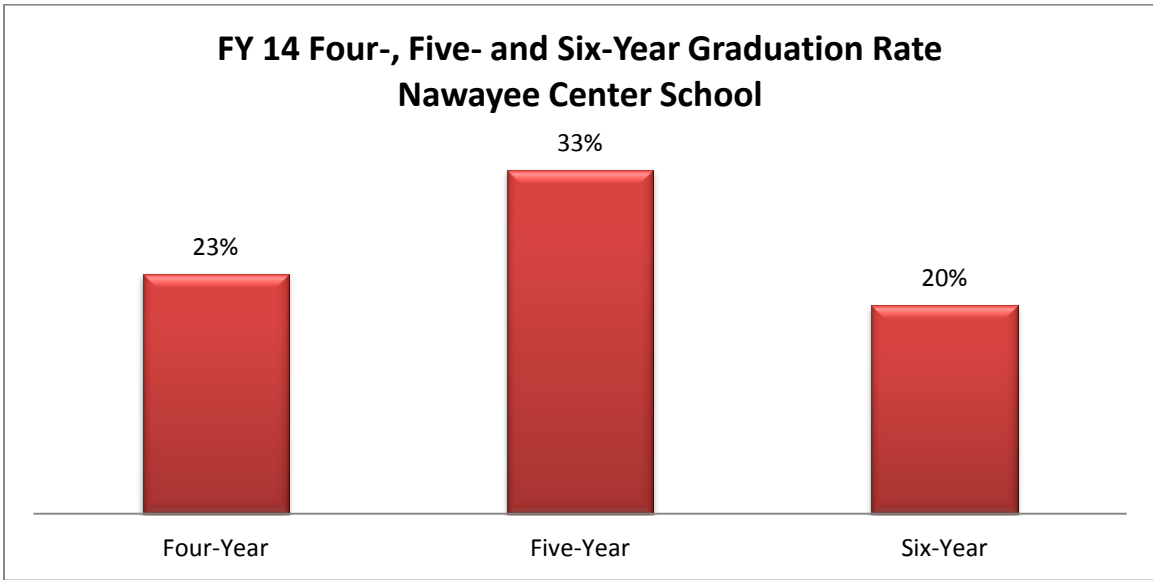




For Center School, the FY 13 four-year graduation rate was 15.38 percent. This rose to 33 percent in the FY 14 five-year graduation rate. The cohort size changed from 13 students to 15 students.

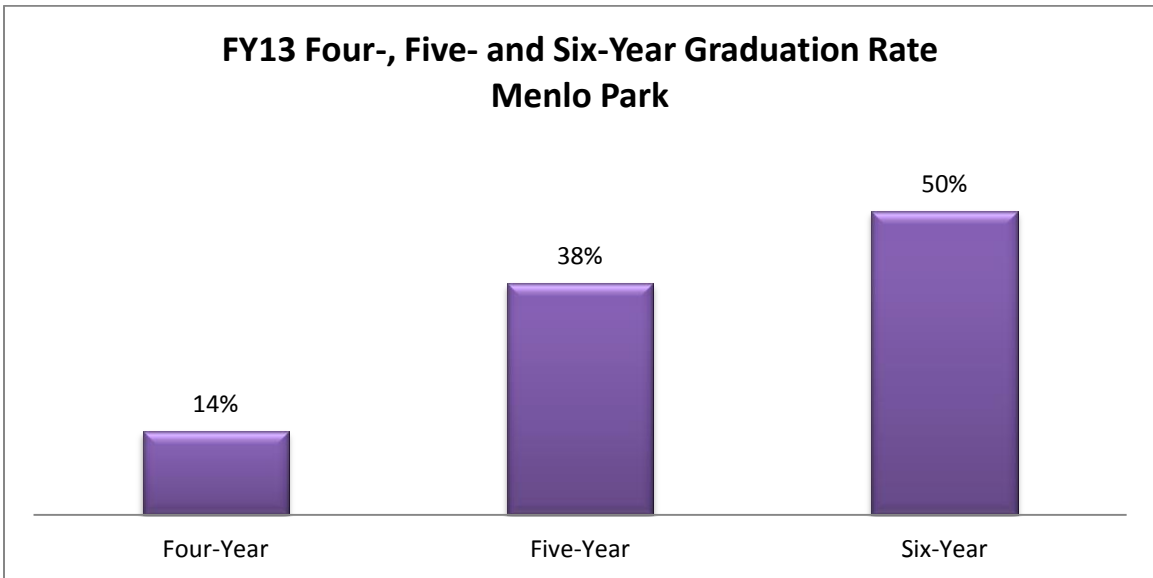
The FY 13 five-year graduation rate was 7.14 percent and rose to 20 percent for the FY 14 six-year graduation rate. The cohort size increased from 14 to 15 students.

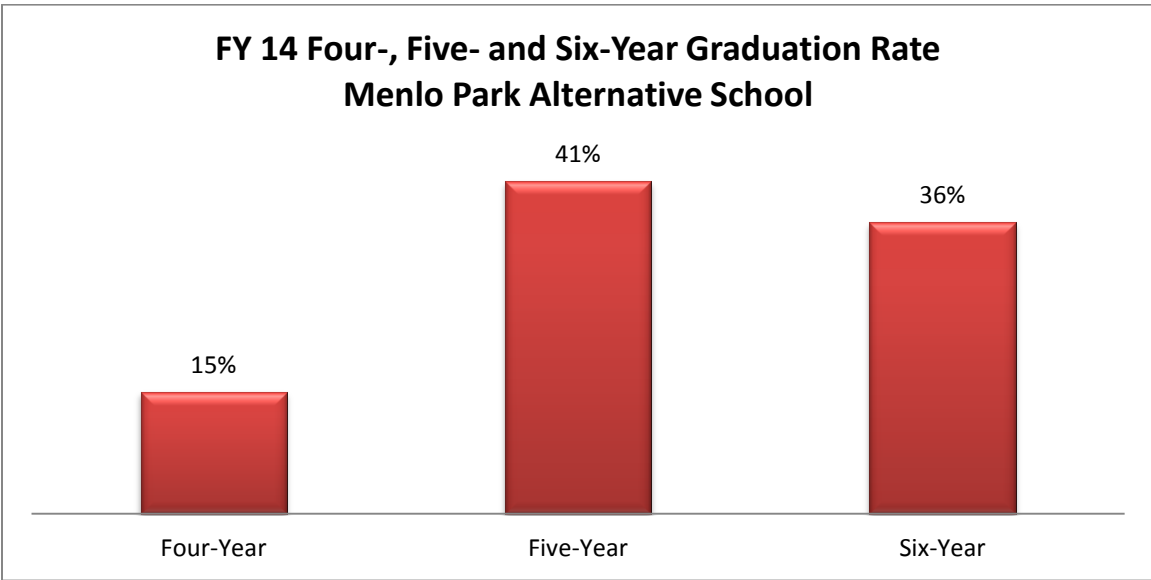




For Menlo Park, the FY 13 four-year graduation rate was 14 percent. This rose to 38.1 percent in the FY 14 five-year graduation rate. The cohort size stayed the same.

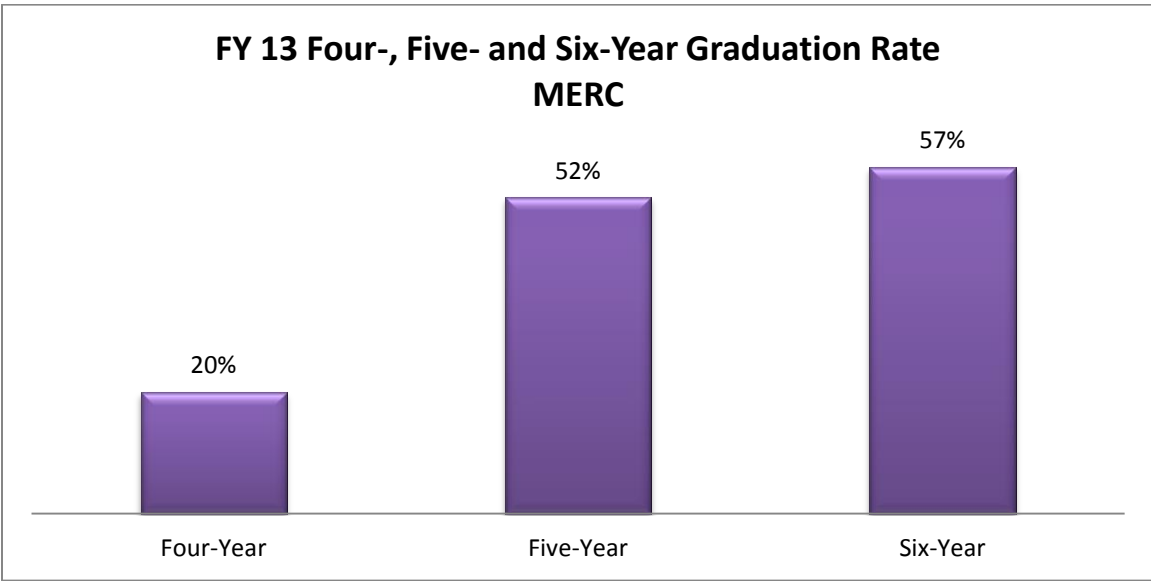
The FY 13 five-year graduation rate was 33 percent and rose to 50 percent for the FY 14 six-year graduation rate. The cohort size increased from 21 to 22 students.

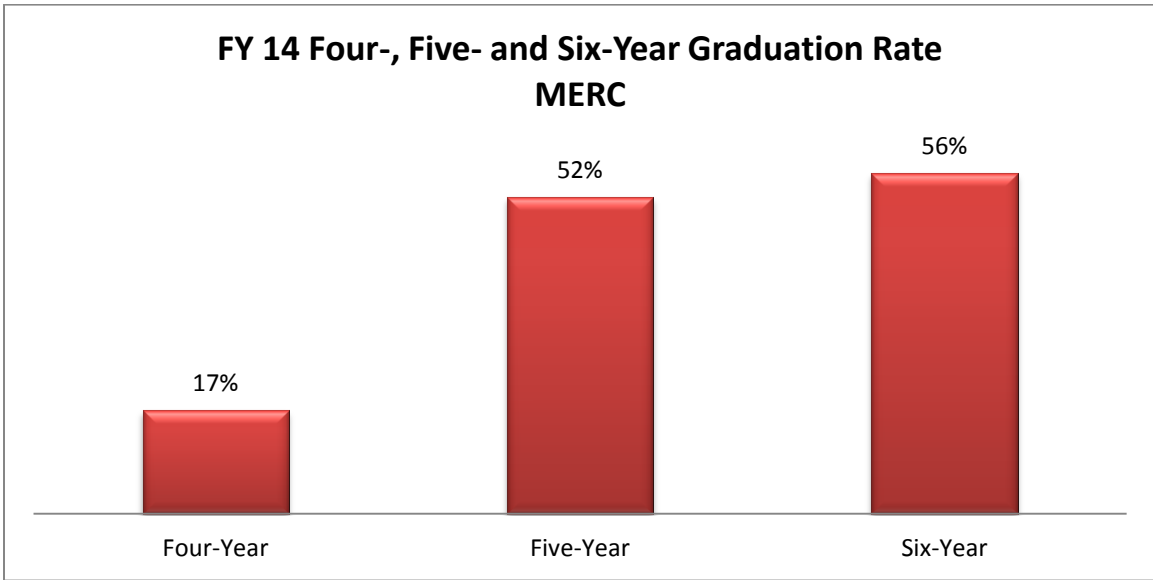




For MERC Alternative School, the FY 13 four-year graduation rate was 20 percent. This rose to 52 percent in the FY 14 five-year graduation rate. The cohort size changed from 20 students to 23 students.

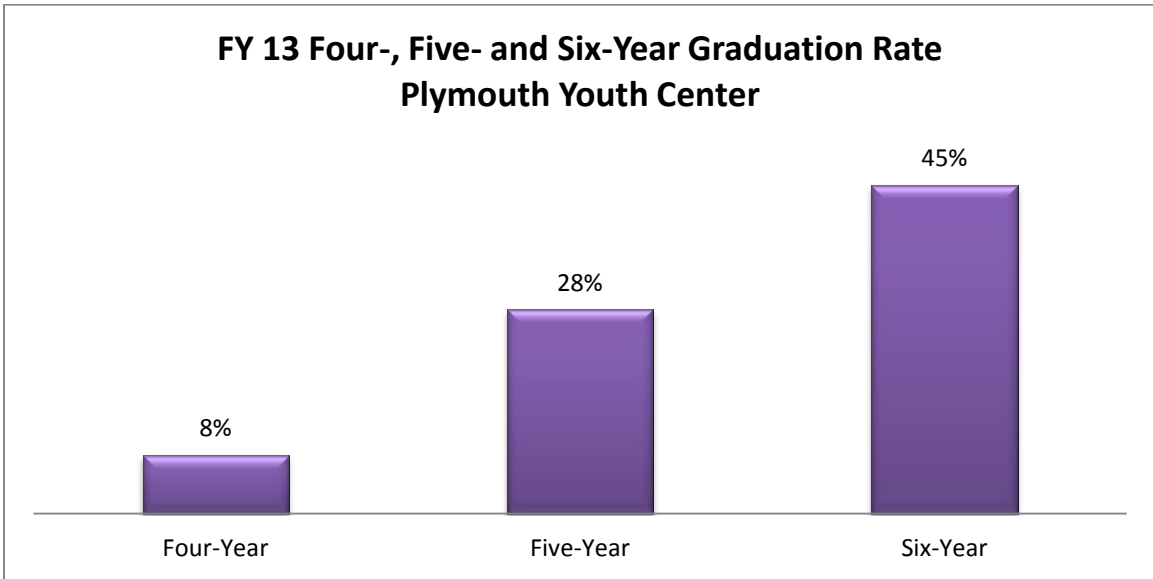
The FY 13 five-year graduation rate was 52 percent and rose to 56 percent for the FY 14 six-year graduation rate. The cohort size increased from 25 to 27 students.

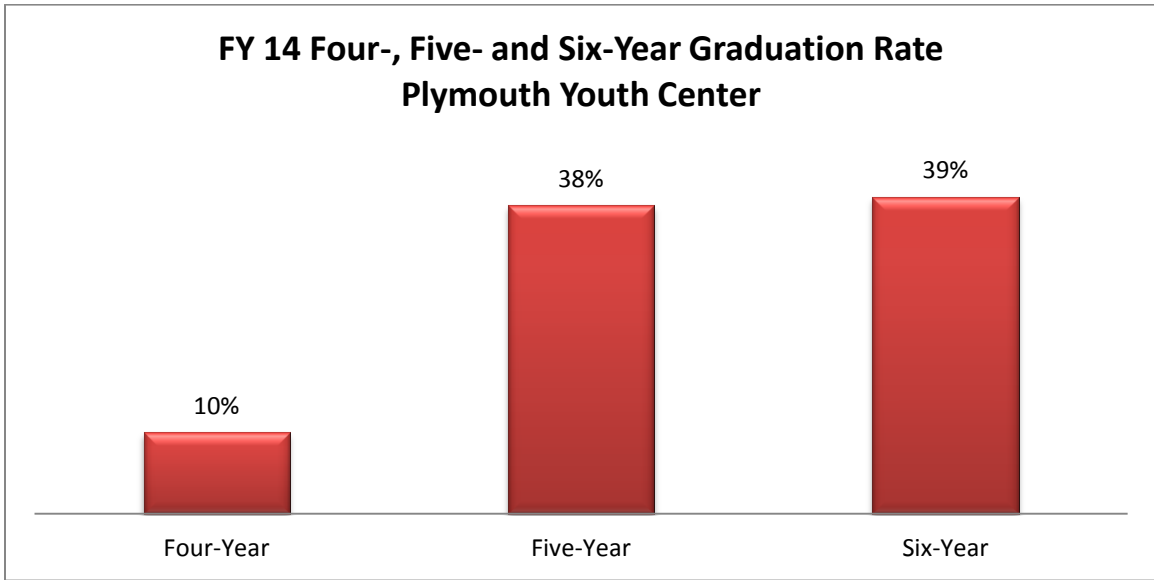




At Plymouth Youth Center, the FY 13 four-year graduation rate was 8 percent. This rose to 38 percent in the FY 14 five-year graduation rate. The cohort size changed from 92 students to 88 students.

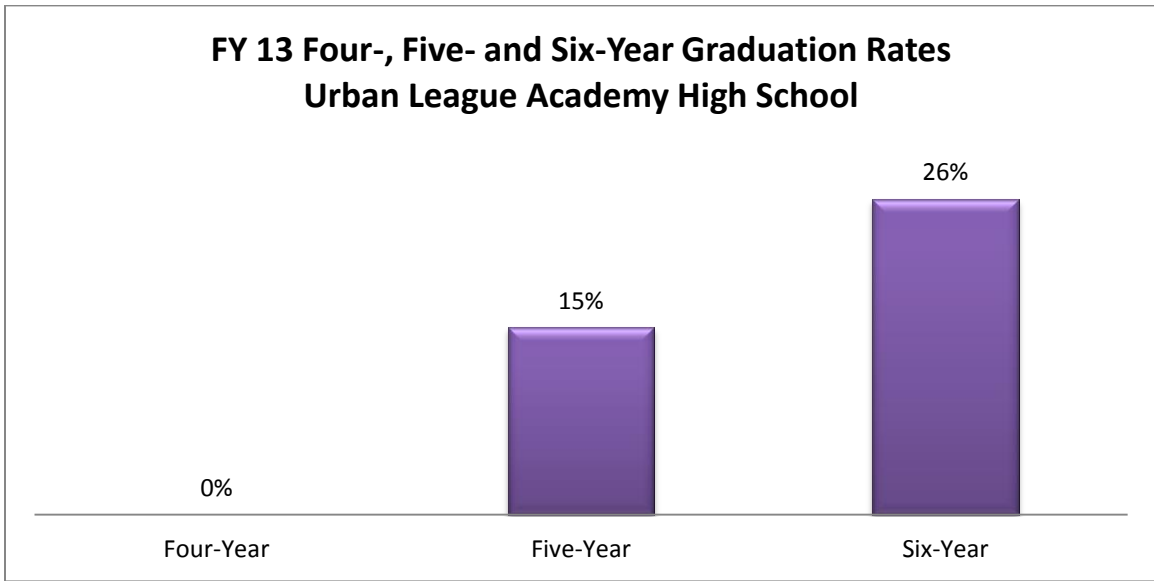
The FY 13 five-year graduation rate was 28 percent and rose to 39 percent for the FY 14 six-year graduation rate. The cohort size remained the same.



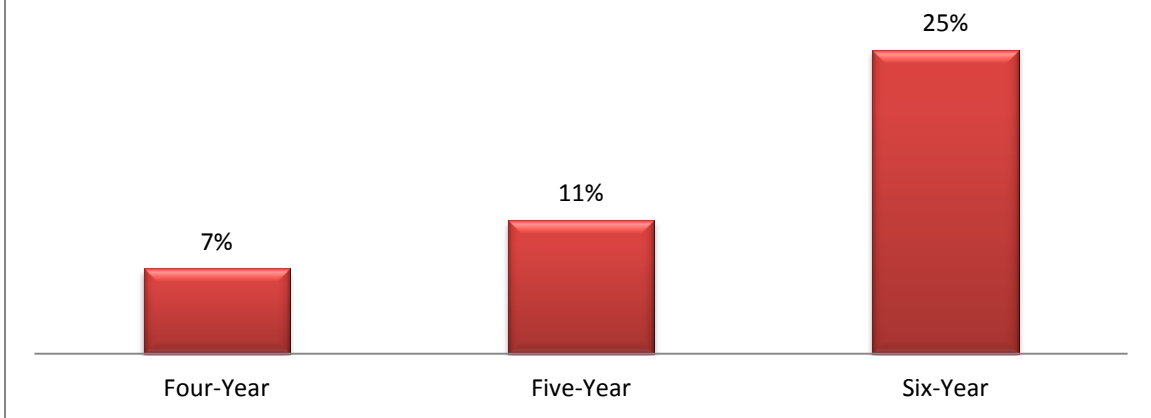


For Urban League Academy High School, the FY 13 four-year graduation rate was 0 percent. This rose to 11 percent in the FY 14 five-year graduation rate. The cohort size changed from 31 students to 35 students, an increase of 13 percent.

The FY 13 five-year graduation rate was 15 percent and rose to 25 percent for the FY 14 six-year graduation rate. The cohort size increased from 13 to 16 students, an increase of 23 percent. The increases in the cohort size will most likely lower the graduation rate.



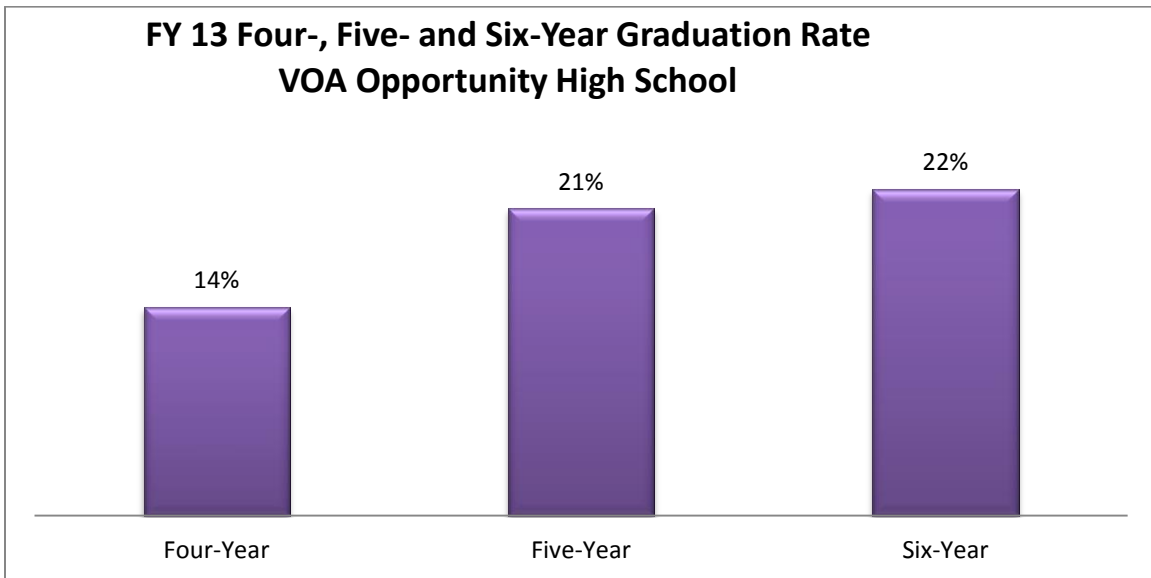
### FY 14 Four-, Five- and Six-Year Graduation Rate Urban League Academy High School

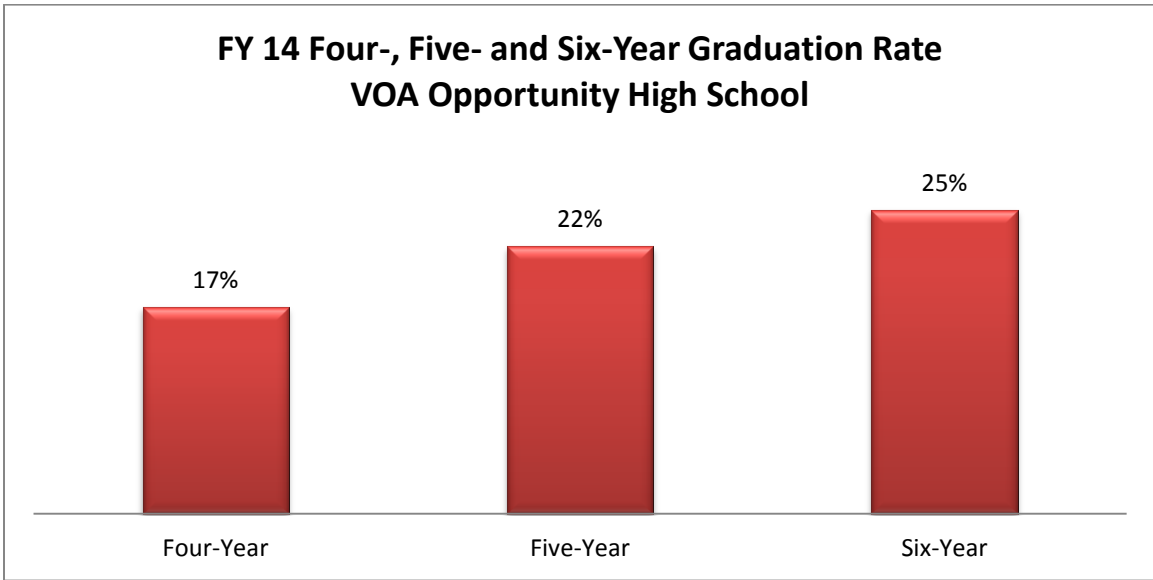


At VOA Opportunity High School, the FY 13 four-year graduation rate was 14 percent. This rose to 22 percent in the FY 14 five-year graduation rate. The cohort size changed from 35 students to 37 students.

The FY 13 five-year graduation rate was 21 percent and rose to 25 percent for the FY 14 six-year graduation rate. The cohort size increased from 38 to 40 students.

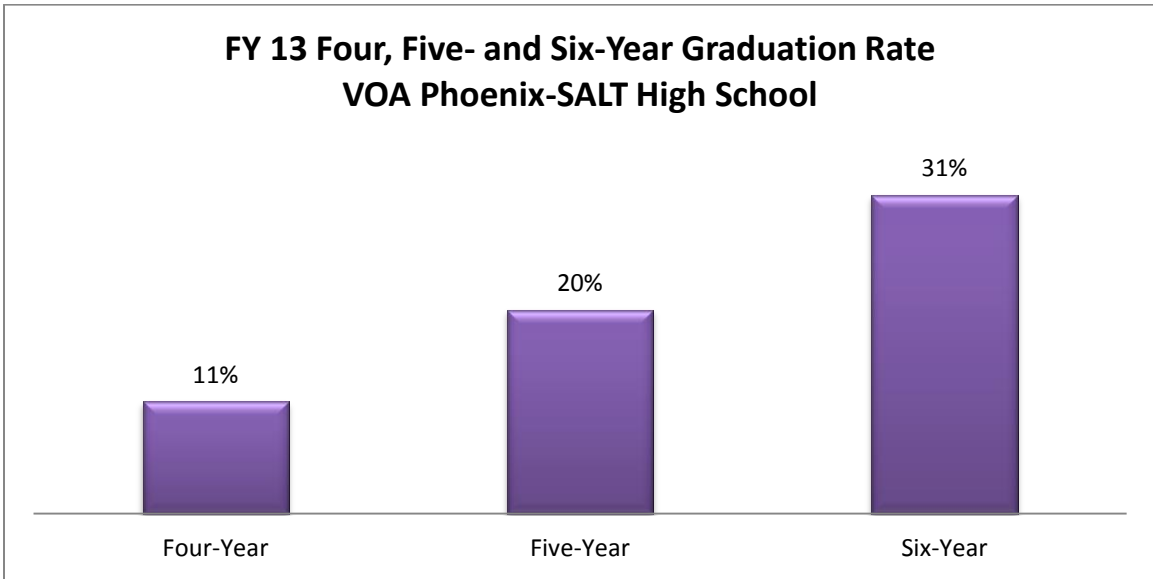
### FY 13 Four-, Five- and Six-Year Graduation Rate VOA Opportunity High School



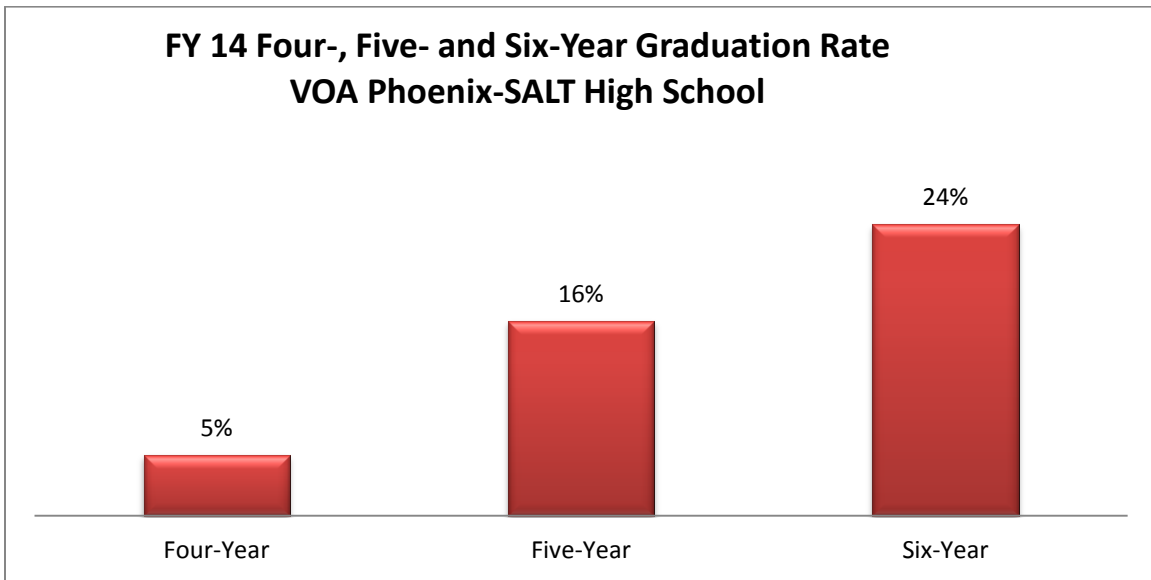


For VOA Phoenix-SALT High School, the FY 13 four-year graduation rate was 11 percent. This rose to 16 percent in the FY 14 five-year graduation rate. The cohort size changed from 65 students to 68 students.

The FY 13 five-year graduation rate was 20 percent and rose to 24 percent for the FY 14 six-year graduation rate. The cohort size decreased from 87 to 76 students, a decrease of 10 percent.







**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

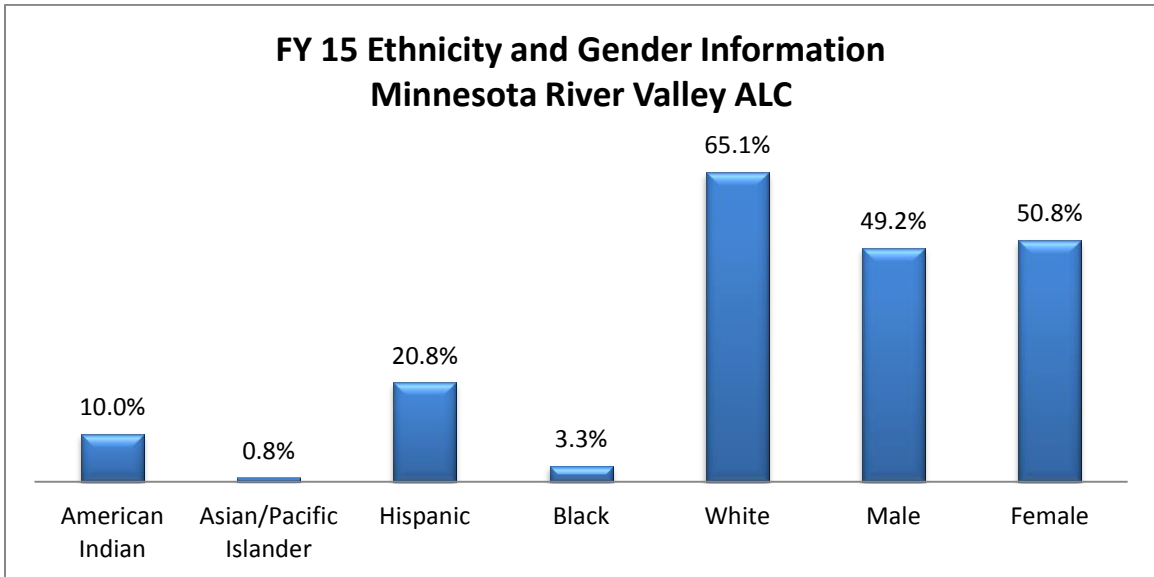
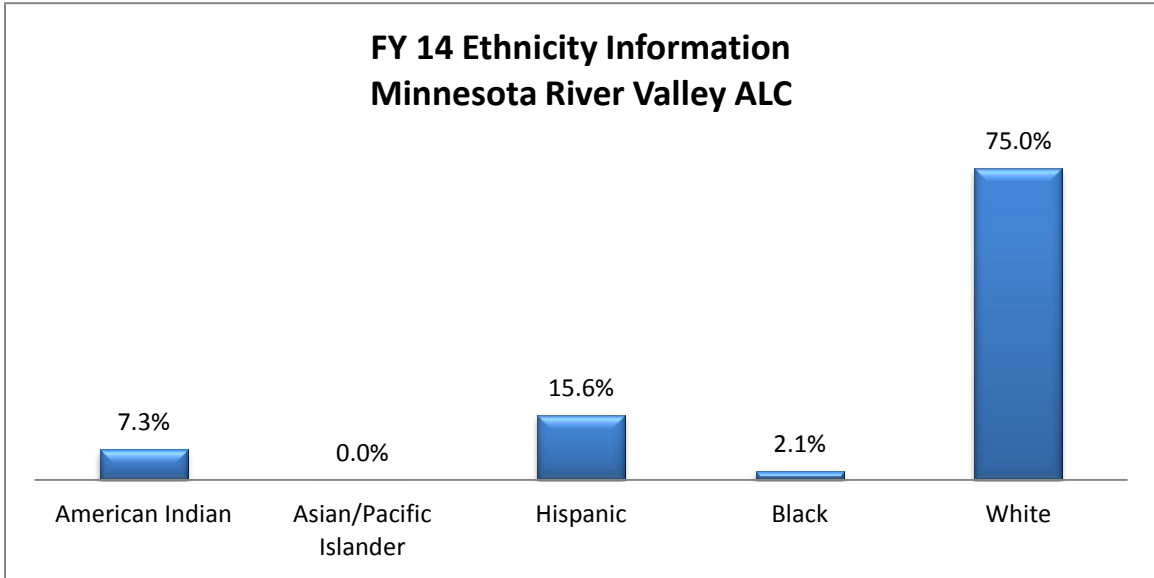
Minneapolis had several programs that received an MMR score, an FR score or both. One school, Broadway Arts and Technology, did not receive a score but was designated as a Priority school in FY 13 and as a Focus school in FY 14. The extended day program received an MMR score of 39.16 percent in FY 14 and an FR score of 24.59 percent. Heritage Science and Technology had an MMR score of 88.27 percent and an FR score of 82.54 percent in FY 13. In FY 14, these had both dropped to 57.09 percent and 45.44 percent respectively. The only other program to get a score was Plymouth Youth Center. In FY 14, they received an MMR of 55.73 percent. Plymouth Youth Center also was identified in FY 13 as a Priority school and in FY 14 as a Focus school. Also listed as Focus schools in FY 14 were Loring Nicollet High School, Menlo Park Academy, Urban League Academy, VOA Opportunity and VOA Phoenix.

# Minnesota River Valley Education District, 6018-61

## Program Information

Minnesota River Valley operates several targeted services programs and an area learning center.

## Demographics



## Summer Programs

### Targeted Services

Minnesota River Valley Education District operates several targeted services programs through their member districts. The first program operates for 20 days for four hours per day. They serve kindergarten through grade six. Program planning for the following summer begins at the end of the current summer session. Individual sites set their own theme or focus area that is approved centrally. They share the information on their summer program with staff through staff meetings

and email. Parents learn about targeted service through newsletters and teacher contact. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They have pre- and post-test results to help determine the effectiveness of their program.

The next program operates for 10 days for four hours per day. They serve students in kindergarten through grade four. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information about their summer program by a letter that is drafted and mailed to parents of targeted students and staff members suggest student recipients. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student-to-staff ratio of no more than eight to one. They have pre- and post-test results to help determine the effectiveness of their program.

A third program operates for 20 days for three hours per day. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by letters to parents and to staff at staff meetings. They have a somewhat generic curriculum that covers multiple grade levels. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student-to-staff ratio of no more than eight to one. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

A fourth program operates a targeted services program for 20 days for four hours per day. Program planning for the upcoming summer begins in the spring. They share the information about their summer program by sending parents a letter if their student is referred. Staff are notified prior to the letters going home so that they can make referrals of students. Their program schedule and activities focus on strategies to promote either academic growth or social or emotional growth, but right now they are not able to do both. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student-to-staff ratio of no more than 12 to one. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Minnesota River Valley operates two programs. The first is a seat-based program in the Montevideo schools. This program operates for 20 days for 7.5 hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes.

For all programs, they do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

In this first program, they offer generic credits in math and English and remedial credit in math.

They find the area of greatest need for the students they serve to be remedial math classes followed by math classes such as Algebra and Geometry. This is followed by English classes.

The second program is an independent study program. Their program operates for 24 days for 7.5 hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes.

In this program they offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, and Health. They offer Biology, Chemistry, Physics, and Earth Science.

They find the area of greatest need for the students they serve to be English classes followed by math classes such as Algebra and Geometry. This is followed by remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Minnesota River Valley has established their ALC in cooperation with other districts and serves the geographic area of at least two districts. These districts are Montevideo, Yellow Medicine East, Lac qui Parle Valley School District and Dawson-Boyd.

Minnesota River Valley provides programming at both the high school and middle school levels.

Minnesota River Valley operates their programs year round and is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 75 and 90 percent.

Minnesota River Valley serves as one of the interventions for the districts they serve. They were asked how they provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these strategies are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Minnesota River Valley Education District was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers.

- PBIS: We are not doing this in our district.
- Pupil study teams: This is fully implemented in our district.

- Response to Intervention: We are not doing this in our district.
- Minnesota Early Intervention Response System: We are in the process of implementing this in our district.
- After school programs: *Not applicable.*
- Summer programs: *Not applicable.*
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is in the process of being fully implemented in our district.

#### ***Average length of enrollment for FY 14***

In the core school year seat-based program, the average length of enrollment was 721 hours. This ranged from 18 hours to 1044 hours. There were 68 enrollment records and they generated 39.7 regular ADMs and four extended ADMS.

For their summer program, the average length of enrollment was 124 hours. This ranged from 14 hours to 140 hours. There were nine enrollment records and they generated 0.11 regular ADMs and 0.93 extended ADMS.

In the core school year independent study program, the average length of enrollment was 262 hours. This ranged from one hour to 1,870 hours. There were 213 enrollment records and they generated 37.2 regular ADMs and 10.78 extended ADMS.

For their independent study summer program, the average length of enrollment was 92 hours. This ranged from five hours to 400 hours. There were 66 enrollment records and they generated 3.09 regular ADMs and 2.32 extended ADMS.

#### ***Average number of credits earned for FY 14***

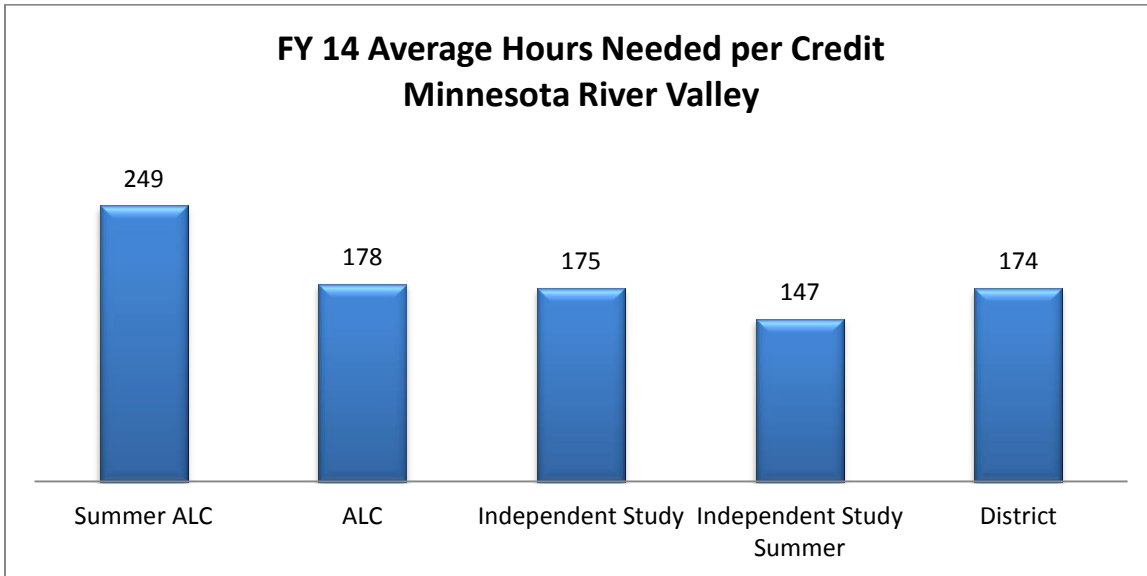
For the core school year seat-based program, students earned an average of 4.05 credits. This ranged from no credits earned to 8.5 credits earned. On average, students needed 178 hours to complete a credit compared to 174 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average of 0.5 credits. This ranged from no credits earned to one credit earned. Students needed 249 hours to earn a credit on average.

For the core school year independent study program, students earned an average of 1.5 credits. This ranged from no credits earned to 10 credits earned. On average, students needed 175 hours to complete a credit compared to 174 for a credit in the traditional high school.

For the summer independent study program, students earned an average of 0.63 credits. This ranged from no credits earned to 4.5 credits earned. Students needed 147 hours to earn a credit on average.

The following chart shows the average number of hours needed in Minnesota River Valley for a one-credit class (24 credits to graduate, six credits a year, core school year program of 1,044 instructional hours), the average hours needed for one credit in the various ALC programs.



**Attendance for FY 14**

Attendance for the core school year seat-based program was 86 percent. This ranged from 55 to 100 percent. Average attendance for the summer program was reported as 72 percent, ranging from 33 to 100 percent. Attendance for the core school year Independent Study program was reported as 100 percent for all students, as was the Independent Study summer program.

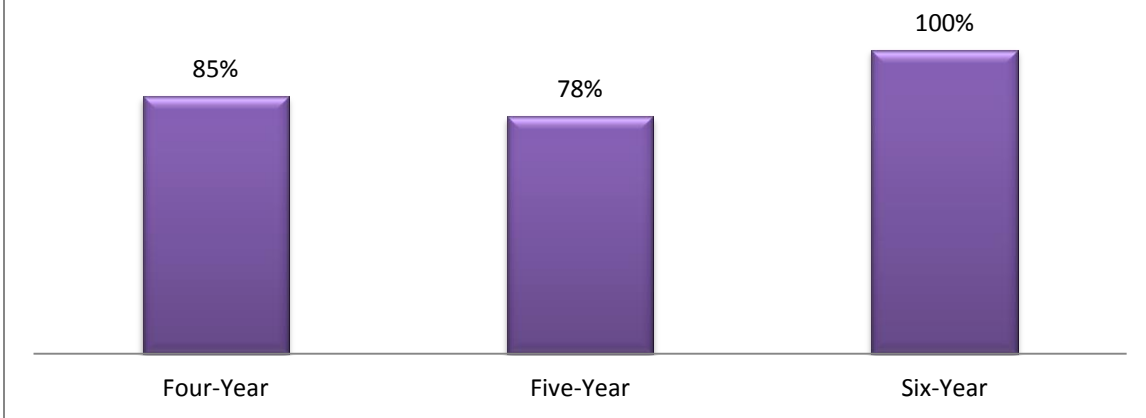
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

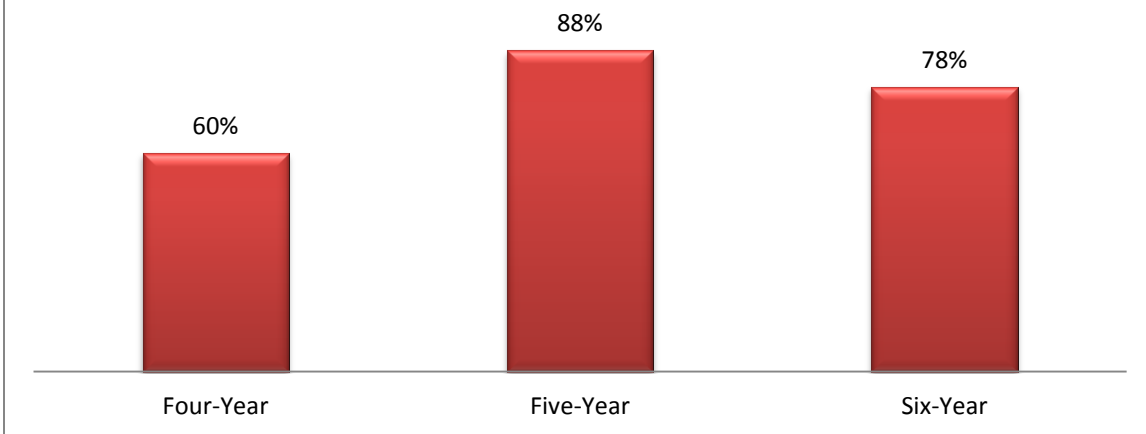
The FY 13 four-year graduation rate for the Minnesota Valley seat-based program was 85 percent. This rose to 88 percent in the FY 14 five-year graduation rate. The cohort size stayed the same.

The FY 13 five-year graduation rate was 78 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Minnesota River Valley ALC Seat Based**

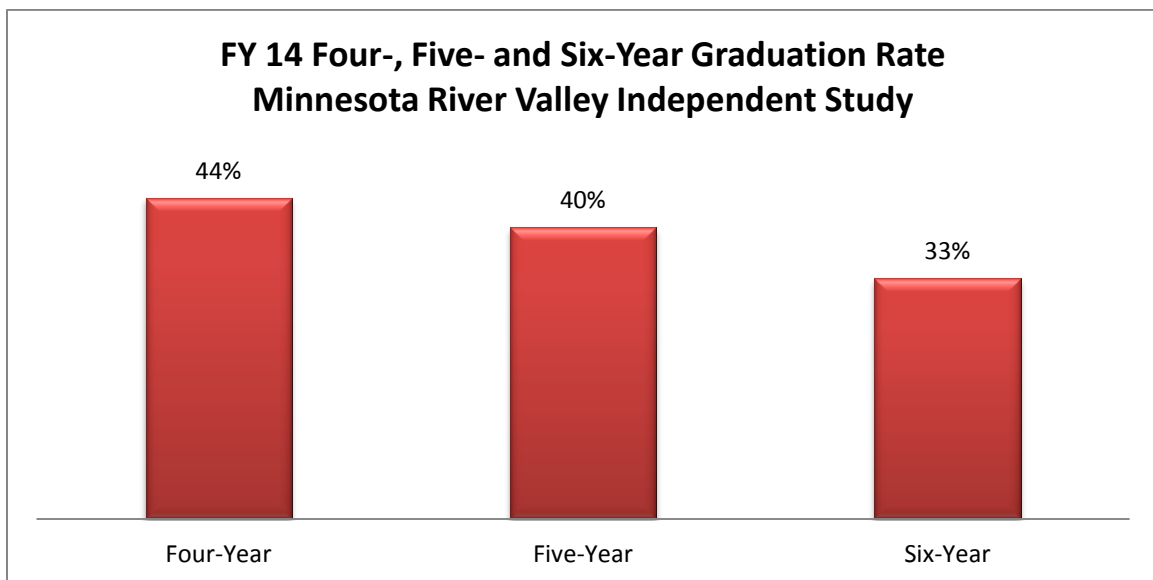
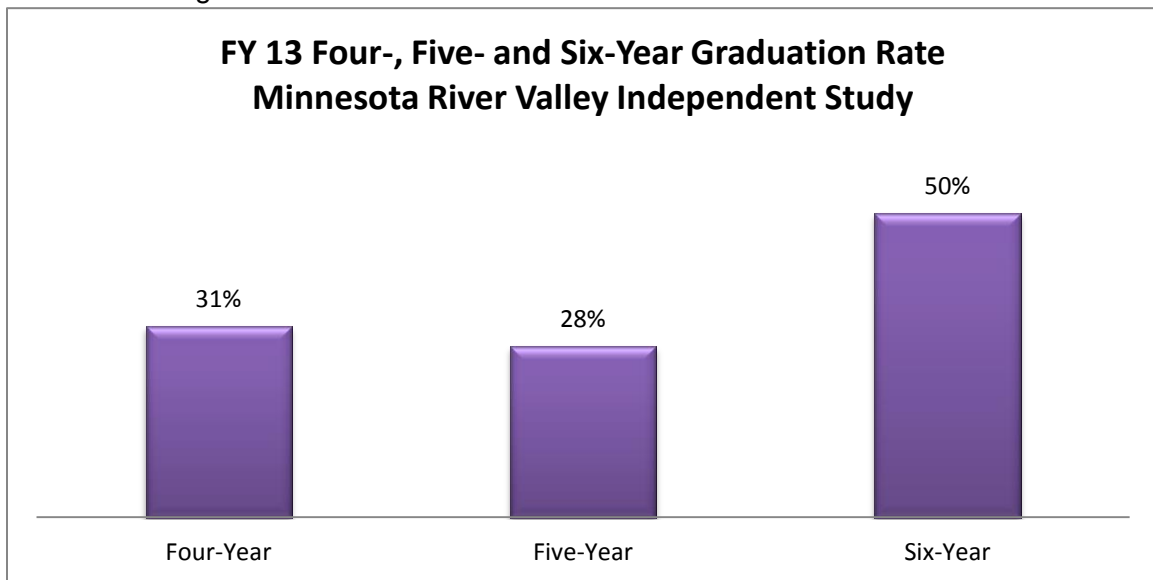


**FY 14 Four-, Five- and Six-Year Graduation Rate  
Minnesota River Valley ALC Seat Based**



The FY 13 four-year graduation rate for the Minnesota Valley Independent Study Program was 31 percent. This rose to 40 percent in the FY 14 five-year graduation rate. The cohort size rose from 35 to 45 students, an increase of 29 percent.

The FY 13 five-year graduation rate was 28 percent and rose to 33 percent for the FY 14 six-year graduation rate. The cohort size rose from 64 to 66 students



#### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014. Minnesota River Valley Independent Study program had an MMR score of 48.32 percent in FY 14.

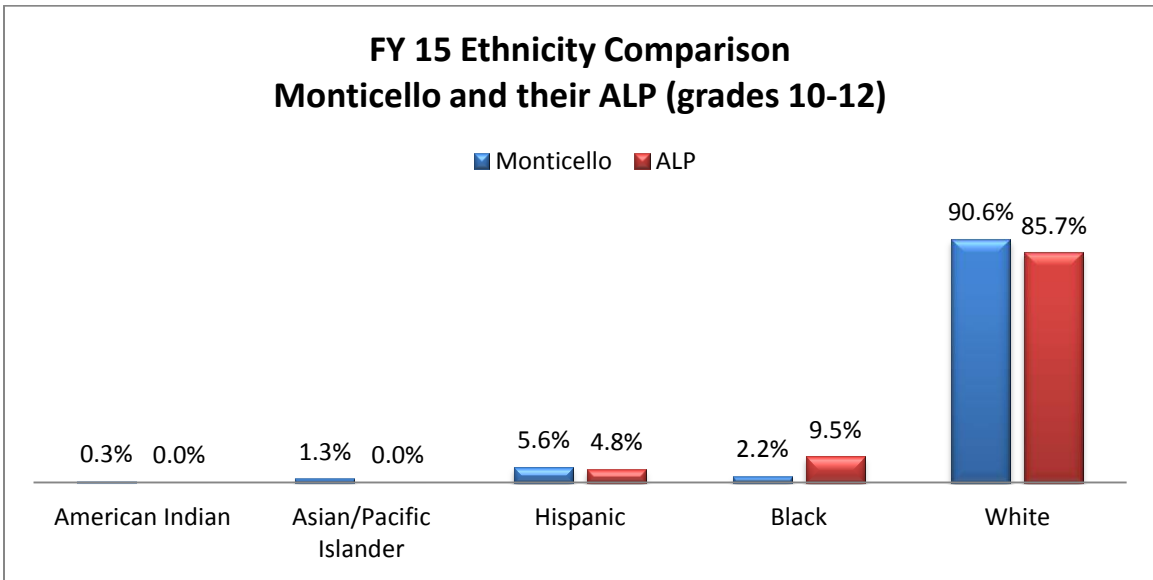
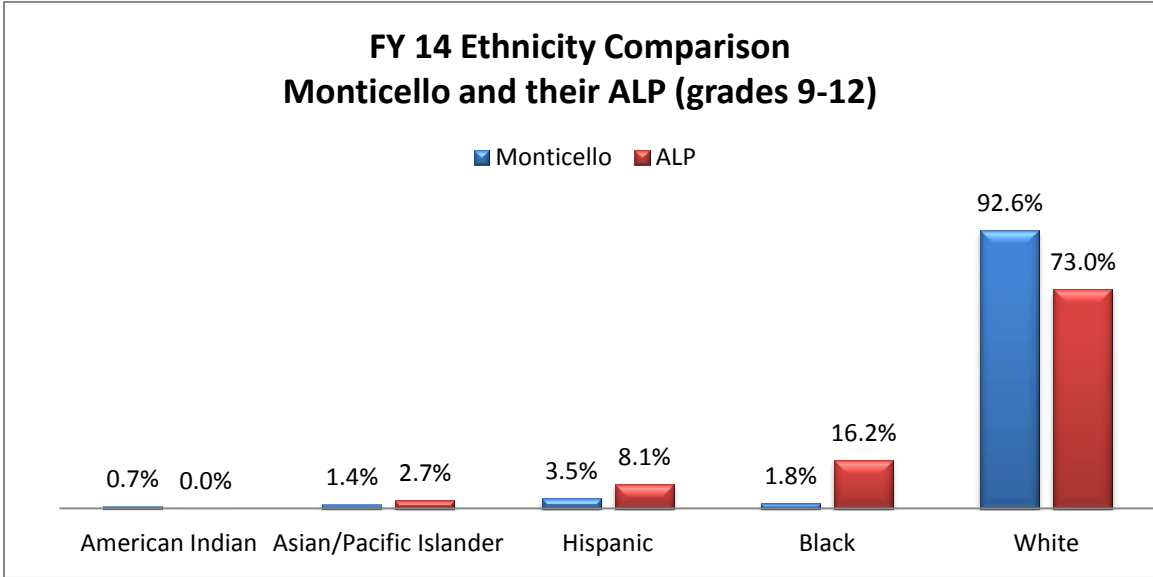


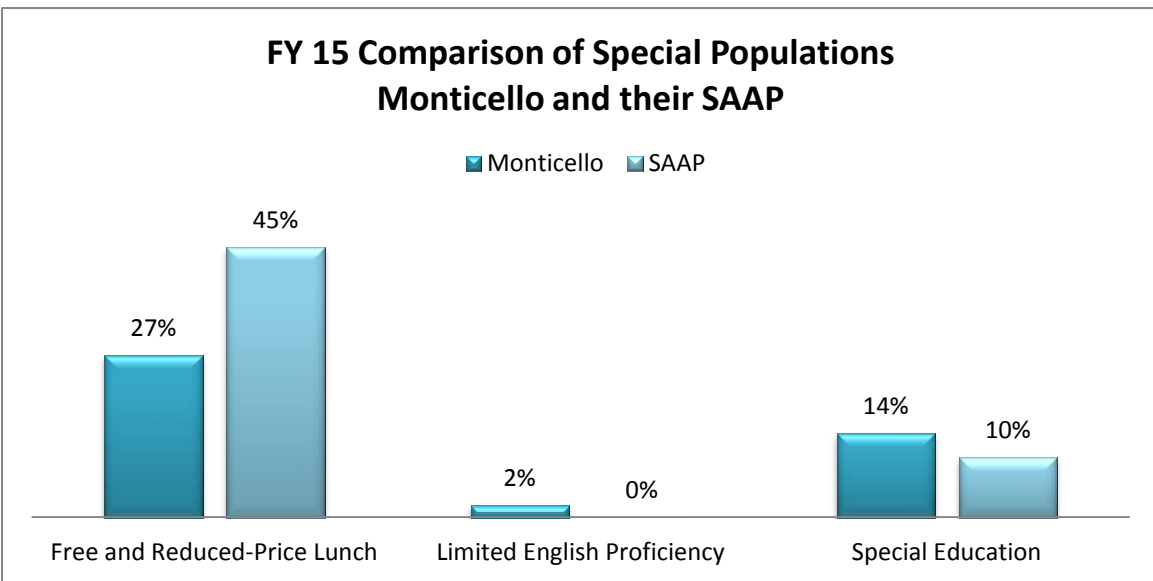
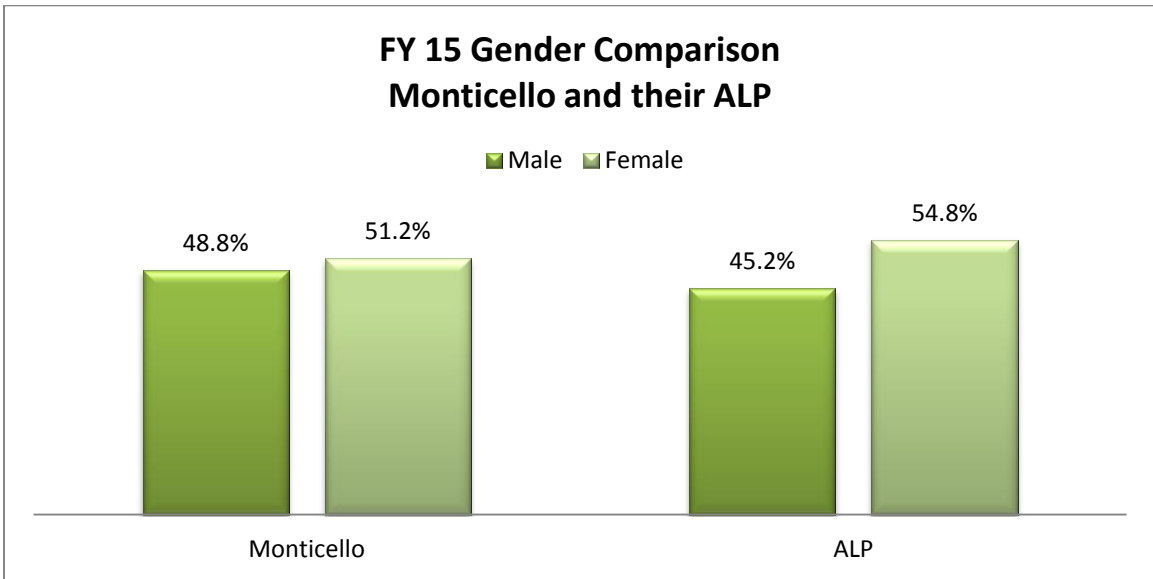
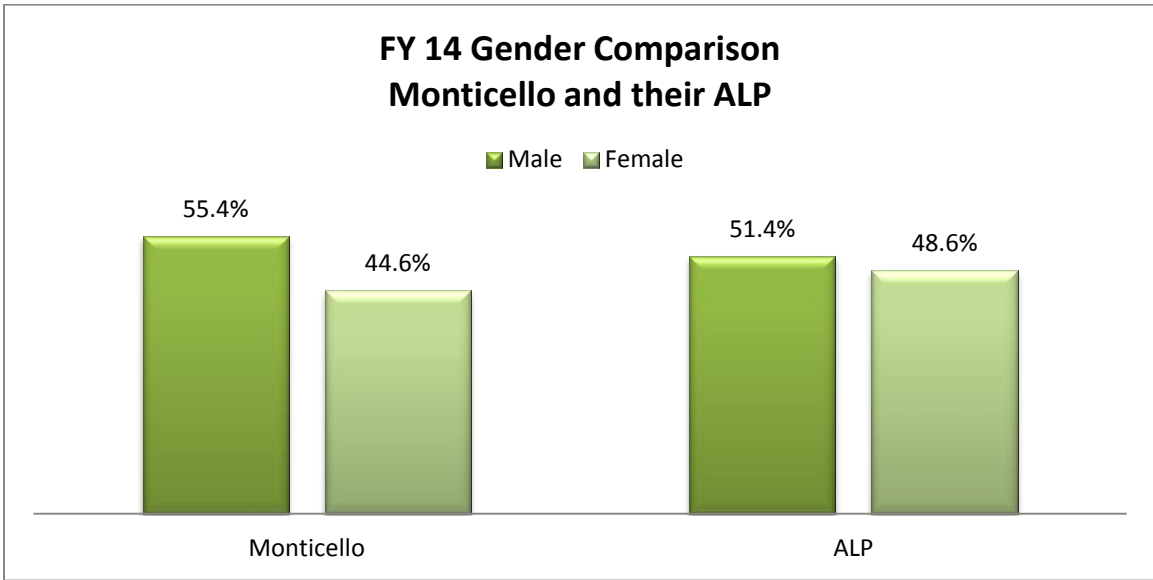
# Monticello Public School District, 0882-01

## Program Information

Monticello operates an alternative learning program called Turning Point serving students in grades nine through 12.

## Demographics





## Summer Programs

### ***ALP Summer Term***

Monticello Public Schools operates a blended program of seat time and independent study. This means that revenue is based partially on work completion and teacher contact time. Their program is 64 hours per class and students can take up to two classes. They operate during the month of June.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer several classes in the summer including Algebra I and II, Geometry, and generic credits in various subjects.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by remedial math.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Alternative learning is open to a variety of qualifying factors. Students enroll in the ALP by meeting one of the state-mandated qualifying criteria for state-approved alternative programs. They receive paperwork and enrollment forms to make it official.

When a student leaves school, there are several things a district could choose to do. Monticello Public Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Monticello Public Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: *This is fully implemented in our district.*
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.

- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: I do not know.

Monticello Public Schools believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is approximately 25 to 50 percent.

**Average length of enrollment for FY 14**

Monticello showed 89 enrollment records for their core school year program. Students were enrolled for an average of 476 hours. This ranged from four hours to 1,065 hours. They generated 39.5 regular ADMs and 0.8 extended ADMs.

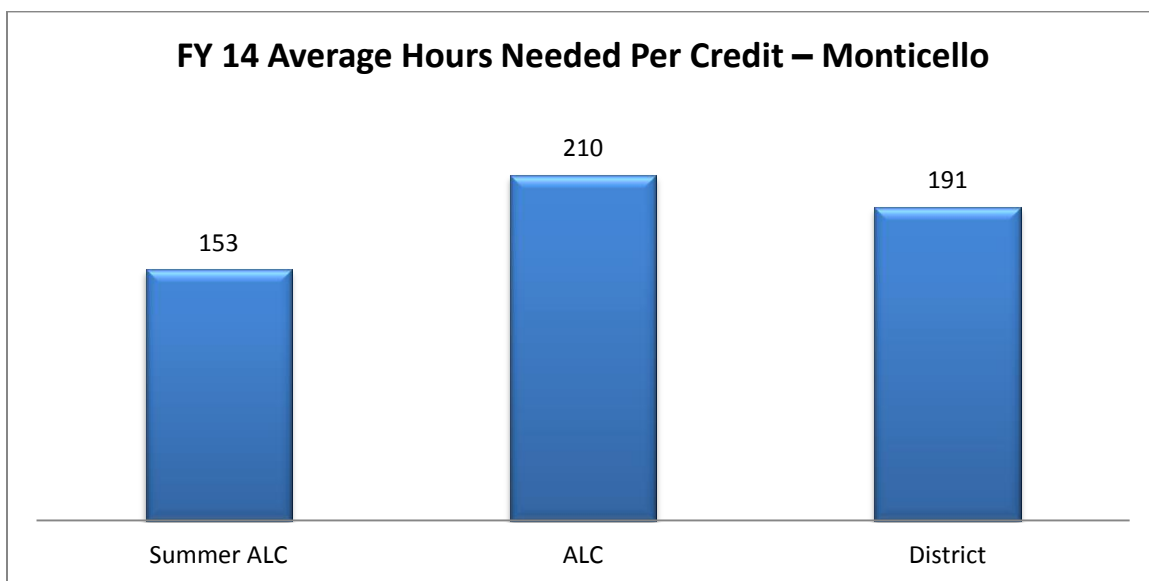
For their summer program, they had 60 enrollment records and students were enrolled for an average of 83 hours. This ranged from nine hours to 128 hours. They generated 1.4 regular ADMs and 3.28 extended ADMs.

**Average number of credits earned for FY 14**

Monticello requires 24 credits to graduate or six credits a year. Based on their length of instructional program for the year, this means students need approximately 191 hours to earn a credit.

In the ALC core school year program, students earned an average of 2.26 credits. This ranged from no credits earned to 10.5 credits earned. It took on average 210 hours to earn a credit, slightly higher than that needed at the traditional high school.

For the summer program, students earned an average of 0.54 credits. This ranged from no credits earned to one credit earned. It took on average 153 hours to earn a credit, well below the hours needed at the traditional high school.



**Attendance for FY 14**

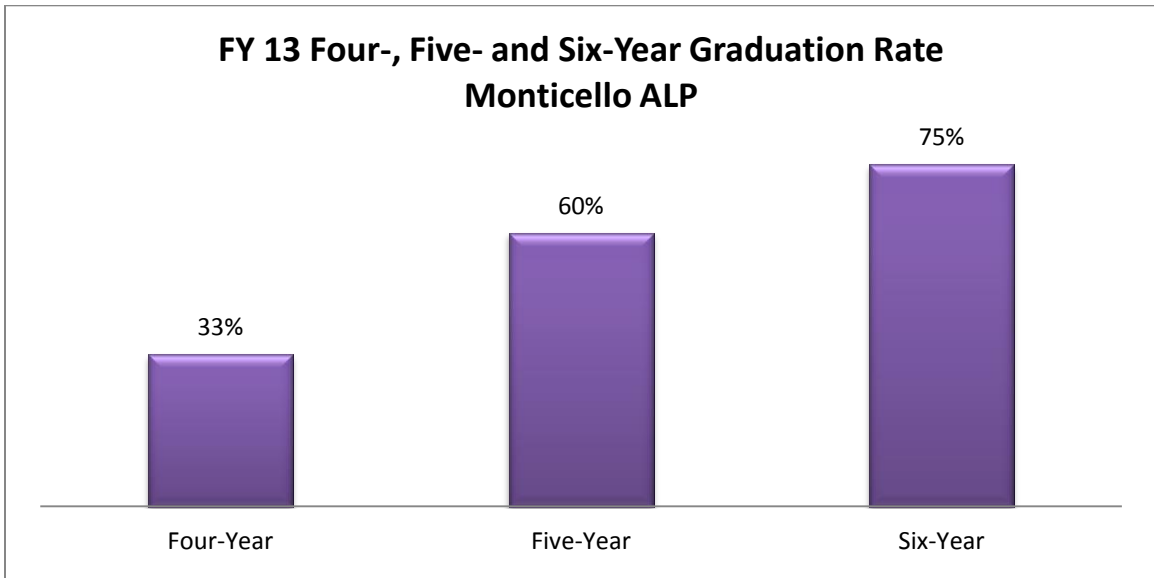
Attendance at the core school day program averaged 93 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 97 percent. This ranged from 0 to 100 percent.

**Graduation Data**

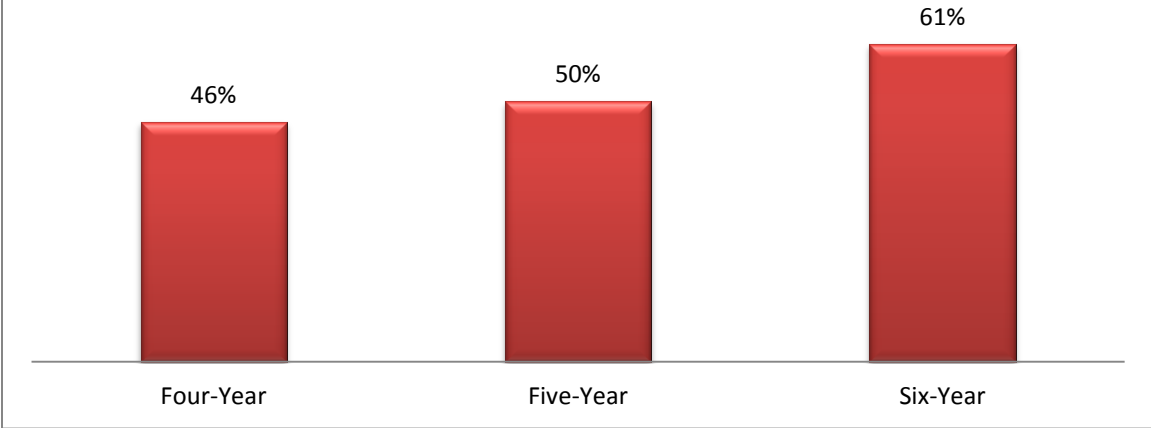
One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For Monticello, the FY 13 four-year graduation rate was 33 percent. This rose to 50 percent in the FY 14 five-year graduation rate. The cohort size stayed the same.

The FY 13 five-year graduation rate was 60 percent and rose to 61 percent for the FY 14 six-year graduation rate. The cohort size changed from 20 students to 23 students, an increase of 15 percent.



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Monticello ALP**

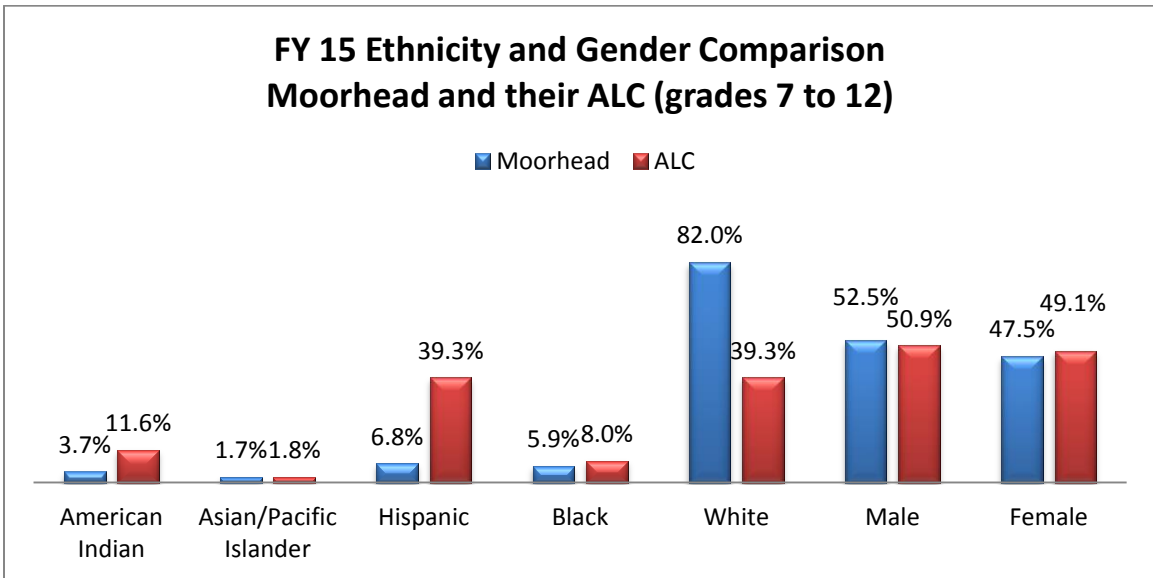
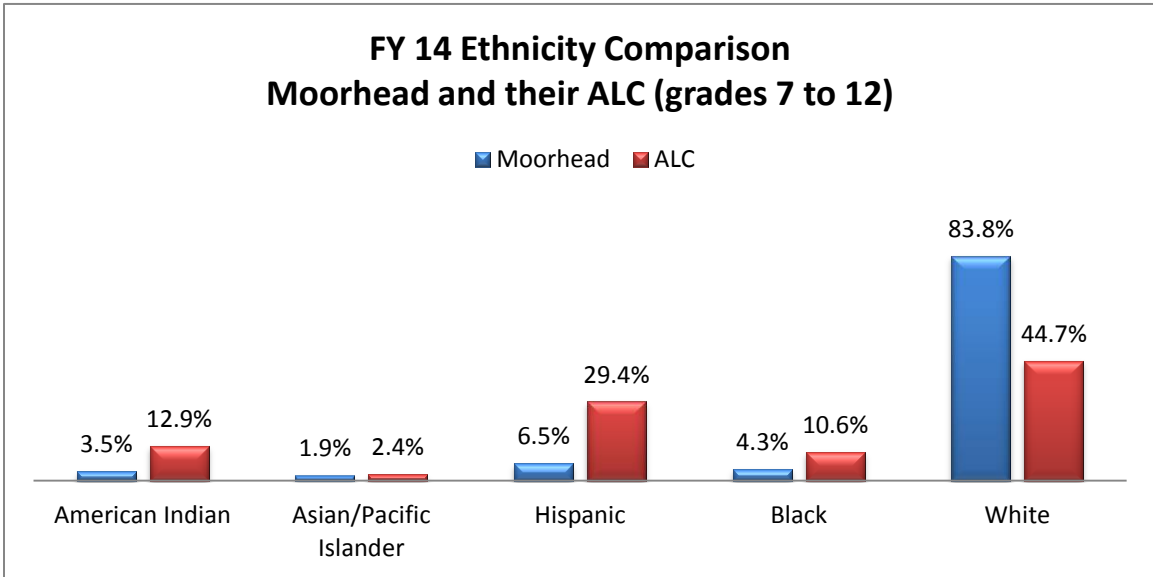


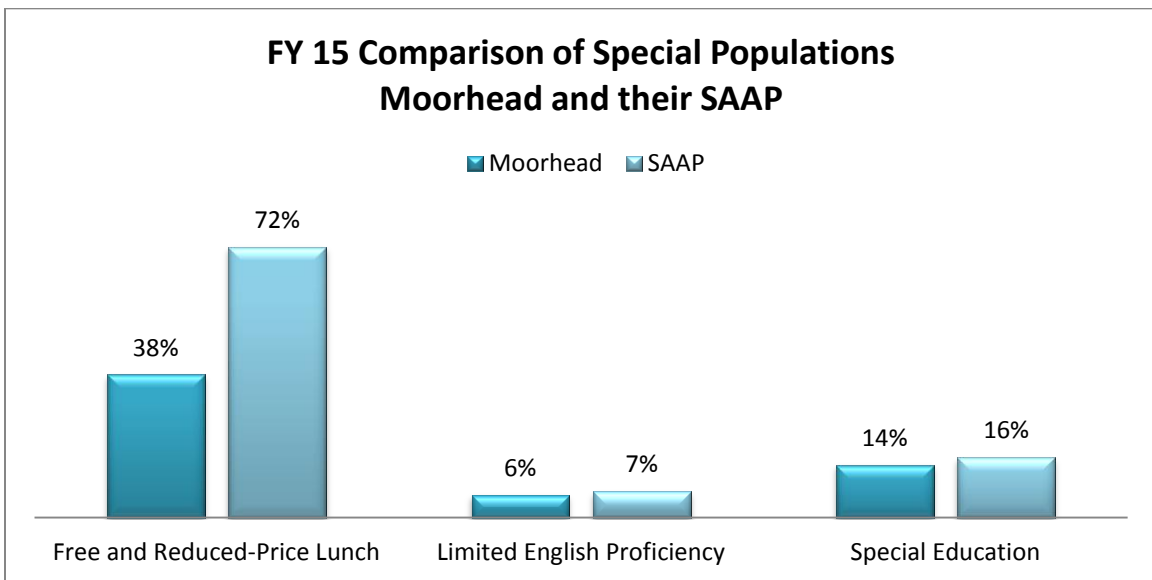
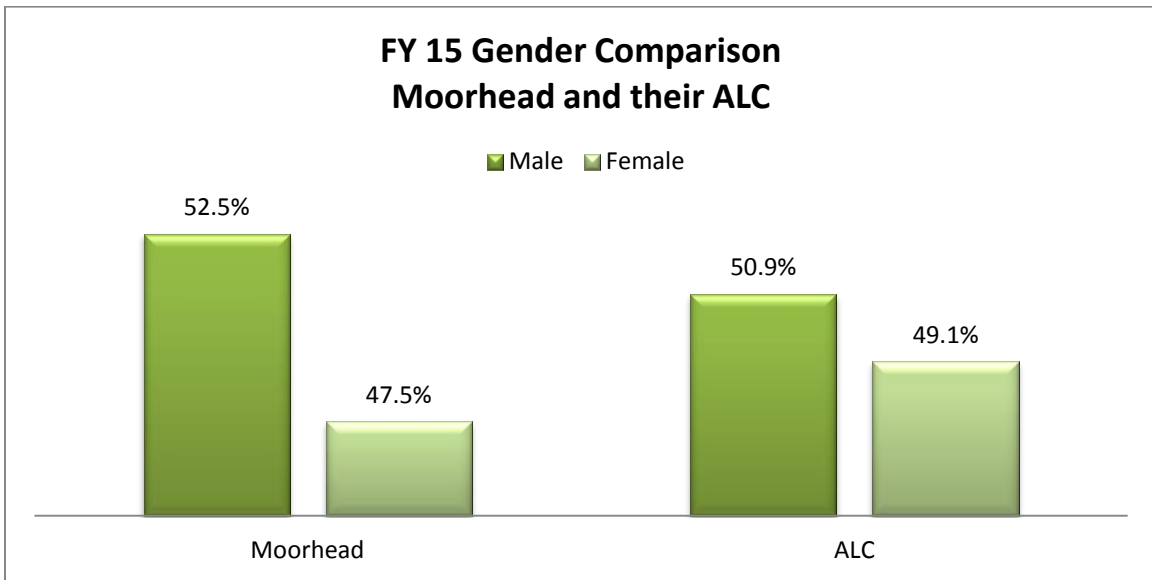
# Moorhead Public School District, 0152-01

## Program Information

Moorhead operates an area learning center and a targeted services program serving students in grades six through 12.

## Demographics





## Summer Programs

### *Targeted Services*

Moorhead operates a targeted services program for 28 days for four hours per day. They serve grades six through eight. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending letters and emails to parents, making phone calls, putting information on the district website, at conferences with parents, and in meetings with staff.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is



able to have at least one licensed classroom teacher for every 15 students. They have pre- and post-test results to help determine the effectiveness of their program.

Moorhead also operates a targeted services program for 15 days for four hours per day. They serve grades one through five. Program planning for the upcoming summer begins in the spring. Their program focus is determined at the district level but they are still working towards matching student needs to programming. They share the information about their summer program during spring conference time, and students who are currently enrolled in their EXCEL Targeted services programs are evaluated to see if they are candidates for their summer program. At that time, they also invite teachers to begin the referral process for students they feel would qualify.

The curriculum that they use is Fountas and Pinnell Leveled Literacy Intervention and also they use pieces of the district's Benchmark Literacy Curriculum. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 12 to one. There is no assessment in place to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Moorhead operates several summer programs. The first operates the entire summer and is an independent study program, so membership hours are based on credit completion and teacher contact time. Teachers are available one night per week. Students also have the option of attending the day program that is located at Moorhead High School and could also attend another independent study program that is located at Red River ALC. The program at Moorhead High School operates four days per week for up to 6.5 hours a day depending on student need. This is a blended model of seat-based time and independent study programming. They also operate a program for English Learners and a transition to ninth grade program.

Students are referred both by their teachers if they do not pass a class and by the high school counselors who identify students as being behind in their graduation requirements. They send out information to all students and welcome anyone who wants to attend. They also serve students who are designated as English Learners as well as students who walk-in and want to take a class. Students in the transition to ninth grade program are referred by the eighth-grade counselor/dean.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer, from Algebra I and II to U.S. History to all levels of English. They offer Art, Physical Education, and Health. They offer Biology, Chemistry, and Earth Science. They also offer generic credits and remedial math classes.

Their program focuses mostly on required academic core subjects. They look at credit recovery and accelerated skill development in reading and math. In addition, they offer digital learning and

can offer other courses to students in this format. The transition program offers an elective credit which is unique to this program, but counts towards high school graduation.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes, then reading help, then support in other areas such as mental health and/or chemical dependency.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Moorhead Area Public Schools has stated that they established their ALC in cooperation with another district and serves the geographic area of at least two districts.

Moorhead Area Public Schools provides programming at both the high school and middle school levels and operates year round. Their programs are open to a variety of qualifying factors. Students enroll in the ALCs through an intake process stemming from partner schools and district referrals, or through parent or student choice. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 25 and 50 percent.

When a student leaves school, there are several things a district could choose to do. Moorhead responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Moorhead was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: This is fully implemented.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented.
- Mental health services: This is fully implemented.
- Mentors: We are in the process of fully implementing this in our district.

**Average length of enrollment for FY 14**

The average length of enrollment for the Moorhead core school year program was 285 hours. They had 214 enrollment records. The shortest enrollment was three hours while the longest was 1,014 hours. They generated regular 40.7 ADMs and 0.5 extended ADMs.

For their summer program, the average length of enrollment was just over 69 hours. They had 190 enrollment records and generated 2.45 regular ADMs and 6.51 extended ADMs. The shortest enrollment was two hours and the longest was 151 hours.

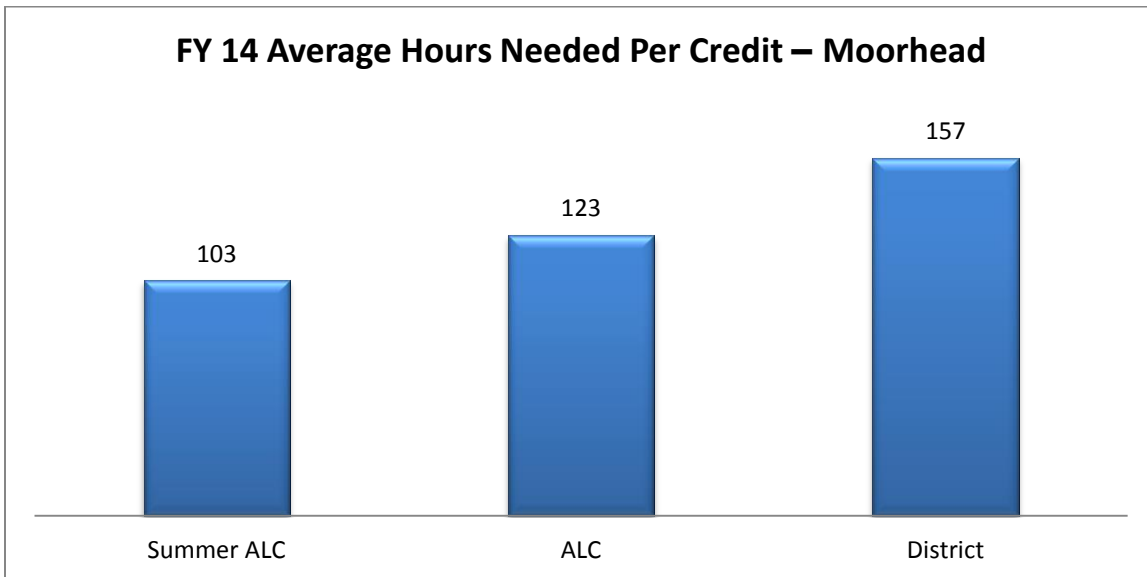
**Average number of credits earned for FY 14**

Moorhead requires credits to graduate, 26 or 6.5 per year. Based on their annual instructional hours of 1,020, this means 157 hours are anticipated to be needed per credit in the traditional core school year program.

In their summer program, students earned an average of 0.67 credits, with some students failing to earn any credits and some students earning 2.75 credits. In terms of hours, students needed an average of just over 103 hours, approximately two thirds of what was needed at the district level.

In the core school year program, students earned 2.3 credits on average. Again, some students did not earn any and some earned 11.4 credits. They needed an average of 123 hours to complete a credit; less than what would be anticipated at the district.

The following chart compares the number of hours needed for a credit in Moorhead, in the ALC overall and in the ALC core school year program and the ALC summer program.



**Attendance for FY 14**

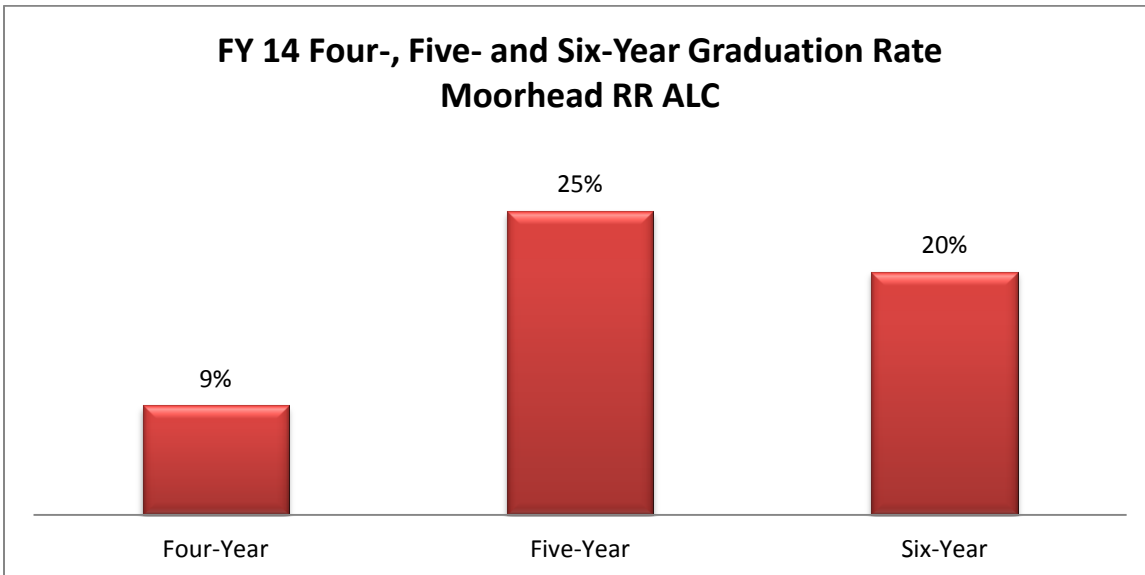
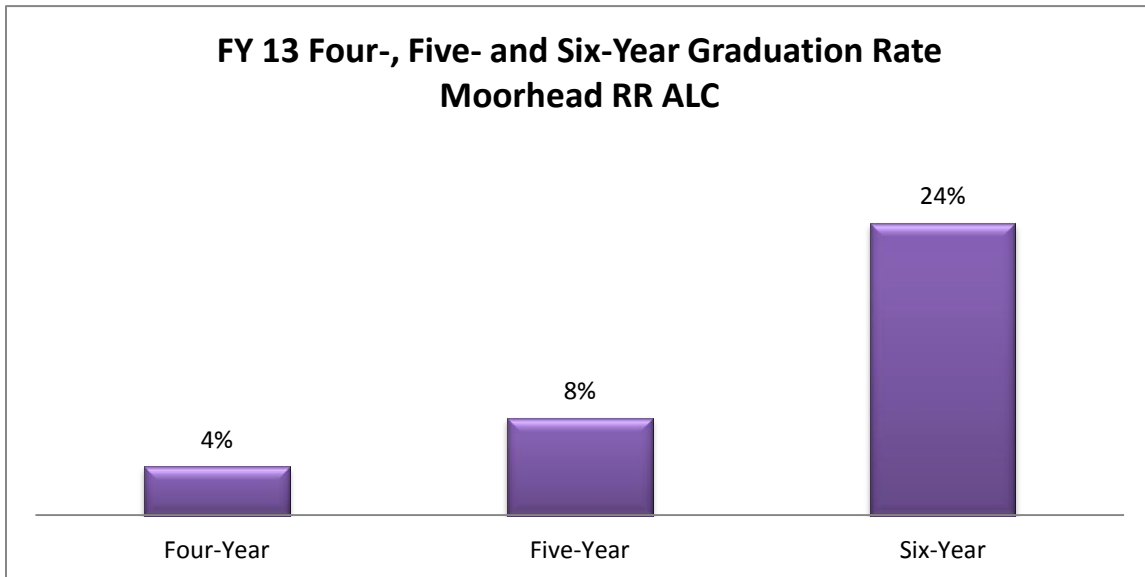
The attendance rate for the summer program was 74 percent. For the school year program, it was 75 percent. For both programs, the attendance rate ranged from 0 to 100 percent,

## Graduation Data

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For the Moorhead RR ALC, the FY 13 four-year graduation rate was 4 percent. This rose to 25 percent in the FY 14 five-year graduation rate. The cohort size changed from 46 students to 53 students, an increase of 15 percent.

The FY 13 five-year graduation rate was 8 percent and rose to 20 percent for the FY 14 six-year graduation rate. The cohort size basically stayed the same, increasing from 59 to 60 students.



## **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

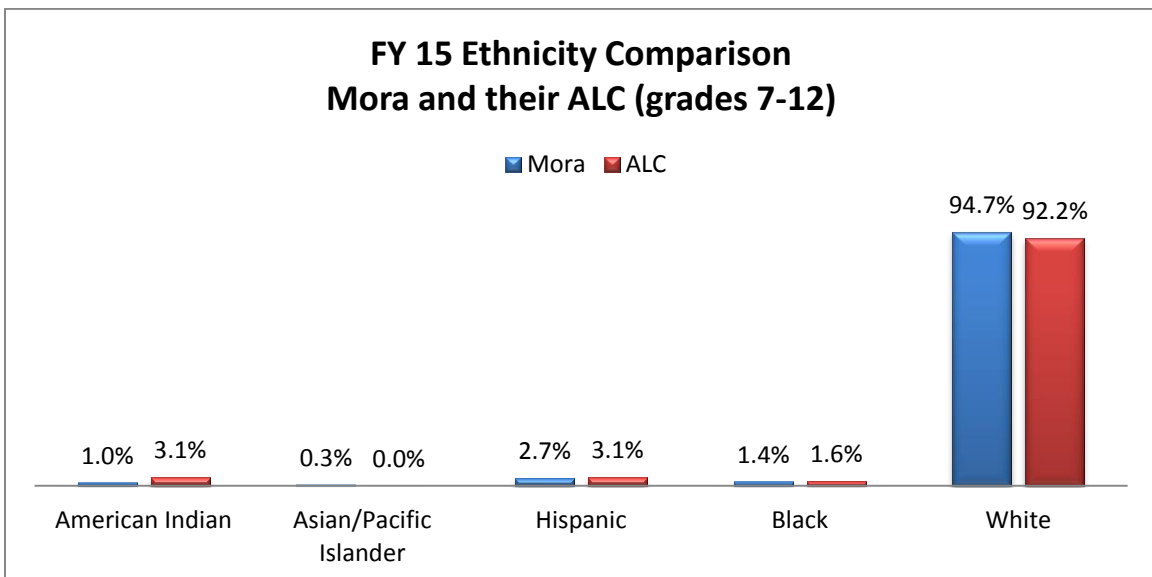
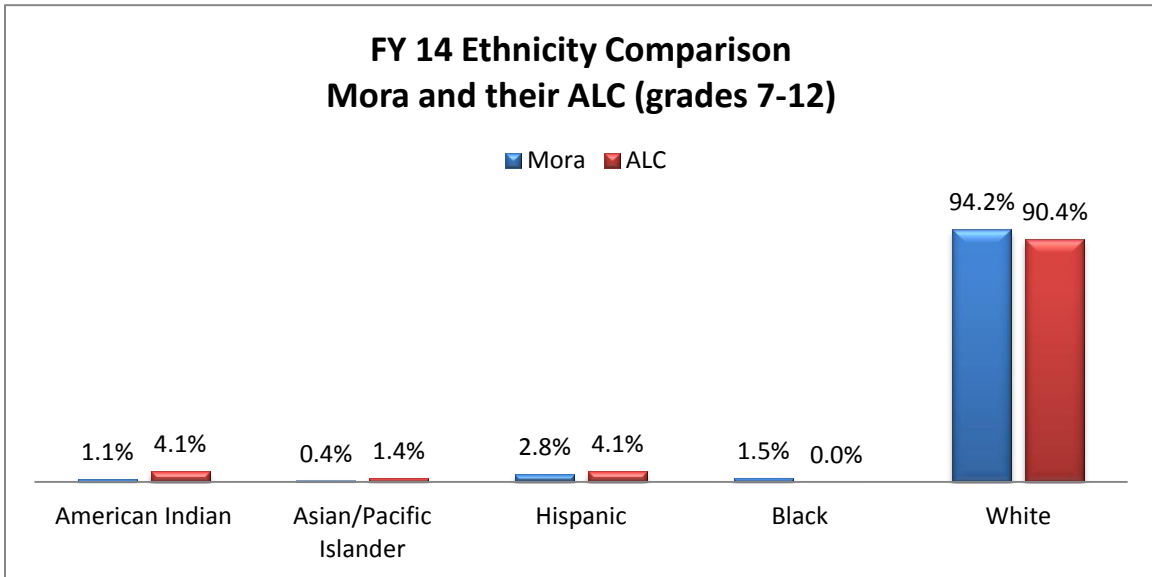
The RR Area Learning Center had an MMR score in FY 14 of 61.38 percent.

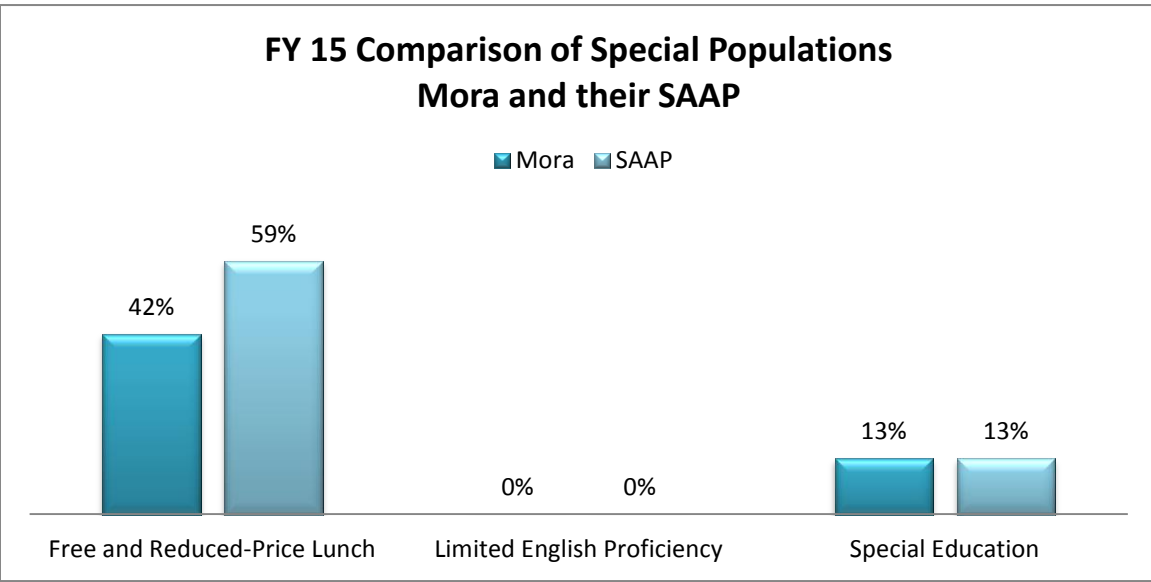
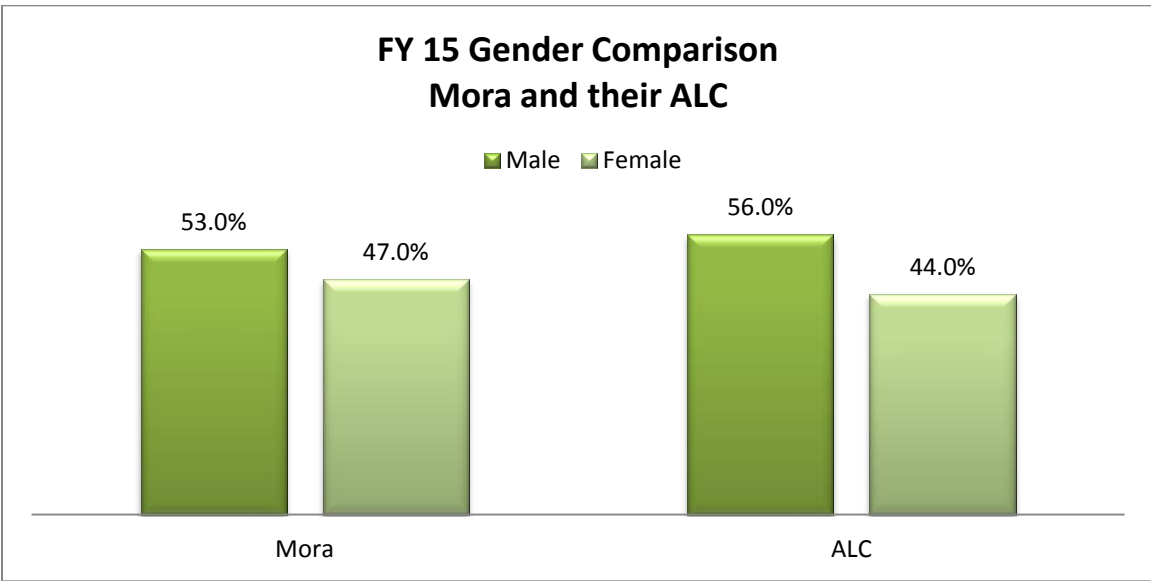
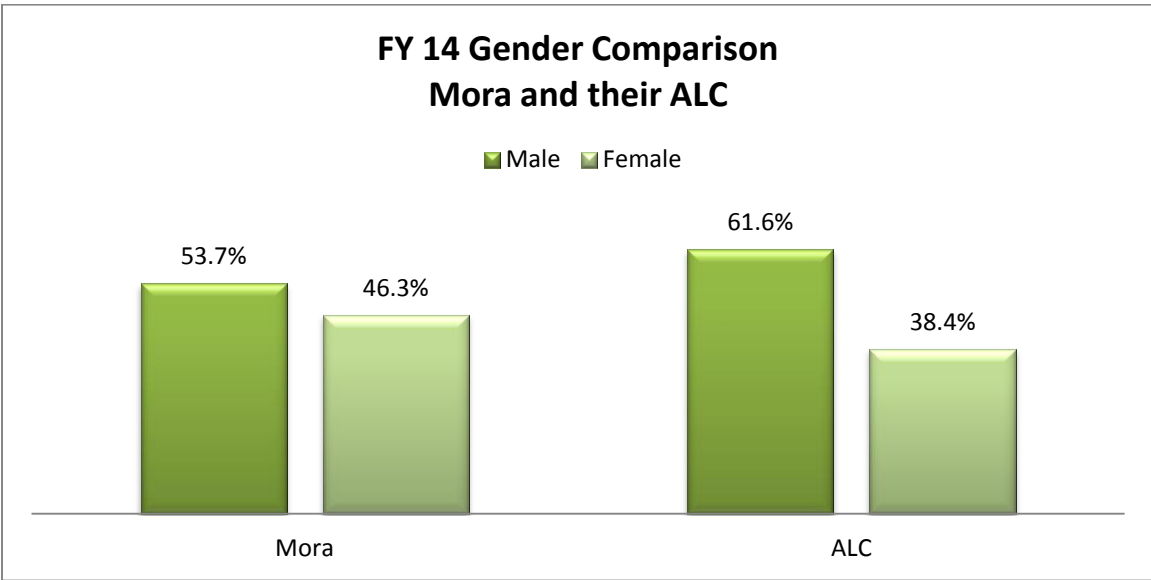
# Mora Public School District, 0332-01

## Program Information

Mora operates an area learning center and targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Mora operates two targeted services programs. The first operates for four hours per day for 15 days. They serve seventh grade. Their planning for the summer program begins in the spring. Their program is not geared toward a specific need but is more of a one size fits all approach. They share information about their program through social media, on their website and through a direct mailing. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities focus on strategies to promote either academic growth or social/emotional growth but right now they are not able to do both. Their program is able to have at least one licensed teacher for every 15 students.

Central office determines the criteria under which students are invited and the summer office is given a list of students to contact. Teachers also recommend students they feel will benefit from the program. They do not currently have an assessment in place to determine the effectiveness of their program.

The second program operates the same time period but serves grades one through six. Their planning for the summer program begins in the spring. Their program focus is determined by individual sites or by individual teachers.

Their program is able to have at least one licensed teacher for every 12 students.

Central office determines the criteria under which students are invited and the summer office is given a list of students to contact. Their evaluation department uses the results of standardized testing during the year to determine student progress in math and reading. They use teacher feedback to determine the effectiveness of writing.

### ***ALC Summer Term (secondary students)***

Mora operates an independent study program. This means that revenue is generated based on work completion rather than seat time. Their program operates for 12 days for four hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes.

They do think of at-risk and off-track students as separate groups and so the process for all of these students for summer programming is different. Off-track students are referred due to failing a class or from a counselor recommendation based on credits needed for graduation. At-risk students are generally the same group of students. High school students are referred to summer credit recovery from the failure list. If they are at-risk but not failing classes or are not behind in credits, they generally do not attend the summer program. The exception for Mora is their pregnant teens.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, and Health. They offer Biology, Chemistry, Physics, and Earth Science. They offer generic credit in all subjects and some elective credits.



They find the area of greatest need for the students they serve to be English classes. This is followed by math classes such as Algebra and Geometry and then remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Mora did not submit the survey with information on their core year programs.

#### ***Average length of enrollment for FY 14***

Mora showed 135 enrollment records for their core school year program. Students were enrolled for an average of 249 hours. This ranged from one hour to 1,657 hours. They generated 25.11 regular ADMs and 3.67 extended ADMs.

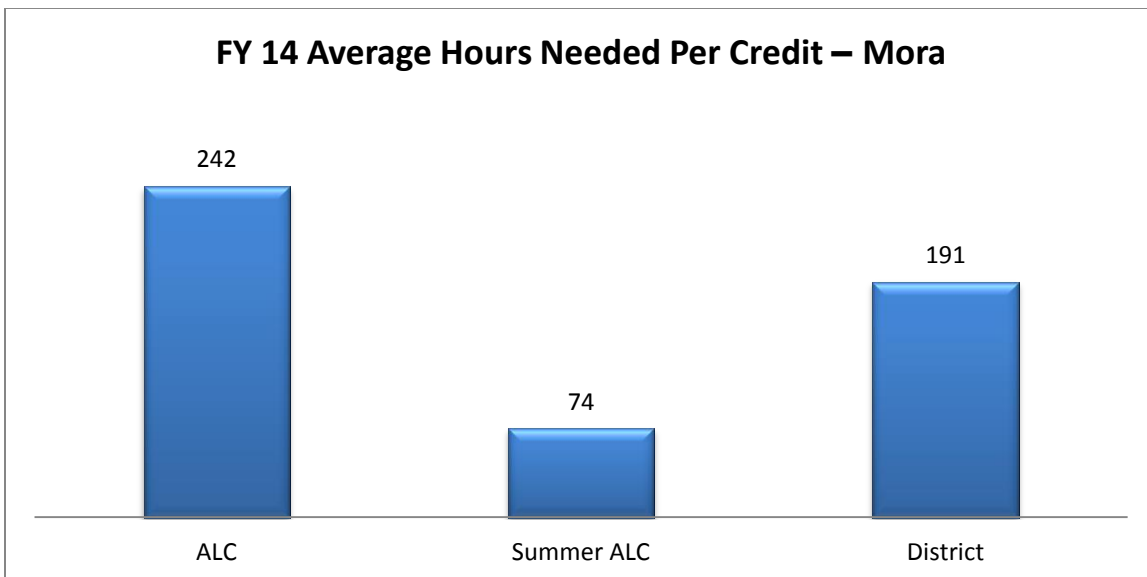
For their summer program, they had 63 enrollment records and students were enrolled for an average of 99 hours. This ranged from 11 hours to 247 hours. They generated 3.06 regular ADMs and 3.9 extended ADMs.

#### ***Average number of credits earned for FY 14***

Mora requires 24 credits to graduate or six credits a year. Based on their length of instructional program for the year, this means students need approximately 191 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.03 credits. This ranged from no credits earned to 10.5 credits earned. It took on average 242 hours to earn a credit; significantly higher than that needed at the traditional high school.

For the summer program, students earned an average of 1.67 credits. This ranged from no credits earned to 11.25 credits earned. It took on average 74 hours to earn a credit; well below the hours needed at the traditional high school.



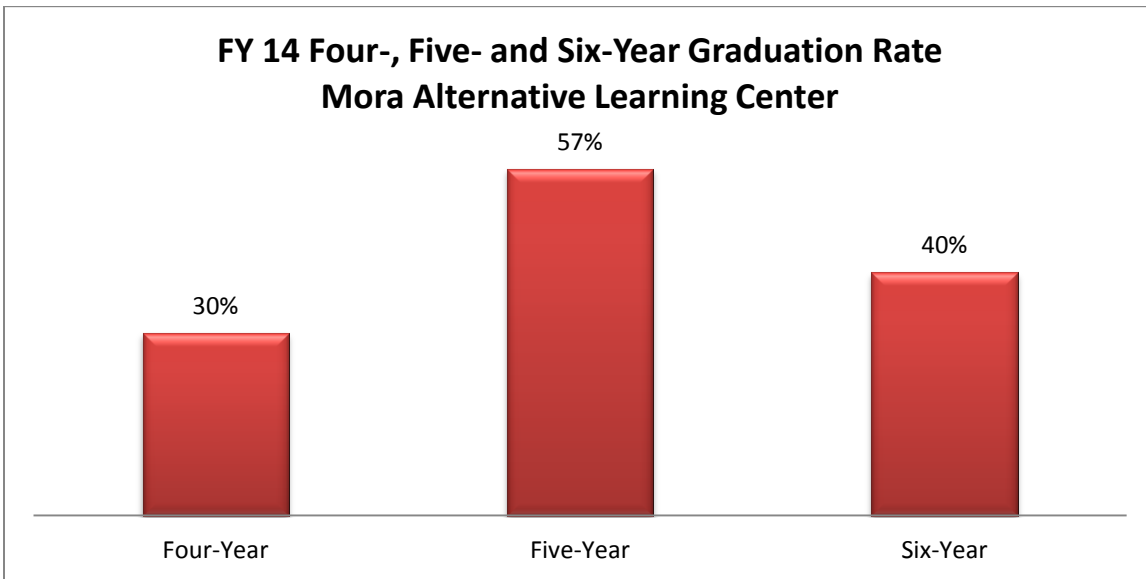
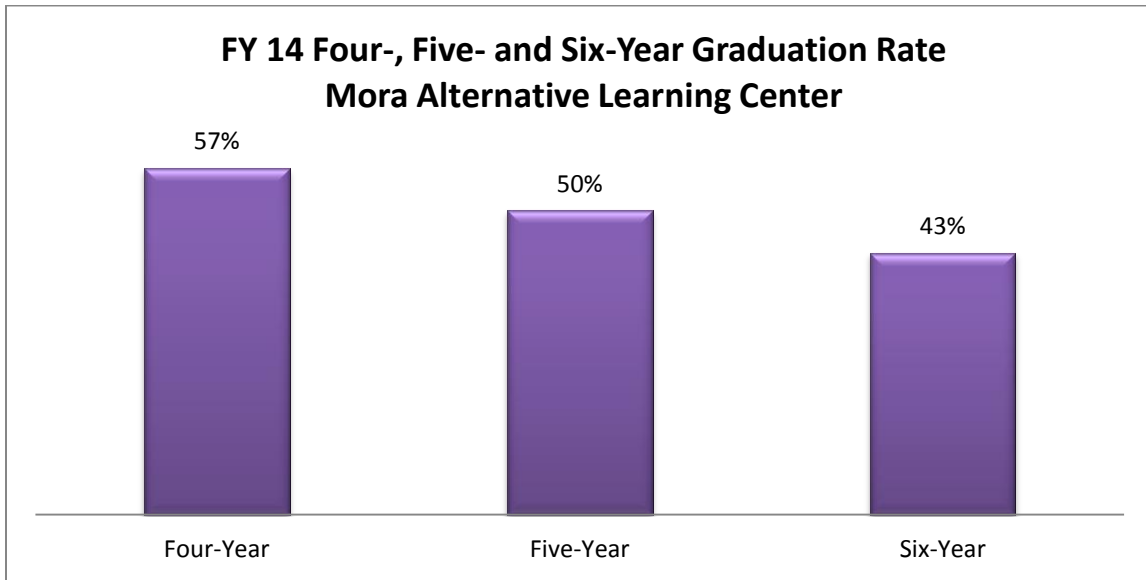
#### ***Attendance for FY 14***

Attendance at the core school day program averaged 39 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 32 percent. This ranged from 0 to 100 percent.

## Graduation Data

In Mora, the FY 13 four-year graduation rate was 57 percent. It did not change for the FY 14 five-year graduation rate. The cohort size changed from 28 students to 37 students, an increase of 32 percent.

The FY 13 five-year graduation rate was 50 percent and decreased to 40 percent for the FY 14 six-year graduation rate. The cohort size increased by 25 percent, going from 16 students to 20 students.



## Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools.

Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

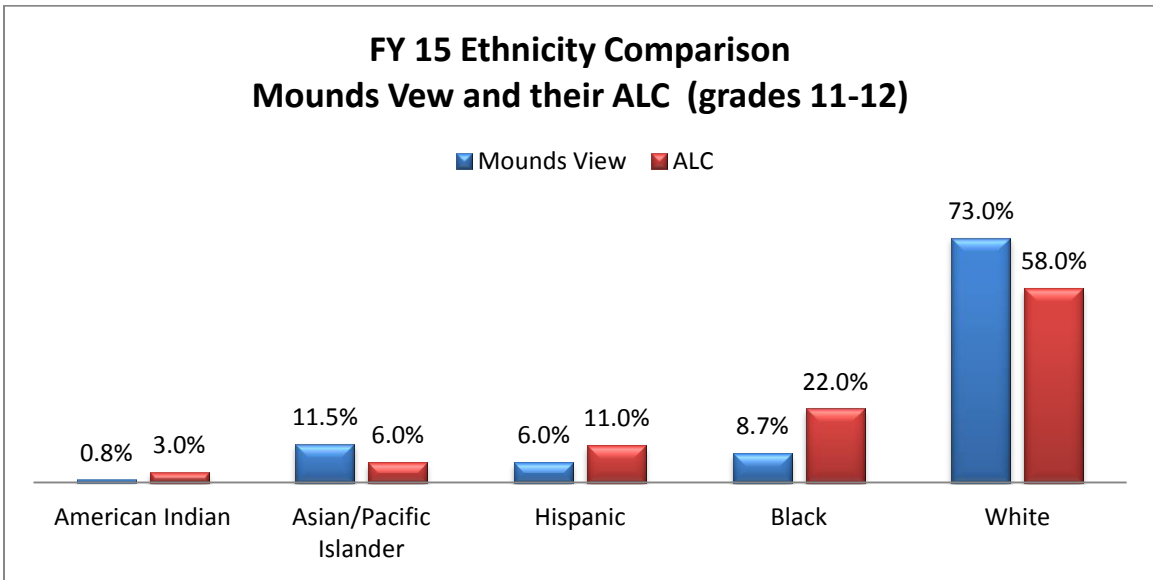
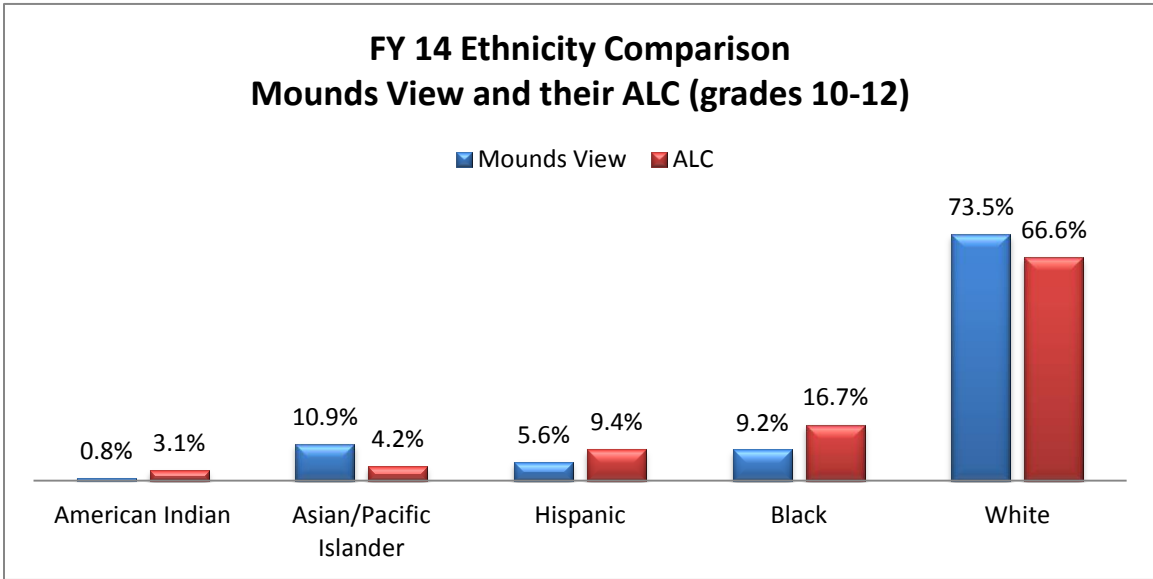
The Mora Alternative Learning Center had an MMR in FY 14 of 83.89 percent.

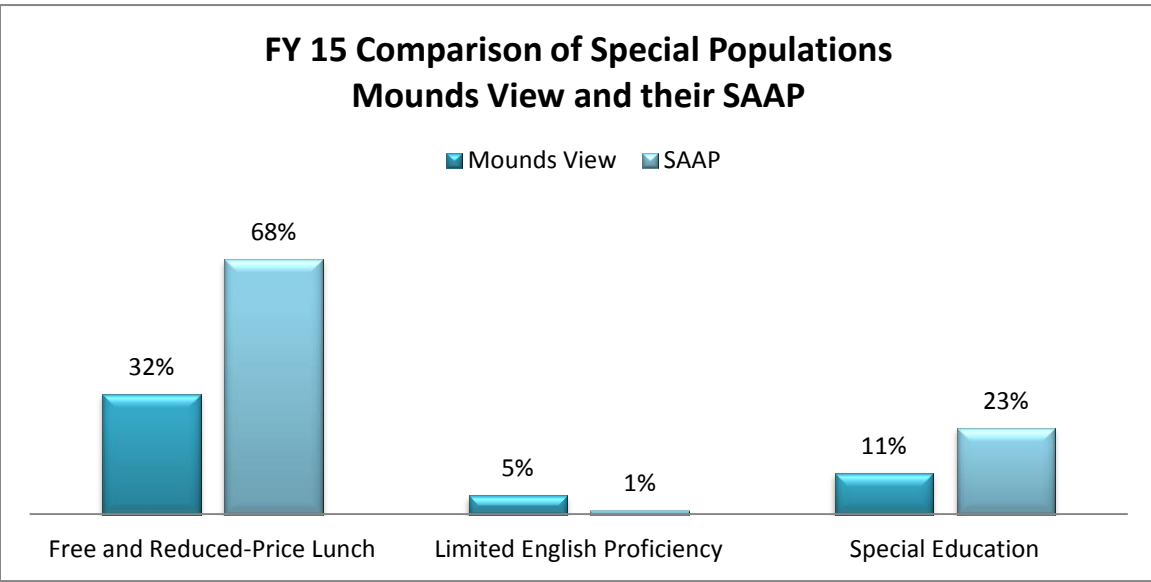
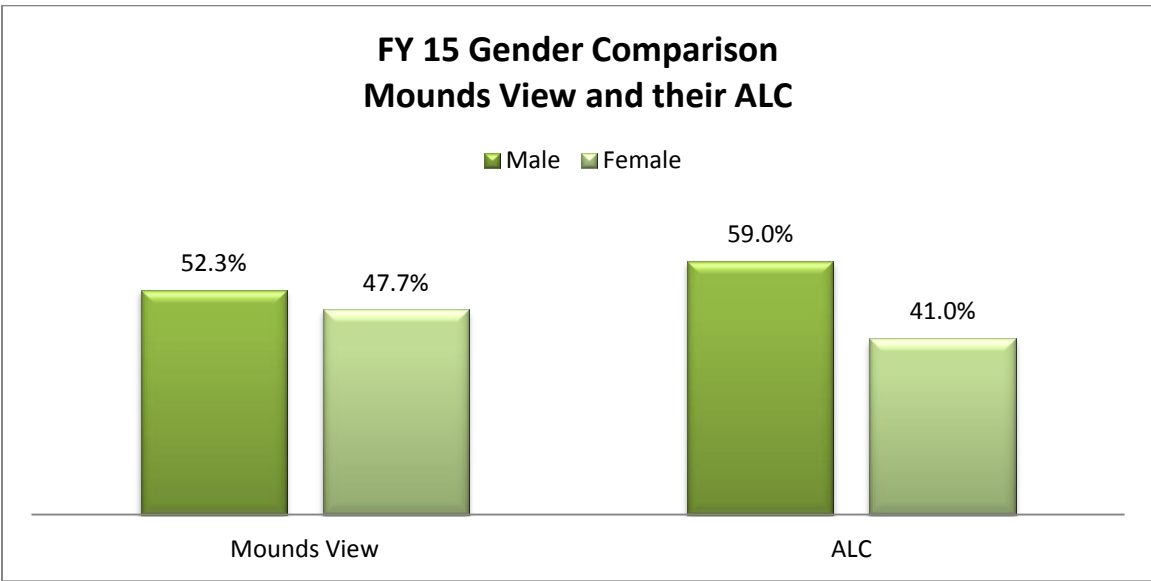
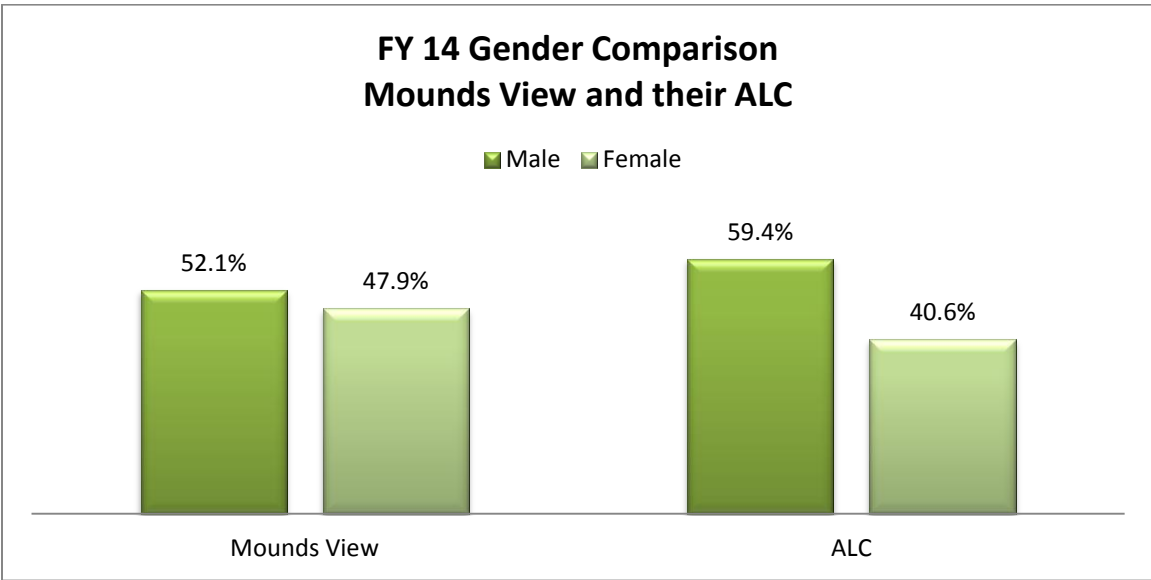
# Mounds View Public School District, 0621-01

## Program Information

Mounds View operates an area learning center, an alternative learning program and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Mounds View Public Schools operates a targeted services program for 20 days for four hours per day. They serve kindergarten through grade eight. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information on their summer program to families through their teachers, in newsletters, and making phone calls. When planning began, staff was invited to a brainstorming session. Staff was updated as to summer school planning progress through emails and at staff meetings. Teachers referred students after speaking with their families.

The curriculum that they use is AIMSWEB Math and Reading probes. First and second grades used level reading books, iPads, computers, classroom manipulatives, and other teacher reading and math resources. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

The Mounds View ALC program is a blended model of seat-based time and independent study programming. Students are referred by the high school counselors.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer, including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, and all levels of English. They offer Biology, Chemistry, Physics and Earth Science.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes, then reading help and remedial math.

### **Core School Year Programs (Intervention and Prevention Strategies)--ALC**

Mounds View provides programming at both the high school and middle school and operates the programs year round. Their program is open to a variety of qualifying factors. Students enroll in the ALC through staff referrals, parent referrals and by using the 12 qualifying factors in statute. They do not know the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

Mounds View was asked how their alternative program and their district provides recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is minimally successful.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Mounds View was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is in process of being fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: No response.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: No response.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and provided for those students who need it.

They also are doing AVID.

### **Core School Year Programs (Intervention and Prevention Strategies) – ALP**

Mounds View Schools operates an Alternative Learning Program (ALP) called Adult Education. Their program is open to a variety of qualifying factors. Students beyond their graduating year and not currently enrolled anywhere may enroll.

When a student leaves school, there are several things a district could choose to do. Mounds View Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this strategy is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Mounds View Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. The person responded to the survey did not know the level of implementation for any of these.

Mounds View Schools believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

**Average length of enrollment for FY 14**

Mounds View showed 336 enrollment records for their core school year ALC program. Students were enrolled for an average of 328 hours. This ranged from one hour to 1,020 hours. They generated 88.51 regular ADMs and 14.17 extended ADMs.

For their ALC summer program, they had 259 enrollment records and students were enrolled for an average of 122 hours. This ranged from one hour to 204 hours. They generated 8.38 regular ADMs and 20.45 extended ADMs.

Their ABE program had 47 enrollment records and students were enrolled for an average of 180 hours. They generated 6.51 regular ADMs and 0.31 extended ADMs.

**Average number of credits earned for FY 14**

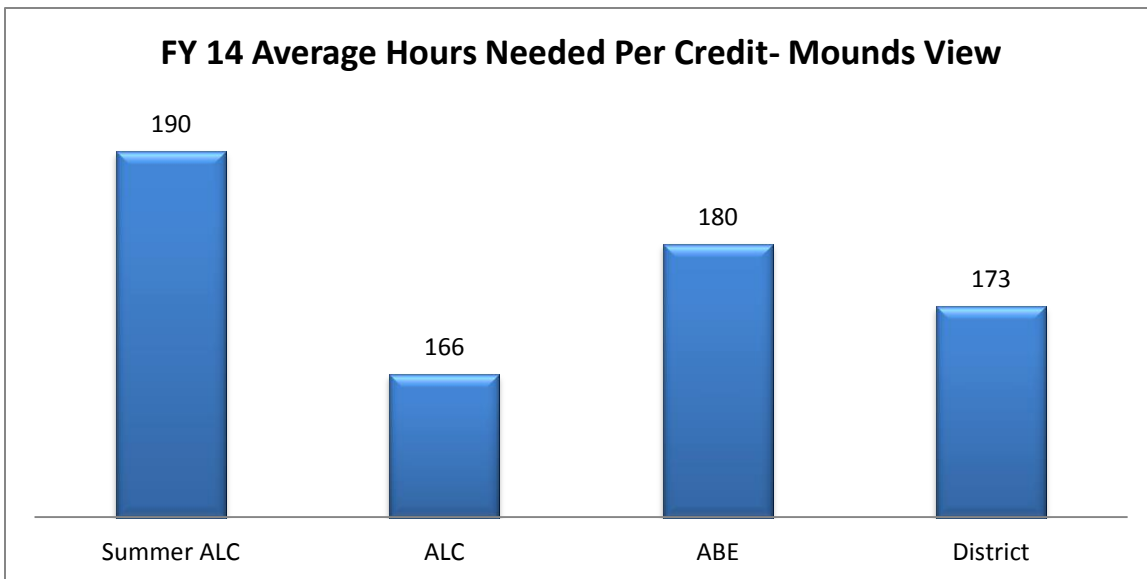
Mounds View requires 24 credits to graduate or six credits a year. Based on their length of instructional program for the year, this means students need approximately 173 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.98 credits. This ranged from no credits earned to 6.83 credits earned. It took on average 166 hours to earn a credit, slightly less than that needed at the traditional high school.

For the summer program, students earned an average of 0.64 credits. This ranged from no credits earned to 1.67 credits earned. It took on average 190 hours to earn a credit, higher than the hours needed at the traditional high school.

In the ABE program, students earned an average of one credit. It took approximately 180 hours to earn a credit.

It should be noted that Mounds View has submitted a core instructional year length of 1,004 hours for the Area Learning Center.





### **Attendance for FY 14**

Attendance at the core school day program averaged 54 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 44 percent. This ranged from 0 to 100 percent. Attendance for the Adult Basic Education program was 54 percent.

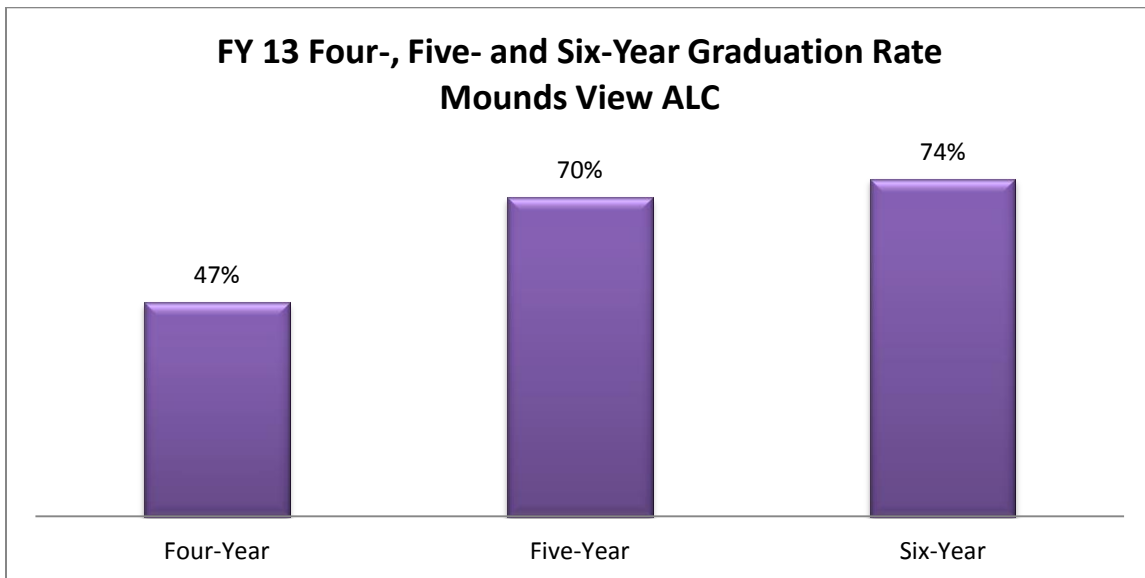
### **Graduation Data**

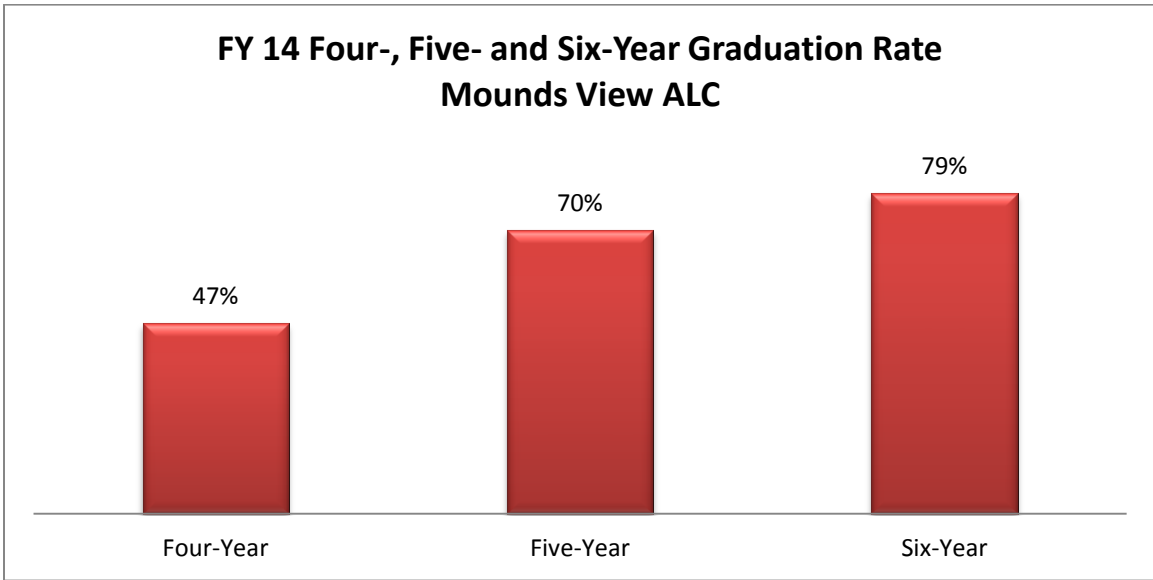
One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

Area Learning Centers:

For the Area Learning Centers, the FY 13 four-year graduation rate was 47 percent. This rose to 70 percent in the FY 14 five-year graduation rate. The cohort size changed from 64 students to 70 students.

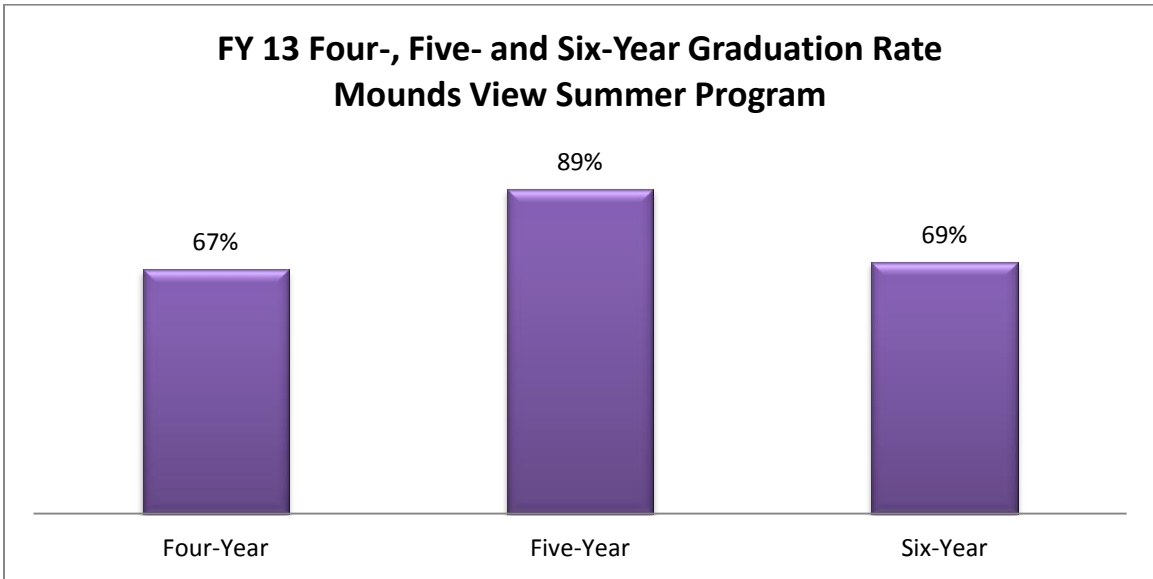
The FY 13 five-year graduation rate was 70 percent and rose to 79 percent for the FY 14 six-year graduation rate. The cohort size decreased from 70 to 66 students.

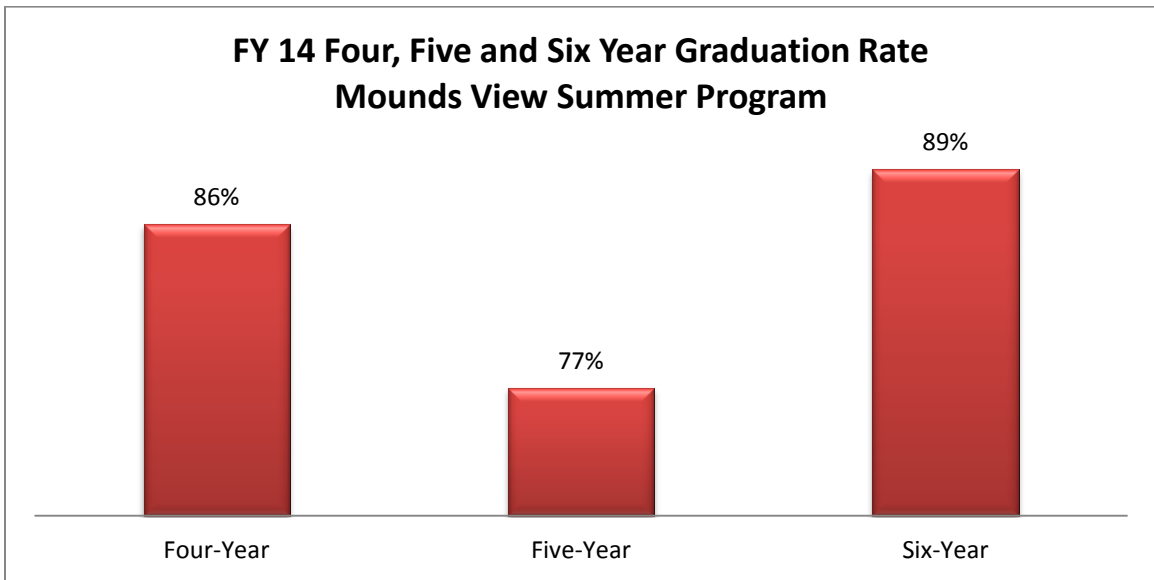




The FY 13 four-year graduation rate for the Mounds View Summer Program was 67 percent. This rose to 77 percent in the FY 14 five-year graduation rate. The size of the cohort increased by one student.

The FY 13 five-year graduation rate was 89 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.

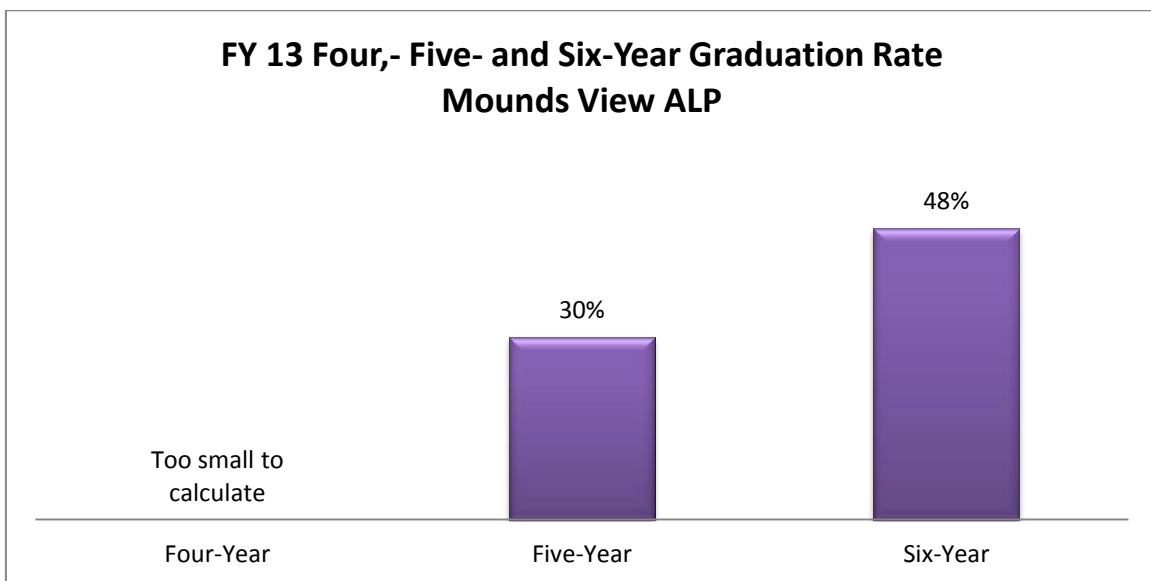




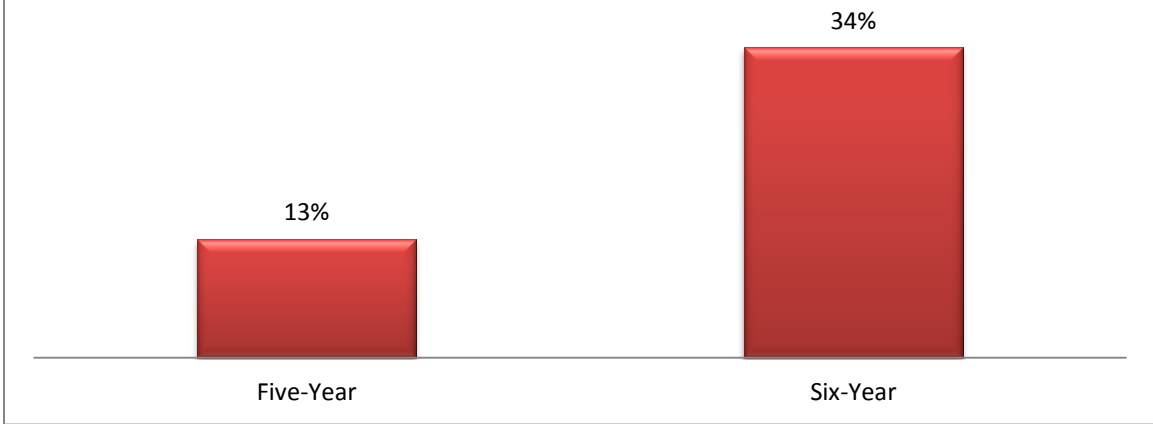
**Alternative Learning Program:**

The cohort size was too small to calculate an FY 13 four-year graduation rate for the Mounds View Adult Basic Education ALP.

The FY 13 five-year graduation rate was 30 percent and rose to 34 percent for the FY 14 six-year graduation rate. The cohort size went from 30 to 38 students, an increase of 27 percent.



**FY 14 Five- and Six-Year Graduation Rate  
Mounds View ALP**

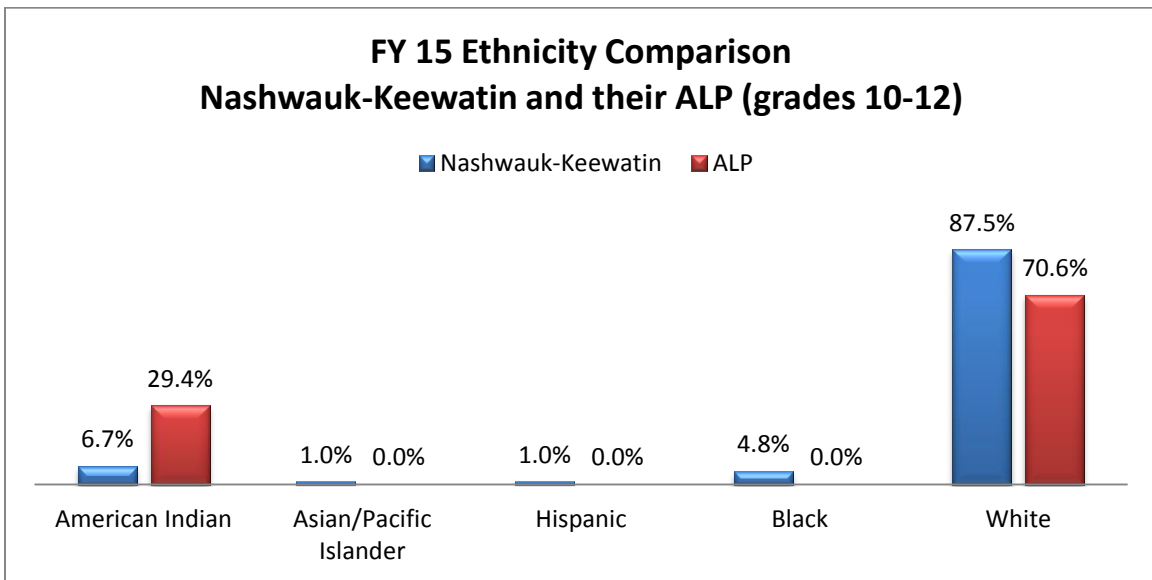
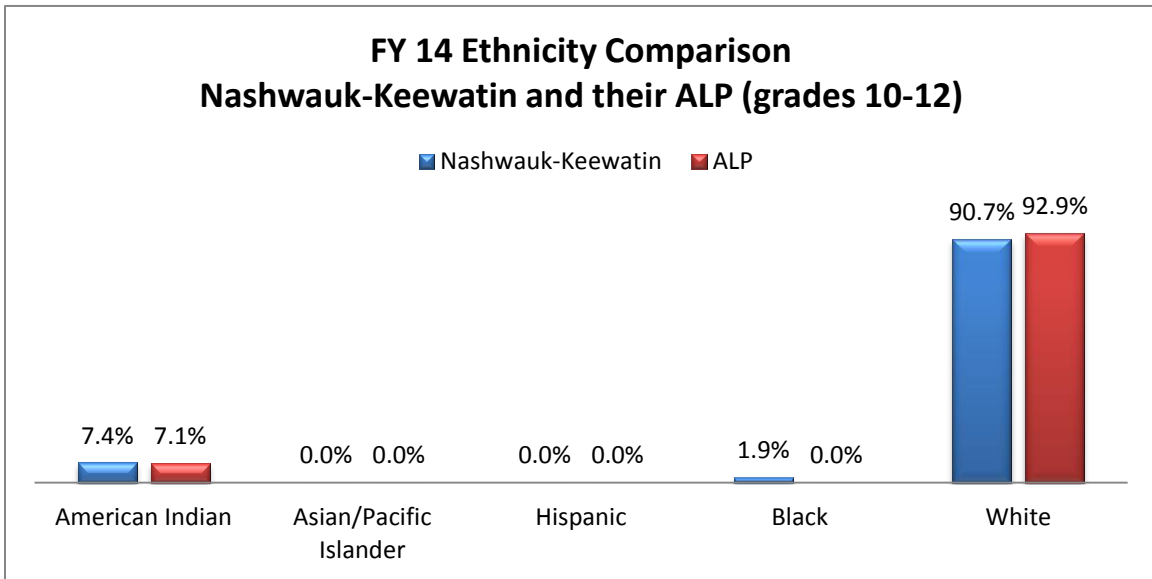


# Nashwauk-Keewatin Public School District, 0319-01

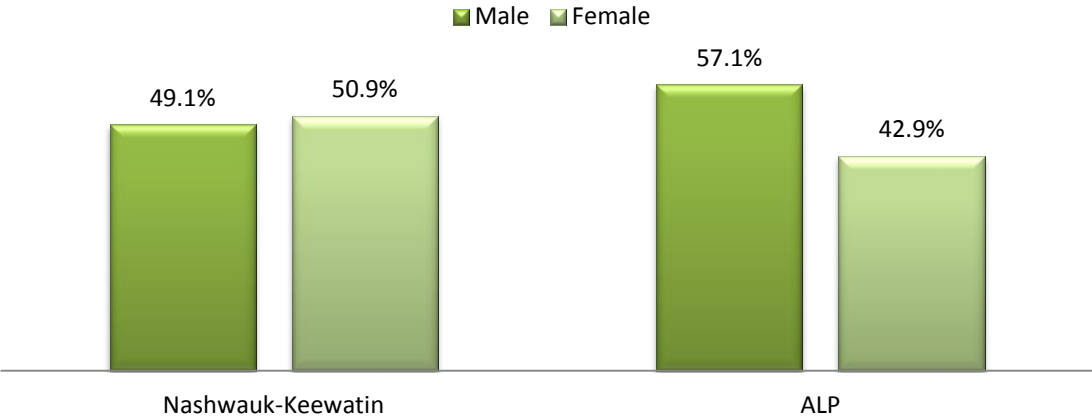
## Program Information

Nashwauk-Keewatin operates an Alternative Learning Program serving students in grades ten through 12.

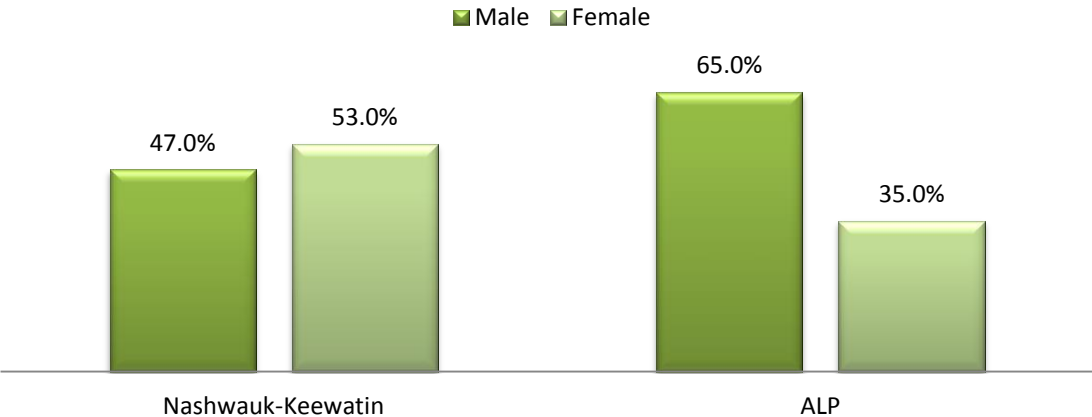
## Demographics



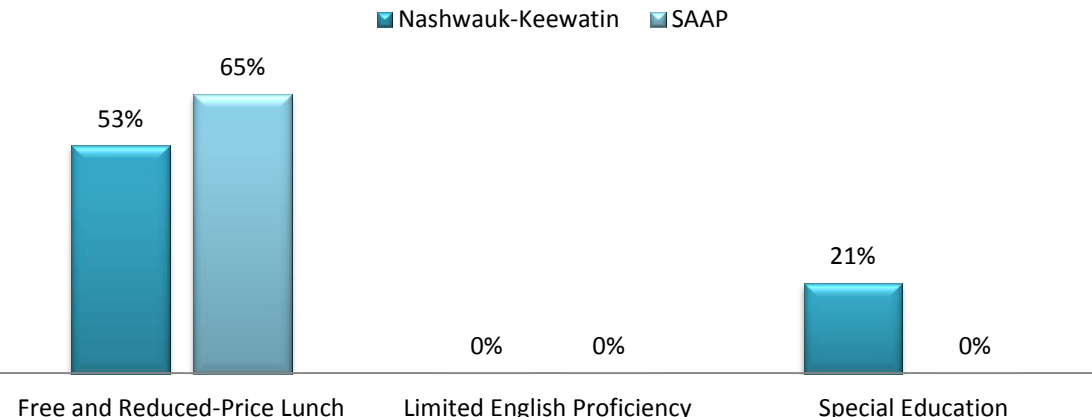
### FY 14 Gender Comparison Nashwauk-Keewatin and their ALP



### FY 15 Gender Comparison Nashwauk-Keewatin and their ALP



### FY 15 Comparison of Special Populations Nashwauk-Keewatin and their SAAP



## **Core School Year Program (Intervention and Prevention Strategies)**

Nashwauk-Keewatin operates an Alternative Learning Program (ALP) called Greenway-Nashwauk-Keewatin Alternative Learning Program. Their program is open to a variety of qualifying factors. Students enroll in the ALP through the counselor in the school district.

When a student leaves school, there are several things a district could choose to do. Nashwauk-Keewatin responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Nashwauk-Keewatin was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS, Pupil Study Teams, Response to Intervention, Minnesota Early Intervention Response System, Summer Program: No response.
- After school programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

Nashwauk-Keewatin believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 75 percent to 90 percent.

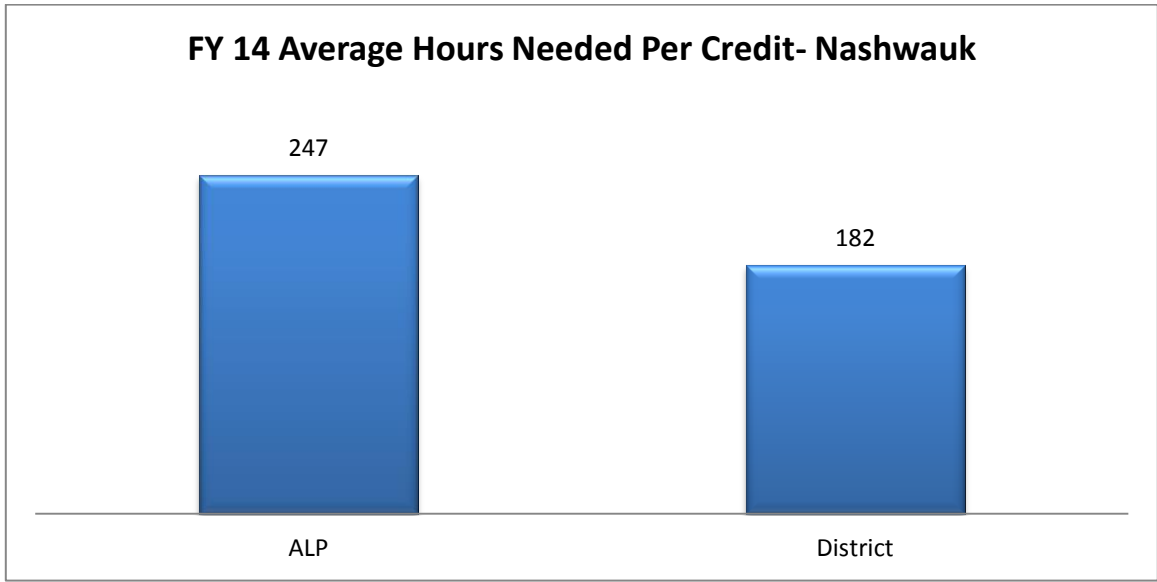
### ***Average length of enrollment for FY 14***

Nashwauk-Keewatin showed 27 enrollment records for their core school year program. Students were enrolled for an average of 632 hours. This ranged from 79 hours to 1,190 hours. They generated 12.04 regular ADMs and 2.88 extended ADMs.

### ***Average number of credits earned for FY 14***

Nashwauk-Keewatin requires 23 credits to graduate or 5.75 credits a year. Based on their length of instructional program for the year, this means students need approximately 182 hours to earn a credit.

In the ALP core school year program, students earned an average of 2.56 credits. This ranged from no credits earned to 6.83 credits earned. It took on average 247 hours to earn a credit, significantly more than that needed at the traditional high school.



***Attendance for FY 14***

Attendance at the core school day program averaged 69 percent. It ranged from 0 to 100 percent.

**Graduation Data**

The cohort size is too small to calculate a graduation rate.



## **Nevis Public School District, 0308-01**

### **Program Information**

Nevis has an Alternative Learning Program that only meets in the summer.

### **Demographics**

Because of the cohort size, there is no demographic information available for this program.

### **Summer Programs**

#### ***ALP Summer Term***

Nevis had 24 enrollment records for their summer program and students were enrolled for an average of 53.5 hours. This ranged from four hours to 84 hours. The attendance rate was 93 percent and ranged from 0 to 100 percent. The average student earned 0.29 credits, and this ranged from students earning no credits to 0.5 credits. It took an average of 217 hours per credit. The program generated 0.42 regular ADMs and 1.03 extended ADMs.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Nevis does not have a core school year program.

### **Graduation Data**

Because of the cohort size, there is no graduation data reported for this program.

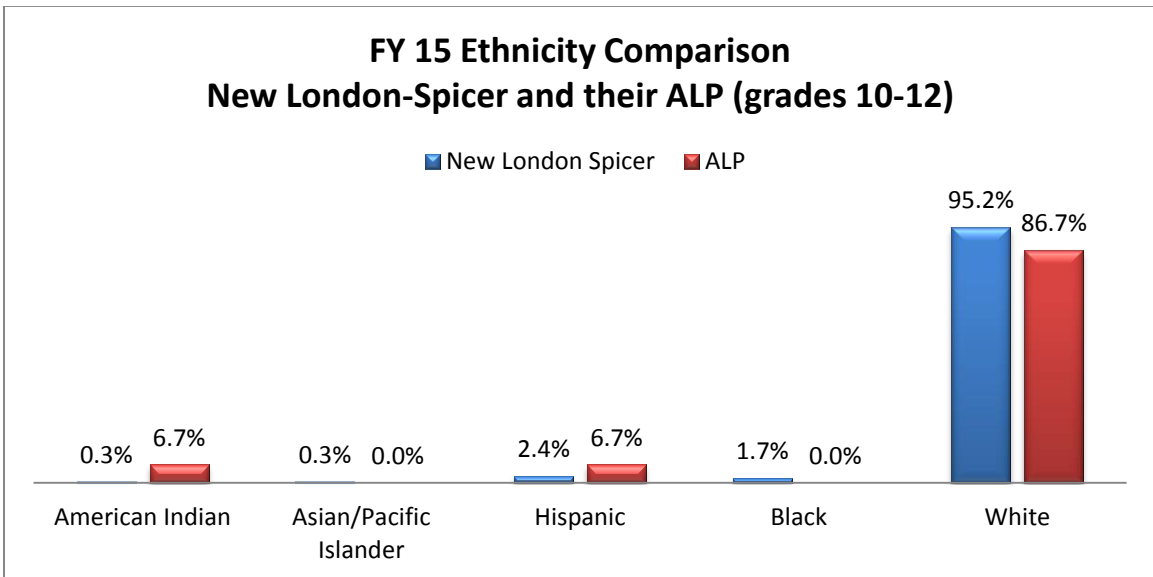
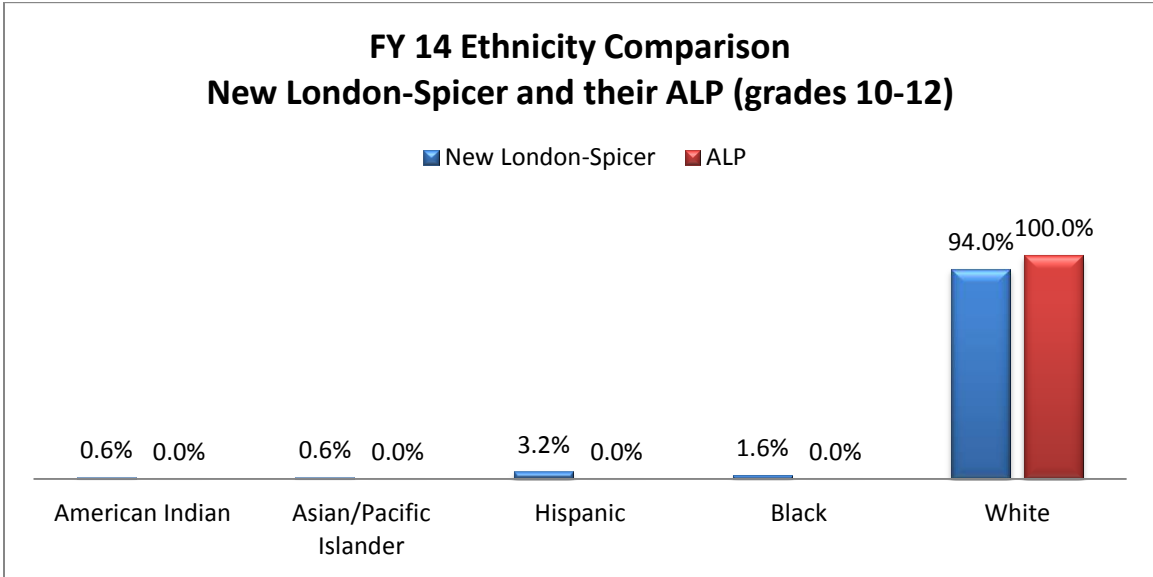
# New London-Spicer School District, 0345-01

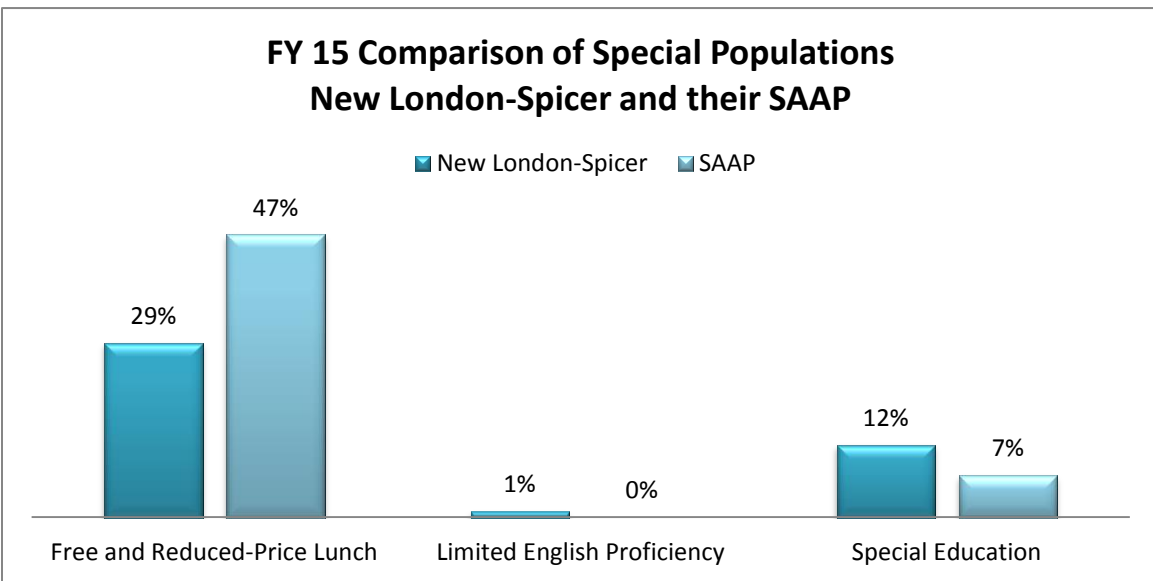
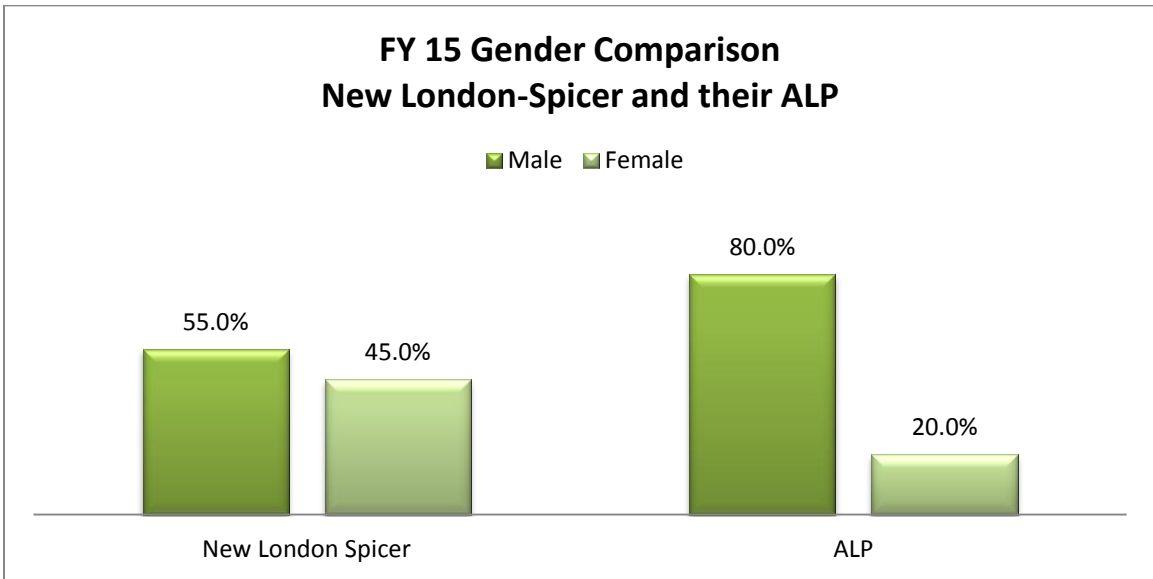
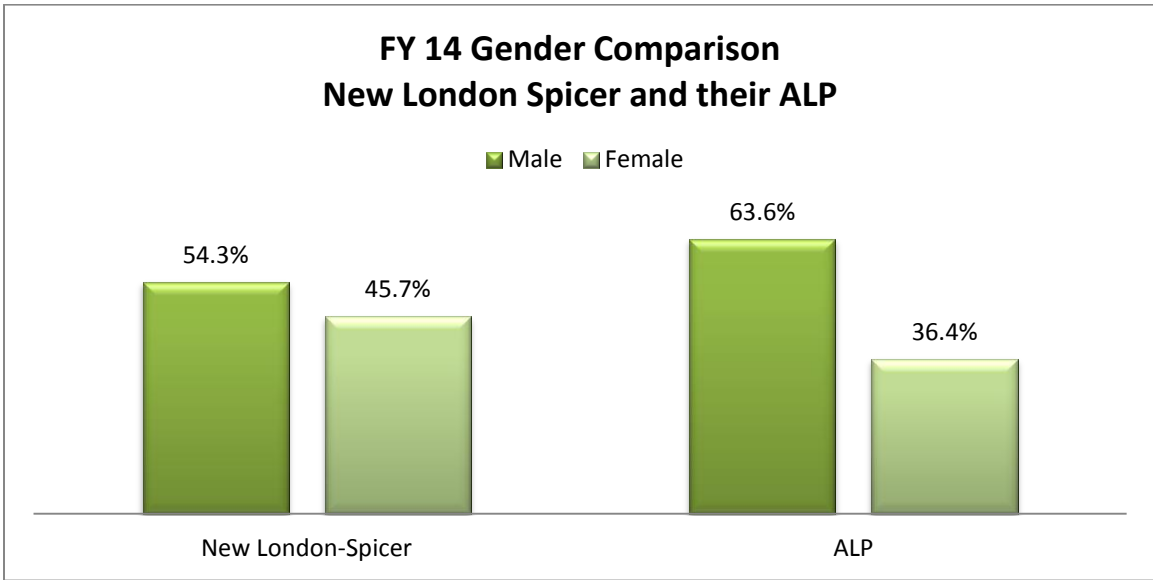
## Program Information

New London-Spicer operates an Alternative Learning Program for students in grades nine through 12.

## Demographics

In FY 14 and 15, students in the ALP were in grades ten through 12. These demographics are compared only to students in grades ten through 12 in New London-Spicer.





## Summer Programs

### ***ALP Summer Term***

New London-Spicer operates a summer program for 19 days for four hours a day. They have two programs. One is an independent study program, which means membership hours are determined by credit completion and teacher contact time. Another is a seat-based program. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class.

They see their students' greatest area of need as math classes, such as Algebra. This is followed by English classes, then remedial math classes and reading help.

New London-Spicer does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, U.S. History, English 9, 10, 11 and 12, Physical Education, Earth Science, Chemistry, Physics and Biology. They also offer remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

New London-Spicer operates an Alternative Learning Program (ALP) called New London-Spicer ALP. Their program is open to a variety of qualifying factors. There is an application process for students and our student services team approves of the applications or denies them.

When a student leaves school, there are several things a district could choose to do. New London-Spicer responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this strategy is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, New London-Spicer was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: No response.
- Response to Intervention: No response.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: No response.
- Cooperative learning: No response.
- Social work on regular basis: We are in the process of fully implementing this in our district.
- Counselor intervention: We are in the process of fully implementing this in our district.
- Mental health services: No response.
- Mentors: No response.

New London-Spicer believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 25 percent to 50 percent.

**Average length of enrollment for FY 14**

New London-Spicer showed 35 enrollment records for their core school year program. Students were enrolled for an average of 187 hours. This ranged from 12 hours to 510 hours. They generated 4.85 regular ADMs and 1.25 extended ADMs.

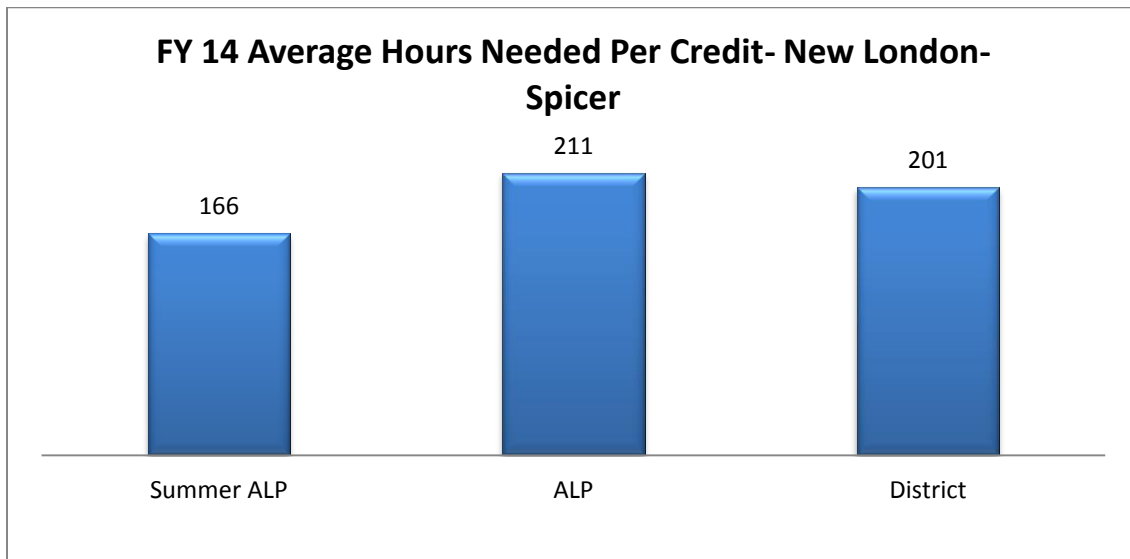
For their summer program, they had 58 enrollment records and students were enrolled for an average of 124 hours. This ranged from 10 hours to 213 hours. They generated 1.88 regular ADMs and 5.02 extended ADMs.

**Average number of credits earned for FY 14**

New London-Spicer requires 22 credits to graduate or 5.5 credits a year. Based on their length of instructional program for the year, this means students need approximately 201 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.89 credits. This ranged from no credits earned to three credits earned. It took on average 211 hours to earn a credit, slightly more than that needed at the traditional high school.

For the summer program, students earned an average of 0.64 credits. This ranged from no credits earned to 1.67 credits earned. It took on average 166 hours to earn a credit, lower than the hours needed at the traditional high school.



**Attendance for FY 14**

Attendance at the core school day program averaged 58 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 31 percent. This ranged from 0 to 100 percent.

**Graduation Data**

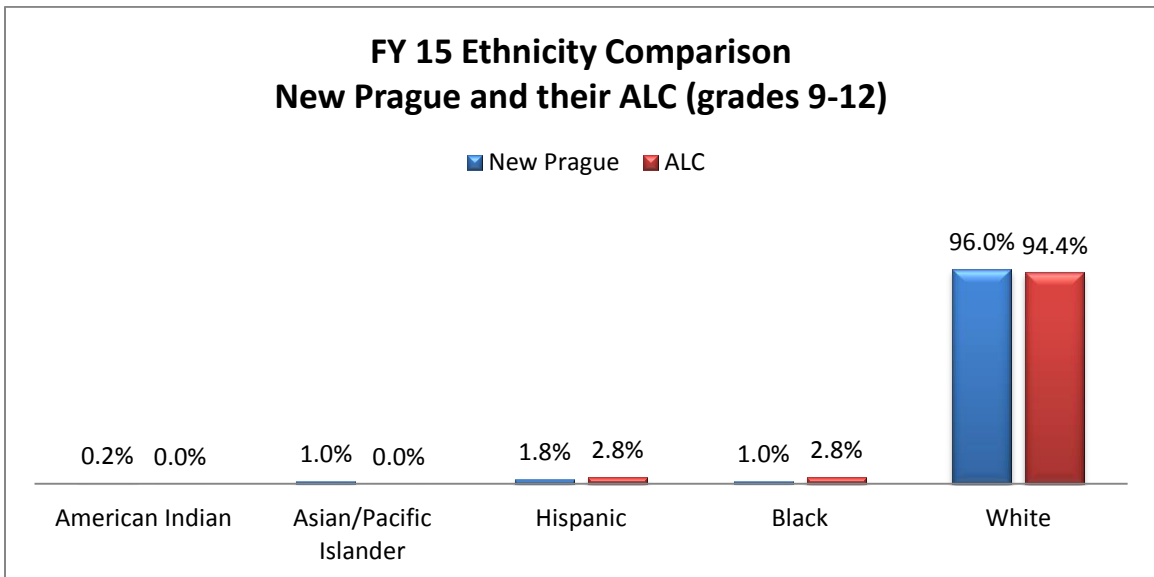
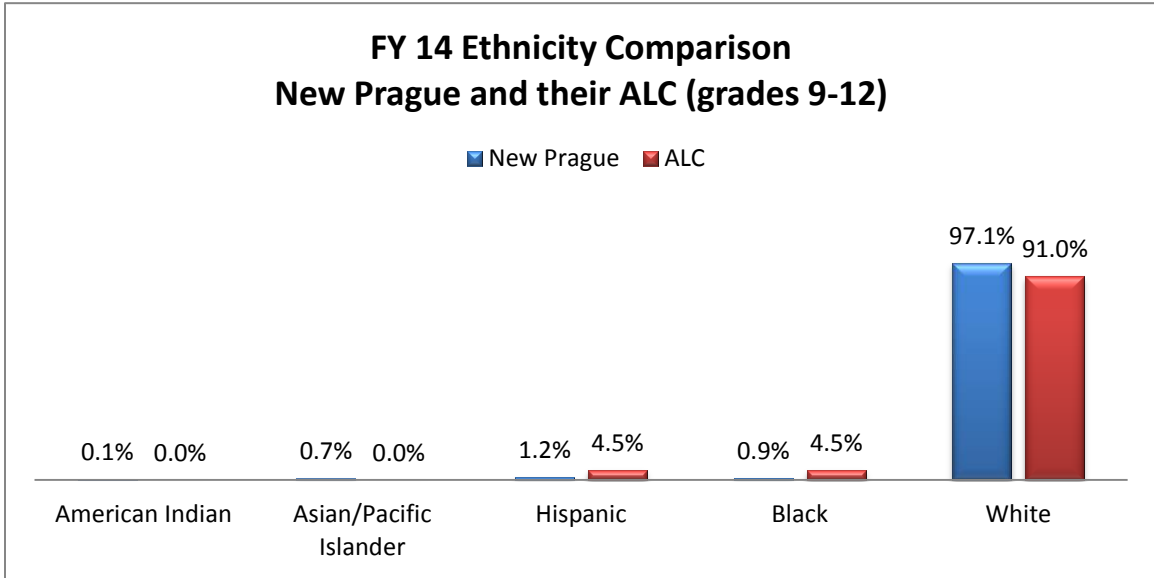
The cohort size is too small to calculate a graduation rate.

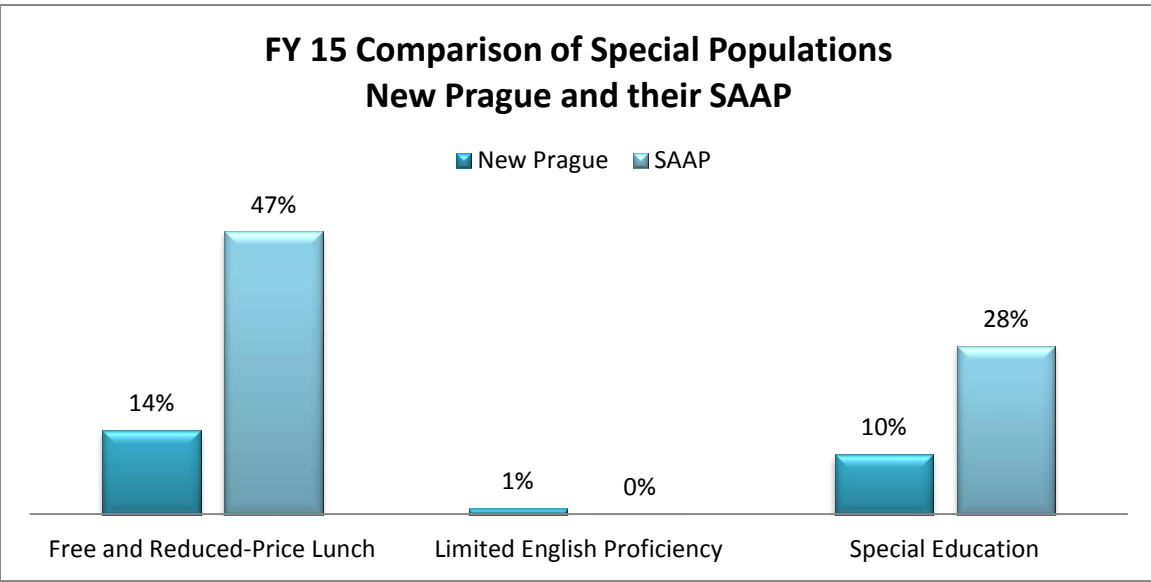
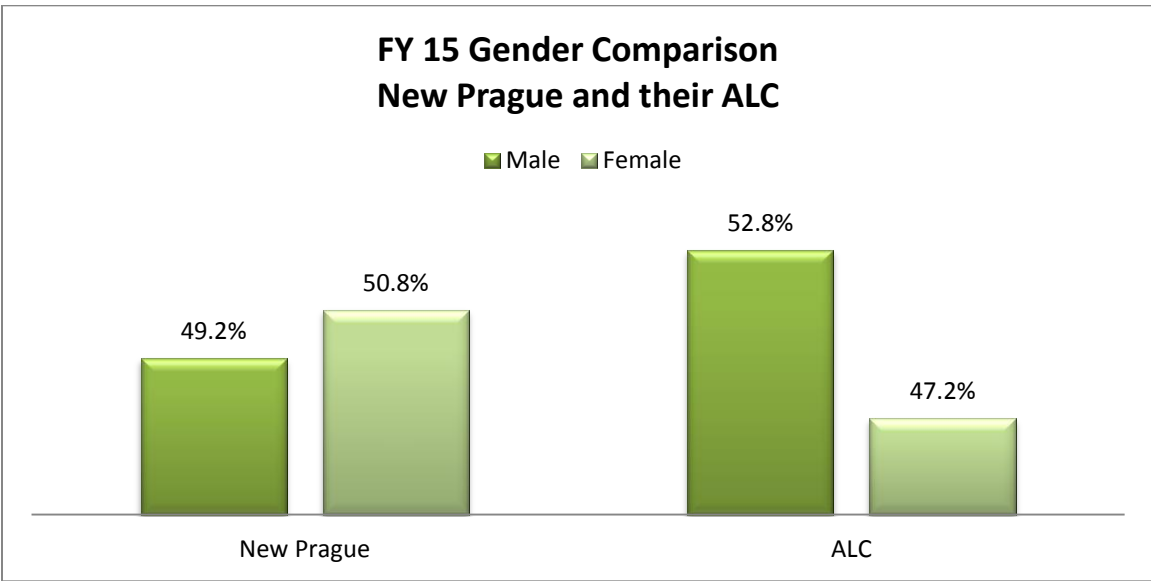
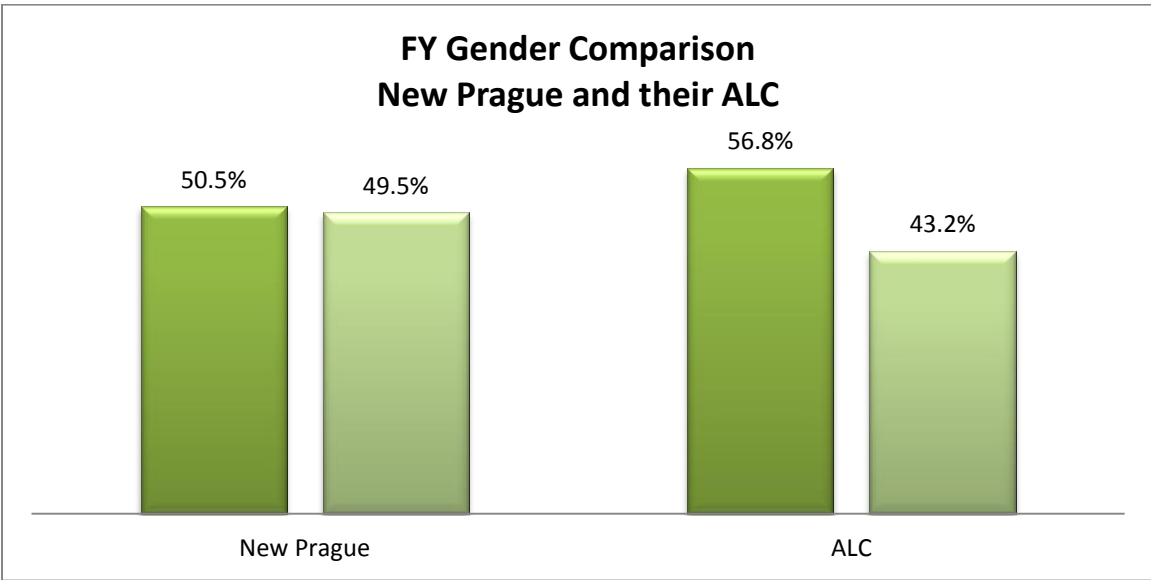
# New Prague Area Schools, 0721-01

## Program Information

New Prague operates an Area Learning Center and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

New Prague operates a targeted services program for three hours per day for 20 days. They serve grades one through eight. Their planning for the summer program begins in January. Their program matches student needs to programming. They use Voyager Passport Reading and Math for grades first through fifth and PLATO for grades sixth through eighth. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. Teachers refer students they feel will benefit from the program.

They use teacher and staff feedback to determine the effectiveness of the program.

### ***ALC Summer Term (secondary students)***

New Prague operates a seat-based program. The program operates for 24 days and for five hours per day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Health, Chemistry, Physics, Earth Science, and Biology. They also offer elective credits. They will provide whatever class the student needs to get caught up and/or graduate.

They find the area of greatest need for the students they serve to be reading help, followed by math classes such as Algebra and Geometry, and then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

New Prague Area Schools has established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Tri-City United, Northfield, Jordan, Belle Plaine and Prior Lake/Savage.

New Prague Area Schools provides programming at both the high school and middle school levels and operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.



Students enroll in the ALCs when they access enrollment paperwork through their guidance counselor or through the ALC website. After determining the presence of a risk factor, staff meets with students and determines the best enrollment for them.

When a student leaves school, there are several things a district could choose to do. New Prague responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We think this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We think this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, New Prague was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students who need it.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: Do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students who need it.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students who need it.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: Do not know.

#### ***Average length of enrollment for FY 14***

New Prague showed 95 enrollment records for their core school year program. Students were enrolled for an average of 376 hours. This ranged from 19 hours to 1,042 hours. They generated 32.61 regular ADMs and 1.53 extended ADMs.

For their summer program, they had 99 enrollment records and students were enrolled for an average of 80 hours. This ranged from 30 hours to 205 hours. They generated 1.8 regular ADMs and 5.95 extended ADMs.

For their Extended Day Program, they had 129 enrollment records and students were enrolled an average of 303 hours. This ranged from nine hours to 1,042.

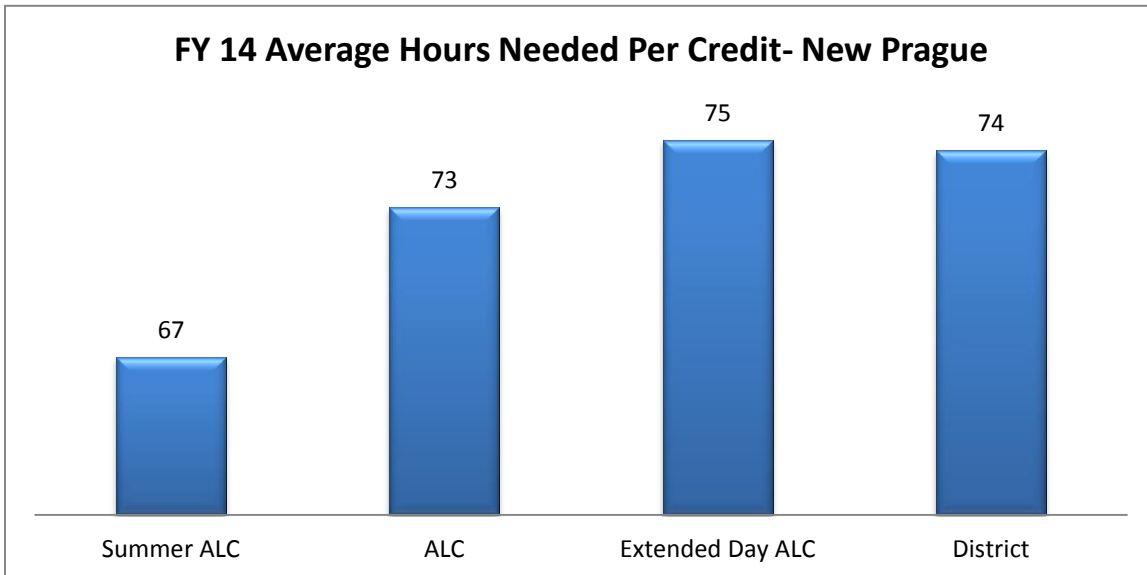
**Average number of credits earned for FY 14**

New Prague is in the process of changing the number of credits needed for graduation. Based on their length of instructional program for the year, this means on average it is anticipated that students will need approximately 74 hours to earn a credit.

In the ALC core school year program, students earned an average of 5.19 credits. This ranged from no credits earned to 17 credits earned. It took on average 73 hours to earn a credit, very close to that needed at the traditional high school.

For the summer program, students earned an average of 1.18 credits. This ranged from no credits earned to three credits earned. It took on average 67 hours to earn a credit, lower than the hours needed at the traditional high school.

For the credit recovery program, students earned an average of 4.05 credits. This ranged from no credits earned to 17 credits earned. It took on average 75 hours to earn a credit, nearly identical to the hours needed at the traditional high school.



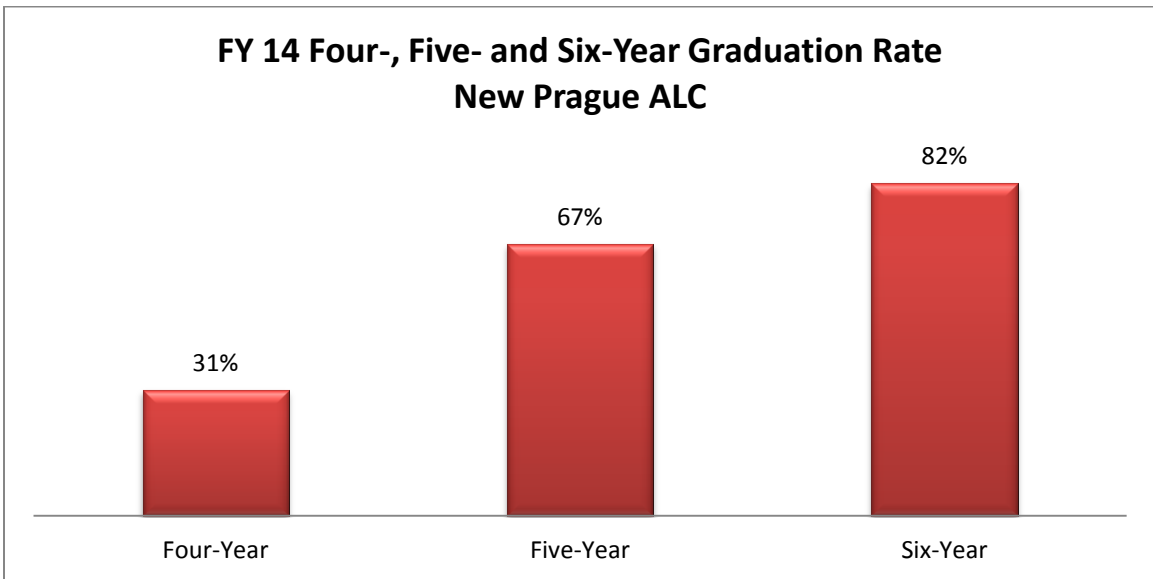
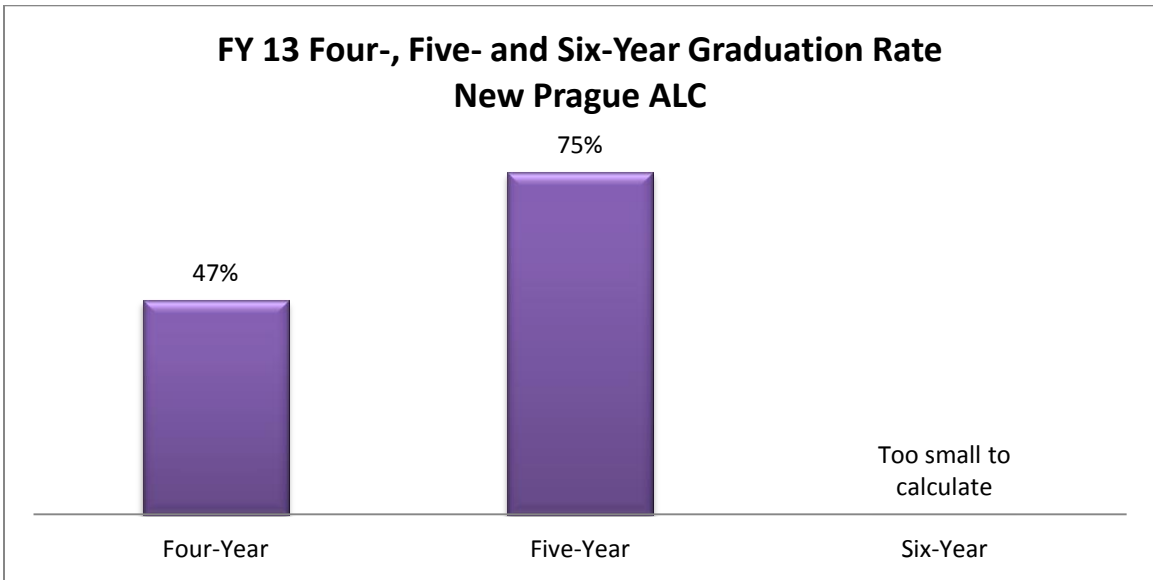
**Attendance for FY 14**

Attendance at the core school day program averaged 80 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 94 percent. This ranged from 0 to 100 percent. For the credit recovery program the attendance rate was 76 percent.

**Graduation Data**

The FY 13 four-year graduation rate for the New Prague ALC was 47 percent. This rose to 67 percent in the FY 14 five-year graduation rate. The cohort size increased by one student.

The FY 13 five-year graduation rate was 75 percent and rose to 82 percent for the FY 14 six-year graduation rate. The cohort size fell by one student.



## **North Branch Public Schools, 0138-01**

### **Program Information**

North Branch operates an Area Learning Center and a targeted services program.

### **Demographics**

The cohort size was too small to generate demographic graphs.

### **Summer Programs**

#### ***Targeted Services***

No information was provided.

#### ***ALC Summer Term (secondary students)***

North Branch's summer programs operate from July into August. One program is an independent study program, which means that membership is calculated on work completion and teacher contact time. Another program is a seat-based program. Finally, they have a blended program that combines seat-based instruction and independent study. Students come to the program in a variety of ways. They may be recommended by their teachers, their counselor may refer them if they are behind in graduation requirements, or they may register themselves. North Branch also sends out information on the program and welcomes any student who wants to attend.

North Branch does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

North Branch offers credits in a variety of subjects including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 10, 11 and 12, Health, Chemistry, Physics, Earth Science and Biology.

They see their students' greatest area of need as math courses, followed by remedial math courses, then English classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

North Branch Area Public Schools provides programming at both the high school and middle school levels and operates their program year round. They have programs that are open to a variety of qualifying factors and they have programs that are specific to a certain qualifying factor. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 percent and 90 percent.

Students are enrolled in the ALC through a collaborative effort from school administrators, teachers, counselors, students and parents. Discussions occur to evaluate all of the programs to find what is most suitable for the student for academic and social success.

When a student leaves school, there are several things a district could choose to do. North Branch responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, North Branch was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is in process of being fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is in process of being fully implemented in our district.
- Minnesota Early Intervention Response System: They are planning on implementing this in their district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

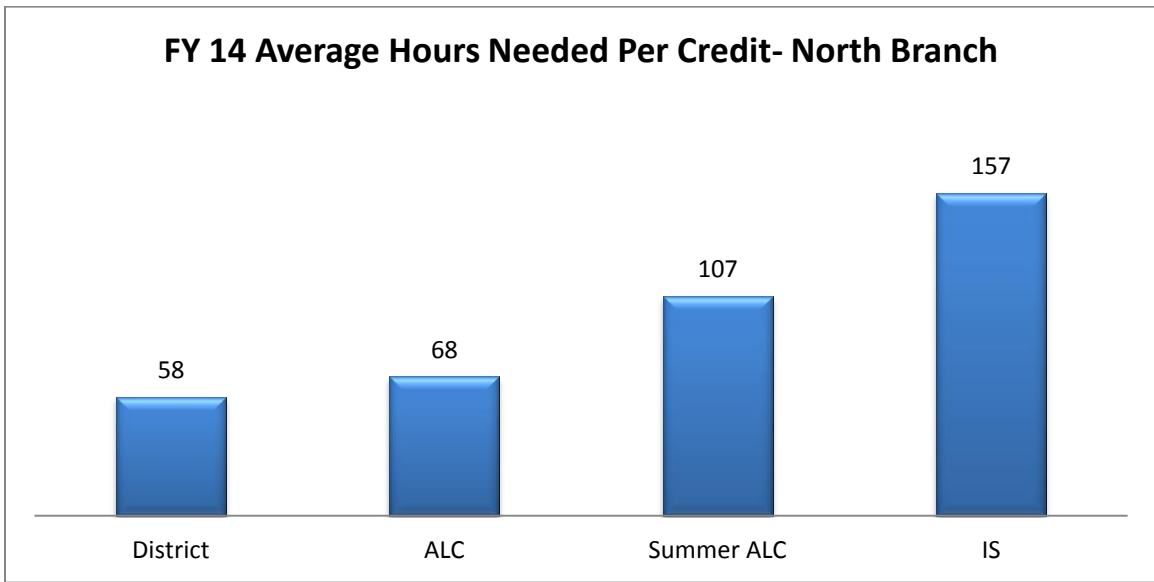
The average length of enrollment for the summer program was just under 95 hours. For the school year program the average length was just over 119 hours. In their summer program, they generated 3.3 regular ADMs and 7.43 extended ADMs. In their school year program they generated 15.41 regular ADMs and 3.3 extended ADMs.

#### ***Average number of credits earned for FY 14***

North Branch requires 74 credits to graduate, which is 18.5 credits per year. Based on their length of instructional program for the year, this means on average students need approximately 58 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.39 credits. It took on average 68 hours to earn a credit, more than that needed at the traditional high school.

For the summer program, students earned an average of 0.88 credits. This ranged from no credits earned to 6.9 credits earned. It took on average 107 hours to earn a credit, higher than the hours needed at the traditional high school.



***Attendance for FY 14***

North Branch reports attendance rates ranging from 97 percent to 100 percent for all of its' ALC programs.

**Graduation Data**

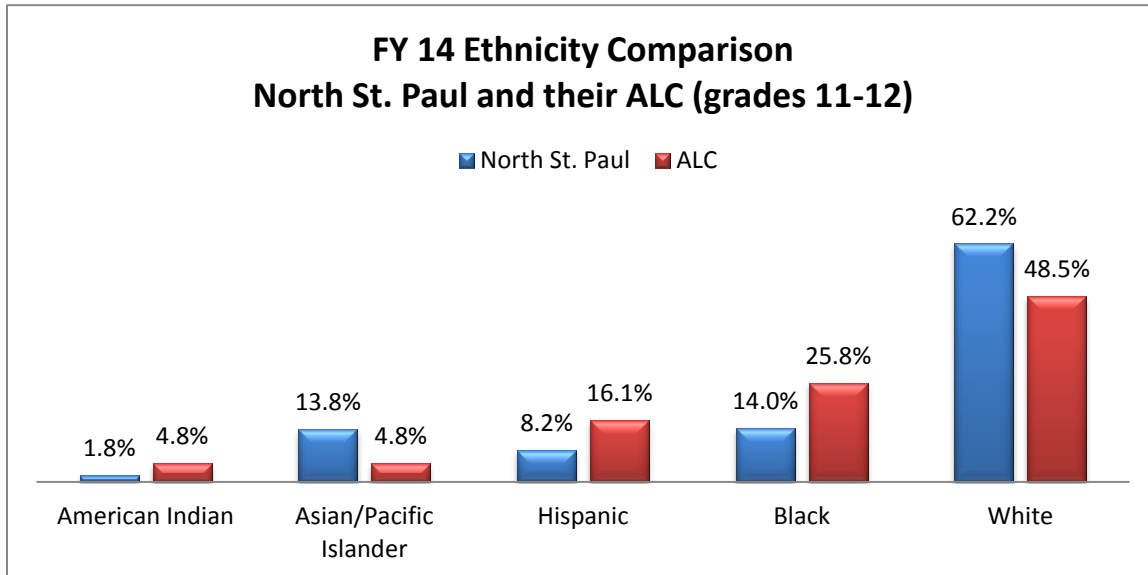
The Area Learning Center at North Branch is not large enough to calculate a four, five or six year graduation rate.

## North Saint Paul-Maplewood Oakdale Public School District, 0622-01

### Program Information

North Saint Paul-Maplewood operates an Area Learning Center and a targeted services program.

### Demographics



There were not enough students to do an FY 15 comparison.

### Summer Programs

#### ***Targeted Services***

North Saint Paul operates a targeted services program for five hours per day for 20 days. They serve kindergarten through eighth grade. Their planning for the summer program begins in January. Their program focus is determined by either individual sites or by individual teachers.

Because the sites drive much of the program to fit the needs of their students there is not one description that fits each of the twelve schools.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than 12 to one.

Sites determine which students to recommend for the summer program.

Their evaluation department looks at standardized testing that occurs during the school year to help determine the effectiveness of the program. They also use staff feedback.

#### ***ALC Summer Term (secondary students)***

North Saint Paul-Maplewood operates their summer program four days a week for four hours a day. The program operates for six weeks. They have a seat-based program. Students are referred to the program by their school counselor if they are behind in graduation.

North Saint Paul-Maplewood does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. However, their essential qualification for summer programming is that the student has failed classes and is behind on credits. Often times these criteria encompasses both off-track and at-risk youth. They offer credits in a variety of subjects including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Earth Science, Chemistry and Biology. They also offer a careers class.

They see their students' greatest area of need as English classes, followed by remedial math classes, and then math courses such as Algebra and Geometry.

### **Core School Year Programs (Intervention and Prevention Strategies)**

North St. Paul Maplewood Oakdale provides programming at both the high school and middle school levels and operates their program year round. Their program is open to a variety of qualifying factors and they have programs that are specific to a certain qualifying factor. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent.

Students are enrolled by a referral process that begins with their school counselor. The counselor refers families to the ALC coordinator who then meets with families and explains the programs. An intake is scheduled with parent/guardians prior to enrollment in the ALC.

When a student leaves school, there are several things a district could choose to do. North Saint Paul-Maplewood responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, North Saint Paul-Maplewood was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: They are in the process of fully implementing this in their district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.



- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

**Average length of enrollment for FY 14**

North Saint Paul Maplewood has 1,014 instructional hours per year. This means that the first six hours of students in the summer program or in the extended day program are not credited to the ALC but back to the district to make up the shortage between the minimum required hours of instruction and what North Saint Paul Maplewood is providing.

North Saint Paul-Maplewood showed 218 enrollment records for their core school year program. Students were enrolled for an average of 363 hours. This ranged from 19 hours to 1,751 hours. They generated 51.1 regular ADMs and 12.74 extended ADMs.

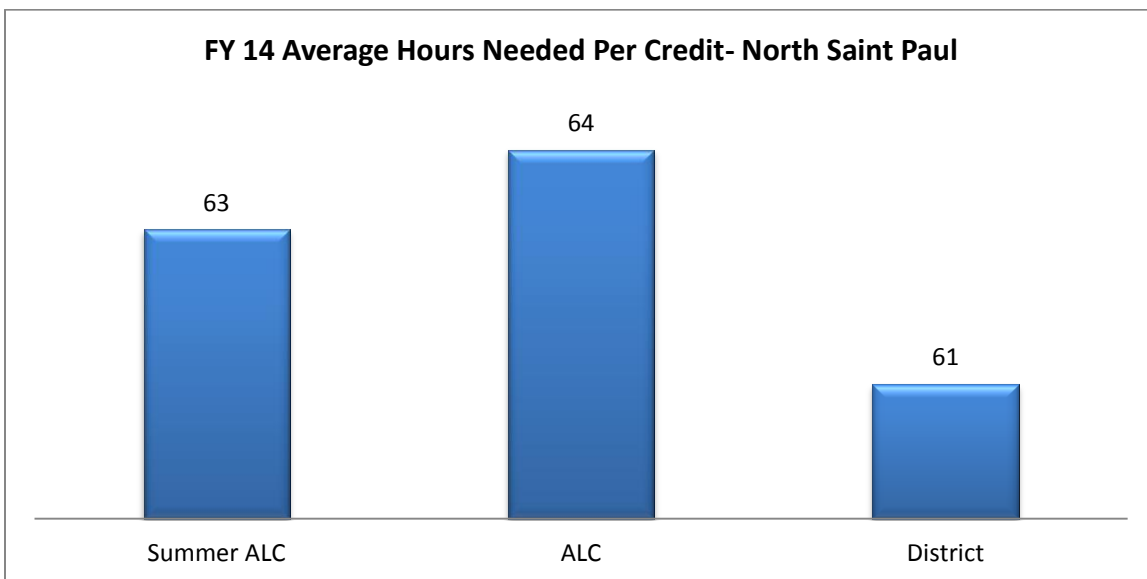
For their summer program, they had 519 enrollment records and students were enrolled for an average of 113 hours. This ranged from one hour to 440 hours. They generated 12.81 regular ADMs and 37.23 extended ADMs.

**Average number of credits earned for FY 14**

North Saint Paul-Maplewood requires 66 credits to graduate, which is 16.5 credits per year. Based on their length of instructional program for the year of 1,014 hours, this means on average students need approximately 61 hours to earn a credit. The core instructional year is six hours short of the required minimum.

In the ALC core school year program, students earned an average of 5.67 credits. This ranged from no credits earned to 27.8 credits earned. It took on average 64 hours to earn a credit, close to that needed at the traditional high school.

For the summer program, students earned an average of 1.79 credits. This ranged from no credits earned to 6.9 credits earned. It took on average 63 hours to earn a credit, close to the hours needed at the traditional high school.



**Attendance for FY 14**

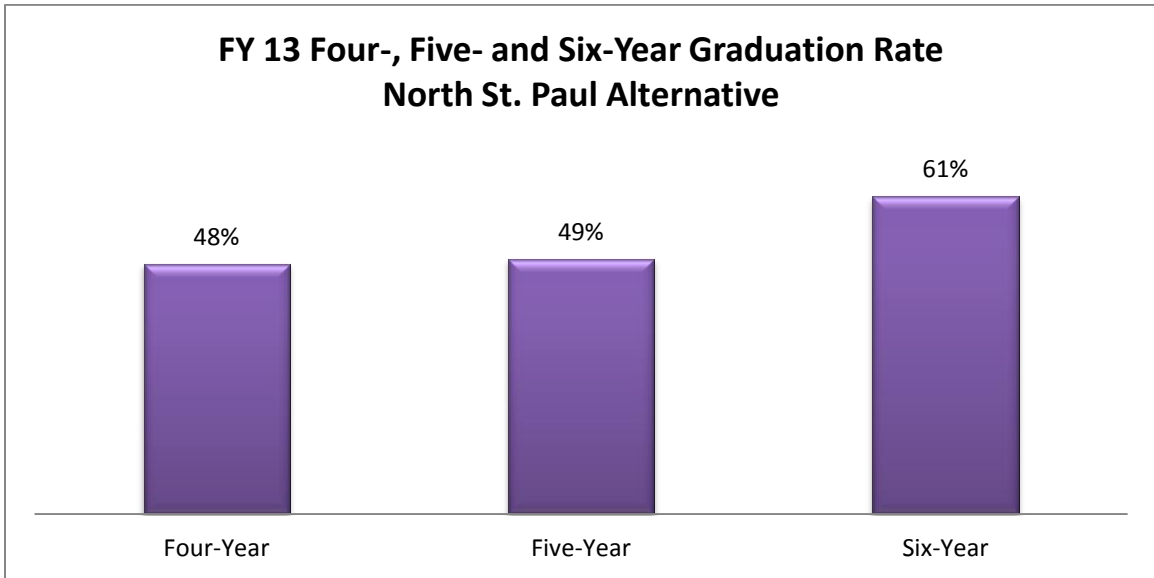
Attendance at the core school day program averaged 49 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 31 percent. This ranged from 0 to 100 percent.

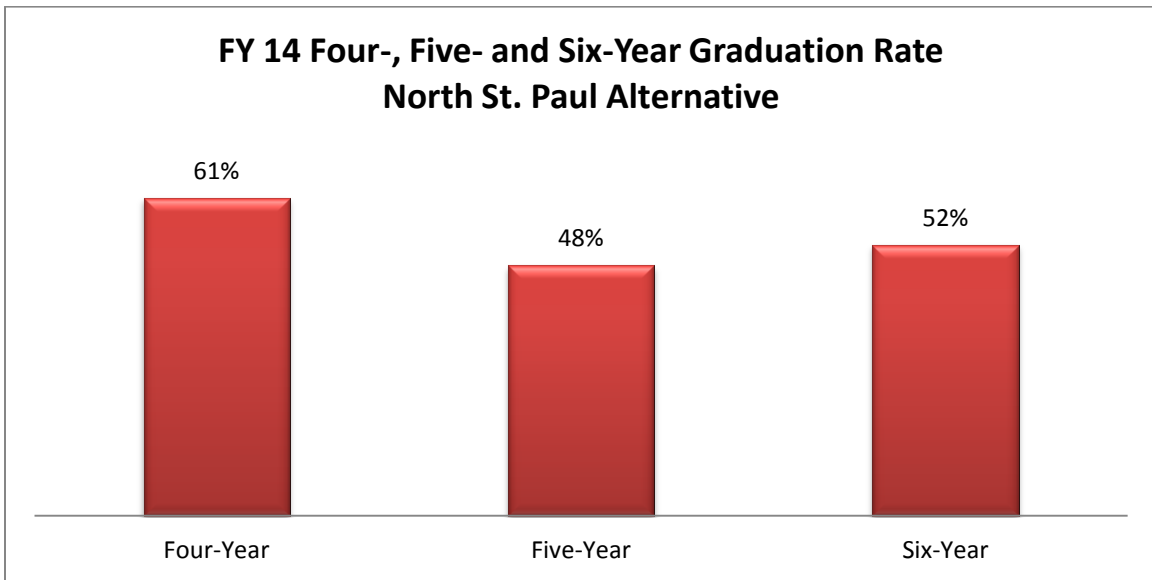
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In North Saint Paul-Maplewood the FY 13 four-year graduation rate for the Alternative program was 48 percent. This did not change for the FY 14 five-year graduation rate. The cohort size changed from 79 students to 102 students, an increase of 34 percent.

The FY 13 five-year graduation rate was 49 percent and rose to 52 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Alternative Middle/High School had an MMR of 72.54 percent in FY 13 and an FR of 63.46 percent. In FY 14, their MMR was 63.7 percent and their FR was 31.03 percent.

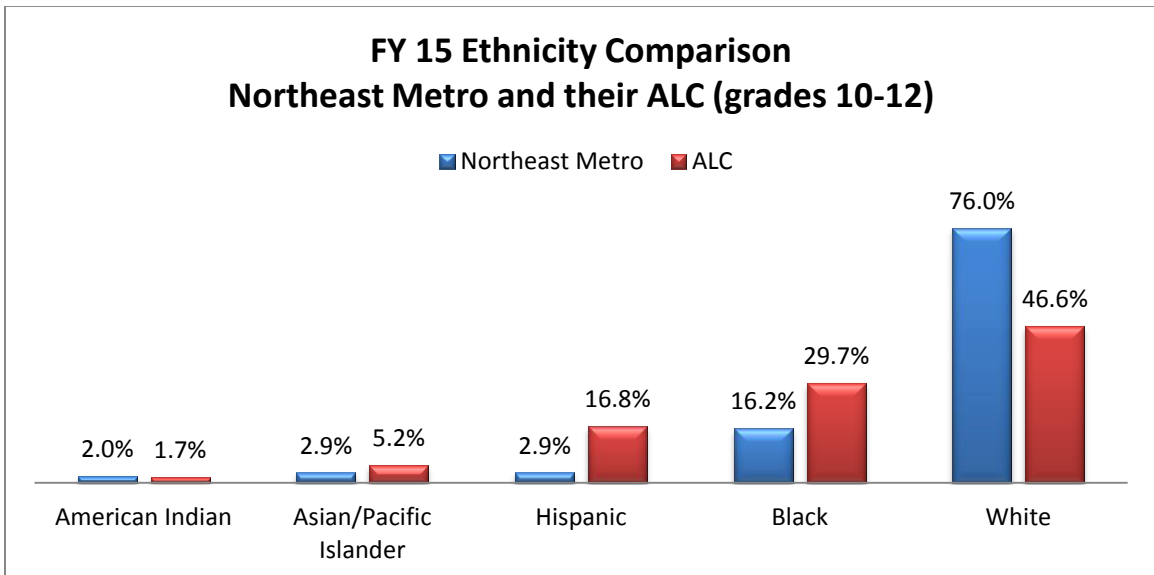
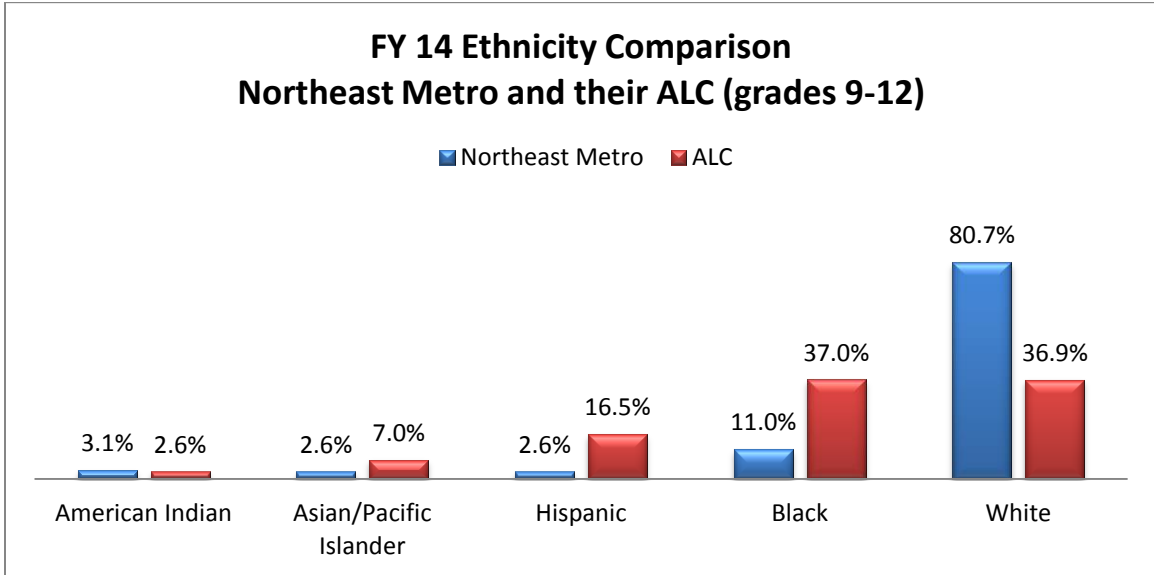
# Northeast Metro 916 School District, 0916-06

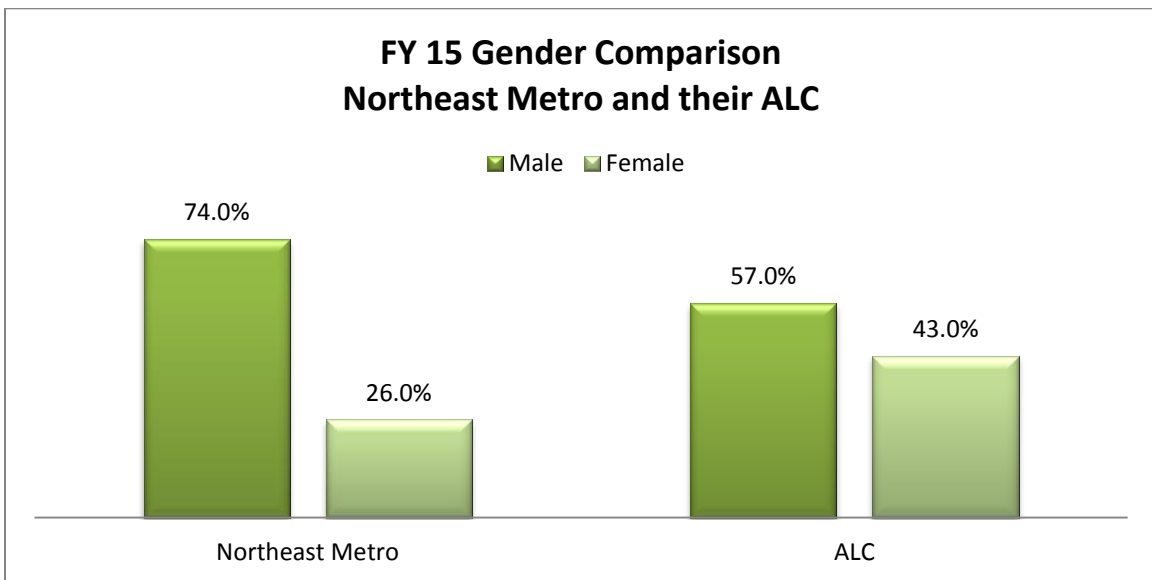
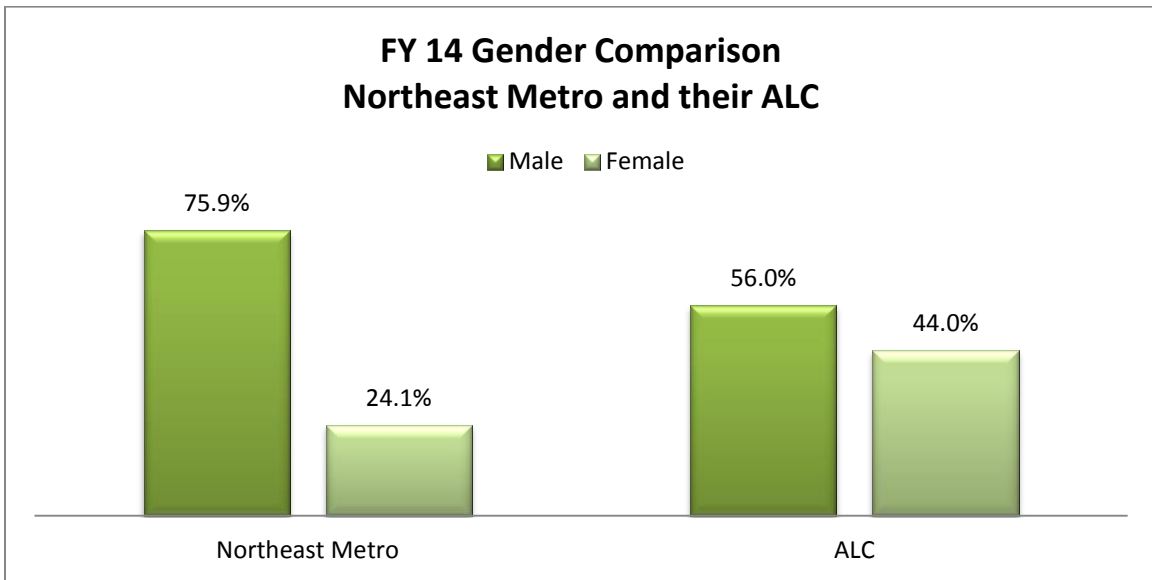
## Program Information

Northeast Metro operates an Area Learning Center and a targeted services program.

## Demographics

The following charts compare Northeast Metro students overall to their ALC students. However, because Northeast Metro serves many districts, this comparison does not reflect the students' home districts and are provided for information only.





## Summer Programs

### ***Targeted Services***

No information was received on their Targeted services program.

### ***ALC Summer Term (secondary students)***

Northeast Metro operates a seat-based program. Neither the number of days they operate nor the number of hours per day was reported.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Students also refer themselves.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, Trigonometry, U.S. History, English 9, 10, 11 and 12, Physical Education, Health and Art. They offer Biology, Chemistry and Physics. They offer elective credits and work study.

They find the area of greatest need for the students they serve to be remedial math classes, followed by support in other areas such as chemical dependency and mental health.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Northeast Metro is an Intermediate district and as such serves as one of the intervention strategies for their member districts.

Northeast Metro provides programming at both the high school and middle school levels and operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 percent and 50 percent.

Students are enrolled in the ALC by meeting the graduation incentive criteria, then completing enrollment paperwork, participating in an intake meeting, having their schedule set up and starting classes.

When a student leaves school, there are several things a district could choose to do. Northeast Metro responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Northeast Metro was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is being fully implemented in our district.
- Pupil study teams: This is determined on a case-by-case basis and is provided for those students who need it.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: Not using.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: Not applicable.
- Mental health services: This is fully implemented in our district.
- Mentors: This is in the process of being fully implemented in our district.

### ***Average length of enrollment for FY 14***

Northeast Metro operates several programs: Mahtomedi school year ALC and Summer program, East View school year ALC and summer program and Metro Heights school year ALC and summer program. Eastview ALC showed 302 enrollment records for their core school year program. Students were enrolled for an average of 339 hours. This ranged from 13 hours to 1,482 hours. They generated 79.96 regular ADMs and 13.62 extended ADMs.

For the Eastview summer program, they had 798 enrollment records and students were enrolled for an average of 147 hours. This ranged from four hours to 378 hours. They generated 27.7 regular ADMs and 82.76 extended ADMs.

Mahtomedi ALC showed 199 enrollment records for their core school year program. Students were enrolled for an average of 329 hours. This ranged from one hour to 1,596 hours. They generated 54.16 regular ADMs and 6.75 extended ADMs.

For the Mahtomedi summer program, they had 80 enrollment records and students were enrolled for an average of 101 hours. This ranged from two hours to 338 hours. They generated 6.46 regular ADMs and 0.88 extended ADMs.

Metro Heights ALC showed 358 enrollment records for their core school year program. Students were enrolled for an average of 303 hours. This ranged from five hours to 1,647 hours. They generated 78.07 regular ADMs and 20.31 extended ADMs.

For the Metro Heights summer program, there were 265 enrollment records and students were enrolled for an average of 101 hours. This ranged from six hours to 349 hours. They generated 10.98 regular ADMs and 14.23 extended ADMs.

### ***Average number of credits earned for FY 14***

Northeast Metro requires 44 credits to graduate, which is 11 credits per year. Based on their length of instructional program for the year, this means on average students need just under 93 hours to earn a credit.

In the Eastview ALC core school year program, students earned an average of 1.96 credits. This ranged from no credits earned to 17.2 credits earned. It took on average 173 hours to earn a credit, nearly double what would be hoped for.

For the Eastview summer program, students earned an average of 1.28 credits. This ranged from no credits earned to three credits earned. It took on average 115 hours to earn a credit, close to the hours needed in the traditional program.

In the Mahtomedi ALC core school year program, students earned an average of 2.03 credits. This ranged from no credits earned to 15.6 credits earned. It took on average 162 hours to earn a credit, much higher than the hoped for number.

For the Mahtomedi summer program, students earned an average of one credit. This ranged from no credits earned to eight credits earned. It took on average 194 hours to earn a credit, more than double the number of hours needed in the traditional programs.

In the Metro Heights ALC core school year program, students earned an average of one credit. This ranged from no credits earned to 13 credits earned. It took on average 294 hours to earn a credit, three times the number of hours hoped for.

For the Metro Heights summer program, students earned an average of one credit. This ranged from no credits earned to 18 credits earned. It took on average 85 hours to earn a credit, less than the hours hoped to be needed for a credit.

### ***Attendance for FY 14***

Attendance at the Eastview core school day program averaged 49 percent. It ranged from 0 to 100 percent. For the Eastview summer program, the average attendance was 70 percent. This ranged from zero percent to 100 percent.

Attendance at the Mahtomedi core school day program averaged 66 percent. It ranged from 0 to 100 percent. For the Mahtomedi summer program, the average attendance was 48 percent. This ranged from 0 to 100 percent.

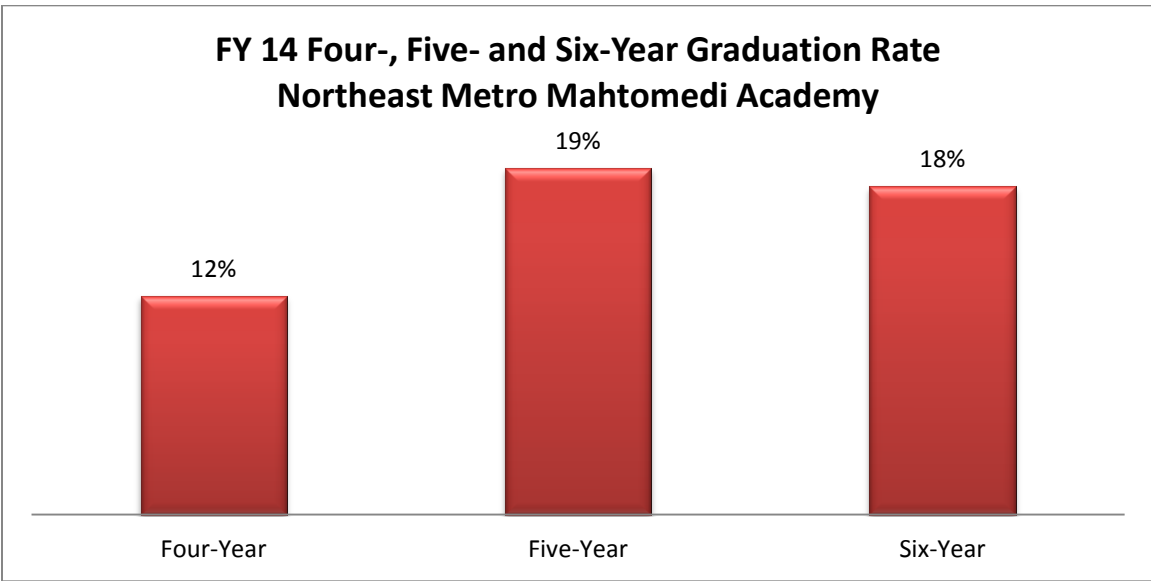
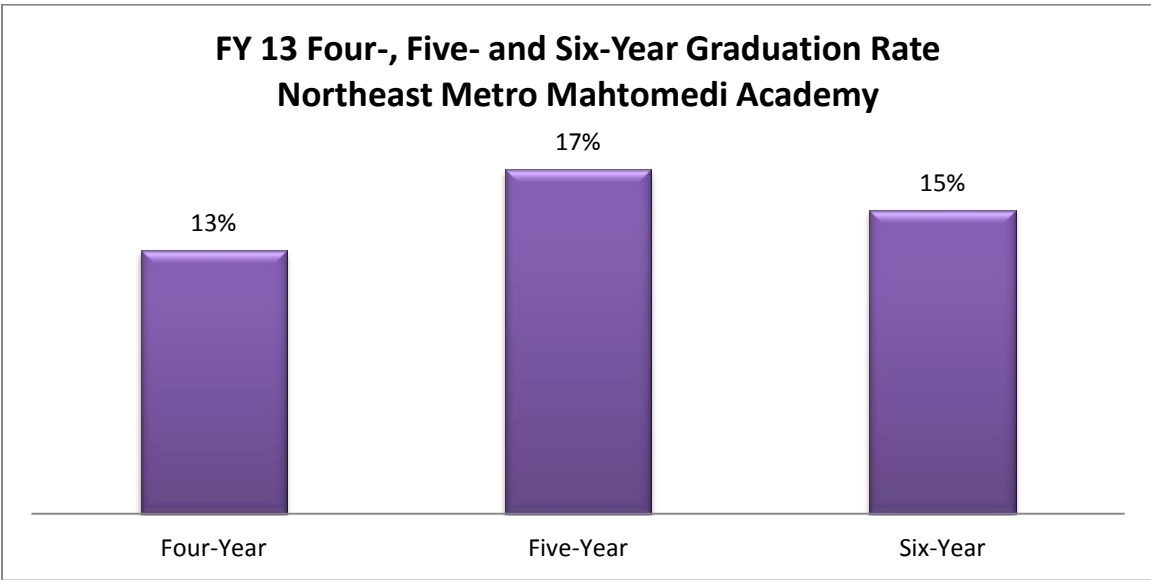
Attendance at the Metro Heights core school day program averaged 48 percent. It ranged from zero percent to 100 percent. For the Metro Heights summer program, the average attendance was 52 percent. This ranged from 0 to 100 percent.

### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

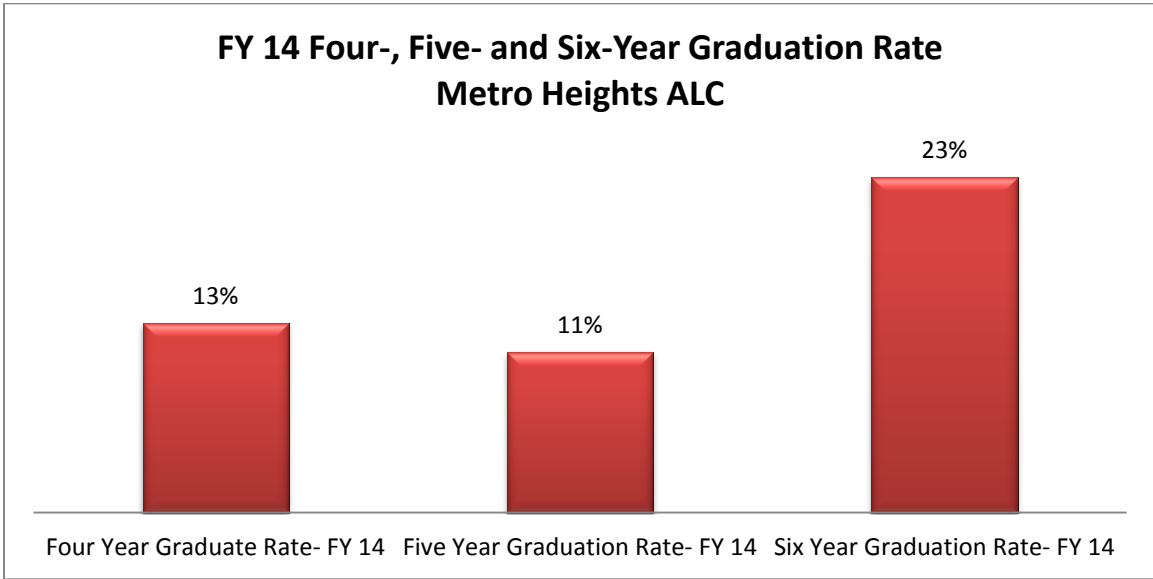
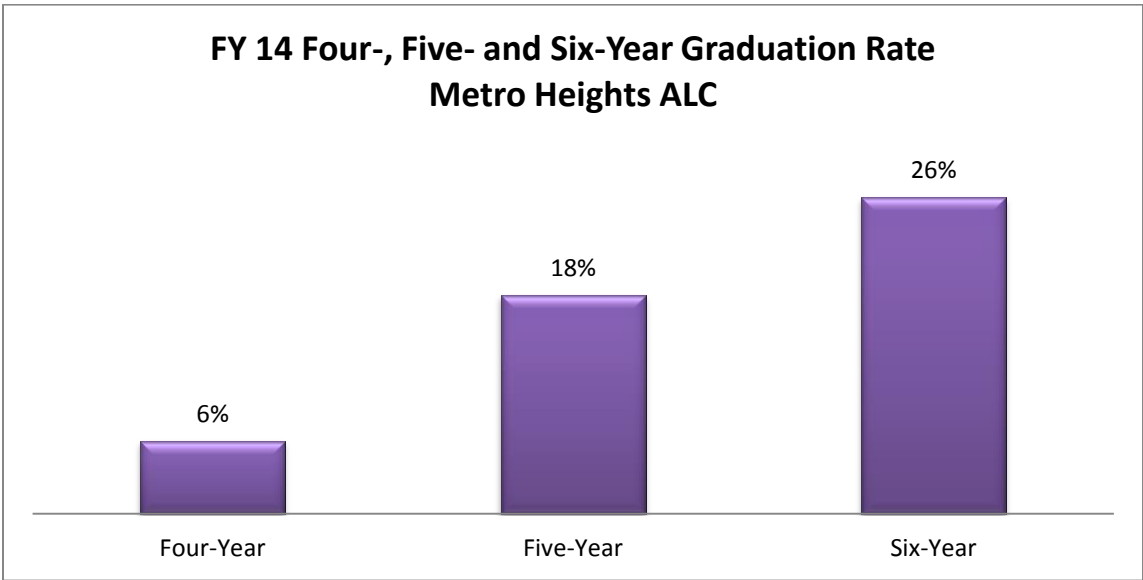
For Northeast Metro Mahtomedi Academy, the FY 13 four-year graduation rate was 13 percent. This rose to 19 percent in the FY 14 five-year graduation rate. The cohort size changed from 30 students to 26 students. The FY 13 five-year graduation rate was 17 percent and rose to 18 percent for the FY 14 six-year graduation rate. The cohort size fell from 45 to 42 students.





For Metro Heights, the FY 13 four-year graduation rate was six percent. This rose to 11 percent in the FY 14 five-year graduation rate. The cohort size changed from 35 students to 44 students, an increase of 25 percent.

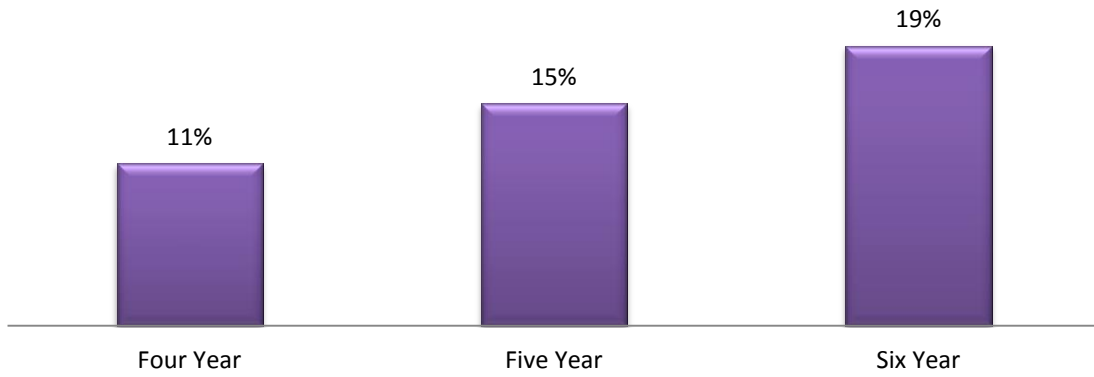
The FY 13 five-year graduation rate was 18 percent and rose to 23 percent for the FY 14 six-year graduation rate. The cohort size decreased from 72 students to 13 students.



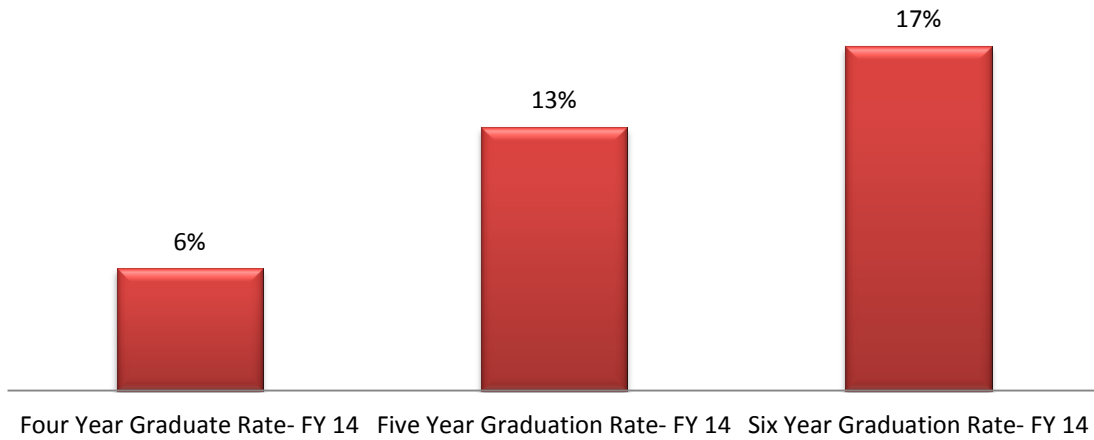
For Metro East, the FY 13 four-year graduation rate was 11 percent. This rose to 13 percent in the FY 14 five-year graduation rate. The cohort size changed from 81 students to 89 students, an increase of 10 percent.

The FY 13 five-year graduation rate was 15 percent and rose to 17 percent for the FY 14 six-year graduation rate. The cohort size fell from 92 to 88 students.

**FY 13 Four-, Five- and Six-Year Graduation Rate Northeast Metro East View Academy**



**FY 14 Four-, Five- and Six-Year Graduation Rates Northeast Metro East View Academy**

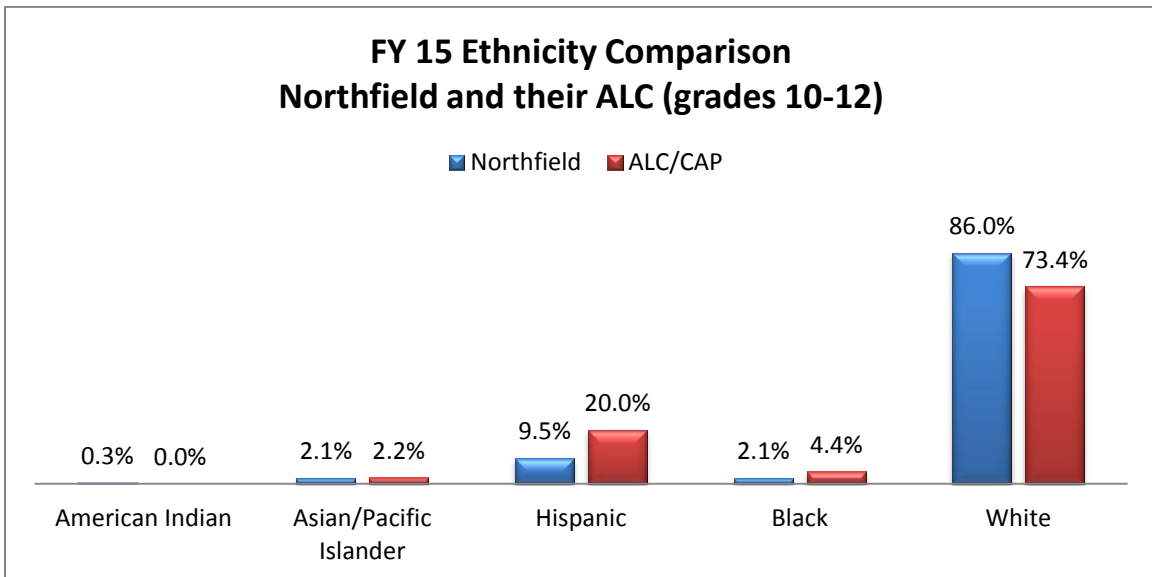
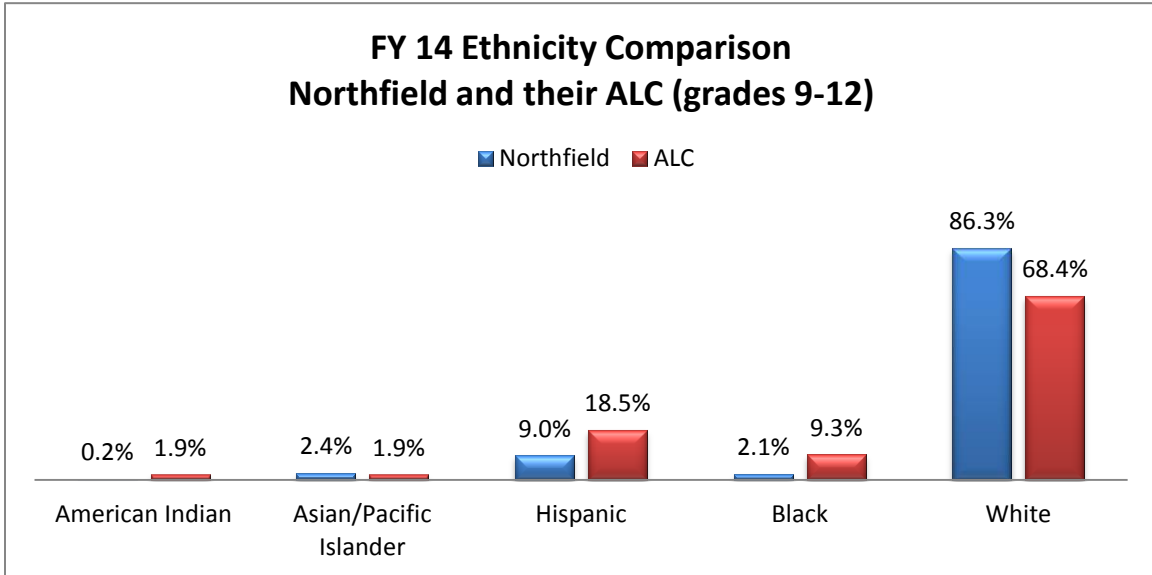


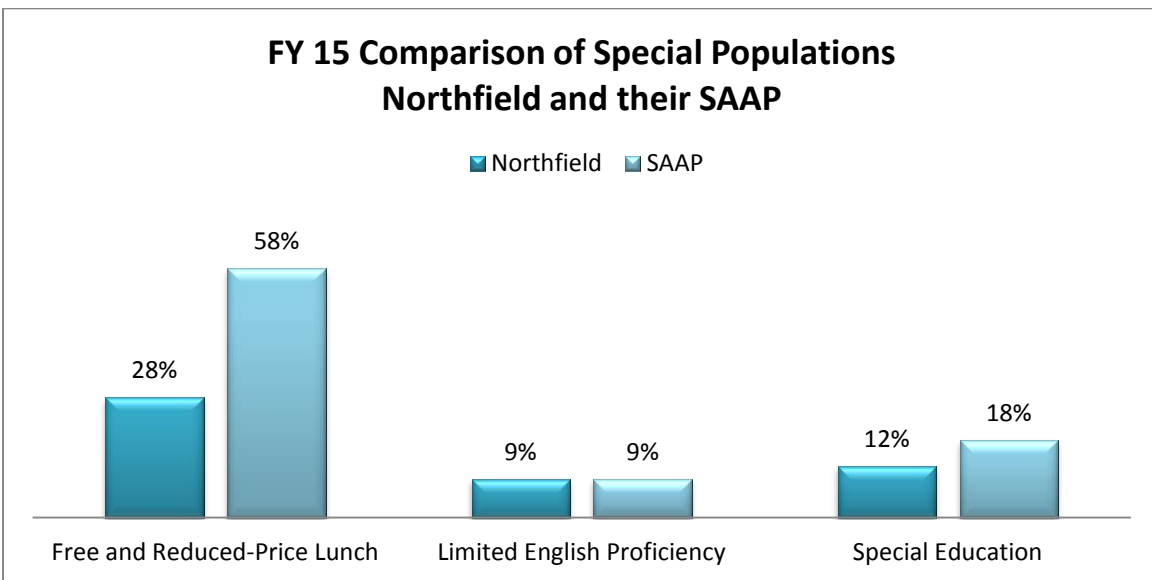
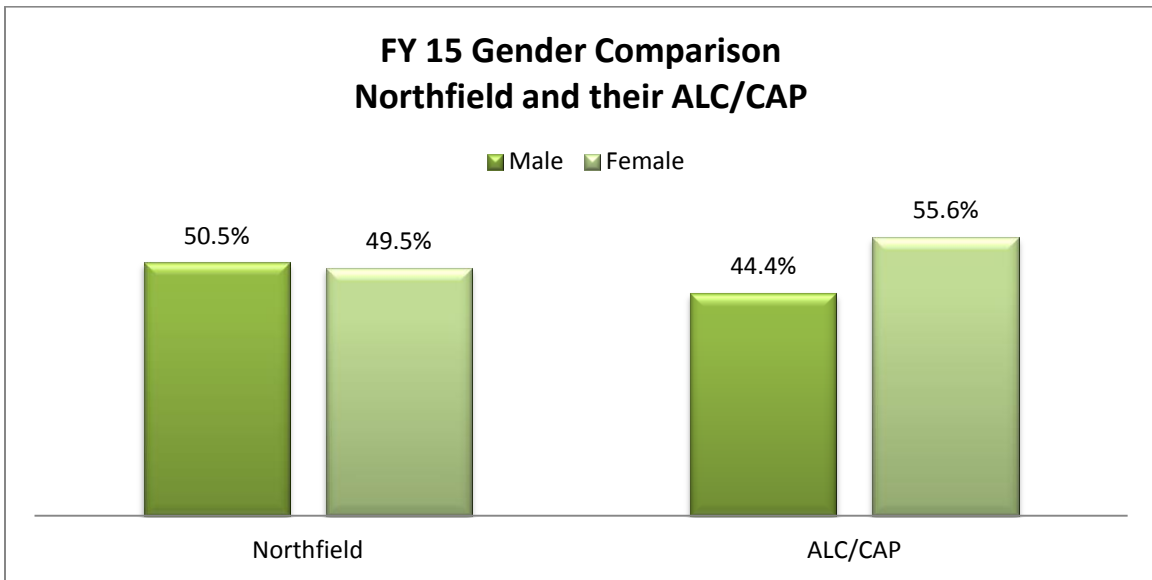
# Northfield Public School District, 0659-01

## Program Information

Northfield operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Northfield operates a targeted services program for five hours per day for 27 days. They serve kindergarten through eighth grade. Their planning for the summer program begins in January. They try to match student needs to their programming. They share information about their program through emails, phone calls and presentations.

They are using Response to Intervention (RtI) for grades first through third. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 20 students.

Teachers recommend students they feel will benefit from the program and they have Rtl coaches review test data to refer students.

They use teacher feedback to determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Northfield operates two summer programs. The first is an independent study program, so membership hours are based on credit completion and teacher contact time. They operate a program based on seat-based time. The programs operate for 24 days and operate four hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements and by their classroom teachers. Students can also refer themselves, either prior to the program starting or by showing up on the first day of the program.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Biology, Chemistry and Earth Science. They also offer generic credits and remedial math classes.

They find the area of greatest need for the students they serve to be English classes followed by math classes such as Algebra and Geometry, then support in other areas such as mental health and/or chemical dependency, and then remedial math.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Northfield has established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Cannon Falls, Tri-City United and Randolph.

Northfield provides programming at both the high school and middle school levels and operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent.

Students are enrolled in the ALC through referrals of high school counselors and/or administrators and through an intake process with the ALC director.

When a student leaves school, there are several things a district could choose to do. Northfield responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*

- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Northfield was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is in the process of being fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: Not using.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students who need it.
- Social work on regular basis: This is in the process of being fully implemented in our district.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students who need it.
- Mental health services: This is in the process of being fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students who need it.

#### ***Average length of enrollment for FY 14***

Northfield showed 126 enrollment records for their core school year program. Students were enrolled for an average of 439 hours. This ranged from two hours to 1,314 hours. They generated 46.23 regular ADMs and 3.8 extended ADMs.

For their summer program, they had 80 enrollment records and students were enrolled for an average of 62 hours. This ranged from one hour to 168 hours. They generated 2.23 regular ADMs and 1.93 extended ADMs.

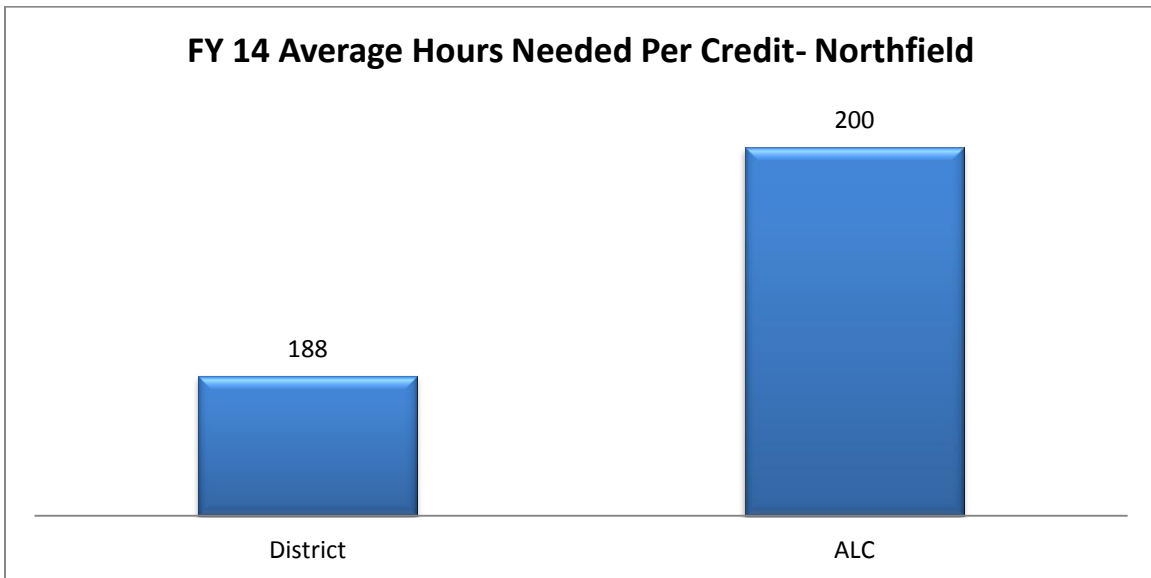
#### ***Average number of credits earned for FY 14***

Northfield requires 23 credits to graduate or 5.75 credits a year. Based on their length of instructional program for the year, this means students need approximately 188 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.68 credits. This ranged from no credits earned to nine credits earned. It took on average 262 hours to earn a credit, higher than that needed at the traditional high school.

For the summer program, students earned an average of 1.13 credits. This ranged from no credits earned to ten credits earned. It took on average 55 hours to earn a credit, below the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC program overall and Northfield School. This assumes that students earned all credits attempted at the traditional high school.



### ***Attendance for FY 14***

Attendance at the core school day program averaged 81 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 90 percent. This ranged from 0 to 100 percent.

### **Graduation Data**

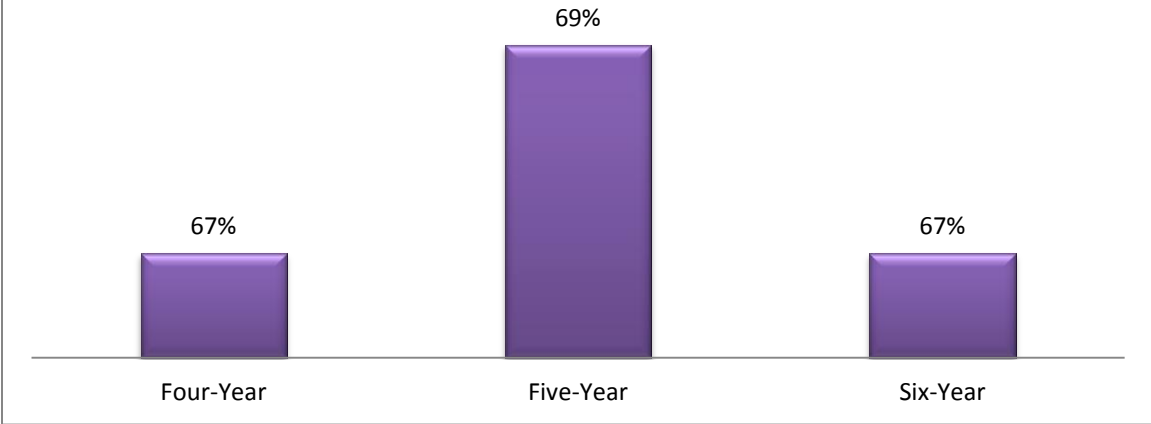
One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For the Northfield ALC, the FY 13 four-year graduation rate was 67 percent. This rose to 81 percent in the FY 14 five-year graduation rate. The cohort size changed from 39 students to 42 students.

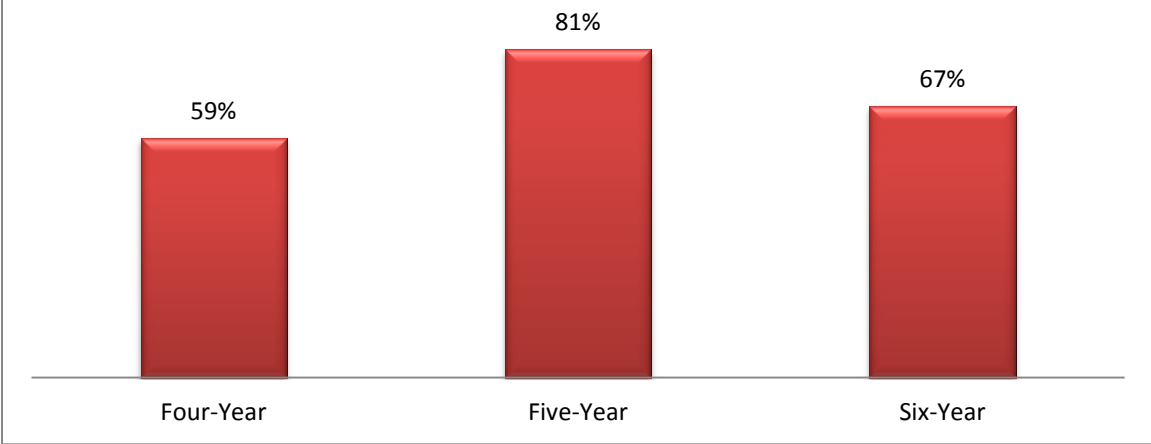
The FY 13 five-year graduation rate was 69 percent and fell slightly to 67 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



**FY 13 Four-, Five- and Six-Year Graduation Rate  
Northfield ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Northfield ALC**



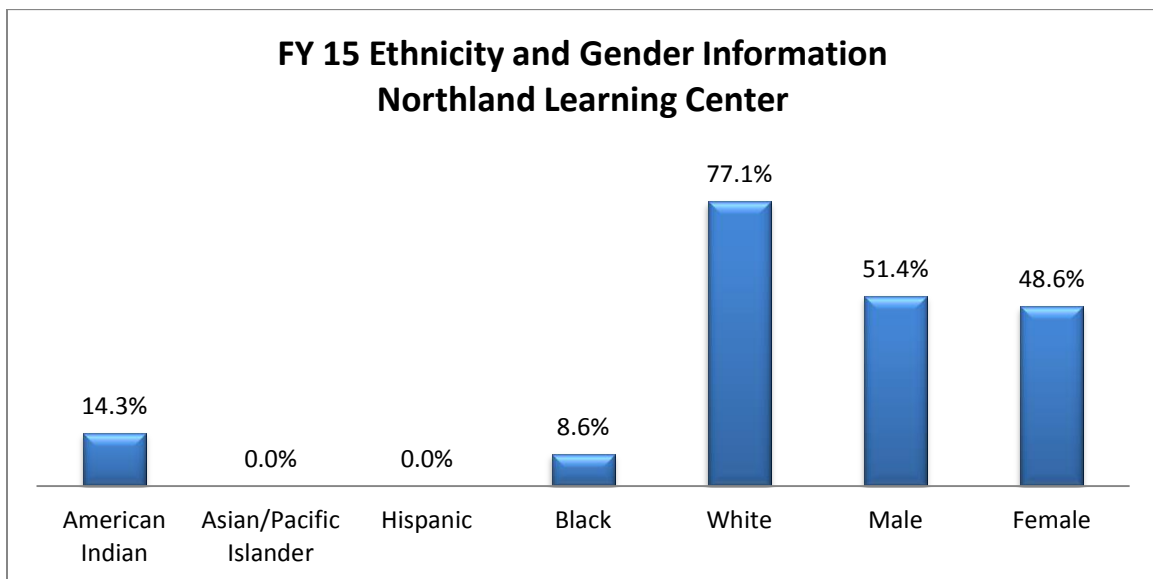
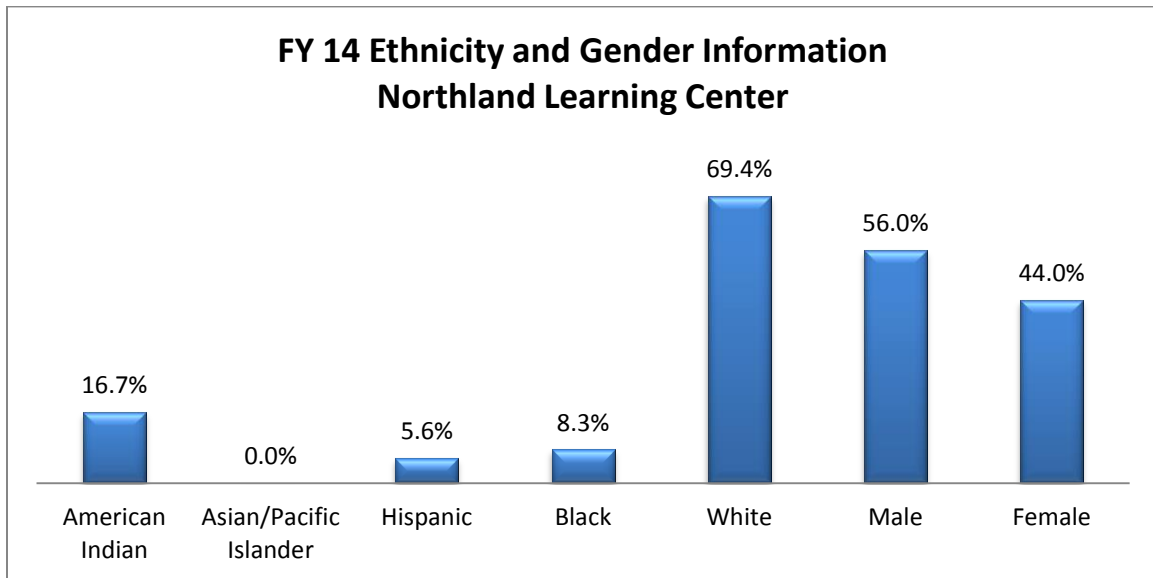
## Northland Learning Center, 6076-50

### Program Information

Northland Learning Center operates an Area Learning Center and a targeted services program.

### Demographics

Because Northland serves multiple districts, no comparison to a resident district is being made. The following charts show demographic information for Northland ALC students only.



### Summer Programs

#### *Targeted Services*

No information was received.

***ALC Summer Term (secondary students)***

No information was received.

**Core School Year Programs (Intervention and Prevention Strategies)**

No information was submitted.

***Average length of enrollment for FY 14***

Northland Learning Center showed 196 enrollment records for their core school year program. Students were enrolled for an average of 213 hours. This ranged from six hours to 1,002 hours. They generated 31.1 regular ADMs and 9.13 extended ADMs.

For their summer program, they had 113 enrollment records and students were enrolled for an average of 113 hours. This ranged from one hour to 120 hours. They generated 2.93 regular ADMs and 9.19 extended ADMs.

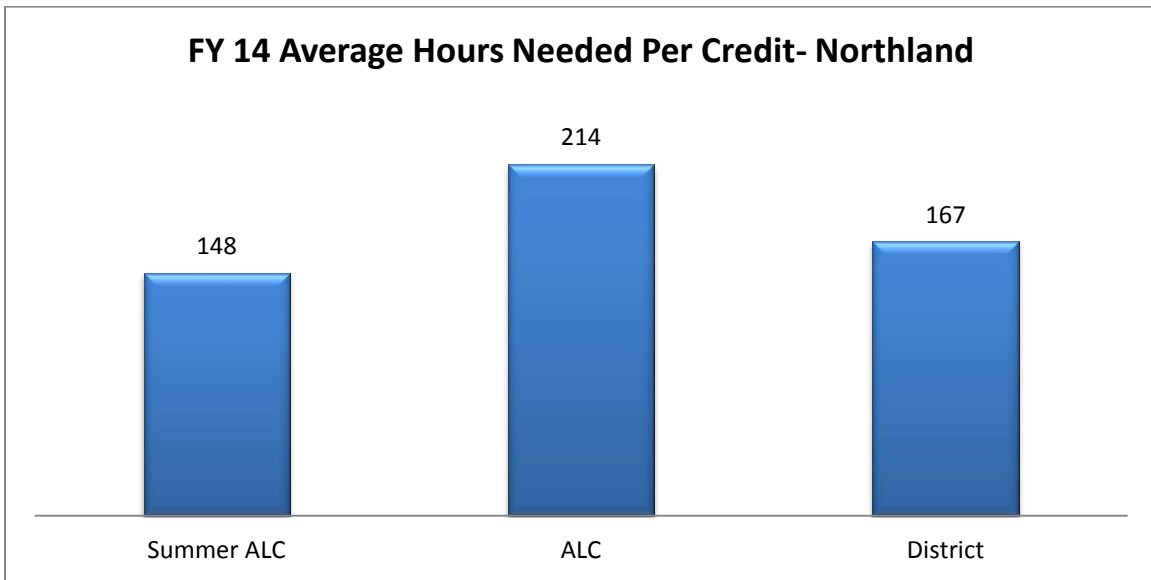
***Average number of credits earned for FY 14***

Northland Learning Center requires 24 credits to graduate or six credits a year. Based on their length of instructional program for the year of 1,002 hours, this means students need approximately 167 hours to earn a credit. Note: this is 18 hours short of the state required minimum.

In the ALC core school year program, students earned an average of one credit. This ranged from no credits earned to 8.25 credits earned. It took on average 214 hours to earn a credit, more than what would be anticipated.

For the summer program, students earned an average of 0.77 credits. This ranged from 0.5 credits earned to one credit earned. It took on average 148 hours to earn a credit, less than what would be anticipated.

The following chart shows the average hours needed to complete a credit at the ALC Summer Program, the ALC core school year program and what would be anticipated at Northland Learning Center High School.



***Attendance for FY 14***

Attendance at the core school day program averaged 38 percent. It ranged from 25 percent to 100 percent. For the summer program, the average attendance was 81 percent. This ranged from 25 percent to 100 percent.

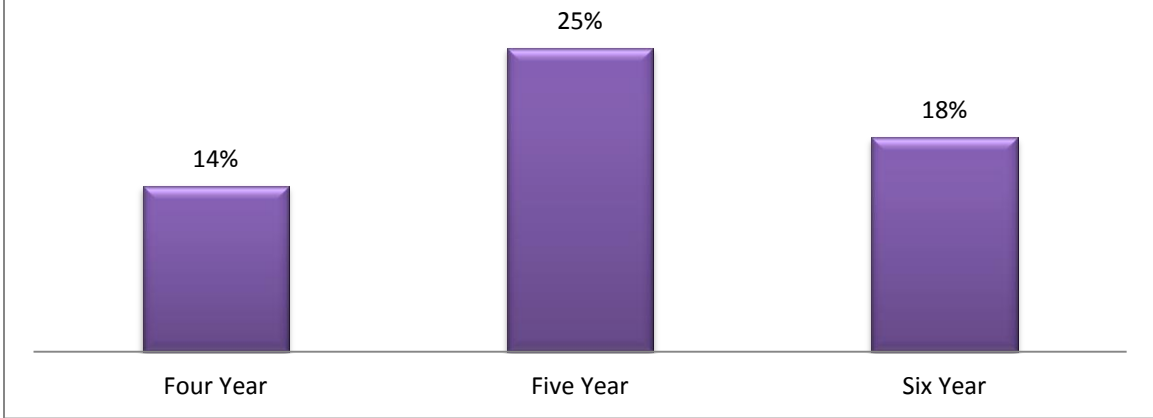
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

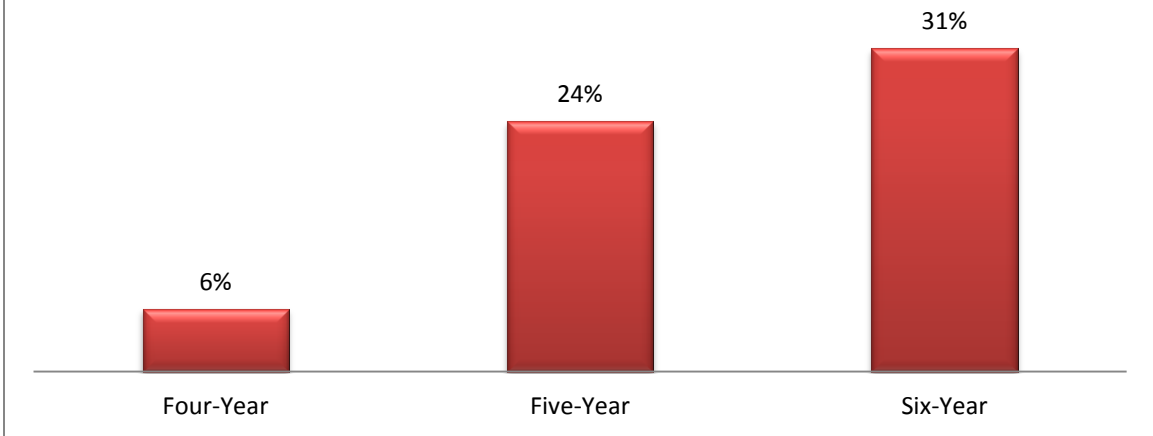
For the Northland Learning Center, the FY 13 four-year graduation rate was 14 percent. This rose to 24 percent in the FY 14 five-year graduation rate. The cohort size changed from 22 students to 27 students, an increase of 23 percent.

The FY 13 five-year graduation rate was 25 percent and rose to 31 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Northland Learning Center**



**FY 14 Four, Five and Six Year Graduation Rate  
Northland Learning Center**



The Northland Learning Center, school number 40, did not have a cohort size large enough to calculate a four, five or six-year graduation rate for either FY 13 or FY 14.

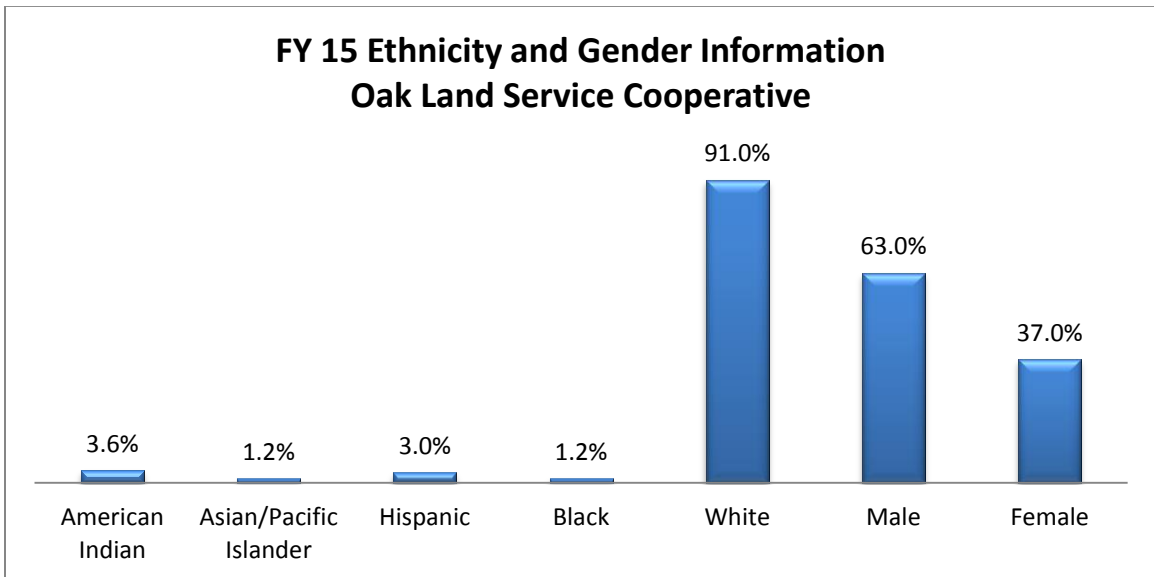
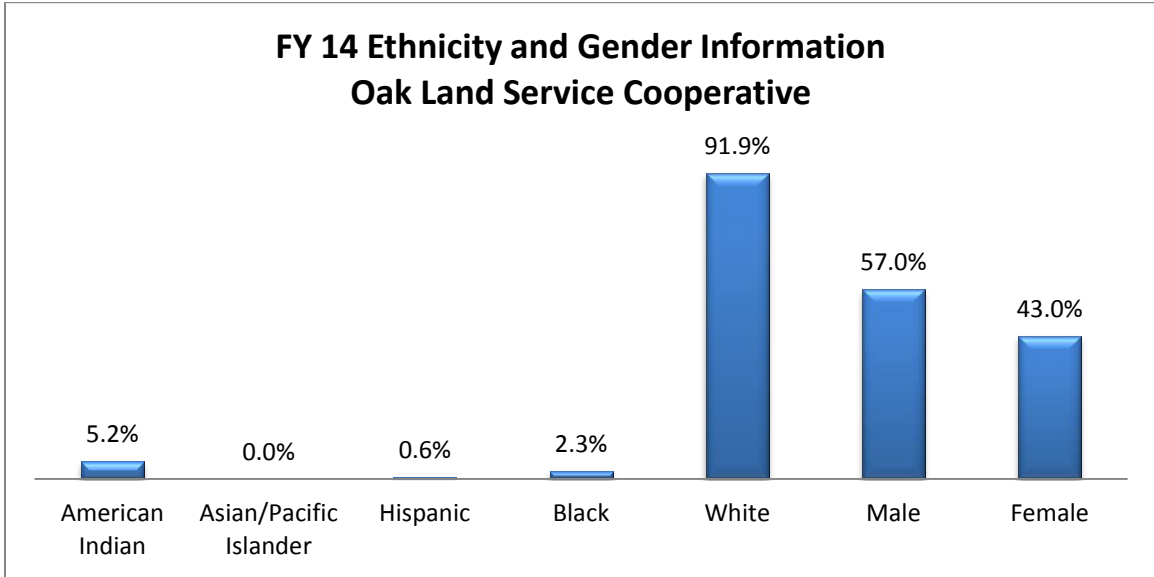
# Oak Land Vocational Cooperative, 0957-51

## Program Information

Oak Land operates an Area Learning Center and a targeted services program.

## Demographics

In addition to the Oak Land ALC, there are ALCs in Cambridge, St. Francis and Princeton. The demographic charts are not a comparison to the ethnicity of the student's resident district as this is a cooperative that serves many districts.



## Summer Programs

### Targeted Services

Oak Land Cooperative Center operates multiple targeted services programs. The first operates for 12 days, four hours per day. They serve grades one through eight. Program planning for the

summer begins in January. They try to match student needs to their programming. They share the information on their summer program by an invitation letter that is sent to families of students who are referred. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than 12 to one. They use teacher feedback to help determine the effectiveness of their program.

The second program operates for 12 days, six hours per day. Program planning for the summer begins in January. They try to match student needs to their programming. They share the information on their summer program by an invitation letter that is sent to families of students who are referred. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 15 students. They also use teacher feedback to help determine the effectiveness of their program.

The third program operates for 16 days, four hours per day. They also serve grades one through eight. Program planning for the summer begins in the fall. They try to match student needs to their programming. They share the information on their summer program by mailing invitation letters home to referred students. Their program has an overall student to staff ratio of no more than 15 to one. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

Finally, they operate a targeted services program that operates for 16 days, four hours per day. They serve grades one through eight. Program planning for the summer begins in the fall. They try to match student needs to their programming. They share the information on their summer program in many ways: through the homeroom teachers, on the school website, on the district website, and through counselors, principals and social workers. They also send invitation letters home to families. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations, but their program is not long enough for them to devote enough time to any particular area in order to fully master it. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 15 students. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Oak Land operates several summer programs. The first is an independent study program, so membership hours are based on credit completion and teacher contact time. They operate a program based on seat-based time. They also operate a program for ninth graders transitioning to high school. The programs operate for five weeks, four days per week and four hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements and by their classroom teachers. Middle school counselors recommend eighth graders for the transition to high school program.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Biology, Chemistry, Physics, and Earth Science. They also offer elective classes.

They find the area of greatest need for the students they serve to be support for mental health and/or chemical dependency. This is followed by English classes and then math classes such as Algebra and Geometry.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Oak Land Cooperative Center established their ALC in cooperation with another district and serves the geographic area of at least two districts. These districts are Princeton School District, Cambridge-Isanti School District and St. Francis School District.

Oak Land Cooperative Center provides programming at both the high school and middle school levels.

Oak Land Cooperative Center operates their programs year round and their program is open to a variety of qualifying factors. Students enroll in the ALC through referral from partnering middle schools and high schools. There is then an intake process with the family. They estimate the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 percent and 50 percent.

Oak Land Cooperative Center was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

Oak Land Cooperative Center is a cooperative that serves as one of the intervention strategies for the districts it serves.

### ***Average length of enrollment for FY 14***

Oak Land had four core school year ALC programs. Cambridge showed 206 enrollment records for their core school year program. Students were enrolled for an average of 101 hours, ranging from one hour to 649 hours. They generated 14.93 regular ADMs and 4.54 extended ADMs. St. Francis showed 87 enrollment records for their core school year program. Students were enrolled for an average of 461 hours. This ranged from 24 hours to 1,038 hours. They generated 36 regular ADMs and 1.75 extended ADMs. The St. Francis Independent Study Program showed 107 enrollment records for their core school year program. Students were enrolled for an average of 165 hours. This ranged from one hour to 1,122 hours. They generated 9.02 regular ADMs and 5.39 extended ADMs. Princeton showed 59 enrollment records for their core school year program. Students were enrolled for an average of 77 hours. This ranged from two hours to 385 hours. They generated



0.87 regular ADMs and 3.11 extended ADMs. Oak Land showed 159 enrollment records for their core school year program. Students were enrolled for an average of 1,038 hours. This ranged from six hours to 1,038 hours. They generated 51 regular ADMs and 1.42 extended ADMs.

For their summer program, Cambridge showed 55 enrollment records. Students were enrolled for an average of 59 hours. This ranged from two hours to 166 hours. They generated 1.81 regular ADMs and 1.19 extended ADMs. St. Francis showed 81 enrollment records for their summer program. Students were enrolled for an average of 295 hours. This ranged from six hours to 324 hours. They generated 4.54 regular ADMs and 12.02 extended ADMs. The St. Francis Independent Study Program showed 28 enrollment records for their summer program. Students were enrolled for an average of 91 hours. This ranged from 18 hours to 277 hours. They generated 1.82 regular ADMs and 0.35 extended ADMs. Princeton showed 37 enrollment records for their summer program. Students were enrolled for an average of 81 hours. This ranged from 18 hours to a high of 96 hours. For the Oak Land summer program, students were enrolled for an average of 68 hours. This ranged from four hours to 96 hours. They generated 0.17 regular ADMs and 1.6 extended ADMs.

### ***Average number of credits earned for FY 14***

Oak Land works with the districts they serve and so the different programs have different credit requirements. Princeton and St. Francis requires 54 credits to graduate and Cambridge requires 52 credits. St. Francis is increasing their requirements to 57 for FY 14 sophomores and freshmen. Based on their instructional program length of 1,038 hours, this means students need approximately 77 hours to earn a credit.

In the Cambridge ALC core school year program, students earned an average of 1.46 credits. This ranged from zero credits earned to nine credits earned. It took on average 69 hours to earn a credit, less than what would have been anticipated.

For the Cambridge summer program, students earned an average of 0.82 credits. This ranged from zero credits earned to 2.33 credits earned. It took on average 72 hours to earn a credit, less than what would have been anticipated.

In the St. Francis ALC core school year program, students earned an average of 6.74 credits. This ranged from 0.3 credits earned to 15 credits earned. It took on average 68 hours to earn a credit, less than what would have been anticipated.

For the St. Francis summer program, students earned an average of 4.23 credits. This ranged from zero credits earned to 4.67 credits earned. It took on average 70 hours to earn a credit, less than what would have been anticipated.

In the St. Francis independent study ALC core school year program, students earned an average of 2.34 credits. This ranged from no credits earned to 16 credits earned. It took on average 70 hours to earn a credit, less than what would have been anticipated.

For the St. Francis independent study summer program, students earned an average of 1.29 credits. This ranged from 0.3 credits earned to four credits earned. It took on average 71 hours to earn a credit, less than what would have been anticipated.

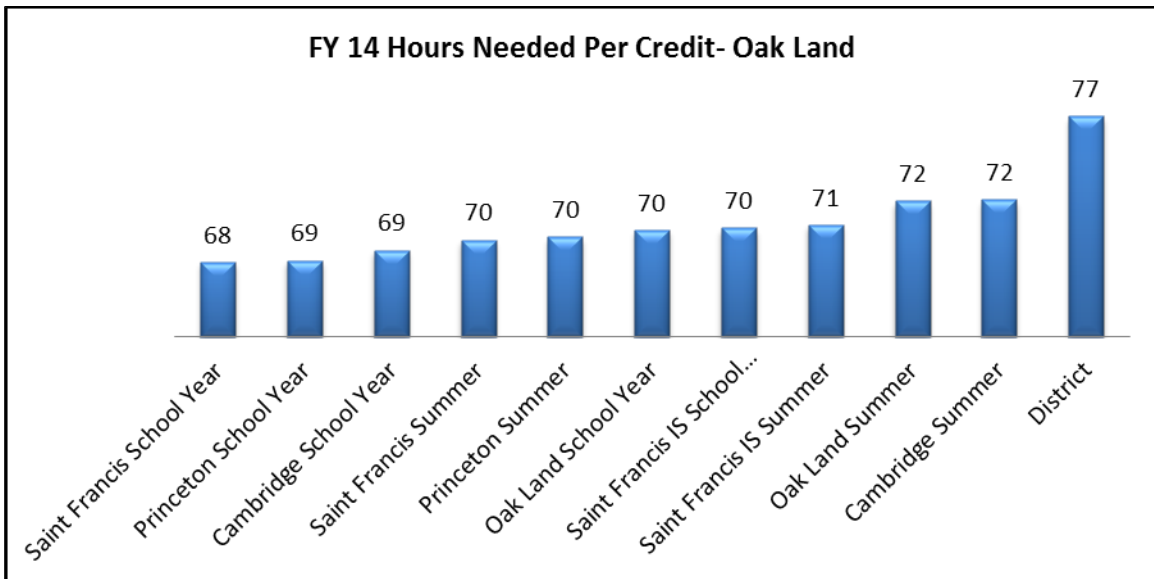
In the Princeton ALC core school year program, students earned an average of 1.13 credits. This ranged from no credits earned to 5.67 credits earned. It took on average 69 hours to earn a credit, less than what would have been anticipated.

For the Princeton summer program, students earned an average of 1.16 credits. This ranged from 0.3 credits earned to 1.33 credits earned. It took on average 70 hours to earn a credit, less than what would have been anticipated.

In the Oak Land ALC core school year program, students earned an average of 4.87 credits. This ranged from no credits earned to 15 credits earned. It took on average 70 hours to earn a credit, less than what would have been anticipated.

For the Oak Land summer program, students earned an average of 0.95 credits. This ranged from 0.3 credits earned to 1.33 credits earned. It took on average 72 hours to earn a credit, less than what would have been anticipated.

The following chart shows the average hours needed to complete a credit at the various ALC summer programs and ALC core school year programs compared to the district.



**Attendance for FY 14**

Attendance at the Cambridge core school day program averaged 35 percent. It ranged from 0 to 100 percent. For the Cambridge summer program, the average attendance was 29 percent. This ranged from 0 to 100 percent.

Attendance at the St. Francis core school day program averaged 67 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was nearly 100 percent. This ranged from 50 percent to 100 percent.

Attendance at the St. Francis Independent Study core school day program averaged 35 percent. It ranged from zero to 100 percent. For the summer program, the average attendance was 18 percent. This ranged from 0 to 100 percent.

Attendance at the Princeton core school day program averaged 29 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 92 percent. This ranged from 38 percent to 100 percent.

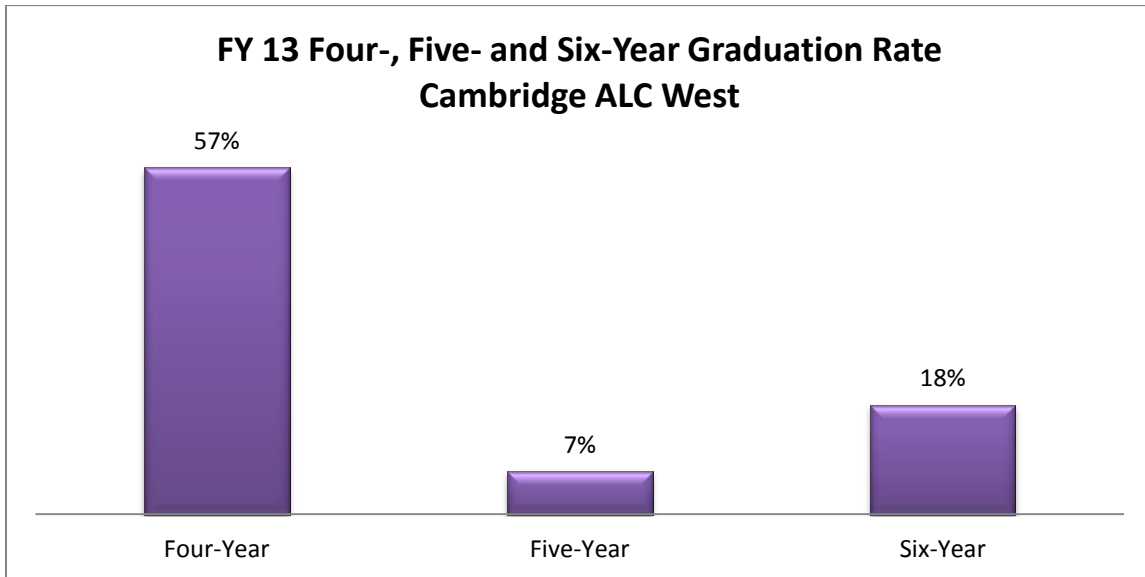
Attendance at the Oak Land core school day program averaged 61 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 90 percent. This ranged from 43 percent to 100 percent.

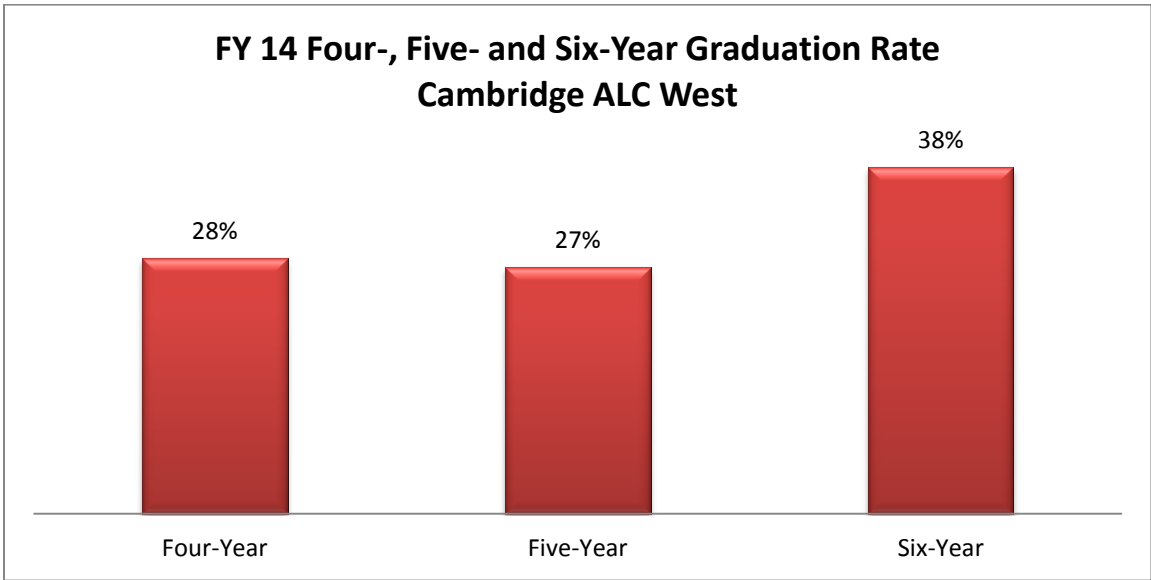
### Graduation Data

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For the Oak Land Education Cooperative Cambridge ALC West, the FY 13 four-year graduation rate was 29 percent. This fell to 27 percent in the FY 14 five-year graduation rate. The cohort size changed from 21 students to 41 students, an increase of 100 percent.

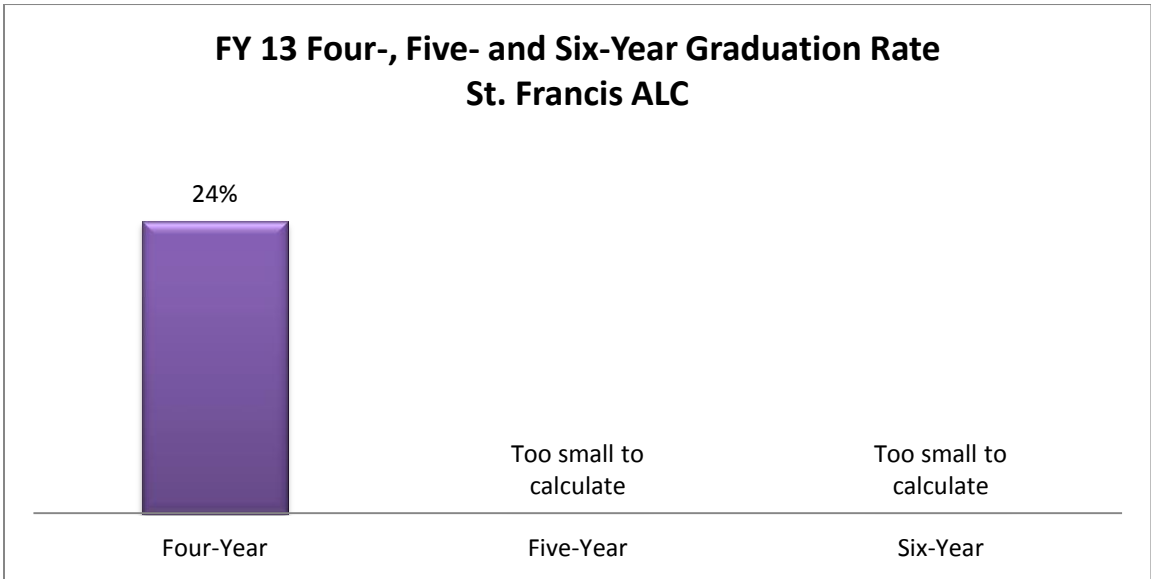
The FY 13 five-year graduation rate was 35 percent and rose to 38 percent for the FY 14 six-year graduation rate. The cohort size increased from 26 to 29 students.

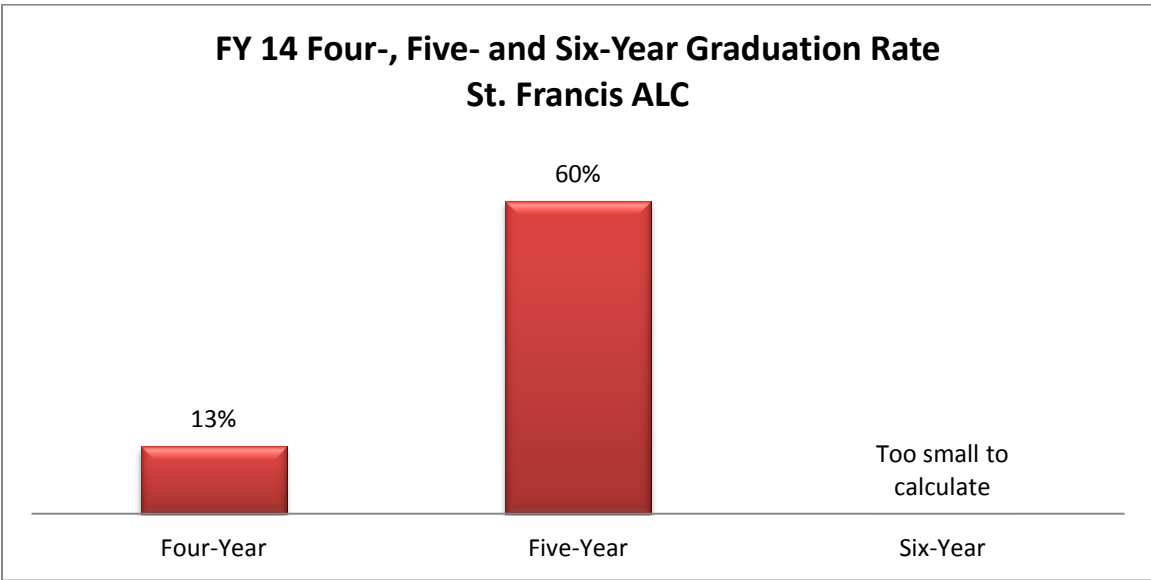




The FY 13 four-year graduation rate was 24 percent. This rose to 60 percent in the FY 14 five-year graduation rate. The cohort size changed from 17 students to 15 students.

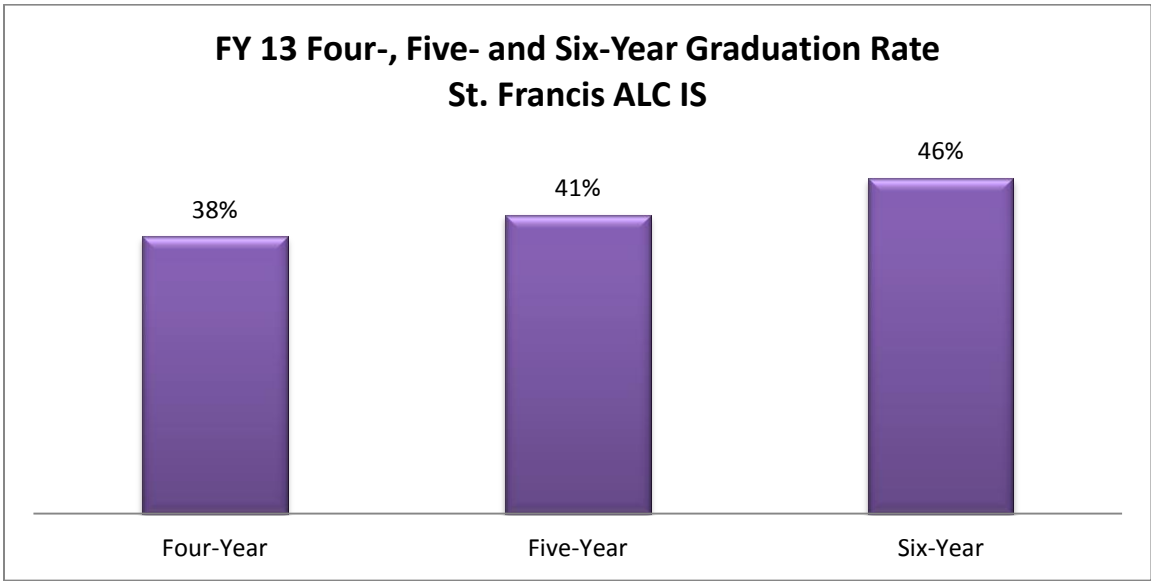
The cohort was too small to calculate a FY 13 five-year graduation rate.



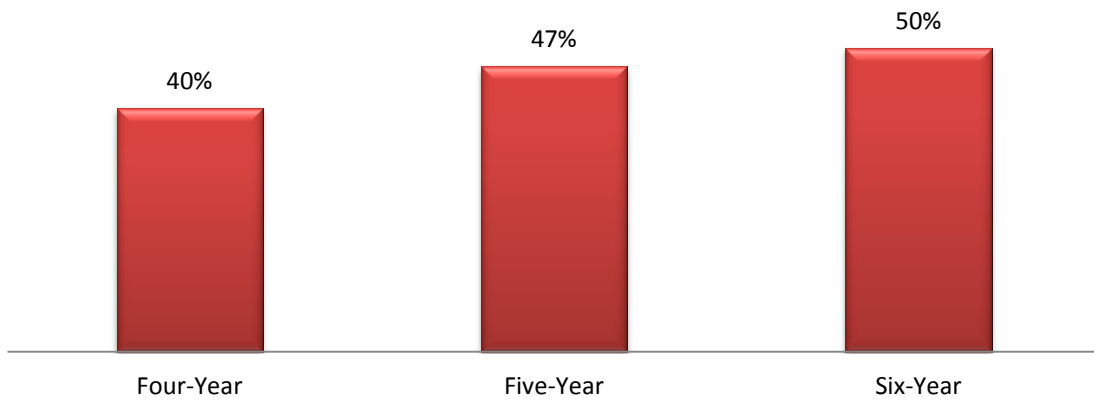


For the St. Francis ALC Independent Study, the FY 13 four-year graduation rate was 38 percent. This rose to 47 percent in the FY 14 five-year graduation rate. The cohort size changed from 22 students to 27 students, an increase of 23 percent.

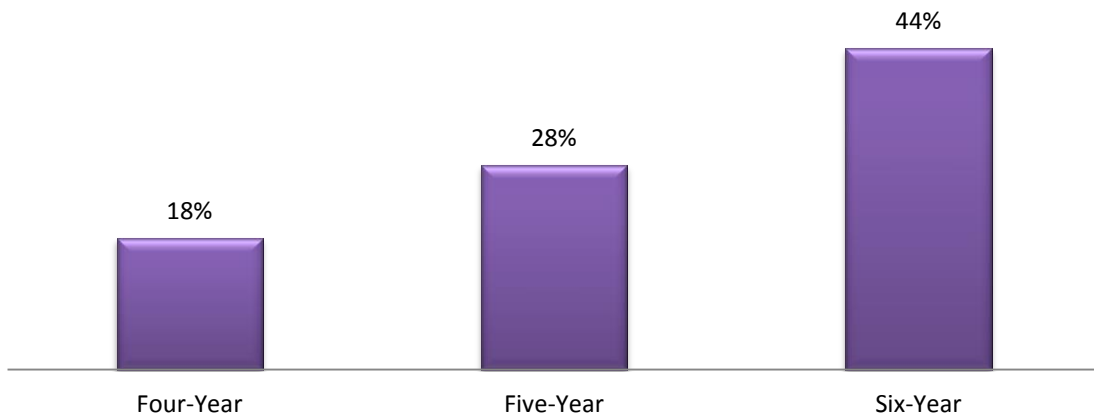
The FY 13 five-year graduation rate was 41 percent and rose to 50 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



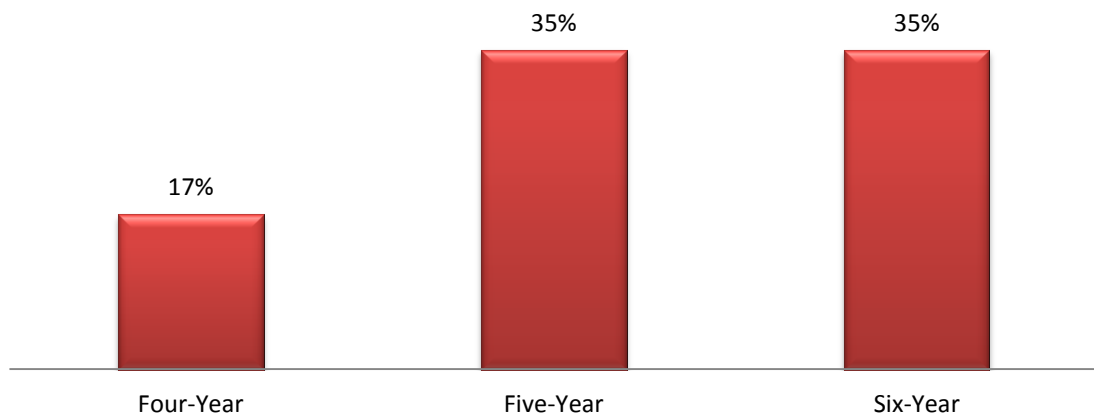
**FY 14 Four-, Five- and Six-Year Graduation Rate  
St. Francis ALC IS**



**FY 13 Four-, Five- and Six-Year Graduation Rate  
Oak Land ALC West**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Oak Land ALC West**



The Princeton ALC did not have a large enough cohort to calculate a four-, five- or six year graduation rate.

### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Princeton Middle Level ALC had an MMR of 60.62 percent and a FR of 60.18 percent in FY 13. In FY 14, their MMR was 37.09 percent and their FR was 29.77 percent.

## **Onamia Public School District, 0480-01**

### **Program Information**

Onamia operates an Area Learning Center (ALC) and a targeted services program.

### **Demographics**

There were not enough students enrolled in the ALC core school year program in FY 15 to generate any demographic comparisons.

### **Summer Programs**

#### ***Targeted Services***

No information was received.

#### ***ALC Summer Term (secondary students)***

No information was received.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received.

#### ***Average length of enrollment for FY 14***

Onamia showed 43 enrollment records for their core school year program. Students were enrolled for an average of 280 hours. This ranged from four hours to 1,105 hours. They generated 9.48 regular ADMs and 1.22 extended ADMs.

For their summer program, they had 11 enrollment records and students were enrolled for an average of 91 hours. This ranged from 45 hours to 171 hours. They generated 1.23 regular ADMs and 3.78 extended ADMs.

#### ***Average number of credits earned for FY 14***

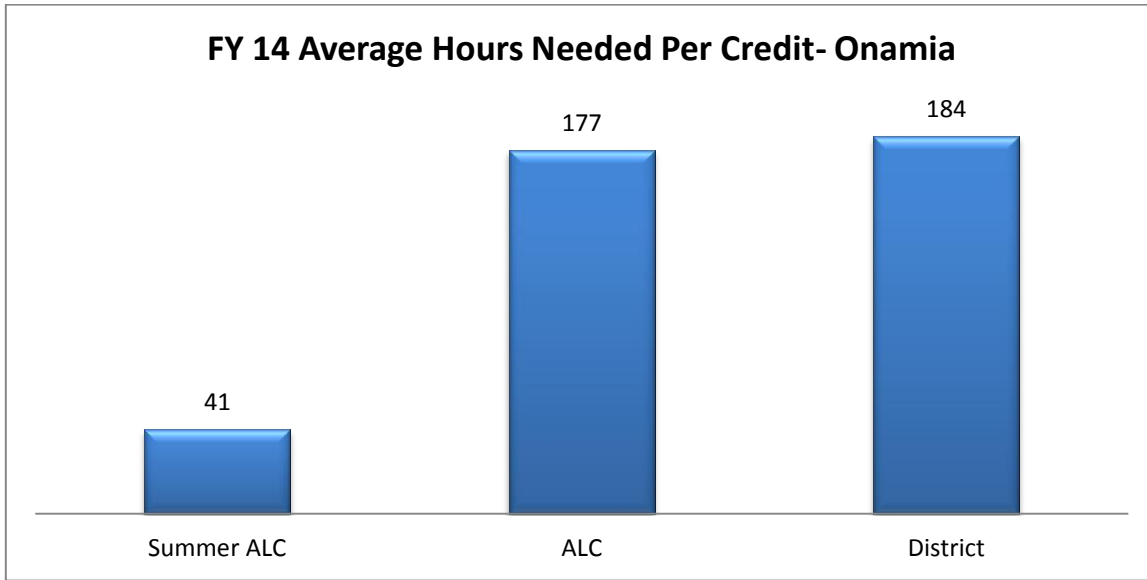
Onamia requires 44 credits to graduate for seniors and 46 for other grades, or 11 and 11.5 credits a year, respectively. Based on the length of instructional program of 1,056 hours, this means students need approximately 92 hours to earn a credit.

In the ALC core school year program, students earned an average of 4.11 credits. This ranged from 0.07 credits earned to 16.5 credits earned. It took on average 86 hours to earn a credit, less than that needed at the traditional high school.

For the summer program, students earned an average of 1.56 credits. This ranged from 0.54 credits earned to two credits earned. It took on average 58 hours to earn a credit, less than the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Onamia High School. This assumes that students earned all credits attempted at the traditional high school.



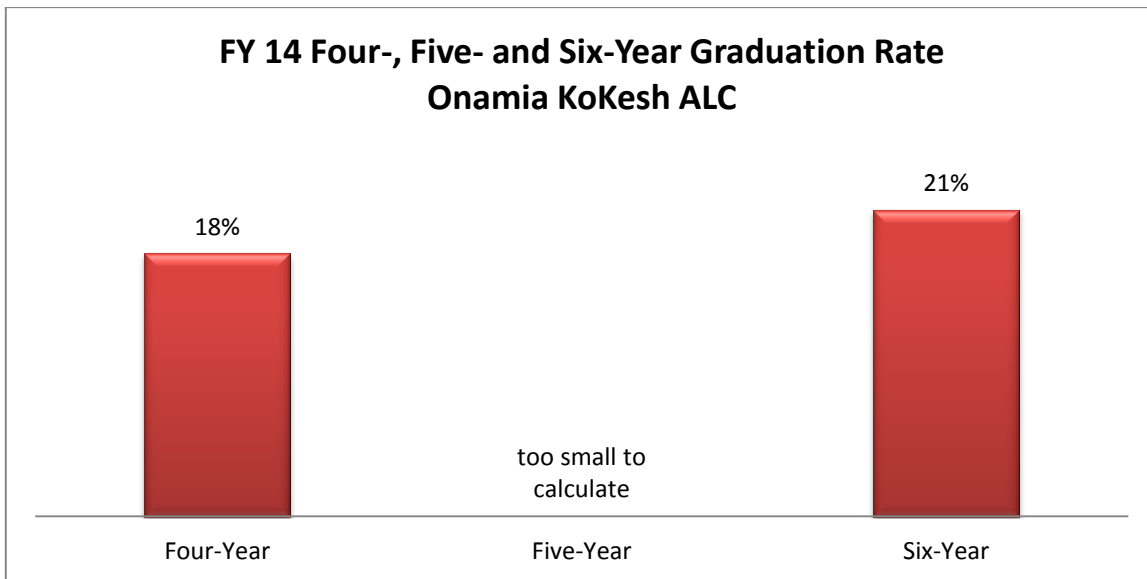


**Attendance for FY 14**

Attendance at the core school day program averaged 30 percent. It ranged from 25 to 100 percent. For the summer program, the average attendance was 40 percent. This ranged from 25 to 100 percent. The vast majority of the students are independent study students, so the attendance rates may not be accurate if they are based on seat time.

**Graduation Data**

There is no graduation information for FY 13.

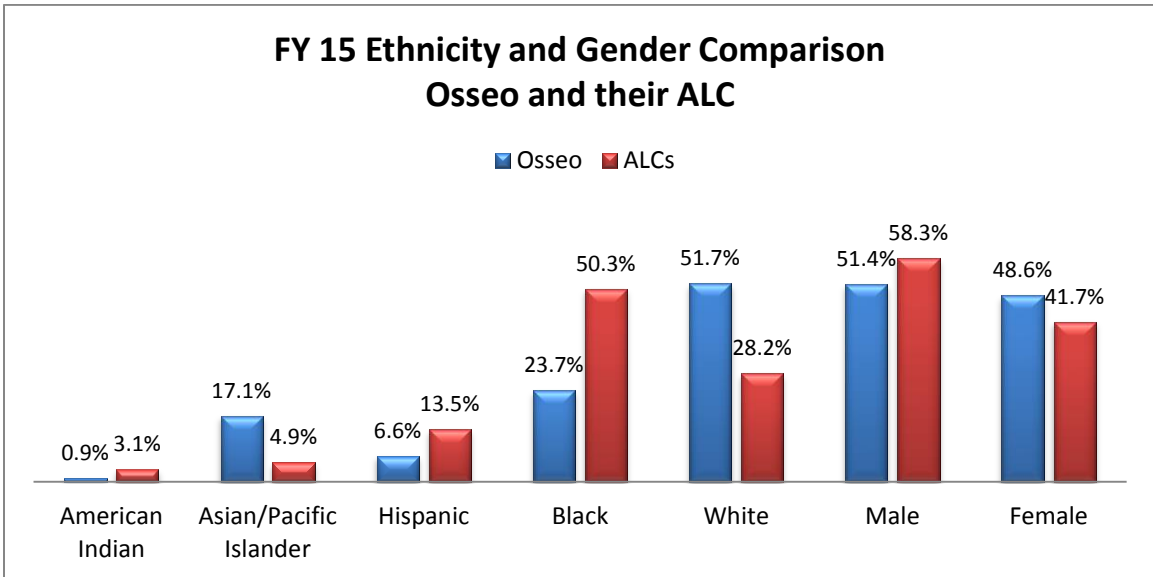
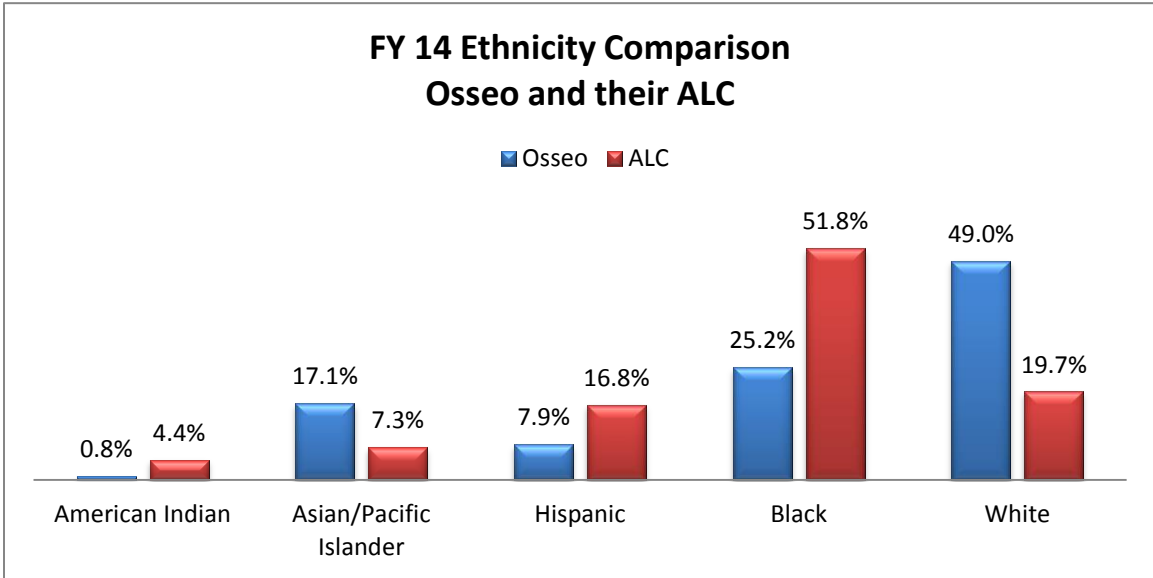


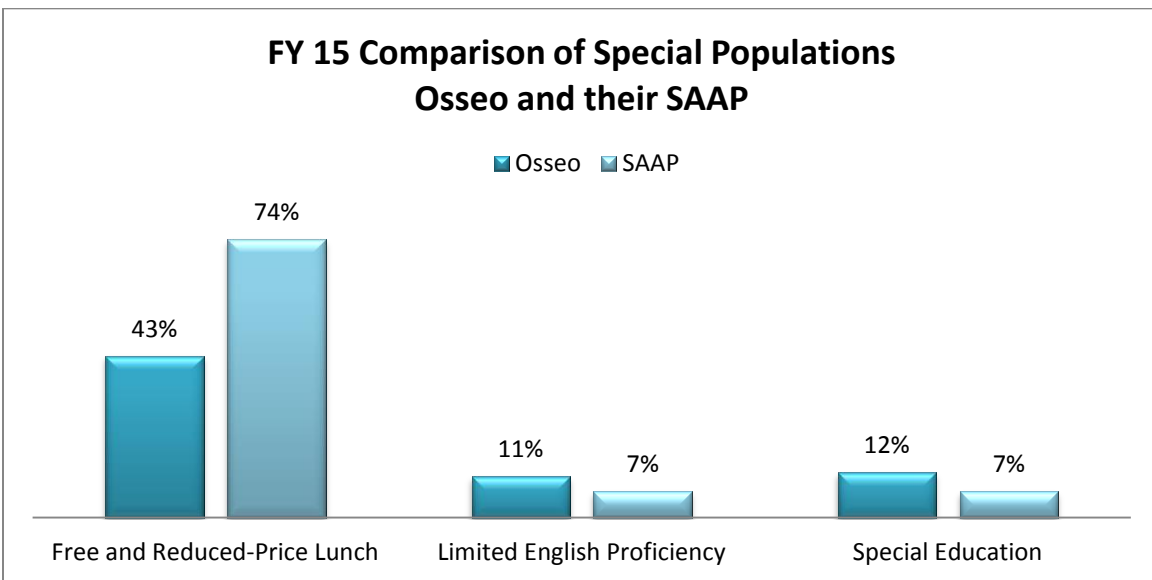
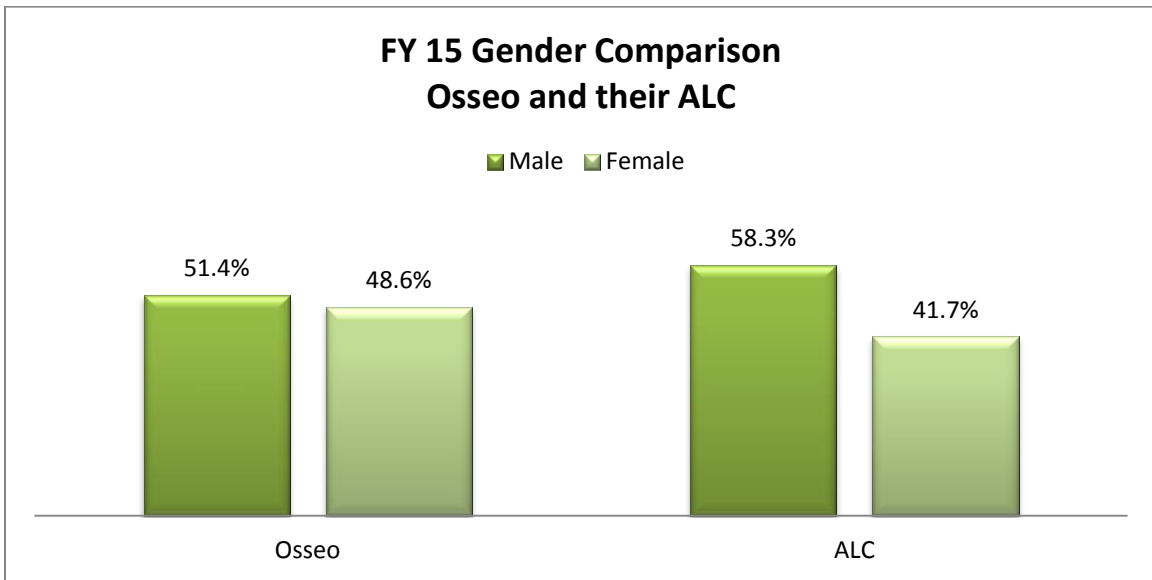
# Osseo Public School District, 0279-01

## Program Information

Osseo operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Osseo Area Schools operates a targeted services program for 28 days, seven hours per day. They serve grades one through eight. They had one kindergarten student that was repeating that grade. Program planning for the summer begins in the fall. They share the information on their summer program through staff working at the school. The registration form is sent home to families, and staff follows up with families via phone or other communication methods.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 15 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Osseo operates a seat-based program. They also operate an independent study program, but we only received information on the seat-based program. That program operates for 14 days, five hours a day.

Students come to the program when counselors recommend them based on graduation requirements.

Osseo does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

Osseo offers credits in a variety of subjects including Algebra I and II, Geometry, U.S. History, English 9, and Physics.

They see their students' greatest area of need as math classes such as Algebra or Geometry, followed by the need for remedial math classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Osseo provides programming at both the high school and middle school levels and operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

Students are enrolled in the ALC through an application process. All students are accepted and start as soon as possible. If they are special education students, they have an IEP team meeting to determine if it is an appropriate placement.

When a student leaves school, there are several things a district could choose to do. Osseo responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have extremely high levels of success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Osseo was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track

students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: Do not know.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: Do not know.
- After school programs: We are not using this in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is in the process of being fully implemented in our district.

#### ***Average length of enrollment for FY 14***

Osseo showed 432 enrollment records for their core school year high school ALC program. Students were enrolled for an average of 365 hours. This ranged from six hours to 1,008 hours. They generated 145 regular ADMs and 8.04 extended ADMs.

For their summer program, they had 229 enrollment records and students were enrolled for an average of 59 hours. This ranged from 32 hours to 112 hours. They generated 2.67 regular ADMs and 8.92 extended ADMs.

Osseo also ran an independent study program, so membership hours are based on work completion. Their school year program showed 400 enrollment records for their core school year high school ALC program. Students were enrolled for an average of 75 hours. This ranged from three hours to 326 hours. They generated 7.79 regular ADMs and 17.36 extended ADMs.

For their independent study summer program, they had 269 enrollment records and students were enrolled for an average of 78 hours. This ranged from six hours to 258 hours. They generated 10.3 regular ADMs and 8.54 extended ADMs.

#### ***Average number of credits earned for FY 14***

Osseo requires 45 credits to graduate, or 11.25 credits a year. Based on the length of the instructional program of 1,008 (996 for seniors) hours, students need approximately 90 hours to earn a credit.

In the ALC core school year program, students earned an average of 3.3 credits. This ranged from no credits earned to 17.25 credits earned. It took on average 110 hours to earn a credit, more than that needed at the traditional high school.

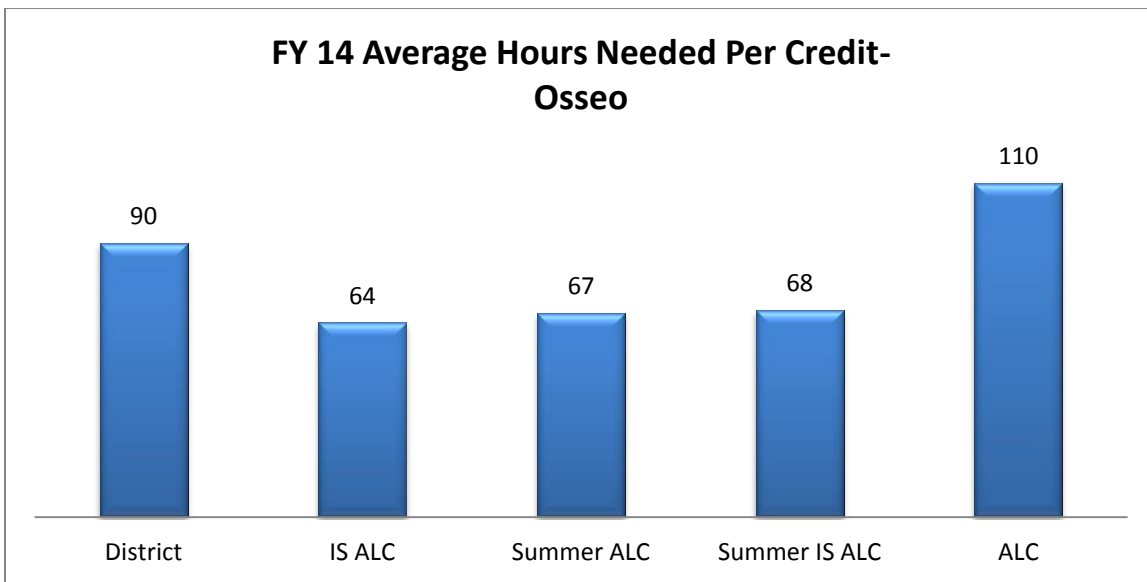
For the ALC credit recovery summer program, students earned an average of 0.9 credits. This ranged from no credits earned to two credits earned. It took on average 67 hours to earn a credit, less than the hours needed at the traditional high school.

In the independent study core school year program, students earned an average of 1.2 credits. This ranged from no credits earned to 5.75 credits earned. It took on average 64 hours to earn a credit, less than that needed at the traditional high school.

For the independent study summer program, students earned an average of 1.1 credits. This ranged from two credits earned to 4.25 credits earned. It took on average 68 hours to earn a credit, less than the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Osseo High School. This assumes that students earned all credits attempted at the traditional high school.

It should be noted that Osseo has submitted a core instructional year length of 1,008 hours for the Area Learning Center Senior High School.



### **Attendance for FY 14**

Attendance at the core school day program averaged 63 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 87 percent. This ranged from 20 to 100 percent.

Attendance at the core school day independent study program averaged 25 percent. It ranged from 25 to 100 percent. For the independent study summer program, the average attendance was 23 percent. This ranged from 20 to 100 percent. It is important to note that attendance is calculated differently at independent study programs; only seat time is reported.

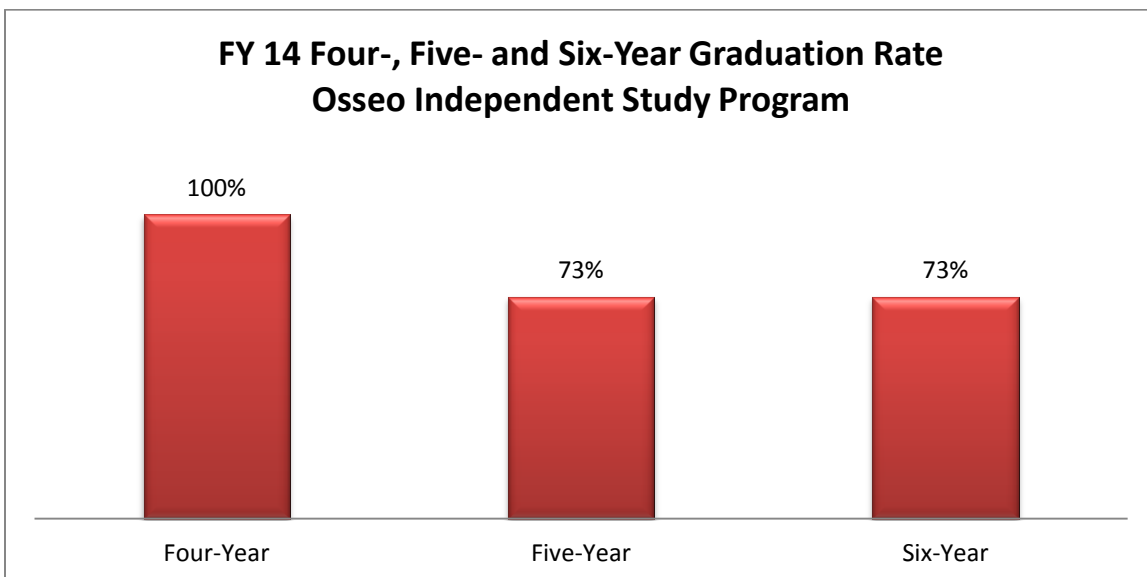
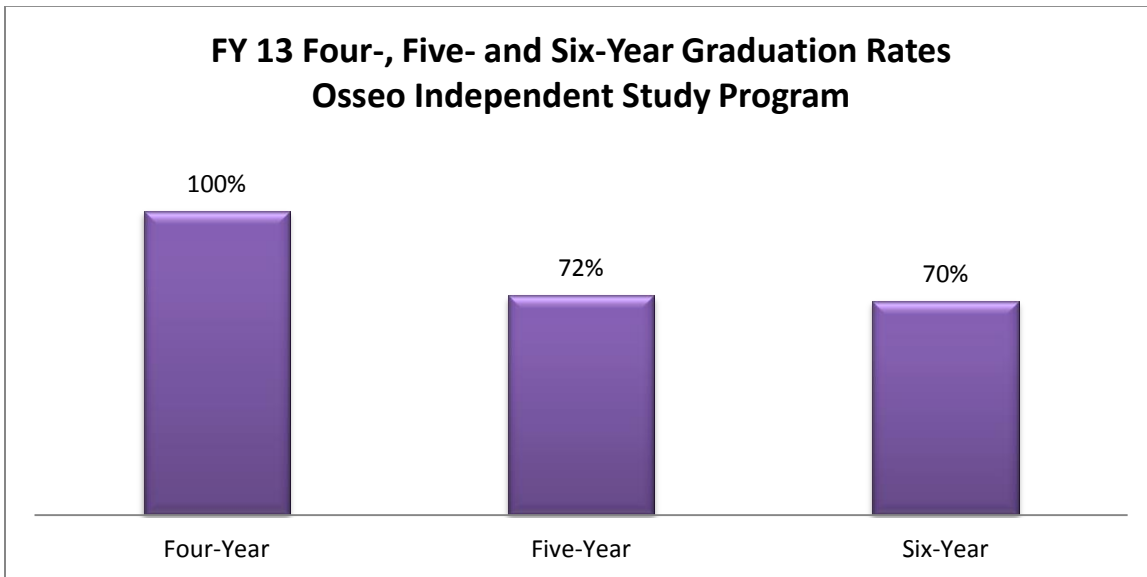
### **Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished

in their fifth year and divides this by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

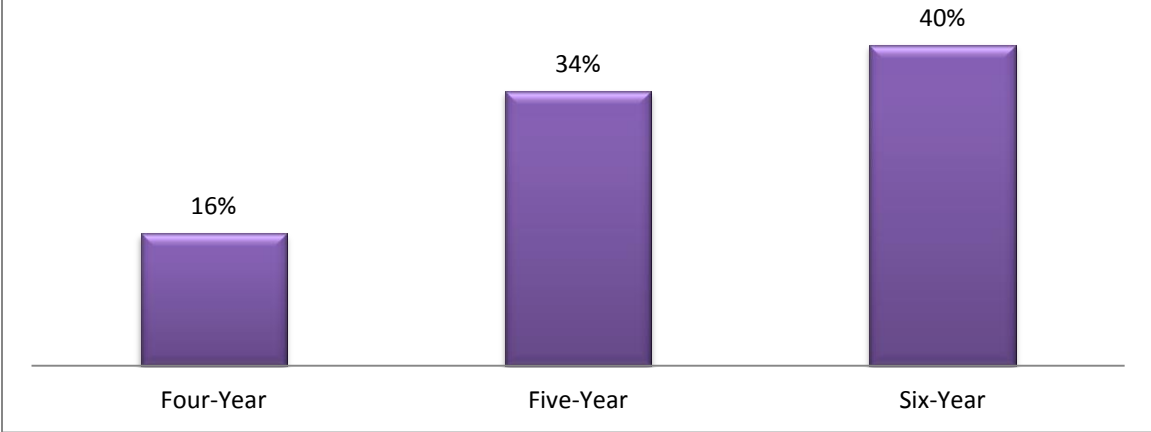
The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate. All things being equal, we hope for the rates to increase each year.

For the Osseo Independent Study program, the FY 13 four-year graduation rate was 100 percent. This dropped to 73 percent for the FY 14 five-year graduation rate. The FY 13 five-year graduation rate was 72 percent. This increased to the FY 14 six-year graduation rate of 73 percent.

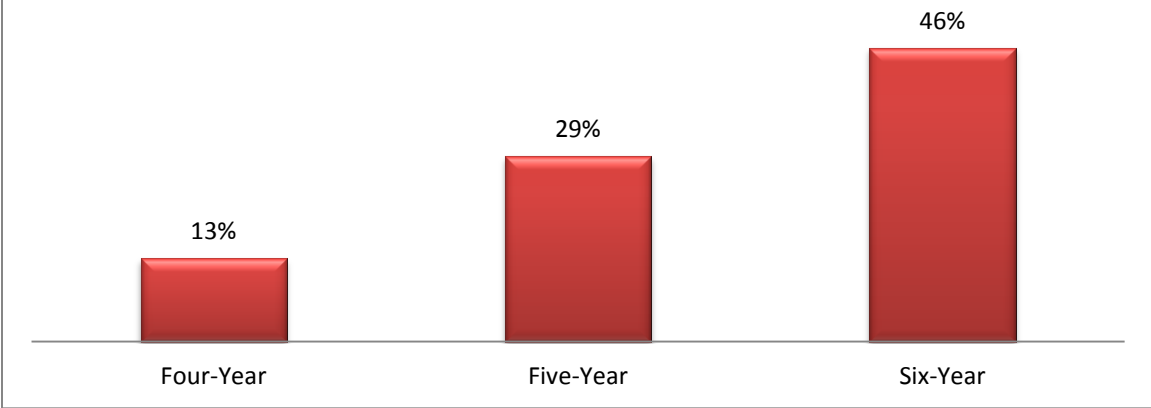


For the Osseo ALC, the FY 13 four-year graduation rate was 16 percent. This increased to 29 percent for the FY 14 five-year graduation rate. The FY 13 five-year graduation rate was 34 percent. This increased to the FY 14 six-year graduation rate of 46 percent.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Osseo ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Osseo ALC**



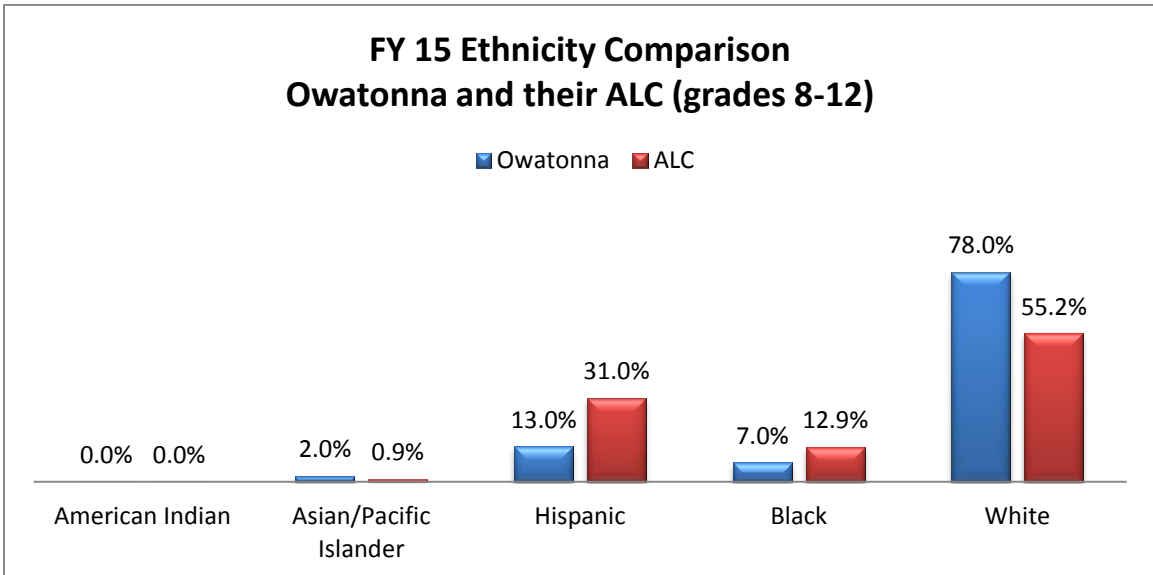
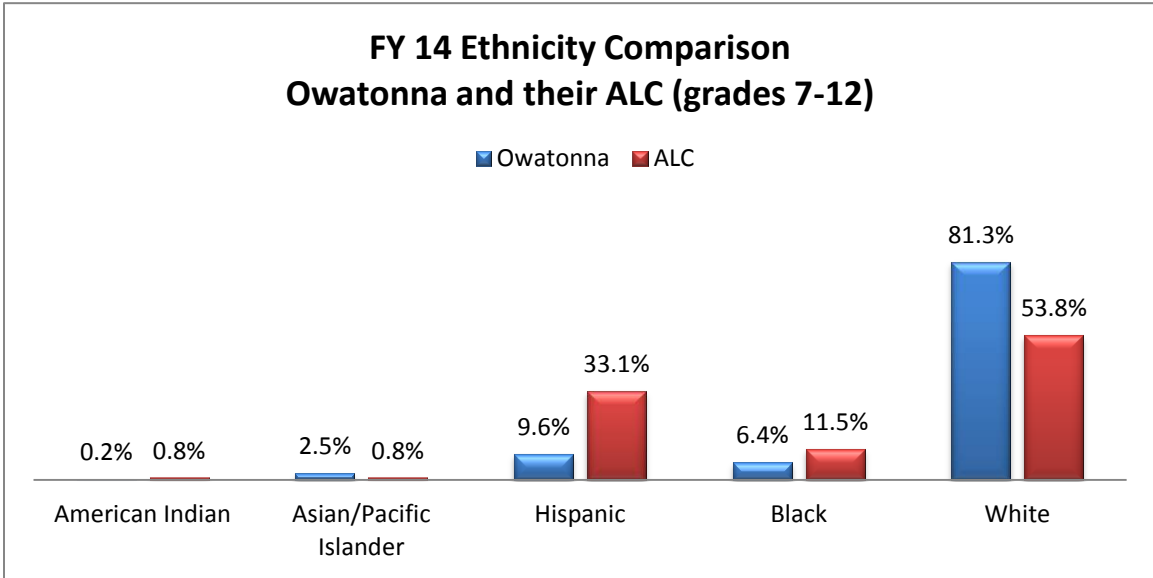


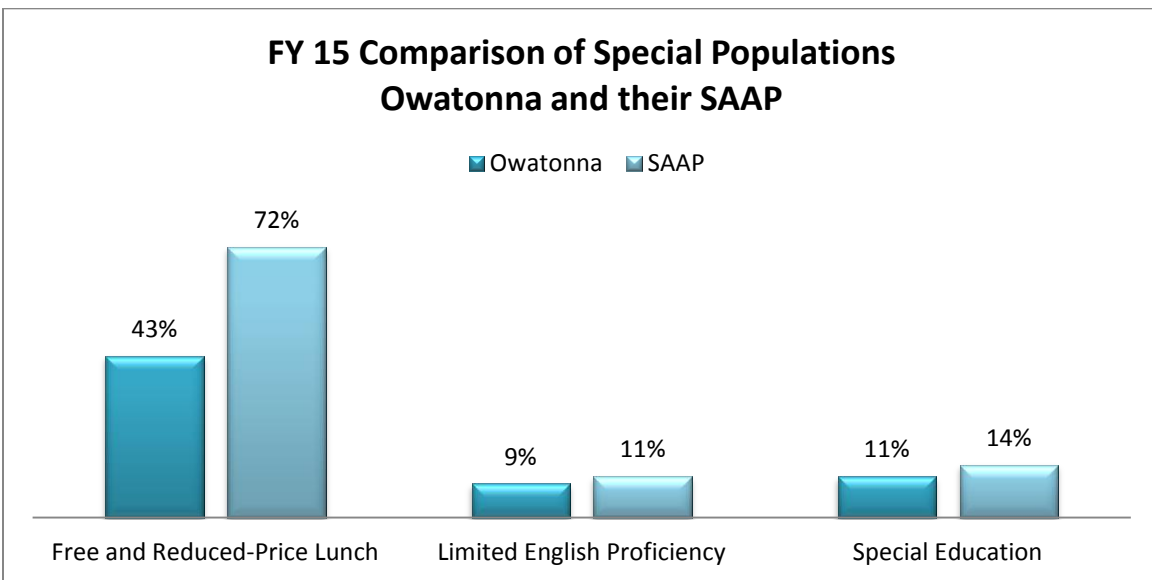
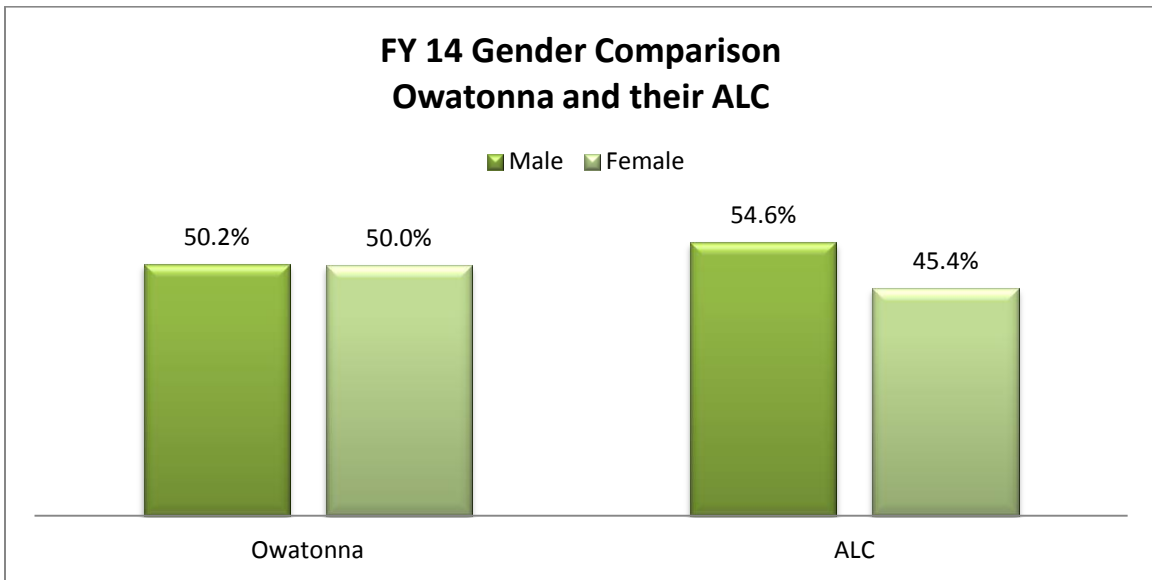
# Owatonna Public School District, 0761-01

## Program Information

Owatonna operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Owatonna Public Schools operates a targeted services program for 16 days, four hours per day. They report that they serve grades one through 12, but the high school students would be entered under the ALC code. Program planning for the following summer begins in the fall. Their program focus is determined at the district level but they are still working towards matching student needs to programming.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is

able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than eight to one.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

The survey was not returned.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Owatonna Public Schools provides programs at the high school level only. They have programming at the middle school level (7-8) but it is not comprehensive. During the summer, they provide targeted programming to address math and reading deficits.

Owatonna operates year round. They have programs that are open to a variety of qualifying factors and they have some that are specific to a certain one. Students enroll in the ALCs through a teacher referral process based on academic needs. Students can also enroll through a review process that ensures that students meet the at-risk criteria. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

When a student leaves school, there are several things a district could choose to do. Owatonna responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We feel we have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Owatonna was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are planning on implementing this in our district.
- Pupil study teams: This is fully implemented.
- Response to Intervention: We are not using this strategy.
- Minnesota Early Intervention Response System: We are not using this strategy.
- After school programs: We are not using this strategy.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are not using this strategy.
- Cooperative learning: We are not using this strategy.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented.
- Mental health services: We are not using this strategy.

- Mentors: We are not using this strategy.

**Average length of enrollment for FY 14**

The average length of enrollment for the Owatonna core school year program was 387 hours. They had 143 enrollment records. The shortest enrollment was six hours while the longest was 1,020 hours. They generated 53.48 regular ADMs and 0.78 extended ADMs.

For their summer program, the average length of enrollment was 57.7 hours. They had 105 enrollment records and generated 3.02 regular ADMs and 2.73 extended ADMs. The shortest enrollment was 16 hours and the longest was 64 hours.

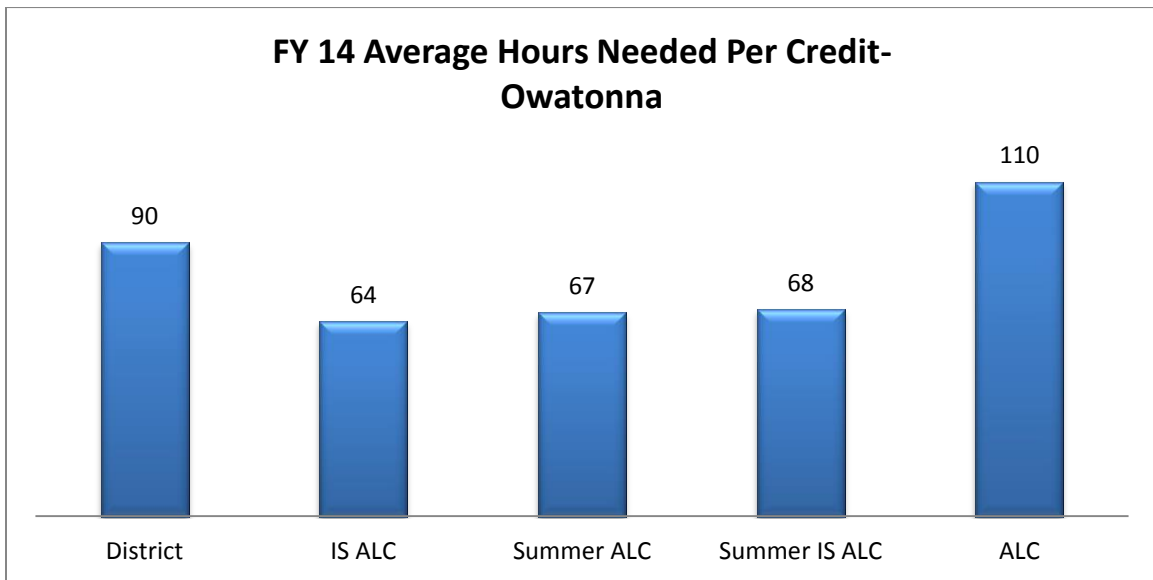
**Average number of credits earned for FY 14**

Owatonna requires 28 credits to graduate, or seven per year. Based on their annual instructional hours of 1,028, 147 hours are needed per credit in the traditional core school year program.

In their summer program, students earned an average of 0.5 credits, with some students failing to earn any credits and some students earning 1.5 credits. Students needed an average of 117 hours, approximately 80 percent of what was needed at the district level.

In the core school year program, students earned 2.71 credits on average. Again, some students did not earn any and some students earned 12.75 credits. They needed an average of 143 hours to complete a credit, slightly below the district average of 147 hours.

The following chart compares the number of hours needed for a credit in Owatonna, in the ALC overall and in the ALC core school year program and the ALC summer program.

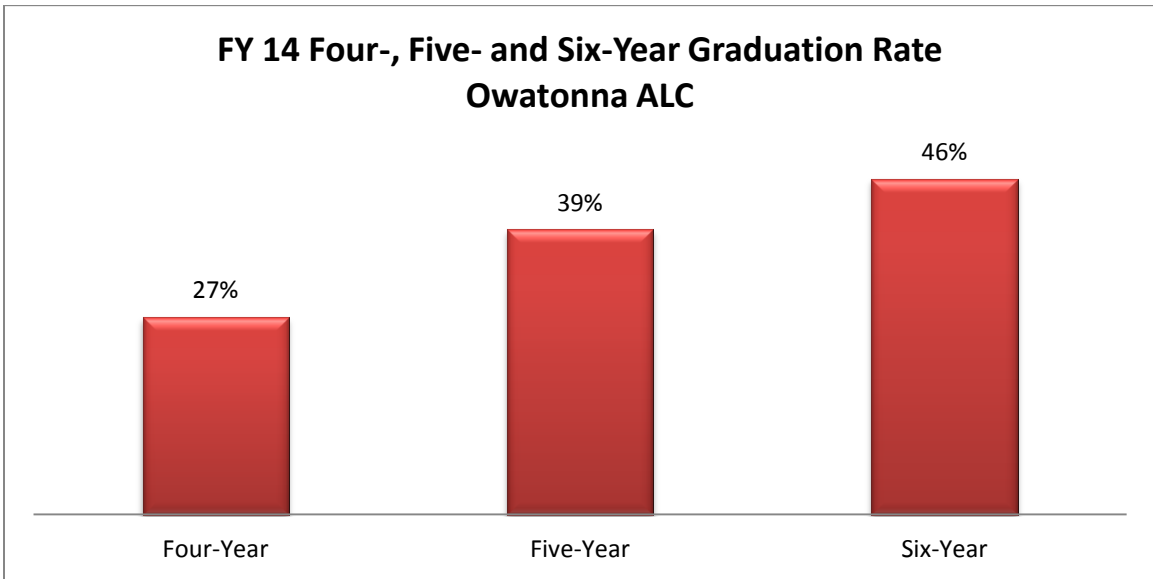
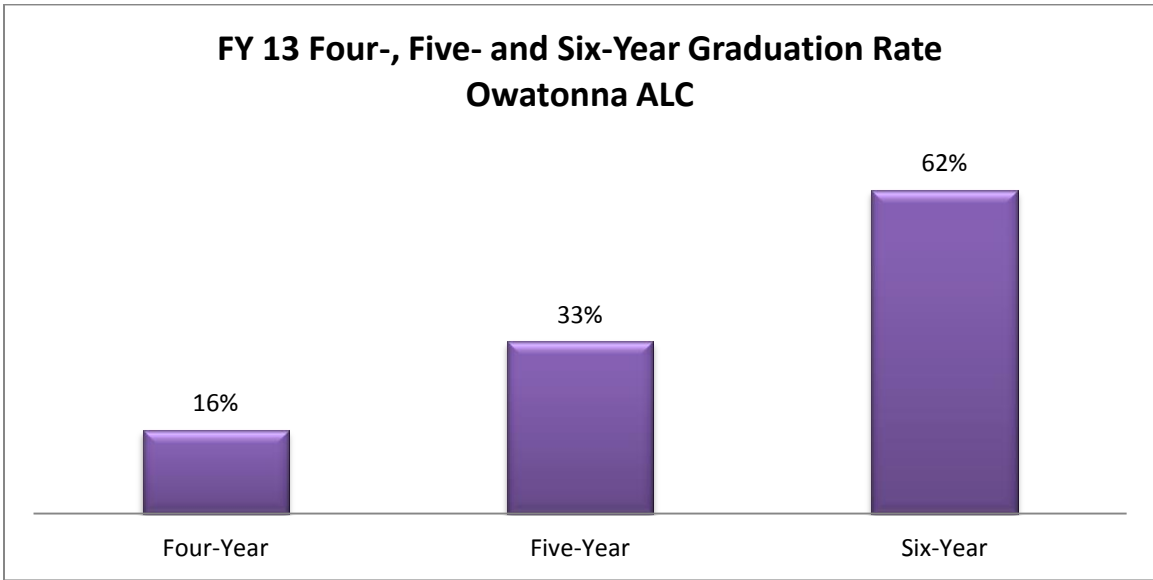


**Attendance for FY 14**

In the school year program, the average attendance was 65 percent. This ranged from 0 to 100 percent. In the summer program, the average attendance was 79 percent. This ranged from 0 to 100 percent.

## Graduation Data

For the Owatonna ALC, the FY 13 four-year graduation rate was 16 percent. This increased to 39 percent for the FY 14 five-year graduation rate. The FY 13 five-year graduation rate was 33 percent. This increased to the FY 14 six-year graduation rate of 46 percent.



## **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

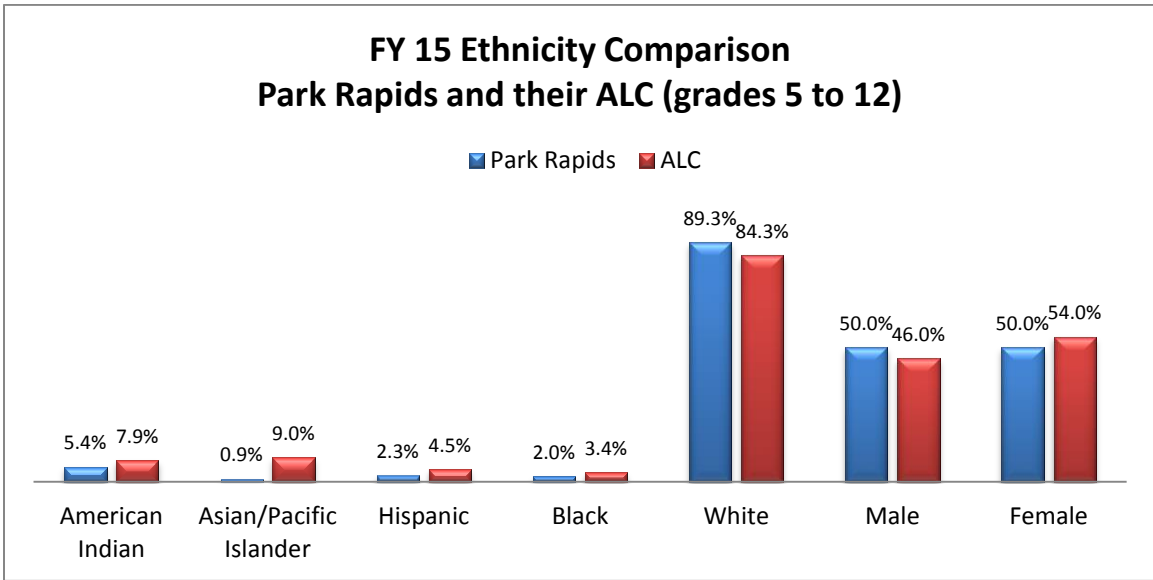
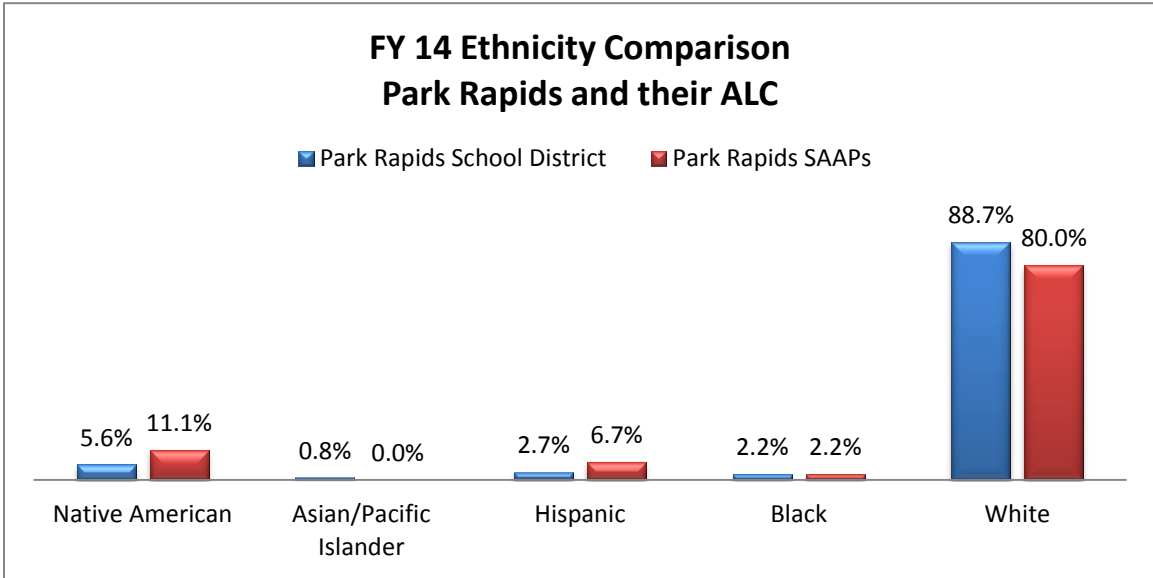
Owatonna ALC for 6-8 had an MMR score of 79.6 percent and an FR score of 82.83 percent in FY 13. In FY 14, their scores were 48.97 percent and 48.25 percent respectively.

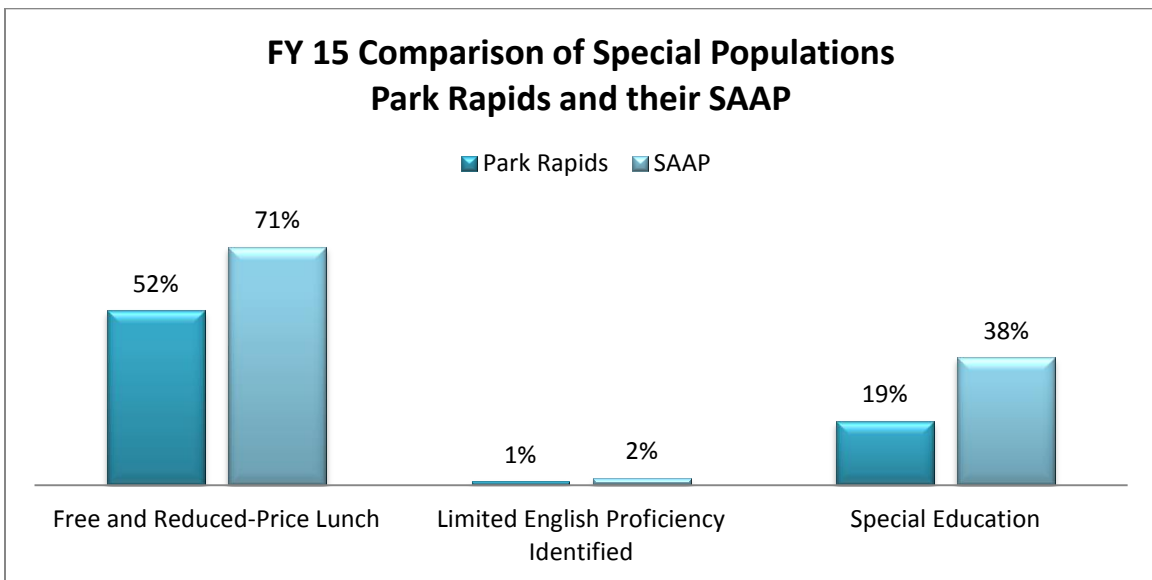
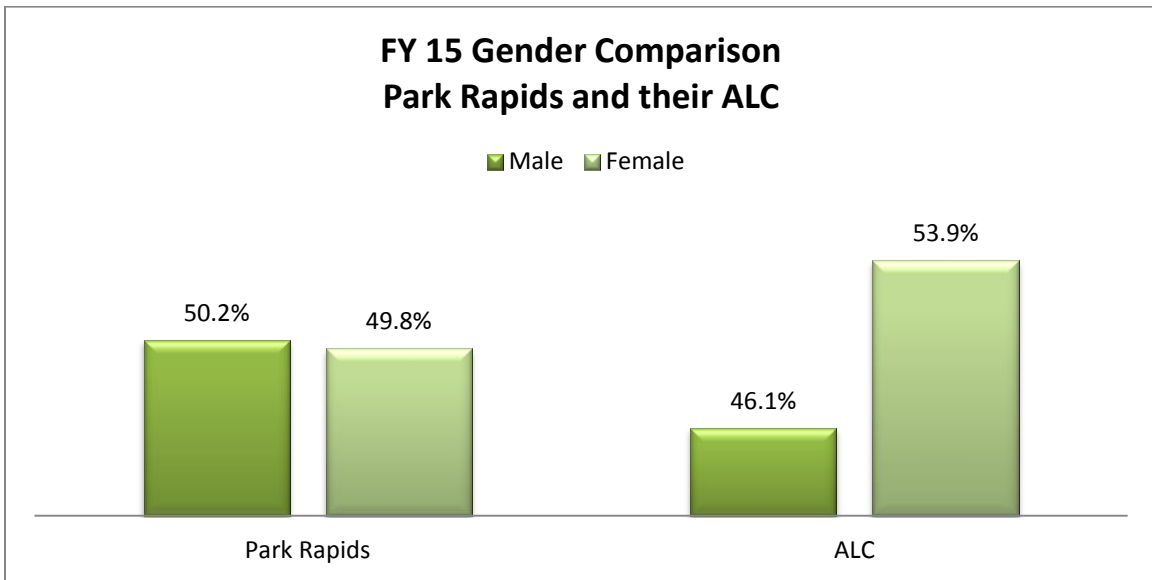
# Park Rapids Public School District, 0309-01

## Program Information

Park Rapids operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

Park Rapids operates a targeted services program for four hours per day for 20 days. They serve grades one through eight. Their planning for the summer program begins in the spring. Their program matches student needs to programming. They do not have a set curriculum. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. Some but not all of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students.

Teachers recommend students they feel will benefit from the program.



They use teacher and staff feedback to determine the effectiveness of the program.

### ***ALC Summer Term (secondary students)***

Park Rapids operates an Independent Study summer program, which means that membership is based on credits earned and teacher contact time. They offer face-to-face instruction one day a week. Students come into the program through teacher referral or referral by their counselor if they are behind in high school graduation requirements.

Park Rapids does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

Park Rapids offers credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Chemistry, Earth Science, and Biology. They also offer generic math, English, science, and social studies credits, as well as remedial Math and English Learner credits.

They see their students' greatest area of need as math courses, followed by English classes, and then support around other issues such as mental health or chemical dependency, and then issues around housing.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Park Rapids provides programming at both the high school and middle school levels.

Park Rapids Area Public Schools operates their program year round. They have some programs that address a specific need but they also have other core school day ALC programs that are open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

They did not respond to how students are enrolled in their program.

When a student leaves school, there are several things a district could choose to do. Park Rapids responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have extremely high levels of success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have success about half of the time with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Park Rapids was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: No response.

- Pupil study teams: This is determined on a case-by-case basis and provided for students that need it.
- Response to Intervention: No response.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district.
- Summer programs: This is in the process of being fully implemented in our district.
- Smaller class sizes: This is in the process of being fully implemented in our district.
- Cooperative learning: No response.
- Social work on regular basis: No response.
- Counselor intervention: This is the process of fully fully implemented in our district.
- Mental health services: This is in process of being fully implemented in our district.
- Mentors: No response.

### ***Average length of enrollment for FY 14***

It was not possible to look at their summer program separately from their school year program as all students are enrolled under one school code. The following information covers the whole year of programming.

Park Rapids showed 70 enrollment records for their summer and core school year program. Students were enrolled for an average of 85 hours. This ranged from one hour to 464 hours. They generated 2.78 regular ADMs and 2.09 extended ADMs.

### ***Average number of credits earned for FY 14***

Park Rapids requires 72 credits to graduate or 18 credits a year. Based on their length of instructional program for the year of 1,075 hours, this means students need approximately 60 hours to earn a credit.

In the ALC full year program, students earned an average of 1.25 credits. This ranged from no credits earned to eight credits earned. It took on average 68 hours to earn a credit, more than that needed at the traditional high school.

### ***Attendance for FY 14***

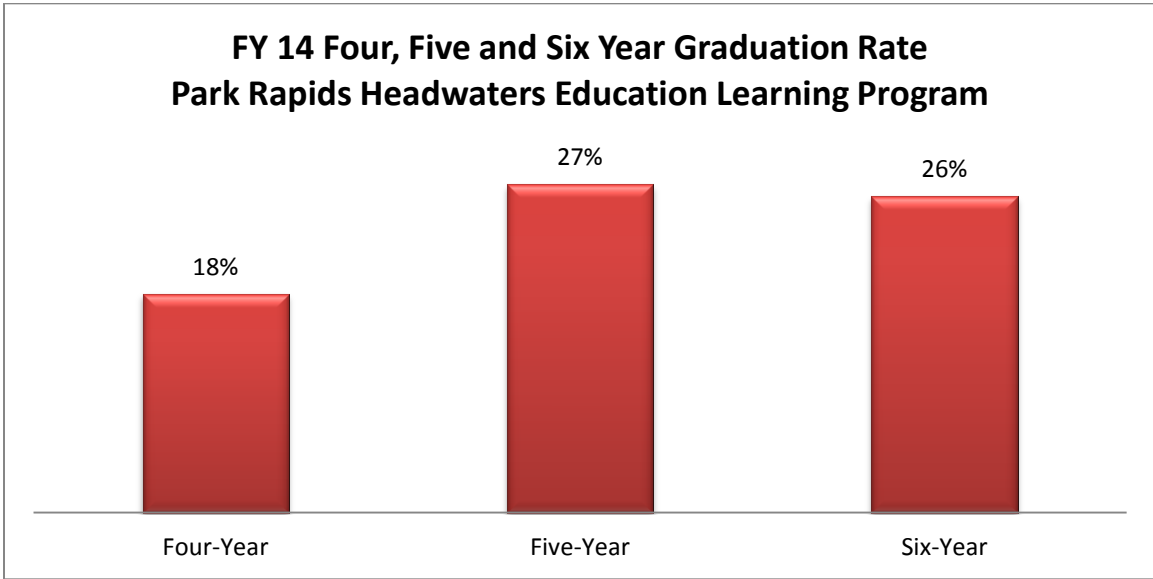
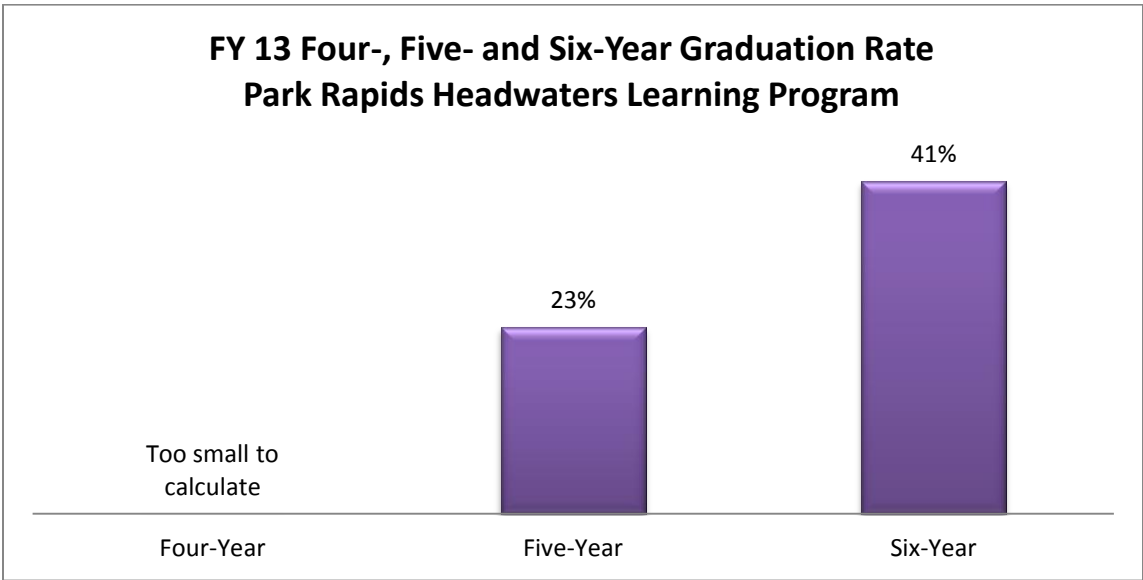
Attendance at the full year program averaged 23 percent. It ranged from 0 to 100 percent.

### **Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Park Rapids, the FY 13 four-year graduation rate was not able to be calculated because the cohort was too small. The FY 14 five-year graduation rate was 27 percent.

The FY 13 five-year graduation rate was 23 percent and rose to 26 percent for the FY 14 six-year graduation rate.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

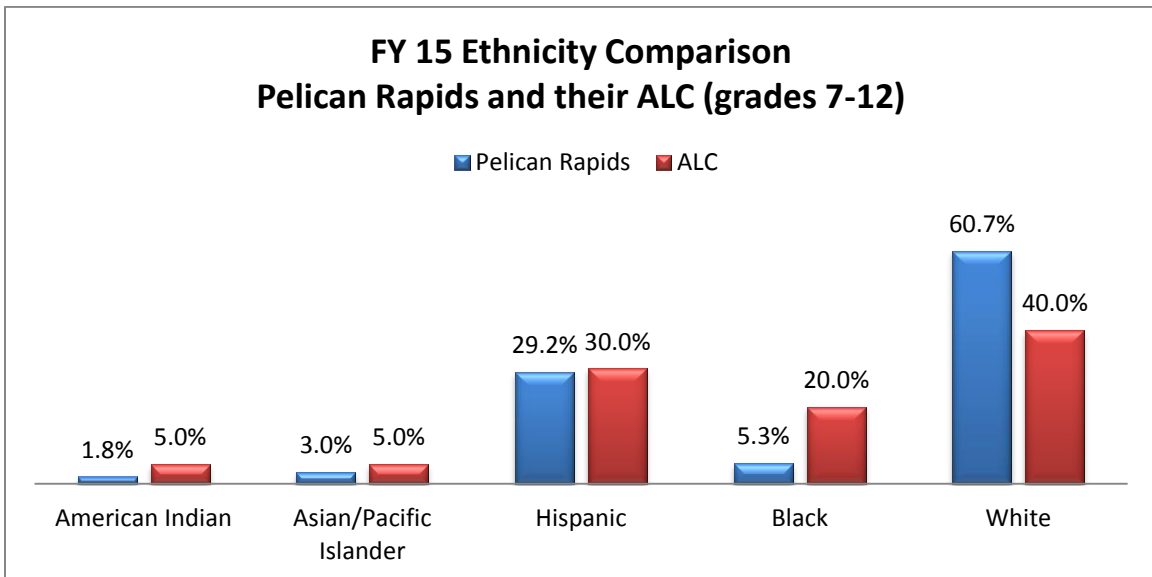
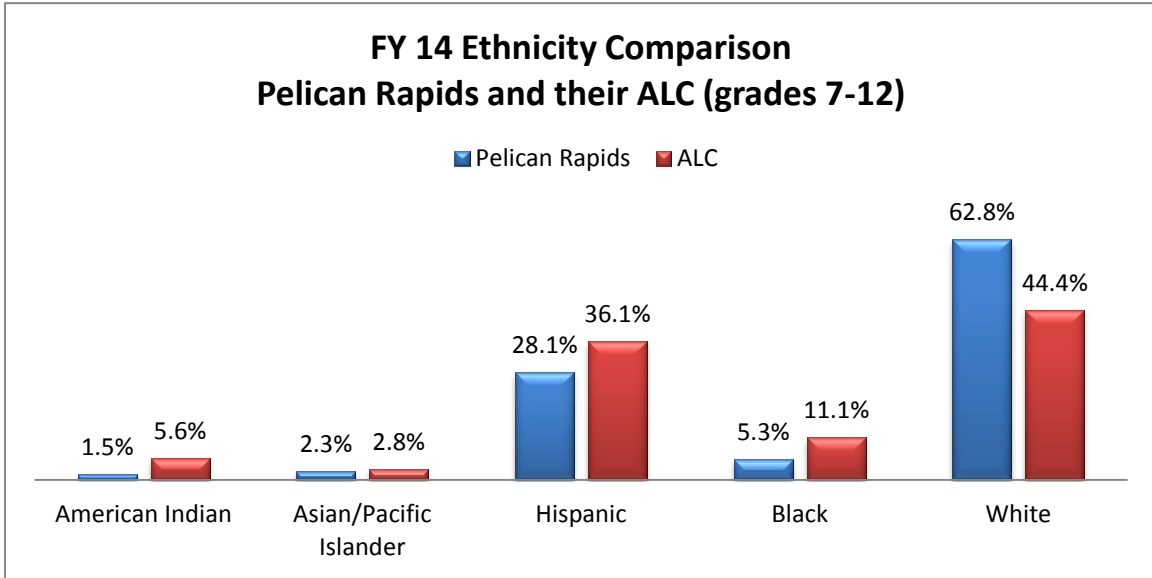
Park Rapids did not have a program with an MMR score in FY 13. In FY 14, the Century Middle School within a School had an MMR score of 31.2 percent and an FR score of 19 percent.

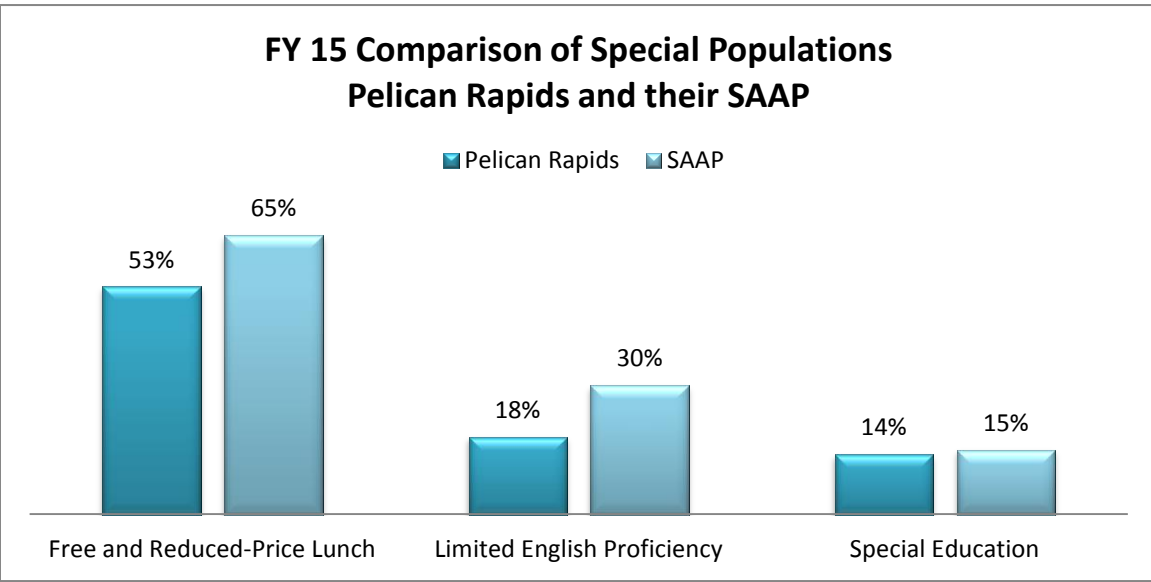
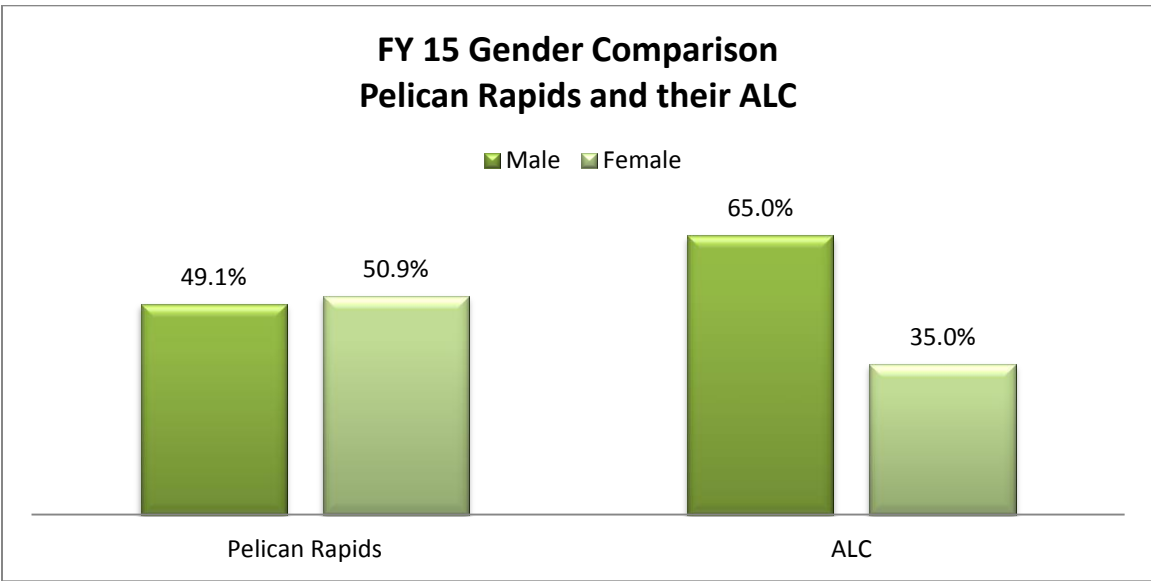
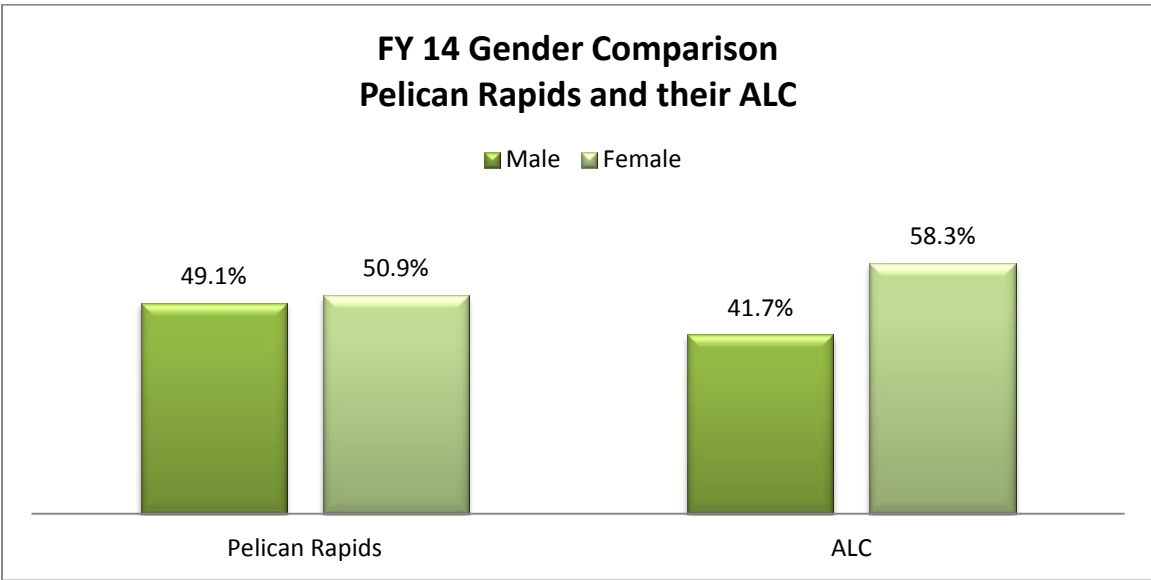
# Pelican Rapids School District, 0548-01

## Program Information

Pelican Rapids operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Pelican Rapids operates a targeted services program for four hours per day for 24 days. They serve kindergarten through eighth grade. Their planning for the summer program begins in the central office and then site level teams are brought in. They try to match student needs to their programming.

For curriculum they use Guided Reading, Math Recovery, Story Birds and 7 Habits. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students. They have an overall staff to student ratio of no more than 12 to one.

The district determines the criteria used to invite students. Teachers recommend students they feel will benefit from the program and families can refer their students. They also take mental health referrals.

Their evaluation department looks at standardized testing that occurs during the school year to help determine the effectiveness of the program. They also use staff feedback.

### ***ALC Summer Term (secondary students)***

Pelican Rapids operates their summer program four days a week for four hours a day. The program operates for four weeks. They have several programs: an independent study program, which means that membership is calculated on work completion and teacher contact time. They also have a seat-based program and a blended program that combines seat-based and independent study. They offer a program for English Learners and a transition to high school program for incoming ninth graders. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. They invite those students who are designated as English Learners as well as students entering ninth grade whom they feel would benefit from a transition to ninth grade program.

Pelican Rapids does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They send letters home to families of all at-risk students with recommendations to their summer program.

They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Health, Earth Science, and Biology. They also offer a remedial math class, English Learner credits, and elective credits. They offer a Child Development and Nutrition class.

They see their students' greatest area of need as math courses such as Algebra, followed by remedial math classes, and then English classes.

## **Core School Year Programs (Intervention and Prevention Strategies)**

Pelican Rapids Public Schools provides programming at both the high school and middle school levels and operates their program year round. Their program is open to a specific qualifying factor. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

Students are enrolled in their program through recommendations, referrals, requests, and by their school counselors.

When a student leaves school, there are several things a district could choose to do. Pelican Rapids responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have extremely high levels of success with this strategy.*
- We send information to the families of students who have left about other options: *We have success about half of the time with this strategy.*
- We have regular outreach programs to students who have left school: *We have success about half of the time with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Pelican Rapids was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is in process of being fully implemented in our district.
- Mentors: This is fully implemented in our district.

### ***Average length of enrollment for FY 14***

Pelican Rapids showed 58 enrollment records for their core school year program. Students were enrolled for an average of 164 hours. This ranged from two hours to 580 hours. They generated 7.2 regular ADMs and 1.27 extended ADMs.

For their summer program, they had 27 enrollment records and students were enrolled for an average of 121 hours. This ranged from 43 hours to 340 hours. They generated 0.84 regular ADMs and 1.92 extended ADMs.

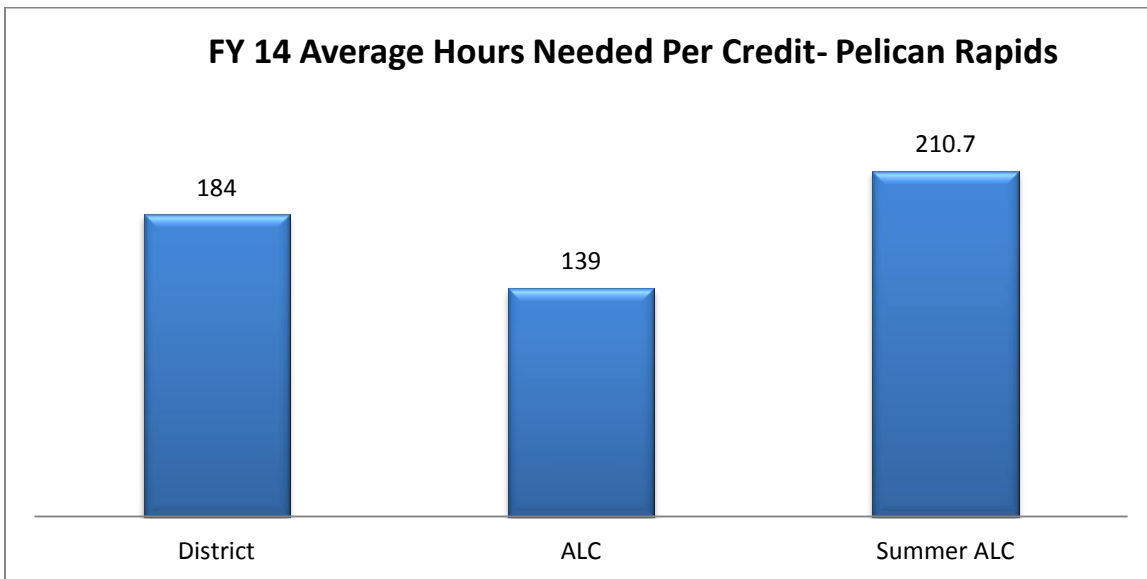
**Average number of credits earned for FY 14**

Pelican Rapids requires 24 credits to graduate or six credits a year. Based on their length of instructional program of 1,105 hours, this means students need approximately 184 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.12 credits. This ranged from no credits earned to seven credits earned. It took on average 139 hours to earn a credit, less than that needed at the traditional high school.

For the summer program, students earned an average of 0.57 credits. This ranged from zero credits earned to two credits earned. It took on average 211 hours to earn a credit, higher than the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC Summer Program, the ALC core school year program and Pelican Rapids High School. This assumes that students earned all credits attempted at the traditional high school.



**Attendance for FY 14**

Attendance at the core school day program averaged 67 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 33 percent. This ranged from 0 to 100 percent.

**Graduation Data**

The cohort size is too small to calculate a four-, five- or six-year graduation rate for Pelican Rapids for both FY 13 and FY 14.

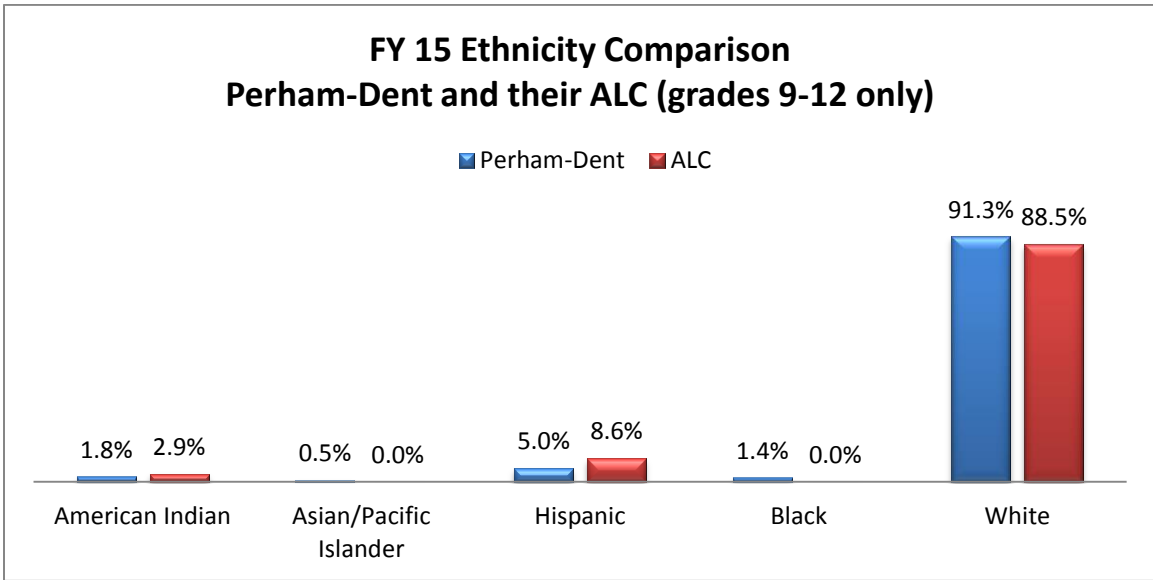
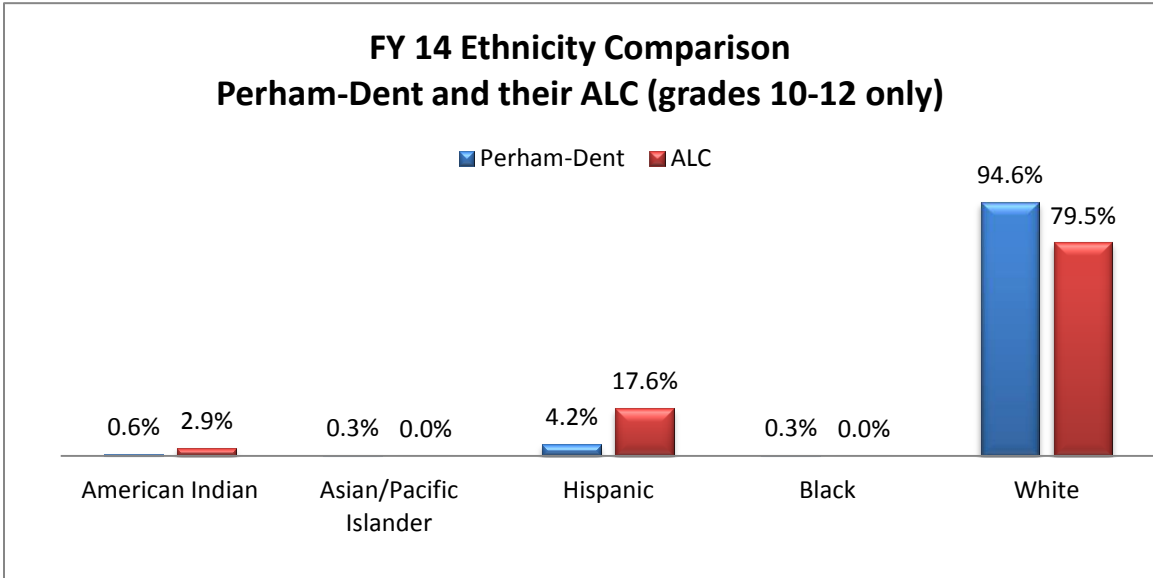


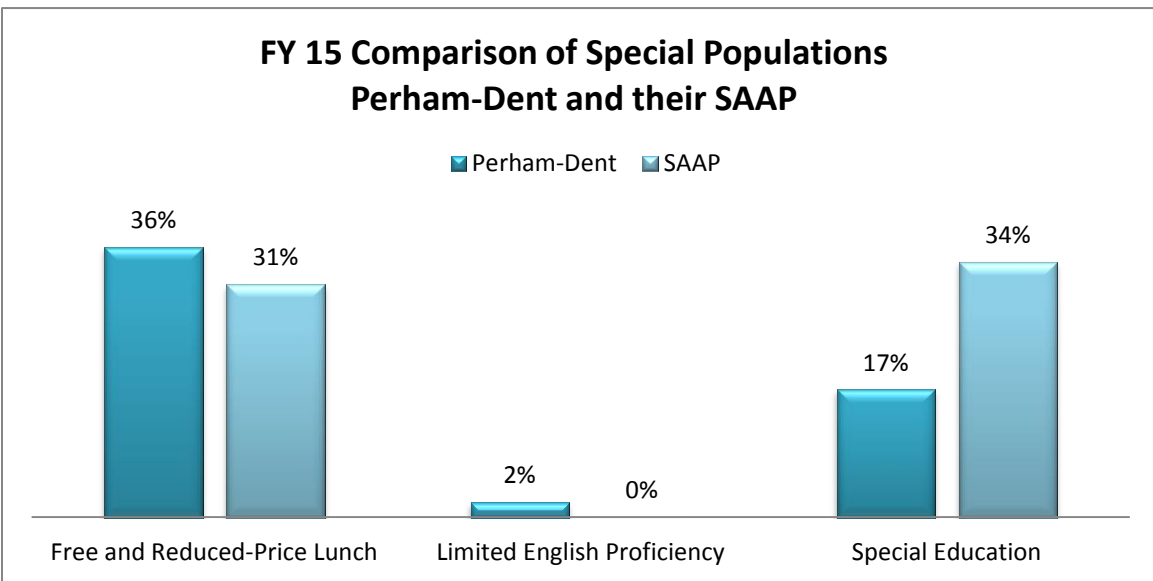
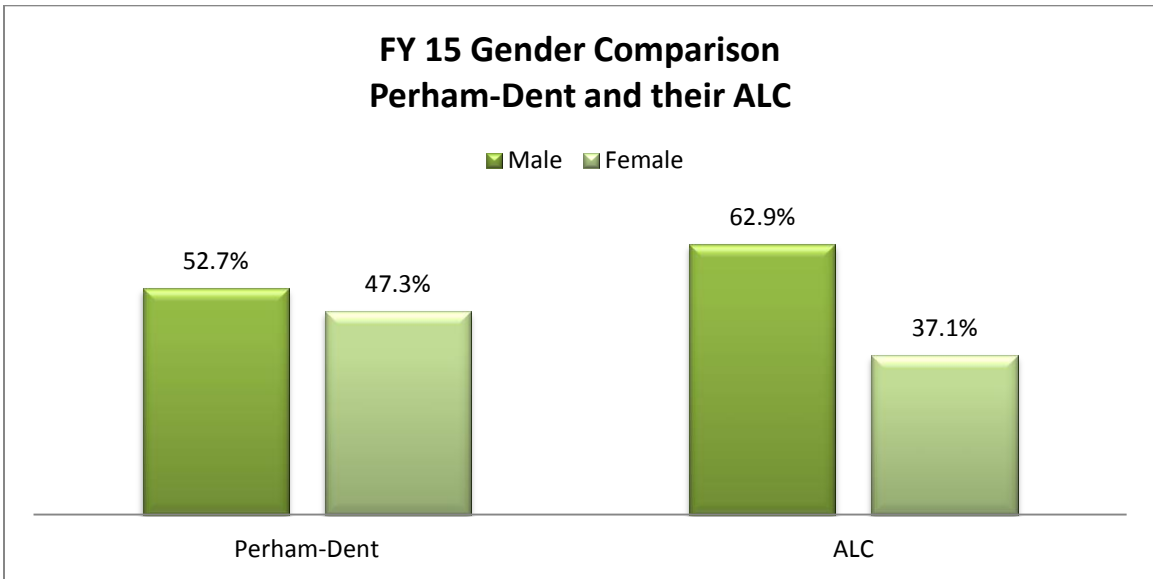
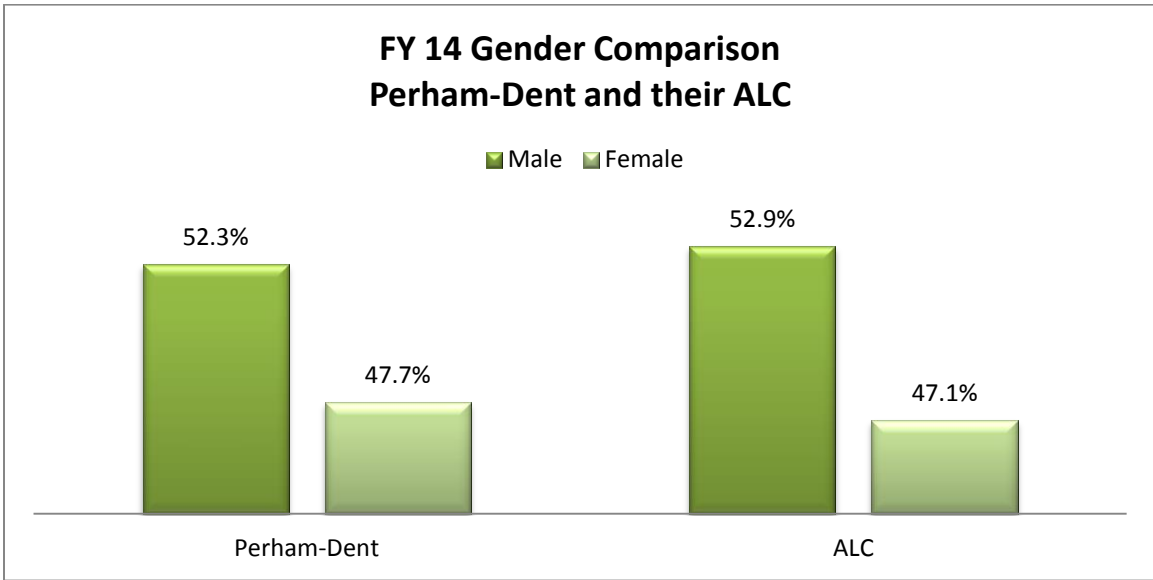
# Perham-Dent Public School District, 0549-01

## Program Information

Perham-Dent operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Perham-Dent operates a targeted services program for 16 days, four hours per day. Program planning for the upcoming summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending families letters and emails. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations, but their program is not long enough for them to devote enough time to any particular area in order to fully master it.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. They have pre- and post-test results to help determine the effectiveness of their program.

A second program operates for 16 days, four hours per day. Program planning for the summer begins in the spring. They try to match student needs to their programming. They share the information on their summer program by sending home information to families of children they believe would benefit. Most teachers call parents to let them know the paperwork is coming home, and why they feel the child would benefit. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student to staff ratio of no more than eight to one. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Perham-Dent operates a blended seat time and independent study program. This means that membership is partially generated based on work completion and teacher contact time. Their program operates for 12 days, four hours a day.

Students are referred by the high school counselors who identify students as behind in their graduation requirements. Teachers also refer students who did not pass their class and students can register themselves, either before the program begins or by walking in the first day and registering.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Biology, and Earth Science. They offer generic science and social studies credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by remedial math classes and then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Perham-Dent provides programs at the high school level only and operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

In order to enroll in the ALC, students must be referred by a counselor or appropriate administrative official, with parental consent. They then meet with the ALC director to determine if they indeed fit the criteria for attending the ALC. If they do, a CLP is established and the student can begin.

When a student leaves school, there are several things a district could choose to do. Perham-Dent responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have extremely high levels of success with this strategy.*
- We send information to the families of students who have left about other options: *We have extremely high levels of success with this strategy.*
- We have regular outreach programs to students who have left school: *We have success about half of the time with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Perham-Dent was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: No response.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: No response.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is in process of being fully implemented in our district.
- Mentors: No response.

### **Average length of enrollment for FY 14**

Perham-Dent showed 111 enrollment records for their core school year program. Students were enrolled for an average of 276 hours. This ranged from two hours to 1,703 hours. They generated 17.7 regular ADMs and 1.73 extended ADMs.

For their summer program, they had 79 enrollment records and students were enrolled for an average of 59 hours. This ranged from six to 170 hours. They generated 0.83 regular ADMs and 2.13 extended ADMs.

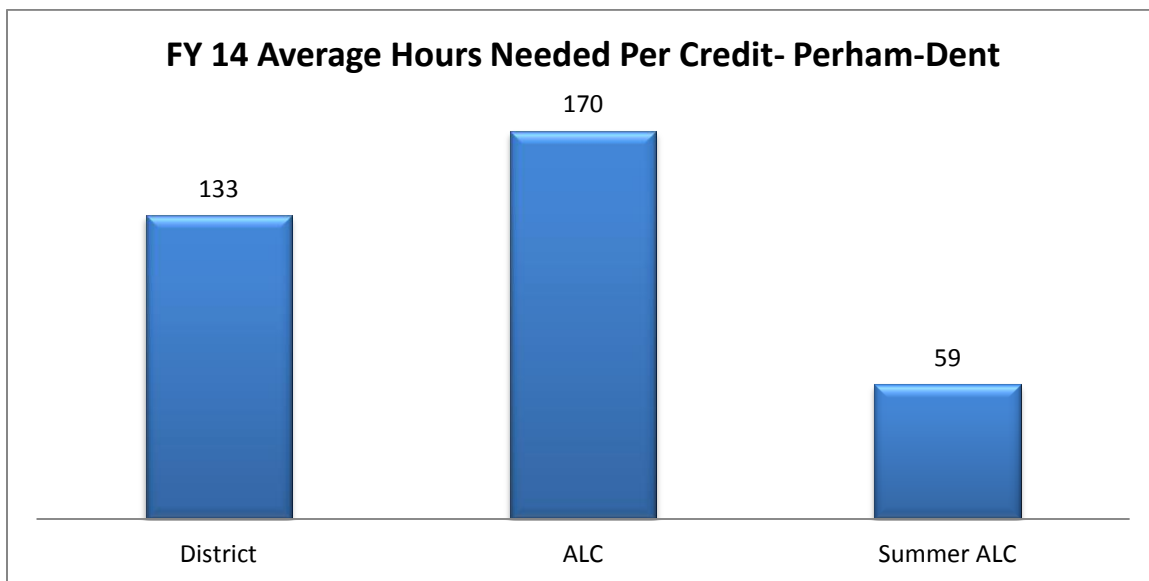
**Average number of credits earned for FY 14**

Perham-Dent is increasing the number of credits required for graduation. They also appear to be trying to honor the graduation requirements of the districts where their students reside, so it is somewhat difficult to calculate how many hours are needed to earn one credit at the traditional high school. We are using an average of 31 credits required to graduate, or 7.75 credits per year. Based on their length of instructional program of 1,031 hours, this means students need approximately 133 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.62 credits. This ranged from no credits earned to 14.5 credits earned. It took on average 170 hours to earn a credit, higher than that needed at the traditional high school.

For the summer program, students earned an average of 1.01 credits. This ranged from no credits earned to nine credits earned. It took on average 59 hours to earn a credit, well below the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Perham-Dent High School. This assumes that students earned all credits attempted at the traditional high school.



**Attendance for FY 14**

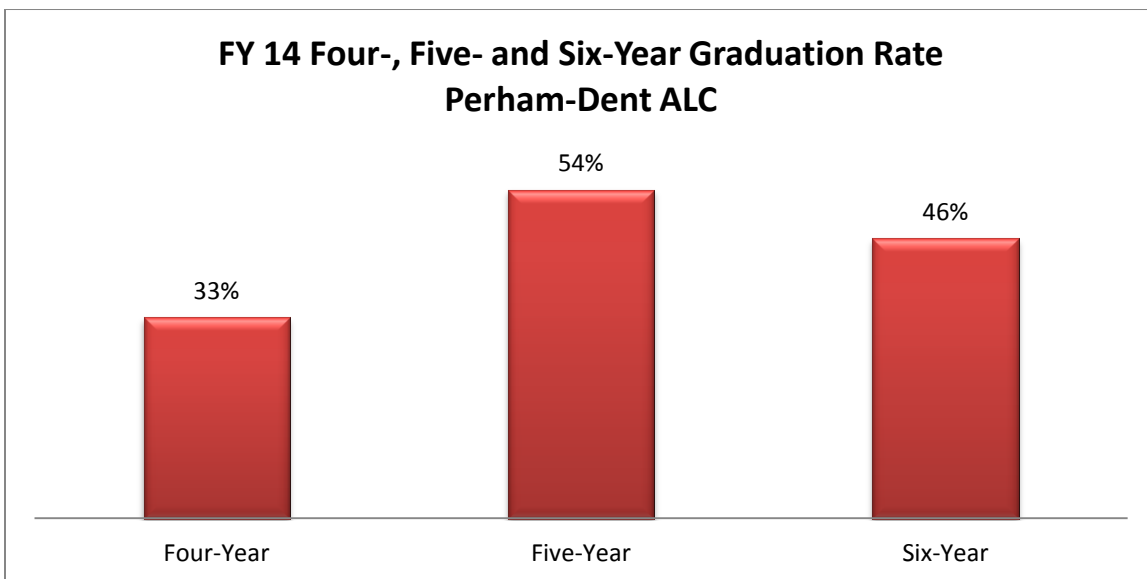
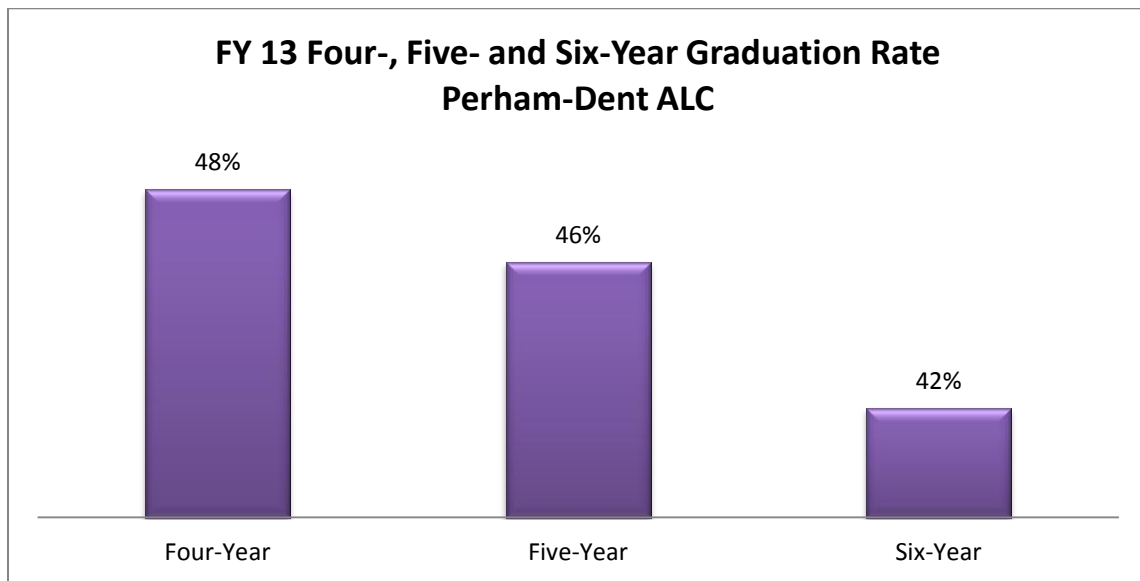
Attendance at the core school day program averaged 26 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 67 percent. This ranged from 0 to 100 percent.

## Graduation Data

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Perham-Dent, the FY 13 four-year graduation rate was 48 percent and rose to 54 percent for the FY 14 five-year graduation rate. The cohort rose 24 percent, from 21 to 26 students.

The FY 13 five-year graduation rate was 46 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.



## **Pierz Public School District, 0484-01**

### **Program Information**

Pierz operates an Alternative Learning Program serving grades 10 through 12.

### **Demographics**

For FY 14 and 15, the cohort size was too small to calculate any demographic information.

### **Summer Programs**

#### ***ALP Summer Term***

Pierz did not operate a summer term.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Pierz operates the Pierz Alternative Program program during the core school year (September through May). Their program is open to a variety of qualifying factors. Students enroll in the ALP through a referral made by their school counselor based on credit deficiency. They do not know the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

When a student leaves school, there are several things a district could choose to do. The district responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: I do not know.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: I do not know.
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are not doing this in our district.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.

- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: We are not doing this in our district.

#### ***Average length of enrollment for FY 14***

On average, students were enrolled for just over 100 hours.

#### ***Average number of credits earned for FY 14***

Pierz requires 59 credits for students graduating in FY 14, 57 for students graduating in FY 15 and 55 for students graduating in FY 16. This means that we would expect students in the ALP to earn 14.75, 14.25 and 13.75 credits per year, respectively. Based on the membership hours generated, students at the ALP should have earned just over 35 credits, which they did. Credits earned ranged from zero to seven.

#### ***Attendance for FY 14***

During FY 14, the 25 students enrolled at the ALP had an average attendance rate of 98.7 percent. Five students were reported with a zero attendance rate and the remaining students had a 100 percent attendance rate.

#### **Graduation Data**

The cohort size is too small to calculate a graduation rate.

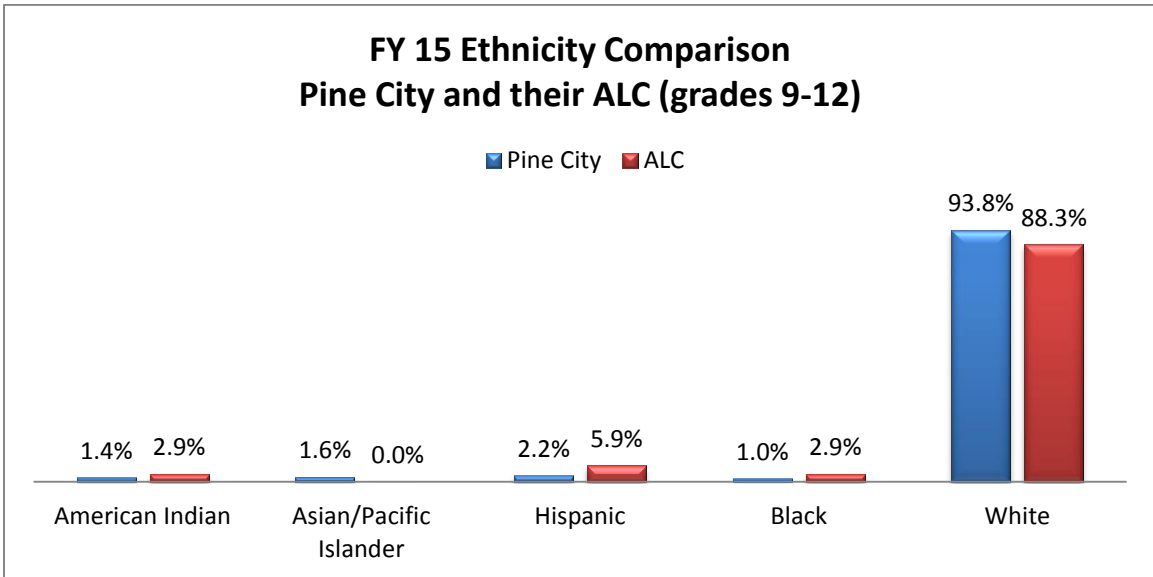
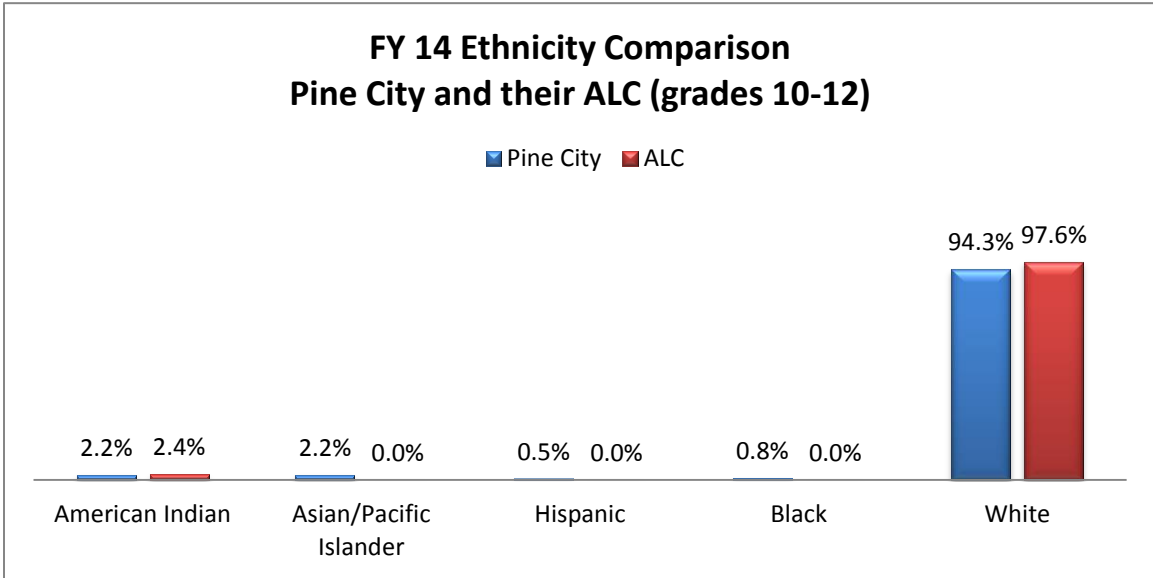


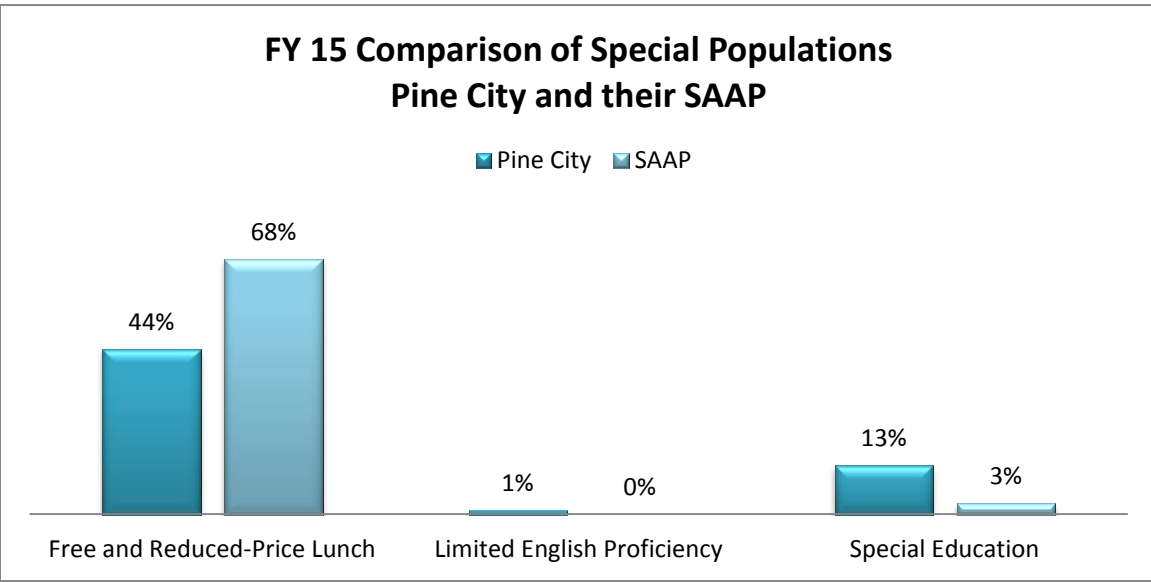
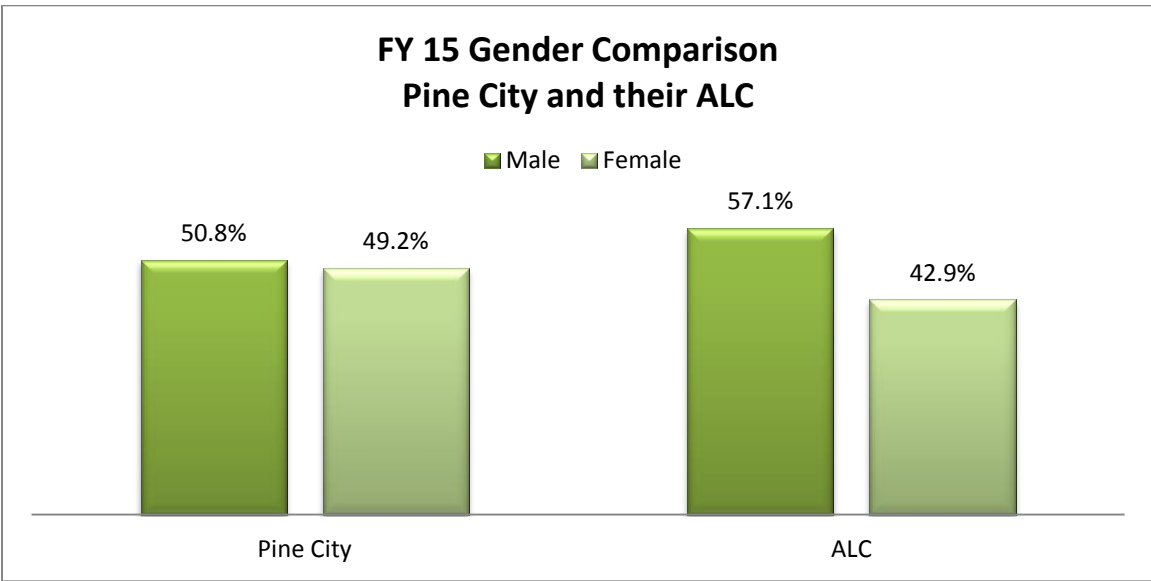
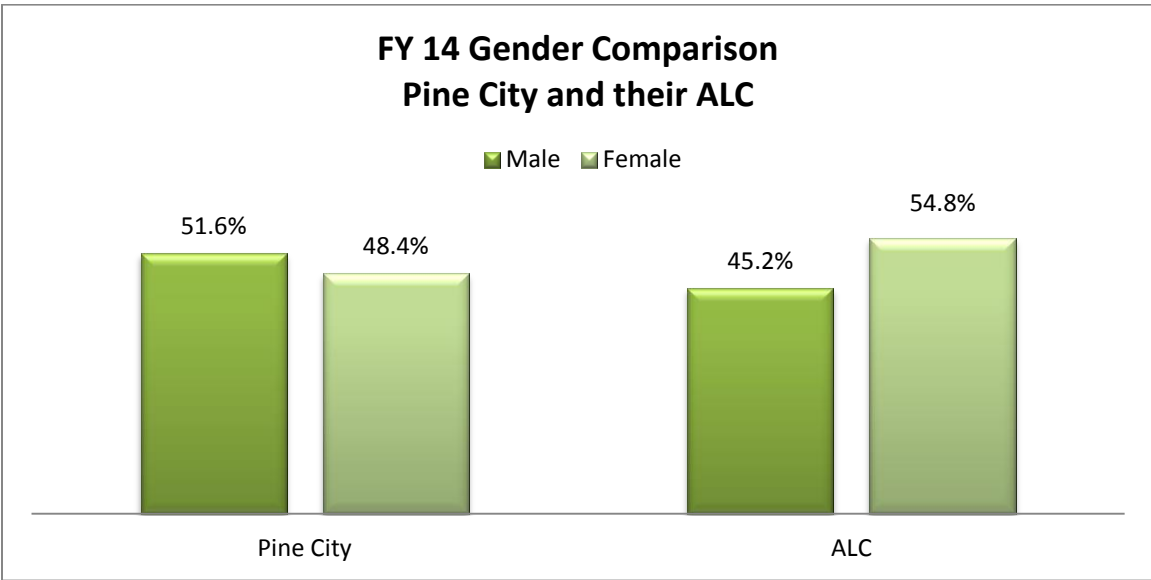
# Pine City Public Schools, 0578-01

## Program Information

Pine City operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## Summer Programs

### ***Targeted Services***

No information was received on the Pine City targeted services program.

### ***ALC Summer Term (secondary students)***

Pine City operates their summer program four days a week, six hours a day for five weeks. Their program is a blended model of seat-based and independent study. Students are referred to their program by counselors who identify students who are behind in graduation requirements.

Pine City does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

Pine City offers generic credits in social studies, science, English, and math. They also offer Algebra I and English 9.

They see their students' greatest area of need as remedial math courses followed by English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Pine City operates the Pine City ALC program year round. The program is open to a specific qualifying factor. Most of the time, students enroll in the ALCs through a school referral. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

When a student leaves school, there are several things a district could choose to do. Pine City responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.

- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: I do not know.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: We will be implementing this in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

### ***Average length of enrollment for FY 14***

Pine City had a summer program and a core school year program. They operated under one school code so we are unable to look at their summer program separately from their core school year program. Instead, we will show the average enrollment overall, even though the summer program was much shorter, and we will also look at average attendance over both programs, average credits earned and average hours needed per credit.

The average length of enrollment was 273 hours.

### ***Average number of credits earned for FY 14***

Pine City requires 22.5 credits to graduate, or 5.625 credits a year. Based on their length of instructional program of 1,077 hours, this means students need approximately 192 hours to earn a credit.

For the ALC, the average credits earned per enrollment was 1.45 credits. It took an average of 188 hours to earn a credit, slightly less than at Pine City High School.

### ***Attendance for FY 14***

Attendance averaged 48 percent.

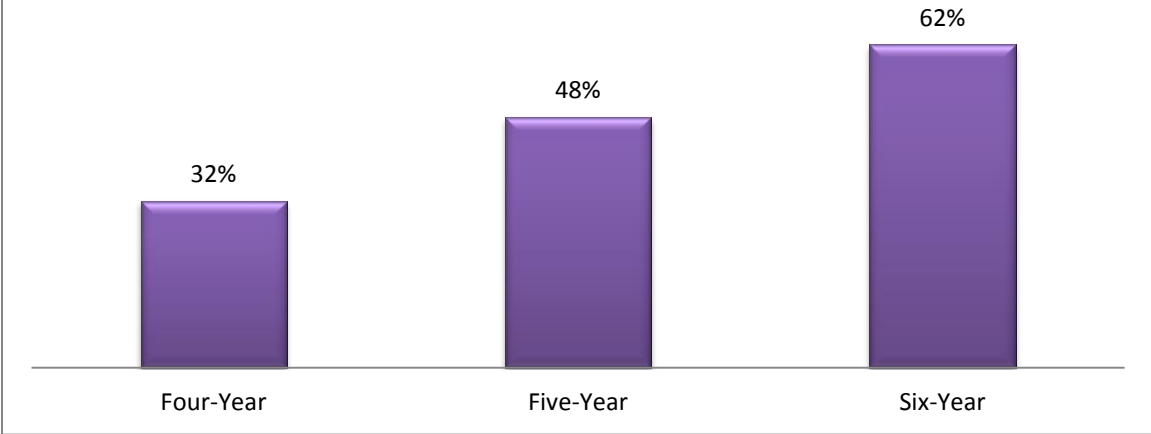
### **Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

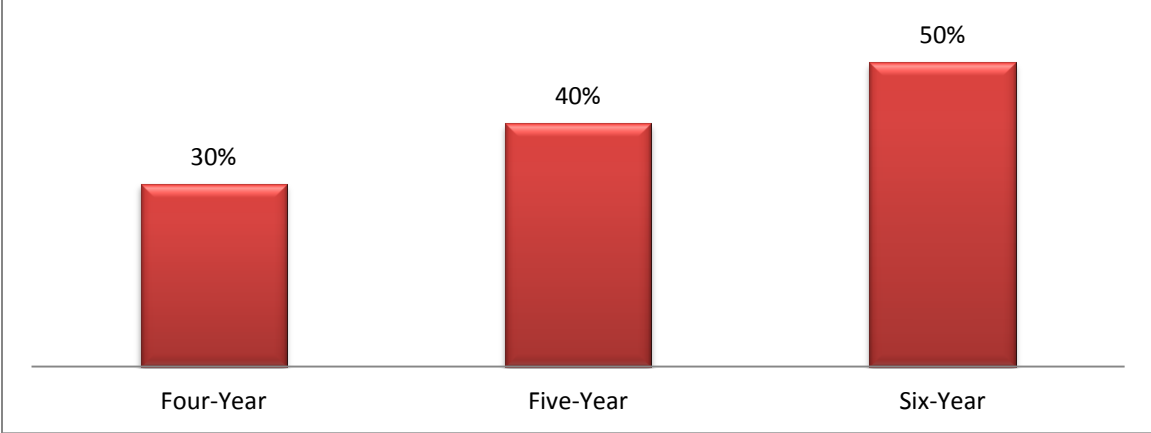
In Pine City, the FY 13 four-year graduation rate was 32 percent and rose to 40 percent for the FY 14 five-year graduation rate. The cohort increased by 32 percent, from 19 to 25 students.

The FY 13 five-year graduation rate was 48 percent and rose to 50 percent for the FY 14 six-year graduation rate. The cohort size decreased by one student.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Pine City ALC**



**FY 13 Four-, Five- and Six-Year Graduation Rate  
Pine City ALC**

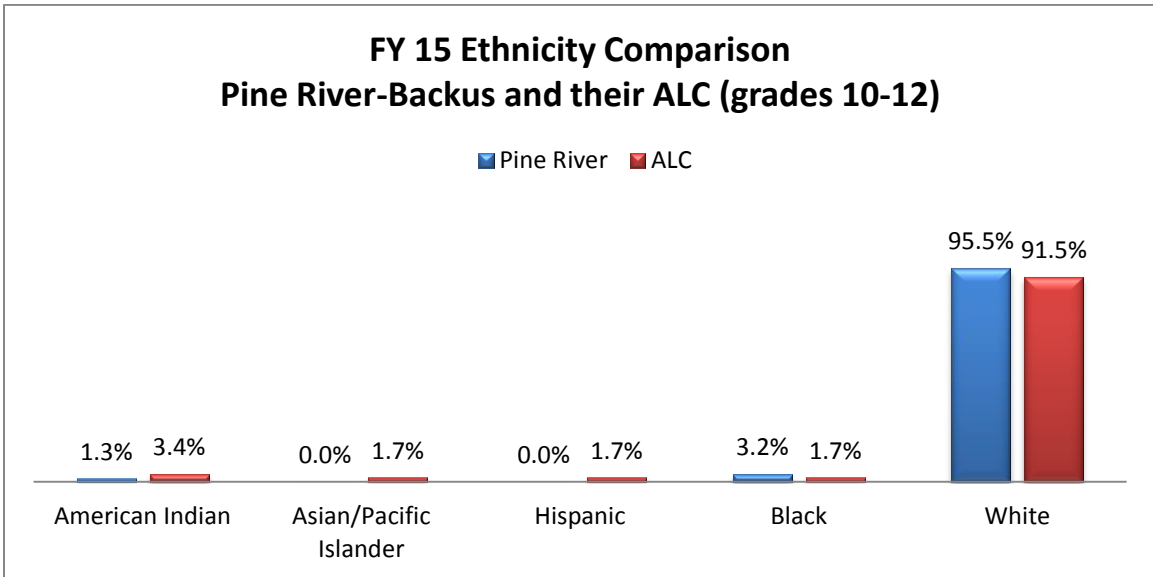
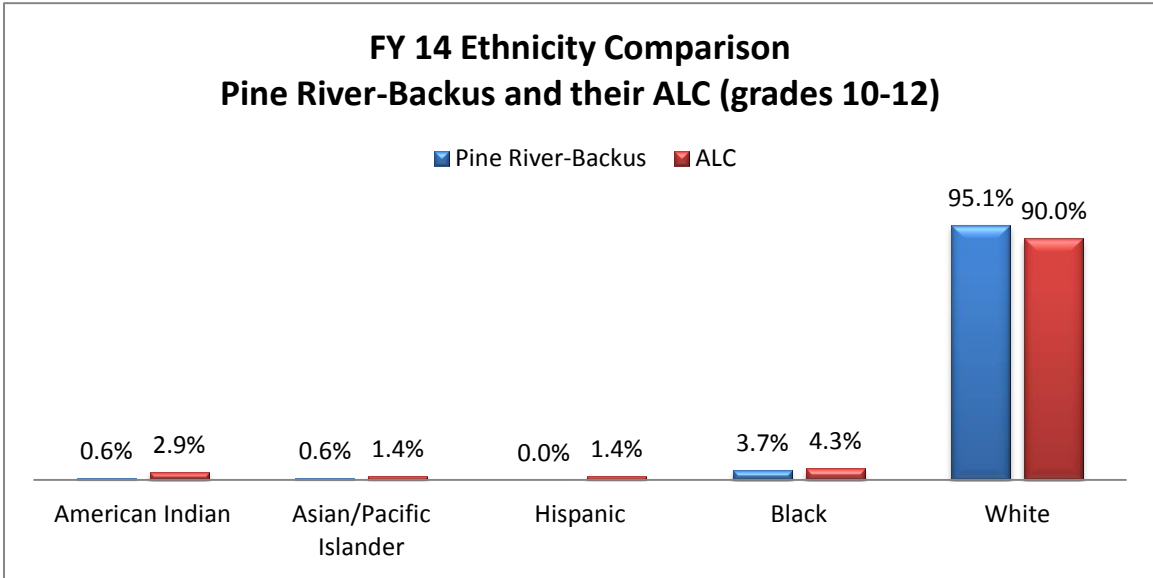


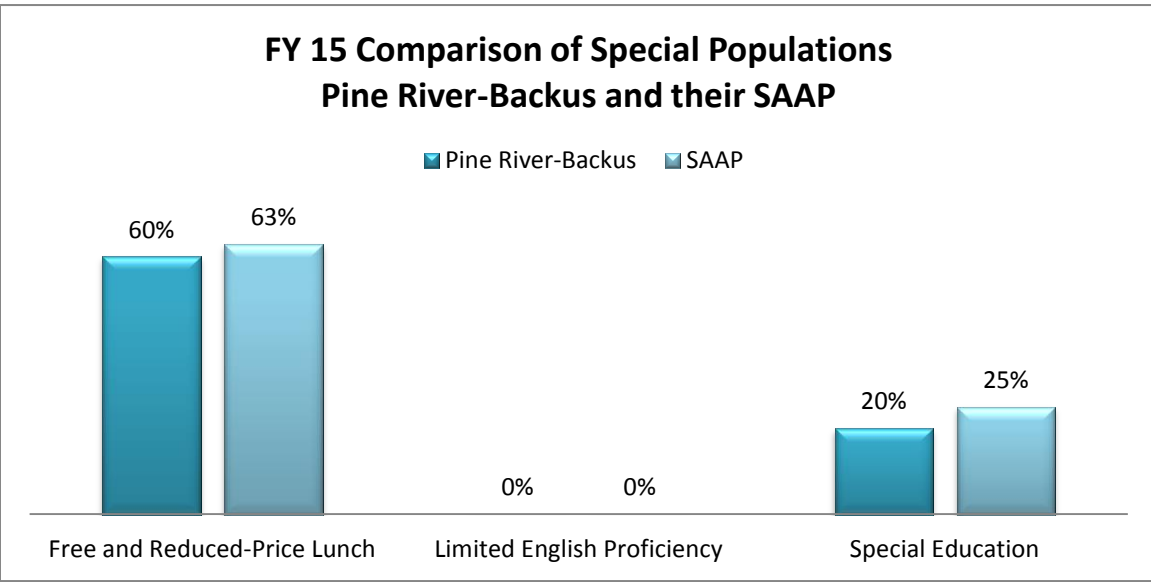
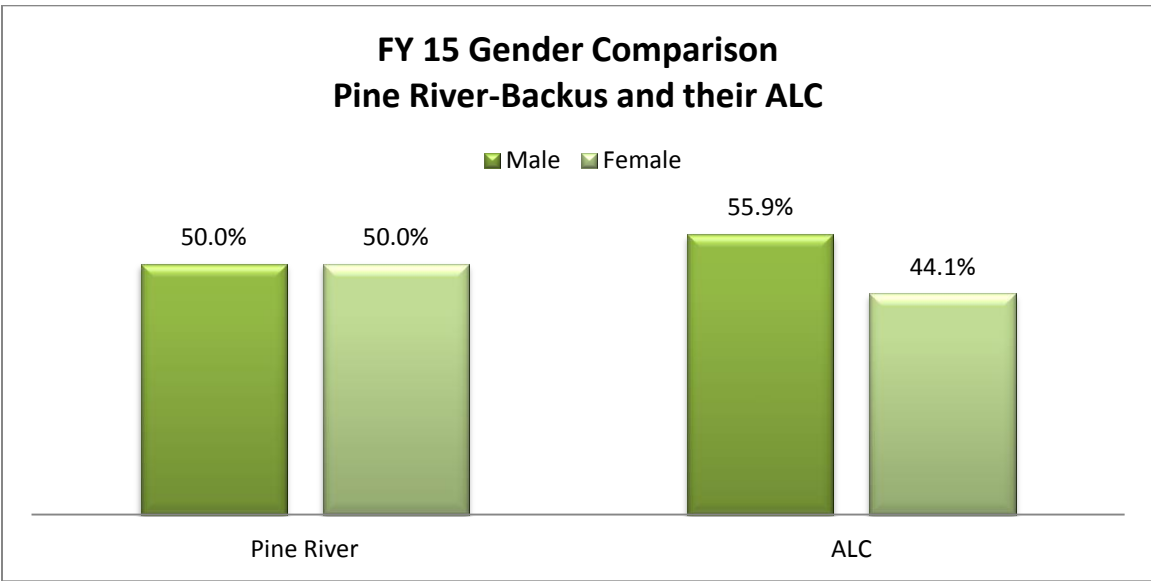
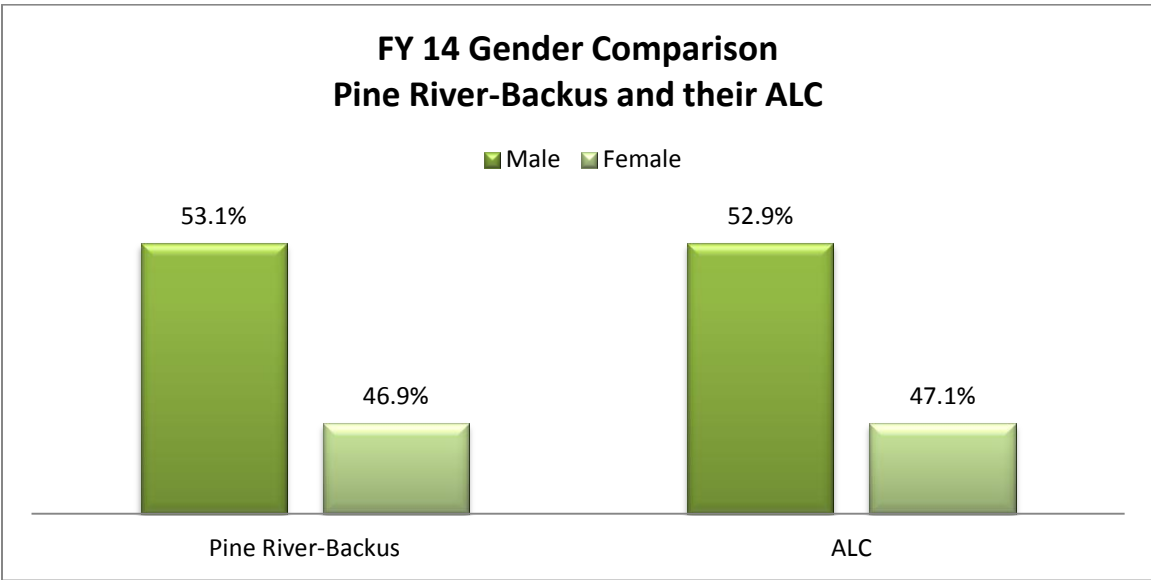
# Pine River-Backus School District, 2174-01

## Program Information

Pine River-Backus operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

No information was received on the targeted services summer program.

### ***ALC Summer Term (secondary students)***

Pine River-Backus operates their summer program from the beginning of June to the beginning of August. It is an independent study program, which means that membership is calculated on work completion and teacher contact time. Students are referred to the program by their school counselor if they are behind in graduation requirements.

Pine River-Backus does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Health, Physics, Chemistry, Earth Science, and Biology.

They see their students' greatest area of need as remedial math courses followed by support in other areas such as chemical dependency or mental health. These two are followed by reading help and then math courses such as Algebra.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was provided.

### ***Average length of enrollment for FY 14***

Pine River-Backus showed 144 enrollment records for their core school year program. Students were enrolled for an average of 358 hours. This ranged from one to 1,343 hours. They generated 43.05 regular ADMs and 4.87 extended ADMs.

For their summer program, they had 19 enrollment records and students were enrolled for an average of 49 hours. This ranged from one hour to 165 hours. They generated 0.44 regular ADMs and 0.2 extended ADMs.

### ***Average number of credits earned for FY 14***

Pine River-Backus requires 44 credits to graduate for seniors and 46 for other grades, or 11 and 11.5 credits a year respectively. Based on their length of instructional program of 1,056 hours, this means students need approximately 92 hours to earn a credit.

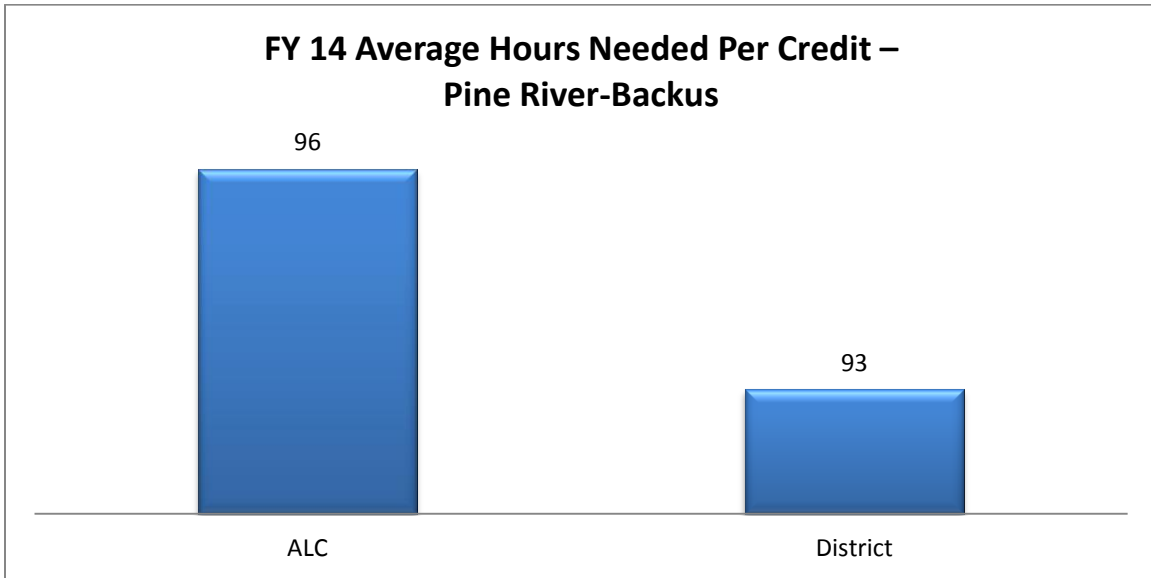
In the ALC core school year program, students earned an average of 3.8 credits. This ranged from 0.05 credits earned to 20 credits earned.

For the summer program, students did not earn any credits. All but one student was an independent study student.

Overall, in the two programs it took an average of 96 hours to earn one credit, slightly higher than what might be expected.



The following chart shows the average hours needed to complete a credit at the ALC program and at Pine River-Backus High School. This assumes that students earned all credits attempted at the traditional high school.



### ***Attendance for FY 14***

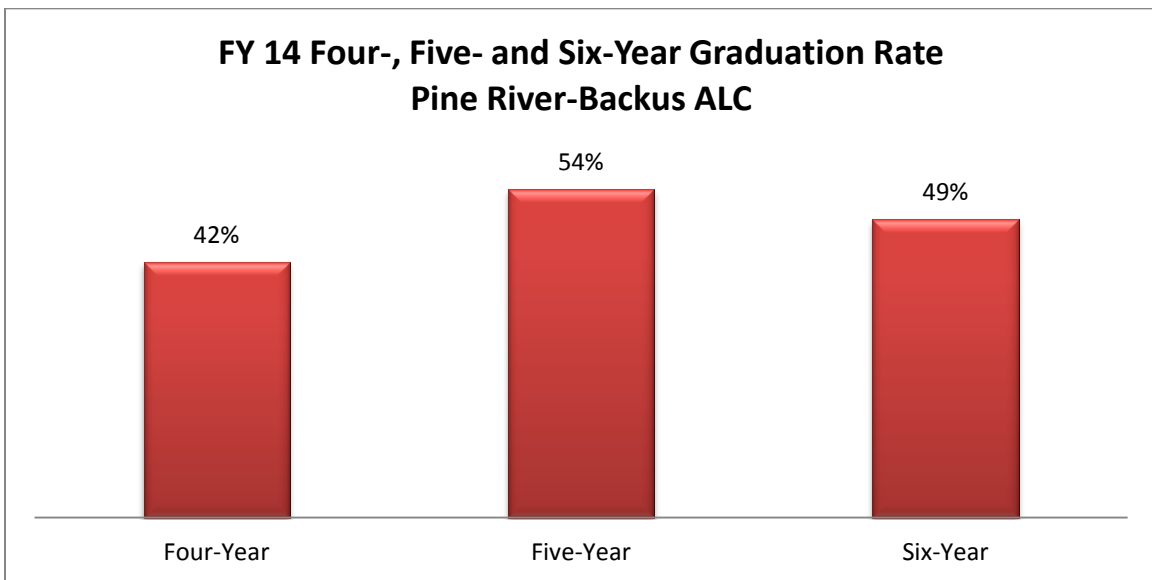
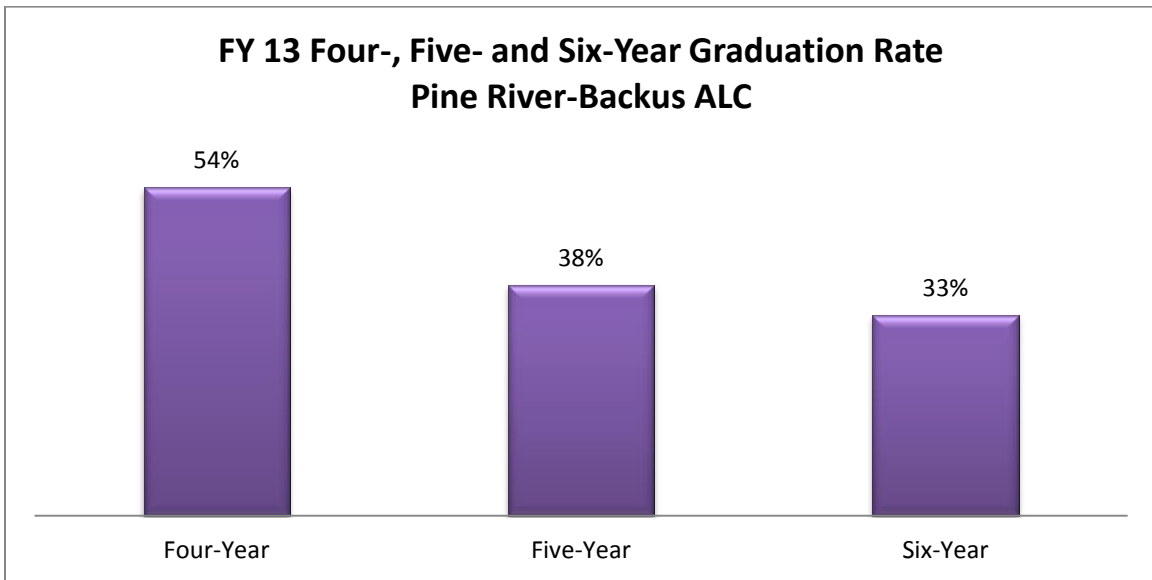
Attendance at the core school day program averaged 26 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 39 percent. This ranged from 0 to 60 percent.

### **Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Pine River, the FY 13 four-year graduation rate was 54 percent and stayed the same for the FY 14 five-year graduation rate. The cohort rose from 37 to 39 students.

The FY 13 five-year graduation rate was 38 percent and rose to 49 percent for the FY 14 six-year graduation rate. The cohort size decreased by two students.



#### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

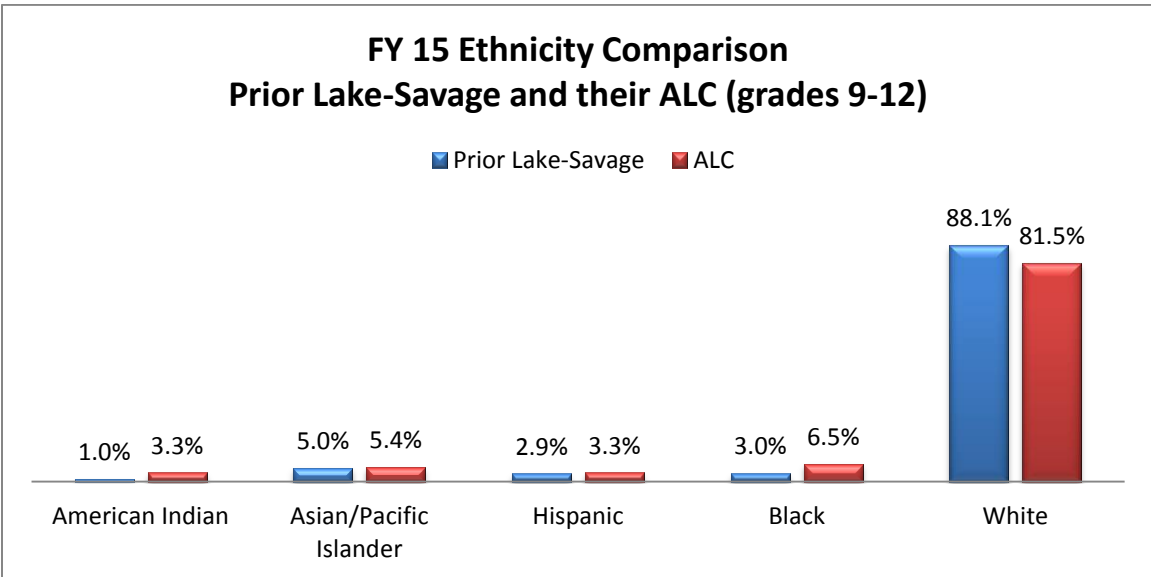
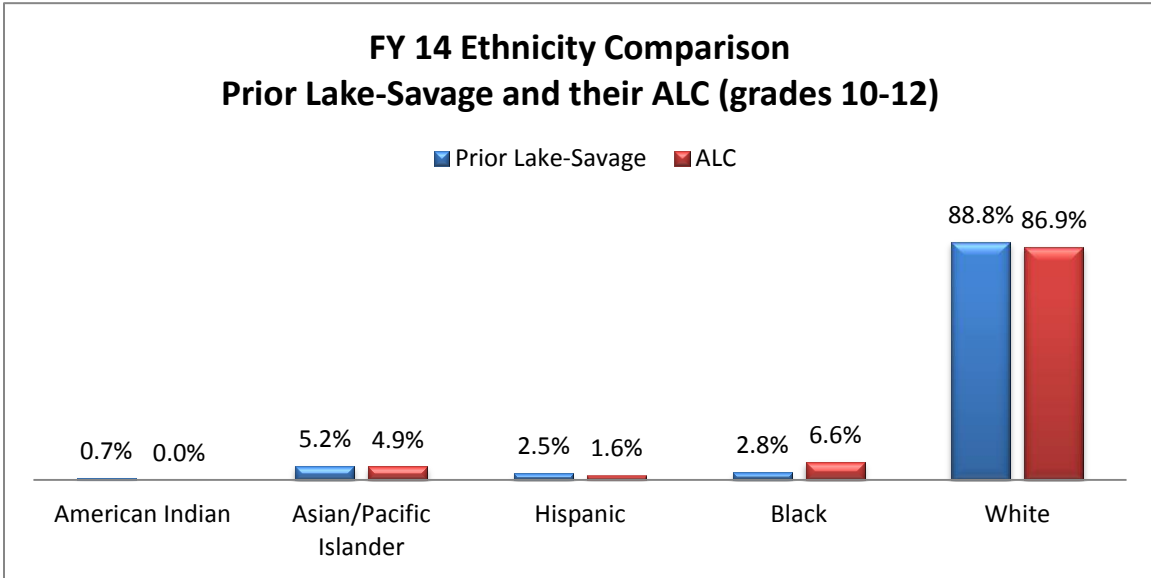
Pine River Backus did not have an alternative program with an MMR score in FY 13. In FY 14, two programs did. The Area Learning Center had an MMR score of 32.64 percent. The middle level ALC had an MMR score of 60.27 percent and an FR score of 62.27 percent.

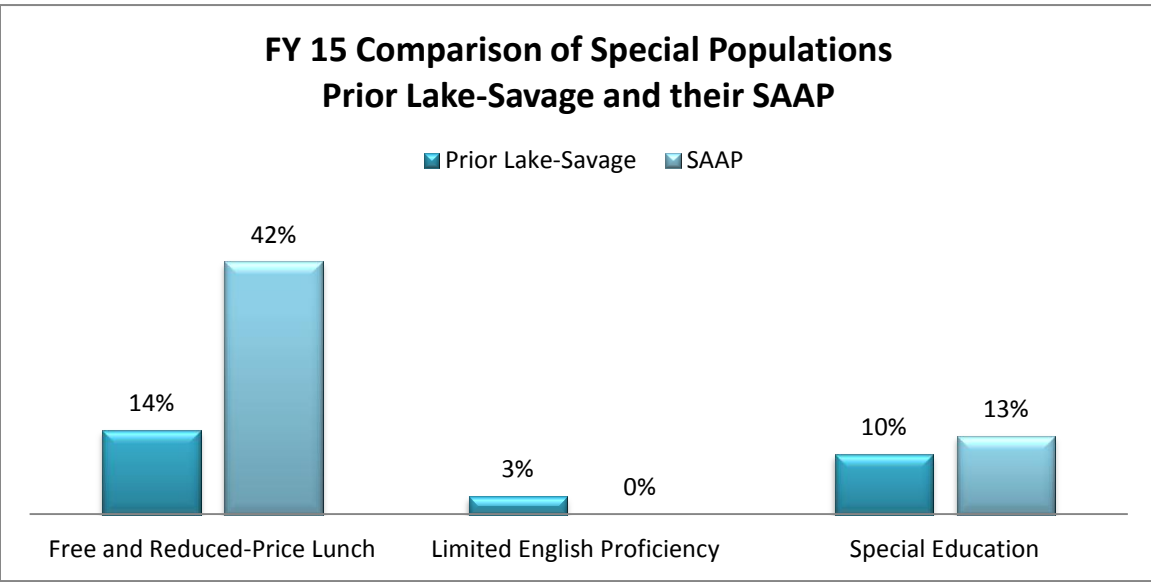
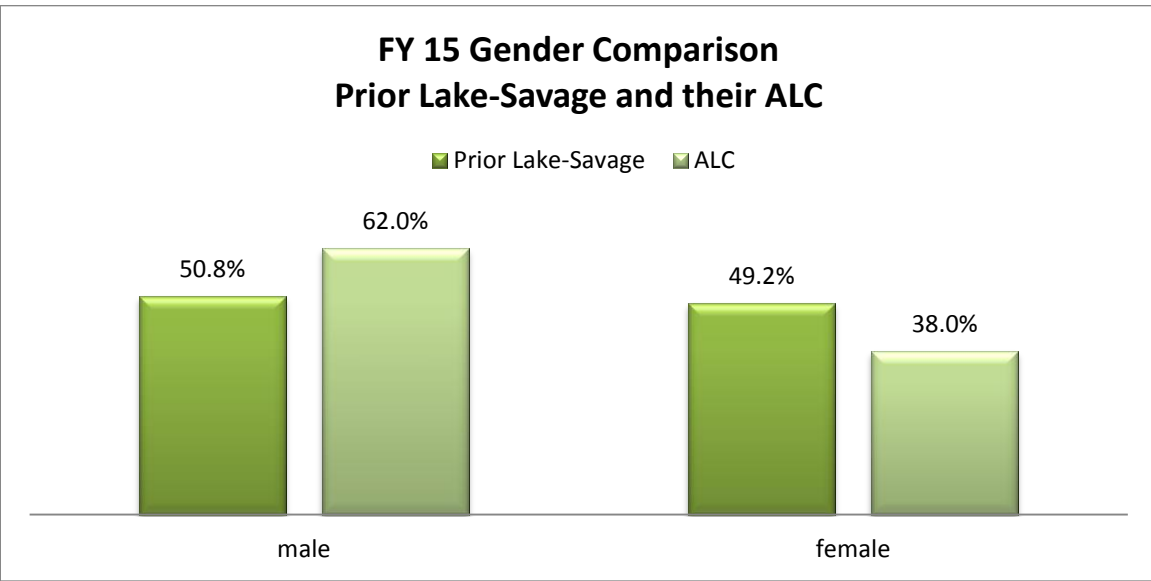
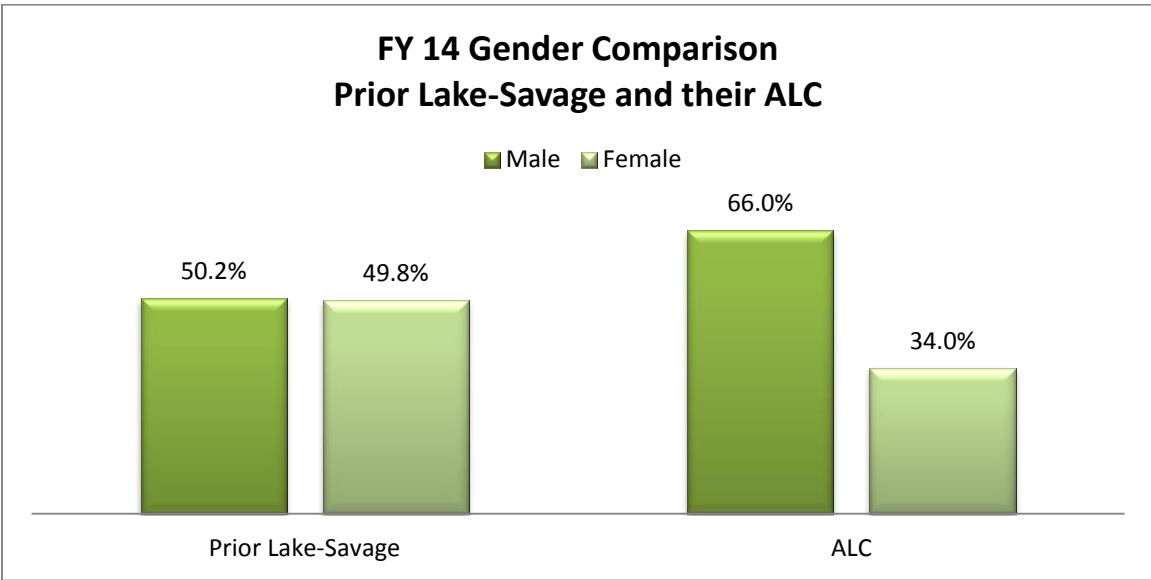
# Prior Lake-Savage Area Schools, 0719-01

## Program Information

Prior Lake-Savage operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## Summer Programs

### **Targeted Services**

No information was received on the targeted services program.

### **ALC Summer Term (secondary students)**

Prior Lake-Savage ran an independent study program for 20 days.

Students are referred by high school counselors who identify them as behind in their graduation requirements, or referred by teachers if they failed their classes. Students are also able to walk in the first day and register.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Physical Education, and Health. They offer Biology, Chemistry, Physics, and Earth Science. They offer generic math, English, science, and social studies credits. They offer generic credits in English and they offer remedial math.

They find the area of greatest need for the students they serve to be reading help followed by support in other areas, such as chemical dependency and mental health. This is followed by English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Prior Lake-Savage Area Schools provides programs at the high school level only and operates year round. They have programs that are open to a variety of qualifying factors and they have some that are specific to a certain one. Students enroll in the ALCs through a referral process. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is greater than 90 percent.

When a student leaves school, there are several things a district could choose to do. Prior Lake-Savage responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Prior Lake-Savage was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented.
- Mental health services: This is fully implemented.
- Mentors: This is fully implemented.

#### ***Average length of enrollment for FY 14***

The average length of enrollment for the Prior Lake-Savage core school year program was 290 hours. They had 250 enrollment records. The shortest enrollment was 12 hours while the longest was 1,056 hours. They generated 61.99 regular ADMs and 9.10 extended ADMs.

For their summer program, the average length of enrollment was 51 hours. They had 129 enrollment records and generated 2.84 regular ADMs and 3.64 extended ADMs. The shortest enrollment was two hours and the longest was 120 hours.

It should be noted that Prior Lake-Savage has submitted a core instructional year length of 932 hours for the Area Learning Center. The length of year was increased in FY to 1,026 hours.

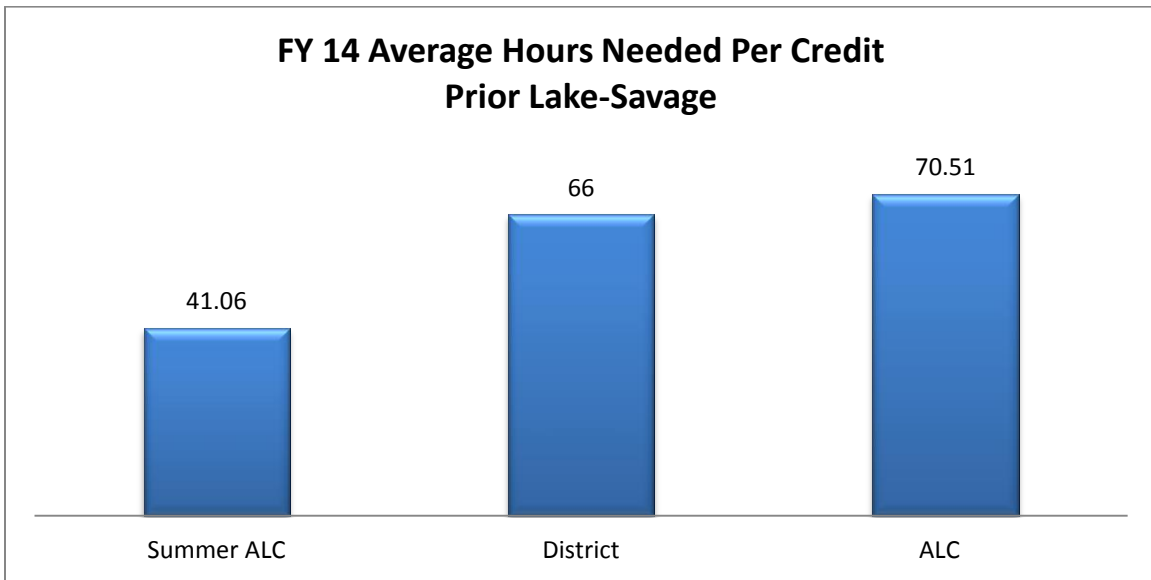
#### ***Average number of credits earned for FY 14***

Prior Lake-Savage requires 64 credits to graduate, or 16 per year. Based on their annual instructional hours of 1,057, this means 66 hours are anticipated to be needed per credit in the traditional core school year program.

In their summer program, students earned an average of 1.23 credits, with some students failing to earn any credits and some students earning three credits. In terms of hours, students needed an average of just over 41 hours, approximately two thirds of what was needed at the district level.

In the core school year program, students earned 4.12 credits on average. Again, some students did not earn any and one student earned 24 credits. They needed an average of 70.5 hours to complete a credit, slightly above the district average of 66 hours.

The following chart compares the number of hours needed for a credit in Prior Lake-Savage, in the ALC overall and in the ALC core school year program and the ALC summer program.



***Attendance for FY 14***

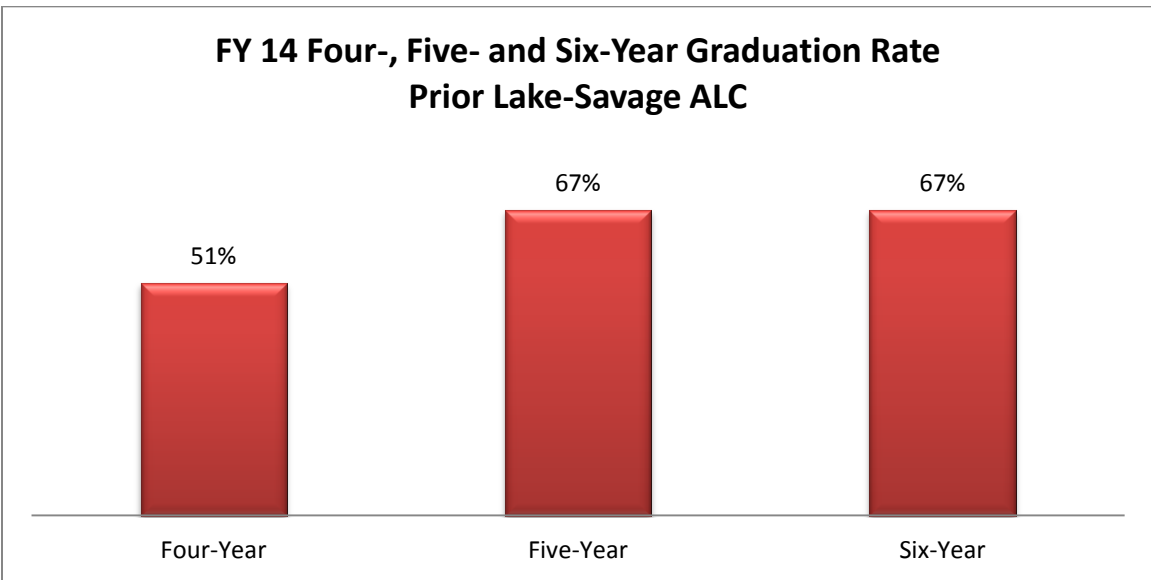
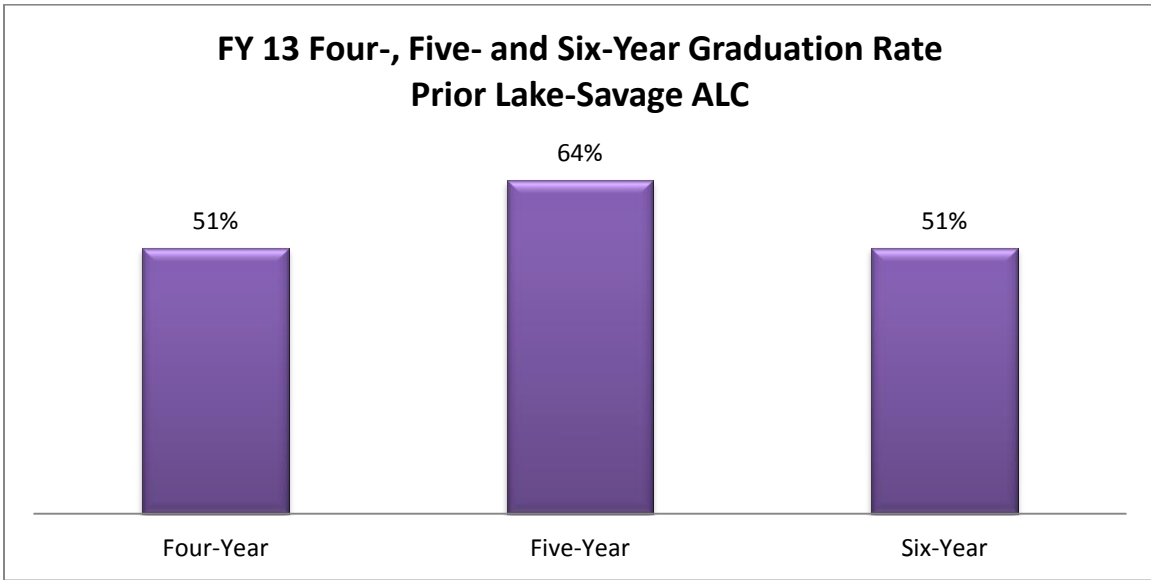
The average attendance rate for the core school year program was 72 percent. For the summer program it was 99 percent.

**Graduation Data**

In order to look at increases in the graduation rate, one year’s four-year rate is compared to the following year’s five-year rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In Prior Lake-Savage, the FY 13 four-year graduation rate was 51 percent and rose to 67 percent for the FY 14 five-year graduation rate. The cohort rose from 45 to 51 students.

The FY 13 five-year graduation rate was 64 percent and rose to 67 percent for the FY 14 six-year graduation rate. The cohort size increased by one student.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Prior Lake-Savage Area ALC did not have a score in FY 13. In FY 14, their score was 54.04 percent for their MMR. They did not have an FR score.



## **Proctor Public School District, 0704-01**

### **Program Information**

Proctor operates an Alternative Learning Program.

### **Demographics**

The cohort size is too small to determine demographic comparisons.

### **Summer Programs**

#### ***ALP Summer Term***

Proctor operates their summer program from the beginning of June to the middle of July. It is a blended program involving seat time and independent study work. Students are referred to the program by their school counselor if they are behind in graduation requirements. Proctor also sends information out to all students and welcomes any student that wishes to attend.

Proctor does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, U.S. History, English 9, 10, 11 and 12, Chemistry, and Biology.

They see their students' greatest area of need as English classes, followed by math classes such as algebra, then remedial math courses, and then health classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received on their core school year program.

#### ***Average length of enrollment for FY 14***

Proctor showed 25 enrollment records for their core school year program. Students were enrolled for an average of 99 hours. This ranged from 52 to 176 hours. They generated 43.87 regular ADMs and 3.41 extended ADMs.

For their summer program, they had 46 enrollment records and students were enrolled for an average of 94 hours. This ranged from 40 to 204 hours. They generated 0.67 regular ADMs and 3.28 extended ADMs.

It should be noted that Proctor has submitted a core instructional year length of 978 hours for the ALP.

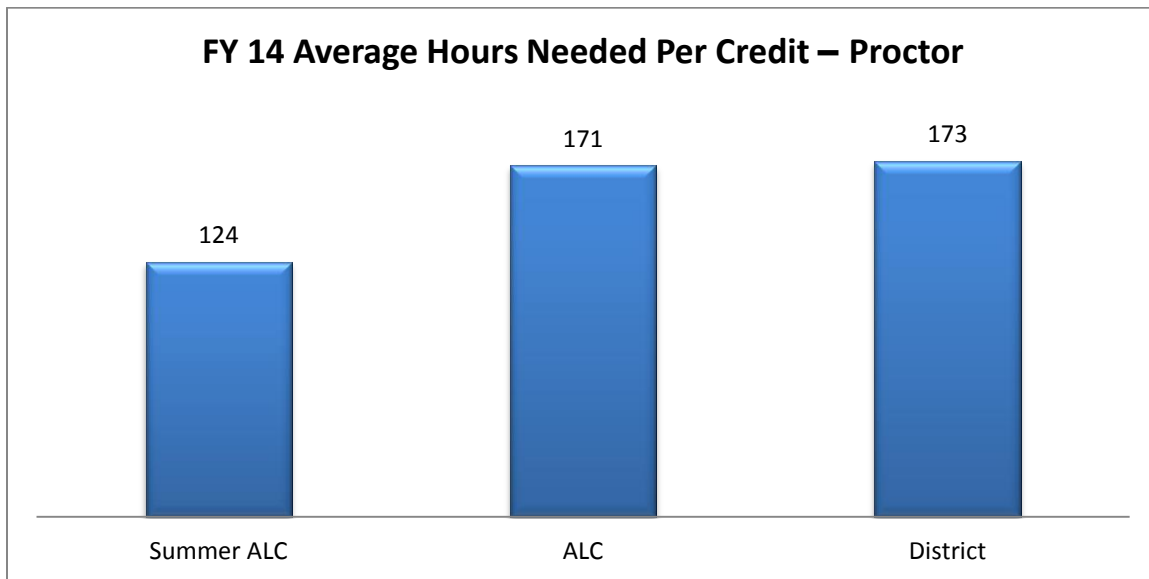
#### ***Average number of credits earned for FY 14***

Proctor requires 23.5 credits to graduate or 5.875 credits a year. Based on their length of instructional program of 1,018.75 hours (1012.75 for seniors), this means students need approximately 173 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.58 credits. This ranged from 0.5 credits earned to one credit earned. It took on average 171 hours to earn a credit, slightly less than that needed at the traditional high school.

For the summer program, students earned an average of 0.76 credits. This ranged from 0.5 credits earned to two credits earned. It took on average 124 hours to earn a credit, well below the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Proctor High School. This assumes that students earned all credits attempted at the traditional high school.



***Attendance for FY 14***

All students were reported with 100 percent attendance.

**Graduation Data**

The cohort size was too small to calculate a graduation rate.

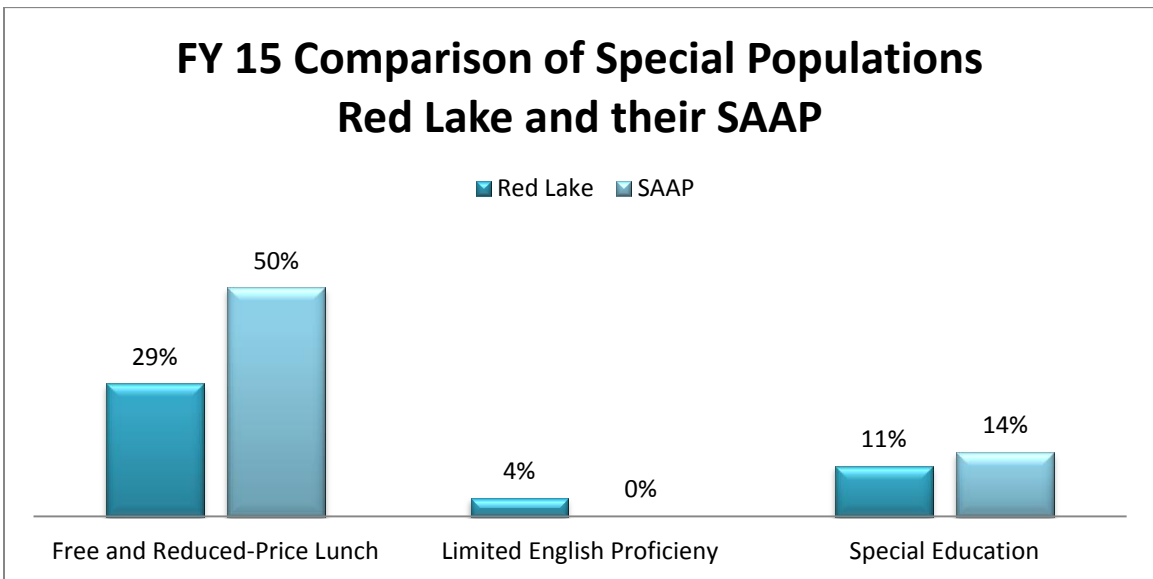
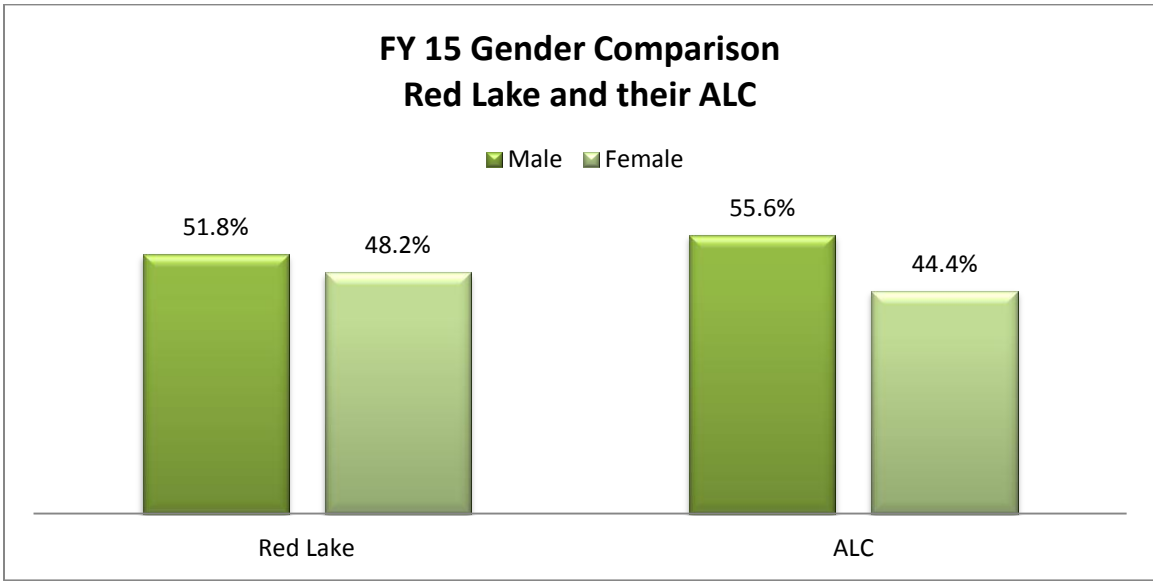
# Red Lake Public School District, 0038-01

## Program Information

Red Lake has a high school-level Area Learning Center (ALC), as well as a targeted services program. The middle-level program was eliminated in FY 14.

## Demographics

All of the students in Red Lake School District are Native American.



## Summer Programs

### Targeted Services

Red Lake did not submit any information on their summer targeted services program.

### ***ALC Summer Term (secondary students)***

Red Lake operates a blended seat time and independent study program. This means that membership is partially generated based on work completion and teacher contact time. Their program operates for 10 days, five hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class and students can register themselves, either before the program begins or by walking in the first day and registering. They also send out information to all students and welcome any student who wants to attend.

They do not think of at-risk and off-track students as separate groups, so the process for all students is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12. They also offer Biology, Chemistry, Physics, and Earth Science.

They find the area of greatest need for the students they serve to be chemical dependency and mental health issues. This is followed by math classes such as Algebra and Geometry.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Red Lake School District provides programs at the high school level and operates their programs year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is less than 25 percent.

In order to enroll in the ALC, students self-identify or are identified by school personnel based on the criteria in statute. A meeting is held with parents, student, and school staff to discuss the setting and to enroll.

When a student leaves school, there are several things a district could choose to do. Red Lake responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal levels of success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal levels of success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Red Lake was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: Not applicable.

- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is determined on a case-by-case basis and is provided for those students who need it.
- Smaller class sizes: This is fully implemented in our district
- Cooperative learning: This is in the process of being fully implemented in our district.
- Social work on regular basis: Not applicable.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: Not applicable.

***Average length of enrollment for FY 14***

Red Lake showed 47 enrollment records for their core school year program. Students were enrolled for an average of 459 hours. This ranged from 30 to 1,032 hours. They generated 16.65 regular ADMs and no extended ADMs.

For their summer program, they had only three enrollment records and the three students were enrolled for 42 hours. They generated 0.06 regular ADMs and 3.03 extended ADMs.

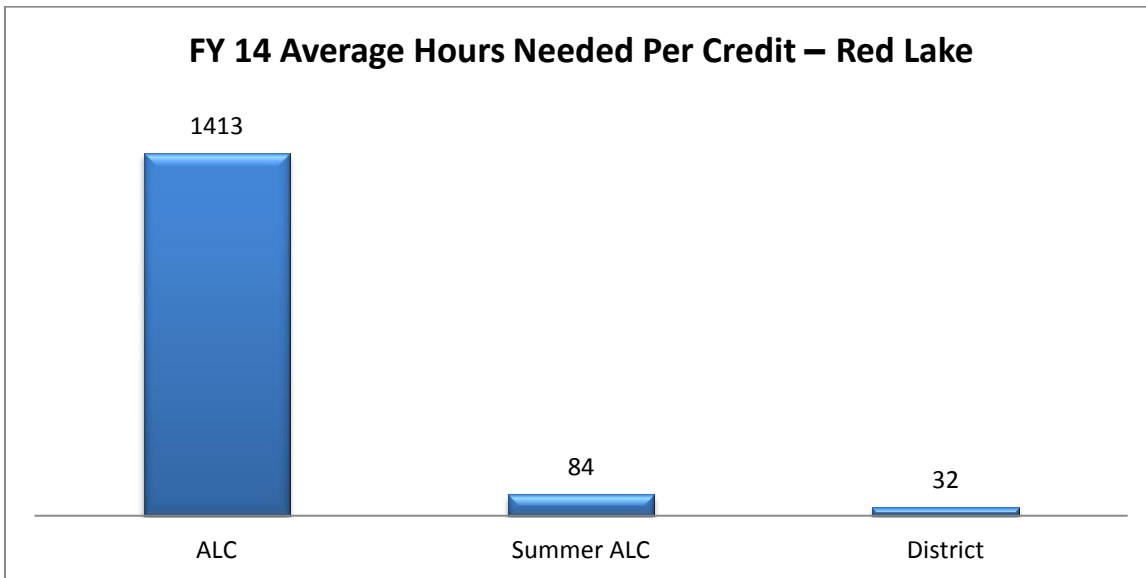
***Average number of credits earned for FY 14***

Red Lake requires 32 credits to graduate or eight credits a year. Based on their length of instructional program for the year of 1,038 hours, this means students need 32 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.32 credits. This ranged from no credits earned to four credits earned. It took on average 1,413 hours to earn a credit, far exceeding the number needed at the traditional high school.

For the summer program, students earned 0.5 credits. It took an equivalent of 84 hours to earn a credit, more than the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Red Lake High School. This assumes that students earned all credits attempted at the traditional high school.



***Attendance for FY 14***

Attendance at the core school day program averaged 32 percent. It ranged from 0 to 100 percent. For the three students in the summer program, the attendance was 100 percent.

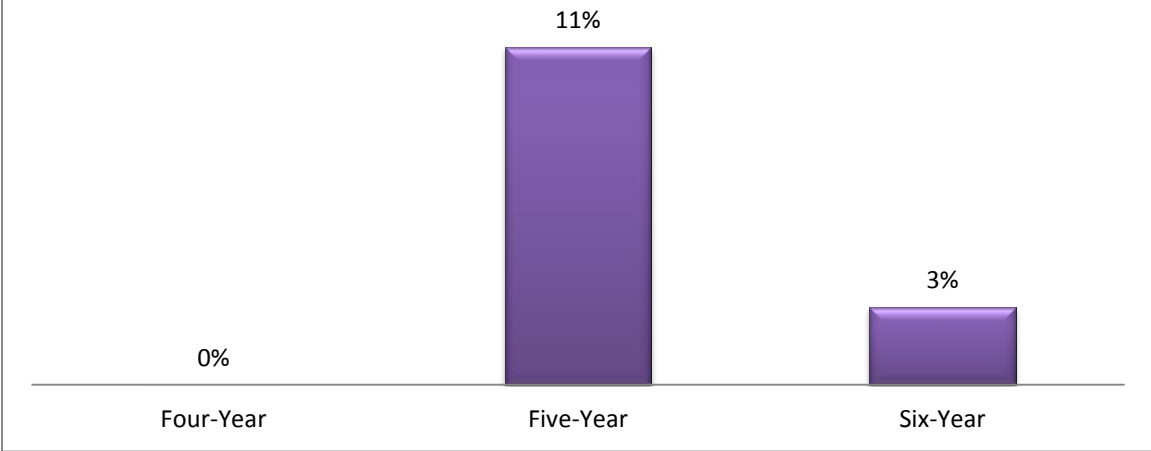
**Graduation Data**

In order to look at increases in the graduation rate, one year’s four-year rate is compared to the following year’s five-year rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

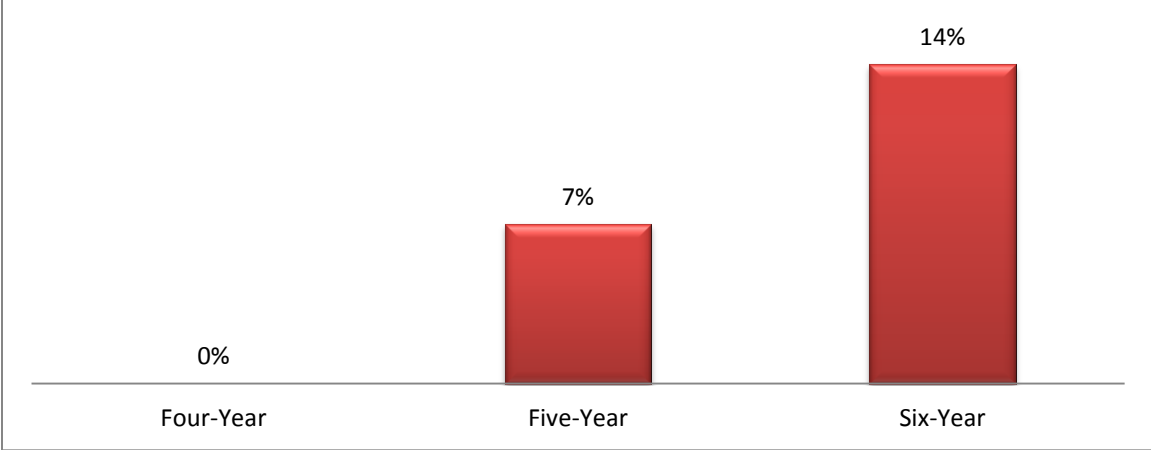
In Red Lake, the FY 13 four-year graduation rate was 0 percent and rose to seven percent for the FY 14 five-year graduation rate. The cohort rose from 24 to 27 students.

The FY 13 five-year graduation rate was 11 percent and rose to 14 percent for the FY 14 six-year graduation rate. The cohort size decreased by one student.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Red Lake ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Red Lake ALC**



## **Redwood Area School District, 2897-01**

### **Program Information**

Redwood Area Schools operates an Alternative Learning Program for students in grades 11 and 12.

### **Demographics**

The ALP cohort size is too small to make a comparison chart.

### **Summer Programs**

#### ***ALP Summer Term***

Redwood operates a seat-based program. Their program operates for 14 days for four to eight hours per day depending on the activity.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes and they also allow students to walk in the first day and register.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer classes in English 10, 11 and 12.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then support in other areas, such as mental health or chemical dependency.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Redwood Area Schools operates an Alternative Learning Program that is open to a variety of qualifying factors. Students enroll in the ALP when they are referred based on performance and attendance in the regular program and apply to ensure they meet criteria.

When a student leaves school, there are several things a district could choose to do. Redwood Area Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Redwood Area Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.



- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: We are in the process of fully implementing this in our district.
- Summer programs: This is determined on a case-by-case basis and is provided for students that need it.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: I do not know.

Redwood Area Schools believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 75 percent to 90 percent.

***Average length of enrollment for FY 14***

Redwood showed 30 enrollment records for their core school year program. Students were enrolled for an average of 175 hours. This ranged from nine hours to 630 hours. They generated 0.75 regular ADMs and 2.29 extended ADMs.

For their summer program, they had 19 enrollment records and students were enrolled for an average of 56 hours. This ranged from nine hours to 64 hours. They generated 0.22 regular ADMs and 0.42 extended ADMs.

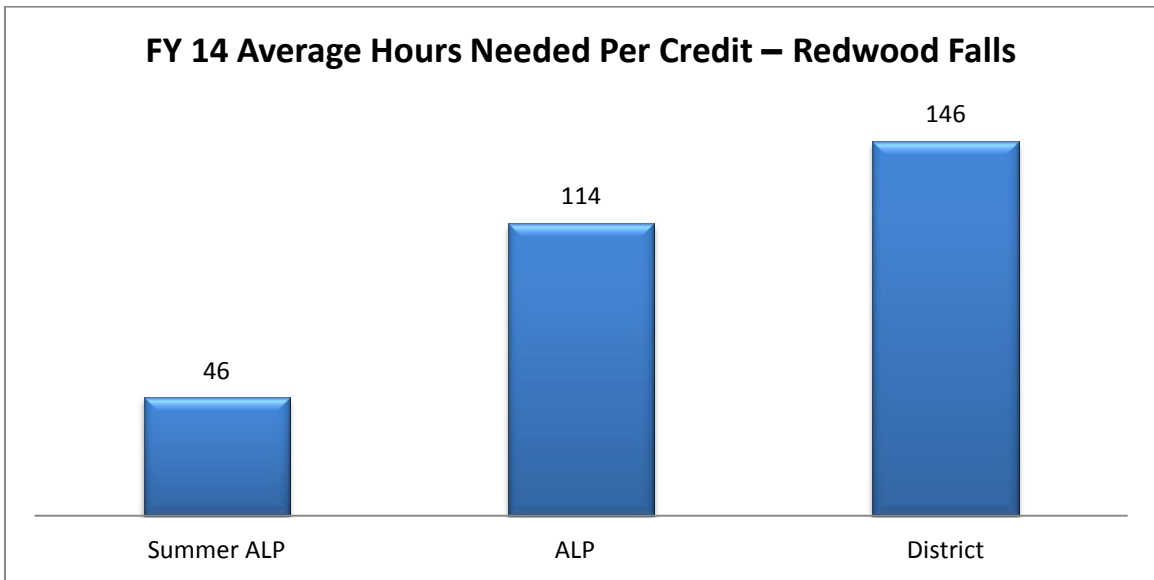
***Average number of credits earned for FY 14***

Redwood requires 29.5 credits to graduate, or 7.375 credits a year. Based on their length of instructional program of 1,079 hours, this means students need approximately 146 hours to earn a credit.

In the ALC core school year program, students earned an average of 1.53 credits. This ranged from no credits earned to 4.5 credits earned. It took on average 114 hours to earn a credit, less than that needed at the traditional high school.

For the summer program, students earned an average of 1.22 credits. This ranged from no credits earned to five credits earned. It took on average 46 hours to earn a credit, well below the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALC summer program, the ALC core school year program and Redwood Valley High School. This assumes that students earned all credits attempted at the traditional high school.



***Attendance for FY 14***

Attendance at the core school day program averaged 90 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 95 percent. This ranged from 75 percent to 100 percent.

**Graduation Data**

The program is too small to generate graduation rates.

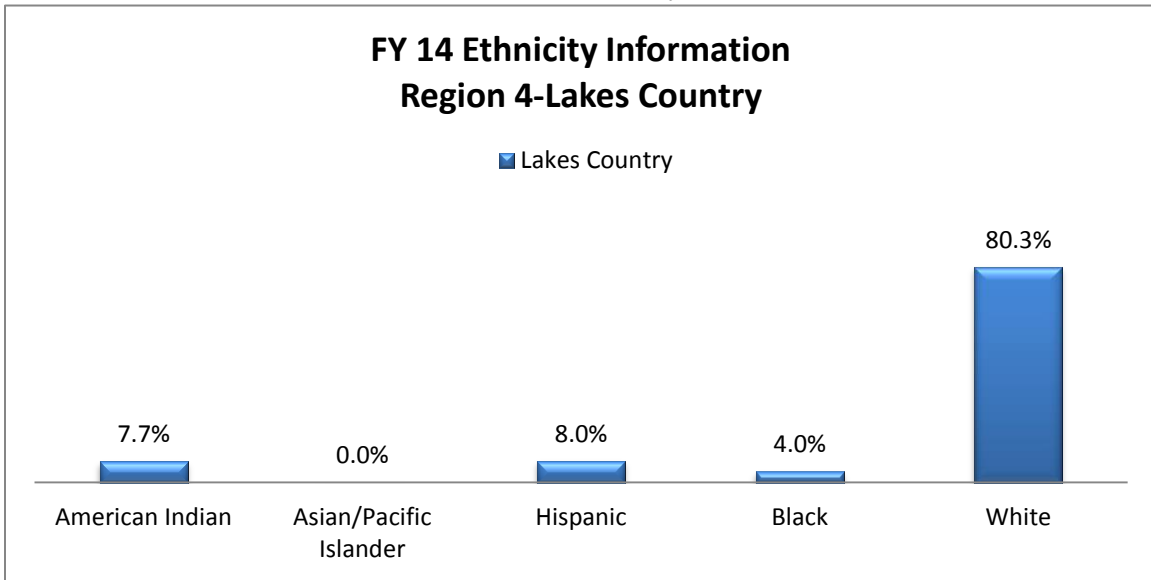
## Region 4-Lakes Country Service, 0926-83

### Program Information

Region 4-Lakes Country Service operates an Alternative Learning Program for grades nine through 12.

### Demographics

There is not a district to compare the demographics to so the following chart is provided for information only.



### Summer Programs

#### *ALP Summer Term*

The summer program lasts for the month of June and is an independent study program, so membership hours are based on credit completion and teacher contact time.

Students are referred both by their teachers if they do not pass a class and by the high school counselors who identify students as being behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students is the same.

They offer a variety of classes in the summer, from Algebra I and II to U.S. History to all levels of English. They also offer generic credits and remedial math classes.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes, then remedial math classes and then support in other areas such as mental health and/or chemical dependency.

### Core School Year Program

Lakes Country Service Cooperative (LCSC) operates an Alternative Learning Program (ALP) called Youth Educational Services. Their program is open to a variety of qualifying factors.

Students enroll in the ALP by attending an intake meeting with a teacher to see if their program is a good fit for them and that they meet a qualifying factor.

When a student leaves school, there are several things a district could choose to do. Lakes Country Service Cooperative responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Lakes Country Service Cooperative was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We are not doing this in our district.
- Pupil study teams: I do not know.
- Response to Intervention: I do not know.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is determined on a case-by-case basis and is provided for students that need it.
- Summer programs: This is determined on a case-by-case basis and is provided for students that need it.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: We are not doing this in our district.

LCSC believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

#### ***Average length of enrollment for FY 14***

Lakes Country showed 82 enrollment records for their core school year program. Students were enrolled for an average of 420 hours. This ranged from 16 hours to 1,665 hours. They generated 26.62 regular ADMs and 5.14 extended ADMs.

For their summer program, they had 42 enrollment records and students were enrolled for an average of 97 hours. This ranged from four to 373 hours. They generated 2.14 regular ADMs and 1.57 extended ADMs.

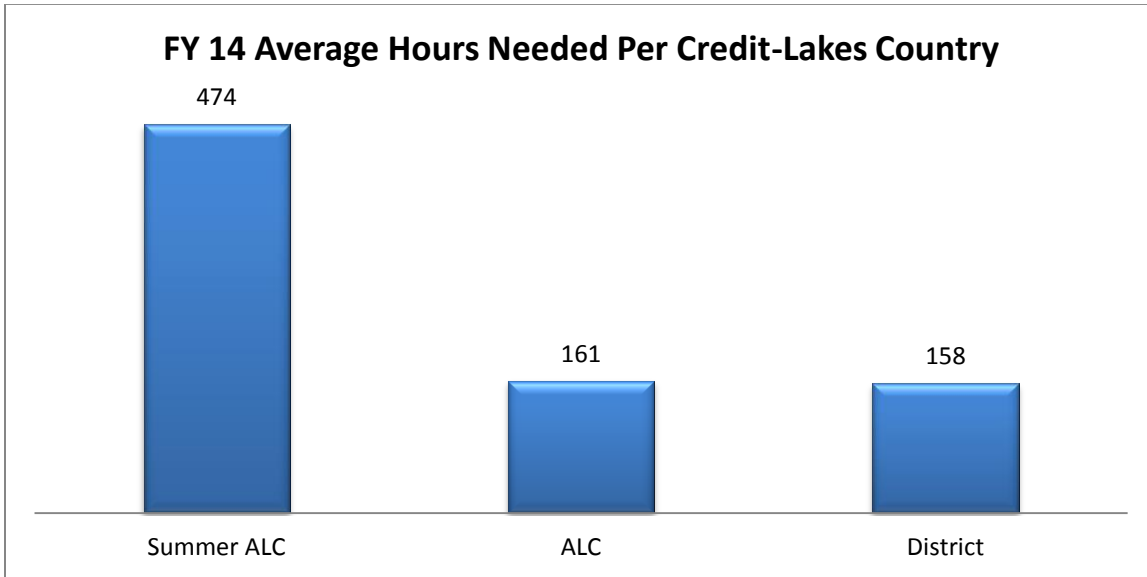
#### ***Average number of credits earned for FY 14***

Lakes Country serves several districts but is located in Moorhead. We will use Moorhead's requirements for comparison. Moorhead requires 26 credits to graduate, or 6.5 credits a year.

Based on their length of instructional program of 1,022 hours, this means students need approximately 157 hours to earn a credit.

In the ALC core school year program, students earned an average of 2.6 credits. This ranged from no credits earned to ten credits earned. It took on average 161 hours to earn a credit, slightly longer than expected.

For the summer program, students earned an average of 0.2 credits. This ranged from no credits earned to two credits earned. It took on average 474 hours to earn a credit, well above the hours that would be expected.



### **Attendance for FY 14**

Attendance at the core school day program averaged 30 percent. It ranged from 0 to 50 percent. For the summer program, the average attendance was 29 percent. This ranged from 0 to 100 percent.

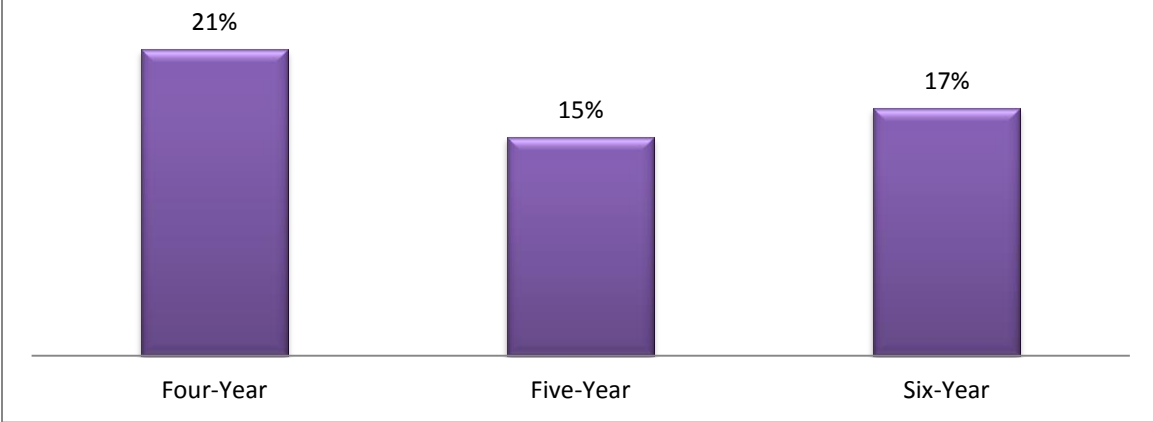
### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

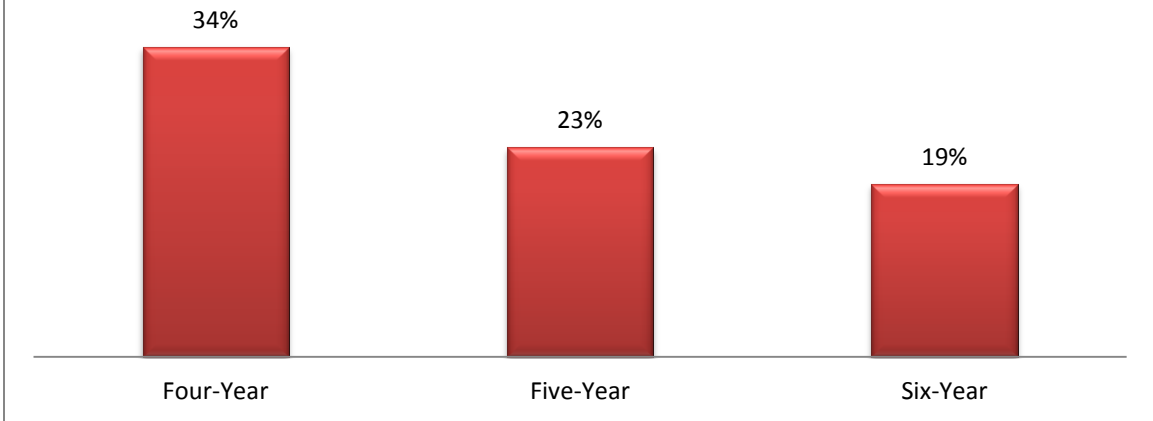
For Lakes Country, the FY 13 four-year graduation rate was 21 percent. This rose to 23 percent in the FY 14 five-year graduation rate. The cohort size changed from 24 students to 26 students.

The FY 13 five-year graduation rate was 15 percent and rose to 19 percent for the FY 14 six-year graduation rate. The cohort fell from 33 to 21 students.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Lakes Country Youth Educational Services**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Lakes Country Youth Educational Services**

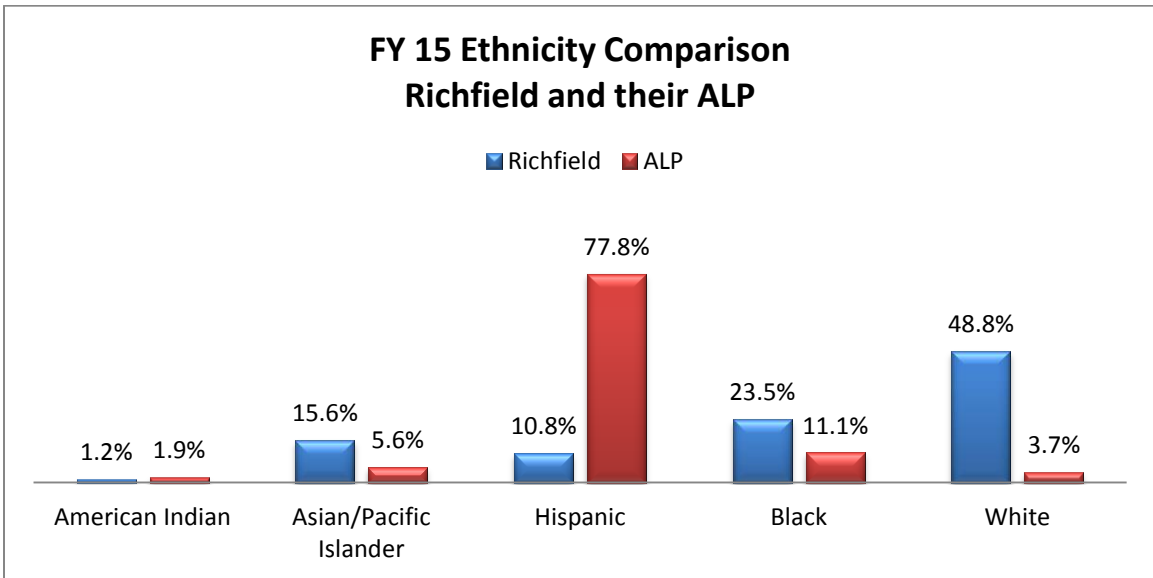
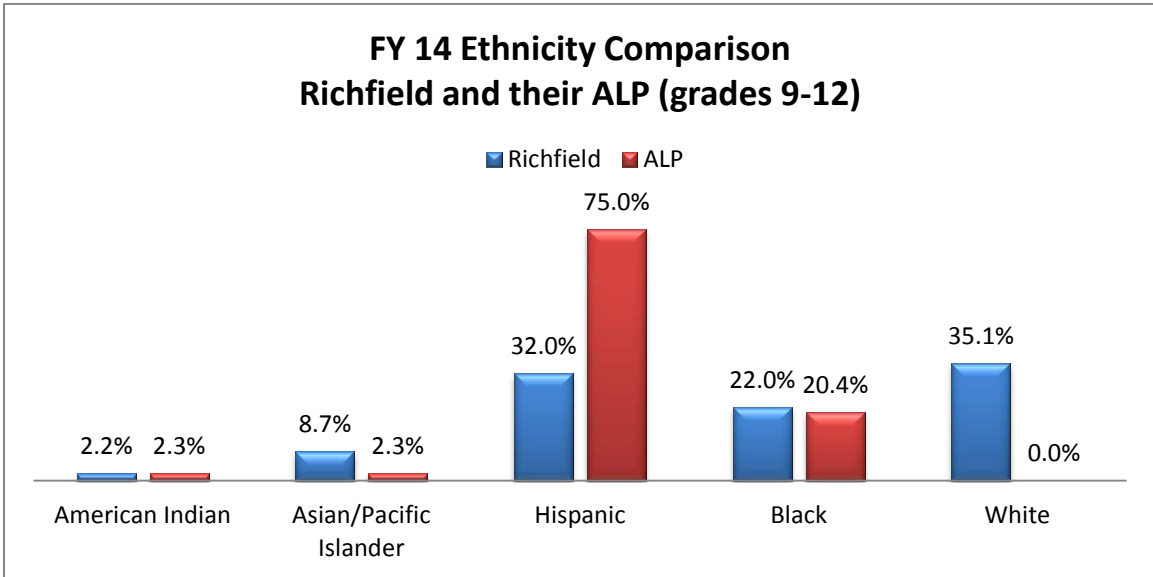


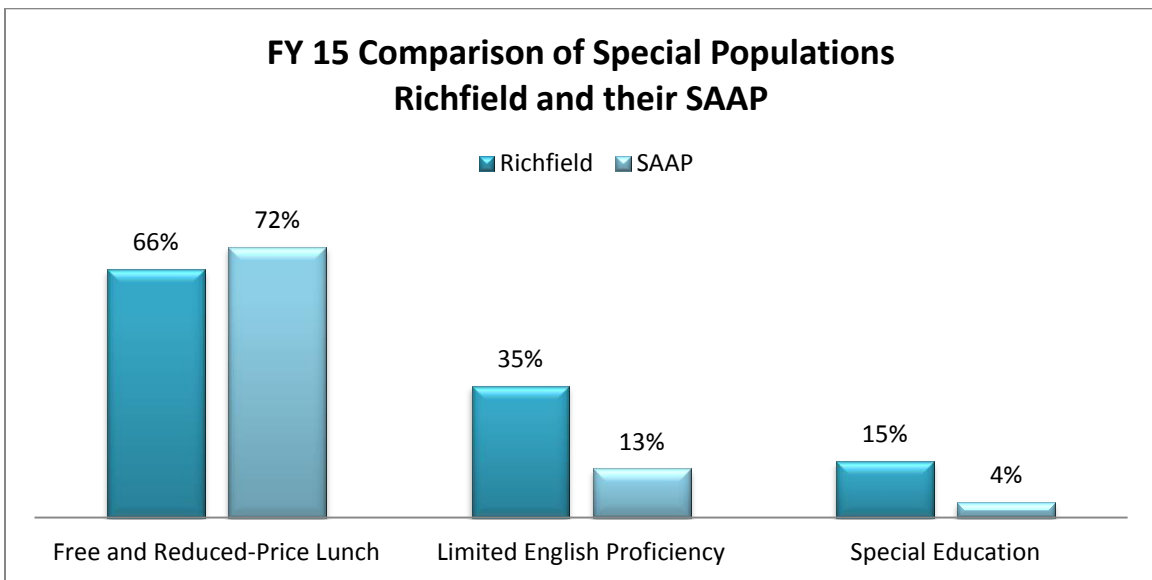
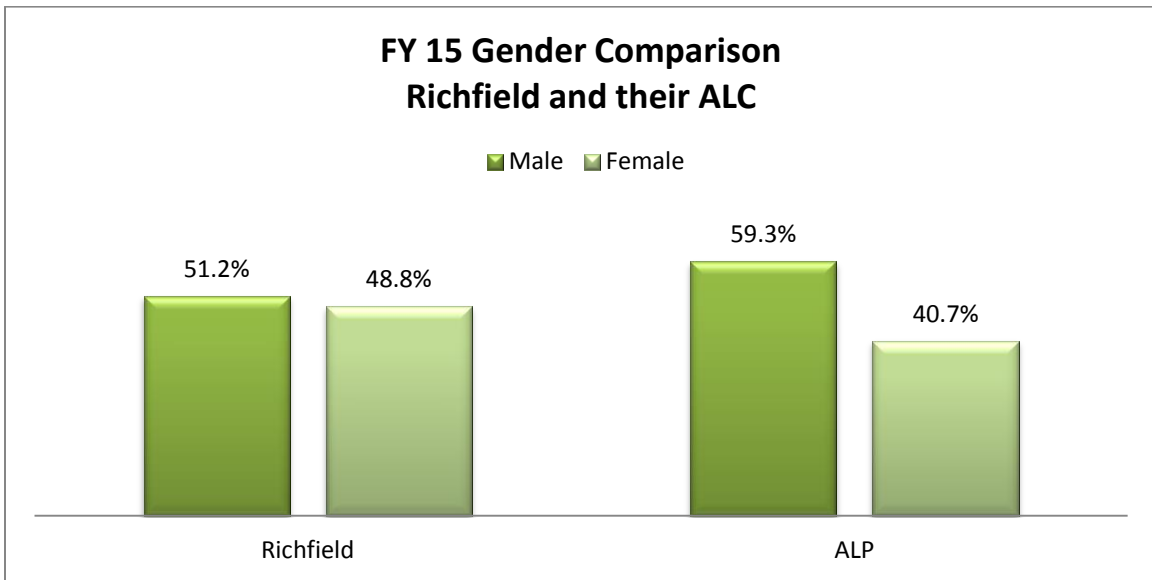
# Richfield Public School District, 0280-01

## Program Information

Richfield Public Schools operates an Alternative Learning Program for students in grades nine through 12.

## Demographics





## Summer Programs

### ***Targeted Services***

Richfield operates a targeted services program through District 287. That information was reported by District 287.

### ***ALP Summer Term***

Richfield does not operate a program in the summer.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received.



**Average length of enrollment for FY 14**

Richfield showed 98 enrollment records for their core school year program. Students were enrolled for an average of 482 hours. This ranged from 91 hours to 1,016 hours. They generated 45.05 regular ADMs and 0.63 extended ADMs.

**Average number of credits earned for FY 14**

Richfield requires 43 credits to graduate or 10.75 credits a year. Based on their length of instructional program of 1,008 hours, this means students need approximately 94 hours to earn a credit. It should be noted that this is under the minimum required instructional hours of 1,020.

In the ALC core school year program, students earned an average of 2.96 credits. This ranged from no credits earned to 12.1 credits earned. It took on average 163 hours to earn a credit, significantly higher than that needed at the traditional high school.

**Attendance for FY 14**

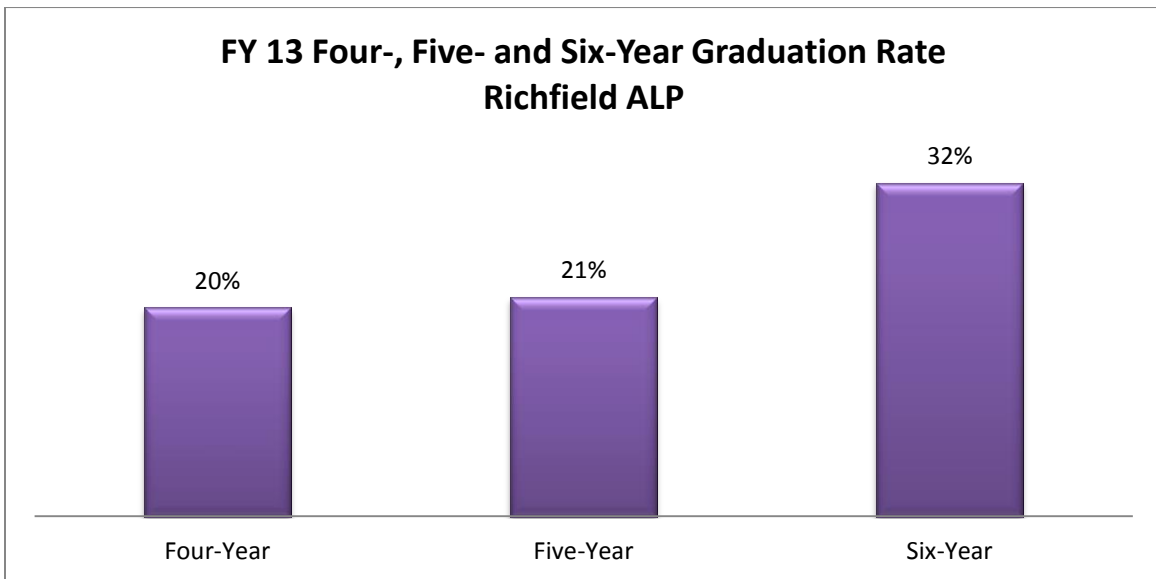
Attendance at the core school day program averaged 70 percent. It ranged from 0 to 100 percent.

**Graduation Data**

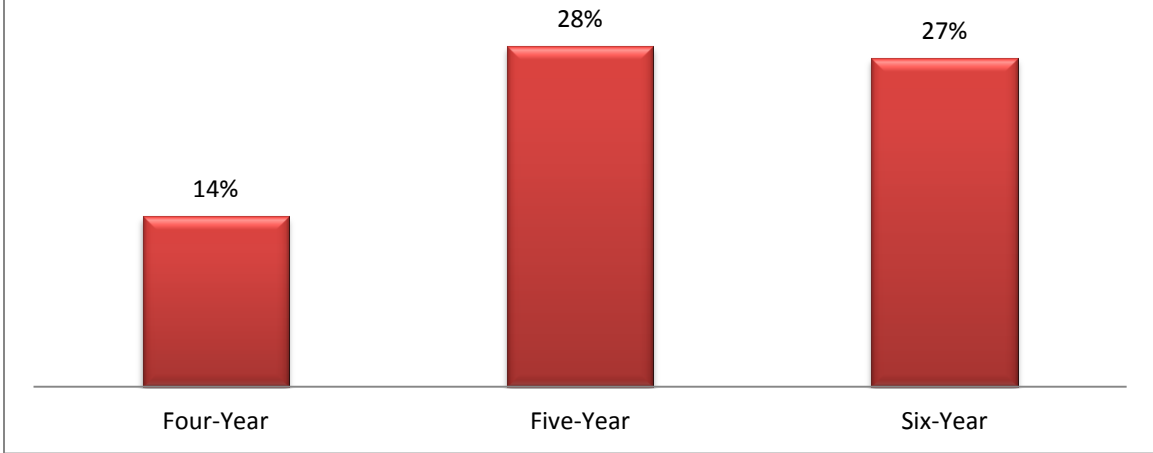
One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

For the Richfield ALP, the FY 13 four-year graduation rate was 20 percent. This rose to 28 percent in the FY 14 five-year graduation rate. The cohort size decreased from 20 students to 18 students.

The FY 13 five-year graduation rate was 21 percent and rose to 27 percent for the FY 14 six-year graduation rate. The cohort size decreased from 29 to 26 students.



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Richfield ALP**



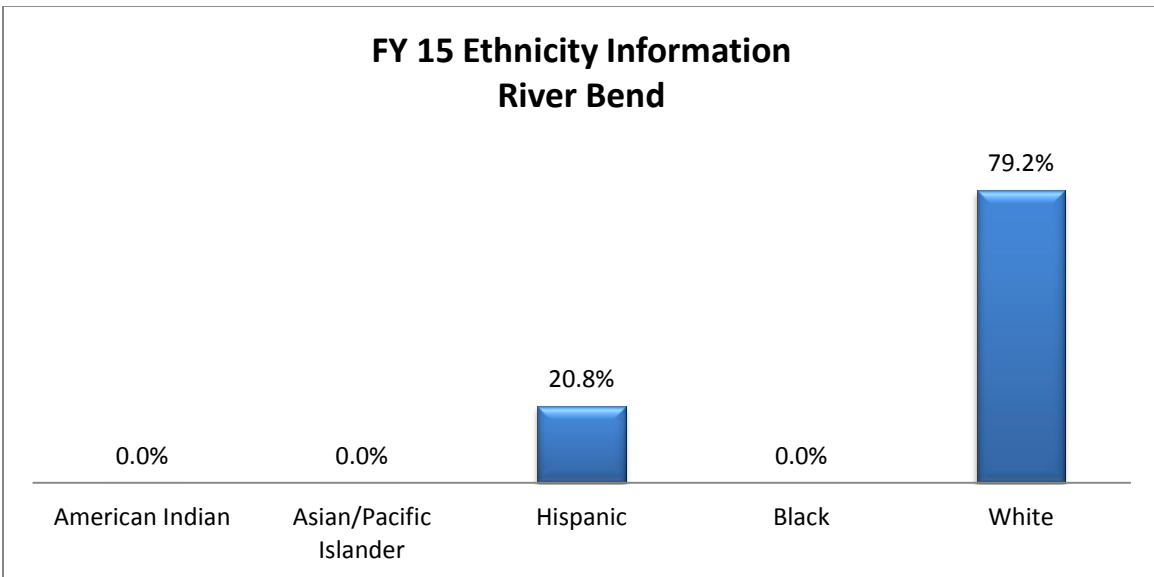
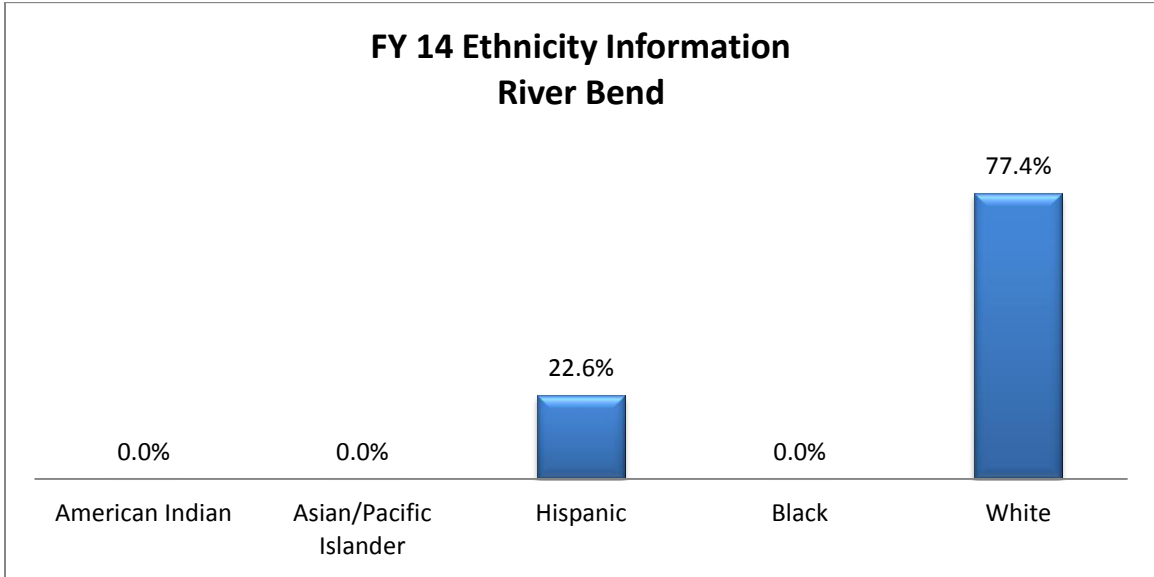
# River Bend Education District, 6049-61

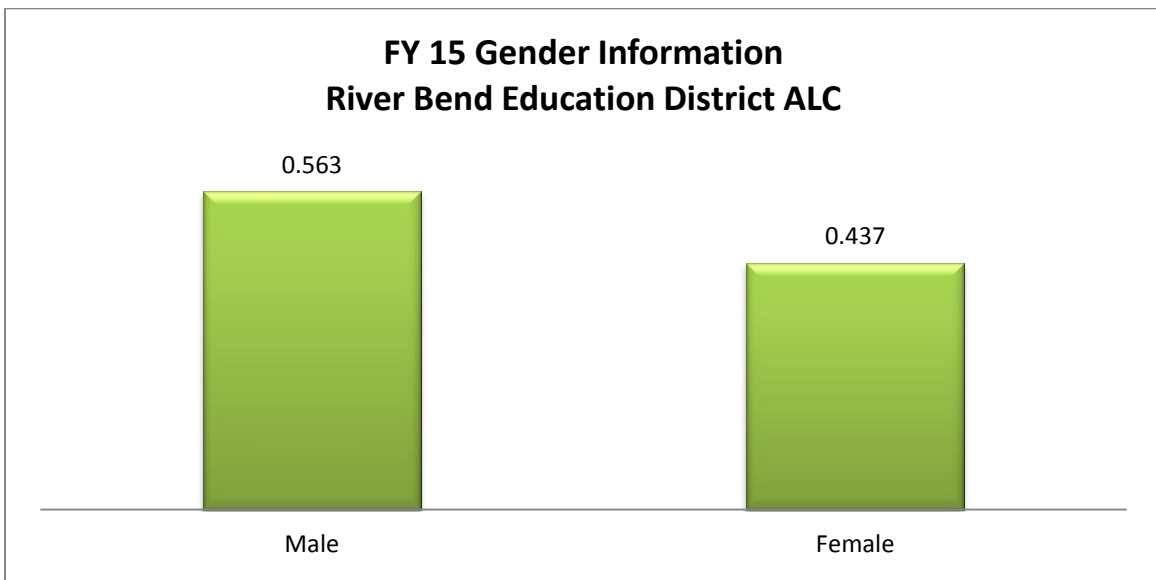
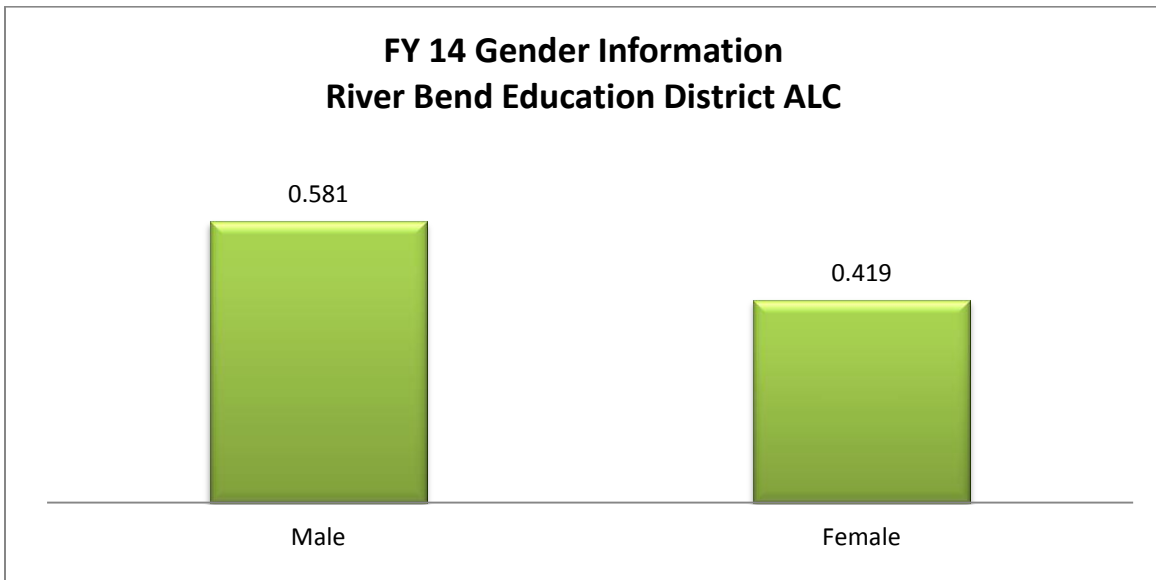
## Program Information

The River Bend Education District operates an Area Learning Center (ALC) and a targeted services program. The ALC serves students in grades seven through 12. The targeted services program serves students in grades one through eight.

## Demographics

The demographics shown are for the ALC program only. River Bend serves numerous districts.





## Summer Programs

### ***Targeted Services***

River Bend did not submit the survey on their targeted services program.

### ***ALC Summer Term (secondary students)***

River Bend operates their summer program from the beginning of June through the end of July. Staff is available five days per week. They have an independent study program, which means that membership is calculated on work completion and teacher contact time. Students are referred to the program by their school counselor if they are behind in graduation requirements.

River Bend does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, Earth Science, and Biology.

They see their students' greatest area of need as math courses such as Algebra followed by English classes, then health classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

River Bend serves as one of the intervention strategies of the districts it serves.

#### ***Average length of enrollment for FY 14***

River Bend showed 132 enrollment records for their core school year program. Students were enrolled for an average of 474 hours. This ranged from 18 to 1,332 hours. They generated 55.2 regular ADMs and 23.48 extended ADMs.

For their summer program, they had 137 enrollment records and students were enrolled for an average of 95 hours. This ranged from 14 to 368 hours. They generated 3.88 regular ADMs and 8.44 extended ADMs.

#### ***Average number of credits earned for FY 14***

River Bend serves several districts but is located in the New Ulm district. New Ulm requires 46 credits to graduate, or 11.5 credits a year. Based on River Bend's length of instructional program of 1,056 hours, this means students need approximately 92 hours to earn a credit.

In the ALC core school year program, students earned an average of 2.16 credits. This ranged from no credits earned to 11 credits earned. It took on average 220 hours to earn a credit, twice what would be expected.

For the summer program, students earned an average of 0.51 credits. This ranged from no credits earned to two credits earned. It took on average 187 hours to earn a credit, twice what would be expected.

#### ***Attendance for FY 14***

Attendance at the core school day program averaged 83 percent. It ranged from 9 percent to 100 percent. For the summer program, the average attendance was 90 percent. This ranged from 33 percent to 100 percent.

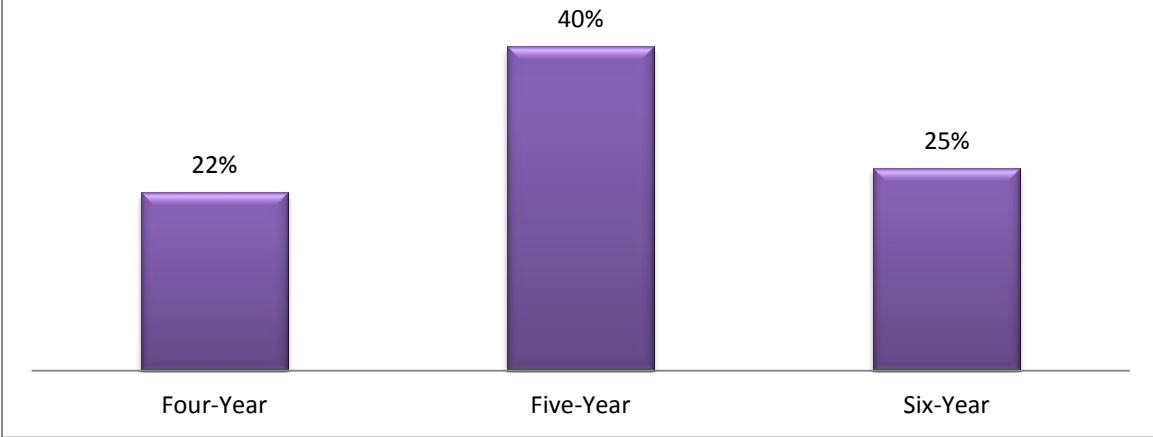
### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

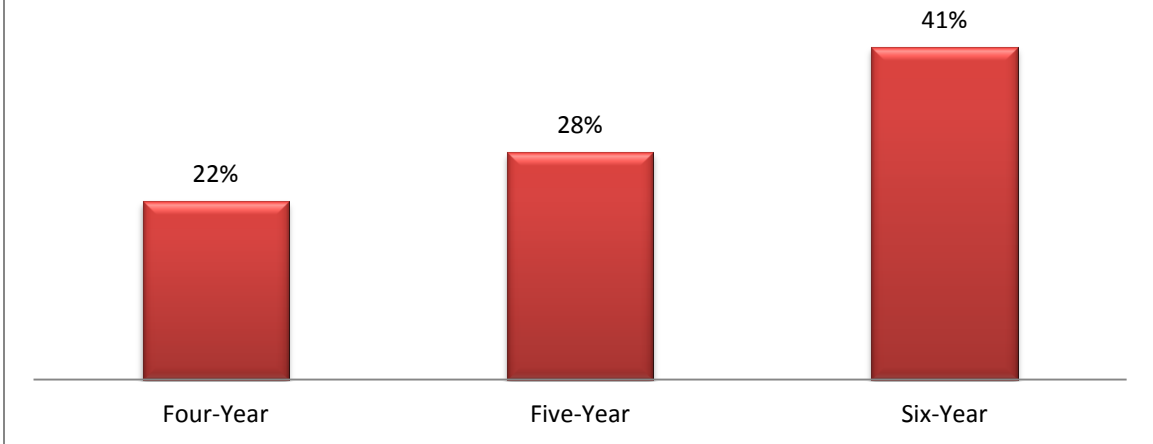
The River Bend ALC serves several districts. Their FY 13 four-year graduation rate was 22 percent. This rose to 28 percent in the FY 14 five-year graduation rate. The cohort size did not change.

The FY 13 five-year graduation rate was 40 percent and rose slightly to 41 percent for the FY 14 six-year graduation rate. The cohort size increased from 45 to 46 students.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
River Bend ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
River Bend ALC**



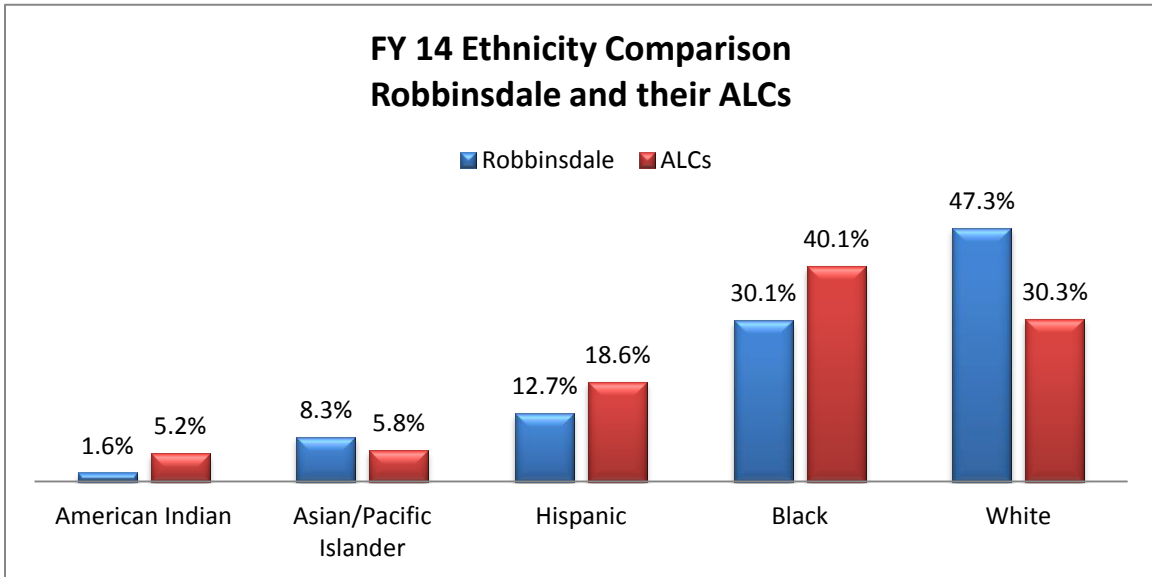
# Robbinsdale Public Schools, 0281-01

## Program Information

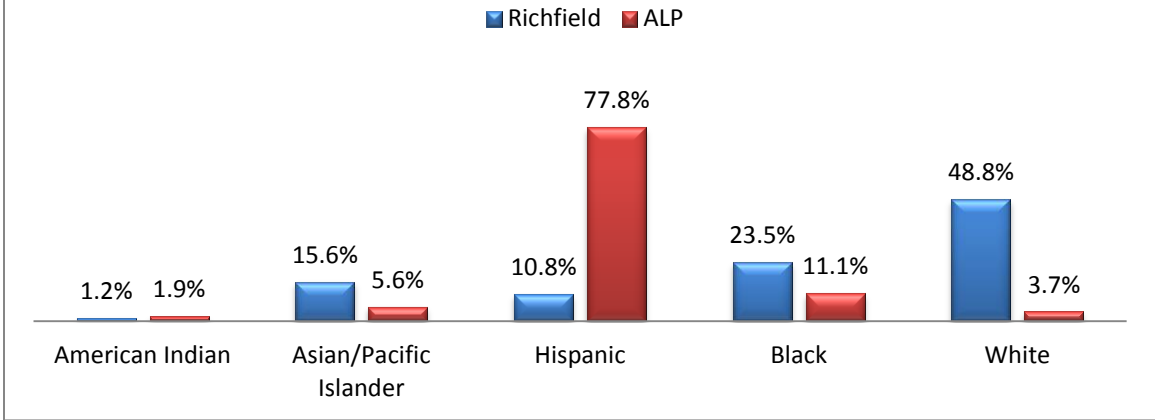
Robbinsdale operates the following programs:

- Highview Alternative Learning Center (ALC) for students in grades 10 through 12. Approximately 81 percent of their students are in grade 12.
- Adult Academics ALC for students in 12<sup>th</sup> grade.
- Independent study program for students in grades 10 through 12.
- Independent study program for Highview students.
- A credit recovery ALC program at each of the district's high schools as well as one in the summer.
- The Alternative Study Center (TASC) provides alternative educational opportunities to students in grades six through twelve who have been recommended for expulsion from school and therefore are at risk for academic failure. This is a computer-based program.
- 12 targeted services programs.

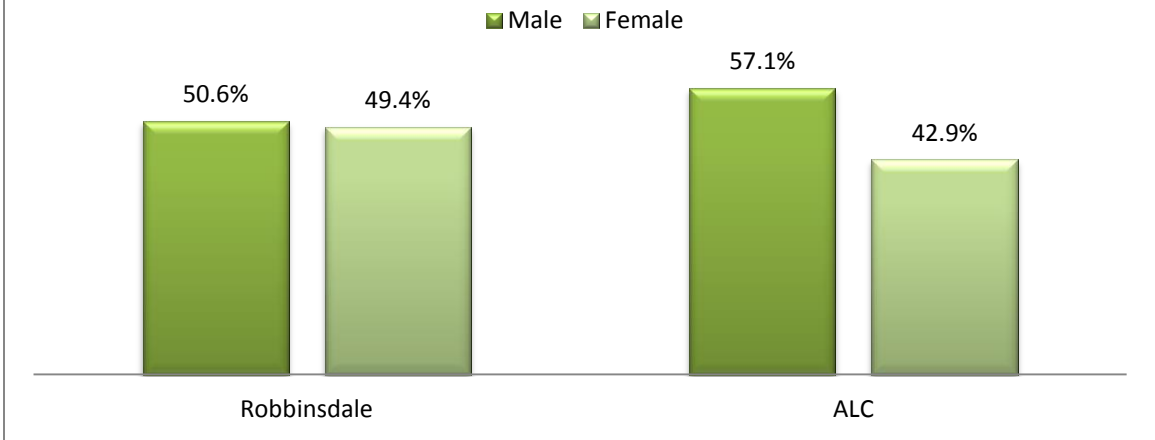
## Demographics



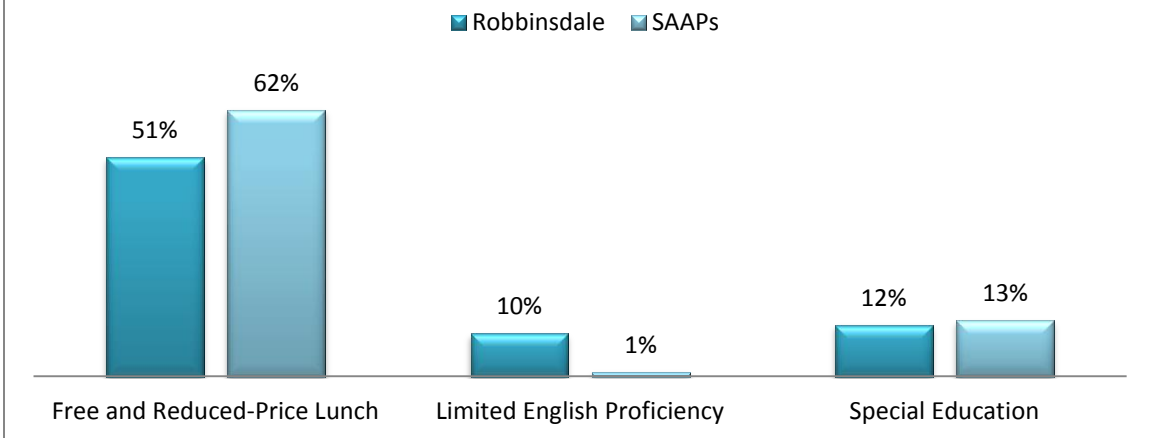
### FY 15 Ethnicity Comparison Robbinsdale and their ALC (grades 9-12)



### FY 15 Gender Comparison Robbinsdale and their ALC



### FY 15 Comparison of Special Populations Robbinsdale and their SAAPs





## **Summer Programs**

### ***Targeted Services***

Robbinsdale operates a targeted services program for four hours per day for 20 days. They serve grades one through eight. They begin planning for the summer program in January and their program focus is determined at the district level. They are still working on matching students' needs to programming. They mail out registration information to families as well as share it at conferences. Robbinsdale feels that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities focus on strategies to promote academic or social/emotional growth. Right now they are not able to do both. Their program is able to have at least one licensed teacher for every 20 students.

The criteria to determine which students should be invited to the summer program is determined at the central office and the targeted services staff is given a list of students to invite. Also, teachers will recommend students, and families also recommend their students.

They use pre- and post-tests to help determine the impact of the summer program.

### ***ALC Summer Term (secondary students)***

Robbinsdale ran several summer programs. They offered a seat-based program and a program for rising ninth graders. They also ran an independent study program in which membership hours are based on work completion and teacher contact time.

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There are multiple ways for students to get into the program. Teachers recommend students who have not passed their class and high school counselors review graduation requirements and refer those students who are behind. Also, students register themselves before the program begins or they can walk in the first day and register. Robbinsdale invites incoming ninth graders who would benefit from a transition to high school program. They also invite students who are designated as English Learners and send information to any student who is behind by more than two credits.

Robbinsdale does not differentiate between students identified as at-risk and those identified as off-track. They treat both groups the same way.

Robbinsdale offers a variety of classes in the summer, including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Biology, Chemistry, Earth Science, English Learner credits, and elective credits.

Robbinsdale feels the greatest area of need for their students is math courses such as Algebra, followed by English classes, physical education, and health classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Robbinsdale Area Schools provides programs at the high school level only and operates their program year round. Their program is open to a variety of qualifying factors. Students enroll in the ALC through a referral and application process. They believe the percent of students enrolled in

their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

Robbinsdale Area Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Robbinsdale was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, these must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: The person supplying the information did not know.
- Response to Intervention: The person supplying the information did not know.
- Minnesota Early Intervention Response System: The person supplying the information did not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: They are in the process of fully implementing this in our district.
- Cooperative learning: The person supplying the information did not know.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is in the process of being fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: The person supplying the information did not know.

#### ***Average length of enrollment for FY 14***

Robbinsdale offers several different programs: Armstrong High School (AHS), Armstrong High School Independent Study (AHS Independent Study), Cooper High School (CHS), Summer Program (which they call summer school), TASC, Adult Academics, Highview, Highview Summer, Highview Independent Study.

AHS showed 139 enrollment records for the core school year program. Students were only enrolled for an average of 18 hours. This ranged from two to 57 hours. They generated 0.19 regular ADMs and 2.14 extended ADMs.

AHS Independent Study showed 50 enrollment records for the core school year program. Students were only enrolled for an average of 17 hours. This ranged from two to 50 hours. They generated 0.09 regular ADMs and 0.77 extended ADMs.

CHS showed 455 enrollment records for the core school year program. Students were enrolled for an average of 27 hours. This ranged from two to 193 hours. They generated 1.59 regular ADMs and 10.08 extended ADMs.

For their summer program, they had 707 enrollment records and students were enrolled for an average of 63 hours. This ranged from 16 to 200 hours. They generated 13.24 regular ADMs and 30.92 extended ADMs.

TASC showed 45 enrollment records for the core school year program. Students were enrolled for an average of 104 hours. This ranged from six to 473 hours. They generated 4.46 regular ADMs and 0.03 extended ADMs.

Adult Academics showed 34 enrollment records for the core school year program. Students were enrolled for an average of 92 hours. This ranged from four to 319 hours. They generated 2.94 regular ADMs and 0.05 extended ADMs.

Highview Summer showed 126 enrollment records for the core school year program. Students were enrolled for an average of 92 hours. This ranged from 30 to 216 hours. They generated 10.17 regular ADMs and 1.02 extended ADMs.

Highview showed 379 enrollment records for the core school year program. Students were enrolled for an average of 454 hours. This ranged from nine to 1,632 hours. They generated 143.21 regular ADMs and 17.16 extended ADMs.

Highview Independent Study Summer showed 77 enrollment records for the core school year program. Students were enrolled for an average of 79 hours. This ranged from two to 280 hours. They generated 4.82 regular ADMs and 0.5 extended ADMs.

Highview Independent Study showed 145 enrollment records for the core school year program. Students were enrolled for an average of 46 hours. This ranged from one to 280 hours. They generated 5.32 regular ADMs and 0.55 extended ADMs.

#### ***Average number of credits earned for FY 14***

Robbinsdale requires 45 credits to graduate, or 11.25 credits a year. Based on their length of instructional program of 1,036.75 hours, this means students need approximately 92 hours to complete a credit.

In the AHS core school year program, students earned an average of 0.39 credits. This ranged from no credits earned to one credit earned. It took on average 45 hours to earn a credit, significantly less than that needed at the traditional high school.

For the AHS Independent Study, students earned no credits.

In the CHS core school year program, students earned an average of 0.13 credits. This ranged from no credits earned to two credits earned. It took on average 211 hours to earn a credit, more than that needed at the traditional high school.

In the summer program, students earned an average of 0.97 credits. This ranged from no credits earned to two credits earned. It took on average 65 hours to earn a credit, less than that needed at the traditional high school.

In the TASC core school year program, students earned an average of 2.6 credits. This ranged from no credits earned to ten credits earned. It took on average 40 hours to earn a credit, significantly less than that needed at the traditional high school.

In the Adult Academics core school year program, students earned an average of 0.82 credits. This ranged from no credits earned to two credits earned. It took on average 111 hours to earn a credit, more than that needed at the traditional high school.

In the Highview core school year program, students earned an average of 1.19 credits. This ranged from no credits earned to 15.5 credits earned. It took on average 388 hours to earn a credit, significantly more than that needed at the traditional high school.

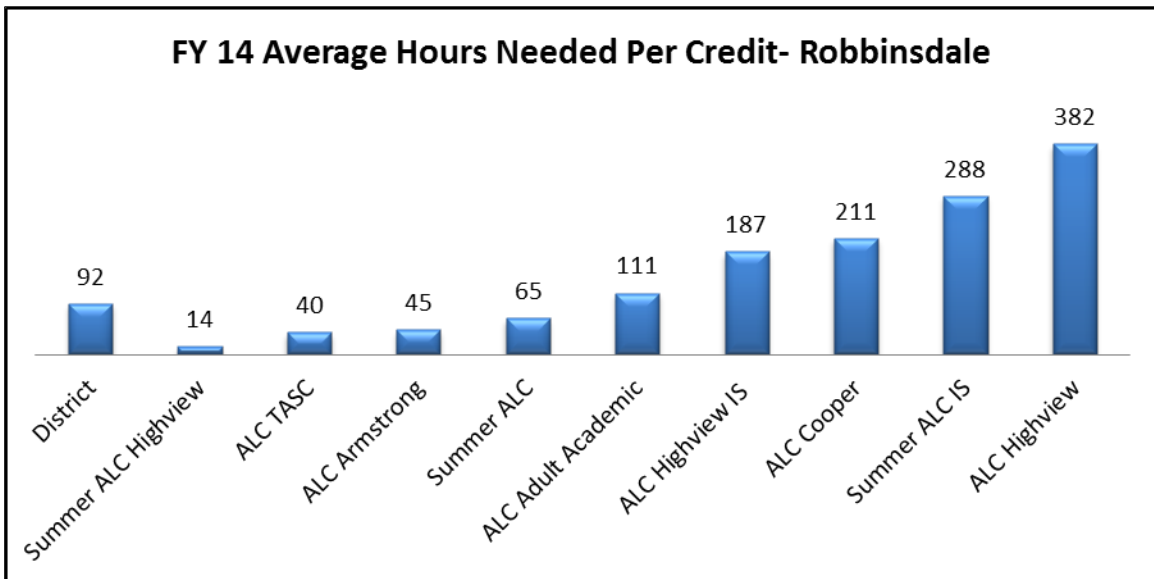
In the Highview Summer program, students earned an average of 6.39 credits. This ranged from no credits earned to 19.5 credits earned. It took on average 14 hours to earn a credit, far less than that needed at the traditional high school.

In the Highview Independent Study Summer program, students earned an average of 0.27 credits. This ranged from no credits earned to four credits earned. It took on average 288 hours to earn a credit, far more than that needed at the traditional high school.

In the Highview Independent Study core school year program, students earned an average of 0.25 credits. This ranged from no credits earned to four credits earned. It took on average 187 hours to earn a credit, more than that needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at each of the ALC programs and Robbinsdale High School. This assumes that students earned all credits attempted at the traditional high school.

It should be noted that Robbinsdale has submitted a core instructional year length of 990 hours for the Highview Area Learning Center.



### **Attendance for FY 14**

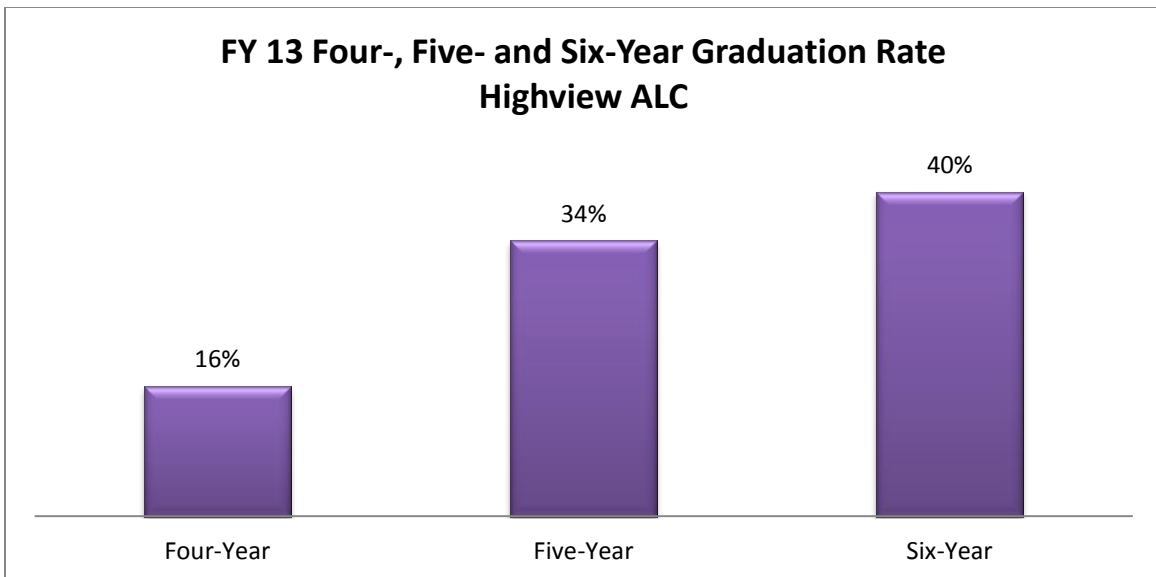
The average attendance at Armstrong High School school year program was 65 percent; at Armstrong High School Independent Study core school year program it was 77 percent. At Cooper High School core school year program it was 40 percent, at the summer program it was 89 percent. At TASC core school year program the average attendance was 78 percent, at the Adult Academics program it was 54 percent. At the core school year Highview program it was 65 percent and at Highview Summer it was 81 percent. For the Highview Independent Study core school year program it was 69 percent and at the Highview Independent Study Summer it was 68 percent.

### **Graduation Data**

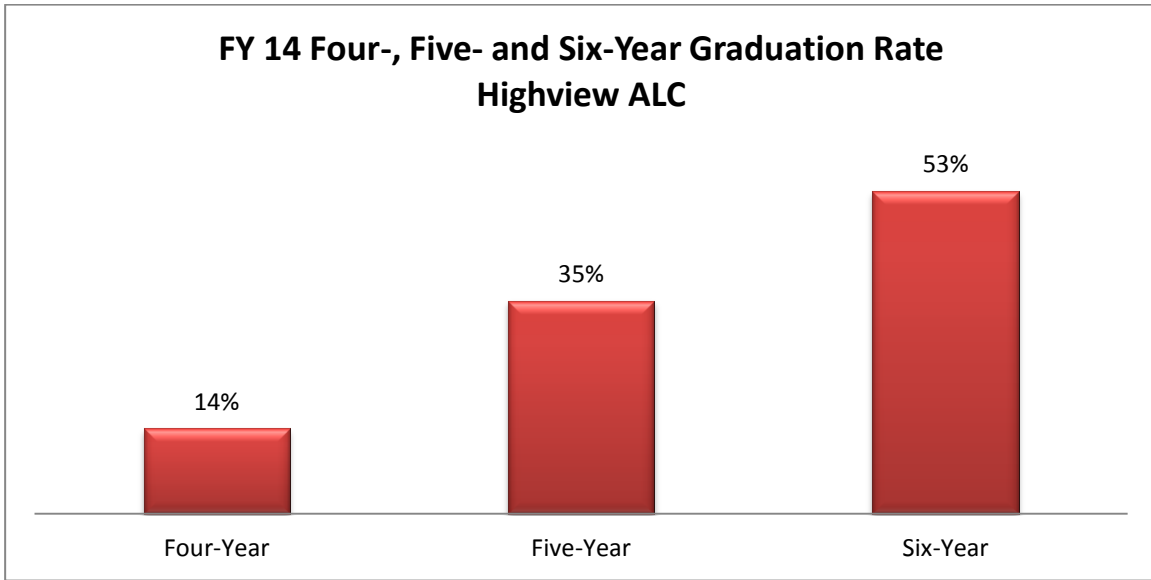
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For the Robbinsdale Highview ALC, the graduation rate from the FY 13 four-year graduation rate to the FY 14 five-year graduation rate nearly tripled, rising from 12 percent to 35 percent. The cohort size increased slightly, growing from 81 to 82 students. The FY 13 five-year graduation rate was 36 percent. This increased to 53 percent for the FY 14 six-year graduation rate. The cohort size decreased around 10 percent, declining from 70 to 62 students.



No other program had large enough cohorts to calculate a four-, five- or six-year graduation rate for FY 13.



For their independent study and TASC programs, the cohort size was too small to calculate a four-, five- or six-year graduation rate.

For their Adult Academics program, the cohort size was too small to calculate a four- or six-year graduation rate. The five-year graduation rate for FY 14 was 44 percent.

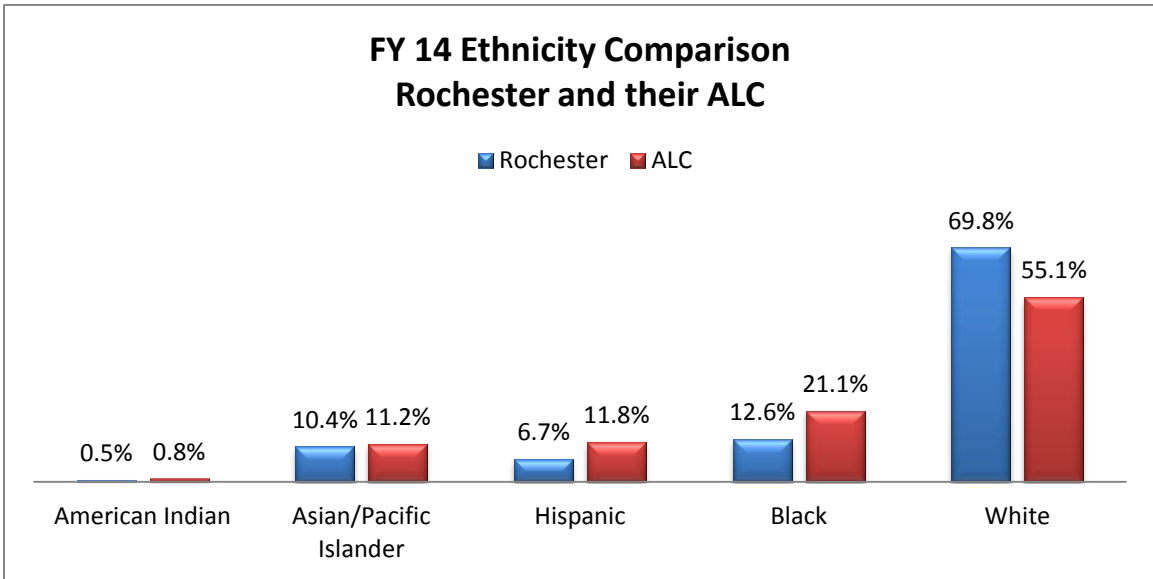
# Rochester Public School District, 0535-01

## Program Information

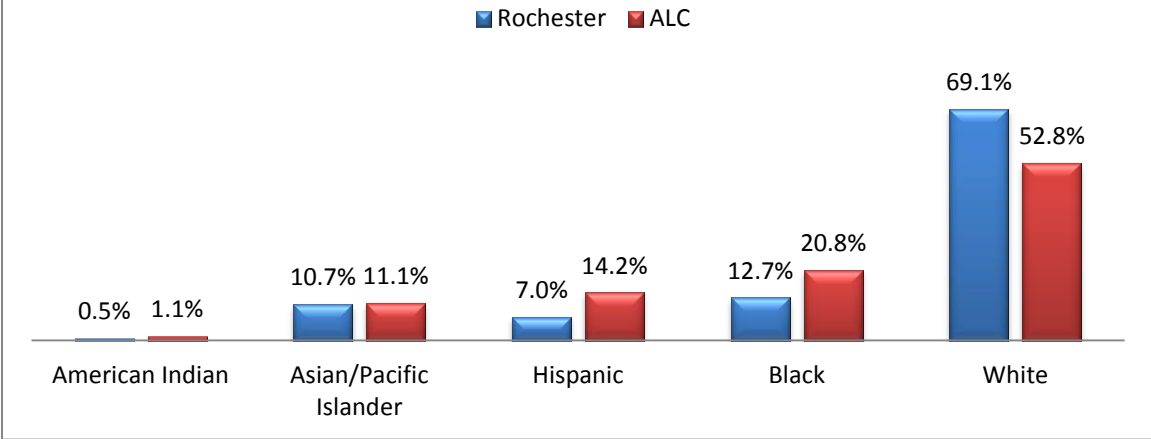
Rochester Public Schools offers several alternative programs:

- Area Learning Center diploma program serving grades 10 through 12.
- Area Learning Center serving grades seven through 12.
- Another Area Learning Center serving grades 10 through 12.
- Another Area Learning Center serving grades six through 12.
- Two Area Learning Center credit recovery programs, one during the core school year and one in the summer. These served grades nine through 12.
- Three core school year targeted services programs. Two of these served grades one through five and one served grades one through eight.
- Two targeted services summer programs, one serving grades kindergarten through five and one serving grades one through eight.

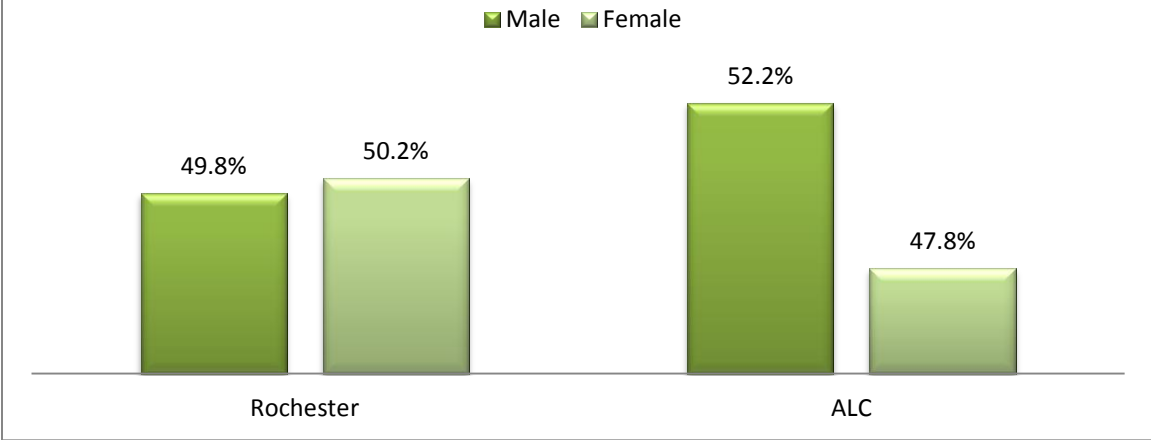
## Demographics



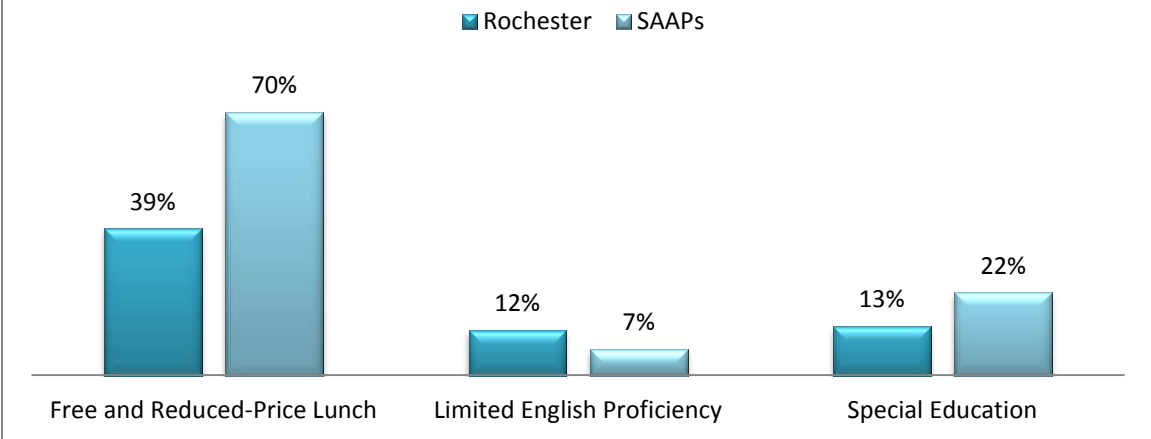
### FY 15 Ethnicity Comparison Rochester and their ALCs (grades 7-12)



### FY 15 Gender Comparison Rochester and their ALC



### FY 15 Comparison of Special Populations Rochester and their SAAPs





## **Summer Programs**

### ***Targeted Services***

Rochester operates a large targeted services program that operates six hours per day for 16 days. They serve grades one through five. They begin planning for the summer program in January and their program focus is determined by individual sites. Rochester works in partnership with Winona State University to provide thematic programming. They use Action 100 and Fast Math. Rochester feels that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but presented in a different and more engaging way.

Their program schedule and activities show full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students.

Teachers recommend students for the program.

They use pre- and post-tests to help determine the impact of their summer program.

### ***ALC Summer Term (secondary students)***

Rochester operates two summer programs. The first is called a seat-based online program. The programs operate five hours a day, five days a week for five weeks.

Students are referred by high school counselors who identify students as behind in their graduation requirements and by classroom teachers. Rochester also reaches out to students designated as English Learners.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, Biology, Chemistry, and Physics.

They find the area of greatest need for the students they serve to be English Learner services, followed by math classes such as Algebra and Geometry, then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Rochester operates the Rochester Alternative Learning Center program year round. They have programs that are open to a variety of qualifying factors. Students enroll in the ALCs through a referral and intake process. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 percent and 90 percent.

When a student leaves school, there are several things a district could choose to do. Rochester ISD 535 responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*

- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We feel this is an extremely successful strategy for us.*
- Other: We Want You Back campaign.

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

#### ***Average length of enrollment for FY 14***

Rochester has several programs, most of which are identified as summer only or school year only programs. However, the Hawthorne program will be examined as a year-round program, since some records are summer only and some begin in the summer and continue through the school year.

The alternative program showed 282 enrollment records for their core school year program. Students were enrolled for an average of 548 hours. This ranged from 22 to 1,133 hours. They generated 142.93 regular ADMs and 1.16 extended ADMs.

For their credit recovery school year program, they had 275 enrollment records and students were enrolled for an average of 32 hours. This ranged from four to 72 hours. They generated 0.74 regular ADMs and 6.85 extended ADMs.

For their credit recovery summer program, they had 651 enrollment records and students were enrolled for an average of 56 hours. This ranged from five to 105 hours. They generated 10.15 regular ADMs and 20.46 extended ADMs.

For their ALC school year program, they had 197 enrollment records and students were enrolled for an average of 508 hours. This ranged from 18 to 1,002 hours. They generated 95.34 regular ADMs and 2.06 extended ADMs.

In their ESC ALC school year program, they had 281 enrollment records and students were enrolled for an average of 226 hours. This ranged from four to 844 hours. They generated 58.01 regular ADMs and 0.19 extended ADMs.

In the Hawthorne program, which covered the summer and the school year, they had 93 enrollment records and students were enrolled for an average of 173 hours. This ranged from 10 to 1,020 hours. They generated 14.15 regular ADMs and 1.42 extended ADMs.

### ***Average number of credits earned for FY 14***

Rochester requires 24 credits to graduate, or six credits a year. Based on their length of instructional program of 1,089 hours, this means students need approximately 182 hours to earn a credit.

In the alternative learning core school year program, students earned an average of 3.04 credits. This ranged from no credits earned to eight credits earned. It took an average of 180 hours to earn a credit, nearly identical to that needed at the traditional high school.

For the credit recovery school year program, students earned an average of 0.33 credits. This ranged from no credits earned to one credit earned. It took an average of 98 hours to earn a credit, well below the hours needed at the traditional high school.

In the summer credit recovery program, students earned an average of 0.54 credits. This ranged from no credits earned to 1.5 credits earned. It took an average of 180 hours to earn a credit, nearly identical to that needed at the traditional high school.

For the ALC school year program, students earned an average of 0.56 credits. This ranged from no credits earned to 1.5 credits earned. It took an average of 905 hours to earn a credit, above the hours needed at the traditional high school.

For the ESC ALC school year program, students earned an average of 2.59 credits. This ranged from no credits earned to 12.5 credits earned. It took an average of 87 hours to earn a credit, well below the hours needed at the traditional high school.

For the Hawthorne program, no credits were awarded.

The following chart shows the average hours needed to complete a credit at the various ALC programs and Rochester High School. This assumes that students earned all credits attempted at the traditional high school.

### ***Attendance for FY 14***

Attendance at the alternative learning core school day program averaged 77 percent. It ranged from 0 to 100 percent. For the credit recovery core school day program it was 81 percent, and for the credit recovery summer program, the average attendance was 90 percent. Both ranged from 0 to 100 percent.

Attendance at the ALC core school day program averaged 76 percent. It ranged from 15 to 100 percent. For the ESC ALC core school day program it was 66 percent. This ranged from 0 to 100 percent. For the Hawthorne program, attendance was reported at 100 percent.

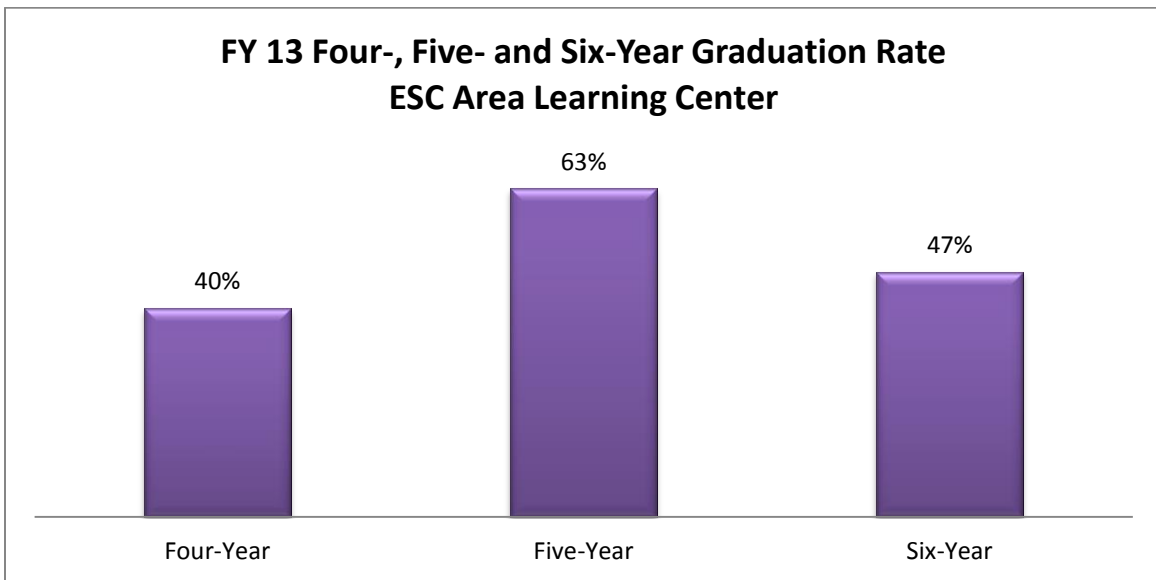
## Graduation Data

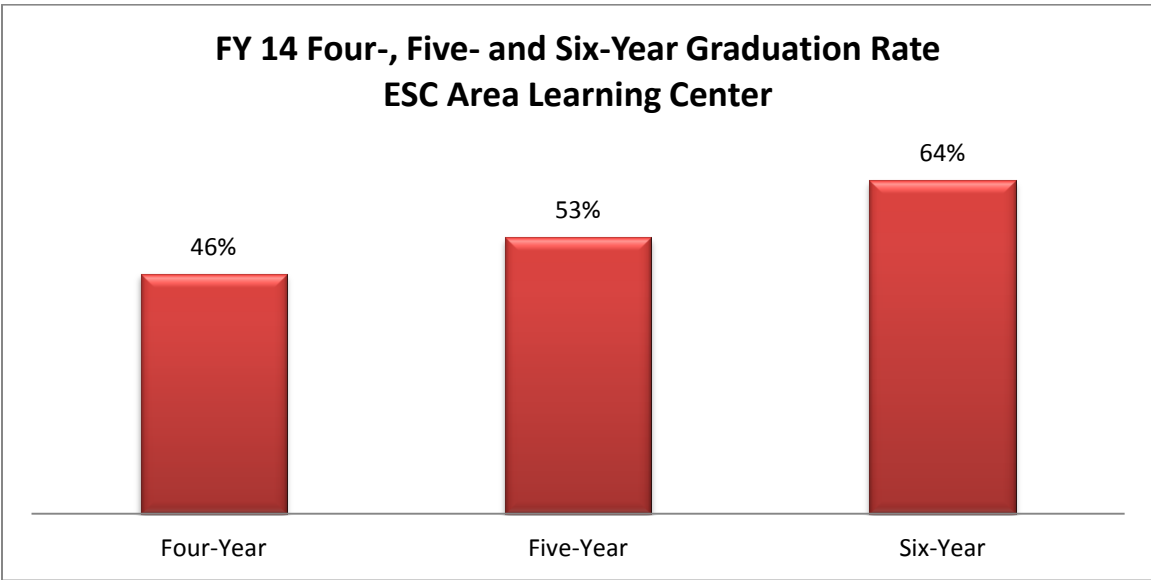
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

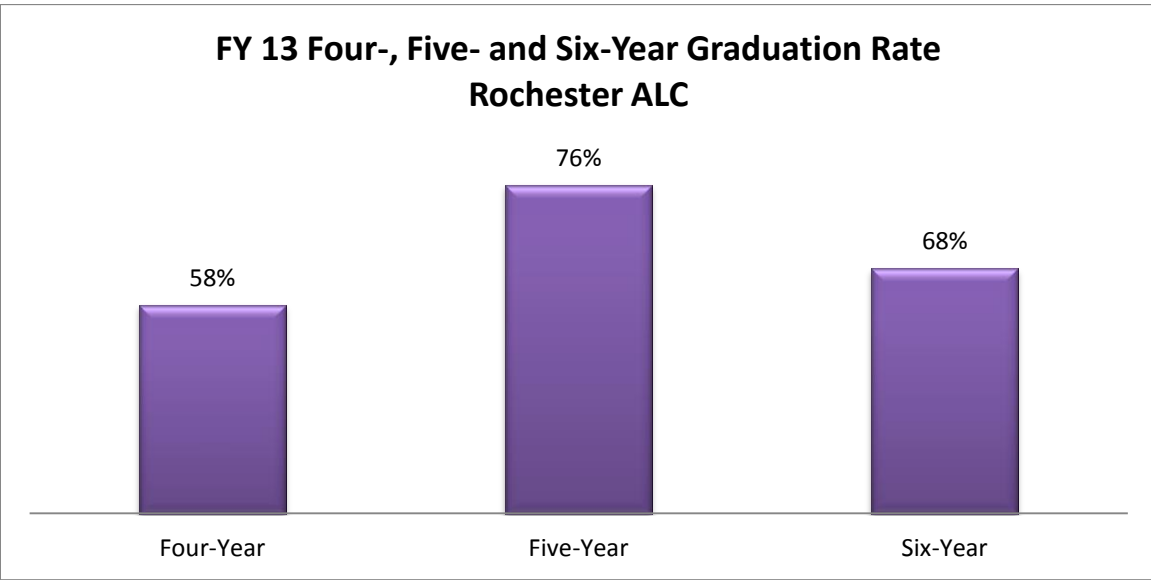
For the Rochester ESC ALC, the increase from FY 13 four-year graduation rate to FY 14 five-year graduation rate was 13 percent, rising from 40 percent to 53 percent. The cohort size increased from 45 to 53 students, an increase of approximately 18 percent.

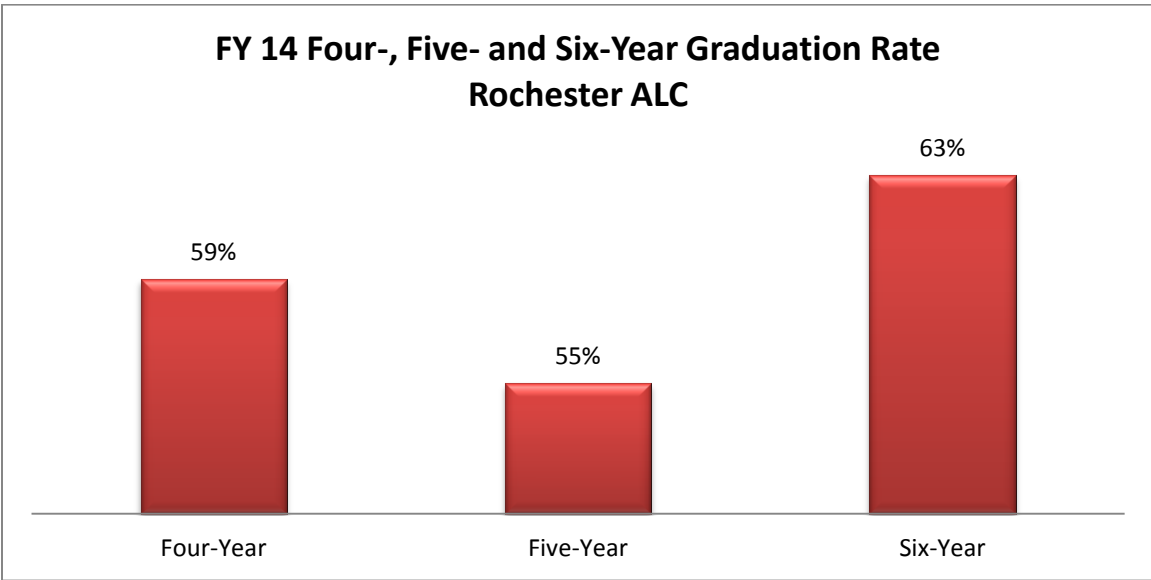
The FY 13 five-year graduation rate was 63 percent. This increased to 64 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 48 to 50 students.



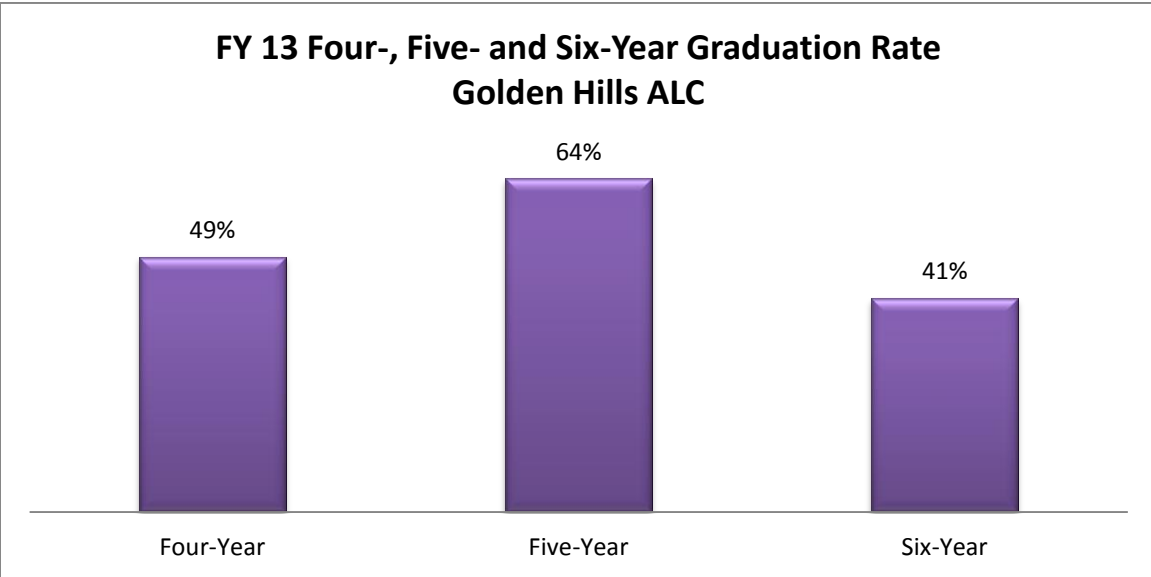


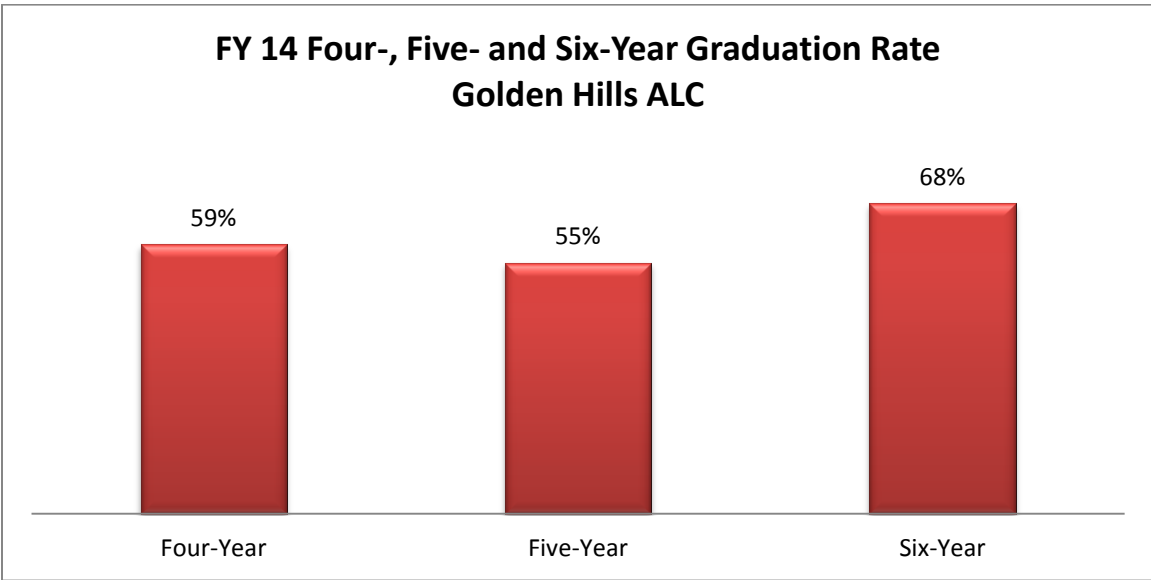
For the Rochester ALC, the FY 13 four-year graduation rate was 58 percent. It decreased in the FY 14 five-year graduation rate to 55 percent. The cohort size increased from 90 to 94 students. The FY 13 five-year graduation rate was 76 percent. This decreased to 68 percent for the FY 14 six-year graduation rate. The cohort size decreased slightly from 76 to 74 students.



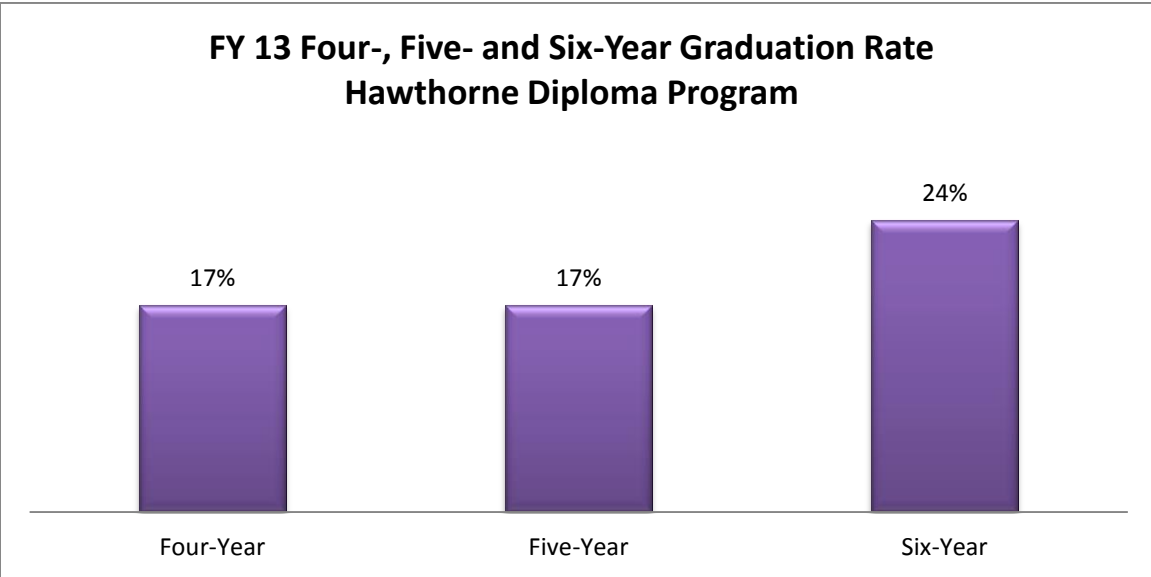


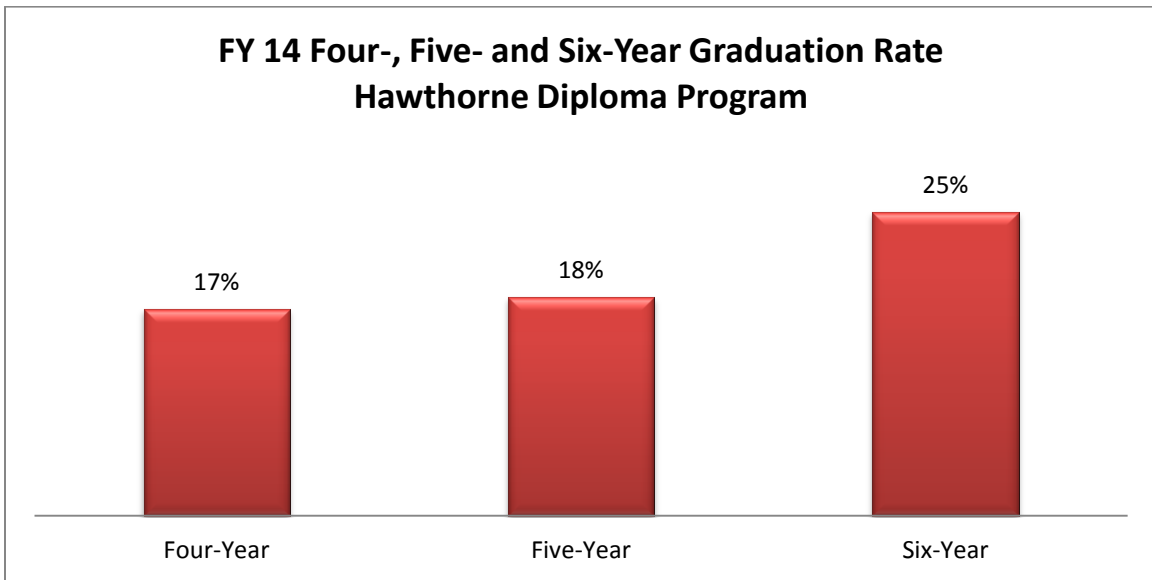
For the Rochester ALC Golden Hills program, the FY 13 four-year graduation rate was 49 percent. It increased to 55 percent in the FY 14 five-year graduation rate. The cohort size increased slightly from 39 to 40 students. The FY 13 five-year graduation rate was 64 percent. This increased to 68 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 39 to 40 students.





For the Rochester ALC Hawthorne diploma program, the FY 13 four-year graduation rate was 17 percent. It increased slightly to 18 percent in the FY 14 five-year graduation rate. The cohort size increased from 42 to 56 students, an increase of 33 percent. The FY 13 five-year graduation rate was 17 percent. This increased to 25 percent for the FY 14 six-year graduation rate. The cohort size increased from 52 to 57 students.





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In FY 14, the Rochester Alternative Learning Center received a rating of 46.448 percent on their MMR and 35.53 percent on their FR.

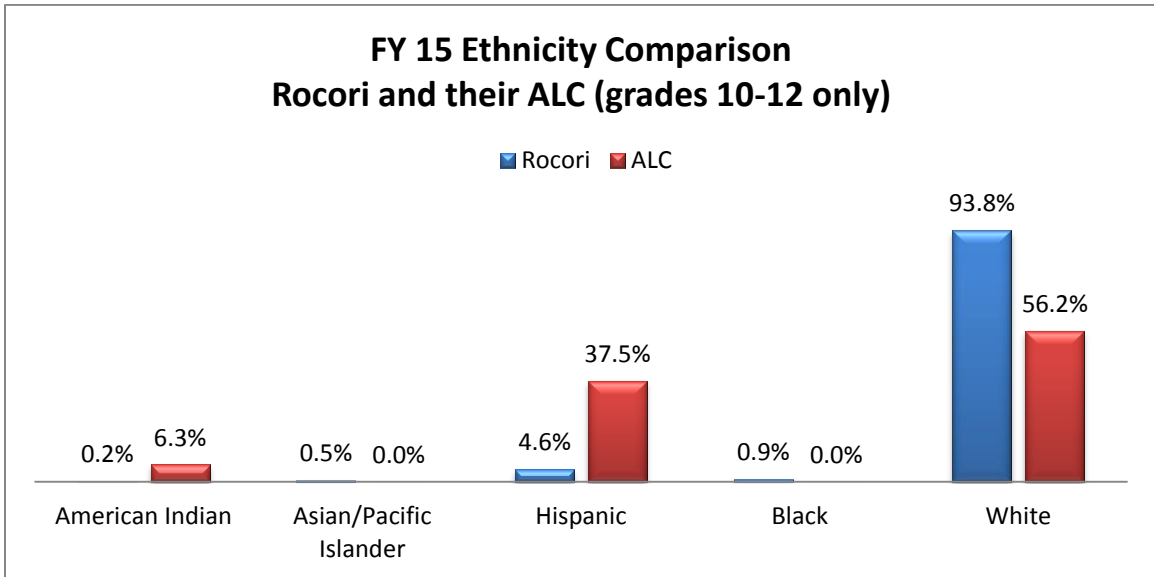
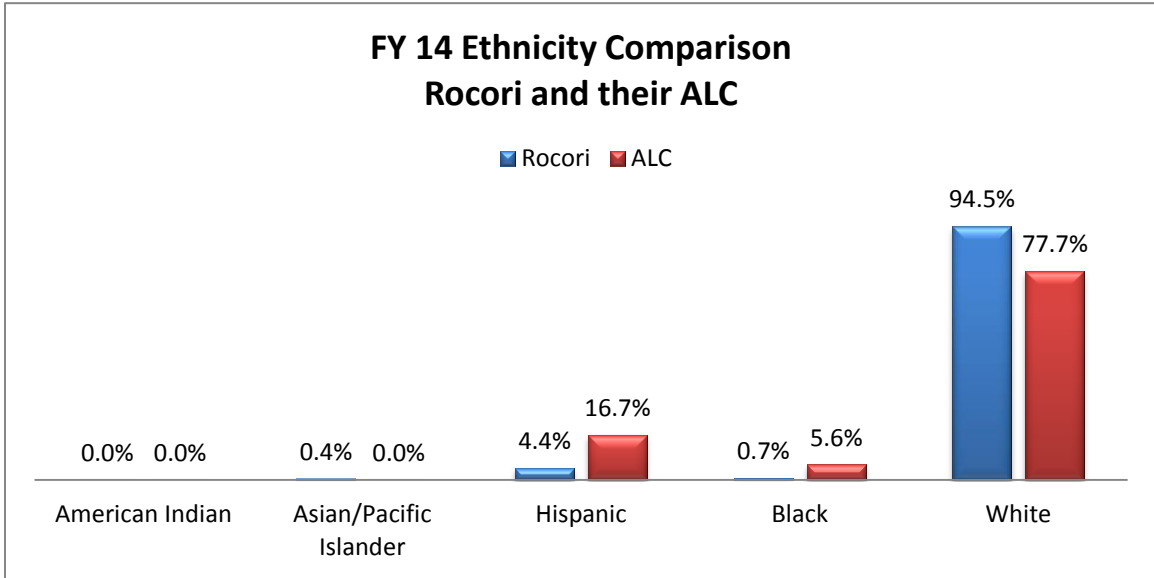


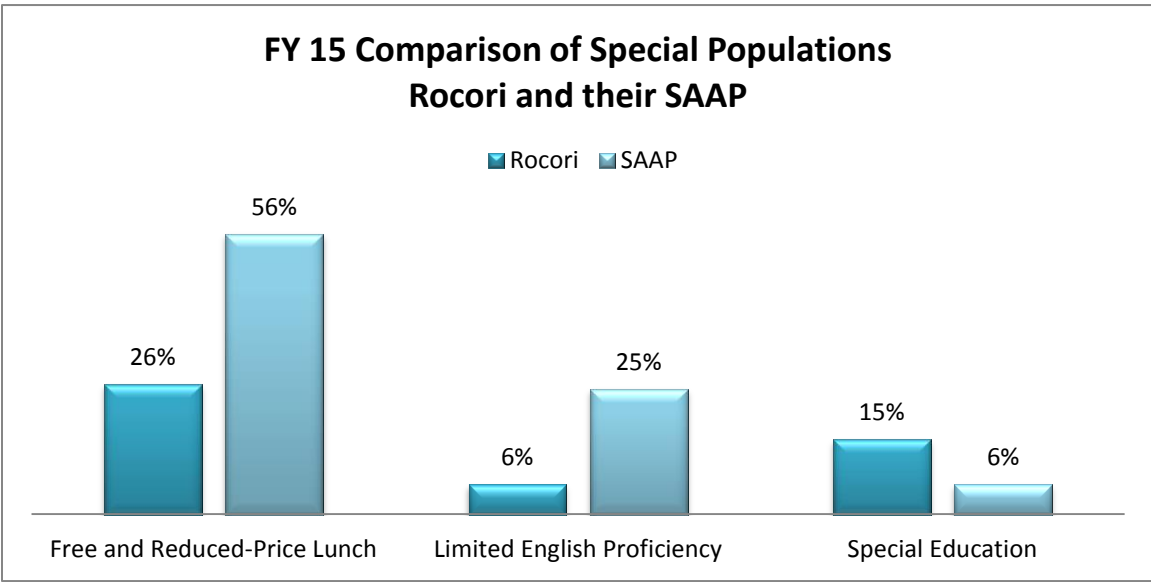
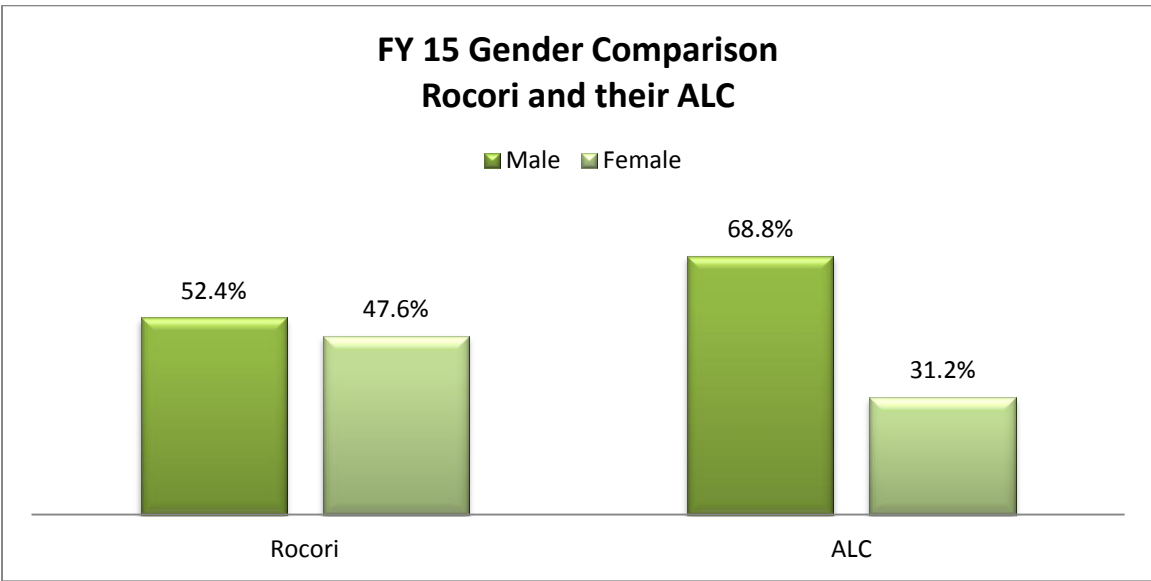
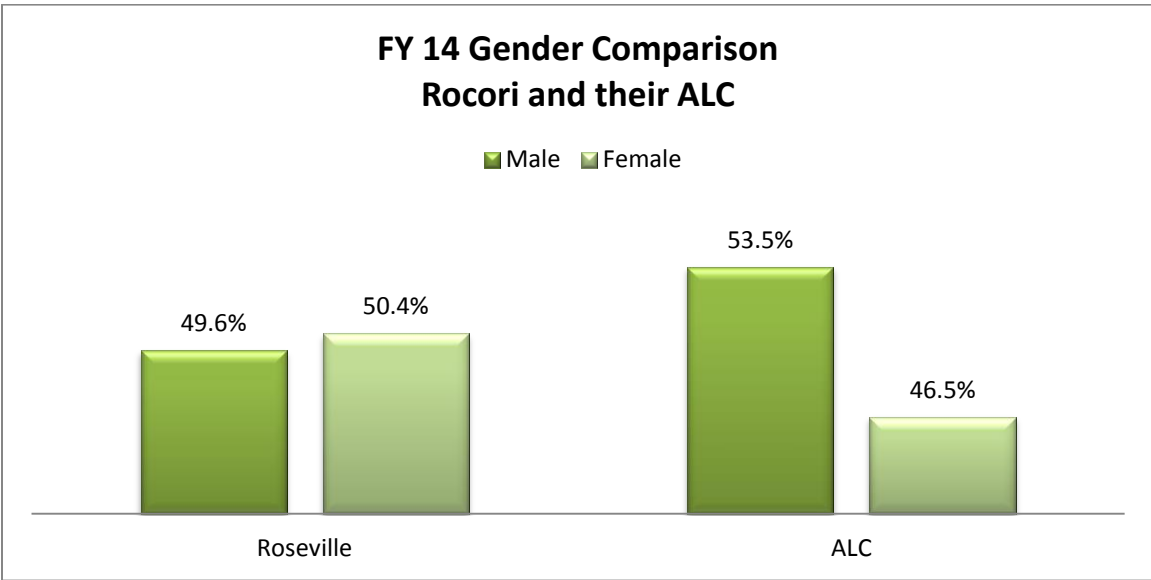
# Rocori Public Schools, 0750-01

## Program Information

Rocori operates an Area Learning Center (ALC) and a targeted services program.

## Demographics





## Summer Programs

### **Targeted Services**

Rocori Area Schools operates a targeted services program for 12 days, three hours per day. They serve grades one through five. Program planning for the upcoming summer begins in the spring. They work on building the skills that need reinforcement from the classroom.

The program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### **ALC Summer Term (secondary students)**

Rocori offers a 60 hour seat-based program to students in the summer. Students are either referred by teachers or by the high school counselor. Counselors review graduation requirements and refer those students who are behind.

Rocori does not think of at-risk and off-track students as different groups.

They reported that they offered earth science and generic math classes in the summer of 2014. They identify remedial math courses as the greatest area of need for their students, followed by EL services, then reading help, and then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Rocori operates the Rocori ALC program from September through June. They have programs that are open to a variety of qualifying factors. Students enroll in the ALCs through their high school guidance office. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 and 75 percent.

When a student leaves school, there are several things a district could choose to do. Rocori responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this in our district.

- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are in the process of fully implementing this in our district.
- Cooperative learning: We are in the process of fully implementing this in our district.
- Social work on regular basis: We are not doing this in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: We are in the process of fully implementing this in our district.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

#### ***Average length of enrollment for FY 14***

Rocori showed 144 enrollment records for their core school year program. Students were enrolled for an average of 101 hours. This ranged from one hour to 800 hours. They generated 11.8 regular ADMs and 2.21 extended ADMs.

For their summer program, they had 10 enrollment records and students were enrolled for an average of 88 hours. This ranged from 13 to 125 hours. They generated zero regular ADMs and 0.85 extended ADMs.

#### ***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 0.65 credits. This ranged from no credits earned to six credits earned. On average, students needed 180 hours to complete a credit compared to 148 hours for a credit in the traditional high school. (This assumes that a student in the traditional high school did not fail any classes).

For the summer program, students did not earn any credits.

#### ***Attendance for FY 14***

Attendance at the core school day program averaged 86 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 52 percent. This ranged from 14 to 100 percent.

#### **Graduation Data**

The Rocori ALC is too small to calculate a graduation rate.

## Roseau Public School District, 0682-01

### Program Information

Roseau operates an Alternative Learning Program.

### Demographics

The program is too small to develop demographic information.

### Summer Programs

#### *ALP Summer Term*

Roseau does not consider their small, independent study summer program as separate from their core school year program.

### Core School Year Programs (Intervention and Prevention Strategies)

Roseau operates the Roseau ALP program year round. The program is for a specific qualifying factor. Students enroll in the ALP through the high school office. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent.

When a student leaves school, there are several things a district could choose to do. Roseau responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this strategy is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: We are not doing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is determined on a case-by-case basis and is provided for students that need it.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.

- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is fully implemented in our district.

**Average length of enrollment for FY 14**

Roseau showed 20 enrollment records for their core school year program. Students were enrolled for an average of 123 hours. This ranged from 85 to 340 hours. They generated 0.03 regular ADMs and 1.63 extended ADMs.

For their summer program, they had 19 enrollment records and students were enrolled for an average of 186 hours. This ranged from 85 to 530 hours. They generated no regular ADMs and 2.13 extended ADMs.

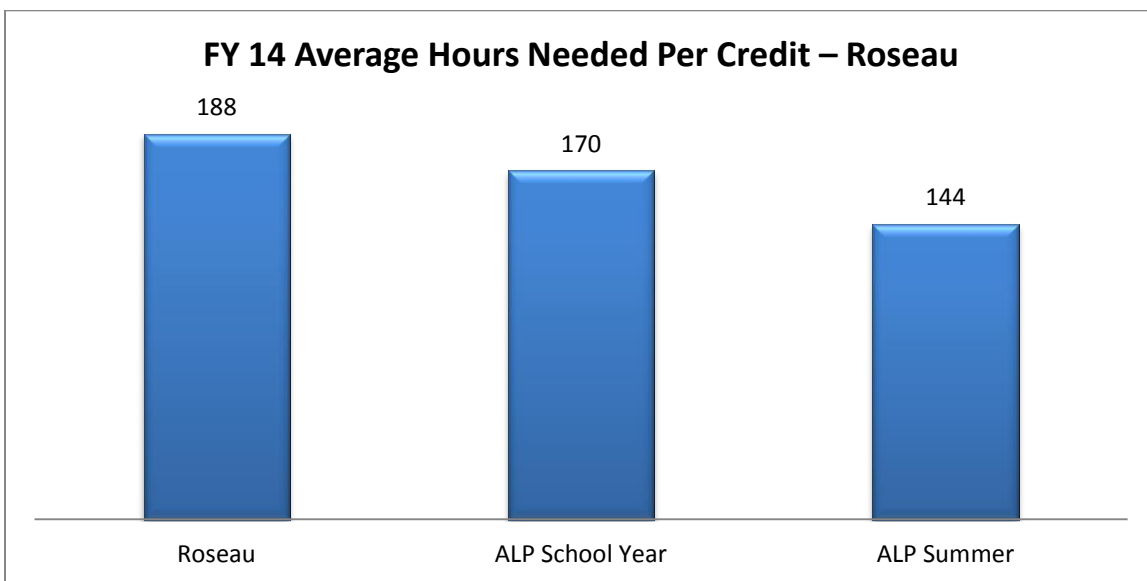
**Average number of credits earned for FY 14**

Roseau requires 23 credits to graduate or 5.75 credits a year. Based on their length of instructional program of 1,083 hours, this means students need approximately 188 hours to earn a credit.

In the ALP core school year program, students earned an average of 0.73 credits. This ranged from 0.5 credits earned to two credits earned. It took on average 170 hours to earn a credit, less than that needed at the traditional high school.

For the summer program, students earned an average of 1.29 credits. This ranged from 0.5 to 3.5 credits earned. It took on average 144 hours to earn a credit, below the hours needed at the traditional high school.

The following chart shows the average hours needed to complete a credit at the ALP summer program, the ALP core school year program and Roseau High School. This assumes that students earned all credits attempted at the traditional high school.



***Attendance for FY 14***

Attendance at the core school day program averaged 35 percent. It ranged from 33 to 38 percent. For the summer program, the average attendance was 42 percent. This ranged from 33 to 63 percent.

**Graduation Data**

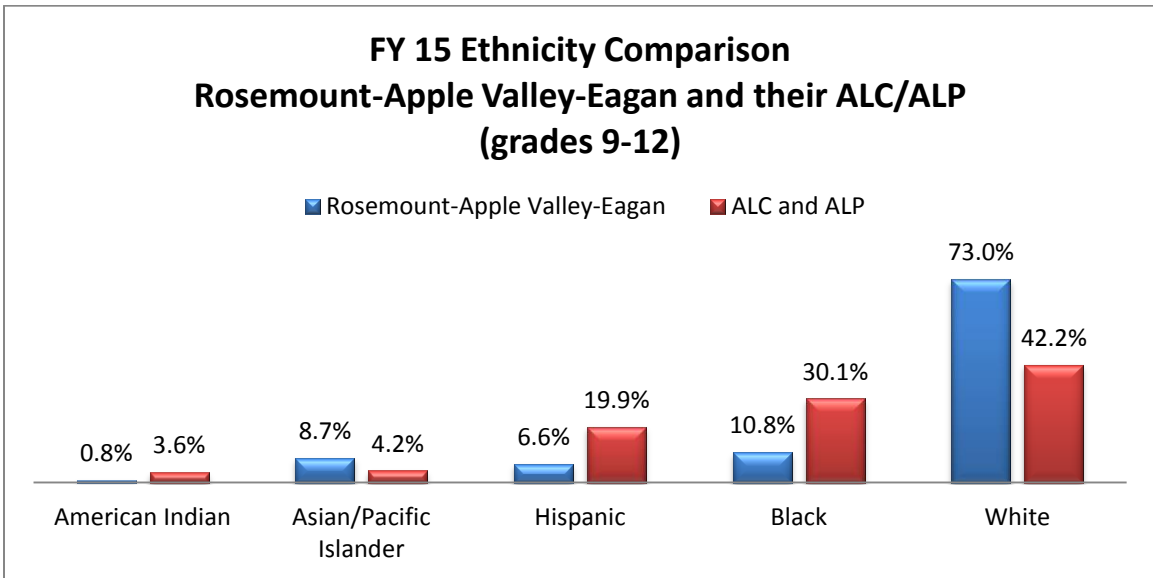
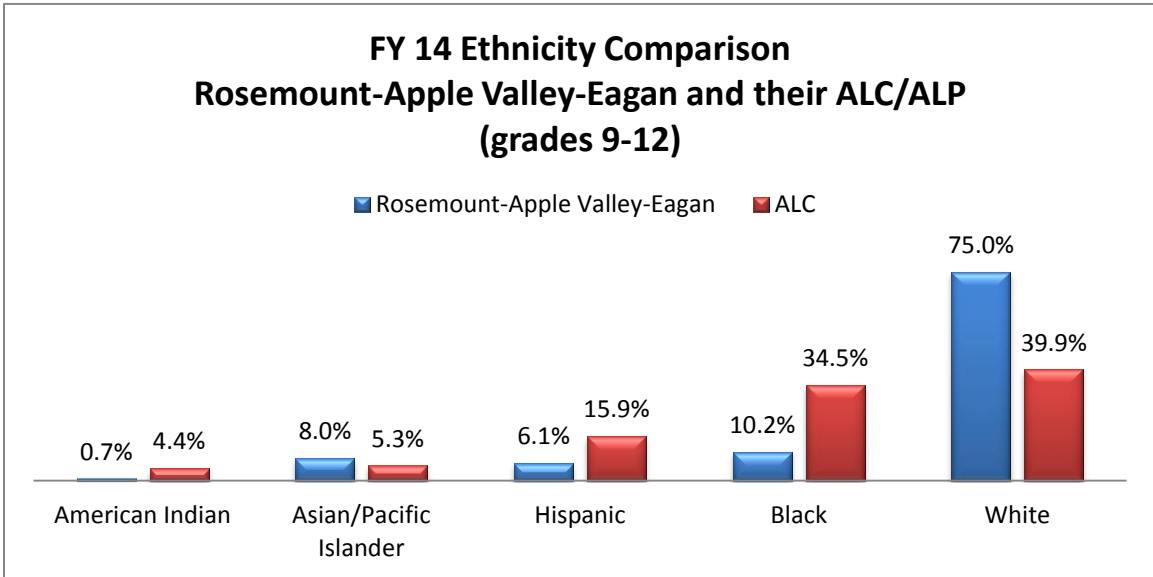
The cohort size is too small to compute a graduation rate.

# Rosemount-Apple Valley-Eagan, 0196-01

## Program Information

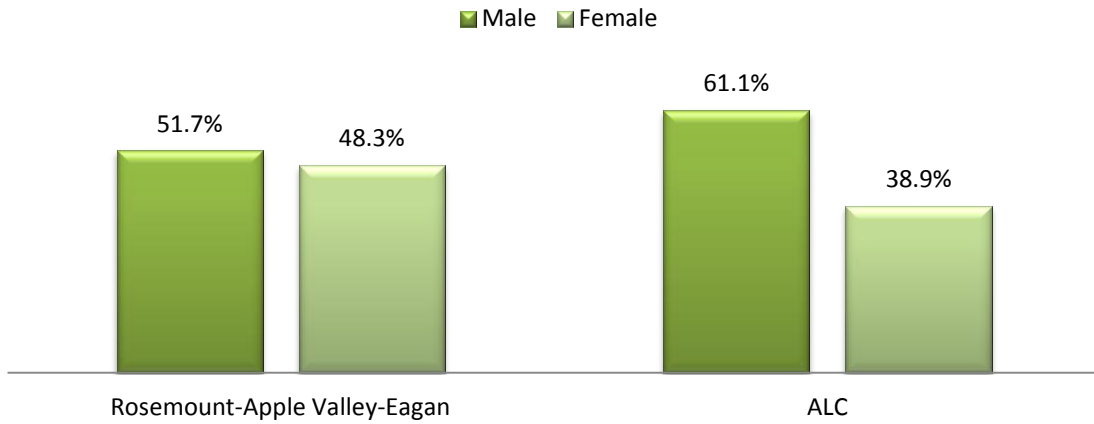
Rosemount-Apple Valley-Eagan operates an Alternative Learning Program (ALP), an Area Learning Center (ALC) and a targeted services program.

## Demographics

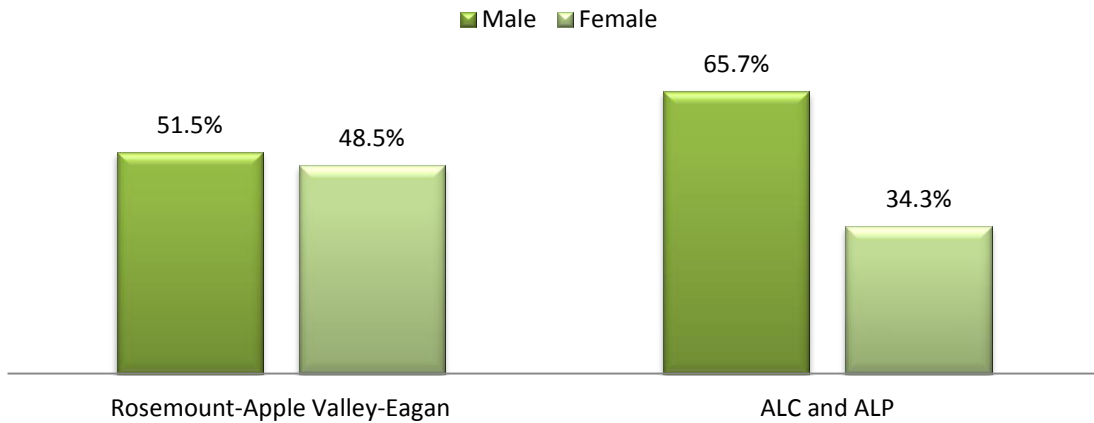




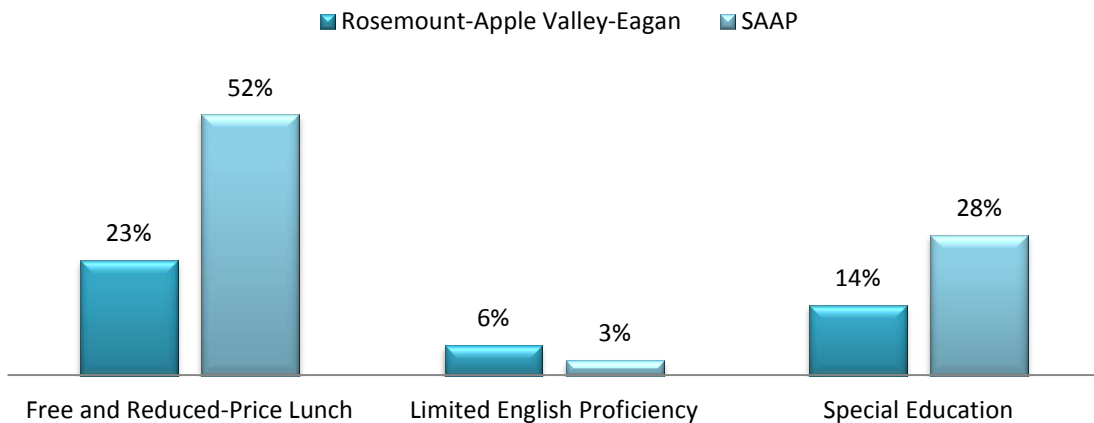
### FY 14 Gender Comparison Rosemount-Apple Valley-Eagan and their ALC



### FY 15 Gender Comparison Rosemount-Apple Valley-Eagan and their ALC and ALP



### FY 15 Comparison of Special Populations Rosemount-Apple Valley-Eagan and their SAAP



## **Summer Programs**

### ***Targeted Services***

Rosemount-Apple Valley-Eagan operates a targeted services program for 16 days, four hours per day. Program planning for the summer begins in January. Individual sites set their own themes or focus areas that are approved centrally. They share information about their summer program by mailing letters home, through school news, and by email. Identified students are sent an invitation.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Rosemount-Apple Valley-Eagan operates one of their summer programs in two sessions. Each session lasts 13 days and each of the two daily sessions lasts 2.75 hours. They have two programs: an independent study program, in which membership is calculated on work completion and teacher contact time, and a seat-based program. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. They invite students who are designated as English Learners. Students can also refer themselves, either before the session begins or by walking in the first day. They reach out to all students and welcome any student who wants to attend.

They do not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Earth Science, Chemistry, and Biology.

They see their students' greatest area of need as English classes, followed by math courses such as Algebra and Geometry, and reading help.

Rosemount-Apple Valley-Eagan has a second group of summer programs that last 21 days for 4.5 hours per day: an independent study program and a seat-based program. A blended program combines these two. They also have a transition to ninth grade program for incoming freshmen. Students are referred to the program by their school counselor if they are behind in graduation requirements. Students can also refer themselves, either before the session begins or by walking in the first day. They send out information to students they feel would benefit from a transition to ninth grade program.

They offer credits in a variety of subjects including Algebra I, Geometry, U.S. History, English 9, 10, 11 and 12, Physical Education, Health, Earth Science, and Biology. They also offer generic math and English classes. They change the subjects offered depending on students' needs and interests.

They see their students' greatest area of need as math courses such as Algebra, followed by English classes.

### **Core School Year Programs (Intervention and Prevention Strategies) ALC and ALP**

Rosemount-Apple Valley-Eagan has established their ALC in cooperation with another district, and serves the geographic area of at least two districts. They serve students from surrounding districts such as Burnsville, Farmington, Lakeville, Prior Lake and Inver Grove Heights. Rosemount-Apple Valley-Eagan ALC provides programs at the high school level only.

They also operate an Alternative Learning Program (ALP) called Alternative Learning Center. Both programs are open to a variety of qualifying factors. Students are referred by the high school counselor, other staff member, or by parent or student interest.

When a student leaves school, there are several things a district could choose to do. Rosemount-Apple Valley-Eagan responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this strategy is successful at least half of the time.*

In terms of prevention and intervention strategies for at-risk and off-track students, Rosemount-Apple Valley-Eagan was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are in the process of fully implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

Rosemount-Apple Valley-Eagan believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 25 to 50 percent.

**Average length of enrollment for FY 14**

Rosemount-Apple Valley-Eagan has both an ALC and an ALP. These will be discussed separately.

The Rosemount-Apple Valley-Eagan ALC showed 70 enrollment records for their core school year program. Students were enrolled for an average of 31 hours.

For their ALC summer program, they had 114 enrollment records and students were enrolled for an average of 50 hours.

The Rosemount-Apple Valley-Eagan ALP does not distinguish the summer program from the school year program, so the information is combined. The ALP showed 259 enrollment records. Students were enrolled for an average of 191 hours. This ranged from five to 1,456 hours. They generated 33.66 regular ADMs and 10.35 extended ADMs.

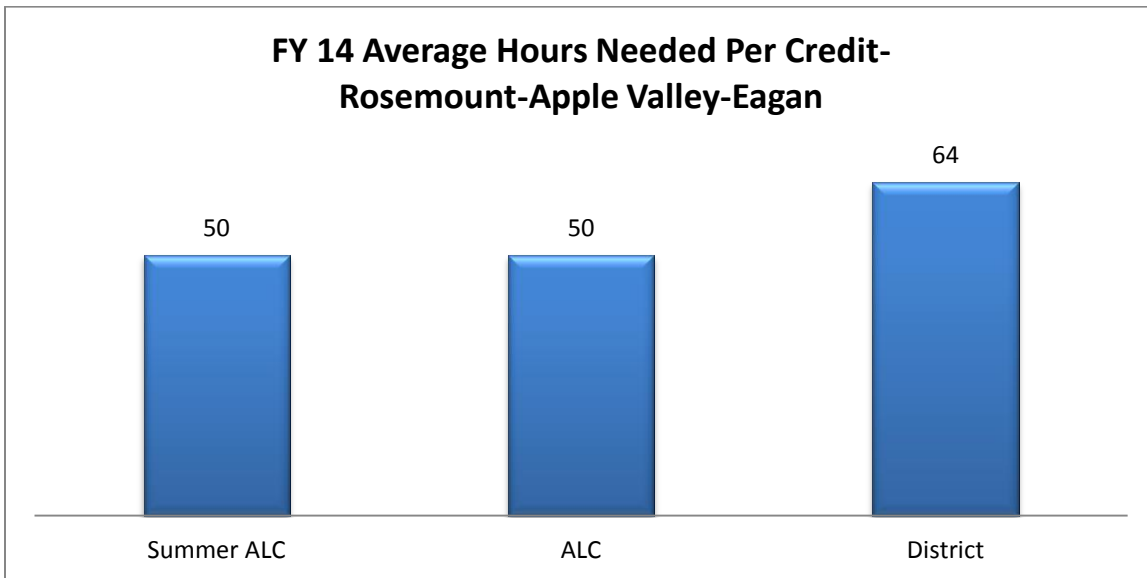
**Average number of credits earned for FY 14**

Rosemount-Apple Valley-Eagan requires 66 credits to graduate, or 16.5 credits a year. Based on their length of instructional program of 1,058 hours, this means students need approximately 64 hours to earn a credit.

In the ALC core school year program, students earned an average of 0.62 credits. It took on average 50 hours to earn a credit, less than that needed at the traditional high school.

For the ALC summer program, students earned an average of one credit. It took on average 50 hours to earn a credit, below the hours needed at the traditional high school.

In the Rosemount-Apple Valley-Eagan ALP, students earned an average of 2.34 credits. This ranged from no credits earned to 19 credits earned.



**Attendance for FY 14**

Attendance at the ALC core school day and summer programs averaged 88 percent. For the ALP program, the average attendance was 25 percent. This is an independent study program, so only contact time is measured for attendance.

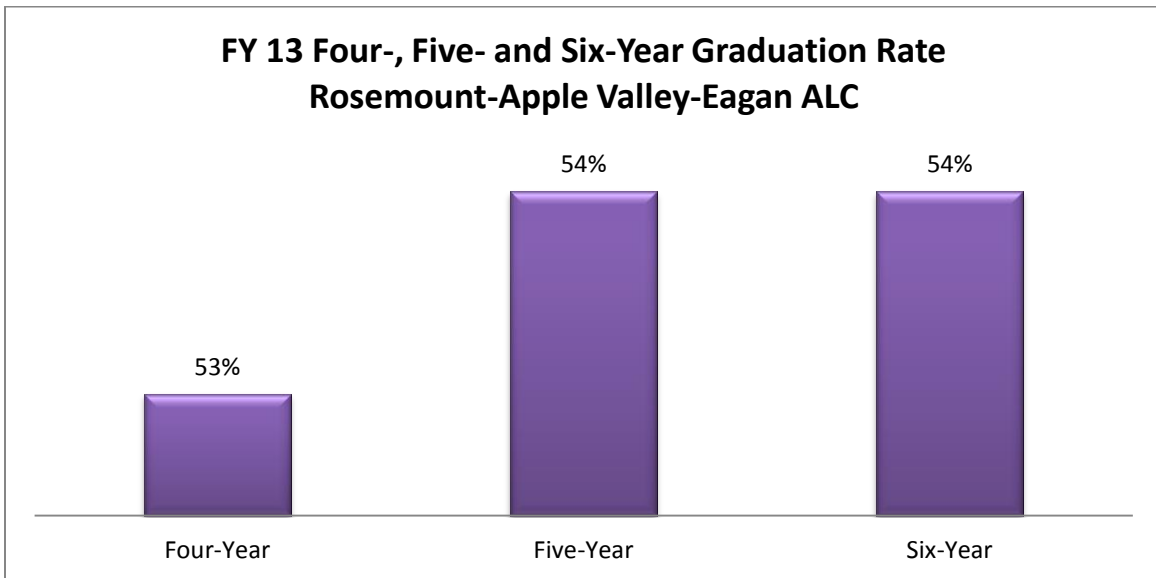
## Graduation Data

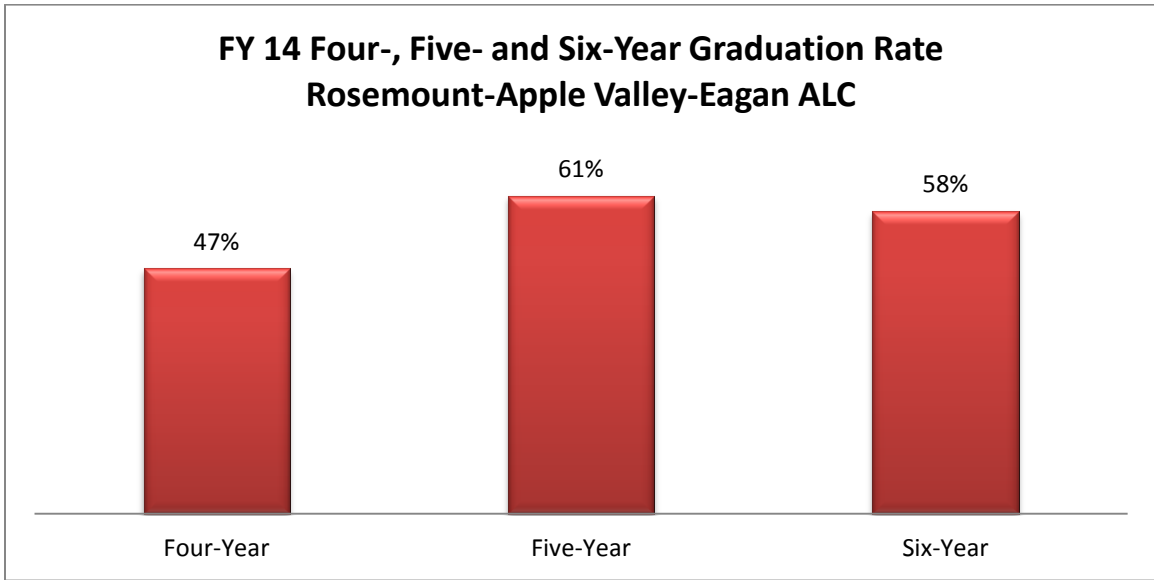
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort as well as students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For Rosemount-Apple Valley-Eagan ALC, the FY 13 four-year graduation rate was 53 percent. This rose to 61 percent for the FY 14 five-year graduation rate. The cohort size increased 12 percent, from 85 to 95 students.

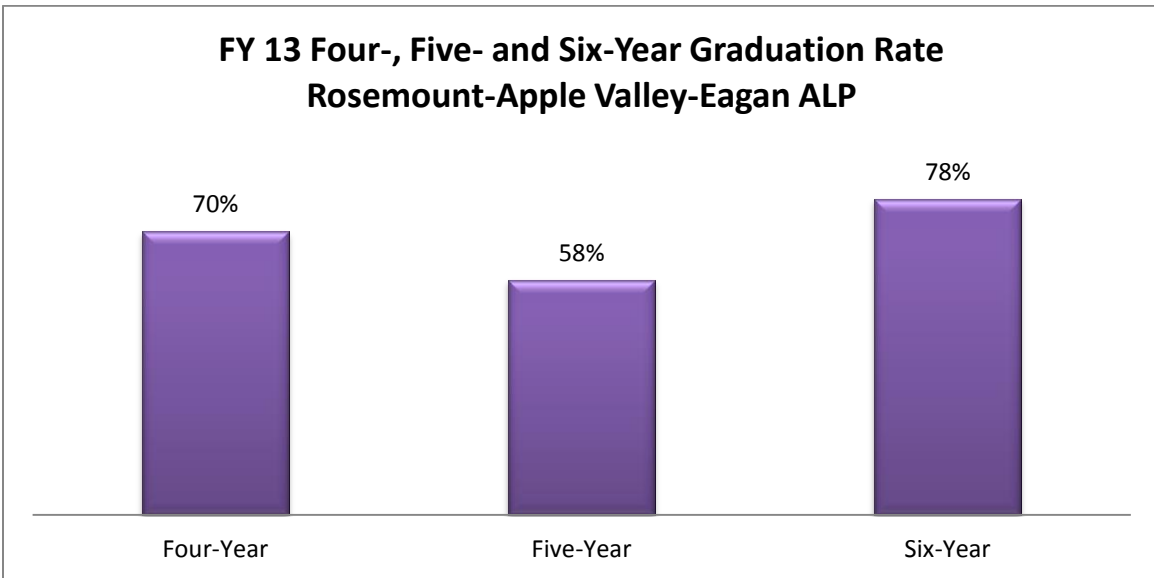
The FY 13 five-year graduation rate was 54 percent. This rose slightly to 58 percent for the FY 14 six-year graduation rate. The cohort size decreased slightly, from 125 to 122 students.

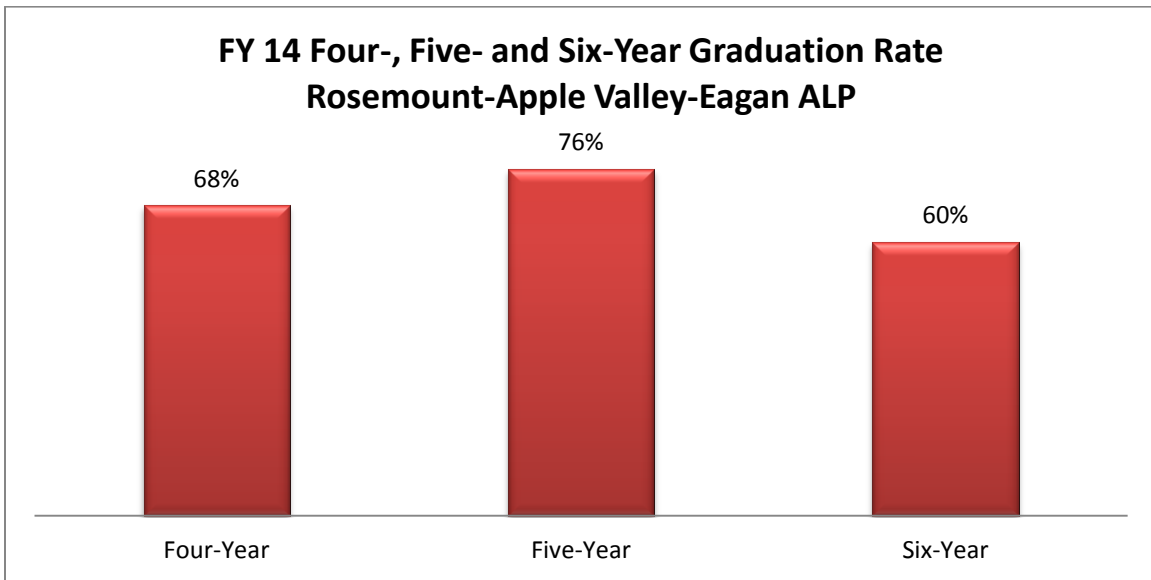




For Rosemount-Apple Valley-Eagan ALP, the FY 13 four-year graduation rate was 70 percent. This rose to 76 percent for the FY 14 five-year graduation rate.

The FY 13 five-year graduation rate was 58 percent. This rose slightly to 60 percent for the FY 14 six-year graduation rate.





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Rosemount Area Learning Center did not get a score in FY 13. In FY 14, they had an MMR score of 48.67 percent.

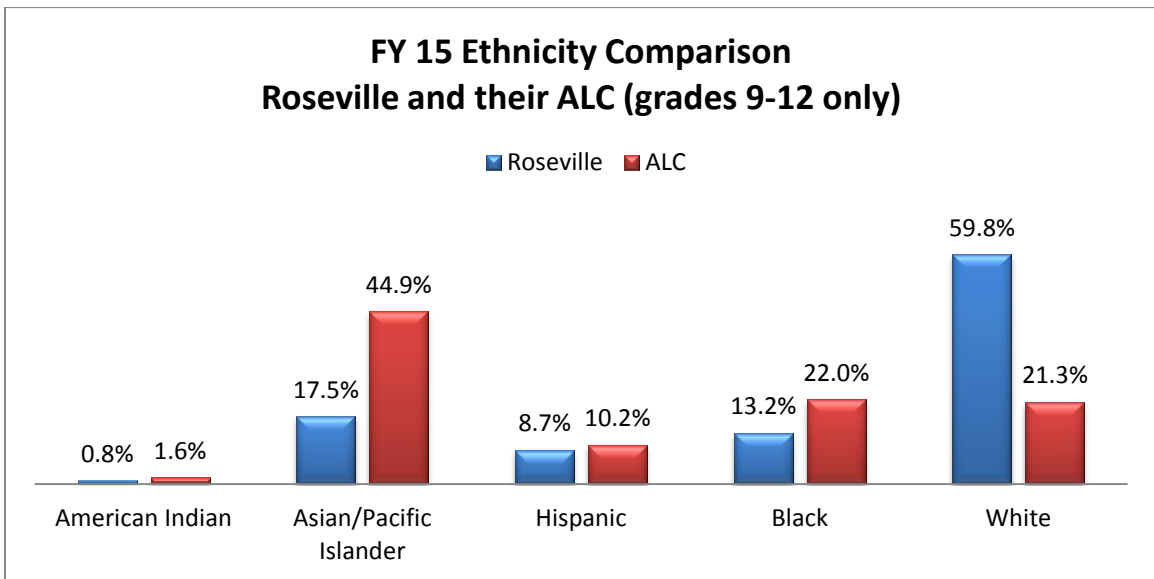
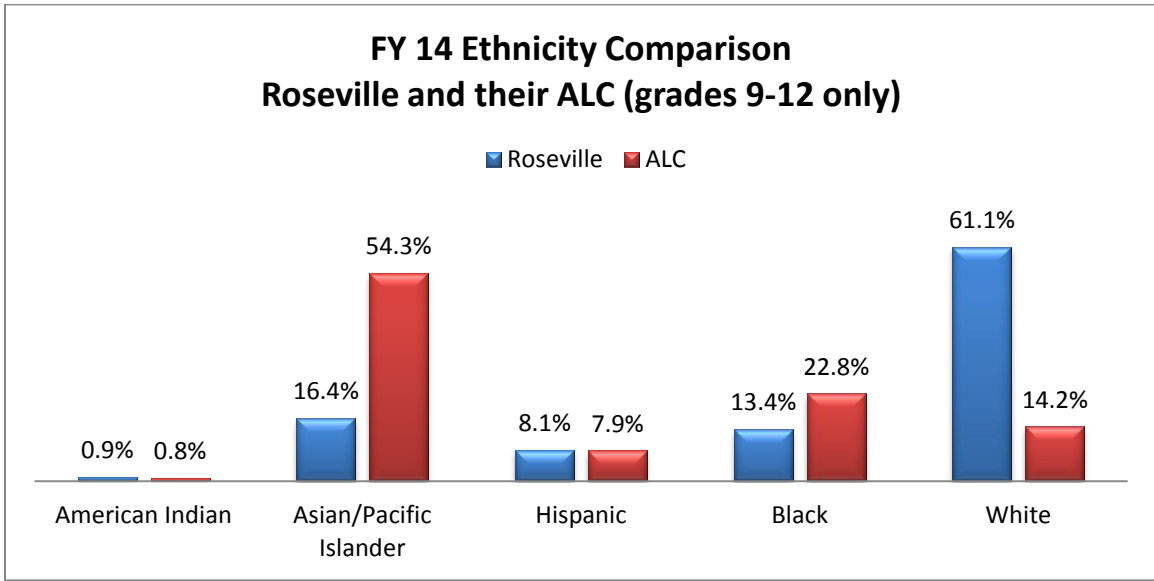
# Roseville Public School District, 0623-01

## Program Information

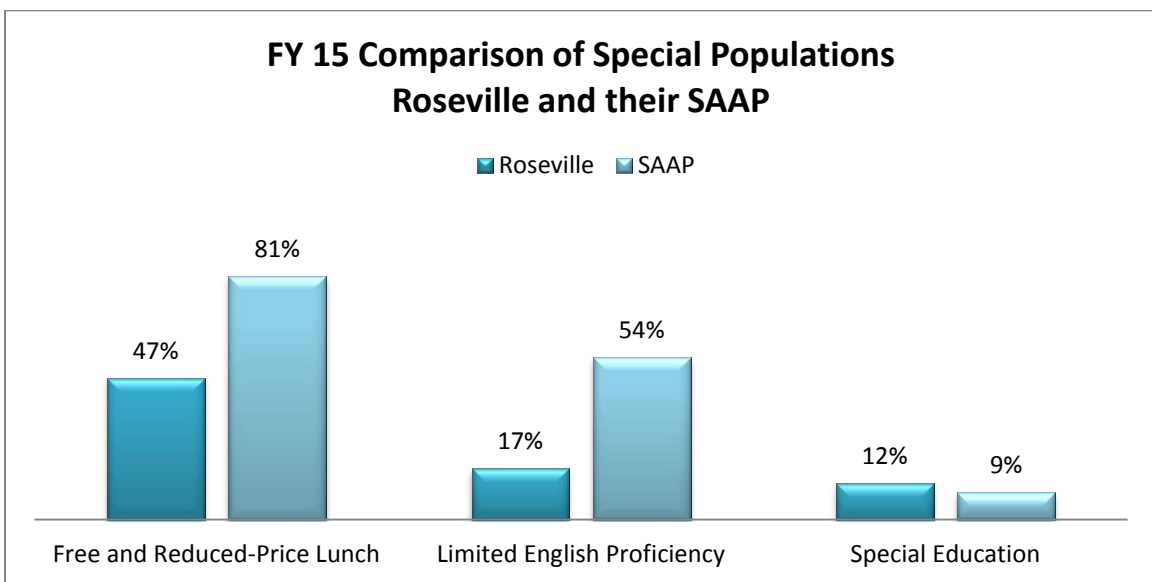
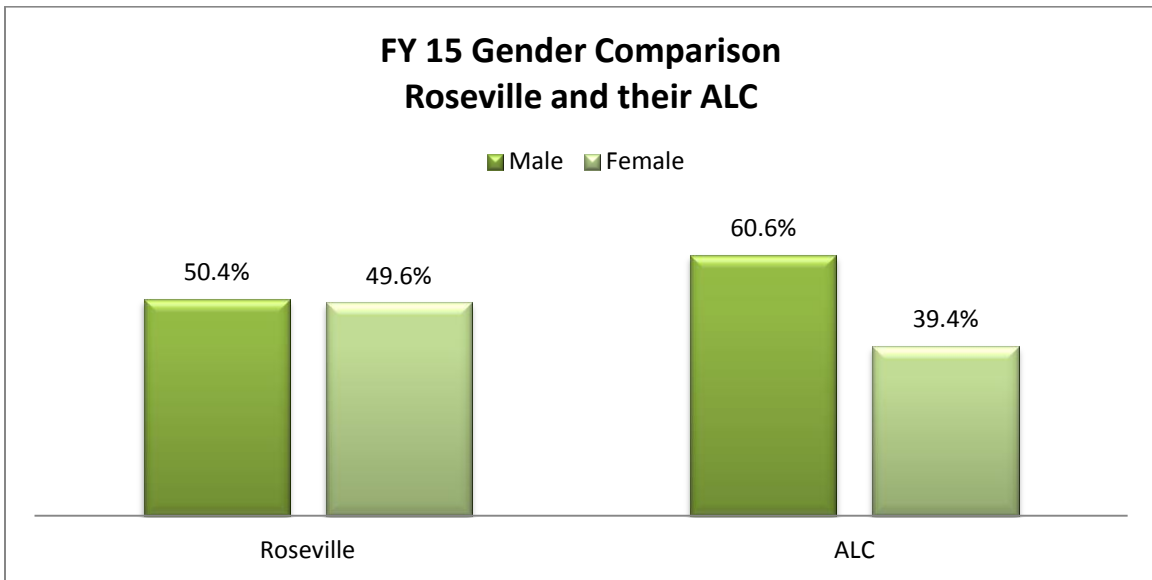
Roseville offers both Area Learning Center (ALC) programs and targeted services programs.

## Demographics

The following charts show the ethnicity comparisons for the high school ALC. This information is not available for the middle level ALC program.







## Summer Programs

### *Targeted Services*

Roseville operates their targeted services program through community education. The program operates for 20 days, four hours per day. They serve grades kindergarden through eight. Program planning for the summer begins in the fall. Their program focus is determined at the district level but they are still working towards matching student needs to programming. Information on the summer program is communicated through flyers and classroom teachers, principals, and cultural liaisons, through parent/teacher conferences, and through information sent home in student backpacks.

The curriculum that they use is Everyday Math. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations, but their program is not long enough for them to devote enough time to any particular area in order to fully master it.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Roseville operates several summer programs: an independent study program, in which membership is calculated on work completion and teacher contact time, a seat-based program, a program for English Learners, and a transition to ninth grade program for incoming freshmen. Each of these lasts five hours per day, four days a week for five weeks. Students are referred to the programs by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. They invite students who are designated as English Learners. Students can also refer themselves, either before the session begins or by walking in the first day.

Roseville does think of students that are at-risk or off-track as separate groups and so treats them a little differently. They work with counselors, special education teams, parents and other advocates and the students themselves to work toward an appropriate summer program.

They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physics, Chemistry, and Biology. They also offer English Learner credits. Their Bridging program (for incoming ninth graders) generates elective credits in math, science, English, and social studies.

They see their students' greatest area of need as math courses such as Algebra, followed by English Learner services, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received on their core school year program.

### ***Average length of enrollment for FY 14***

Roseville showed 35 enrollment records for their Adult ALC core school year program. Students were enrolled for an average of 143 hours. This ranged from eight to 605 hours. They generated 2.38 regular ADMs and 1.79 extended ADMs.

For their Adult ALC summer program, they had 371 enrollment records and students were enrolled for an average of 141 hours. This ranged from 26 to 227 hours. They generated 11.24 regular ADMs and 34.42 extended ADMs.

For their ALC summer program, they had 371 enrollment records and students were enrolled for an average of 141 hours. This ranged from 26 to 227 hours. They generated 11.24 regular ADMs and 34.42 extended ADMs.

The Fairview ALC program operated in the core school year only. They had 204 enrollment records. Students were enrolled for an average of 1,006 hours. This ranged from five to 2,150 hours.

It should be noted that Roseville has submitted a core instructional year length of 1,008 hours for the Adult High School and for Fairview Alternative High School.

#### ***Average number of credits earned for FY 14***

Roseville requires 55 credits to graduate, or 13.75 credits a year. Based on their length of instructional program of 1,014 hours, this means students need approximately 74 hours to earn a credit. Roseville is not showing that they are providing the minimum number of instructional hours of 1,020 hours.

In the Adult ALC core school year program, students earned an average of 1.74 credits. It took on average 82 hours to earn a credit, close to that needed at the traditional high school.

For the summer program, students earned an average of 1.18 credits. It took on average 119 hours to earn a credit, higher than the hours needed at the traditional high school.

No credit report was submitted for the Fairview program, so we are unable to analyze their credits.

#### ***Attendance for FY 14***

Attendance at the adult core school day program averaged 99.7 percent. For the summer program, the average attendance was 97 percent. For Fairview it was 96 percent.

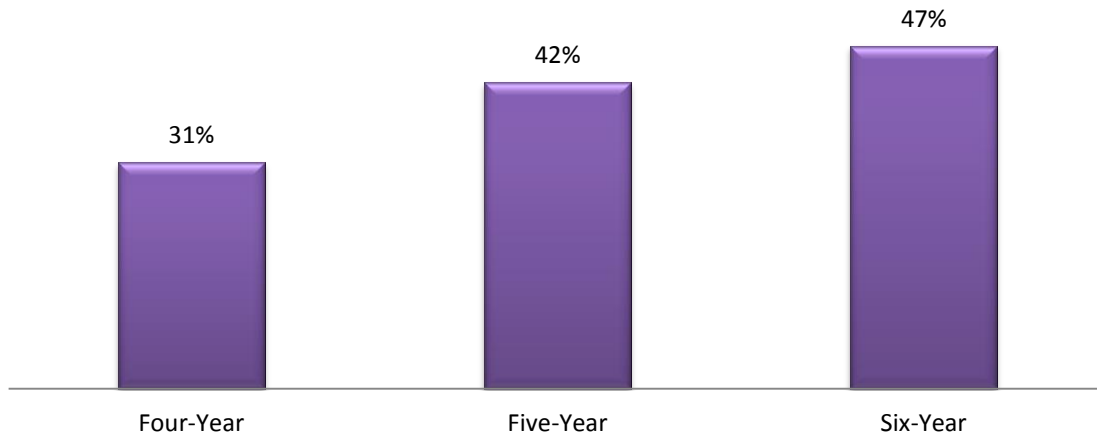
#### **Graduation Data**

In order to look at increases in the graduation rate, one year's four-year rate is compared to the following year's five-year rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This rate is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

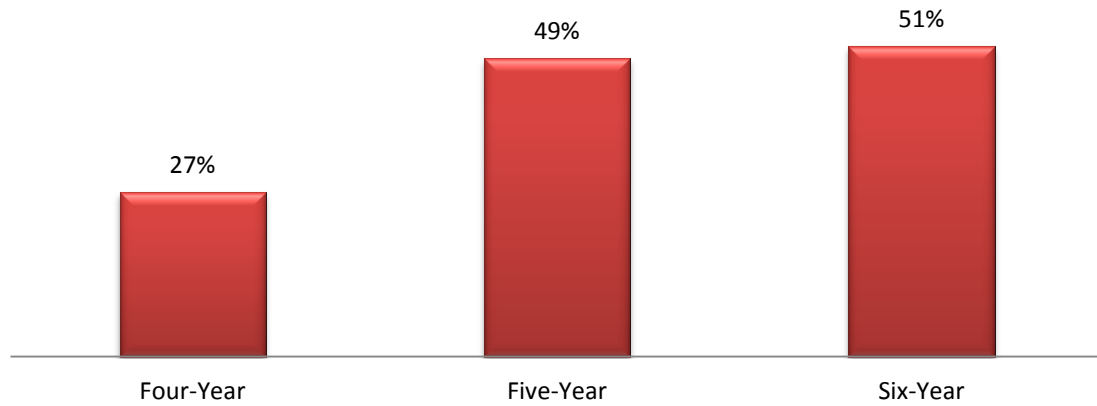
In Roseville for Fairview Alternative, the FY 13 four-year graduation rate was 31 percent and rose to 49 percent for the FY 14 five-year graduation rate. The cohort dropped from 58 to 57 students.

The FY 13 five-year graduation rate was 42 percent and rose to 51 percent for the FY 14 six-year graduation rate. The cohort size decreased by one student.

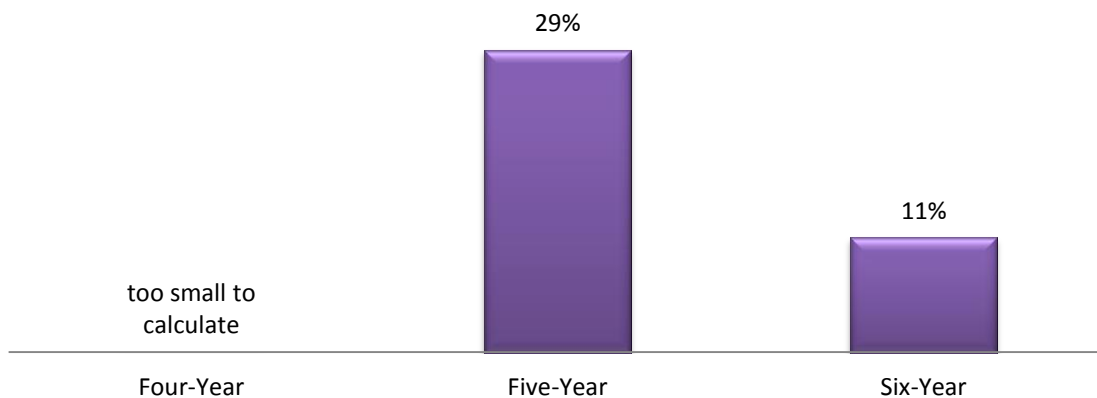
**FY 13 Four-, Five- and Six-Year Graduation Rate  
Fairview Alternative School**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Fairview Alternative High School**



**FY 13 Four-, Five- and Six-Year Graduation Rate  
Roseville Adult High School**



In FY 14, Roseville's Adult Basic Education program had too small of a cohort to calculate a four- or five-year graduation rate. The six-year graduation rate was 36 percent.

### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In Roseville, the Fairview Area Learning Center had an MMR of 79.52 percent in FY 13 and 66.67 percent in FY 14. The middle school Area Learning Center had an MMR of 44.98 percent in FY 13 and an MMR of 45.02 percent in FY 14, one of the few schools to see a rise in their MMR score. Their FR score in FY 13 was 46.06 percent; in FY 14 it was 40.06 percent.

## **RTR School District, 2902-01**

### **Program Information**

For FY 14, RTR operated an Alternative Learning Program serving students in grades 10 through 12.

### **Demographics**

The program was too small to generate demographics.

### **Summer Programs**

#### ***ALP Summer Term***

For FY 14, RTR did not operate a summer program. However, they did operate a summer program in 2014 (FY 15).

RTR/Lynd/Hendricks operates a targeted services program for 20 days, six hours per day. They serve grades kindergarten through six. Program planning for the following summer begins at the end of the current summer session. Their program focus is determined at the district level, but they are still working towards matching student needs to programming. They share information about their summer program in their newsletter and on their website, and by sending brochures home with students. Their curriculum is teacher-specific. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. Their program has an overall student to staff ratio of no more than eight to one. They have pre- and post-test results to help determine the effectiveness of the program.

#### ***ALC Summer Term (secondary students)***

RTR operates a seat-based program and a blended seat-based and independent study program. Their program operates for five days, 6.5 hours a day.

Students are referred by high school counselors who identify students as behind in their graduation requirements. Teachers also refer students who have not passed their classes, and the district accepts students who walk in the first day and register.

They think of at-risk and off-track students as separate groups. The at-risk student is based on teacher recommendation and test scores. The off-track student is a credit recovery student.

They offer a variety of classes in the summer including Algebra I, Geometry, English 9, 10, 11 and 12, Biology, Chemistry, and English Learner credits.

They find the area of greatest need for the students they serve to be English classes, followed by reading help, and then remedial math classes.

## **Core School Year Programs (Intervention and Prevention Strategies)**

RTR operates an Alternative Learning Program (ALP) called RTR ALP. Their program is open to a variety of qualifying factors. Students enroll in the ALP by contacting the program.

When a student leaves school, there are several things a district could choose to do. RTR responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, RTR was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We are in the process of fully implementing this in our district.
- Pupil study teams: We will be implementing this in our district.
- Response to Intervention: We will be implementing this in our district.
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: We will be implementing this in our district.
- Social work on regular basis: We are not doing this in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are not doing this in our district.

RTR believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 and 75 percent.

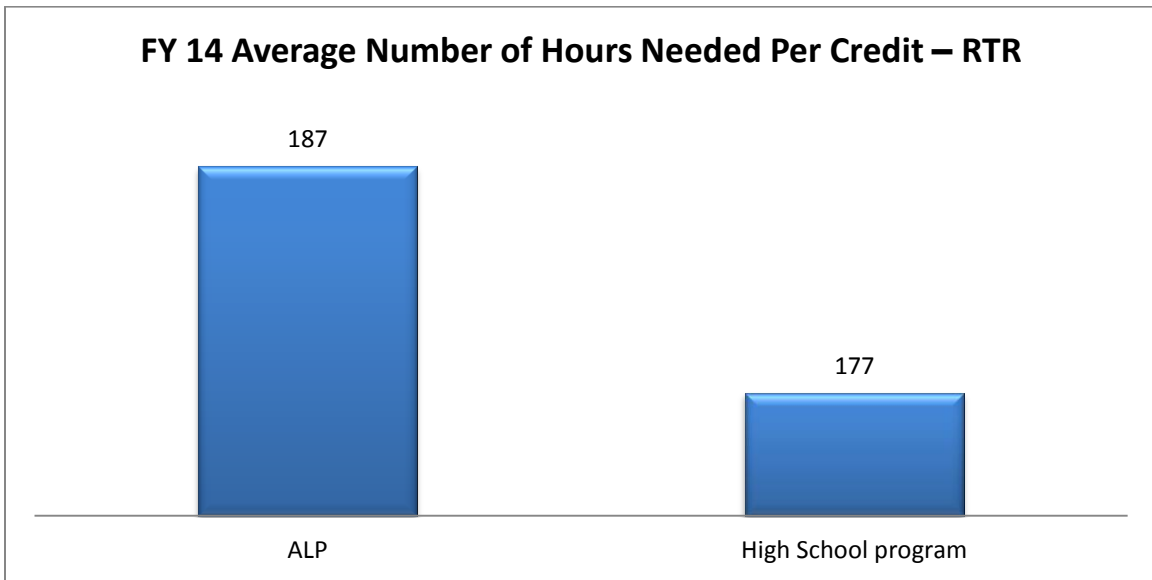
### ***Average length of enrollment for FY 14***

The average length of membership was 140.5 hours. Membership ranged from 94 to 187 hours.

### ***Average number of credits earned for FY 14***

The four students earned an average of 0.75 credits. Two students earned one credit and two students earned 0.5 credits. In RTR, students need 23 credits to graduate. Based on the length of their instructional year, this means it is anticipated that students will need 177 hours to earn a credit.

More hours were needed in the ALP program to earn a credit than were needed in the traditional high school program.



***Attendance for FY 14***

The average attendance rate was 21 percent. Attendance ranged from 10 to 41 percent. There were 562 membership hours claimed; of these, students attended 119 hours.

**Graduation Data**

There is no FY 13 graduation data as the program had not yet started. The cohort was too small to calculate a graduation rate in FY 14.



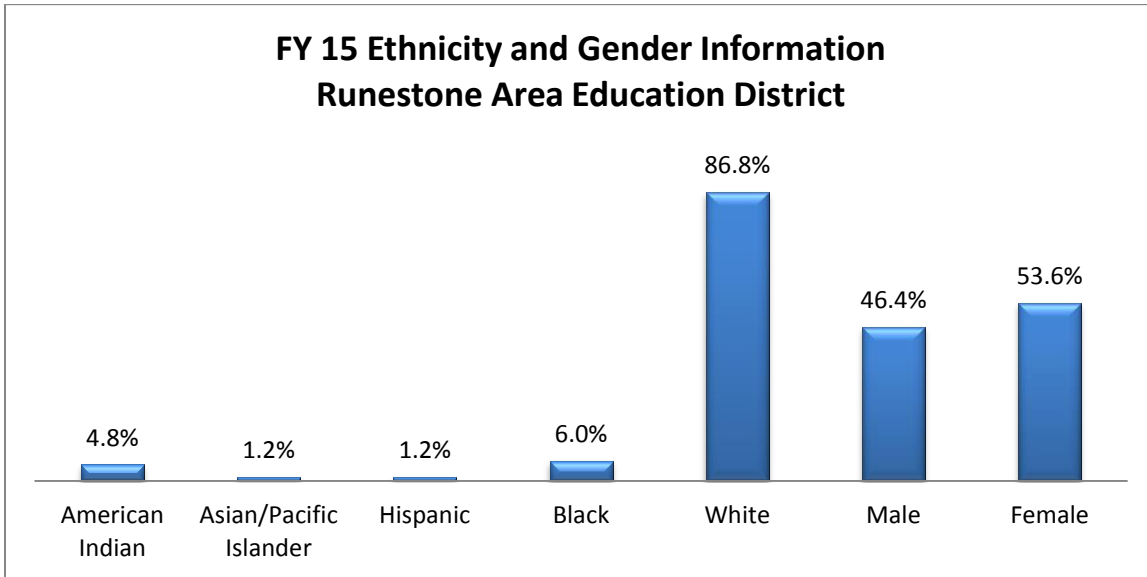
# Runestone Area Education District, 6014-61

## Program Information

Runestone operates two Alternative Learning Centers (ALC) and several targeted services programs.

## Demographics

Because Runestone serves a number of districts, there is not a comparison to the resident district. The following chart is for information only.



## Summer Programs

### Targeted Services

No information was received on Runestone’s targeted services programs.

### ALC Summer Term (secondary students)

Runestone’s summer program is 21 days long and operates four days a week for four hours a day. It is an independent study program, which means that membership is calculated on work completion and teacher contact time. Students come to the program in multiple ways: teachers recommend students who have failed their classes, counselors review graduation requirements and refer students who are behind, and students register themselves for the program.

Runestone does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

Runestone offers credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Health, Chemistry, Earth Science, and Biology. They also offer some generic math and reading classes as well as remedial math.

They see their students' greatest area of need as remedial math courses, followed by English classes, then math classes, and then support in other areas, such as mental health and/or chemical dependency.

**Core School Year Programs (Intervention and Prevention Strategies)**

Runestone serves 10 different districts. Their alternative program is an intervention strategy. The prevention strategies would be implemented by the individual districts.

***Average length of enrollment for FY 14***

We are not able to look at the summer program separately from the school year program because student enrollment records ranged from June until well into the school year.

They had 246 enrollment records last year and generated 34.3 regular ADMs and 6.85 extended ADMs. Students were enrolled for an average of 181 hours.

***Average number of credits earned for FY 14***

For the Area Learning Center program, students earned an average of 1.2 credits.

The following chart shows the average number of hours needed to earn a credit in the Runestone ALC compared with the sending district for a one-credit class. Runestone served 10 districts.

District	District Hours Needed Per Credit (assume 1,020 instructional hours)	ALC Hours Needed	Students Served
1	148.36	165.94	9
2	156.92	134.80	24
3	160	101.00	31
4	163.2	106.66	7
5	170	165.37	23
6	173.62	175.55	2
7	177.39	137.78	1
8	181.33	135.74	21
9	185.45	174.92	3
10	240	65.67	120

***Attendance for FY 14***

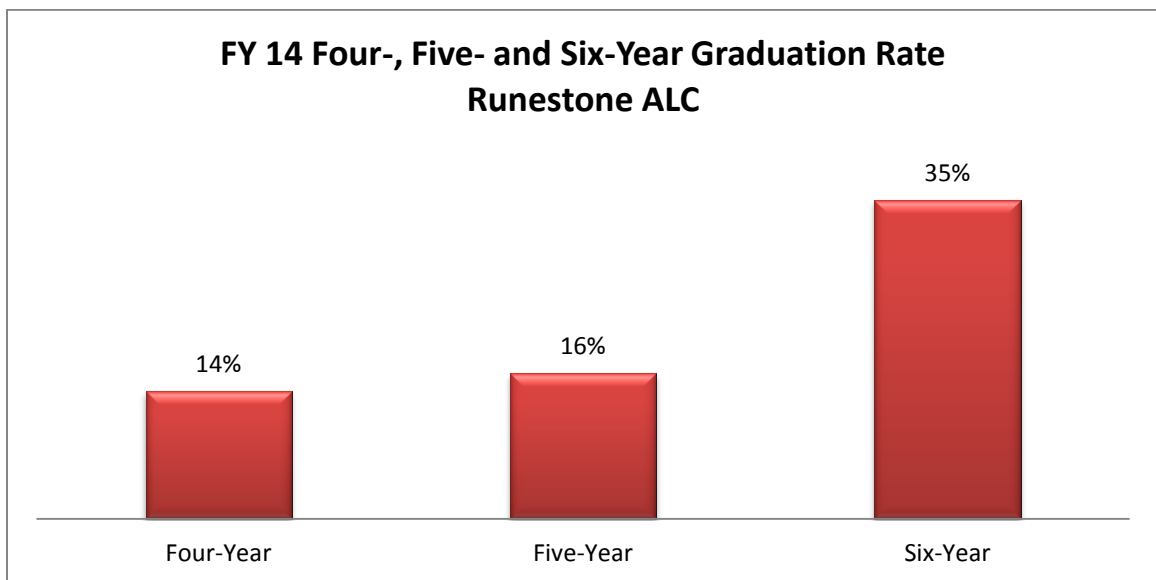
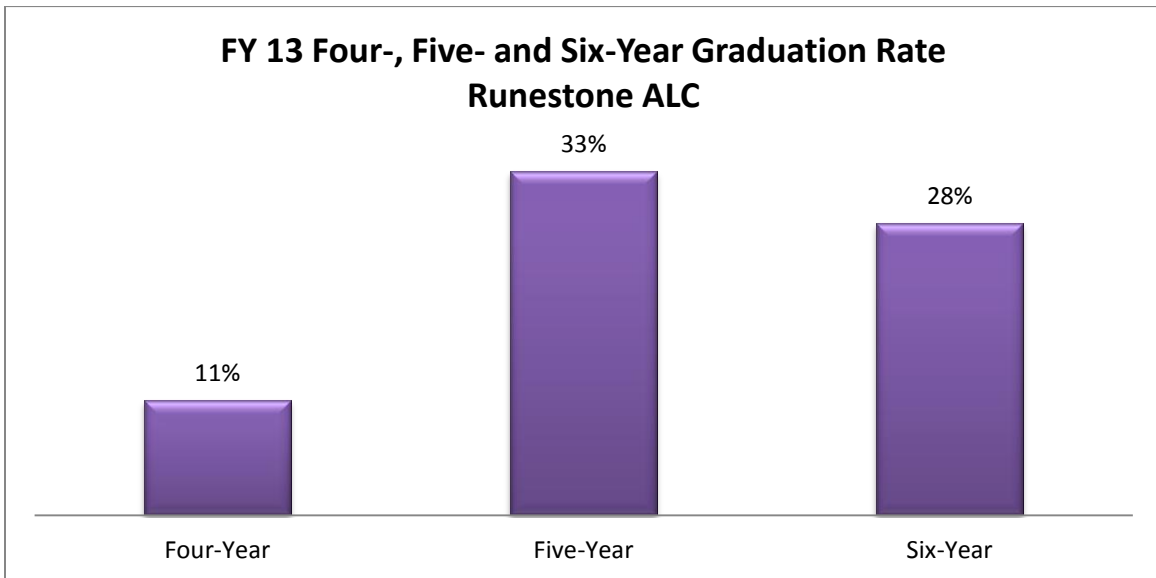
Attendance overall was 41 percent. This ranged from 0 to 100 percent.

**Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 11 percent. This rose to 16 percent in the FY 14 five-year graduation rate. The cohort size changed from 53 to 57 students.

The FY 13 five-year graduation rate was 33 percent and rose to 35 percent for the FY 14 six-year graduation rate. The cohort size rose slightly from 61 to 62 students.

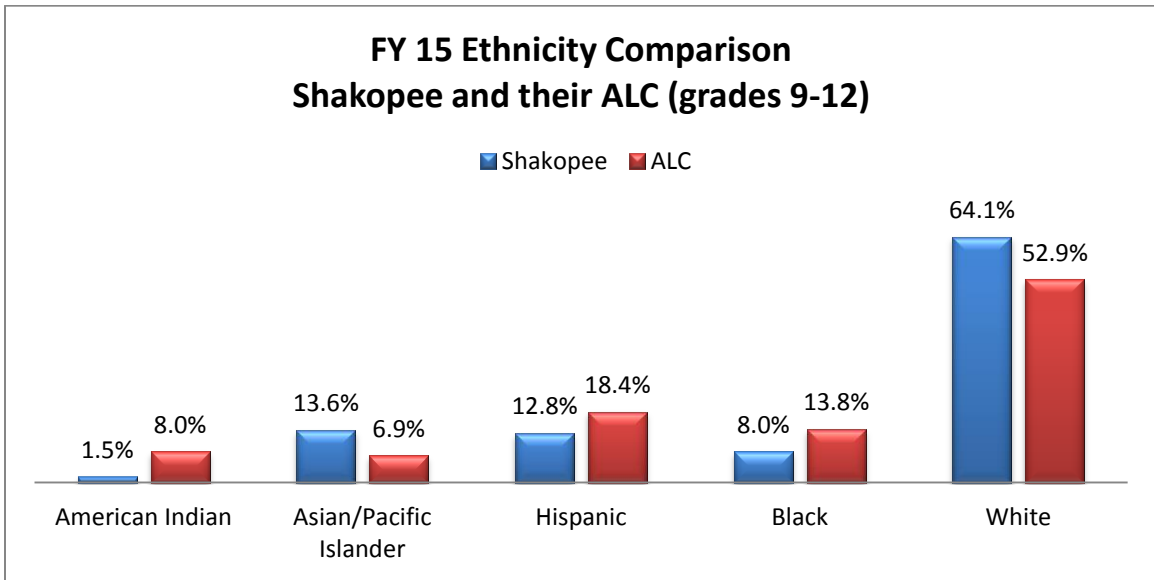
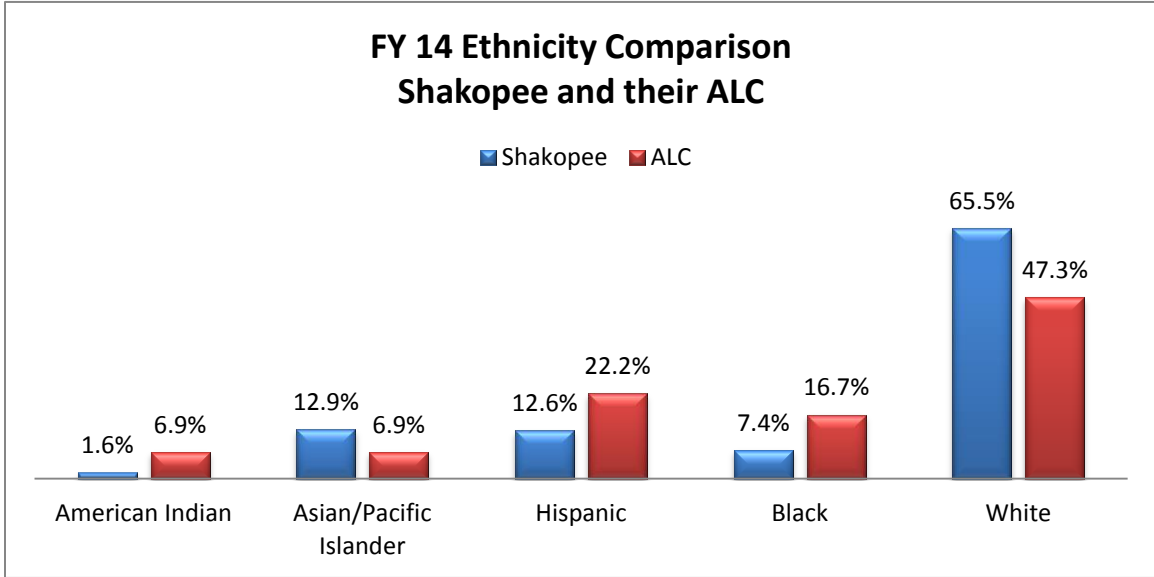


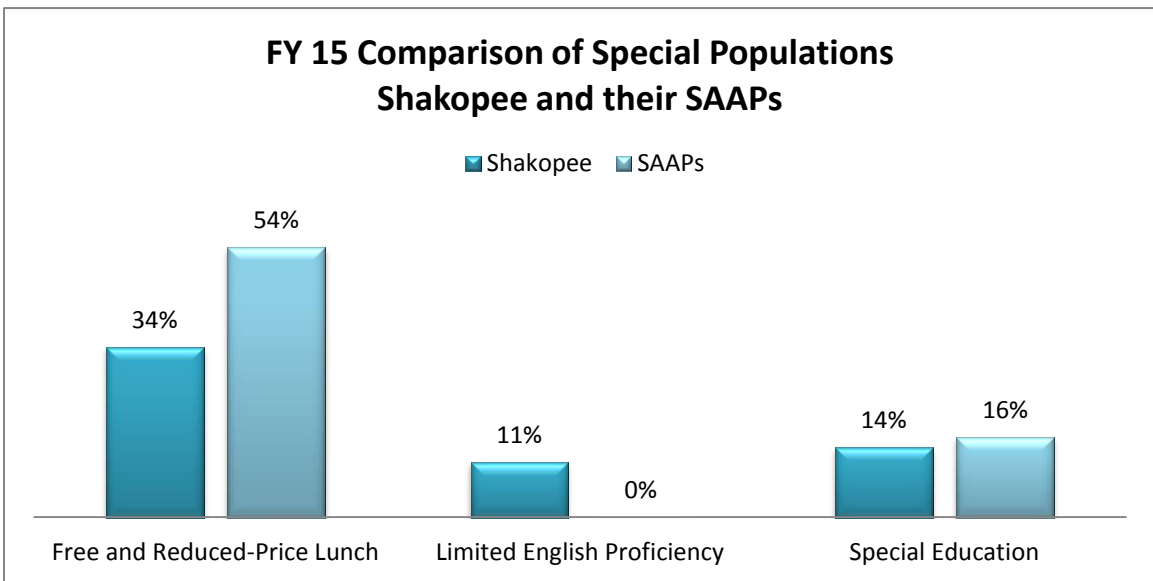
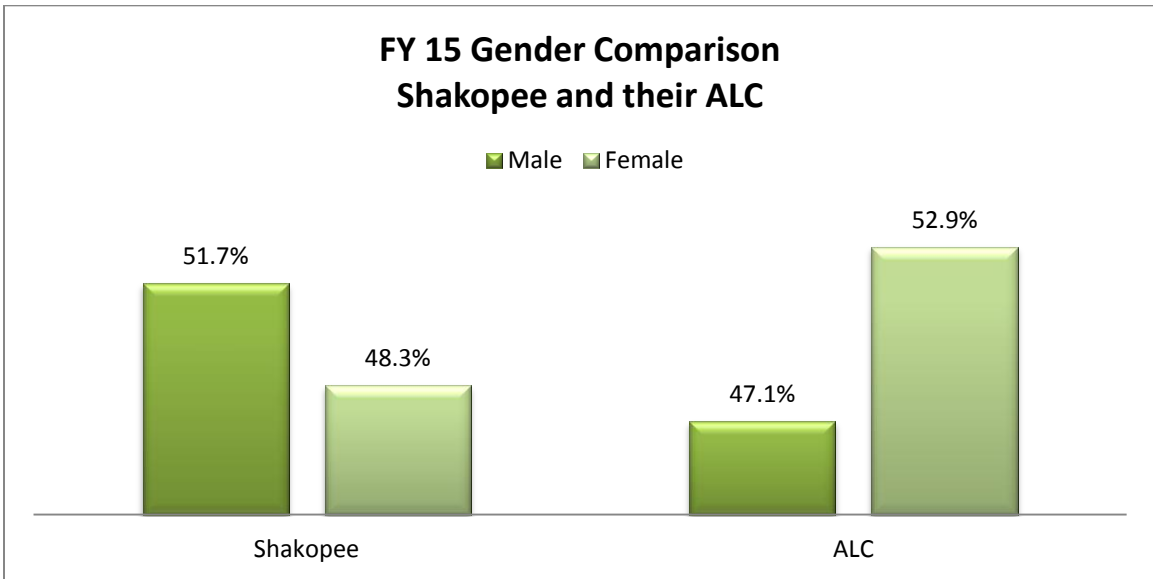
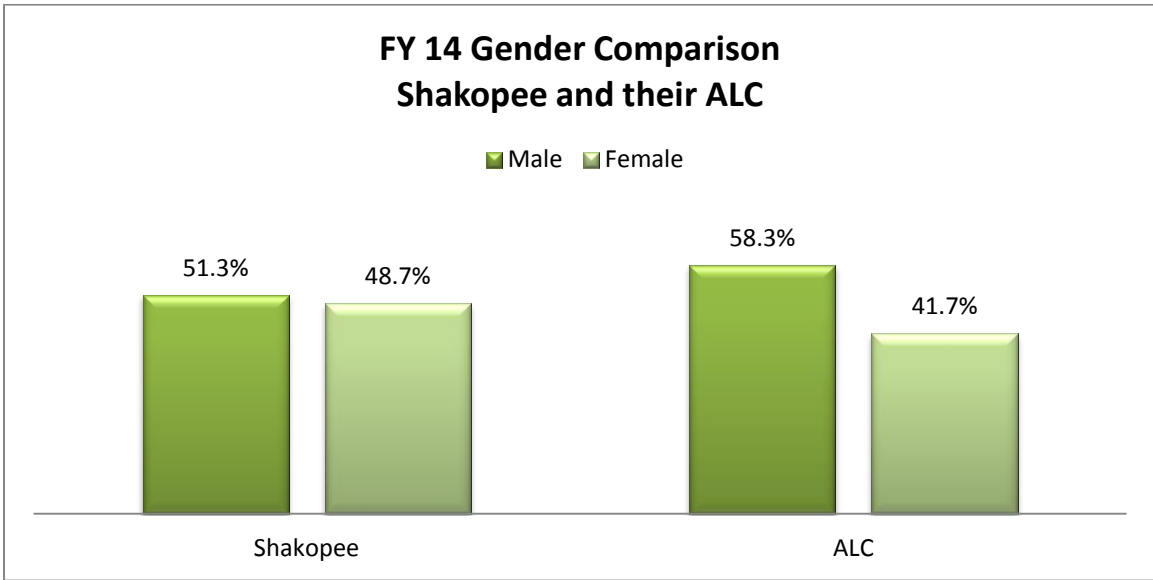
# Shakopee Public Schools, 0720-01

## Program Information

Shakopee operates an Area Learning Center (ALC) at the high school level and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Shakopee operates a targeted services program for four hours per day for 24 days. They serve grades kindergarten through five. Their planning for the summer begins in January. They try to match student needs to their programming.

They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year, but the program is not long enough for them to devote enough time to any particular area in order to fully master it.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than 12 to one.

The district determines the criteria and teachers recommend students they feel will benefit from the program.

They use the summer MAP testing window to measure growth compared to the student's previous MAP assessment. They use staff feedback for writing.

### ***ALC Summer Term (secondary students)***

Shakopee operates several summer programs. One of their summer programs operates for 24 days, four hours a day. They have a few independent study programs, which means that membership is calculated on work completion and teacher contact time. Students are referred to each of these programs by their school counselor if they are behind in graduation requirements. Students can also refer themselves either before the program begins or they can walk in on the first day and request to take classes.

A second program is a seat-based program that operates for three hours a day, four days per week from the middle of June until the end of August. Students are invited to the program if they have earned an F or a D in both English and math for two out of the first three quarters. Unlike the independent study program, this program only offers classes in Algebra I and English. For this program, the areas of greatest need are math and English.

Shakopee does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

For the independent study program, they offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Earth Science, Physics, Chemistry, and Biology. For this program, they see their students' greatest area of need as math courses such as Algebra, followed by English classes, then remedial math and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Shakopee Public Schools has established their ALC in cooperation with the Jordan school district and serves the geographic area of at least two districts.

Statute also requires ALCs to provide a comprehensive educational program for both middle level and high school students. Shakopee Public Schools provides programs at the high school level only.

Shakopee operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

In order to enroll in the ALC, in-district students submit an application through their guidance counselor or special education case manager. Out-of-district students submit an application directly to the school. After applications are approved, students and their family attend an intake meeting.

When a student leaves school, there are several things a district could choose to do. Shakopee responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Shakopee was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is in the process of being fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is in the process of being fully implemented in our district.
- Minnesota Early Intervention Response System: Do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: We are not doing this in our district.
- Cooperative learning: This is determined on a case-by-case basis and provided for those who need it.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and provided for those who need it.

**Average length of enrollment for FY 14**

In the core school year program, the average length of enrollment was 377 hours. This ranged from 12 to 1,065 hours. There were 205 enrollment records and they generated 41.86 regular ADMs and 0.01 extended ADMS.

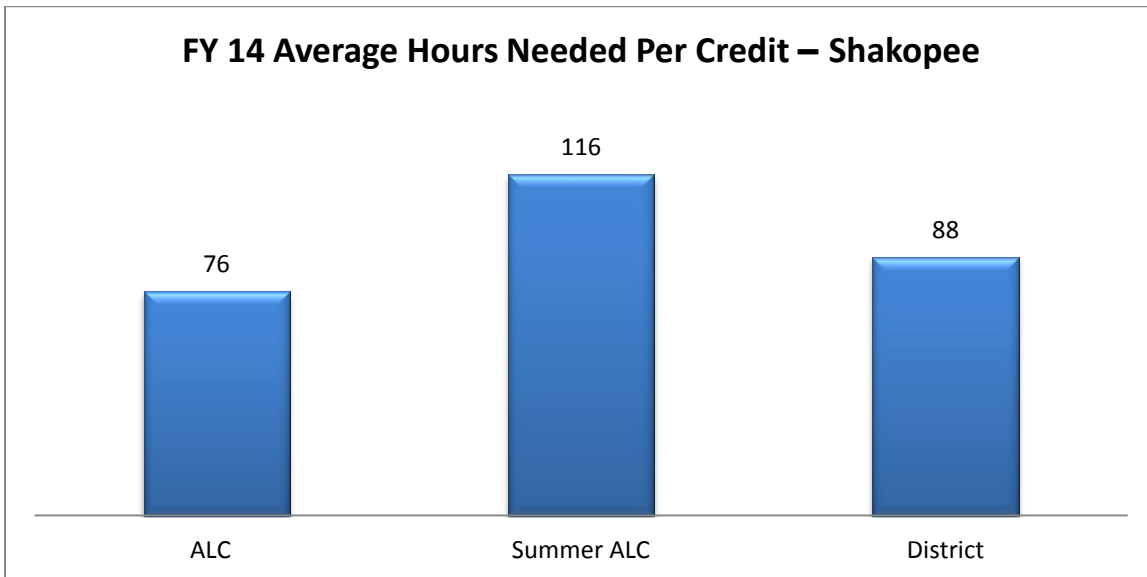
For their summer program, the average length of enrollment was 91 hours. This ranged from 43 to 170 hours. There were only seven enrollment records and they generated 0.25 regular ADMs and 0.09 extended ADMs.

**Average number of credits earned for FY 14**

For the core school year program, students earned an average of 4.93 credits. This ranged from no credits earned to 16 credits earned. On average, students needed 76 hours to complete a credit.

For the summer program, students earned an average of 0.79 credits. This ranged from no credits earned to 1.5 credits earned. Students needed an average of 91 hours to earn a credit.

The following chart shows the average number of hours needed in Shakopee for a one-credit class (48 credits to graduate, 12 credits a year, core school year program of 1,056 instructional hours), the average hours needed for one credit in the ALC program overall, the summer credit recovery program, and the school year ALC.



**Attendance for FY 14**

Attendance for the core school year program was 71 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 29 percent, ranging from 23 to 50 percent.

**Graduation Data**

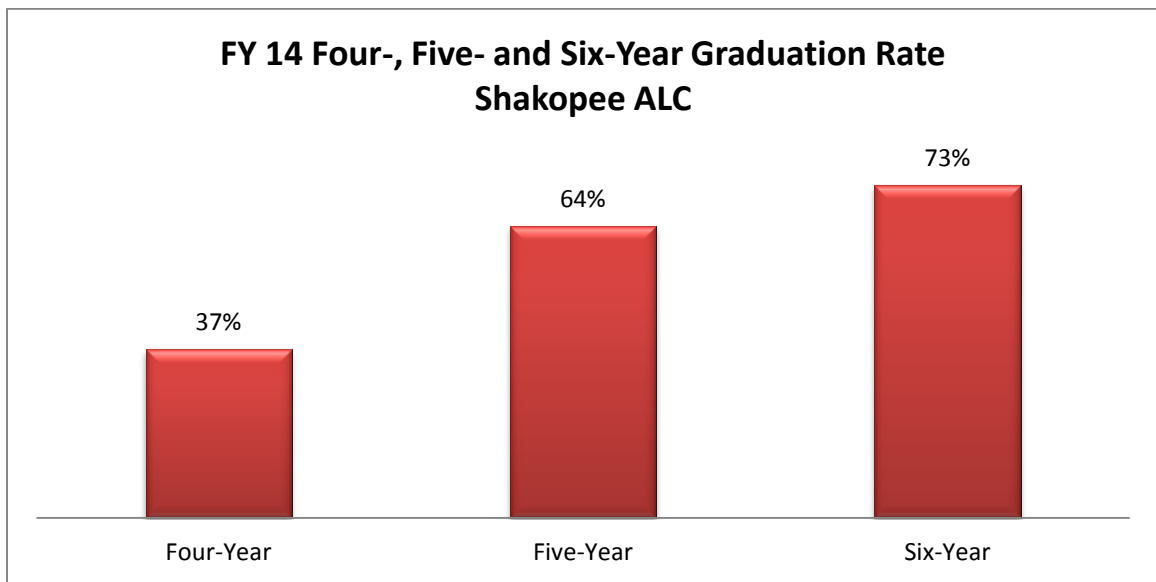
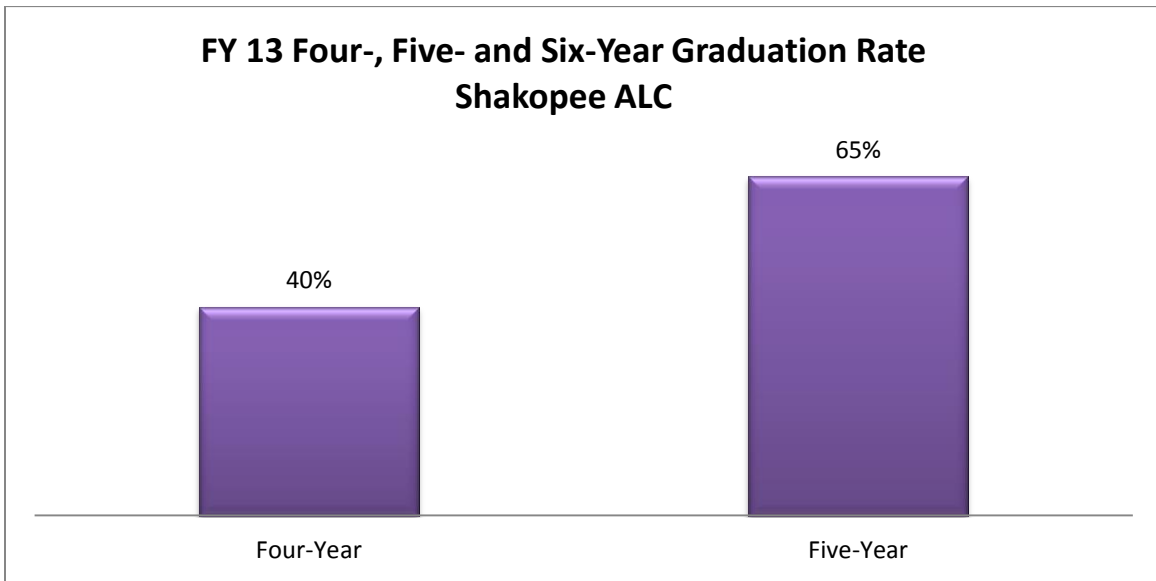
One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the



cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 40 percent. This rose to 64 percent in the FY 14 five-year graduation rate. The cohort size rose 30 percent, from 30 to 39 students.

The FY 13 five-year graduation rate was 65 percent and rose to 73 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools.

Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

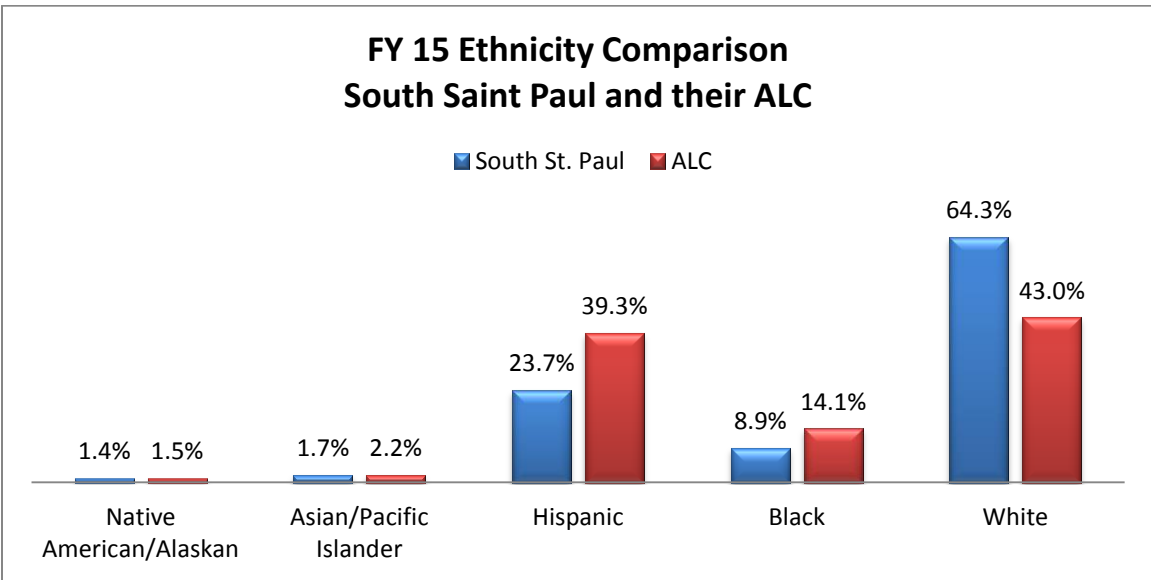
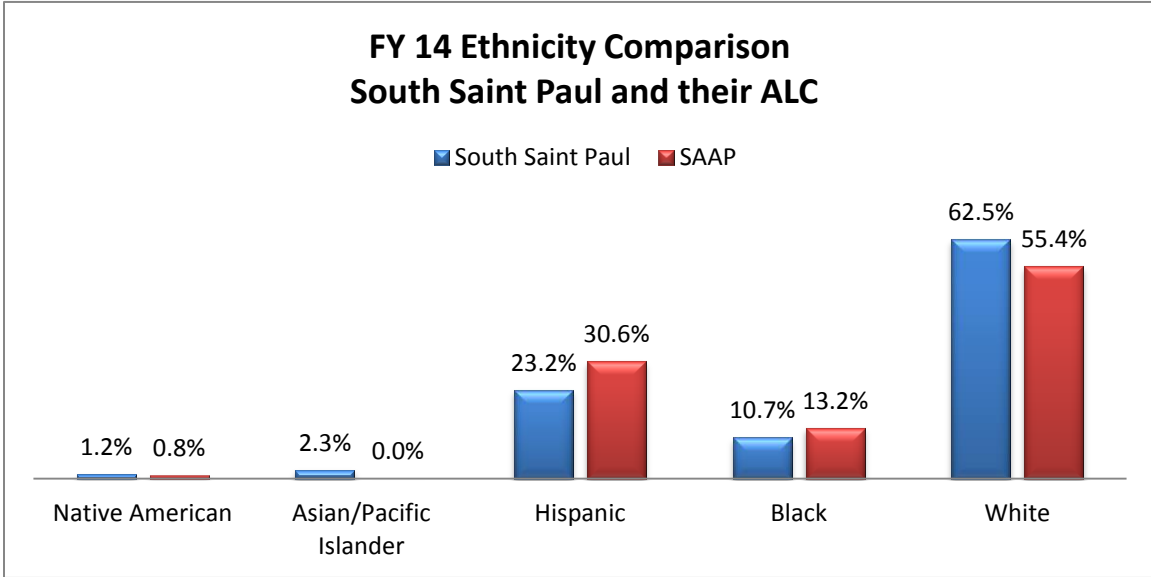
In Shakopee, the Shakopee Junior Area Learning Center had an MMR in FY 14 of 40.9 percent and an FR of 48.82 percent. For FY 13, their MMR was 29.22 percent and their FR was 30.37 percent. For the senior Area Learning Center in FY 13 the MMR score was 77.22 percent and in FY 14 it was 37.65 percent. They did not receive an FR score in either year.

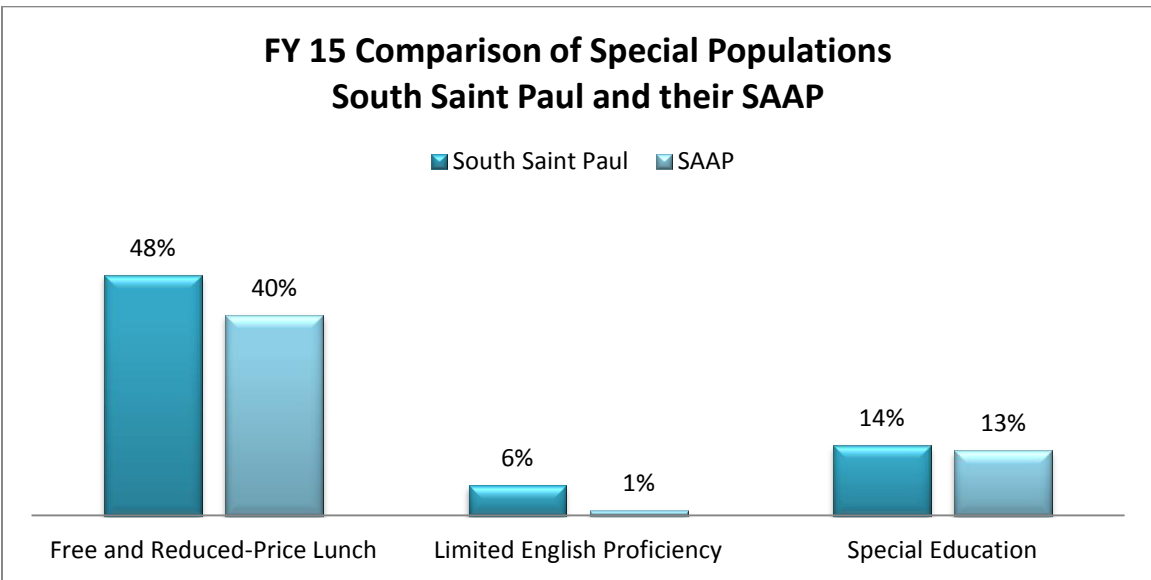
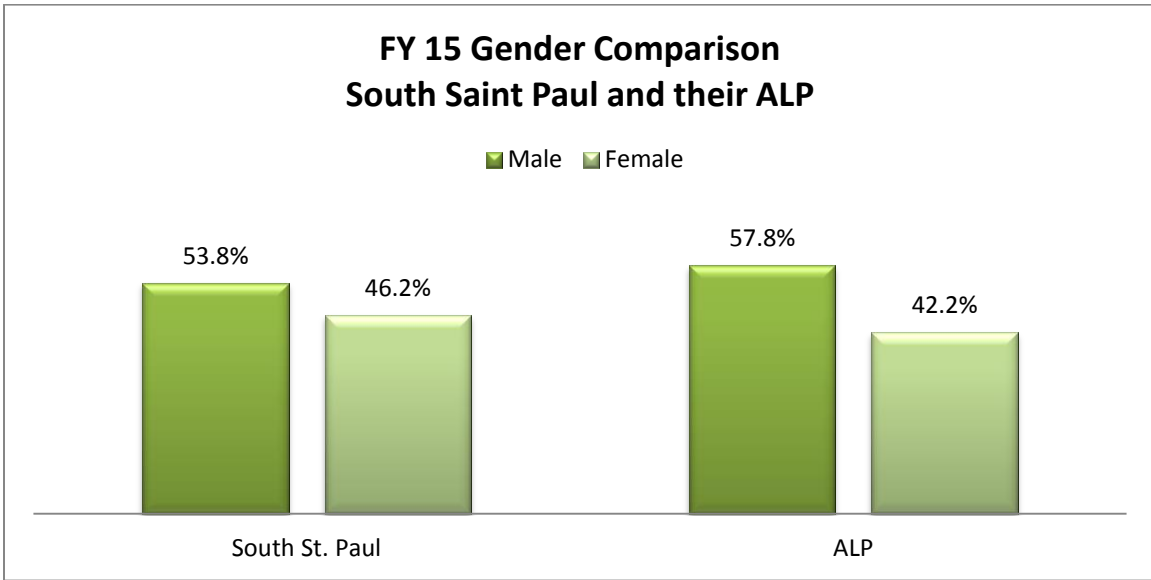
# South Saint Paul Public School District, 0006-03

## Program Information

South Saint Paul operates an Area Learning Center (ALC) for grades seven through 12 and several targeted services programs.

## Demographics





## Summer Programs

### *Targeted Services*

South Saint Paul operates a targeted services program for 16 days, four hours per day. Program planning for the summer begins in January. Their program focus is determined at the district level but they are still working towards matching student needs to programming. They share the information on their summer program at a staff meeting and with families at conferences and through mailings.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students.

The district determines the criteria for who is invited to the summer program; they give the list to the summer program staff. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

South Saint Paul operates a blended independent study and seat-based program, which means that membership is calculated in part on work completion and teacher contact time. The program operates for two 12-day sessions.

Students come to the program when either their teacher recommends them because they have failed their class or when counselors review graduation requirements and refer students who are behind.

South Saint Paul does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

South Saint Paul offers credits in a variety of subjects including Algebra I and II, English 9, 10, 11 and 12, Health, Earth Science and generic math, English, social studies and science credit. They also offer elective credits.

They see their students' greatest area of need as English classes, followed by remedial math, then reading help, and then support in an area such as chemical dependency or mental health services.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received.

### ***Average length of enrollment for FY 14***

South Saint Paul showed 290 enrollment records for their core school year program. Students were enrolled for an average of 406 hours. This ranged from five hours to 2,316 hours. They generated 95.28 regular ADMs and 11.02 extended ADMs.

For their summer program, they had 264 enrollment records and students were enrolled for an average of 45 hours. This ranged from 13 hours to 60 hours. They generated 3.67 regular ADMs and 7.77 extended ADMs.

### ***Average number of credits earned for FY 14***

We are unable to determine how many credits were earned in the summer program versus the core school year program. We are only able to show how many credits were earned on average and how many hours were needed per credit earned over the school year.

South Saint Paul requires 65 credits to graduate, or 16.25 credits a year. Based on their length of instructional program of 1,030 hours, this means students need approximately 63 hours to earn a credit.

Overall, students earned an average of 3.71 credits. This ranged from no credits earned to 33 credits earned. It took on average 63 hours to earn a credit, identical to that needed at the traditional high school.

It should be noted the alternative program is showing only 1,002 hours per year instead of the mandated 1,020 hours.

**Attendance for FY 14**

Attendance at the core school day program averaged 88 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 95 percent. This ranged from 50 to 100 percent.

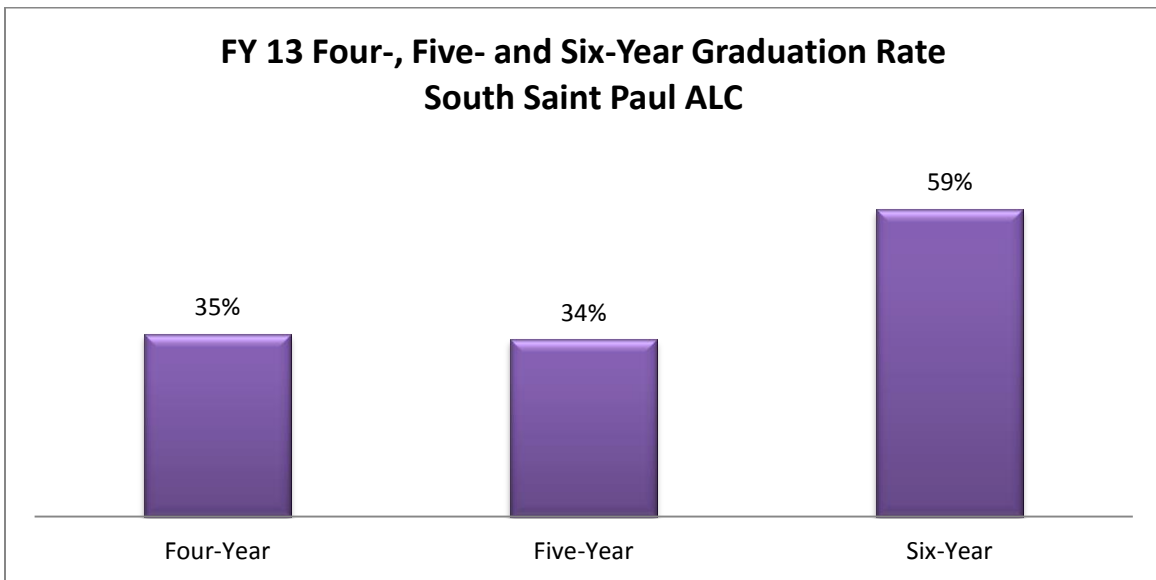
**Graduation Data**

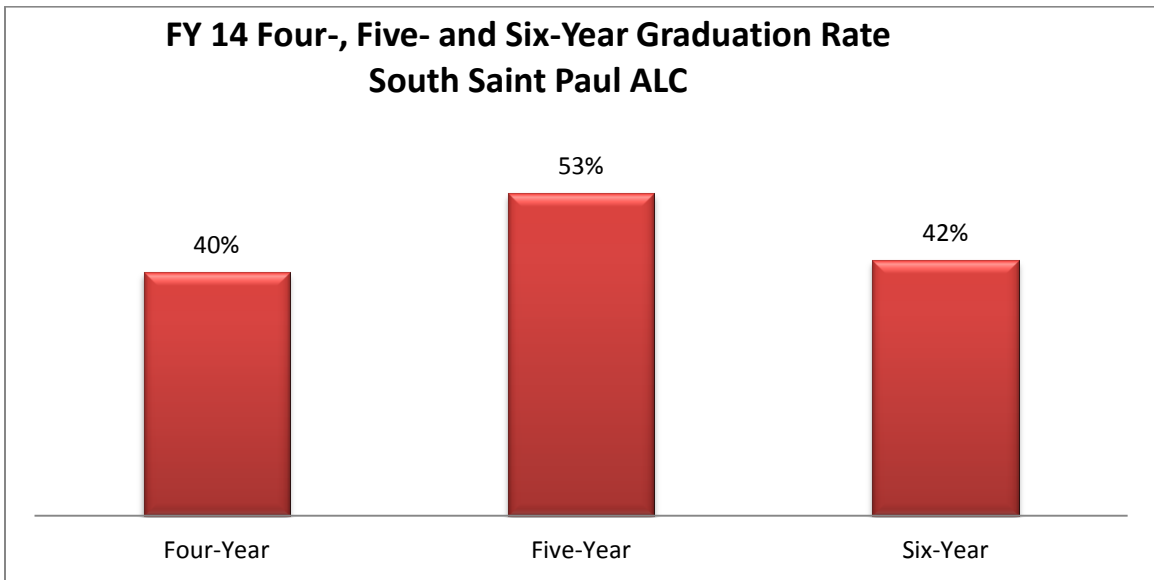
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort as well as students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

For South Saint Paul, the FY 13 four-year graduation rate was 10 percent. This rose to 53 percent for the FY 14 five-year graduation rate. The cohort size increased 10 percent, from 46 to 51 students.

The FY 13 five-year graduation rate was 14 percent. This rose to 42 percent for the FY 14 six-year graduation rate. The cohort size remained the same.





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

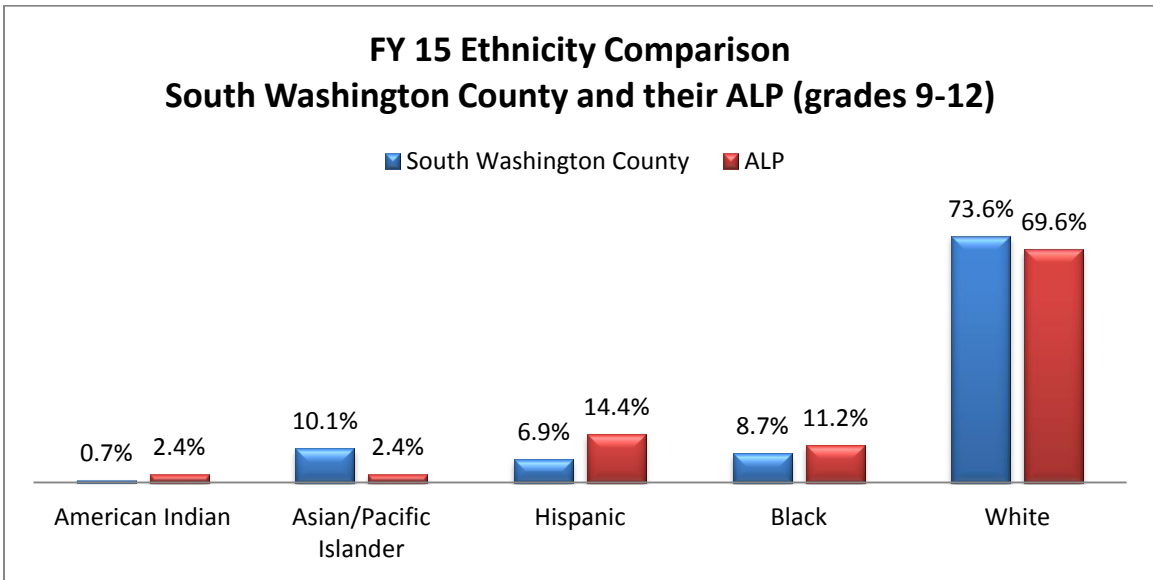
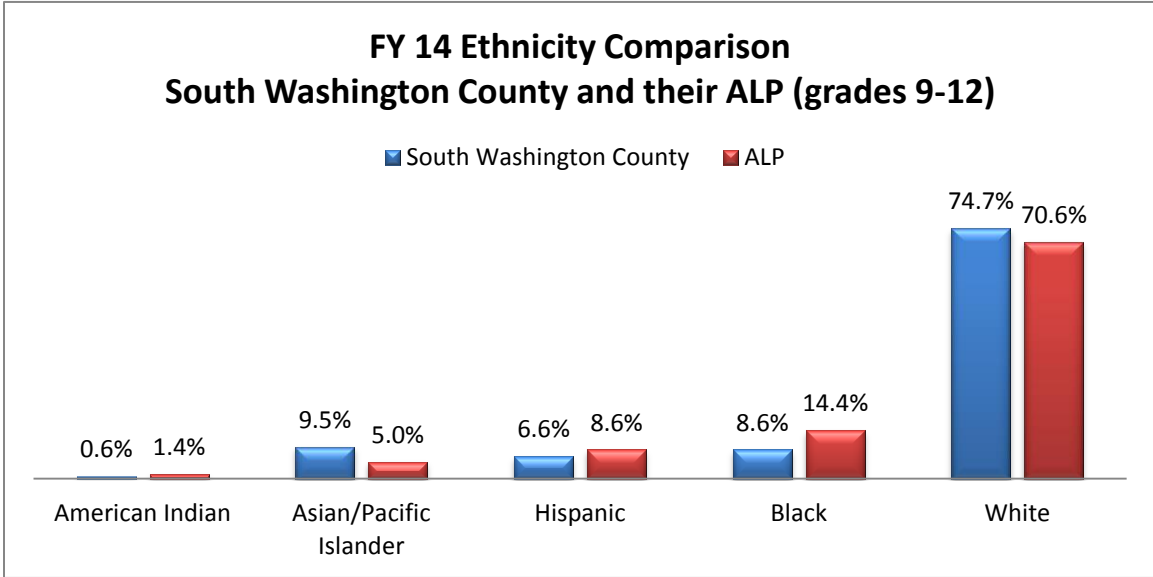
South Saint Paul Community Learning Center had an MMR of 79.94 percent in FY 13. In FY 14, their MMR score was 51.98 percent and they received an FR of 38.26 percent.

# South Washington County School, 0833-01

## Program Information

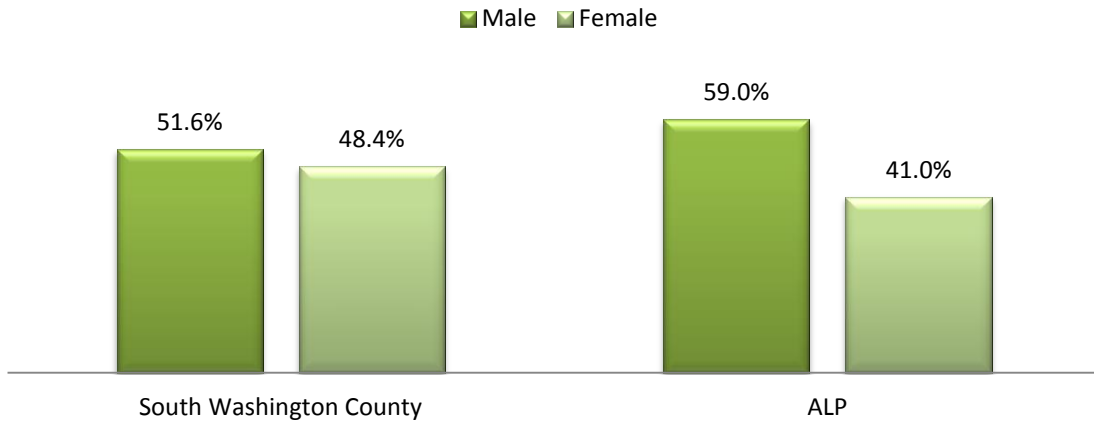
South Washington County operates an Alternative Learning Program (ALP) at the high school level.

## Demographics

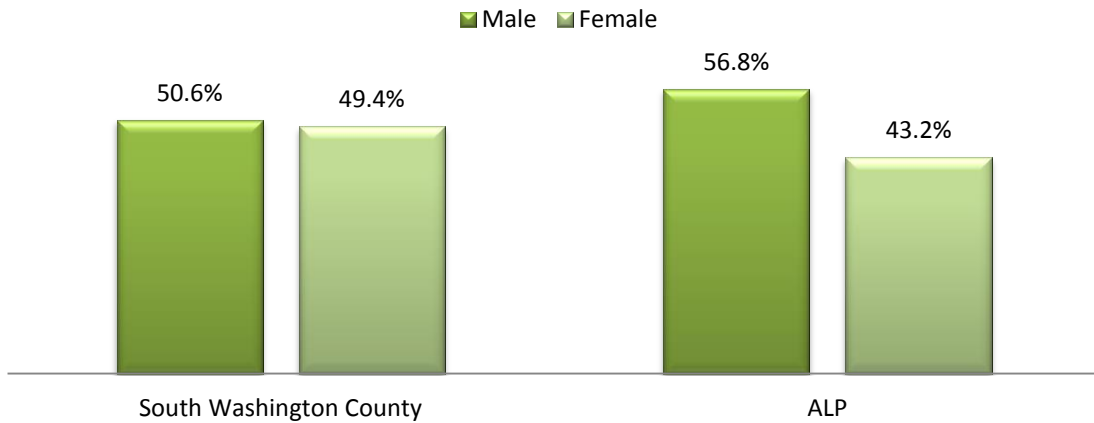




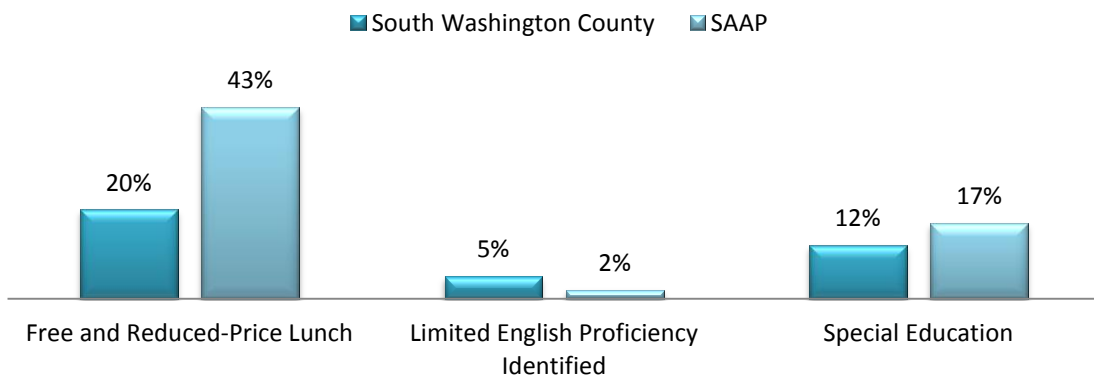
### FY 14 Gender Comparison South Washington County and their ALP



### FY 15 Gender Comparison South Washington County and their ALP



### FY 15 Comparison of Special Populations South Washington County and their SAAP



## Summer Programs

### ***ALP Summer Term***

South Washington County operates two types of programs: an independent study program, in which membership hours are based on credit completion and teacher contact time, and a blended seat-based and independent study program. The programs operate for 16 days, four hours per day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, Health, Chemistry, and Biology.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by the need for English classes, and then remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

South Washington County Schools operates two Alternative Learning Programs (ALPs). The first is called the High School Diploma Center (HSDC). The program is open to a variety of qualifying factors. Students enroll in the ALP through the district offices or transfer from inter-district high schools. The second is called South Washington Alternative High School. This program is also open to a variety of qualifying factors. Students enroll in the ALP by referral from district high schools.

When a student leaves school, there are several things a district could choose to do. South Washington County Schools responded to the following three possibilities for the High School Diploma Center:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

South Washington Alternative High School does not use any of the above strategies.

In terms of prevention and intervention strategies for at-risk and off-track students, South Washington County Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: I do not know.

- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: I do not know.

South Washington County Schools believes that at the High School Diploma Center the percent of students enrolled whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is more than 90 percent. For the South Washington Alternative High School, the figure is between 25 and 50 percent.

***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 195 hours. This ranged from two to 907 hours. There were 830 enrollment records and they generated 126.33 regular ADMs and 27.53 extended ADMS.

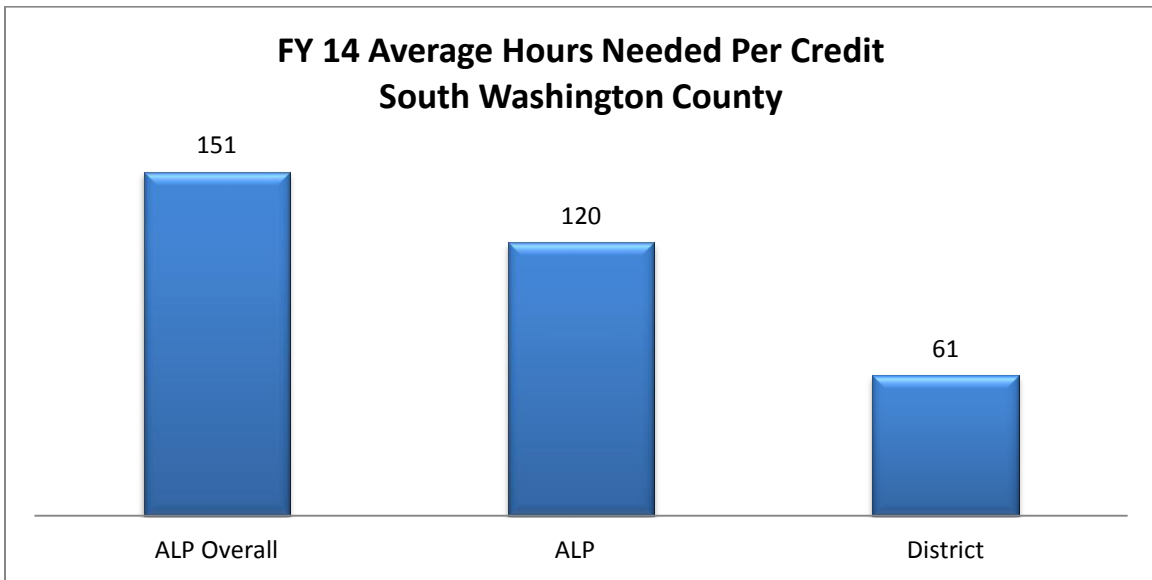
For their summer program, the average length of enrollment was 117 hours. This ranged from six to 510 hours. There were 361 enrollment records and they generated 14.57 regular ADMs and 23.47 extended ADMs.

***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 1.63 credits. This ranged from zero credits earned to 46 credits earned. On average, students needed 120 hours to complete a credit. However, of the 830 enrollment records, 535 had no credits.

For the summer program, there were no credits recorded, so the average number of hours needed per credit overall is higher than it is during the core school year.

The following chart shows the average number of hours needed in South Washington County for a one-credit class (66 credits to graduate, 16.5 credits a year, core school year program of 1,014 instructional hours), and the average hours needed for one credit in the ALP programs. Students need more than twice the number of hours in the ALP to earn a credit as one might expect.



***Attendance for FY 14***

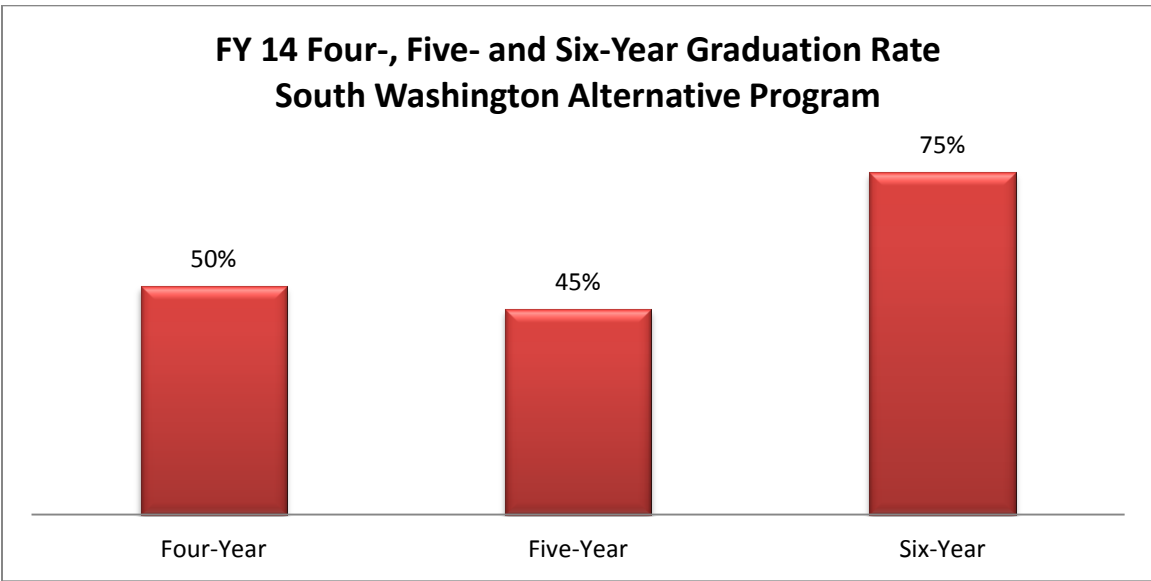
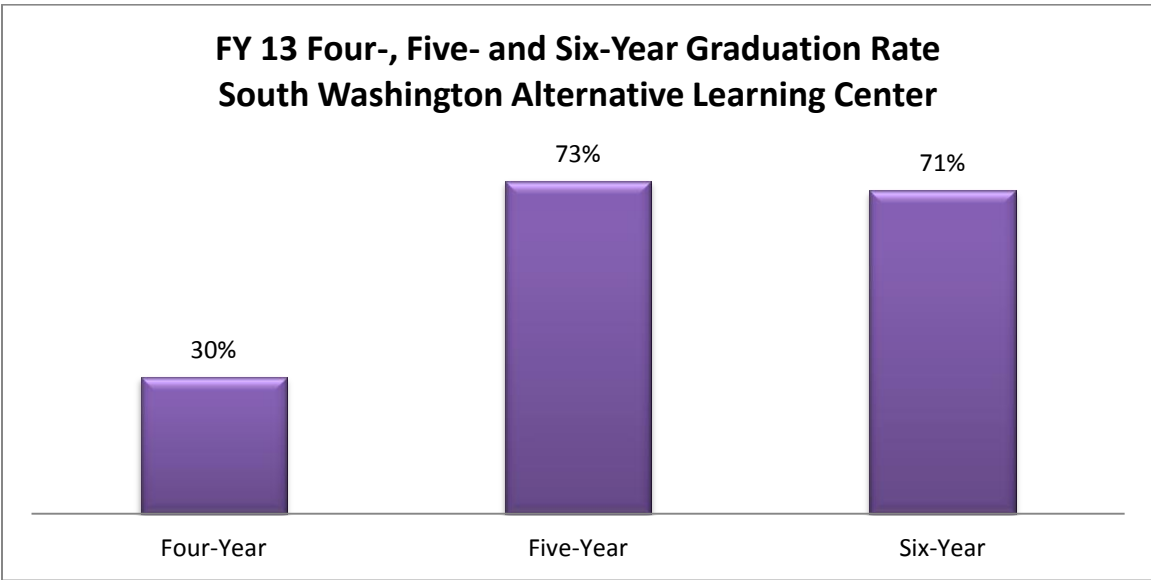
Attendance for the core school year program was 61 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 33 percent.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

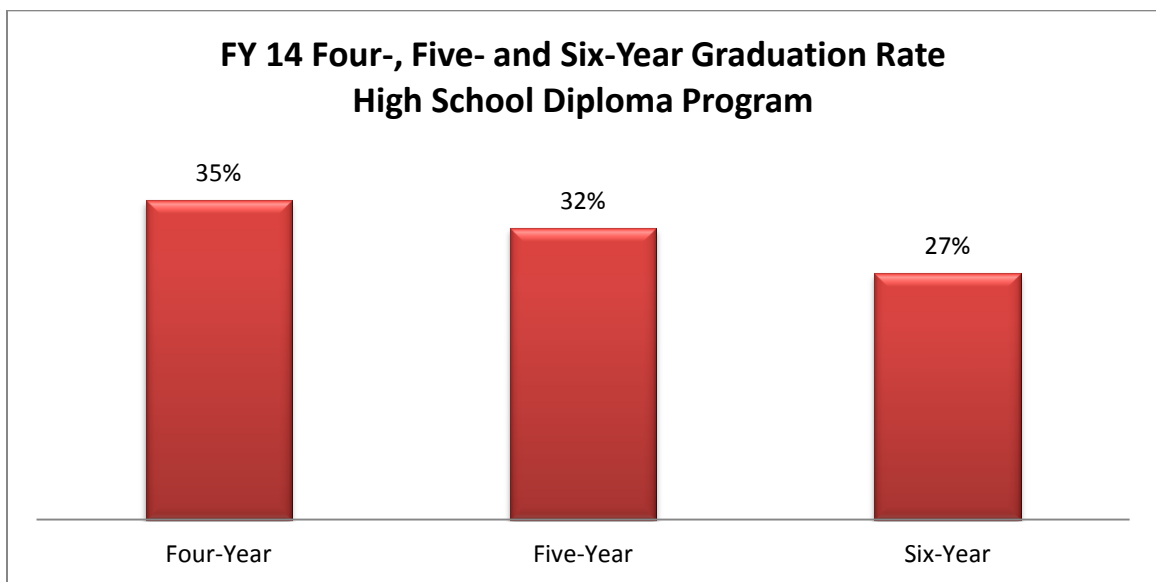
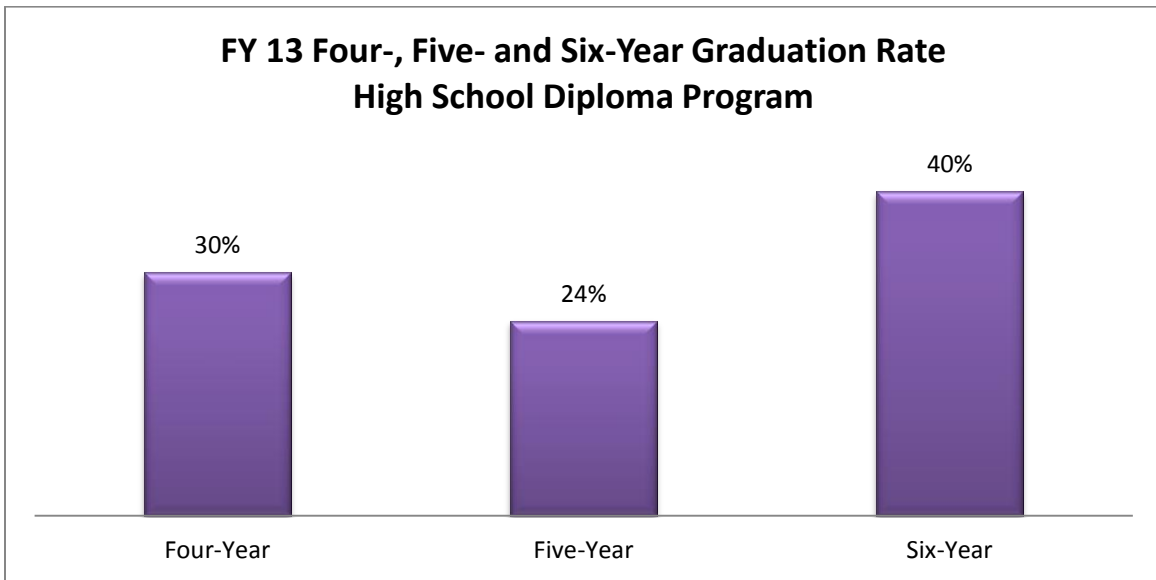
For the South Washington ALC, the FY 13 four-year graduation rate was 30 percent. This rose to 45 percent in the FY 14 five-year graduation rate. The cohort size changed from 57 students to 53 students.

The FY 13 five-year graduation rate was 73 percent and rose slightly to 75 percent for the FY 14 six-year graduation rate. The cohort size decreased by one student.



For the High School Diploma Program, the FY 13 four-year graduation rate was 30 percent. This increased to 35 percent in the FY 14 five-year graduation rate. This is an impressive gain when you consider that the cohort size increased by 75 percent.

The FY 13 five-year graduation rate was 24 percent and increased to 27 percent for the FY 14 six-year graduation rate. The cohort size increased from 63 to 67 students.



#### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The South Washington Alternative High School had an MMR score of 55.21 percent in FY 13 and 47.8 percent in FY 14.

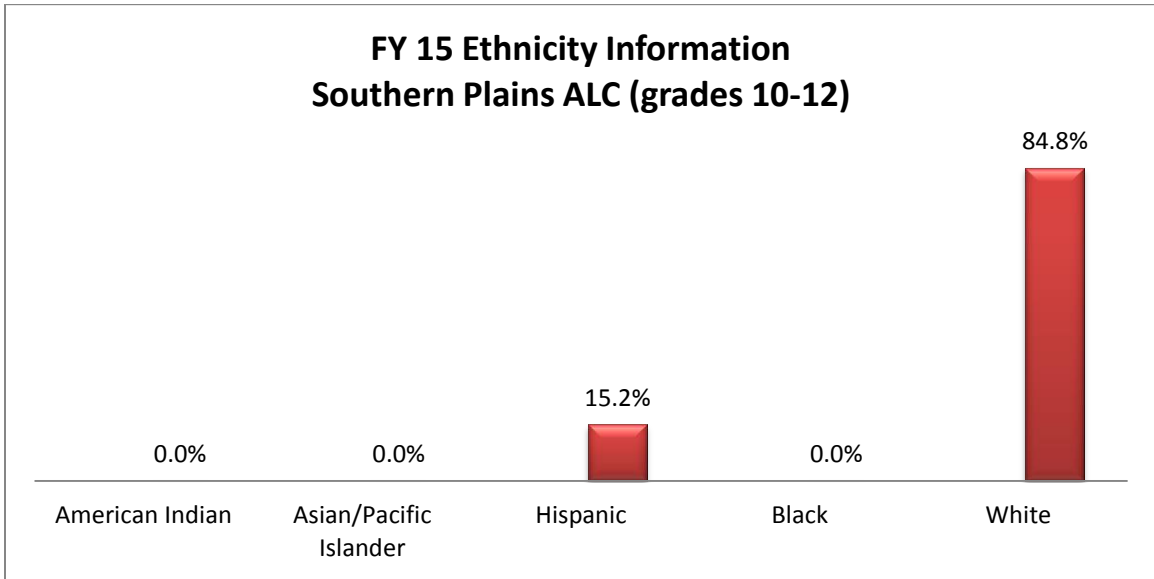
## Southern Plains Education Cooperative Fairmount, 0915-52

### Program Information

Southern Plains provides an Alternative Learning Center (ALC) program at the high school level only and a targeted services program.

### Demographics

Because Southern Plains serves several districts, it is not possible for this report to compare the demographics of the students in their ALC with the sending districts.



### Summer Programs

#### *Targeted Services*

Southern Plains operates a targeted services program for 15 days, four hours per day. They serve grades seven and eight. Program planning for the summer begins in January. They try to match student needs to their programming. They share the information on their summer program in orientation programs, through mailings and at parent/teacher conferences.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. They use teacher feedback to help determine the effectiveness of their program.

Southern Plains also operates another targeted services program for 16 days, five hours per day that serves grades one through eight. They share the information on their summer program at spring conferences, and teachers invite students to think about attending. Once spring benchmark testing is done, students are formally invited to attend summer programming.

Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than 12 to one. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Southern Plains offered two two-hour sessions during the summer. These were a blended seat-based and independent study program. There were several ways that students were referred to the program: teachers recommended students who did not pass their classes, counselors reviewed graduation requirements and referred students who were behind, and parents called and requested that their child attend the program.

Southern Plains does not think of at-risk and off-track students as separate groups.

The areas in which they offered classes in this past summer included Algebra I and II, Geometry, U.S. History, Chemistry, Biology, and English 10, 11 and 12.

The greatest area of need for their students is remedial math help, followed by traditional math classes, then English classes, and then issues around housing.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

Southern Plains Education Cooperative serves multiple districts. Their programs serve as interventions to complement the prevention and intervention strategies employed by their member districts.

Southern Plains Education Cooperative operates their program year round and is open to a variety of qualifying factors. Students enroll in the ALC by meeting with the coordinator or the school social worker to process paperwork and establish the best educational program for the student. If that is determined to be the ALC program, they are enrolled. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 and 75 percent.

Southern Plains Education Cooperative was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: I do not know.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.



- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: We are not doing this in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

#### ***Average length of enrollment for FY 14***

Southern Plains showed 87 enrollment records for their core school year program. Students were enrolled for an average of 442 hours. This ranged from 42 to 1,006 hours. They generated 36.95 regular ADMs and 0.5 extended ADMs.

For their summer program, they had 47 enrollment records and students were enrolled for an average of 61 hours. This ranged from 32 to 100 hours. They generated 0.95 regular ADMs and 1.89 extended ADMs.

#### ***Average number of credits earned for FY 14***

Southern Plains serves districts with different graduation requirements and has chosen to track those individual district requirements. The average number of credits required in the core school year was 24 credits, or six credits a year. In the summer program, more students came from districts with a slightly higher credit requirement. In the summer, the average number of credits required to graduate was 24.6, or 6.15 credits a year. Based on their length of instructional program of 1,026 hours, students needed approximately 170 hours during the core school year and 167 hours in the summer to earn a credit.

In the ALC core school year program, students earned an average of 2.49 credits. This ranged from no credits earned to nine credits earned. It took on average 177 hours to earn a credit, close to our calculated average needed at the traditional high school.

For the summer program, students earned an average of 0.46 credits. This ranged from no credits earned to one credit earned. It took on average 133 hours to earn a credit, well below the hours needed at the traditional high school.

#### ***Attendance for FY 14***

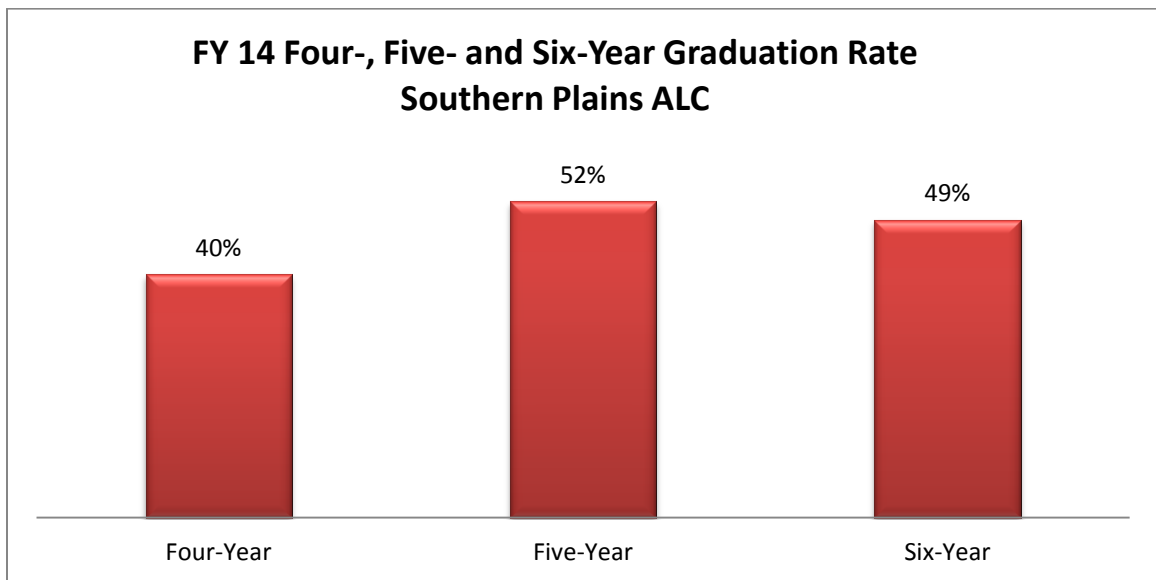
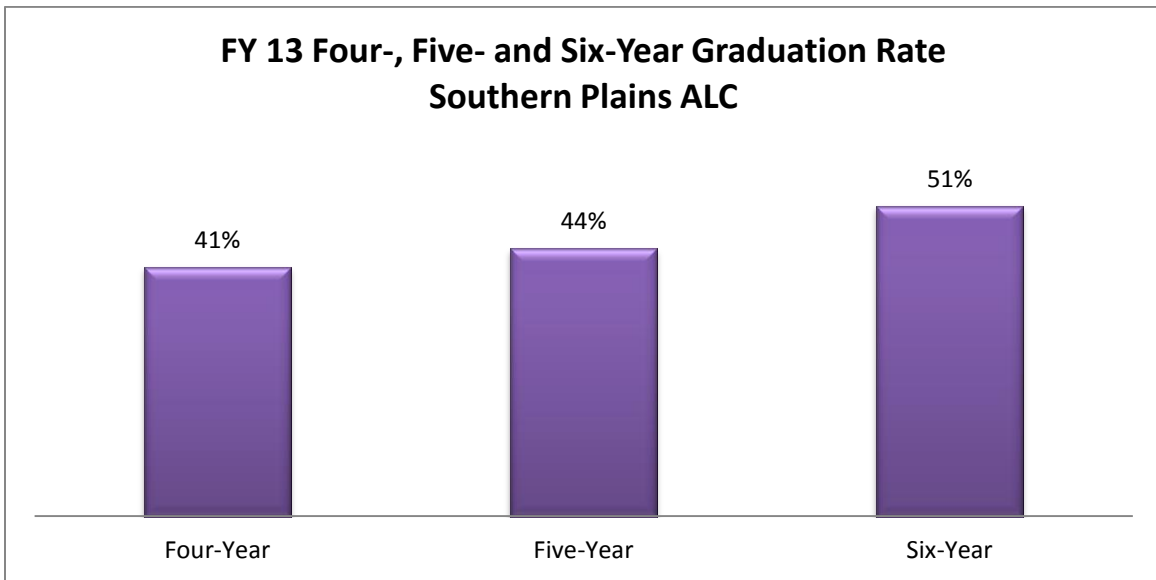
Attendance at the core school day program averaged 72 percent. It ranged from 0 to 100 percent. For the summer program, the average attendance was 61 percent. This ranged from 0 to 100 percent.

#### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The Southern Plains ALC had a FY 13 four-year graduation rate of 41 percent. This rose to 52 percent in the FY 14 five-year graduation rate. The cohort size changed from 27 students to 29 students.

The FY 13 five-year graduation rate was 44 percent and rose to 59 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



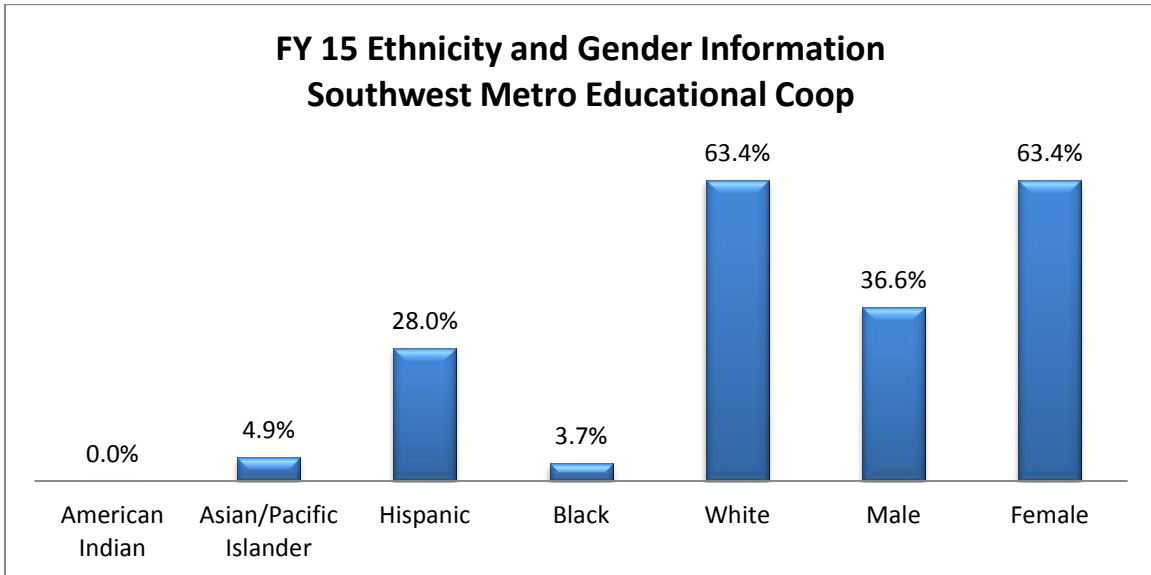
## Southwest Metro Education Coop, 6088-50

### Program Information

Southwest Metro operates an Area Learning Center (ALC) and several targeted services programs. FY 14 was the first year they were in existence under this district number.

### Demographics

Southwest Metro serves several districts, so no comparison is made between the demographics of the program with those of the resident district. The following chart is for information only.



### Summer Programs

#### *Targeted Services*

Southwest Metro Cooperative operates several summer programs. Belle Plaine operates a targeted services program for three hours per day for 16 days. They serve grades three to six. Their planning for the summer program begins in January. Their program focus is determined by individual teachers. They do not have a set curriculum. They feel that their curriculum and supporting activities focus on strategies to promote academic growth or strategies to promote emotional growth, but right now they are not able to do both. Their program is able to have at least one licensed teacher for every 12 students. Teachers recommend students they feel will benefit from the program. They use staff feedback to determine the effectiveness of their program.

Belle Plaine operates another summer program for middle school students. This is a short program, lasting five days, seven hours a day. They begin planning in the spring and match student need to the program. They use Study Island for the curriculum. Their staff to student ratio is 15 to one. They did not provide any information on assessment.

Another Southwest Metro program operates for four hours per day for 12 days. They serve grades one through five. Their planning for the summer program begins in January. They have ongoing communication and coordination with the special education office, referring schools and staff and the transportation office. They try to match student needs to their programming. They do not

identify a curriculum but feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year. Their program is not long enough to devote enough time to any particular area in order to fully master it. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 12 students. They have an overall staff to student ratio of no more than eight to one. The district determines the criteria used to identify students in need of summer services. Teachers recommend students they feel will benefit from the program. They have pre- and post-tests for math and reading to determine the effectiveness of their program.

Watertown-Mayer also operates a targeted services program for two hours per day for 16 days. They serve grades six, seven and eight. Their planning for the summer program begins in January. They try to match student needs to their programming. They focus on literacy skill building for students. They use Read 180 and feel that their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than eight to one. The district determines the criteria for which students are invited. They have pre- and post-tests for reading.

Another program operates four hours a day for 15 days and serves kindergarten through grade eight. They begin planning in January and focus on reading and math. They use the state standards to determine curriculum but do not feel their program is long enough to fully master any of the areas they target. While they focus on both academic and social/emotional growth, their program is divided into two distinct parts and staff is involved in one or the other but not both. They have one teacher for every 15 students.

### ***ALC Summer Term (secondary students)***

For secondary students, they operate two programs through Watertown-Mayer. The first program is one day a week for night school and four days a week for summer school. They had one hour a week for the night school program and six hours a day for the summer program. Students were referred to this program by their counselors. This program uses an online curriculum and so they are able to offer all courses. They did not indicate any areas of need for their students.

The second program was a seat-based program that ran two hours a day for 16 days.

Students are referred both by the high school counselors who identify students as behind in their graduation requirements and by their classroom teachers. The district sends out information to all families and welcomes any student who wishes to attend. They also target students who would benefit from a transition to high school program. They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same. They offer elective credit that is aligned to English/Language Arts for those who are deficient and as a general elective as part of the high school graduation plan. They find the area of greatest need for the students they serve to be reading help, followed by English classes, and then support in areas such as mental health and/or chemical dependency.

Belle Plaine has another summer program through Southwest Metro. This is an independent study program, which means membership hours are based on work completion and teacher contact time.

Students are referred both by the high school counselors who identify students as behind in their graduation requirements and by their classroom teachers. Students can also show up on the first day of the program. They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same. They offer a variety of classes in the summer including Algebra II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Health, and Biology. They also offer generic math credits and electives.

They find the area of greatest need for the students they serve to be English classes, followed by math classes such as Algebra and Geometry, and then reading help.

There is also a program operated through Tri-City United High School. This program lasts 17 days, four hours a day. It is a seat-based program and students are referred by both the high school counselors who identify students as behind in their graduation requirements and by classroom teachers. Their class offerings are slightly smaller. They offer Economics, U.S. History, and generic English and social studies classes. They feel their students' greatest area of need is English classes, followed by support in areas of mental health and chemical dependency.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Southwest Metro Educational Cooperative is an educational cooperative with 10 member districts. Southwest Metro Educational Cooperative provides programming at both the high school and middle school levels. They serve as one of the intervention measures available to their member districts.

Southwest Metro Educational Cooperative operates year round. They have some programs that address a specific need, but also have other core school day ALC programs that are open to a variety of qualifying factors. Students can self-enroll, member districts share information about the ALC with students and parents, districts refer students, group homes refer students and parents seeking alternative learning sites for their children also contact them. They believe that students enrolled in the ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 and 50 percent.

Southwest Metro Educational Cooperative was asked how their alternative program provides recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We believe this strategy is successful half of the time.*

Southwest Metro Educational Cooperative was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: We are not doing this.
- Minnesota Early Intervention Response System: We are in the process of implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We use student mentors.

### ***Average length of enrollment for FY 14***

Southwest Metro ran several programs. Southwest Metro ALC (SW Metro ALC) showed 192 enrollment records for their core school year program. Students were enrolled for an average of 447 hours. This ranged from six to 1,021 hours. They generated 82.1 regular ADMs and 1.37 extended ADMs.

For the Southwest Metro ALC Independent Study (SW Metro Independent Study) core school year program, they had 194 enrollment records and students were enrolled for an average of 74 hours. This ranged from three to 99 hours. They generated 4.67 regular ADMs and 8.61 extended ADMs.

SW Metro ALC Independent Study summer program showed 61 enrollment records. Students were enrolled for an average of 71 hours. This ranged from 10 to 178 hours. They generated 1.85 regular ADMs and 2.29 extended ADMs.

For the Southwest Metro ALC seat-based program (SW Metro ALC SB) core school year program, they had 62 enrollment records and students were enrolled for an average of 55 hours. This ranged from five to 270 hours. They generated 0.61 regular ADMs and 2.75 extended ADMs.

SW Metro ALC seat-based summer program showed 94 enrollment records. Students were enrolled for an average of 76 hours. This ranged from six to 234 hours. They generated 3.2 regular ADMs and 3.48 extended ADMs.

### ***Average number of credits earned for FY 14***

Southwest Metro requires 48 credits to graduate or 12 credits per year. Based on the length of their instructional program for the year of 1,020 hours, this means students need approximately 85 hours to earn a credit.

In the SW Metro ALC core school year program, students earned an average of 5.21 credits. This ranged from no credits earned to 17 credits earned. It took on average 86 hours to earn a credit, very close to that needed at the traditional high school.

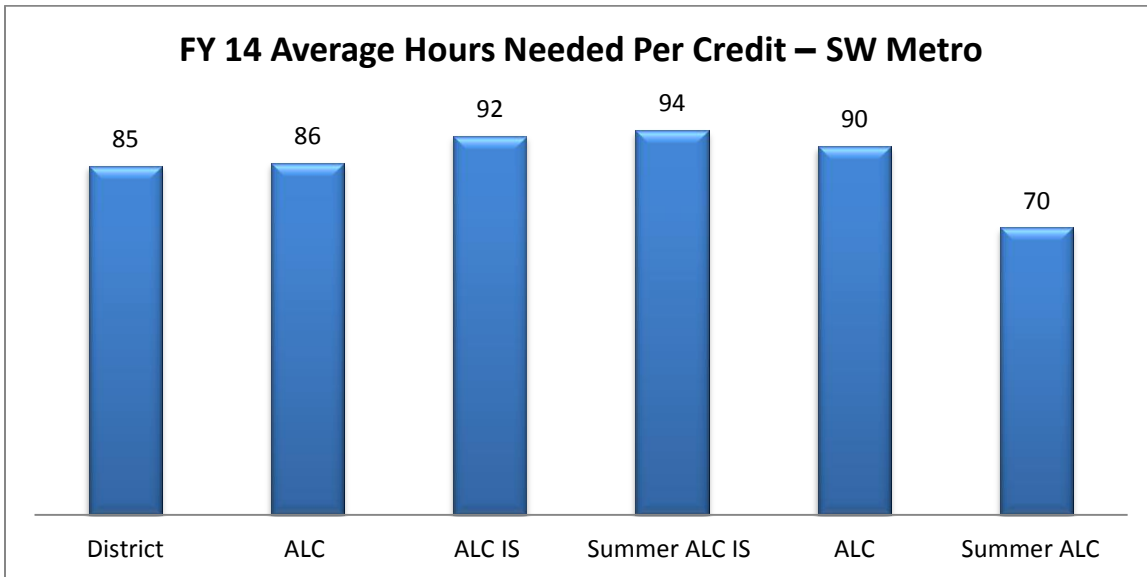
For the SW Metro ALC Independent Study program, students earned an average of 0.8 credits. This ranged from no credits earned to 3.5 credits earned. It took on average 92 hours to earn a credit, slightly higher than the hours needed at the traditional high school.

In the SW Metro ALC Independent Study Summer program, students earned an average of 0.75 credits. This ranged from no credits earned to 2.5 credits earned. It took on average 94 hours to earn a credit, higher than that needed at the traditional high school.

For the SW Metro ALC seat-based program, students earned an average of 0.61 credits. This ranged from no credits earned to four credits earned. It took on average 90 hours to earn a credit, slightly higher than the hours needed at the traditional high school.

For the SW Metro ALC seat-based summer program, students earned an average of 1.09 credits. This ranged from no credits earned to four credits earned. It took on average 70 hours to earn a credit, below the hours needed at the traditional high school.

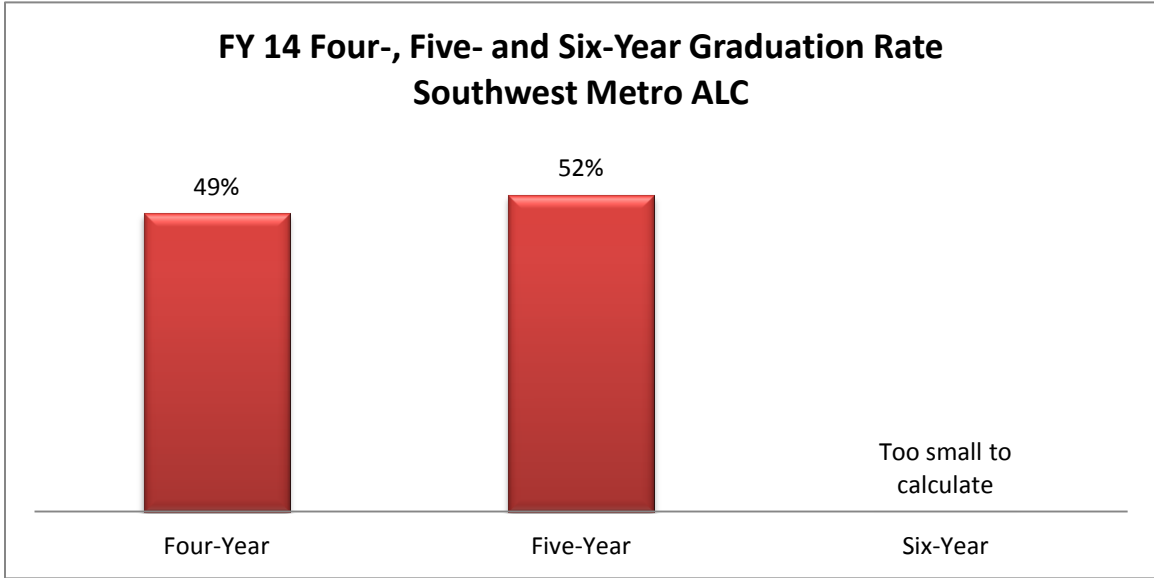
The following chart shows the average hours needed to complete a credit at the various ALC programs and the expected hours based on graduation requirements and length of core school year.



**Attendance for FY 14**

Attendance at the SW Metro ALC core school day program averaged 78 percent. Attendance at the SW Metro ALC Independent Study core school day program averaged 33 percent. For the SW Metro ALC Independent Study summer program, the average attendance was also 33 percent. Attendance at the SW Metro ALC seat-based core school day program averaged 81 percent. For the SW Metro ALC seat-based summer program, the average attendance was also 94 percent. All attendance rates ranged from 0 to 100 percent.

## Graduation Data



Due to the small size of the Southwest Metro Independent Study program, four- and six-year graduation rates were not calculated. The five-year rate was 47 percent for FY 14.



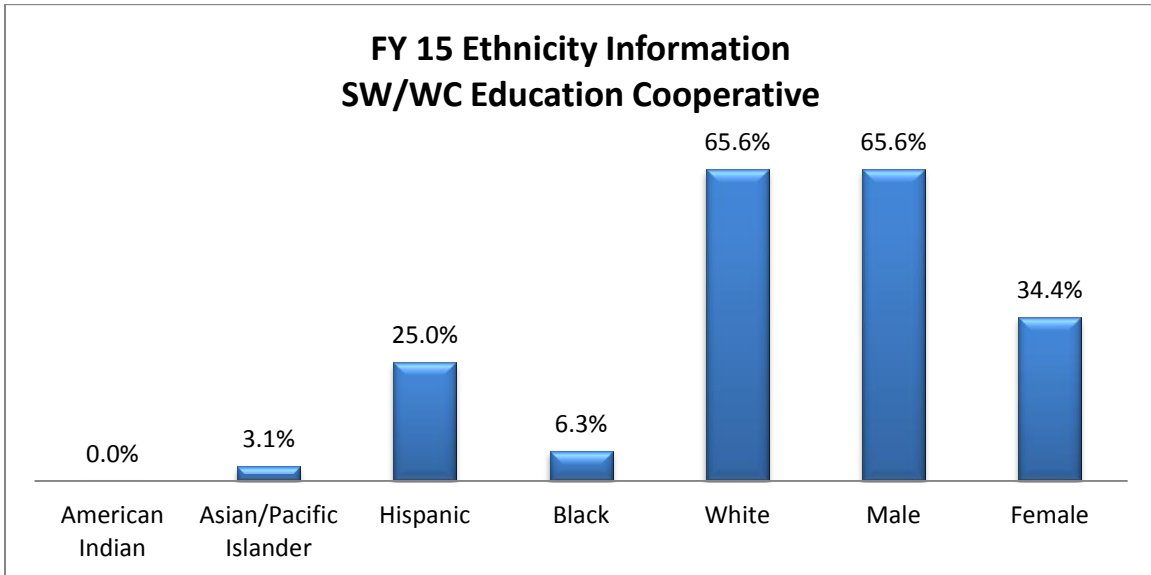
## Southwest West Central Education Cooperative, 0991-83

### Program Information

Southwest West Central (SW/WC) offers Area Learning Centers and targeted services programs.

### Demographics

SW/WC is a service cooperative that serves several districts. No comparison is made of the demographics of student in these programs to the resident district. The following chart is offered for informational purposes only.



### Summer Programs

#### ***ALC Summer Term (secondary students)***

Southwest/West Central Cooperative operates several summer programs. They offer an independent study program, in which membership hours are based on credit completion and teacher contact time, and a seat-based program. They also operate a blended program that combines the two. The programs each operate for 24 days, five hours per day.

Students are referred by high school counselors who identify students as behind in their graduation requirements and by classroom teachers. Students can also walk in the first day and register for class. For their seat-based program, they send out information to all high school students and welcome anyone who wants to attend.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Physical Education, and Health. They offer Biology, Chemistry, Physics, and Earth Science. They also offer generic credits and remedial math classes.

The area of greatest need for the students differs depending on the site, but overall, the greatest areas of need is English classes, followed by math classes such as Algebra and Geometry, then remedial math classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Southwest West Central has an ALC called Red Rock Ridge. As a service cooperative, they serve as an intervention for their member districts.

They provide programming at both the high school and middle school levels and operate year round. Their program is open to a variety of qualifying factors. Students enroll in the ALC through self-referral or school referral. Contact is made with the program administrator or social worker to begin the process. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 and 50 percent.

#### ***Average length of enrollment for FY 14***

Red Rock Ridge showed 88 enrollment records for their core school year program. Students were enrolled for an average of 496 hours. This ranged from 70 to 445 hours. They generated 36.32 regular ADMs and 4.1 extended ADMs.

For their Red Rock Ridge summer program, they had 15 enrollment records and students were enrolled for an average of 93 hours. This ranged from 70 to 140 hours. They generated 0.48 regular ADMs and 0.8 extended ADMs.

For their Belgrade-Brooten-Elrosa (BBE) summer program, they had 14 enrollment records and all students were enrolled for 70 hours. They generated 0.48 regular ADMs and 0.36 extended ADMs. For their Kerkhoven-Murdock-Sunburg (KMS) summer program, they had 11 enrollment records and all students were enrolled for 70 hours. They generated no regular ADMs and 0.66 extended ADMs.

They also had a Pipestone program, but it had only two students in it. One was enrolled for 20 hours and one was enrolled for 28 hours. They generated 0.04 extended ADMs.

#### ***Average number of credits earned for FY 14***

SW/WC awards credits for students to take to their resident district and apply towards graduation. They work with multiple districts with a wide range of credit requirements. To look at how many hours are needed per credit, we standardized the credit requirements across all of the districts to 24, or six per year. Based on their length of instructional program of 1,044 hours, students need approximately 174 hours to earn one of these standardized credits.

In the Red Rock Ridge core school year program, students earned an average of 2.6 credits. This ranged from no credits earned to four credits earned. It took on average 191 hours to earn a credit, slightly more than what would be anticipated.

For the Red Rock Ridge summer program, students earned an average of 1.93 credits. This ranged from no credits earned to 19 credits earned. It took on average 48 hours to earn a credit, well below the hours that would be anticipated.

For the BBE summer program, students did not earn any credits. Nor did they earn any credits in the Pipestone program. For the KMS summer program, students earned an average of 0.314 credits. This ranged from 0.25 credits earned to 0.5 credits earned. It took on average 223 hours to earn a credit, more than the hours that would be anticipated.

### ***Attendance for FY 14***

Attendance at the Red Rock Ridge core school day program averaged 75 percent. It ranged from 29 to 100 percent. For the Red Rock Ridge summer program, the average attendance was 45 percent. This ranged from 43 to 46 percent. For the BBE summer program, the average attendance was 70 percent. This ranged from 33 to 100 percent. For the KMS summer program, the average attendance was 88 percent. This ranged from 67 to 100 percent. The two students in the Pipestone program attended approximately 10 percent of the time.

### **Graduation Data**

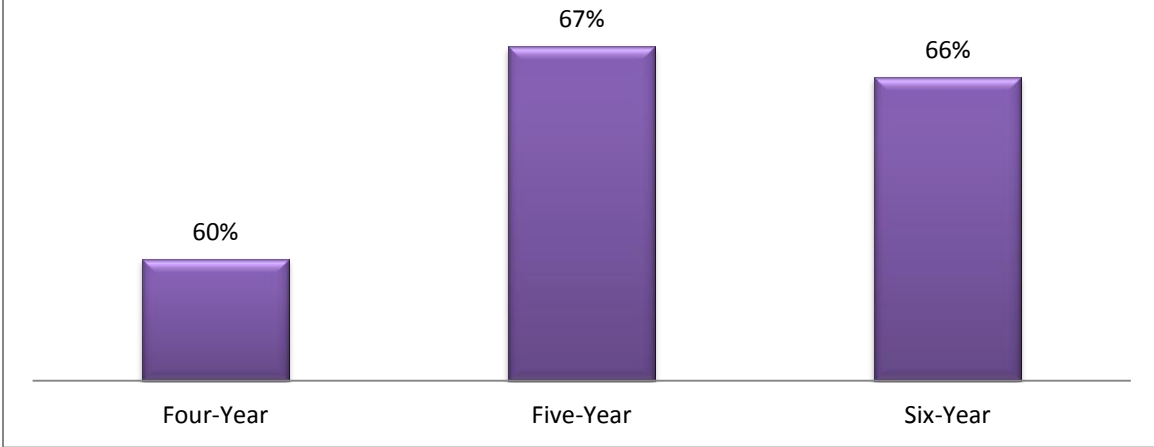
Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort as well as students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

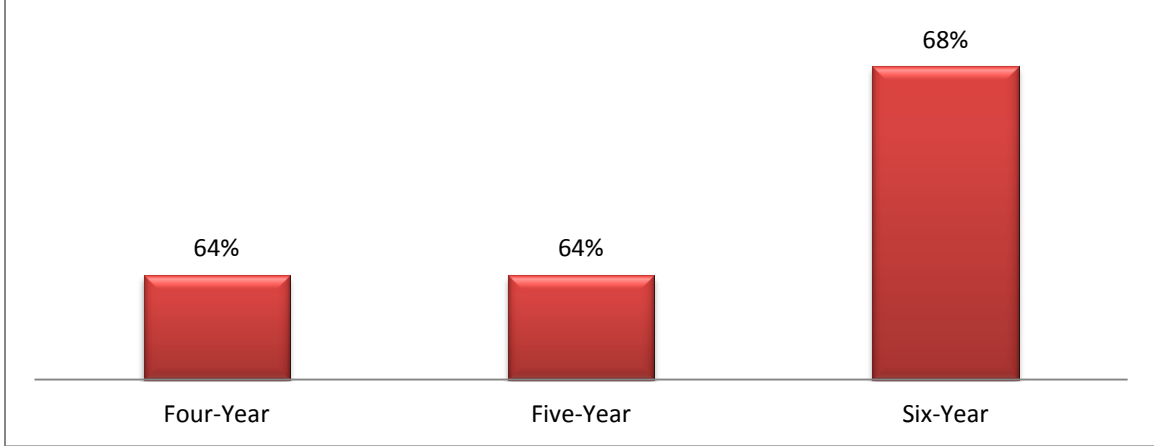
For Red Rock Ridge, the FY 13 four-year graduation rate was 60 percent. This rose to 64 percent for the FY 14 five-year graduation rate. The cohort size increased 10 percent, from 30 to 33 students.

The FY 13 five-year graduation rate was 67 percent. This rose slightly to 68 percent for the FY 14 six-year graduation rate. The cohort size increased slightly, from 24 to 25 students.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Red Rock Ridge ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Red Rock Ridge ALC**

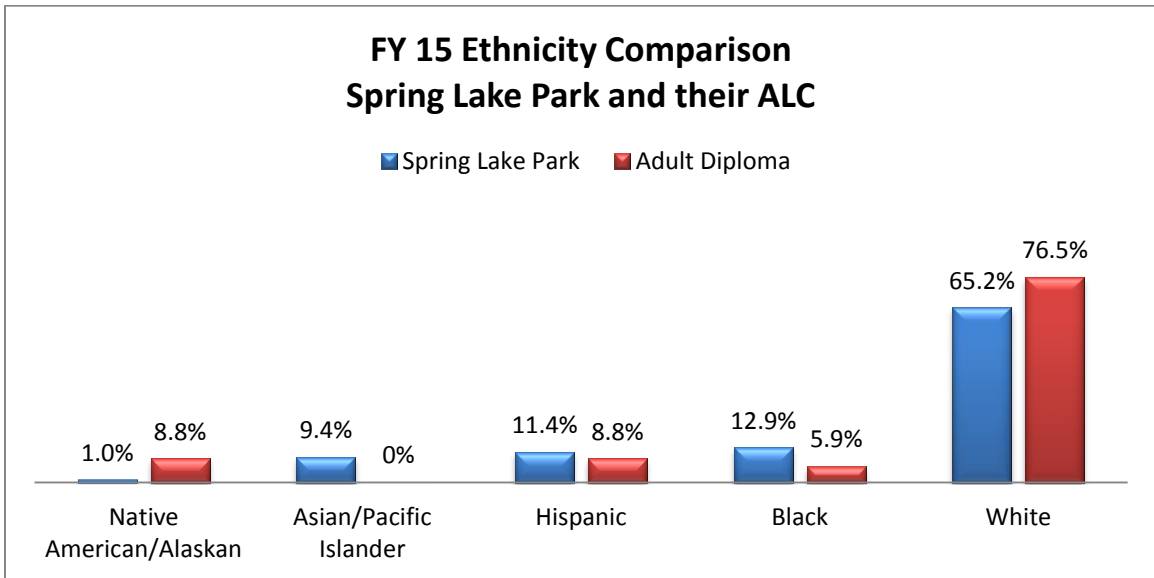
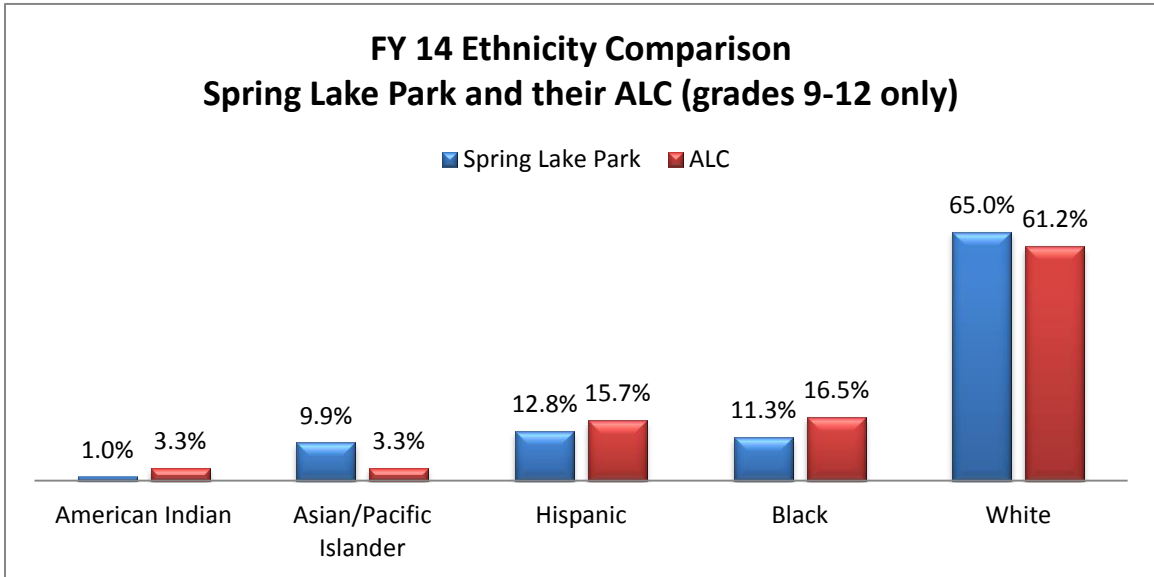


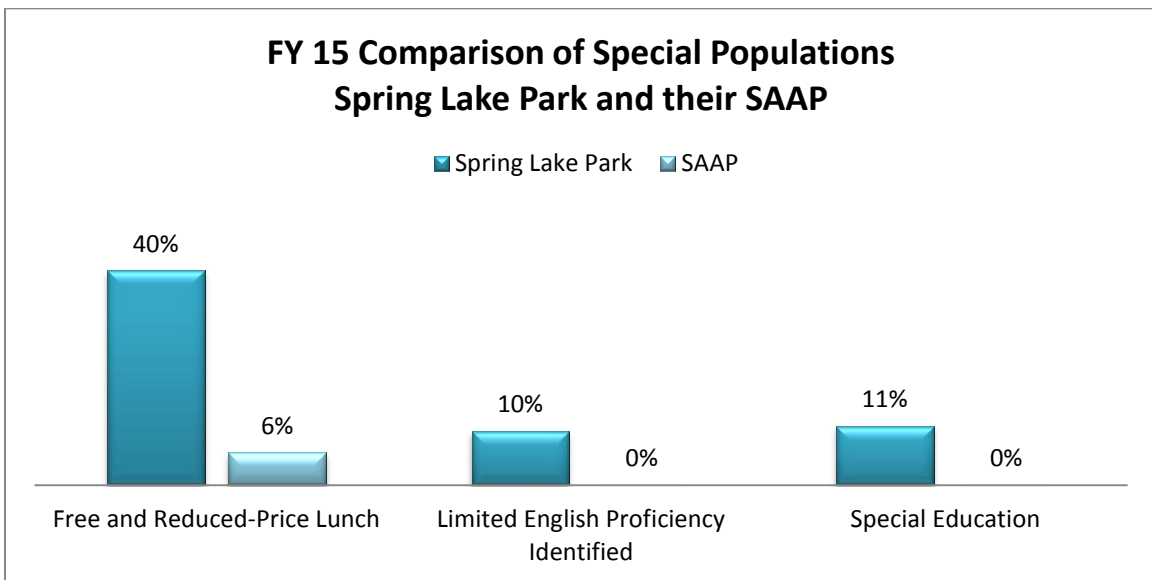
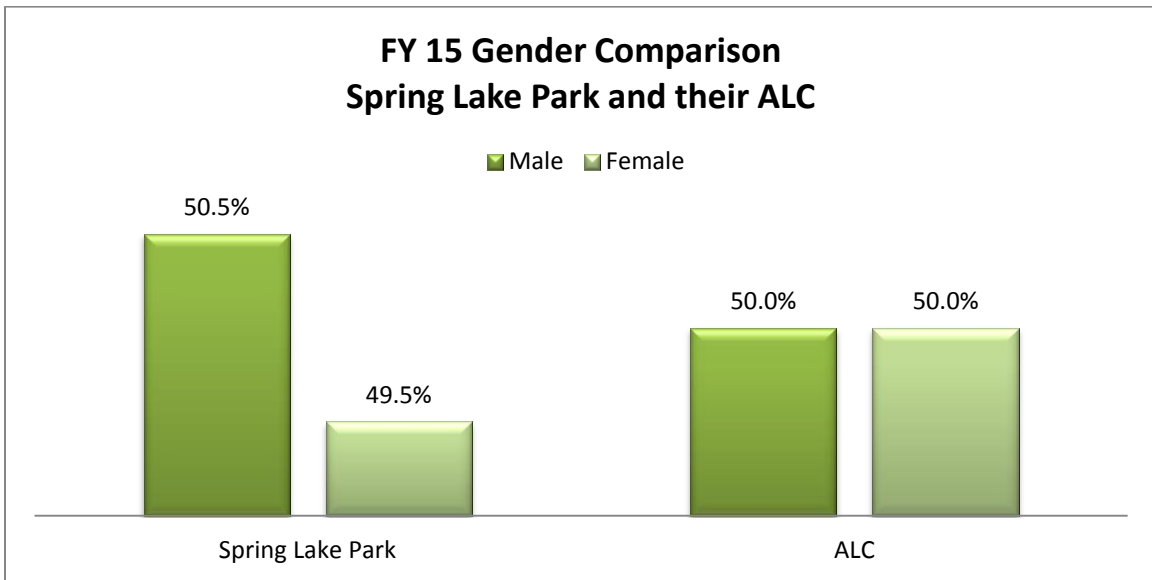
# Spring Lake Park Public School District, 0016-01

## Program Information

Spring Lake Park offered an Area Learning Center (ALC) and a targeted services program in FY 14. For FY 15, they have transferred these to another district.

## Demographics





## Summer Programs

### ***Targeted Services***

Spring Lake Park operates a targeted services program for 20 days, three hours per day. Program planning for the summer begins in January. They try to match student needs to their programming. They share information about their summer program with staff by emailing them details and an invitation to teach. Families of students who are referred receive an invitation to participate by phone and written communication.

The curriculum they use is Spring Lake Park Essential Learning Outcomes. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved

in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students. They have pre- and post-test results to help determine the effectiveness of their program.

***ALC Summer Term (secondary students)***

No information was provided.

**Core School Year Programs (Intervention and Prevention Strategies)**

We did not receive information on their intervention and prevention strategies for at-risk and off-track youth.

***Average length of enrollment for FY 14***

In the core school year Learning Academy program, the average length of enrollment was 505 hours. This ranged from five to 1,065 hours. There were 121 enrollment records and they generated 52.12 regular ADMs and 3.63 extended ADMS.

For their Learning Academy summer program, the average length of enrollment was 120 hours. This ranged from 41 to 168 hours. There were 239 enrollment records and they generated 10.10 regular ADMs and 14.88 extended ADMs.

For their adult diploma program, enrollment was looked at for the entire year as students who began in the summer were often enrolled into the school year. The average length of enrollment was 138 hours. This ranged from one to 1,540 hours. There were 97 enrollment records and they generated 7.74 regular ADMs and 0.04 extended ADMs.

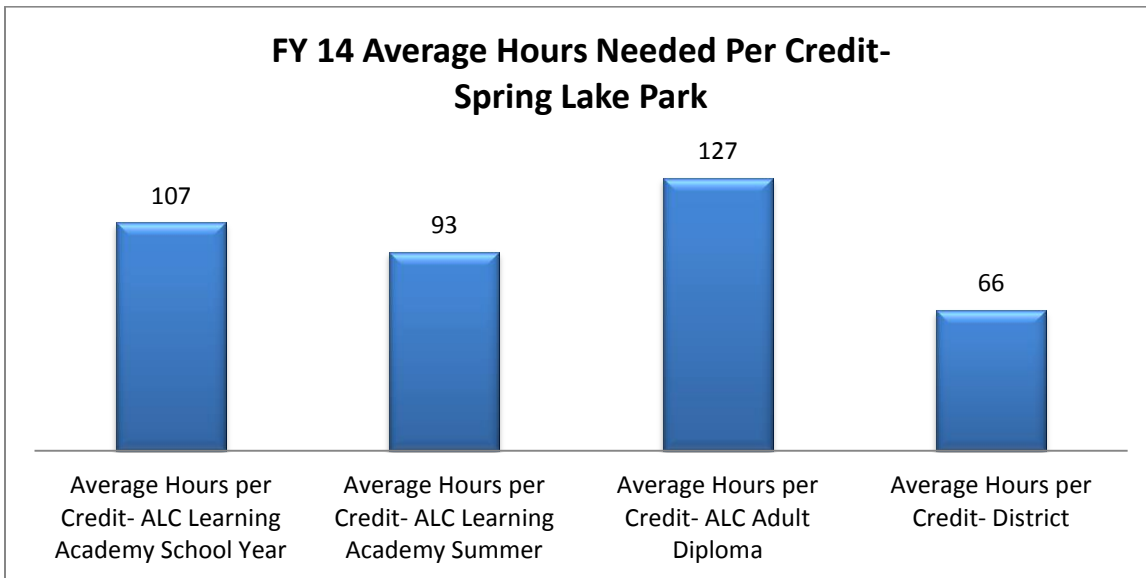
***Average number of credits earned for FY 14***

For the core school year Learning Academy program, students earned an average of 4.74 credits. This ranged from zero credits earned to 23 credits earned. On average, students needed 107 hours to complete a credit.

For the summer Learning Academy program, students earned an average of 1.28 credits. This ranged from no credits earned to five credits earned. Students needed an average of 93 hours to earn a credit.

For the adult diploma program, students earned an average of 1.08 credits. This ranged from no credits earned to 16 credits earned. Students needed an average of 127 hours to earn a credit.

The following chart shows the average number of hours needed in Spring Lake Park for a one-credit class (64 credits to graduate, 16 credits a year, core school year program of 1,050.5 instructional hours), and the average hours needed for one credit in the various ALC programs.



**Attendance for FY 14**

Attendance for the core school year Learning Academy program was 75 percent. This ranged from 0 to 100 percent. Average attendance for the summer Learning Academy program was reported as 72 percent, ranging from 20 to 100 percent. Average attendance for the adult diploma program was reported as 100 percent.

**Graduation Data**

Graduation rates are determined by taking the number of graduates and dividing it by the number of students in the cohort. The cohort size changes when students leave and are enrolled elsewhere or when new students come into the cohort. Students who graduate stay in the cohort as well as students who drop out and do not enroll elsewhere. The four-year rate is determined by taking the graduates who finished high school requirements in the anticipated four years and dividing it by the number of students who should have finished in those four years. The five-year cohort takes the four-year graduates and adds those who finished in their fifth year and divides it by those who should have finished in four years, adding new students who enroll in the school and taking away those who have enrolled in other schools. The process is repeated for six-year graduates.

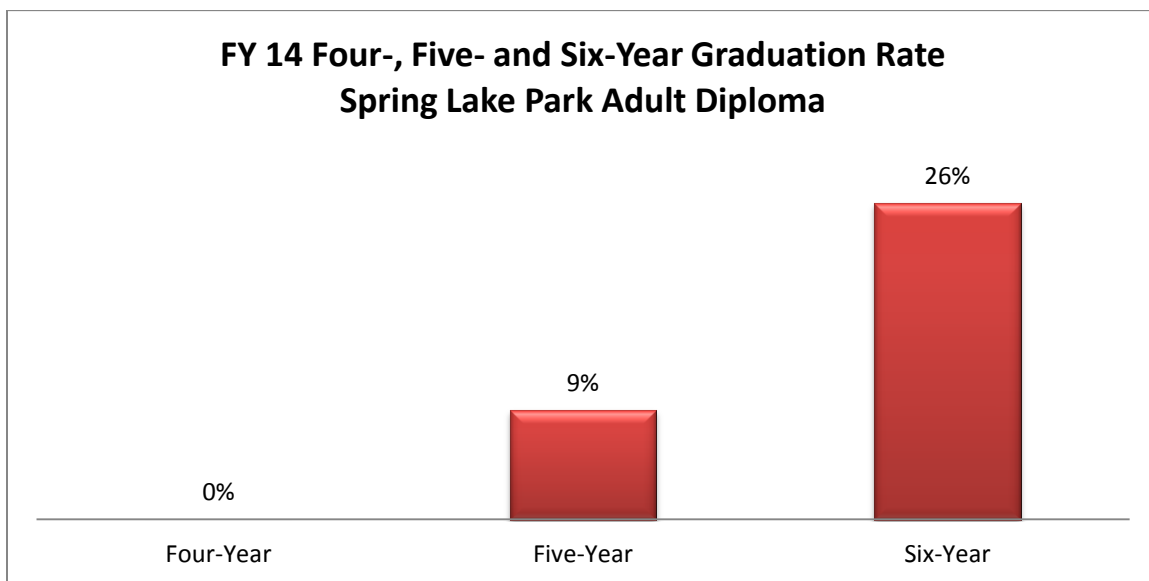
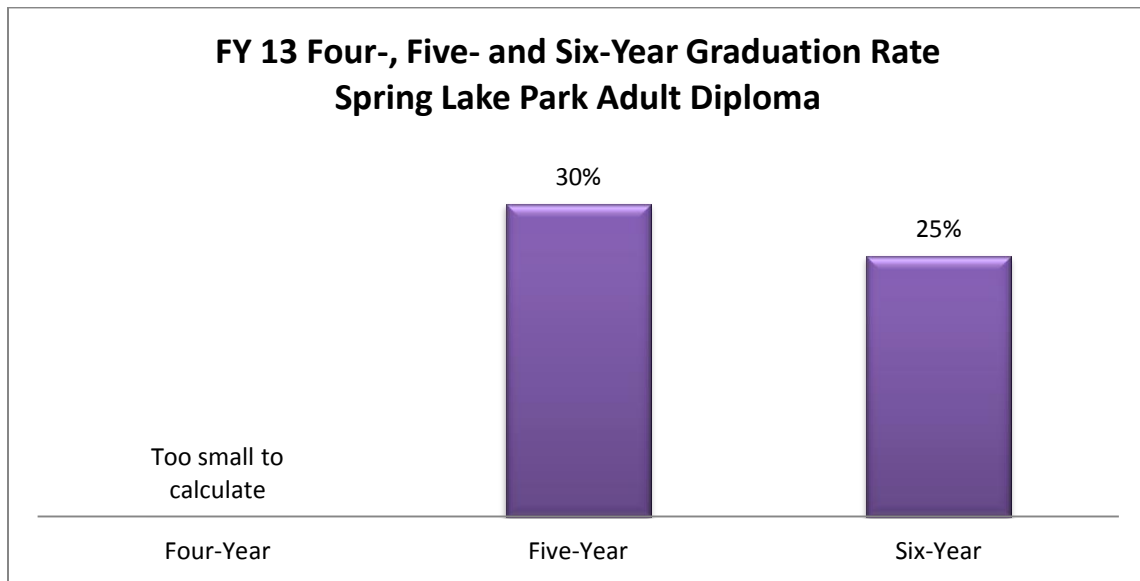
The FY 13 four-year graduation rate is compared to the FY 14 five-year graduation rate and so on. All things being equal, we hope for the rates to increase each year.

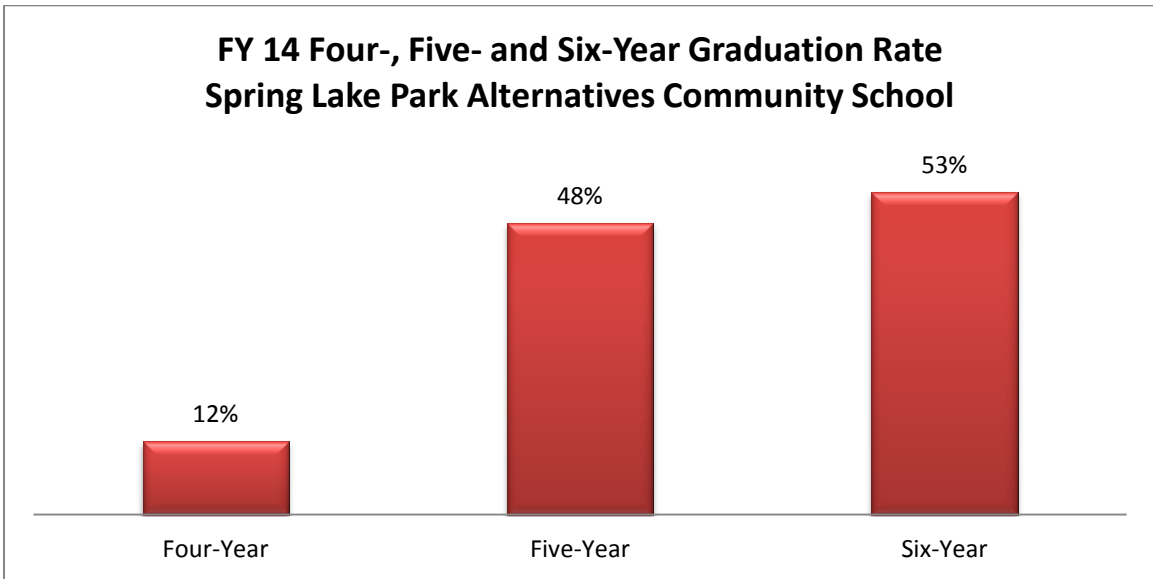
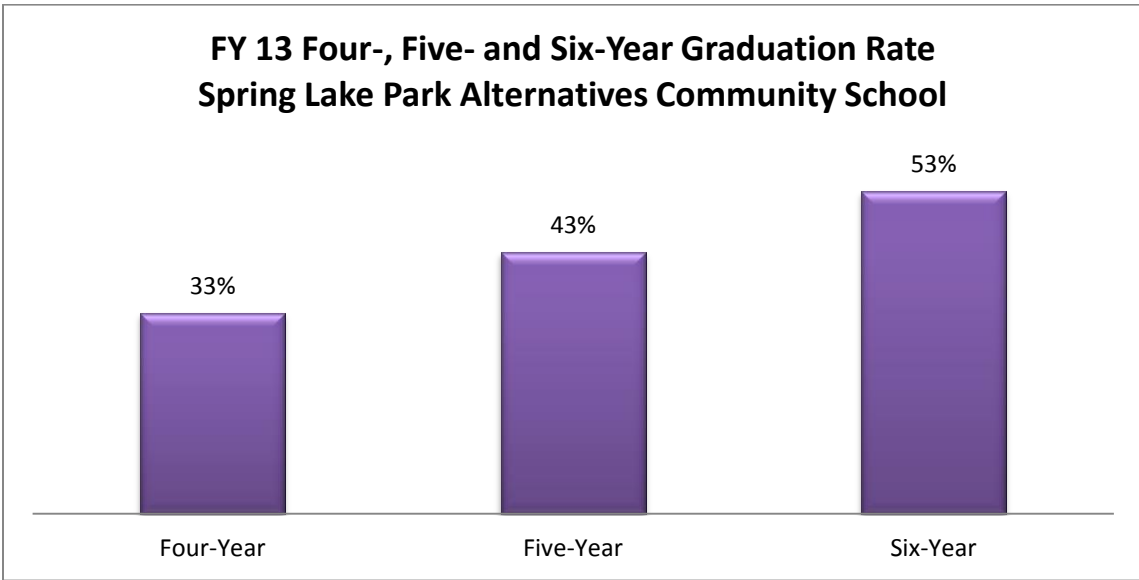
For the Spring Lake Park Learning Community School, the FY 13 four-year graduation rate was 33 percent. This rose to 48 percent for the FY 14 five-year graduation rate. The cohort size decreased from 60 to 46 students. However, during that same time, the cohort for the adult diploma program increased from six to 34 students.

The FY 13 five-year graduation rate was 43 percent. This rose to 53 percent for the FY 14 six-year graduation rate. The cohort size decreased, from 86 to 77 students. Again, during this same period, the cohort size at the adult diploma program increased by 10 students.



In both FY 13 and FY 14, the adult diploma program did not have a four-year graduation rate because the cohort size was too small. In FY 13, they did have a five-year graduation rate of 30 percent. This decreased to 26 percent for the FY 14 six-year graduation rate. This may be due to the increase in cohort size. The cohort increased by 27 percent.





**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In Spring Lake Park, the Learning Alternative middle program had an MMR score of 62.11 percent and an FR score of 67.49 percent in FY 13. In FY 14, their MMR was 41.76 percent and their FR was 50 percent. The Learning Alternatives Community School had a 74.67 percent MMR and a 70.02 FR in FY 13. In FY 14, they had an MMR of 56.02 percent and an FR of 34.41 percent.

## St. Anthony-New Brighton School District, 0282-01

### Program Information

St. Anthony-New Brighton operates an Alternative Learning Program for students in grades 10 through 12.

### Demographics

There is not a large enough cohort to develop demographic information.

### Summer Programs

#### *ALP Summer Term*

St. Anthony-New Brighton operates their summer program for 14 days, five hours a day. The program operates for 3.5 weeks. They have a blended program that combines seat-based instruction and independent study. Students are referred to the program by their school counselor if they are behind in graduation requirements and by their teachers if they have failed a class. They also send information out to all students and welcome any student who wishes to attend.

St. Anthony-New Brighton does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way. They offer credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Health, Physics, Chemistry, and Biology. They also offer elective credits.

They see their students' greatest area of need as math courses such as Algebra, followed by English classes, then remedial math classes and reading help.

### Core School Year Programs (Intervention and Prevention Strategies)

St Anthony-New Brighton Schools operates an Alternative Learning Program (ALP) called the ALP. Their program is open to a variety of qualifying factors. Students apply for the program with the counselor. All are accepted.

When a student leaves school, there are several things a district could choose to do. St Anthony-New Brighton Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, St Anthony-New Brighton Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is determined on a case-by-case basis and is provided for students that need it.

- Response to Intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Minnesota Early Intervention Response System: We will be implementing this in our district.
- After school programs: This is determined on a case-by-case basis and is provided for students that need it.
- Summer programs: This is determined on a case-by-case basis and is provided for students that need it.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: We are not doing this in our district.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

St Anthony-New Brighton Schools believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is approximately 75 to 90 percent.

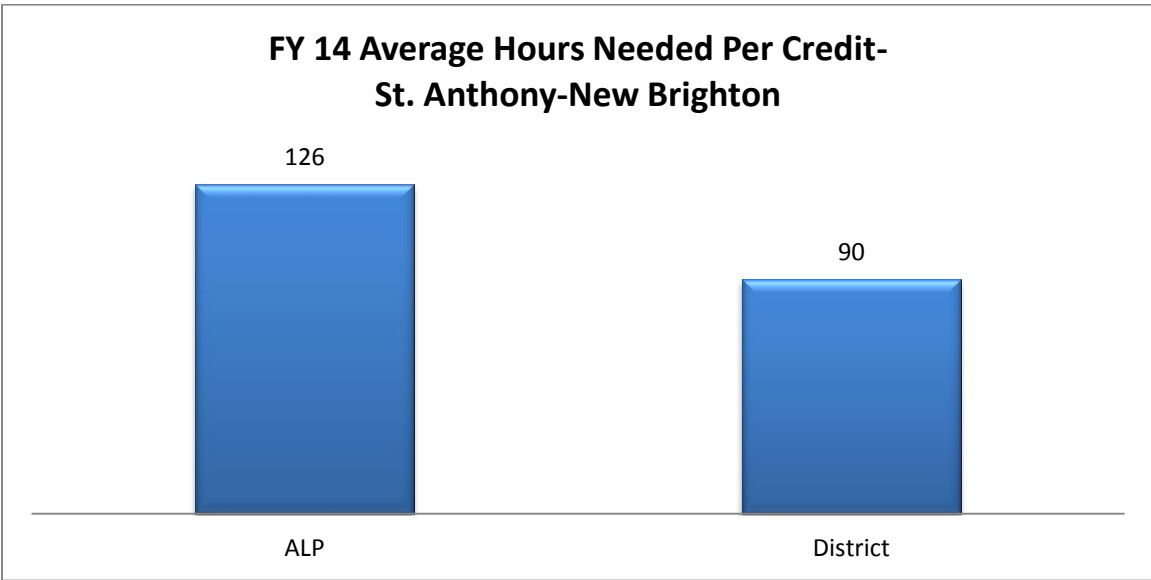
***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 59 hours. There were 28 enrollment records, but six of these did not generate any ADM. They generated 0.22 regular ADMs and 1.36 extended ADMS.

***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 0.46 credits. This ranged from no credits earned to three credits earned. On average, students needed 126 hours to complete a credit.

The following chart shows the average number of hours needed in St. Anthony-New Brighton for a one-credit class (46 credits to graduate, 11.5 credits a year, core school year program of 1,034 instructional hours), and the average hours needed for one credit in the ALP programs.



***Attendance for FY 14***

Attendance for the core school year program was 100 percent.

**Graduation Data**

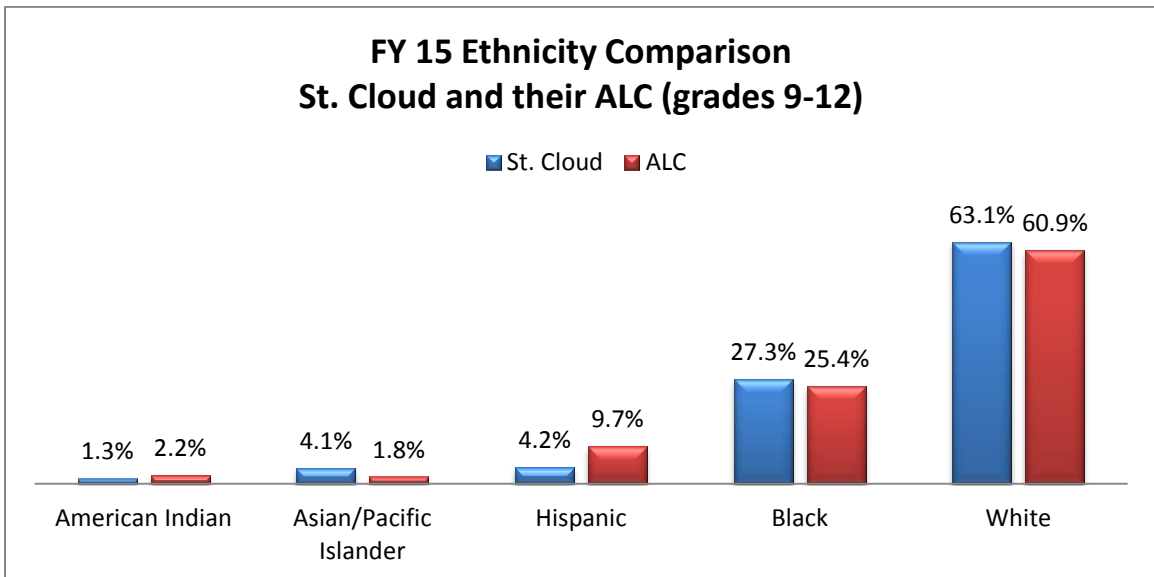
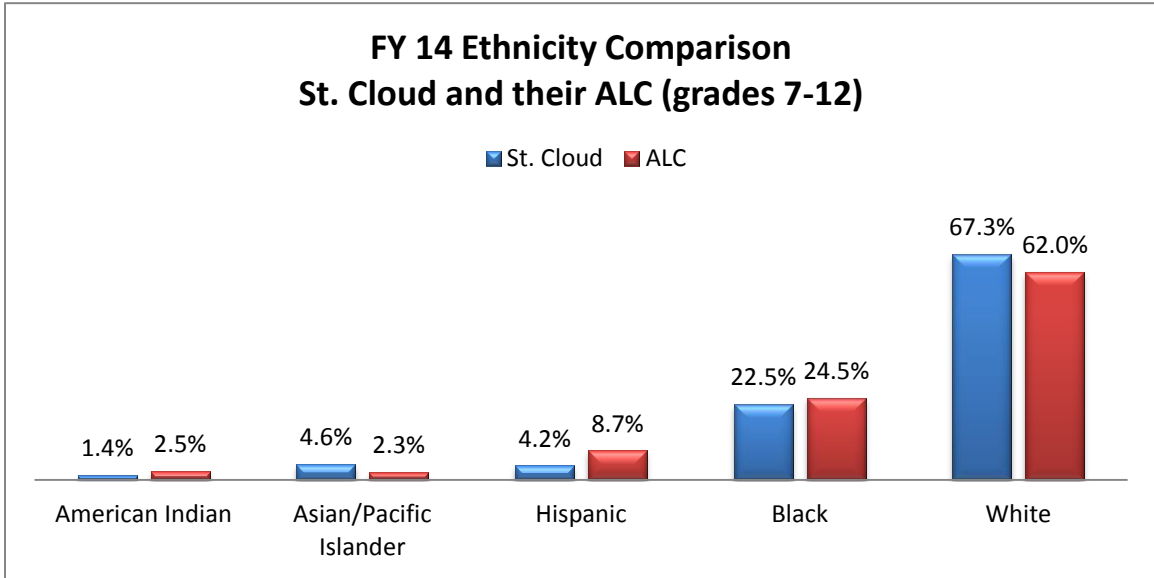
The cohort size is too small to calculate a graduation rate.

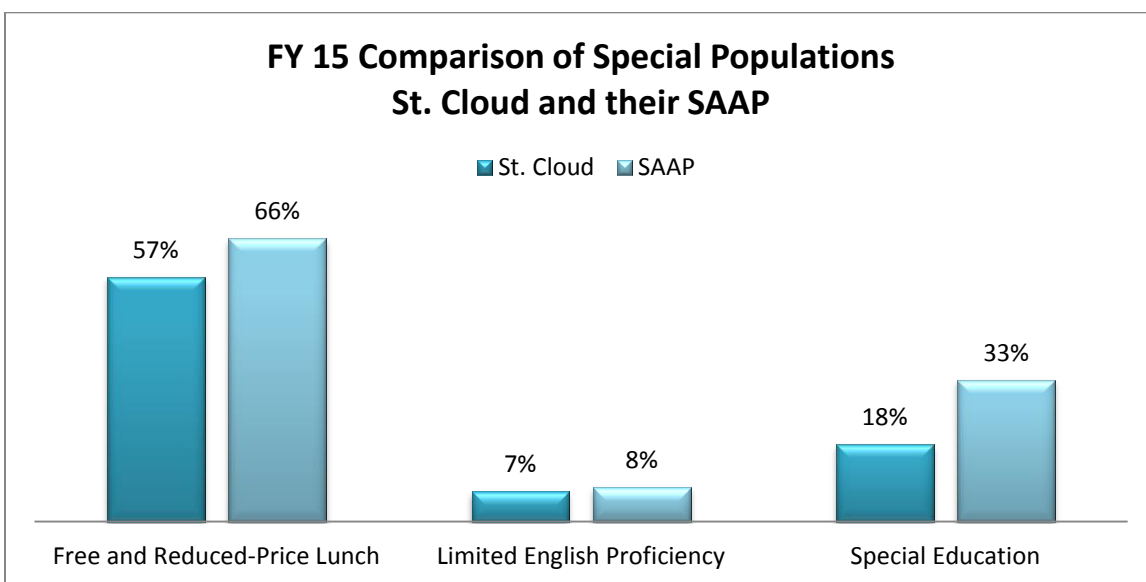
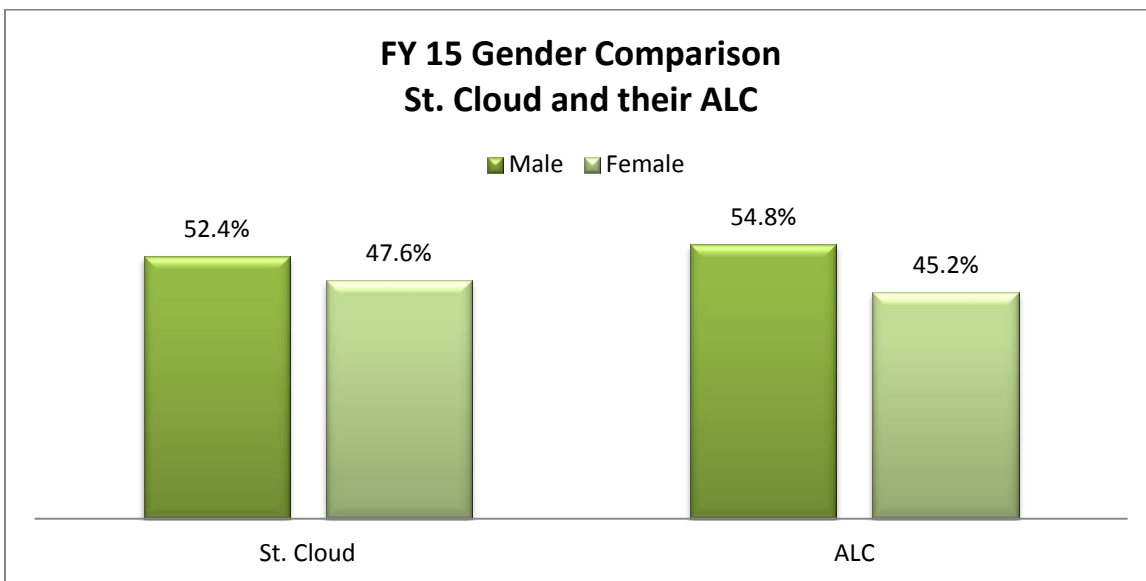
# St. Cloud Public School District, 0742-01

## Program Information

St. Cloud operates an Area Learning Center (ALC) at both the high school and middle school level.

## Demographics





## Summer Programs

### ***Targeted Services***

St. Cloud has a summer targeted services program operated by Central Minnesota Joint Powers, who retains legal responsibility for the program. The following is information about this program, but legally it is not a St. Cloud program.

St. Cloud operates a targeted services program for 24 days, four hours per day. They serve kindergarten through grade five. Program planning for the summer begins in January. They try to match student needs to their programming. They share the information on their summer program by sending parent letters, discussing it at parent/teacher conferences, and through a message system called Skyward.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any

particular area in order to fully master it. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 15 to one.

Their evaluation department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

St. Cloud operates a second targeted services program that operates for 25 days, five hours per day. They serve middle-grade students. Program planning for the summer begins in the spring. Their program focus is determined either by individual sites or teachers. They meet with students consistently throughout the year, information is shared with parents in the fall and at all conferences, and staff have information about the summer program at each trimester.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way. Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 15 students. They have pre- and post-test results to help determine the effectiveness of their program.

#### ***ALC Summer Term (secondary students)***

No information was submitted.

#### **Core School Year Programs (Intervention and Prevention Strategies)**

St. Cloud provides programming at both the high school and middle school levels.

St. Cloud Area Public Schools operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 75 and 90 percent.

St. Cloud did not respond to the question regarding how students enroll in the alternative program.

When a student leaves school, there are several things a district could choose to do. St. Cloud responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We have minimal success with this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, St. Cloud was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track



students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is determined on a case-by-case basis and provided for those who need it.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

### ***Average length of enrollment for FY 14***

Saint Cloud offered two alternative programs: Tech and Apollo. Tech ran their classes on a semester basis and Apollo ran on a trimester basis. We will look at these separately.

#### *Tech:*

In the core school year program, the average length of enrollment was 281 hours. This ranged from two to 1,877 hours. There were 460 enrollment records and they generated 107.69 regular ADMs and 12.66 extended ADMS.

For their summer program, the average length of enrollment was 125 hours. This ranged from three to 470 hours. There were 276 enrollment records and they generated 13.8 regular ADMs and 18.96 extended ADMS.

#### *Apollo:*

In the core school year program, the average length of enrollment was 236 hours. This ranged from one to 1,800 hours. There were 435 enrollment records and they generated 88.89 regular ADMs and 7.91 extended ADMS.

For their summer program, the average length of enrollment was 123 hours. This ranged from two to 290 hours. There were 183 enrollment records and they generated 9.93 regular ADMs and 11.45 extended ADMS.

It should be noted that St. Cloud has submitted a core instructional year length of 1,014 hours for the Area Learning Center.

### ***Average number of credits earned for FY 14***

#### *Tech:*

For the core school year program, students earned an average of 2.9 credits. This ranged from 0.02 credits earned to 19.43 credits earned. On average, students needed 96 hours to complete a

credit, the same as needed for a credit in the traditional high school. (This assumes that a student in the traditional high school did not fail any classes).

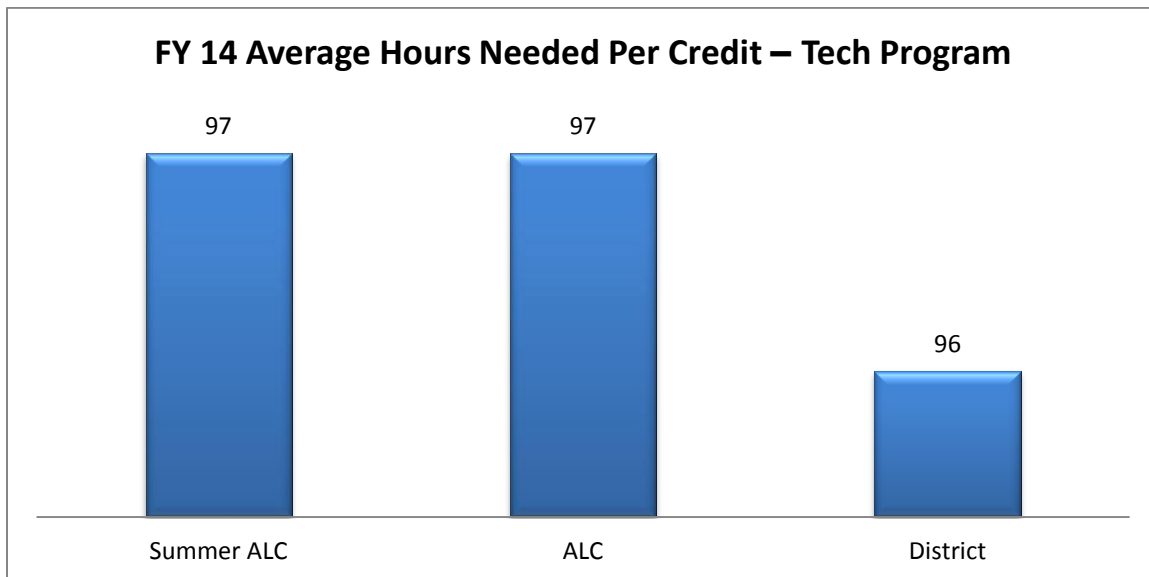
For the summer program, students earned an average of 1.29 credits. This ranged from 0.03 credits earned to 4.87 credits earned. Students needed 97 hours to earn a credit on average.

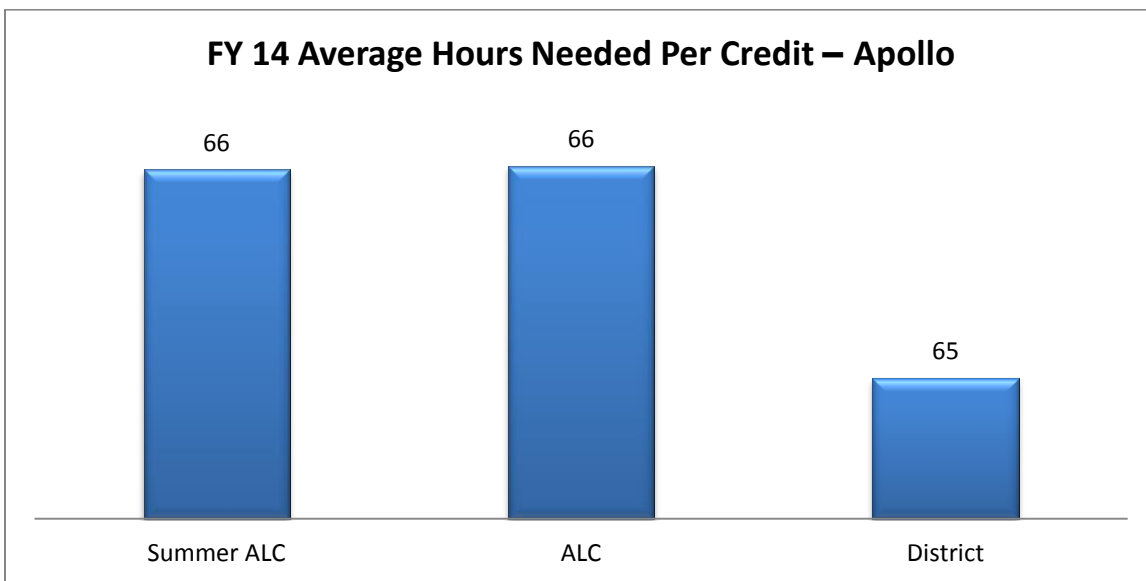
*Apollo:*

For the core school year program, students earned an average of 3.6 credits. This ranged from 0.02 credits earned to 27.7 credits earned. On average, students needed 66 hours to complete a credit, the same as needed for a credit in the traditional high school. (This assumes that a student in the traditional high school did not fail any classes).

For the summer program, students earned an average of 1.86 credits. This ranged from 0.03 credits earned to 4.39 credits earned. Students needed 66 hours to earn a credit on average.

The following chart shows the average number of hours needed in St. Cloud for a one-credit class and the average hours needed for one credit in the various ALC programs.





**Attendance for FY 14**

*Tech:*

Attendance for the core school year program was 40 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 30 percent, ranging from 0 to 100 percent.

*Apollo:*

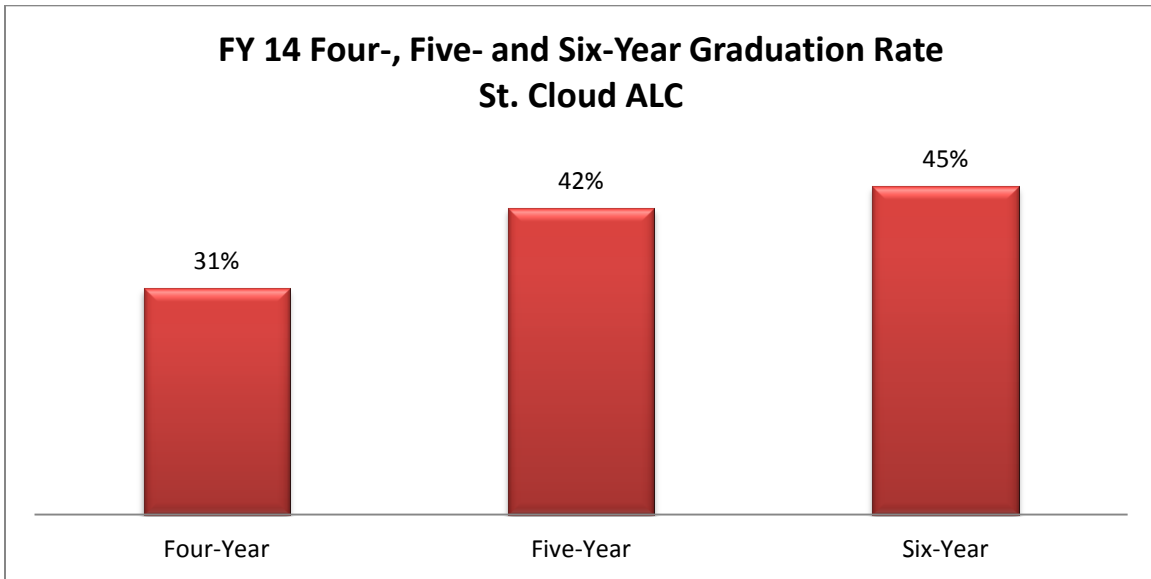
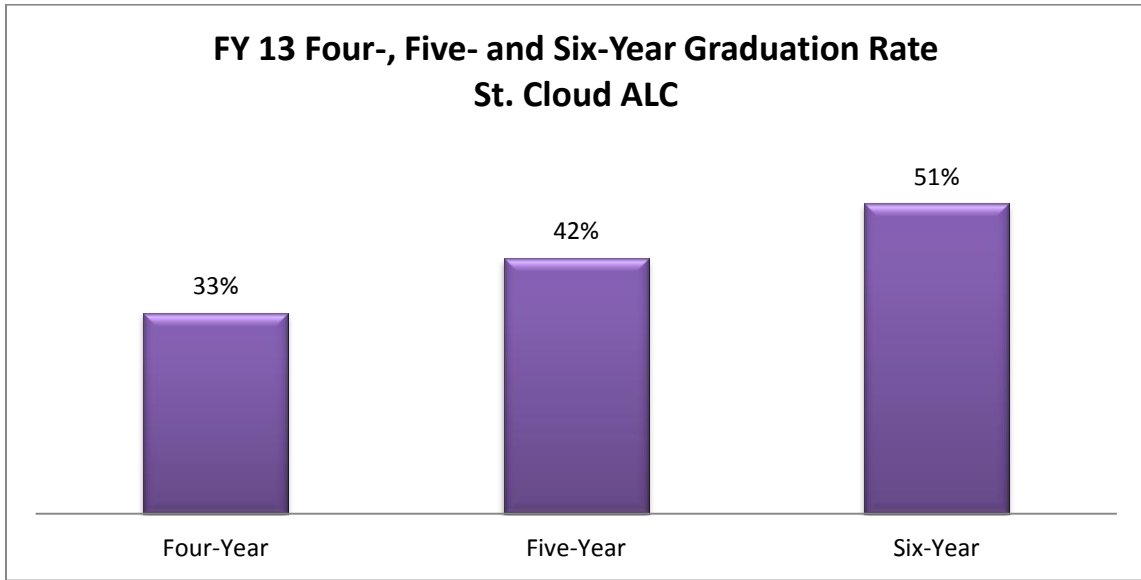
Attendance for the core school year program was 38 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 34 percent, ranging from 0 to 100 percent.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The St. Cloud ALC had a FY 13 four-year graduation rate of 33 percent. This rose to 42 percent in the FY 14 five-year graduation rate. The cohort size changed from 206 to 220 students.

The FY 13 five-year graduation rate was 42 percent and rose to 45 percent for the FY 14 six-year graduation rate. The cohort size basically stayed the same, going from 223 to 222 students.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

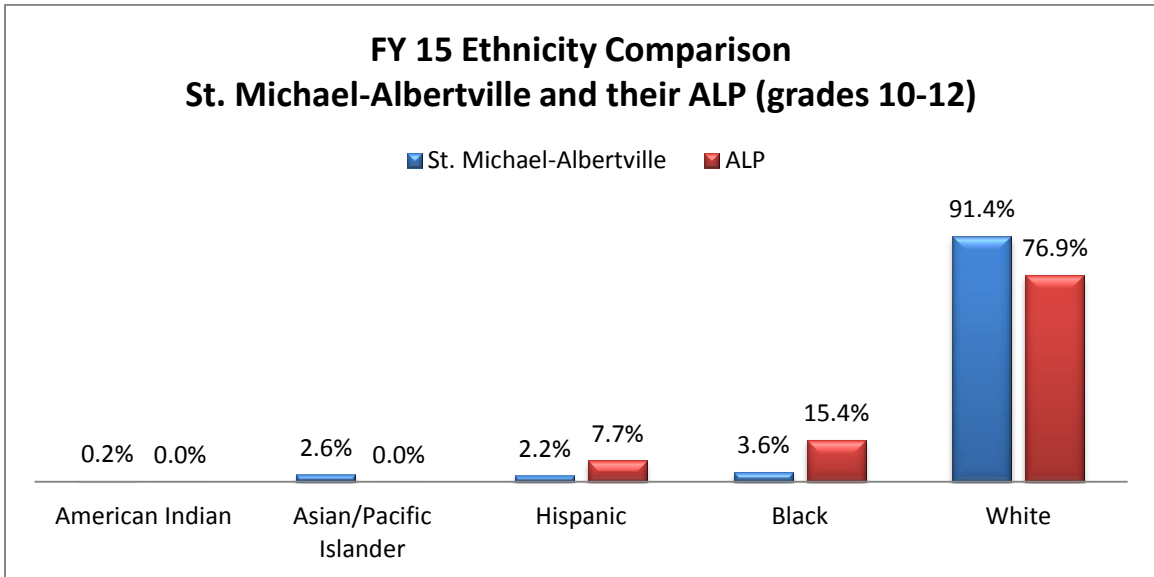
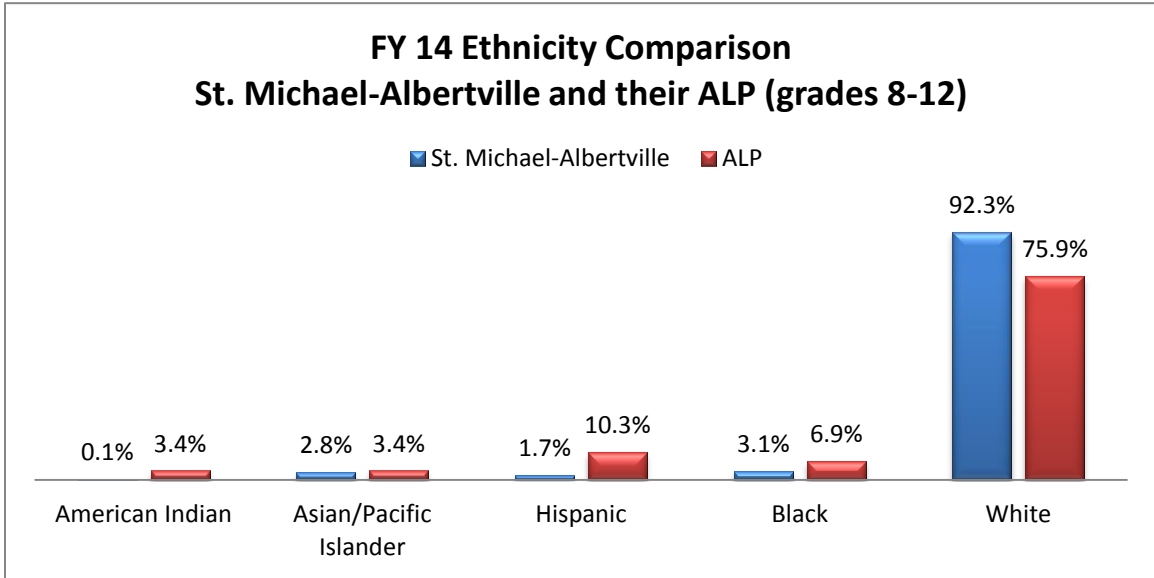
St. Cloud Area Learning Center had an MMR of 29.61 percent in FY 13 and 18.97 percent in FY 14. They also received an FR score in FY 14. That was 11.92 percent.

# St. Michael-Albertville School District, 0885-01

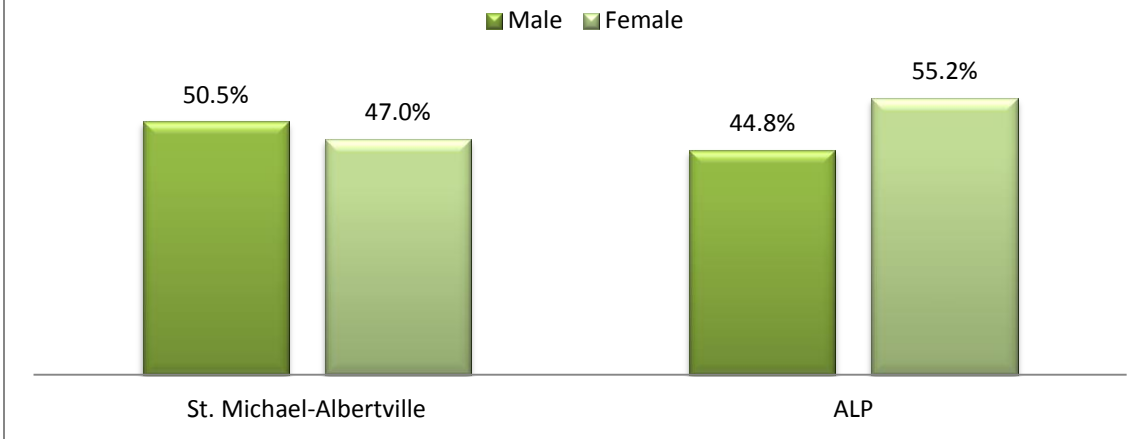
## Program Information

St. Michael-Albertville operates an Alternative Learning Program.

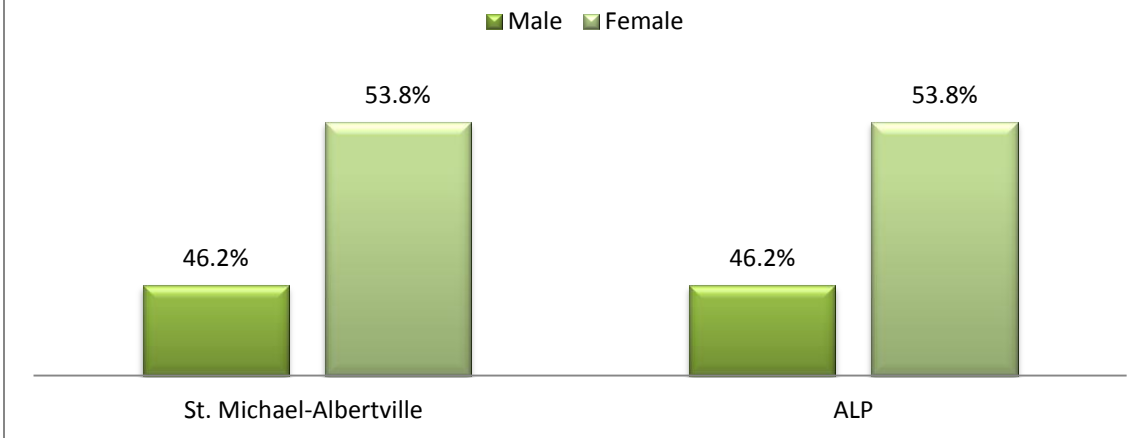
## Demographics



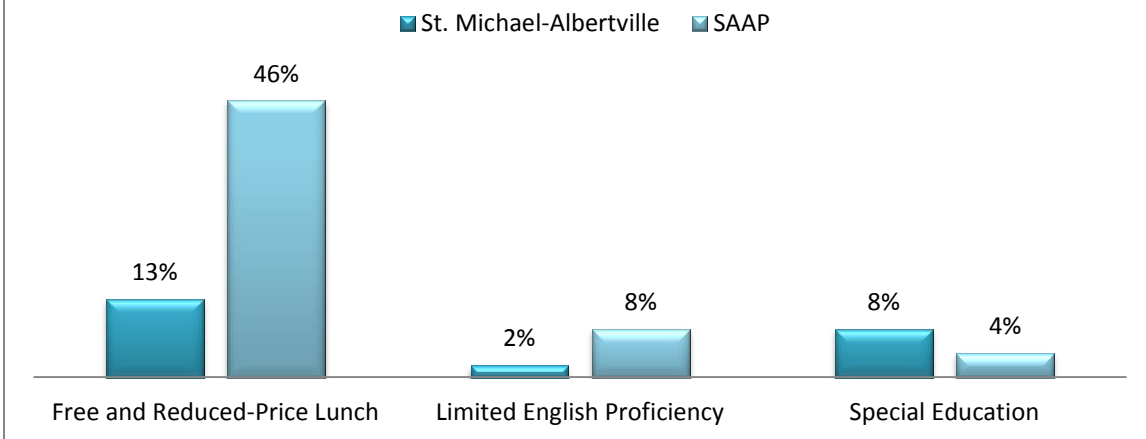
### FY 14 Gender Comparison St. Michael-Albertville and their ALP



### FY 15 Gender Comparison St. Michael-Albertville and their ALP



### FY 15 Comparison of Special Populations St. Michael-Albertville and their SAAP



## Summer Programs

### *ALP Summer Term*

St. Michael-Albertville operates a seat-based program. Their program operates for 15 days, four hours a day.

Students are referred by high school counselors who identify students as behind in their graduation requirements. Teachers also refer students who have not passed their classes.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer generic classes in English, science and social studies.

They find the area of greatest need for the students they serve to be English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

St. Michael-Albertville operates an Alternative Learning Program called Knight's Academy. Their program is open to a variety of qualifying factors. Students enroll in the ALP when the student's high school counselor refers the student. The student attends an intake meeting at the ALP with a parent.

When a student leaves school, there are several things a district could choose to do. St. Michael-Albertville responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, St. Michael-Albertville was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: This is fully implemented in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.
- Minnesota Early Intervention Response System: We are not doing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is determined on a case-by-case basis and is provided for students that need it.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.

- Mentors: This is determined on a case-by-case basis and is provided for students that need it.

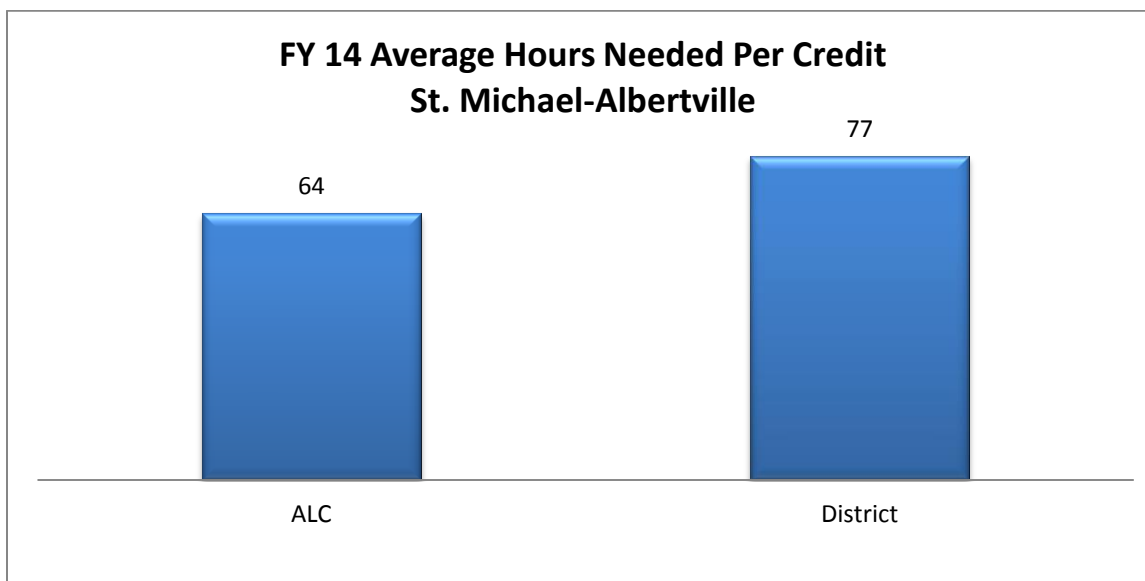
St. Michael-Albertville believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

**Average length of enrollment for FY 14**

It was difficult to determine the average length of enrollment as all summer students were only enrolled for one hour. Overall, based on the membership reported between the summer program and the school year program, the average enrollment was 409 hours.

**Average number of credits earned for FY 14**

It is difficult to determine the number of credits earned per student due to the summer membership hours reported. It appears that students earned an average of 6.43 credits, but that includes several students who earned more than 10 credits each in the summer program. Overall, students needed just under 64 hours to earn a credit, compared to just over 77 hours in the traditional system. The following chart shows the number of membership hours divided by the number of credits earned for the ALP program compared to the number of hours it is expected it will take a student in the traditional high school to earn a credit.



**Attendance for FY 14**

Attendance for the core school year program was 57 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 37 percent, ranging from 0 to 100 percent. Average attendance for the credit recovery school year program was 33 percent, again ranging from 0 to 100 percent.

**Graduation Data**

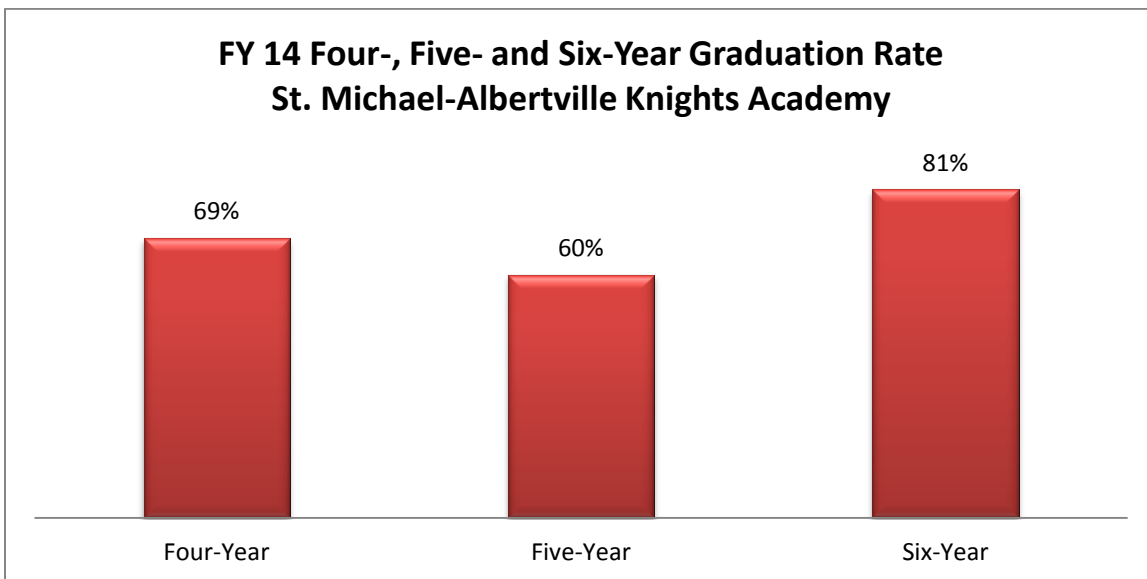
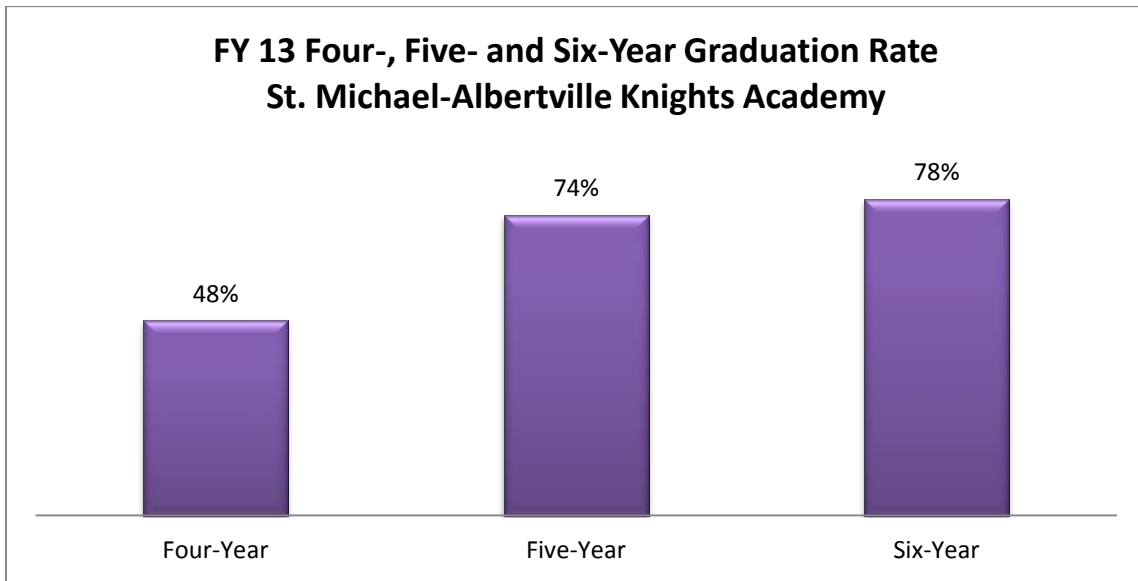
One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the



cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

In St. Michael-Albertville, their ALP had an FY 13 four-year graduation rate of 48 percent. This rose to 60 percent in the FY 14 five-year graduation rate. The cohort size fell by one student.

The FY 13 five-year graduation rate was 74 percent and rose to 81 percent for the FY 14 six-year graduation rate. The cohort size fell by two students.

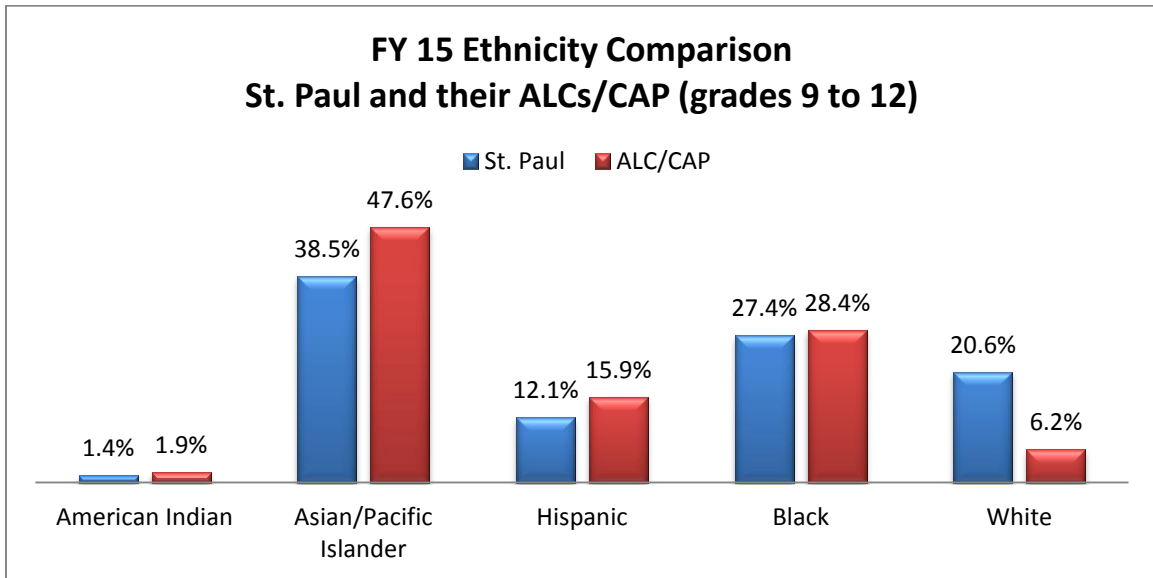
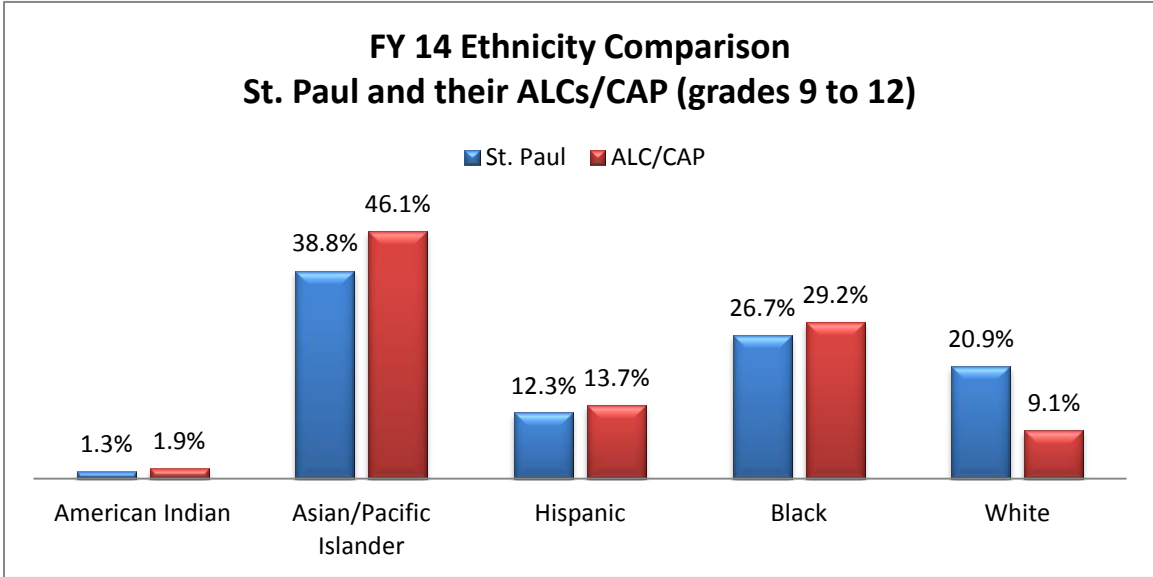


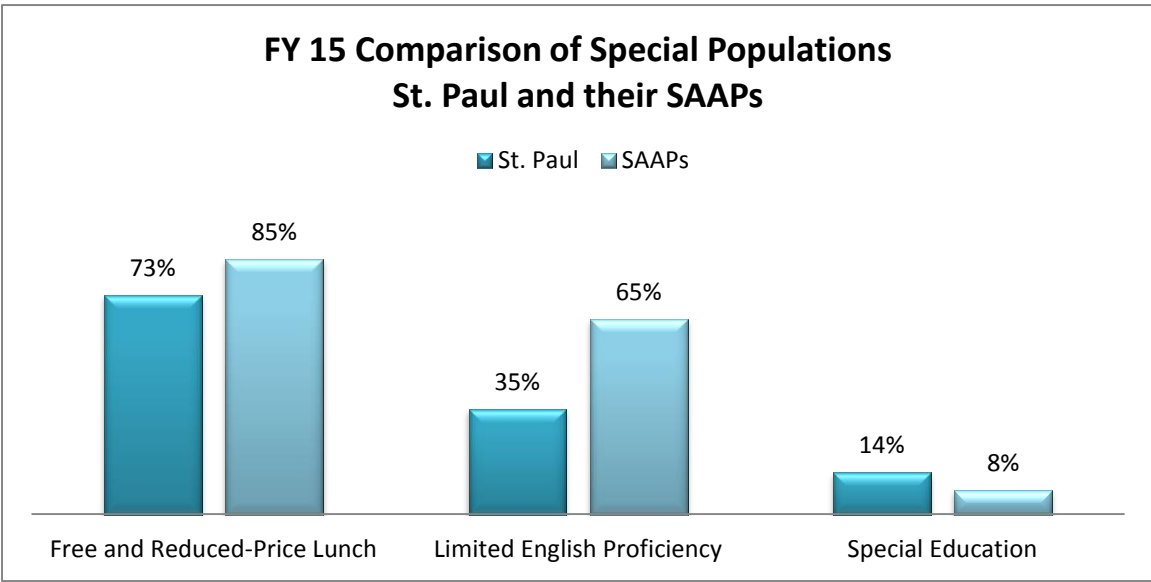
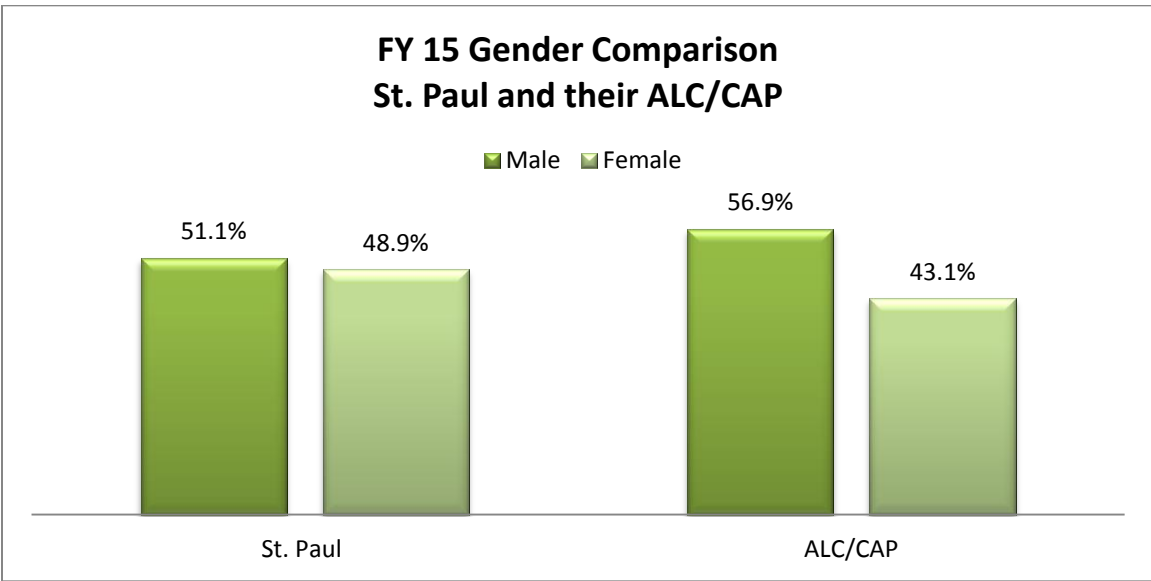
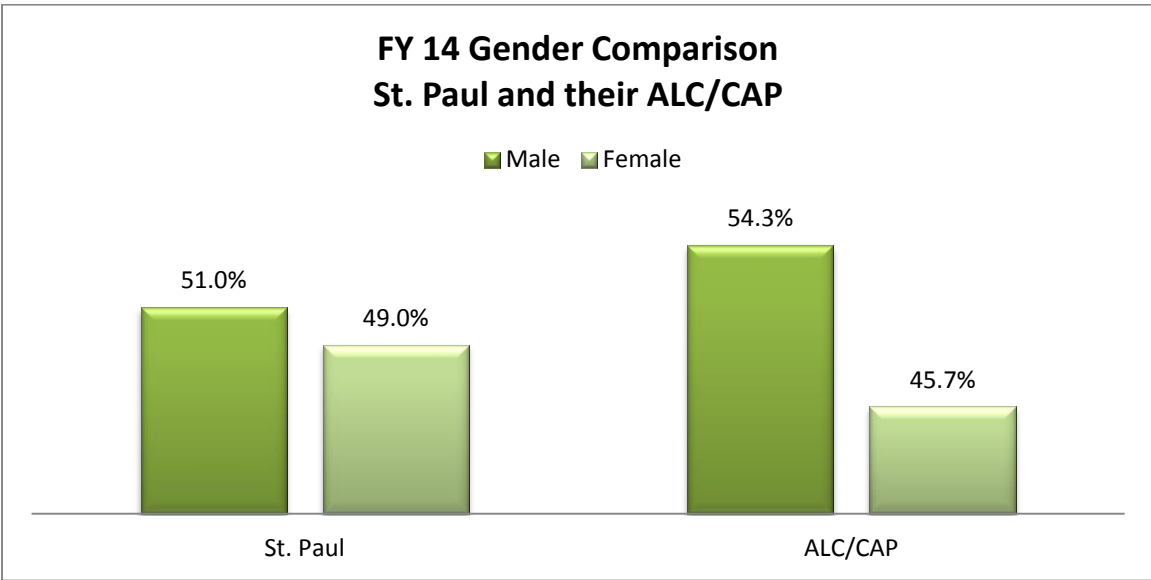
# St. Paul Public School District, 0625-01

## Program Information

St. Paul operates several Area Learning Centers, targeted services programs and one Contract Alternative Program. They have a school-within-a-school model at the middle school level.

## Demographics





## **Summer Programs**

### ***Targeted Services***

St. Paul operates a targeted services program for six hours per day for 37 days (two sessions). They serve kindergarten through grade eight. Their planning for the summer program begins in the fall. Their program focus is determined at the district level and they are still working towards matching student needs to programming.

They use Moving with Math, Writer's Workshop, Linda Hoyt Read Aloud and Why Try. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but the program is not long enough for them to devote the time needed to any particular area in order to fully master it.

Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than 12 to one.

The district determines the criteria for inviting students to participate.

They have pre- and post-tests for math, and their evaluation department looks at standardized testing that occurs during the school year to help determine the effectiveness of the program. They also use student, parent, teacher and staff feedback.

### ***ALC Summer Term (secondary students)***

St. Paul Public Schools operates a wide variety of summer programs: an independent study program, in which membership hours are based on work completion and teacher contact time, a seat-based program, an EL program, and a blended seat-based and independent study program. They operate a Freedom School model and a multi-district summer program. The length of their summer program varies with the program. In order to accommodate their large number of students, they ran two sessions. They also ran a program on the campus of a local college.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. They also invited students who are designated as EL learners. The district also worked with their REA team to identify the students who were in the 40<sup>th</sup> percentile and below, based on multiple assessments and measures and invited them to register for summer term.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Physical Education, and Health. They offer Biology, Chemistry, Physics, and Earth Science.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English Learner services.

## **Core School Year Programs (Intervention and Prevention Strategies)**

Districts designated as Area Learning Centers were asked to provide information on their program and requirements as reflected in the law.

St. Paul Public Schools is located in a city of the first class. They operate their program year round and provides programming at both the high school and middle school levels.

St. Paul Public Schools has some programs that address a specific need but also has other core school day ALC programs that are open to a variety of qualifying factors. Students are determined as eligible for ALC and then are either referred to a program or they opt into one. They are unsure of the percent of students enrolled whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1.

St. Paul Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is successful at least half of the time.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We feel this strategy is extremely successful.*

St. Paul Public Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: Not applicable.
- Minnesota Early Intervention Response System: The person supplying the information did not know.
- After school programs: This is in process of being fully implemented in our district.
- Summer programs: This is in process of being fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is in process of being fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.
- Mentors: This is in process of being fully implemented in our district.

### ***Average length of enrollment for FY 14***

St. Paul Public Schools has several programs, and we are unable to differentiate between the summer program and core school year program. In the LEAP program, the average length of enrollment per student was 703 hours. The average length of enrollment per enrollment record was

631 hours. There were 469 enrollment records. They generated 271.73 regular ADMs and 17.47 extended ADMS.

In the ALC Creative Arts program, the average length of enrollment per student was 838 hours. The average length of enrollment per enrollment record was 759 hours. There were 64 enrollment records. They generated 46.99 regular ADMs and 0.63 extended ADMS.

In the ALC Evening program, the average length of enrollment per student was 65 hours. The average length of enrollment per enrollment record was 48 hours. There were 1,204 enrollment records. They generated 13.83 regular ADMs and 37.79 extended ADMS.

In the ALC Online program, the average length of enrollment per student and per enrollment record was 37 hours. There were 1,134 enrollment records. They generated 20.33 regular ADMs and 19.31 extended ADMS.

In the ALC Evening program, the average length of enrollment per student was 65 hours. The average length of enrollment per enrollment record was 48 hours. There were 1,204 enrollment records. They generated 13.83 regular ADMs and 37.79 extended ADMS.

In the ALC Secondary Extended program, the average length of enrollment per student was 82 hours. It was 81 hours based on the number of enrollment records. There were 4,612 enrollment records. They generated 52.67 regular ADMs and 299.52 extended ADMS.

In the ALC Special Sites program, the average length of enrollment per student and per enrollment record was 134 hours. There were 101 enrollment records. They generated 1.51 regular ADMs and 10.75 extended ADMS.

At Gordon Parks High School, the average length of enrollment per student was 308 hours. It was 222 hours based on the number of enrollment records. There were 1,074 enrollment records. They generated 213.64 regular ADMs and 11.88 extended ADMS.

Finally, in the Guadalupe Alternative program, the average length of enrollment per student was 552 hours. It was 374 hours based on the number of enrollment records. There were 201 enrollment records. They generated 65.66 regular ADMs and 6.84 extended ADMS.

#### ***Average number of credits earned for FY 14***

St. Paul is increasing the number of credits required to graduate. For the purpose of this report, we are using 91 credits, or 22.75 per year. Based on the length of their instructional year of 1,020 hours, students need 45 hours per credit to successfully complete it. For the LEAP program, students earned an average of 16.13 credits. They needed 44 hours to do so, close to what is anticipated at the traditional high school program.

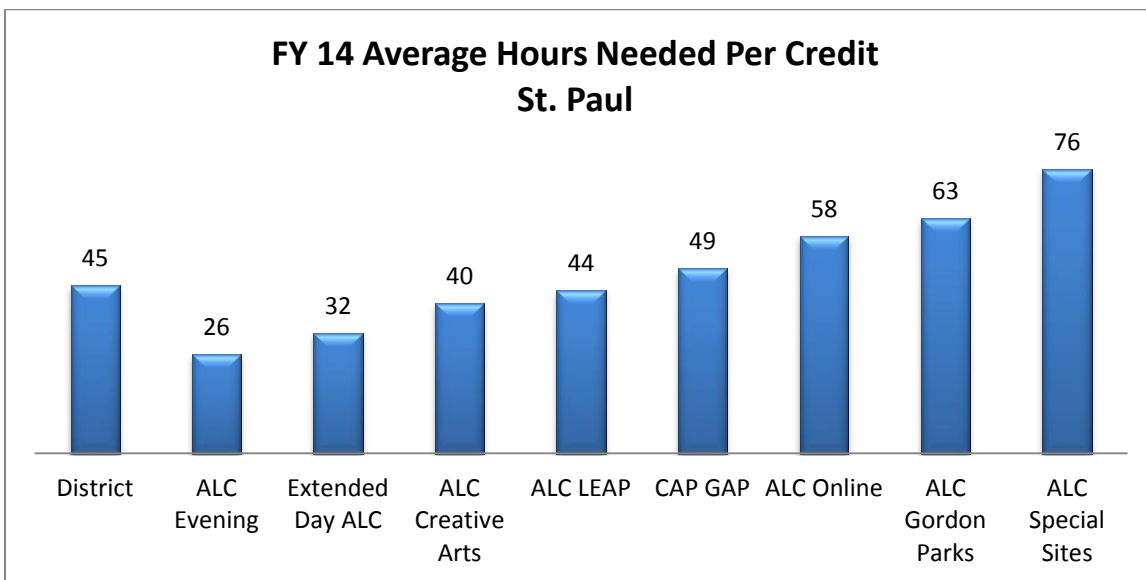
For the ALC Creative Arts program, students earned an average of 20.88 credits. They needed 40 hours to do so, less than what is anticipated at the traditional high school program. In the ALC Evening program, students earned an average of 2.45 credits. They needed 26 hours to do so, far less than what is anticipated at the traditional high school program.

For the ALC Online program, students earned an average of 0.64 credits. They needed 58 hours to do so, higher than what is anticipated at the traditional high school program.

For the ALC Secondary Extended program, students earned an average of 2.55 credits. They needed 32 hours to do so, less than what is anticipated at the traditional high school program. In the ALC Special Sites program, students earned an average of 1.77 credits. They needed 76 hours to do so, significantly more than what is anticipated at the traditional high school program.

At Gordon Parks High School, students earned an average of 4.91 credits. They needed 63 hours to do so, higher than what is anticipated at the traditional high school program. At Guadalupe Alternative Program, students earned an average of 11.17 credits. They needed 49 hours to do so, slightly more than what is anticipated at the traditional high school program.

The following chart shows the average number of hours needed in the various St. Paul programs for a one-credit class compared to how many anticipated to be needed at a traditional high school in St. Paul. This figure assumes that all credits were being earned in those high schools.



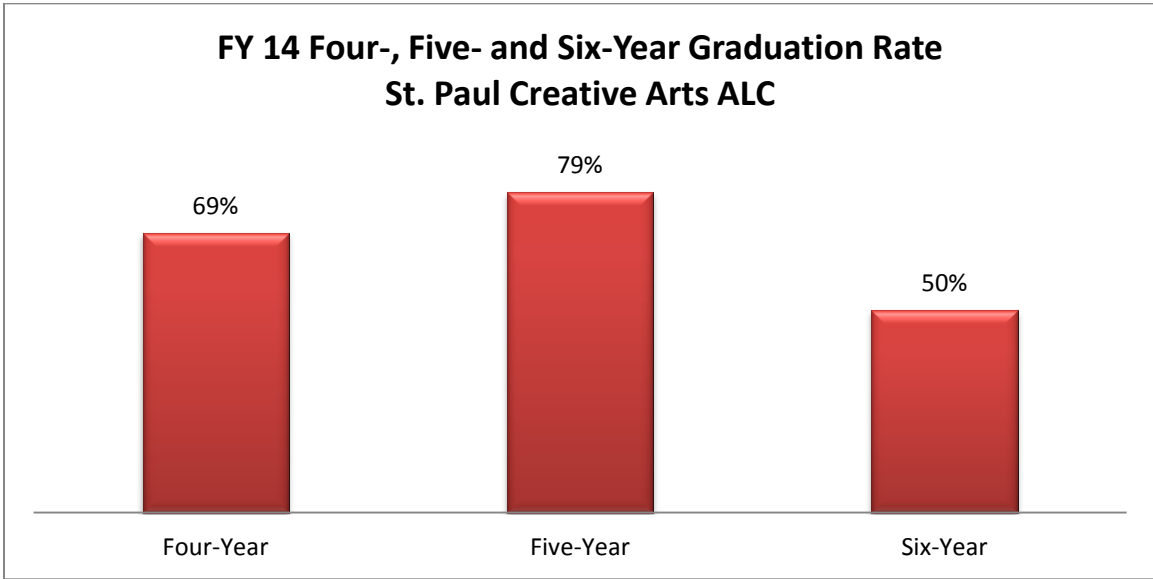
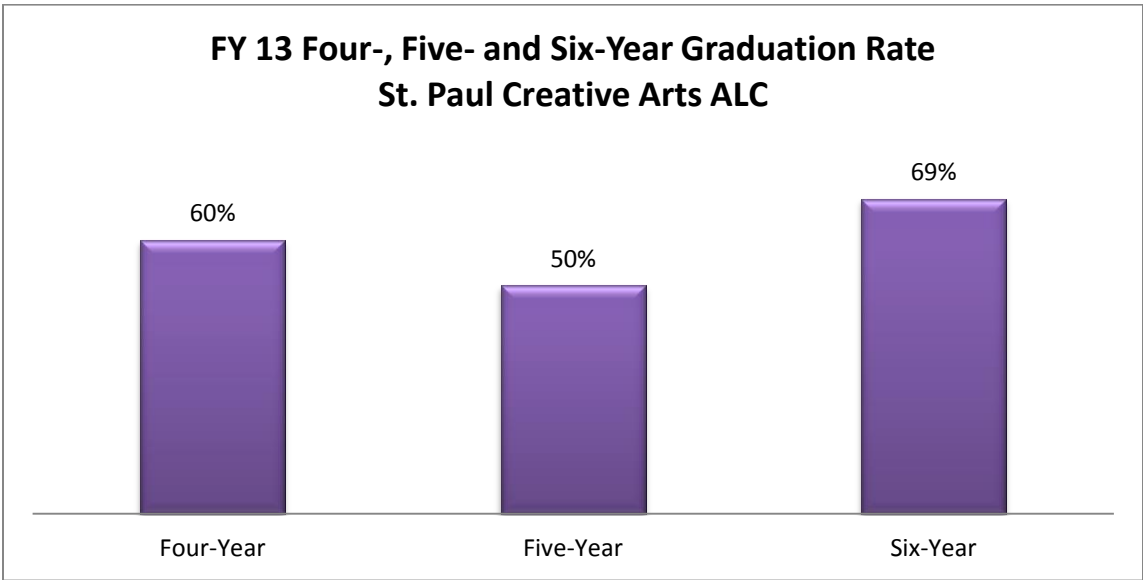
### Graduation Data

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

### Area Learning Centers

For Creative Arts, the FY 13 four-year graduation rate was 60 percent. This rose to 79 percent in the FY 14 five-year graduation rate. The cohort size changed from 35 students to 28 students.

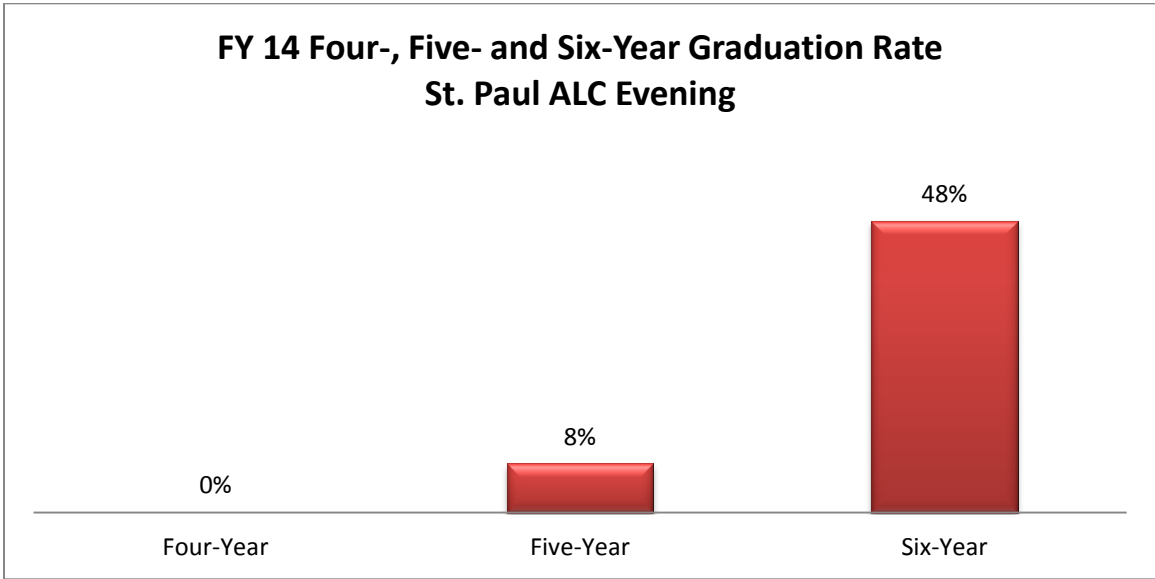
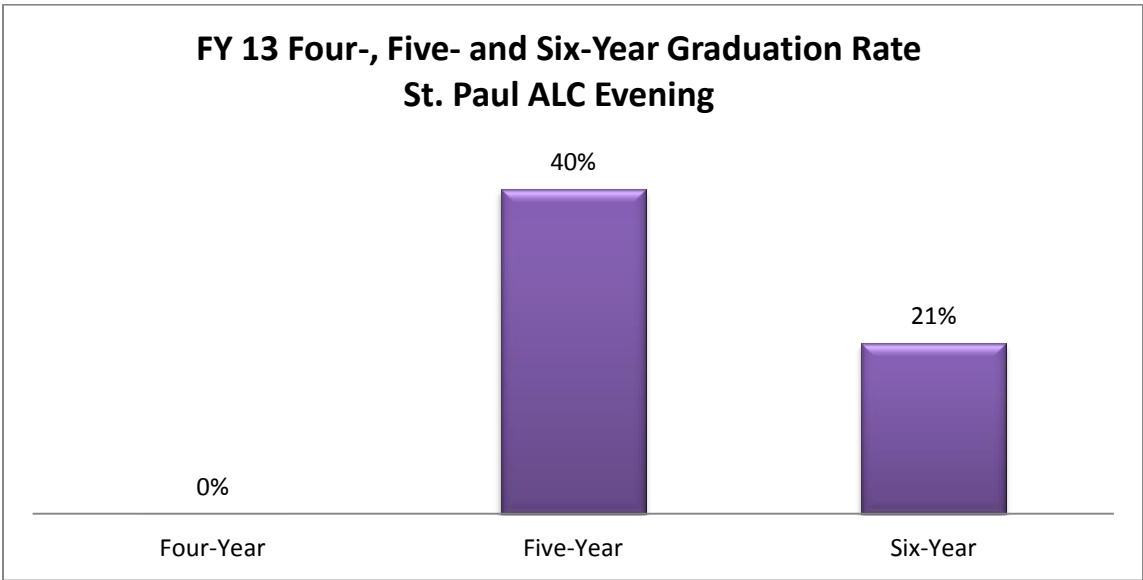
The FY 13 five-year graduation rate was 50 percent and basically stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.



For the ALC Evening High School, the FY 13 four-year graduation rate was 0 percent. This rose to 8 percent in the FY 14 five-year graduation rate. The cohort size changed from 11 students to 13 students.

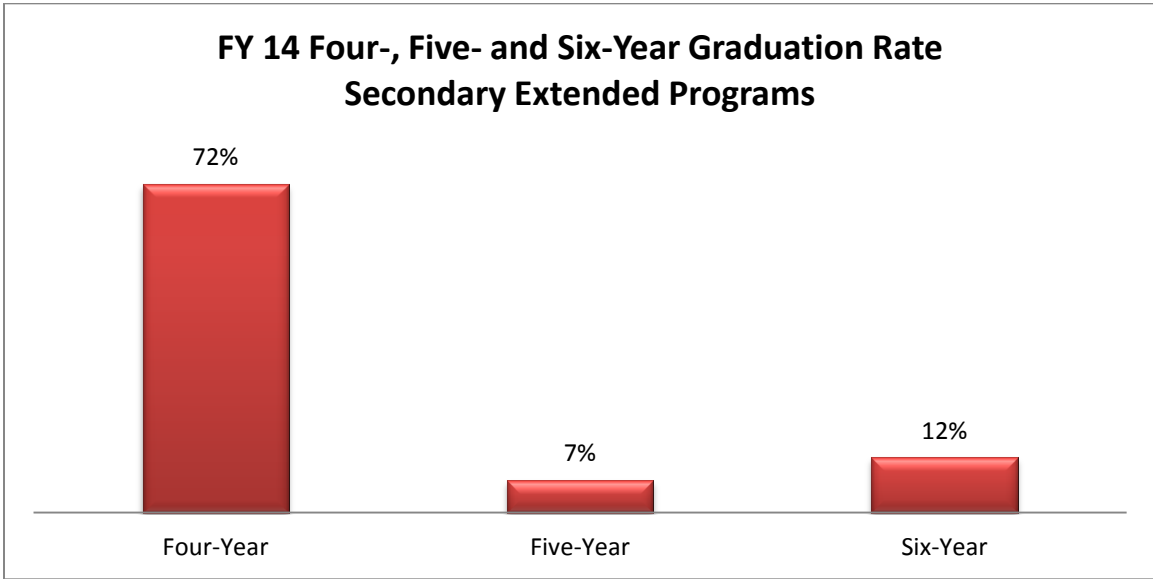
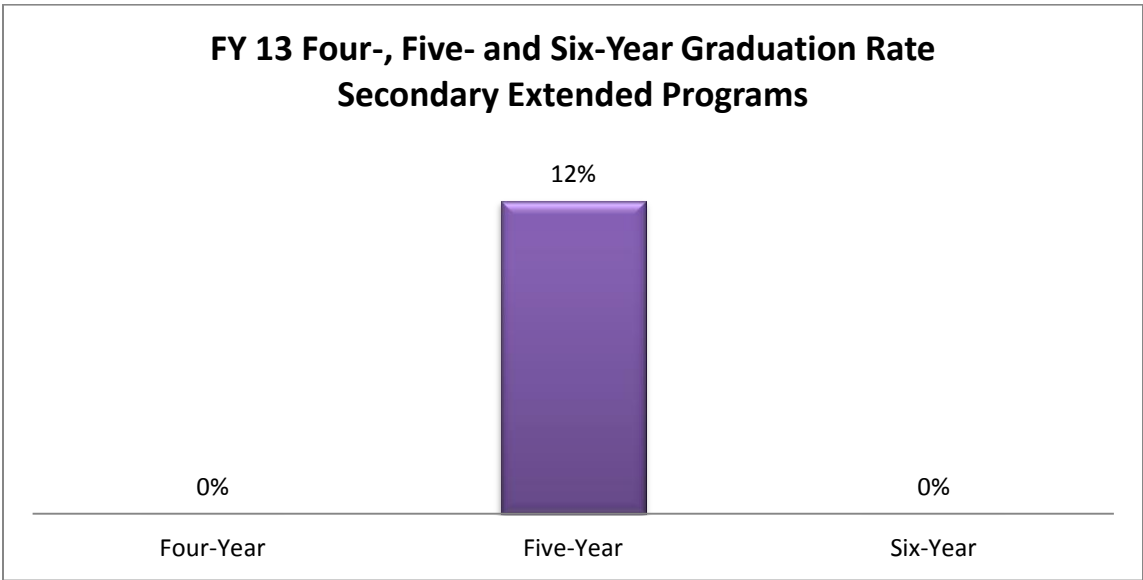
The FY 13 five-year graduation rate was 40 percent and rose to 48 percent for the FY 14 six-year graduation rate. The cohort size rose from 20 to 23 students.





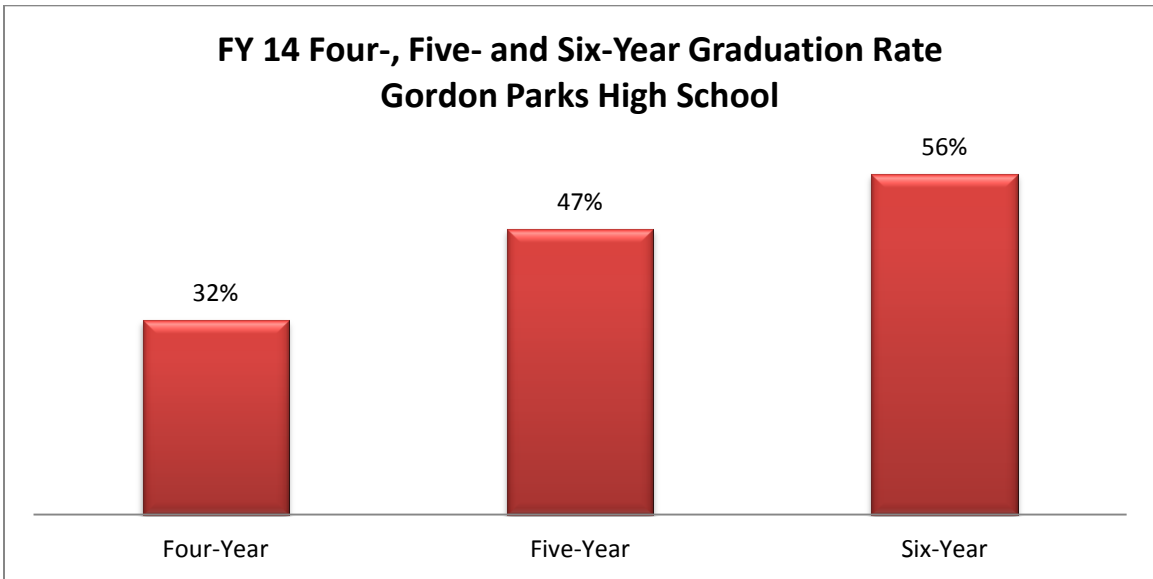
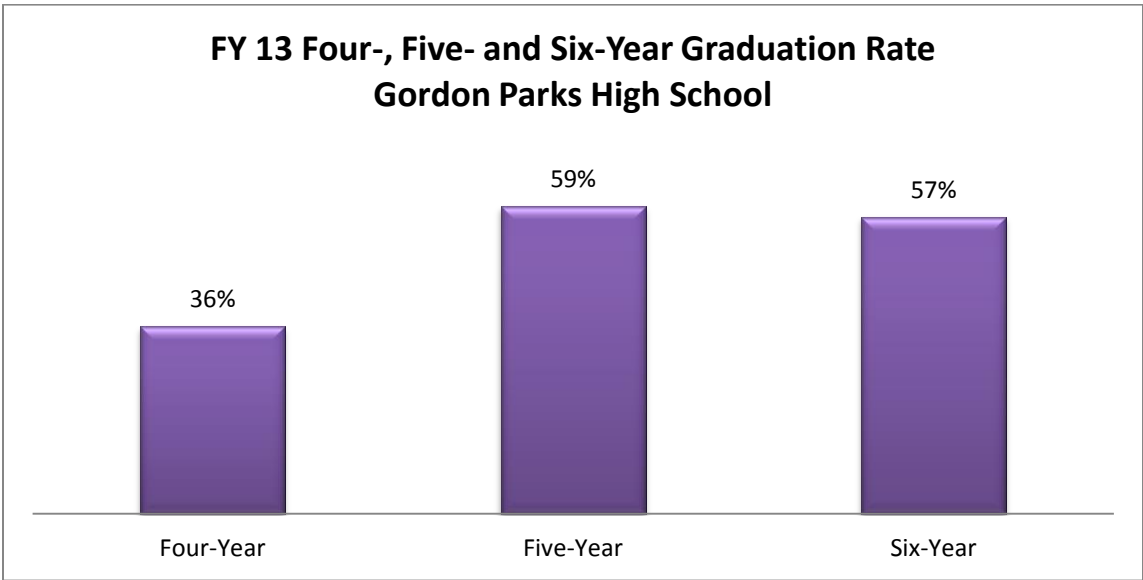
The FY 13 four-year graduation rate was 0 percent. This rose to 7 percent in the FY 14 five-year graduation rate. The cohort size changed from 23 students to 27 students, an increase of 23 percent.

The FY 13 five-year graduation rate was 12 percent and stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.



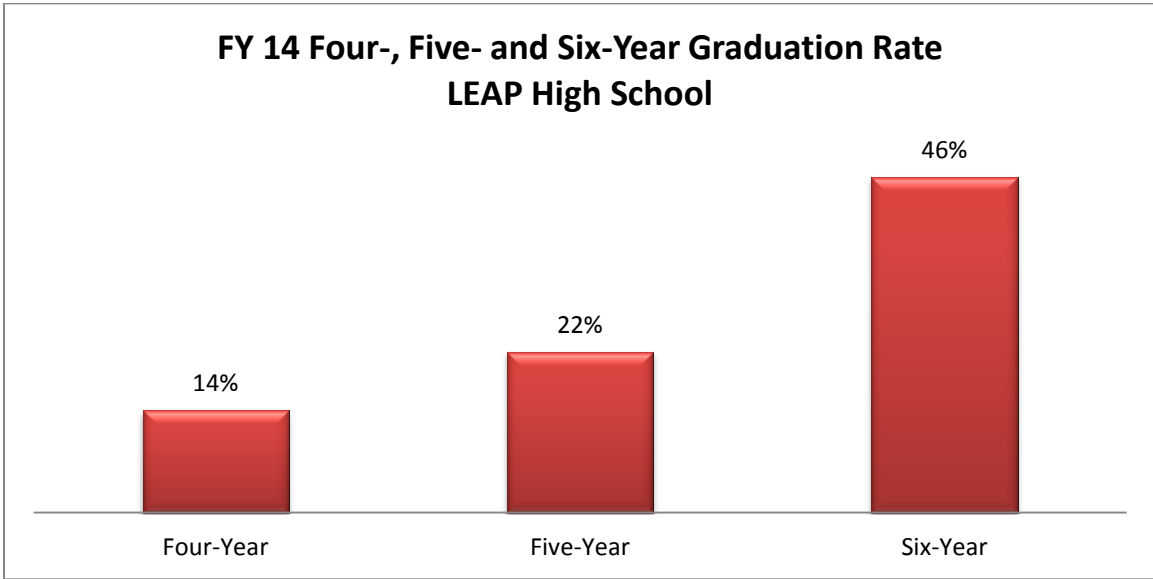
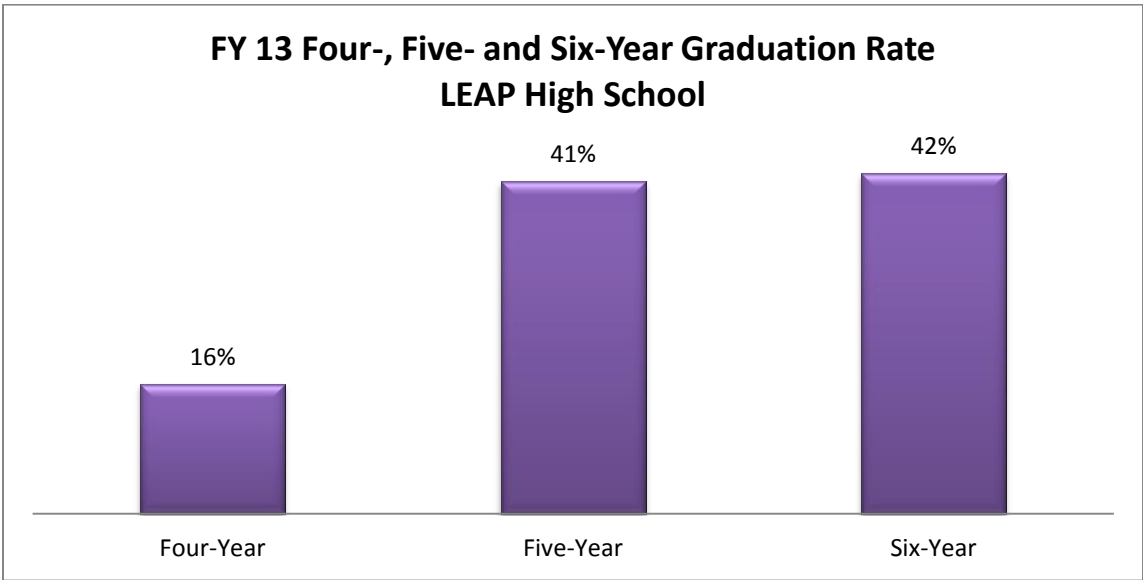
At Gordon Parks, the FY 13 four-year graduation rate was 36 percent. This rose to 47 percent in the FY 14 five-year graduation rate. The cohort size changed from 263 to 302 students, an increase of 15 percent.

The FY 13 five-year graduation rate was 49 percent and rose to 56 percent for the FY 14 six-year graduation rate. The cohort size went from 418 to 409 students.



At LEAP, the FY 13 four-year graduation rate was 16 percent. This rose to 22 percent in the FY 14 five-year graduation rate. The cohort size changed from 124 to 121 students.

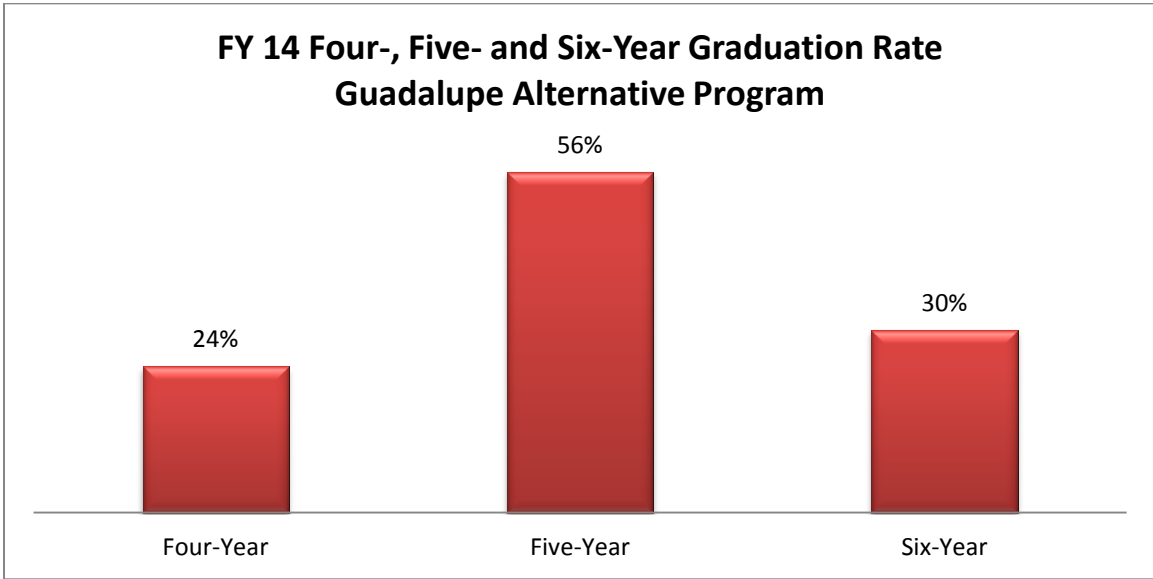
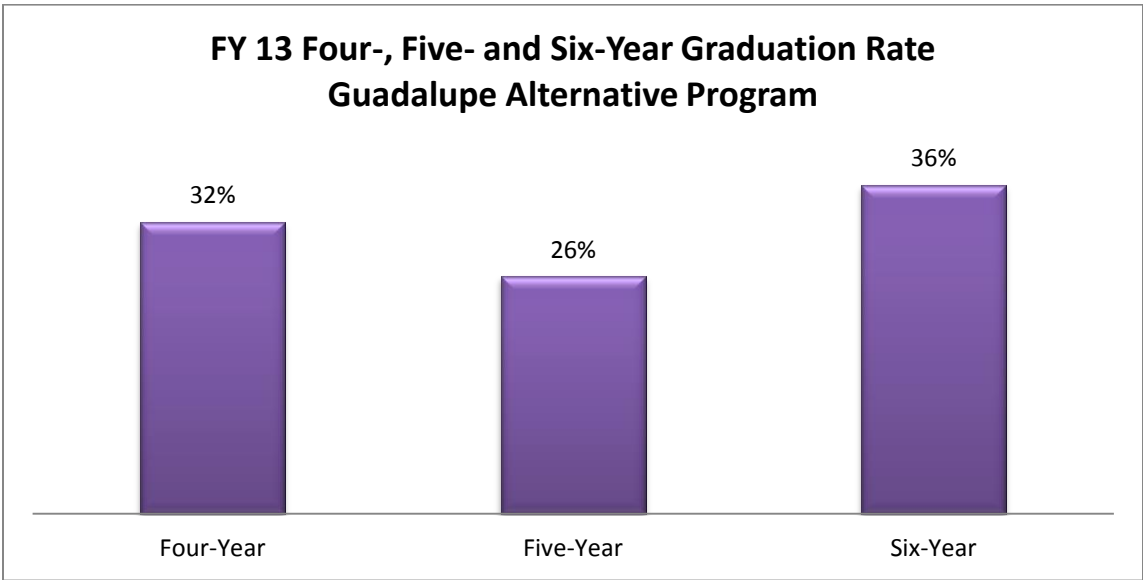
The FY 13 five-year graduation rate was 41 percent and rose to 46 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



***Contract Alternative School***

For Guadalupe Alternative Program (GAP), the FY 13 four-year graduation rate was 32 percent. This rose to 56 percent in the FY 14 five-year graduation rate. The cohort size stayed the same.

The FY 13 five-year graduation rate was 26 percent and rose to 30 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In St. Paul, the ALC Creative Arts School received an MMR score of 60.82 percent in FY 14. Also in FY 14, the ALC Evening School received an MMR of 23.62 percent and an FR of 15.53 percent. The ALC Secondary Extended Programs received an MMR of 74.47 percent and an FR of 88.04 percent in FY 13. In FY 14, the figures were 61.09 percent and 71.91 percent, respectively. LEAP High School had an MMR of 79.52 percent in FY 13 and 50 percent in FY 14.

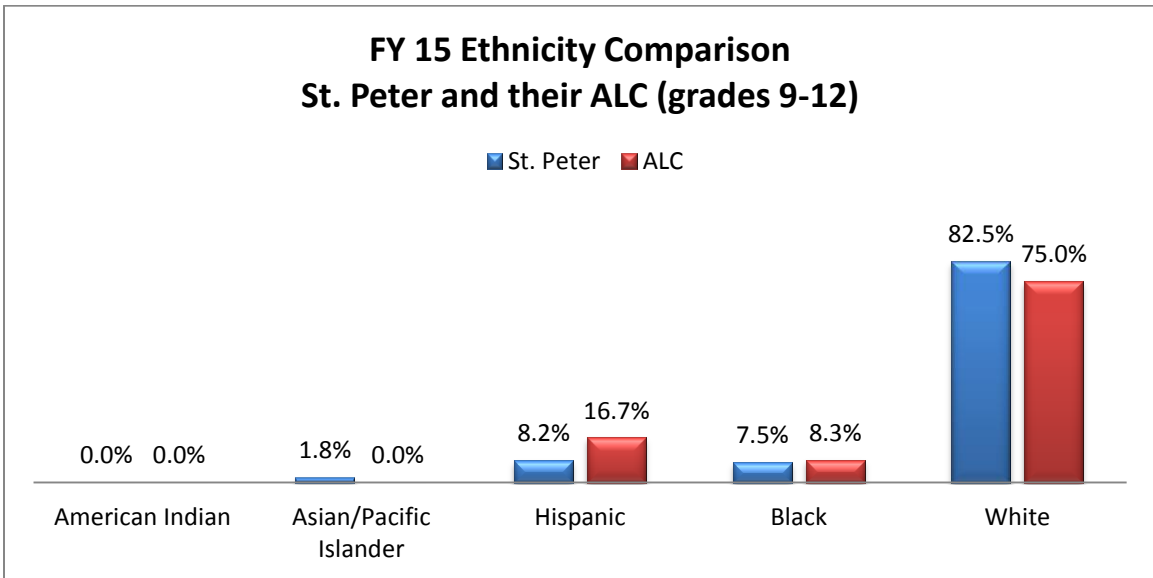
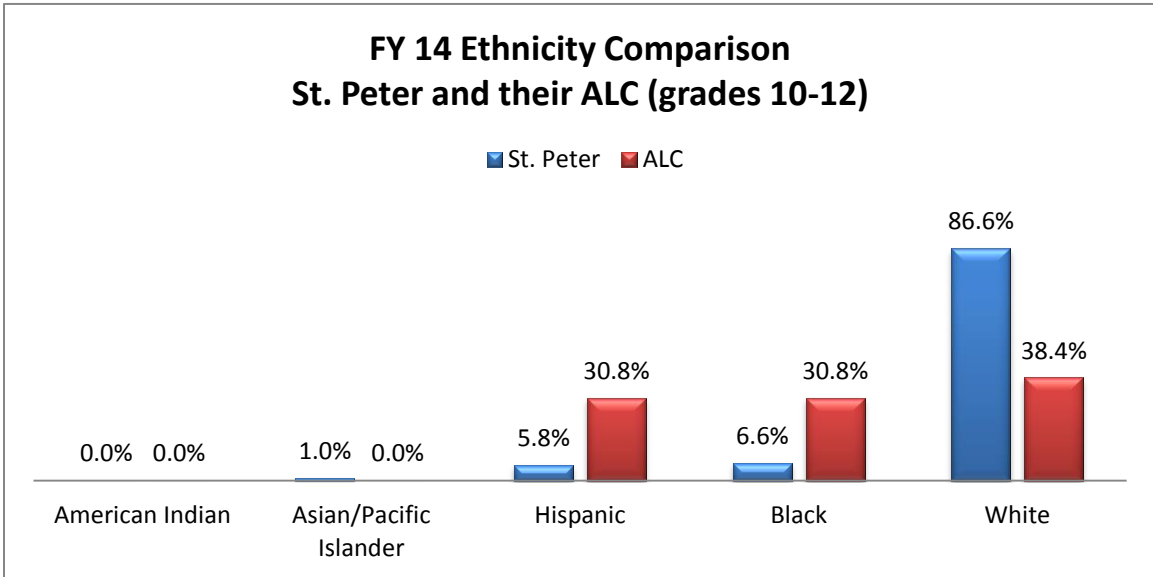
Gordon Parks High School and Guadalupe Alternative Program did not receive either an MMR or FR score in either year but were designated in FY 14 as Focus schools.

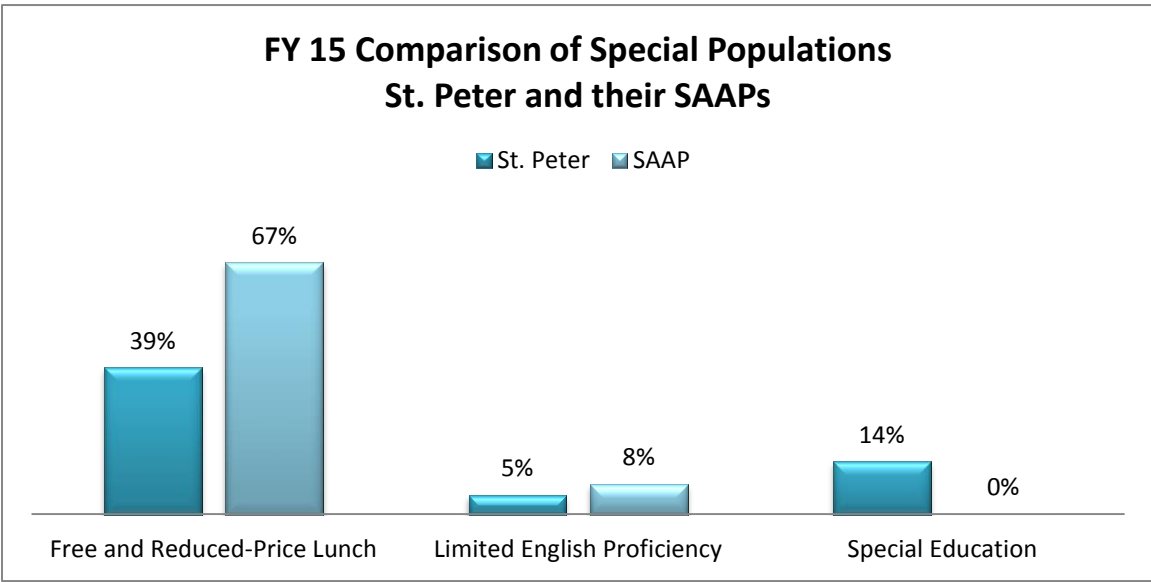
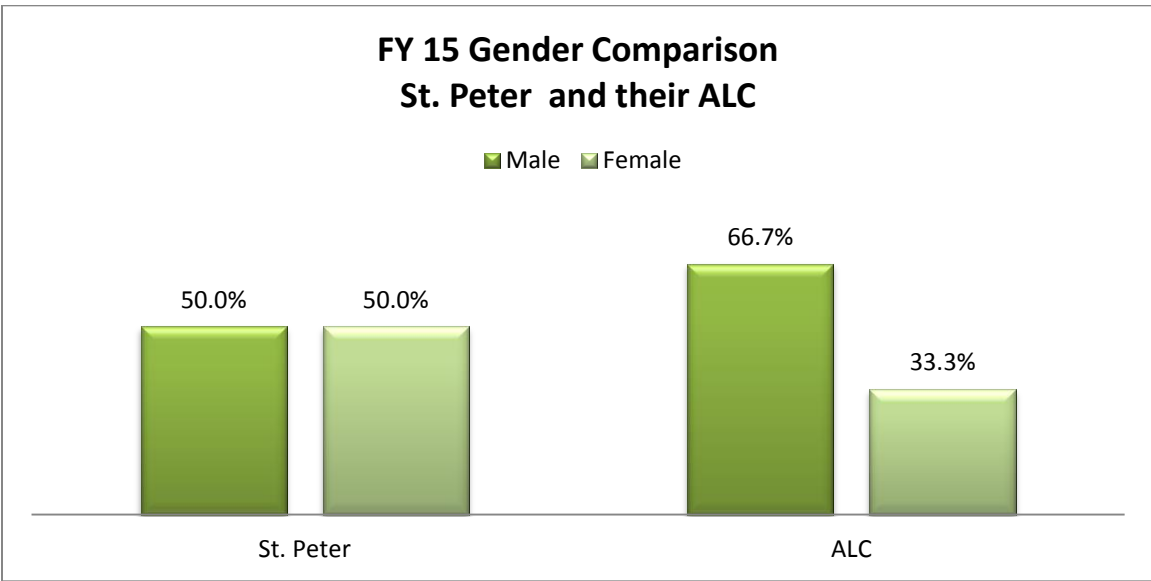
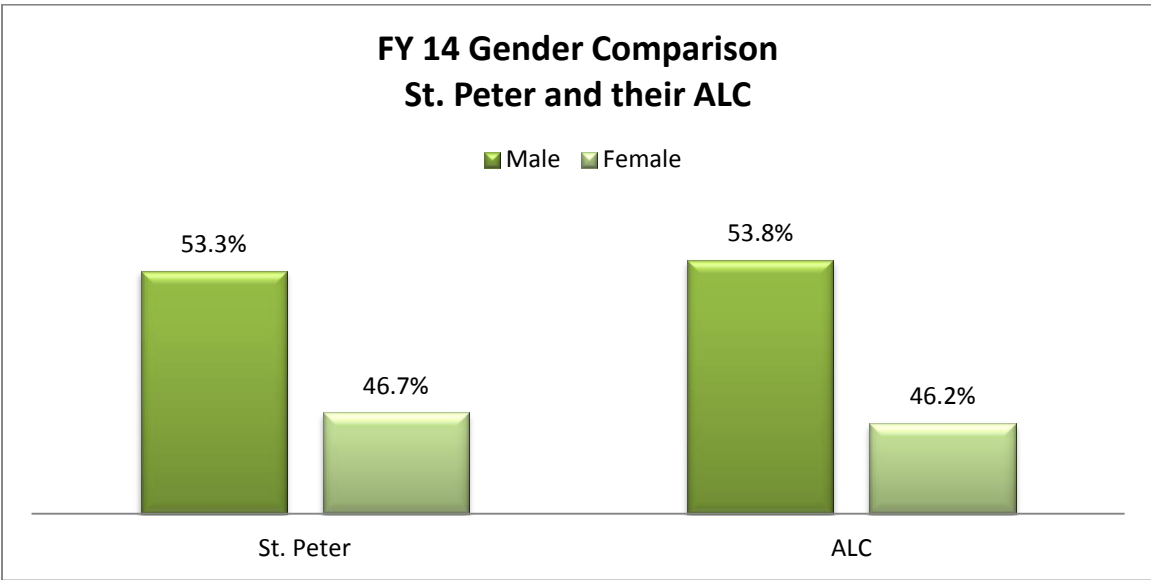
# St. Peter Public School District, 0508-01

## Program Information

St. Peter is operating an Area Learning Center (ALC) at the high school level and a targeted services program.

## Demographics







## **Summer Programs**

### ***Targeted Services***

St. Peter Public Schools operates a targeted services program for 16 days, four hours per day. They serve kindergarten through grade six. Program planning for the summer begins in the spring. They try to match student needs to their programming. They share information about their summer program by inviting students who are recommended by their classroom teacher based upon assessment data.

The curriculum that they use is Houghton Mifflin. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 20 students. Their program has an overall student to staff ratio of no more than 15 to one. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

St. Peter operates a six-week summer program for four hours per day. They have several different types of programs, including a transition to ninth grade program, a seat-based program and an EL program.

Students come into the program through referral by their counselor if they are behind in high school graduation requirements. Students designated as English Learners are referred to the program.

They do not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

St. Peter offers generic math, English, science and social studies credits as well as English Learner credits.

They see their students' greatest area of need as English Learner services, followed by reading help, then remedial math classes, and then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

St. Peter Area Public Schools operates their program year round. Their program is open to a variety of qualifying factors. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 and 75 percent.

The district enrolls students in the alternative program.

When a student leaves school, there are several things a district could choose to do. St. Peter responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel we have an extremely high level of success with this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: We feel we have an extremely high level of success with this strategy.

In terms of prevention and intervention strategies for at-risk and off-track students, St. Peter was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is in the process of being fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is in the process of being fully implemented in our district.
- Minnesota Early Intervention Response System: *Do not know.*
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and provided for those who need it.
- Cooperative learning: This is in the process of being fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is determined on a case-by-case basis and provided for those who need it.

#### ***Average length of enrollment for FY 14***

St. Peter showed 19 enrollment records for the Rock Bend core school year program. Students were enrolled for an average of 691 hours. This ranged from 91 to 1,040 hours. They generated 11.85 regular ADMs and 0.7 extended ADMs.

In the St. Peter ALC, they showed 19 enrollment records in the core school year program. Students were enrolled for an average of 103 hours. This ranged from 24 to 240 hours. They generated 0.15 regular ADMs and 1.27 extended ADMs.

For the St. Peter ALC summer program, they had 68 enrollment records and students were enrolled for an average of 78 hours. This ranged from 56 hours to 120 hours. They generated 0.76 regular ADMs and 2.77 extended ADMs.

#### ***Average number of credits earned for FY 14***

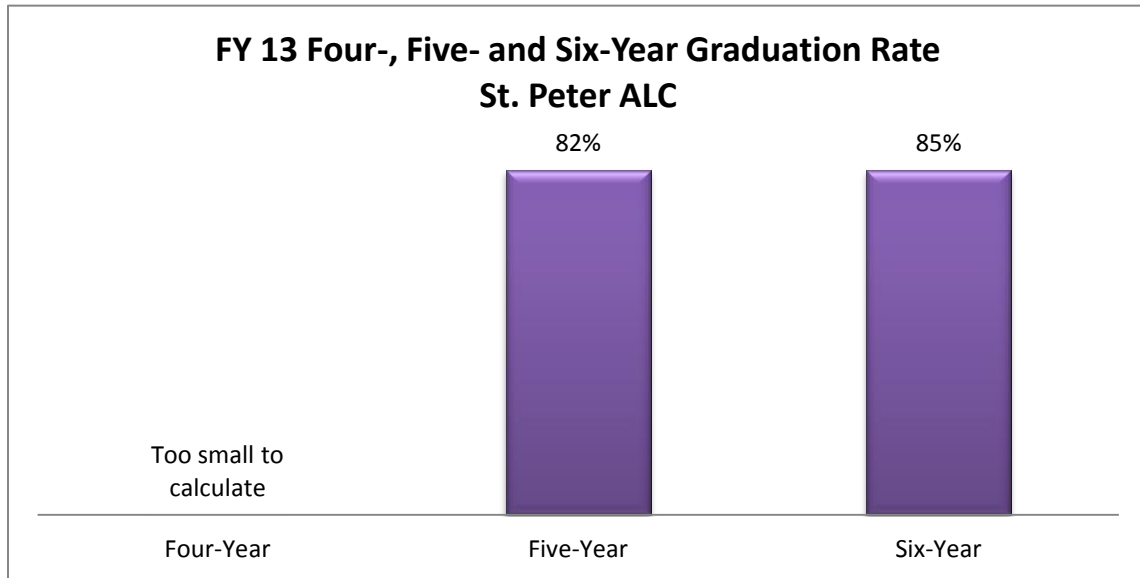
No credit information was received.

#### ***Attendance for FY 14***

Attendance at the Rock Bend core school day program averaged 77 percent. It ranged from 30 to 90 percent. For the St. Peter ALC core school year program, the average attendance was 56

percent. This ranged from 0 to 83 percent. For the St. Peter ALC summer program, the average attendance was 92 percent. This ranged from 50 to 100 percent.

### Graduation Data



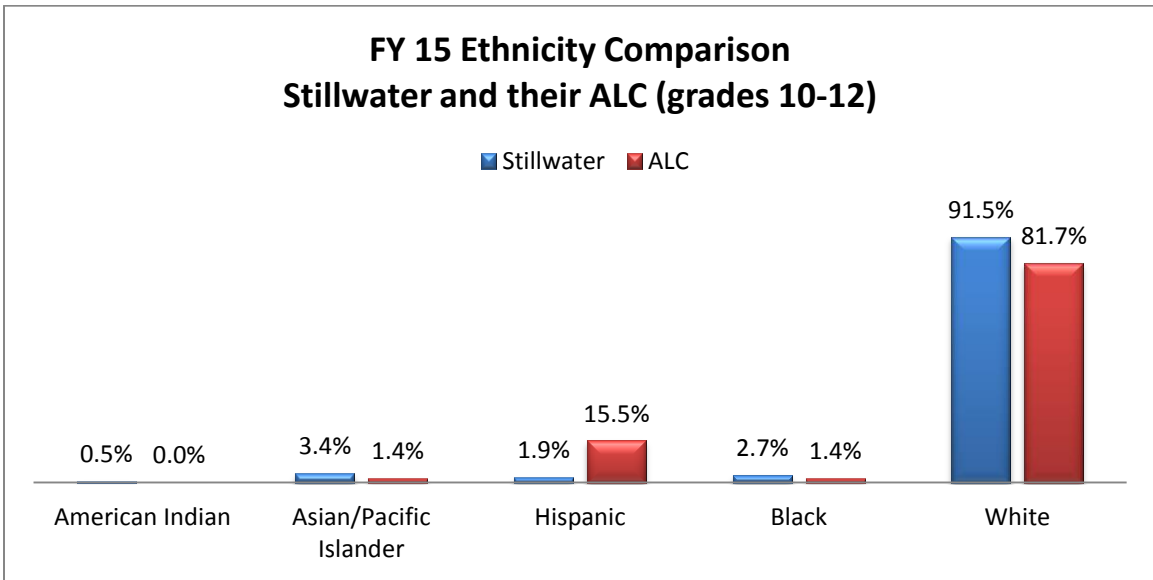
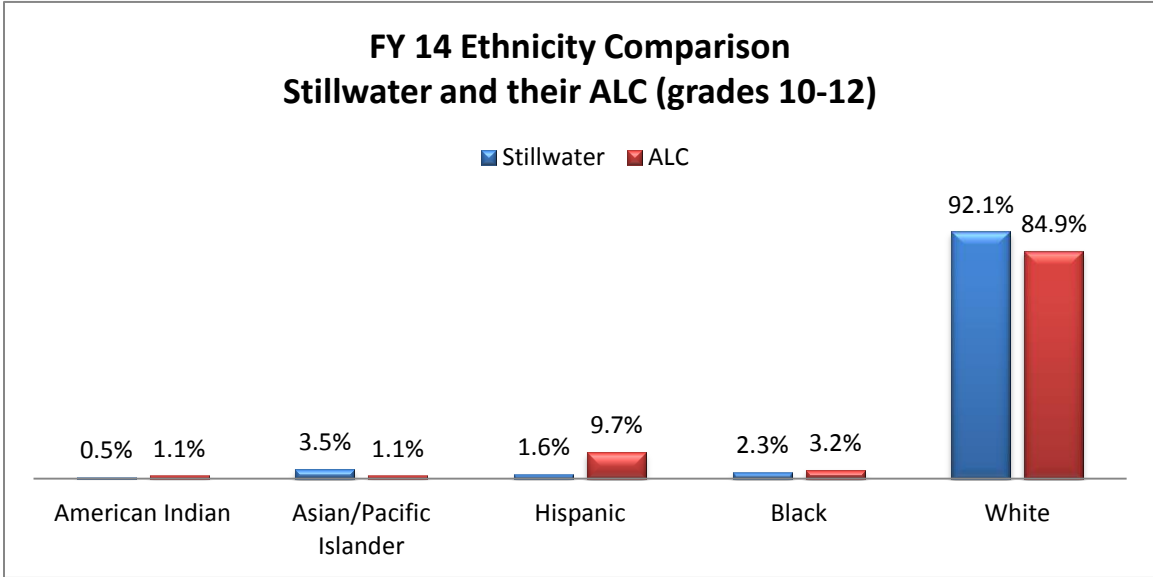
In FY 14, Rock Bend High School ALC had too small of a cohort to calculate a four-year or five-year graduation rate. Their six-year graduation rate was 81.82 percent, no change from the FY 13 five-year graduation rate.

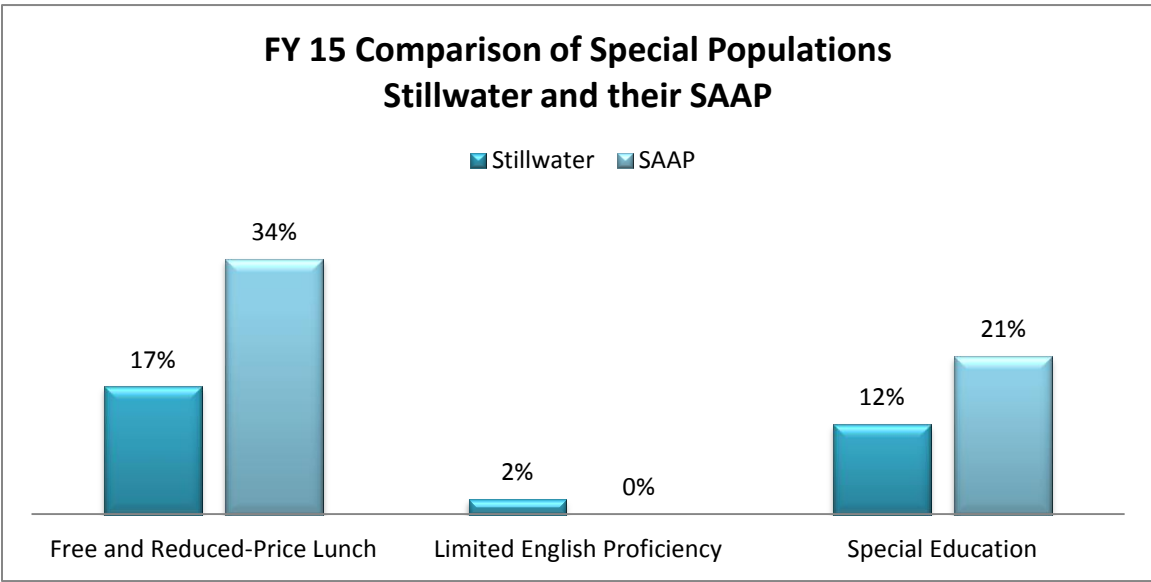
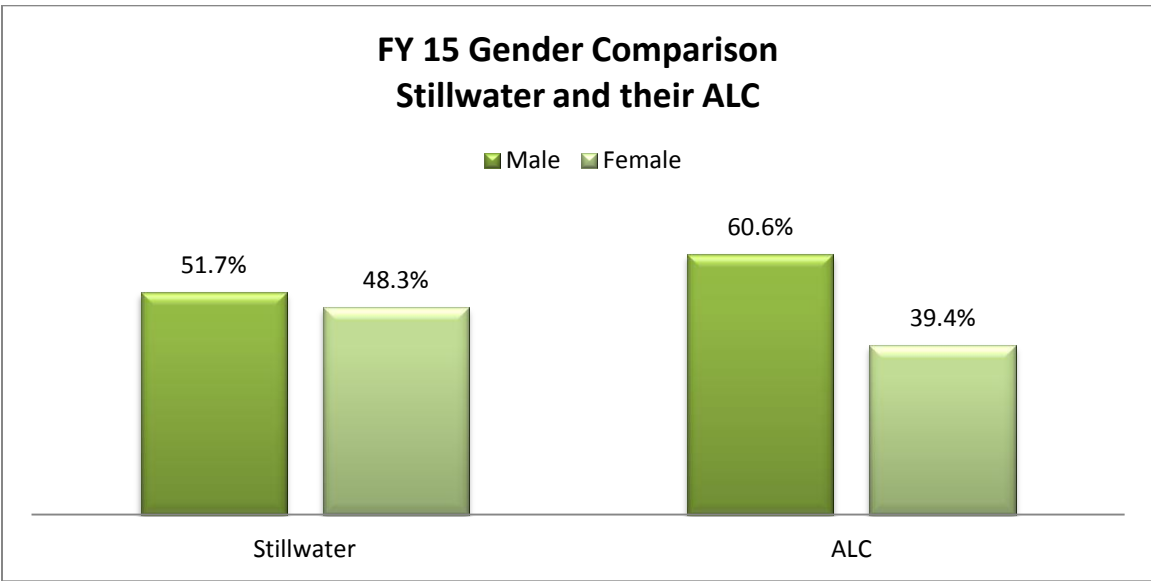
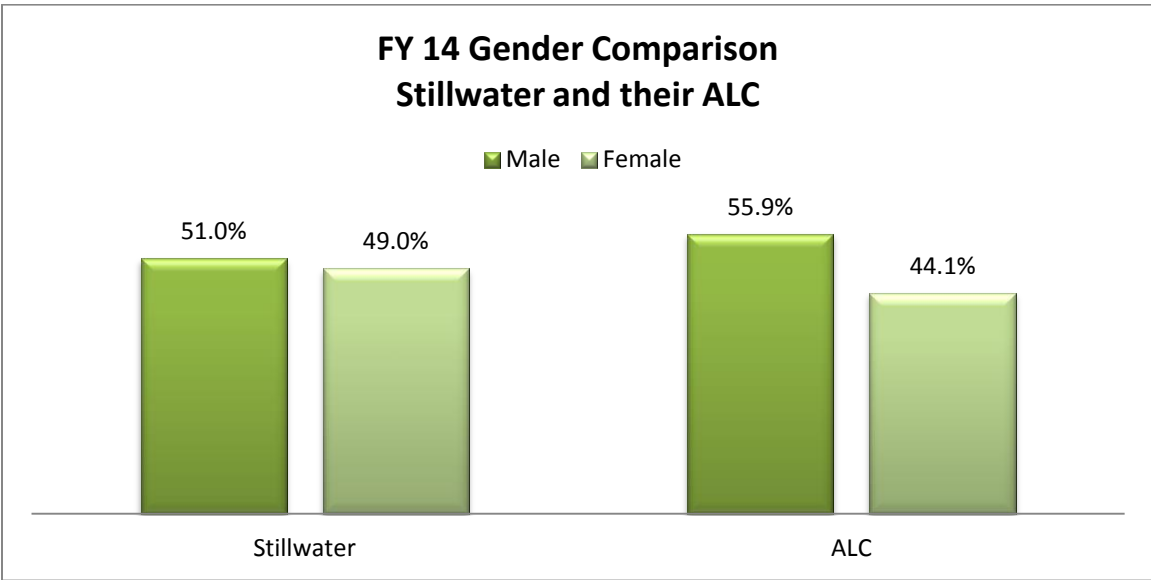
# Stillwater Area Public Schools, 0834-01

## Program Information

Stillwater operates an area learning center at the high school level only and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Stillwater operates a targeted services program for 16 days for three hours per day. They serve grades one through eight. Program planning for the upcoming summer begins in January. Students who are recommended or identified receive a letter in May with information on dates and locations.

The curriculum that they use is math and reading. The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations and relate back to standards addressed during the core school year, but are presented in a different and more engaging way.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 15 students. They have pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

No information was received regarding the ALC Summer Term (secondary students).

## **Core School Year Programs (Intervention and Prevention Strategies)**

Information was not returned by the district as to their intervention and prevention strategies.

### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 362 hours. This ranged from two hours to 1,540 hours. There were 624 enrollment records and they generated 67.97 regular ADMs and 3.27 extended ADMS.

For their extended learning (core school year credit recovery) program, the average length of enrollment was 67 hours. This ranged from 1.5 hour to 135 hours. There were 166 enrollment records and they generated 0.87 regular ADMs and 9.87 extended AD

For their summer program, the average length of enrollment was 74 hours. This ranged from nine hours to 85 hours. There were 405 enrollment records and they generated 4.38 regular ADMs and 9.41 extended ADMs.

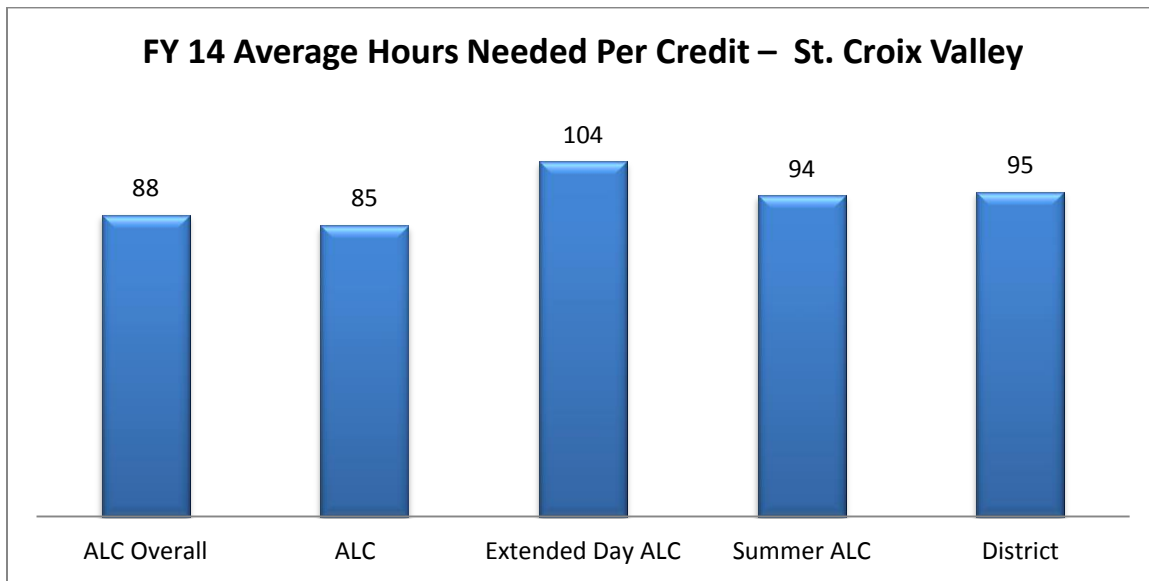
### ***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 4.25 credits. This ranged from no credits earned to 18 credits earned. On average, students needed 85 hours to complete a credit compared to 95 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average of 0.79 credits. This ranged from no credits earned to one credit earned. Students needed an average of 94 hours to earn a credit.

For the extended learning (core school year credit recovery) program, students earned an average of 0.64 credits. This ranged from no credits earned to five credits earned. Students needed an average of 104 hours to earn a credit.

The following chart shows the average number of hours needed in Stillwater for a one-credit class (43 credits to graduate, 10.75 credits a year, core school year program of 1,022.5 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.



**Attendance for FY 14**

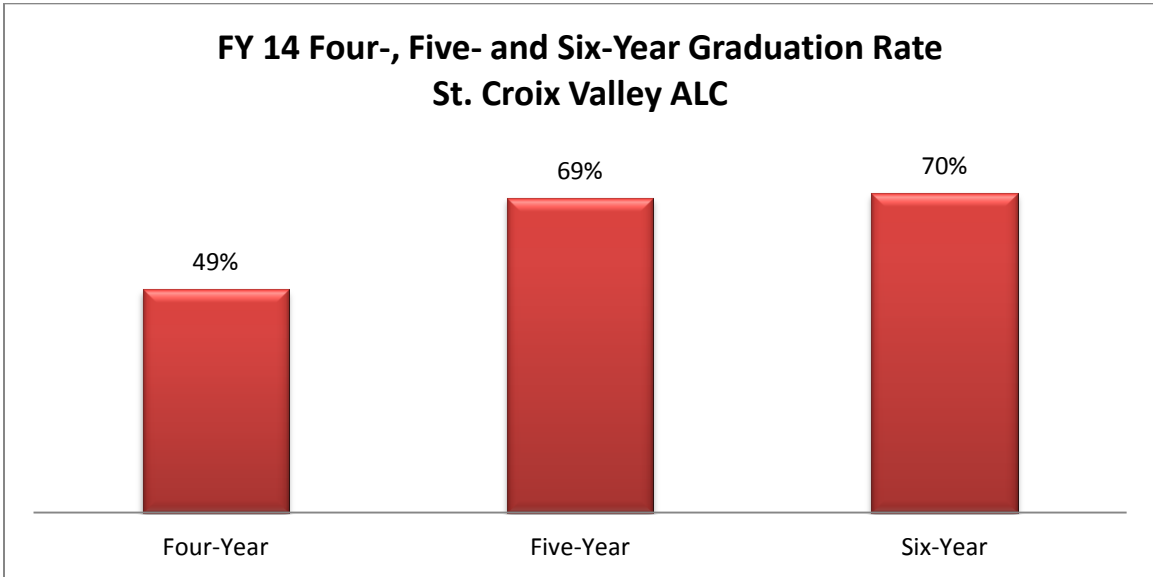
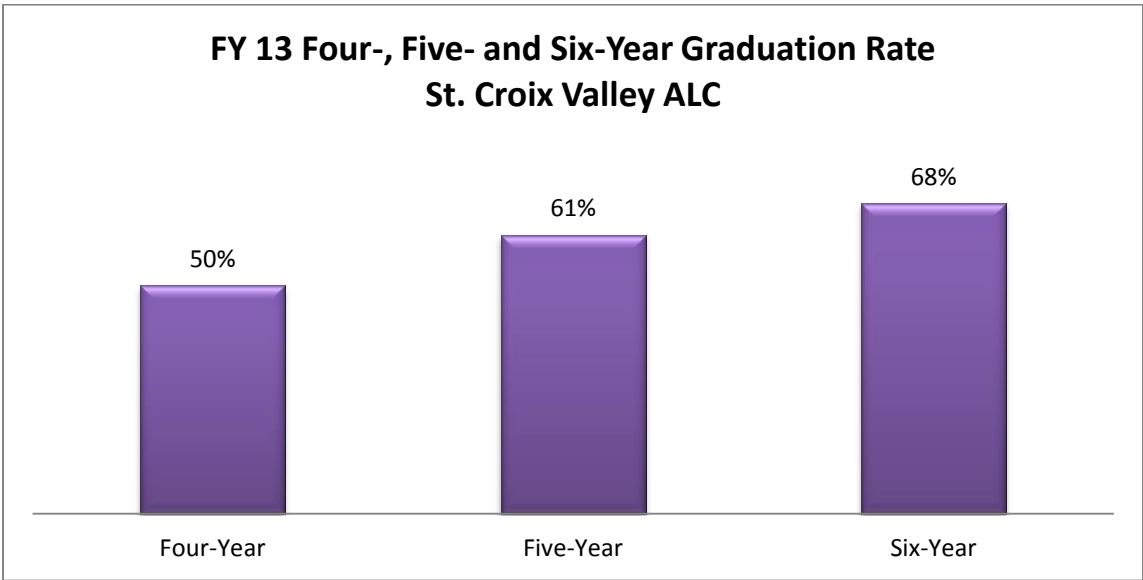
Attendance for the core school year program was 57 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 37 percent, ranging from 0 to 100 percent. Average attendance for the credit recovery school year program was 33 percent, again with ranges from 0 to 100 percent.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 50 percent. This rose to 69 percent in the FY 14 five-year graduation rate despite the cohort size rising from 60 students to 78 students, an increase of 30 percent.

The FY 13 five-year graduation rate was 61 percent and rose to 70 percent for the FY 14 six-year graduation rate. The cohort size stayed the same.



**Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In FY 14, the St. Croix Valley Area Learning Center received an MMR of 34.95 percent.



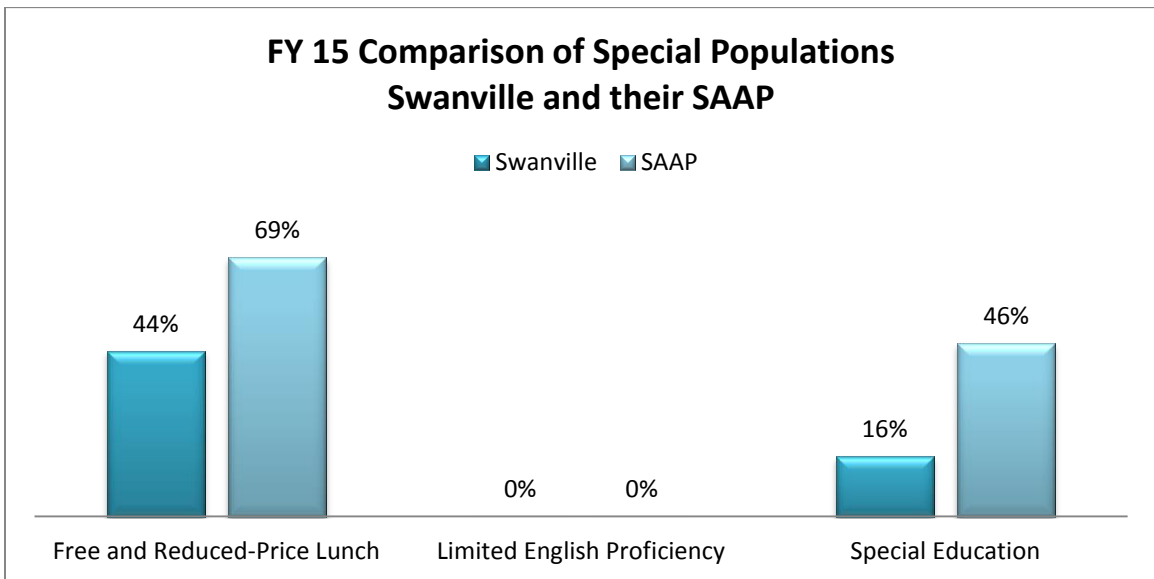
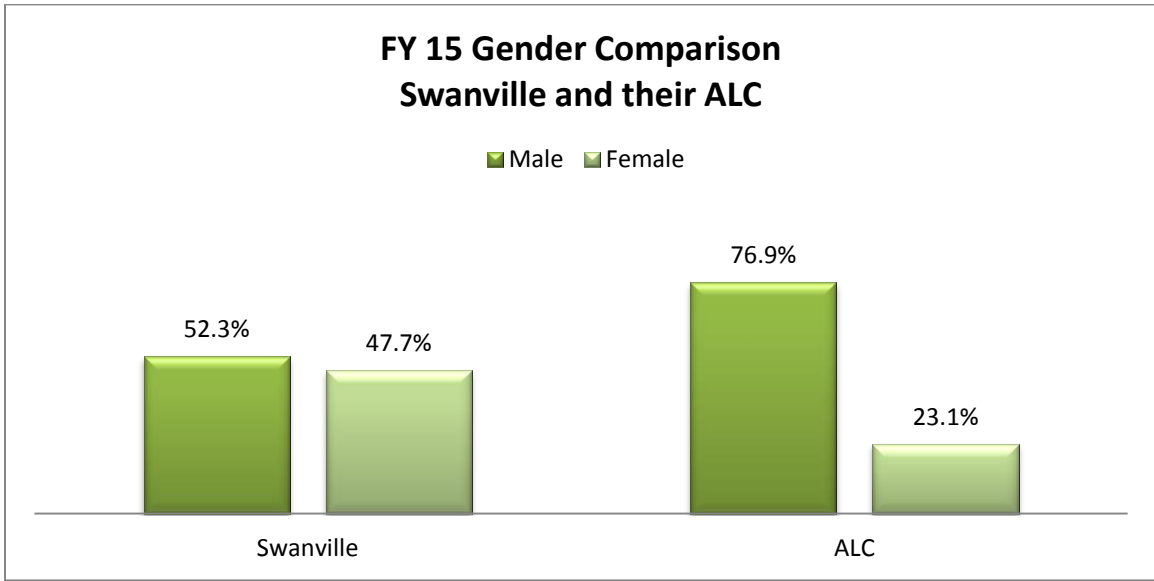
# Swanville Public School District, 0486-01

## Program Information

Swanville operates an area learning center for students in grades seven through 12.

## Demographics

For both FY 14 and FY 15, Swanville Public Schools was composed of 99.1 percent white students. The ALC is 100 percent white.



## Summer Programs

### ***ALC Summer Term (secondary students)***

Swanville operates a blended model of seat-based time and independent study programming. Their program operates for 24 days for three hours a day. Students are referred by the high school counselors who identify students as being behind in their graduation requirements.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same. They offer a variety of classes in the summer including Algebra I and II, Geometry, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, and Health. They offer Biology, Chemistry, and Earth Science. They also offer generic credits and remedial math classes.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes.

Swanville enrolled 30 students in their summer program. It was a little difficult accurately determining the average number of credits and the average enrollment as four of the 30 students were not withdrawn at the end of the summer session and continued their enrollment into the following school year. We are unable to determine if the credits were earned during the summer or during the school year.

Including these four students, the average enrollment for the summer was 146 hours.

Students earned an average of 2.77 credits each, although some students did not earn any credit. This equates to an average of 53 hours needed per credit, significantly higher than the 41 hours needed to earn an average credit in the traditional high school. Swanville has one of the highest credit requirements, 100 credits, which means that students are expected to earn 25 credits in a year.

The average attendance in the summer program was 49 percent, ranging from 20 to 100 percent. There were 3.56 ADMs generated and 0.6 extended ADMs.

### **Core School Year Programs (Intervention and Prevention Strategies)**

The district reports that they are providing a comprehensive education program at both the high school and middle school level and they are operating their program year round. Students enroll in the program through application and referral.

In order to re-engage students, Swanville provides recuperative and recovery or reenrollment strategies for off-track students. These include:

- We personally contact each student who leaves our district in order to offer them other education options
- We send information to the families of students who have left about other options.
- We have regular outreach programs to students who have left school.

Swanville provides the following intervention and prevention strategies throughout their district:

- After School Programs
- Summer Programs
- Smaller class sizes

On a case-by-case basis and provided for students in need of the service, they also provide:

- Cooperative Learning
- Counselor intervention
- Mental Health Services

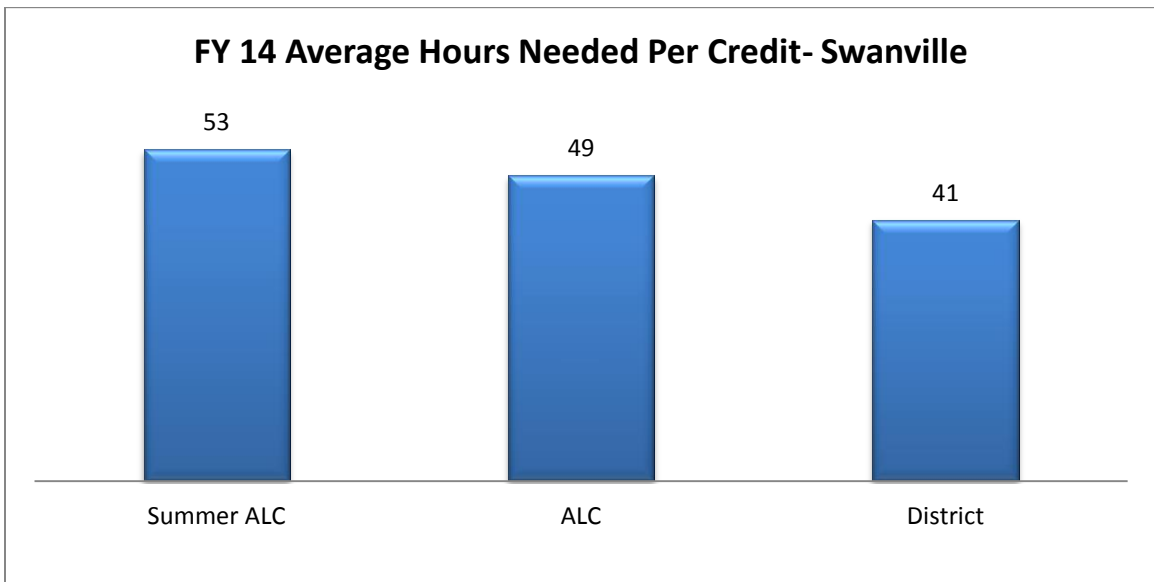
They are in the process of implementing social worker services for students who need it throughout their district.

**Average length of enrollment for FY 14**

For the core school year, the average length of enrollment was 231 hours. Most students (34 of the 62 students enrolled) were enrolled for less than 100 hours. They had three students who were enrolled for the entire core school day program. Enrollment ranged from two hours to 1,020 hours.

**Average number of credits earned for FY 14**

Nearly all students were in an independent study program, which means credits are based on work completion. In the summer program, it appears that students earned an average of 2.77 credits. It took an average of 53 hours to earn a credit. In the core school year program, they earned an average of 4.77 credits. It took them an average of 49 hours per credit.



**Attendance for FY 14**

The average attendance rate for the core school year program and the summer program was 47 percent.

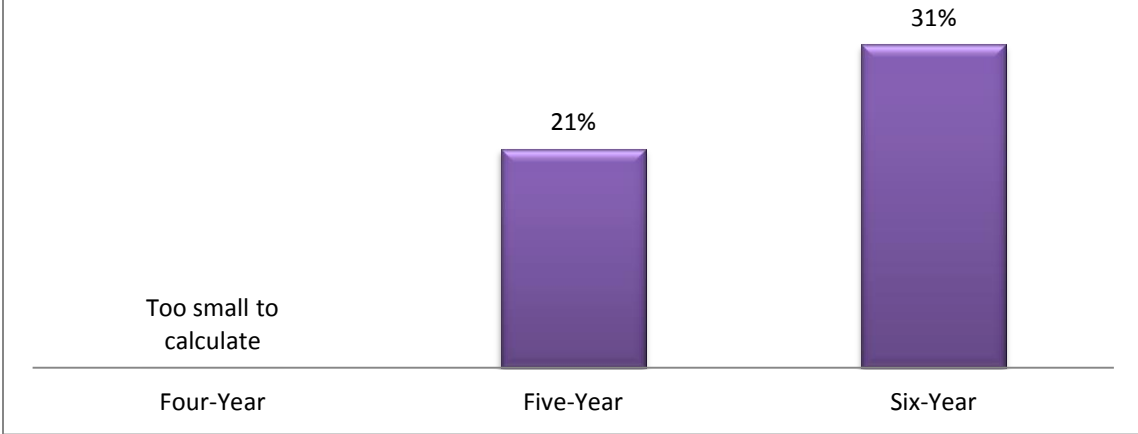
**Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

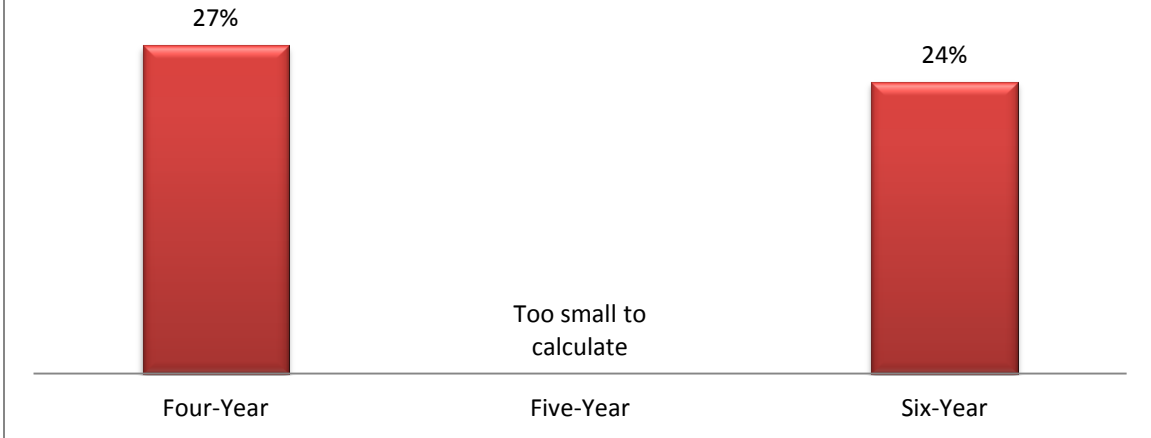
The FY 13 four-year graduation rate was too small to calculate. It was still too small in FY 14 for the five-year rate.

The FY 13 five-year graduation rate was 21 percent and rose slightly to 24 percent for the FY 14 six-year graduation rate. The cohort size increased from 14 to 17 students.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Swanville Molly Creek ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Swanville Molly Creek ALC**

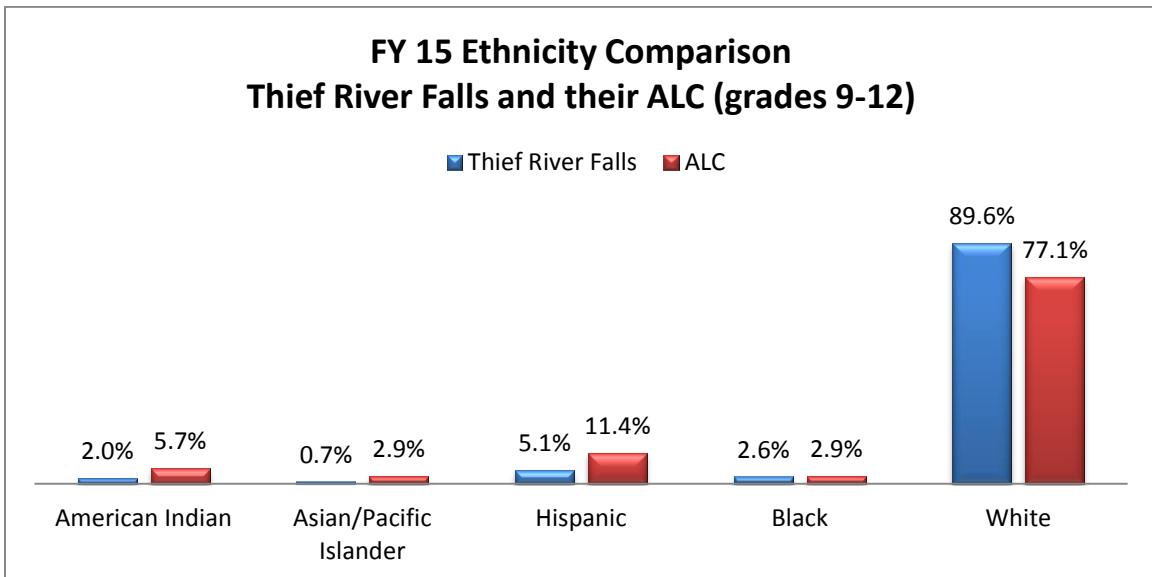
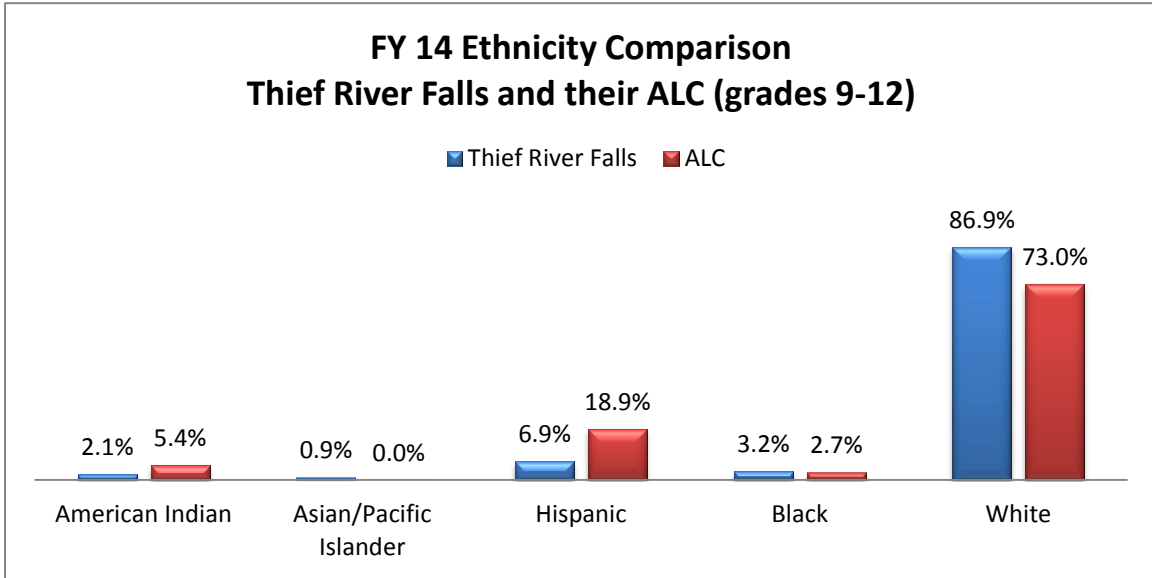


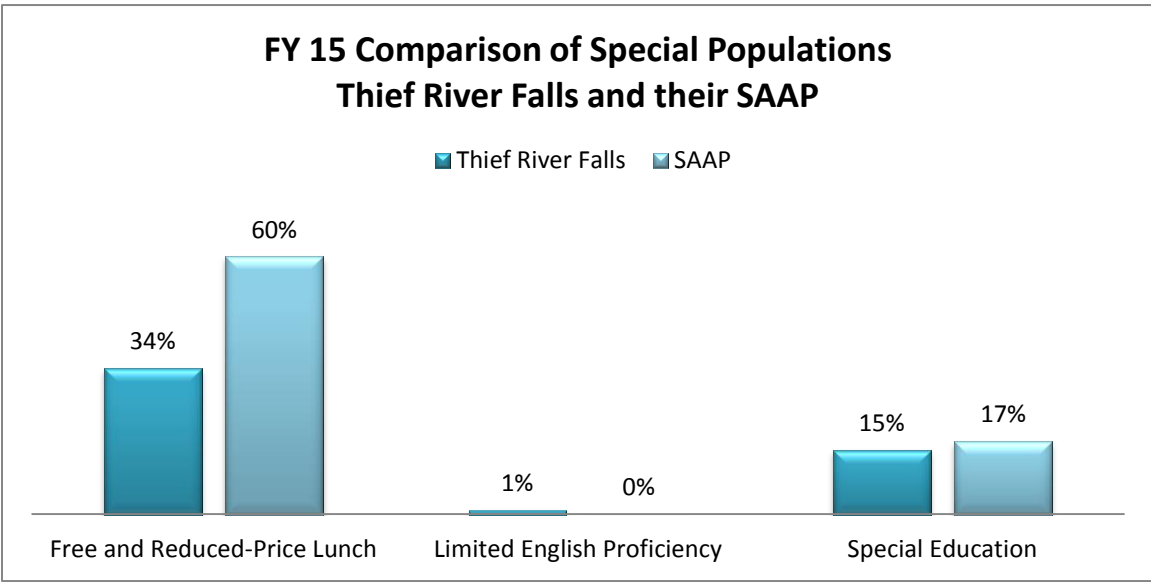
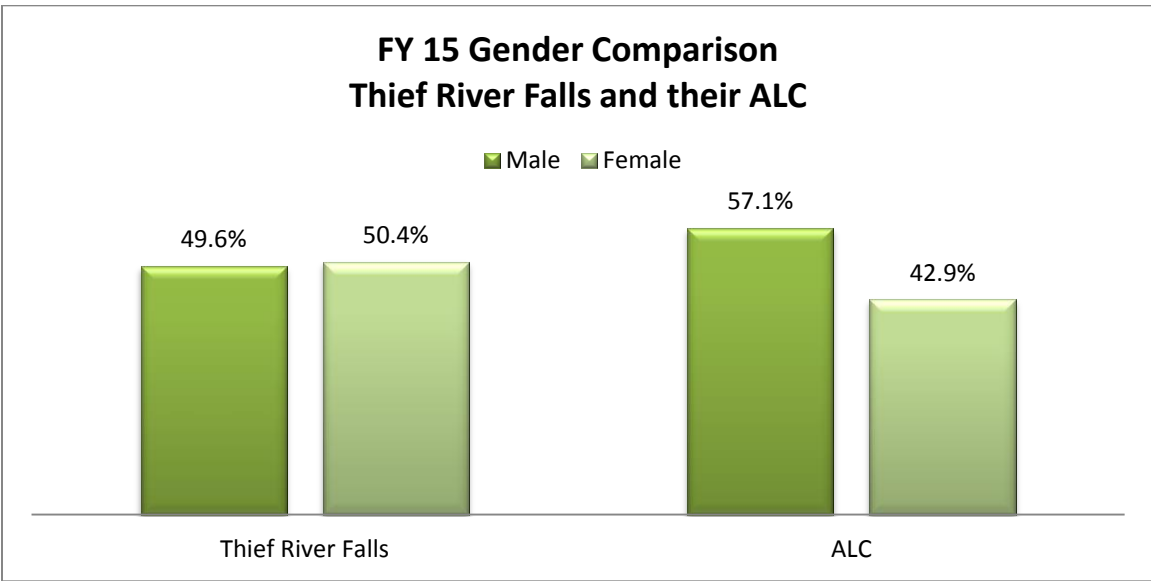
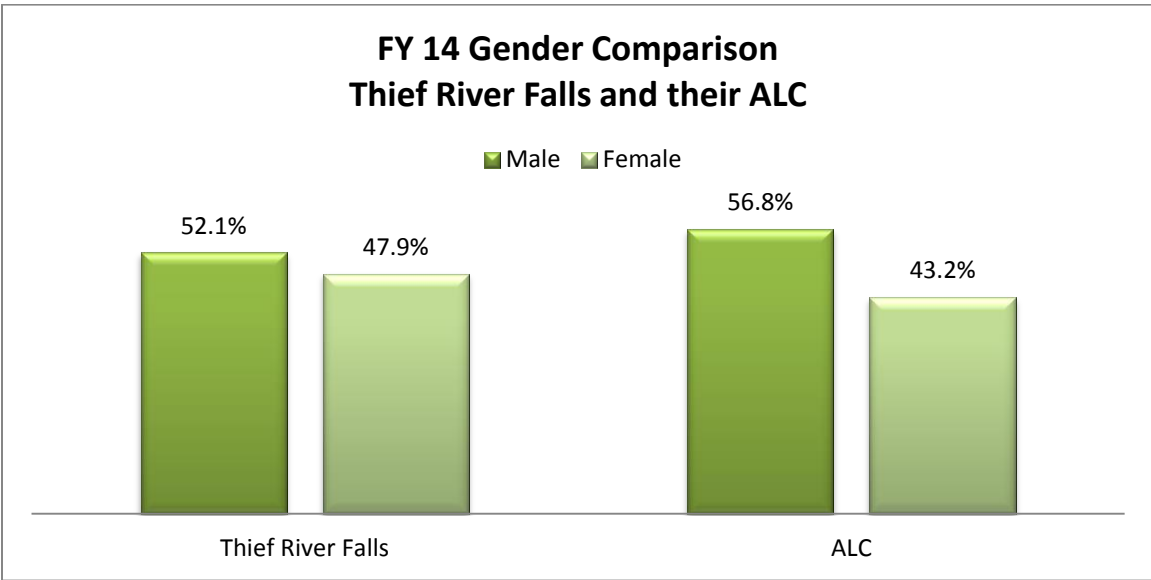
# Thief River Falls School District, 0564-01

## Program Information

Thief River Falls operates both an area learning center and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

No information was returned.

### ***ALC Summer Term (secondary students)***

No information was returned.

## **Core School Year Programs (Intervention and Prevention Strategies)**

No information was returned.

### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 460 hours. This ranged from one hour to 1,481 hours. There were 137 enrollment records and they generated 39.3 regular ADMs and 9.06 extended ADMS.

For their summer program, the average length of enrollment was 150 hours. This ranged from three hours to 460 hours. There were 93 enrollment records and they generated 5.21 regular ADMs and 5.45 extended ADMs.

### ***Average number of credits earned for FY 14***

No information was returned.

### ***Attendance for FY 14***

Attendance for the core school year program was 36 percent. This ranged from zero percent to 75 percent. Average attendance for the summer program was reported as 32 percent, ranging from 0 to 100 percent.

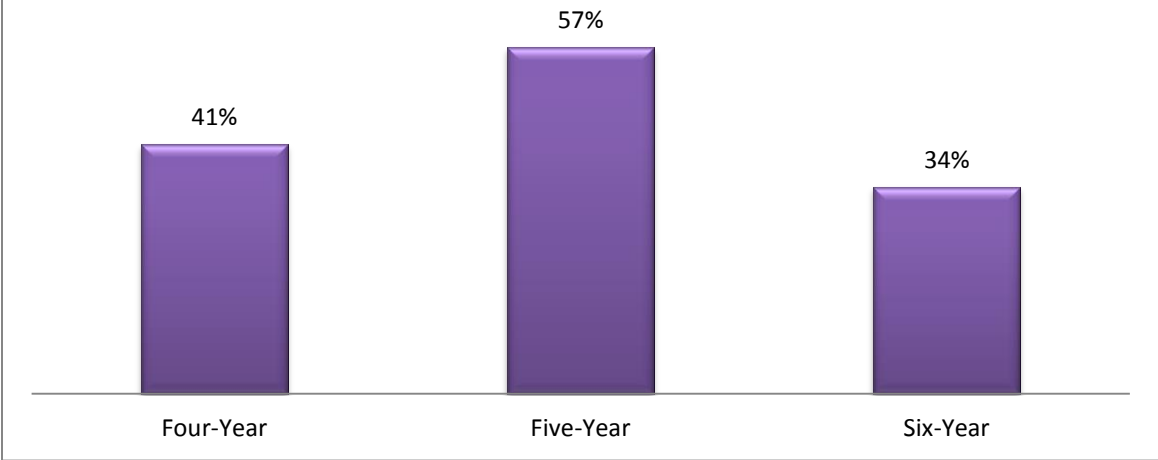
## **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

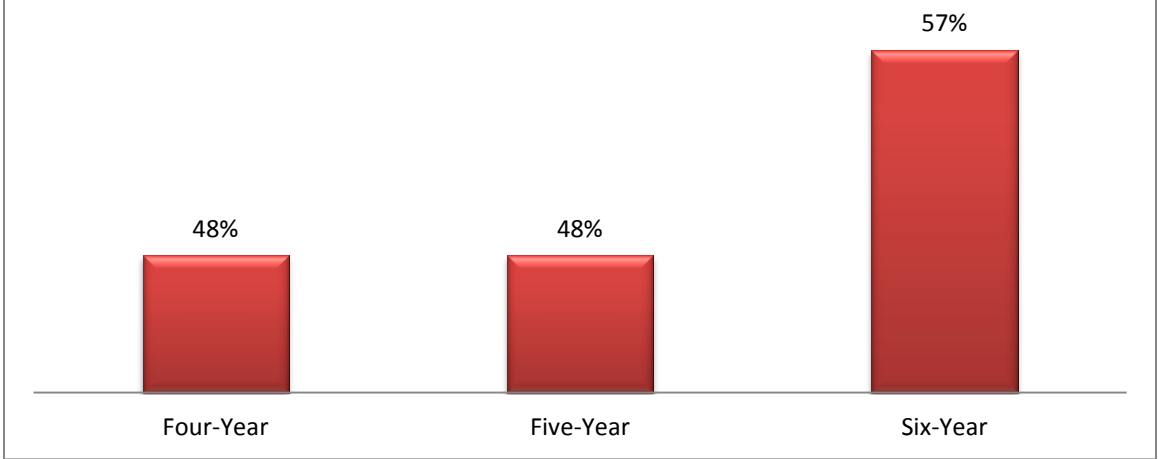
The FY 13 four-year graduation rate was 41 percent. This rose to 48 percent in the FY 14 five-year graduation rate. The cohort size changed from 22 students to 27 students, an increase of 23 percent.

The FY 13 five-year graduation rate was 57 percent and basically stayed the same for the FY 14 six-year graduation rate. The cohort size stayed the same.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Thief River Falls ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Thief River Falls ALC**





## **Underwood Public School District 0550-01**

### **Program Information**

Underwood operates an alternative learning program in the summer.

### **Demographics**

The cohort size is too small to prepare a demographic chart.

### **Summer Programs**

#### ***ALP Summer Term***

Underwood operates an independent study program. This means membership hours are based on work completion and teacher contact time. They also operate a seat-based program and a blended seat-based and independent study program. An additional activity they do to serve their students is to have teachers make up packets of individual work for students who have not passed their classes. The packet has the work that is needed to complete the specific class. Their program operates for nine days for four hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class. They send out information to all students and offer them the opportunity for the summer program. Students can also walk in the first day of the session and register. They target students who have failed a class and send out mailings to their families to let them know about the summer opportunity.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9 and 10, Biology, and Earth Science. They offer credits in English and a class they call Geography Poetry.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by Health, and then English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Underwood operates the Underwood ALP program during the first three weeks of June. The program is open to a specific qualifying factor. Students enroll in the ALP via letters that are sent home to students who need to do credit recovery. The students register the first day of summer school. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is less than 25 percent.

When a student leaves school, there are several things a district could choose to do. Underwood responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*

- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, the district was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: *Not applicable.*
- After school programs: *Not applicable.*
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: *Not applicable.*
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: Not applicable.

#### ***Average length of enrollment for FY 14***

Underwood operates only a summer program. All students were enrolled for 36 hours. There were only nine enrollment records and they generated 0.11 regular ADMs and 0.16 extended ADMs.

#### ***Average number of credits earned for FY 14***

Underwood requires 25 credits to graduate, or 6.25 a year. Based on their core school year instructional hours of 1,096, this means it is anticipated that students would need 175 hours to earn a credit.

For the summer program, all students earned 0.33 credits. Students needed an equivalent of 109 hours to earn a credit on average. This is less than what would be anticipated to need at the traditional high school program.

#### ***Attendance for FY 14***

Students were reported with 100 percent attendance.

#### **Graduation Data**

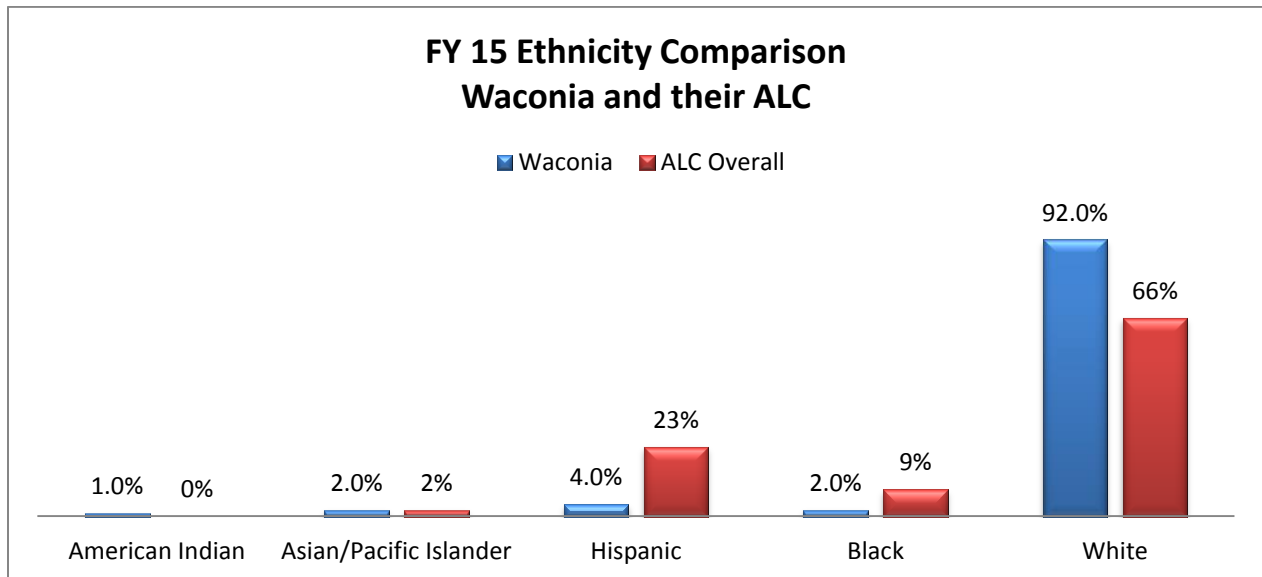
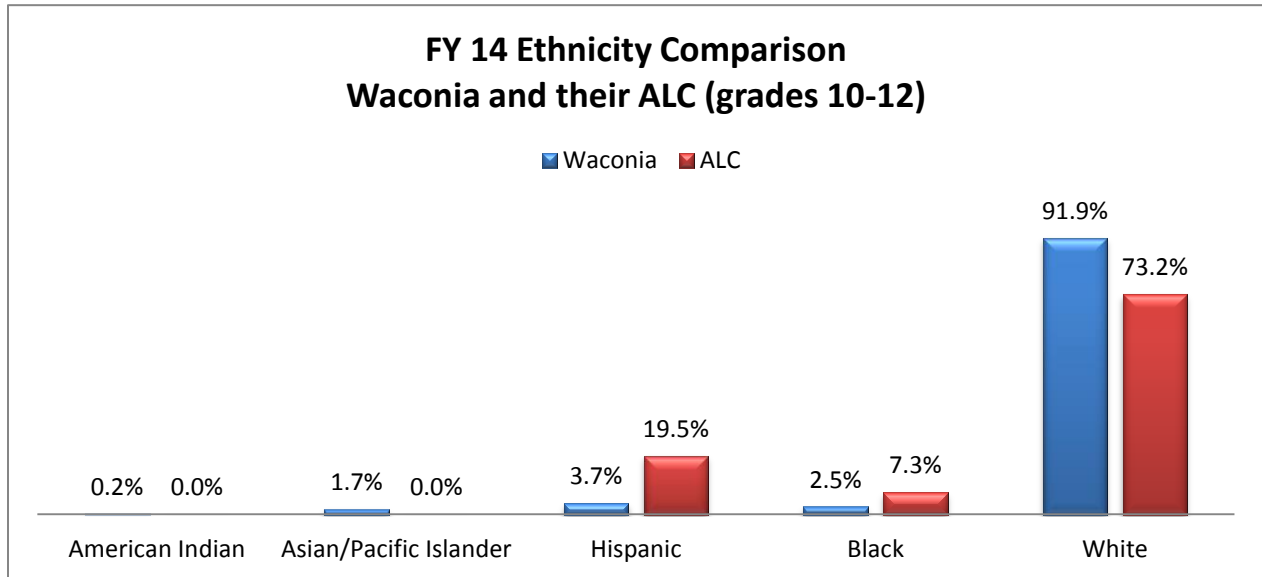
The cohort size is too small to calculate a graduation rate.

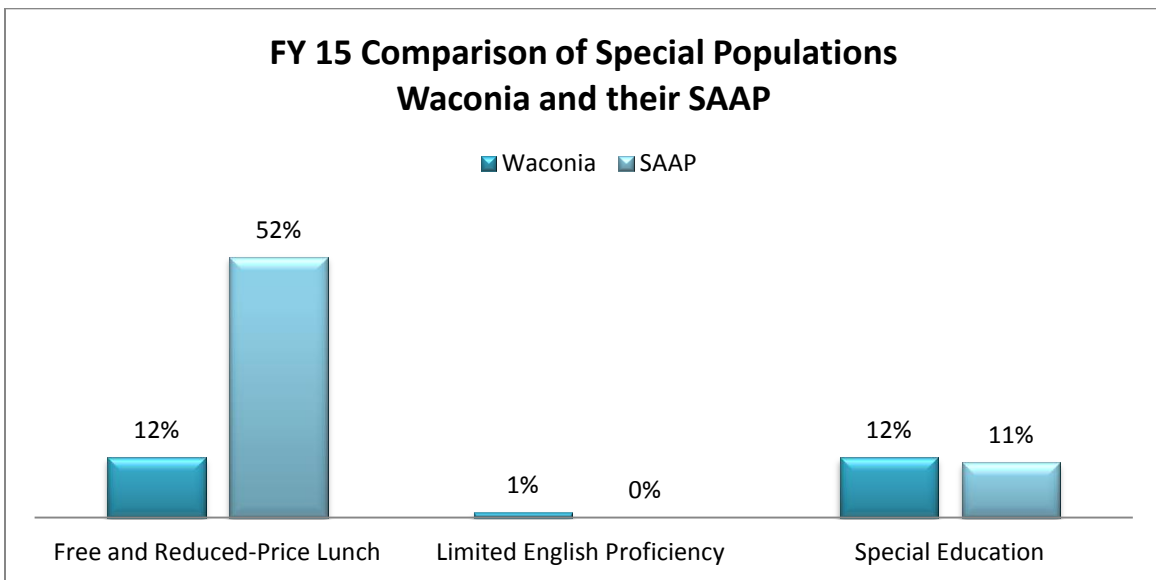
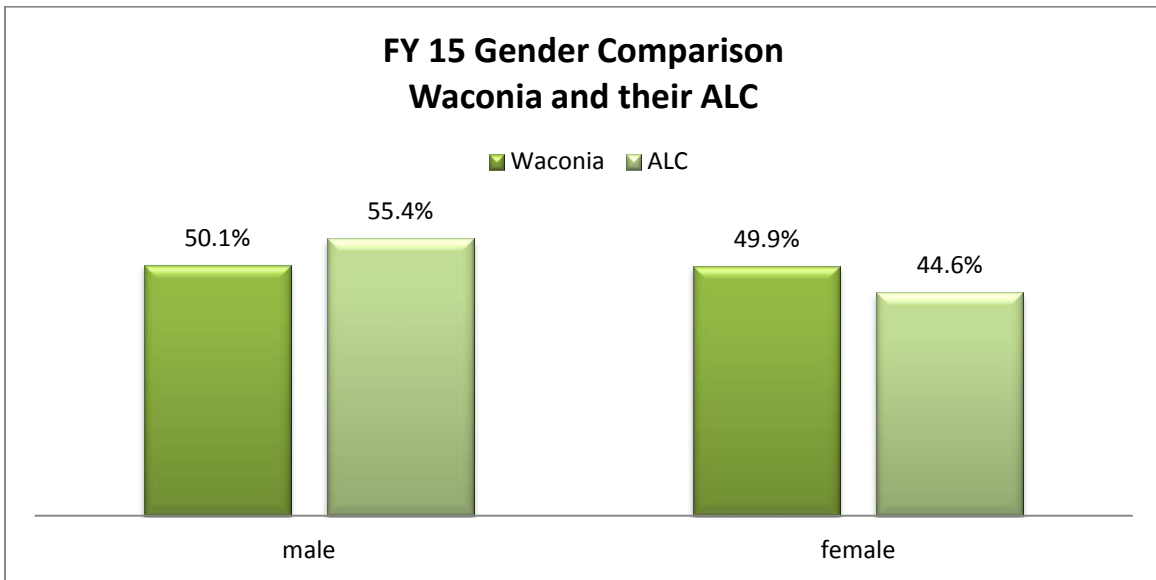
# Waconia Public School District, 0110-01

## Program Types

Waconia operates an alternative learning center and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Waconia operates a targeted services program that runs for 20 days for four hours per day. Program planning for the upcoming summer begins in the spring. Waconia tries to match student need to programming so that students are provided services that match their need. The district shares the information about their summer program by means of mailings, electronic communication, parent conferences and phone communication.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations, but the program is not long enough to devote enough time to any particular area in order to fully master it. The program schedule and activities show some integration of strategies to promote academic growth and strategies to promote social or emotional growth. Some, but not all, staff are involved in both areas. The program is able to have at least one licensed classroom teacher for every 15 students.

Waconia uses pre- and post- test results to help determine the effectiveness of their program.

### ***ALC Summer Term***

Waconia runs a seat-based program. The program runs for 24 days for five hours a day. Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass classes.

The district does not think of at-risk and off-track students as separate groups and so the process for all students for summer programming is the same.

Waconia offers a few classes in the summer, generic social studies and generic English credits.

Waconia finds the area of greatest need for the students served to be English classes and support in other areas such as chemical dependency and mental health.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Waconia Public Schools operates the program year round, and it is open to students with a variety of qualifying factors. Students and families contact the ALC directly, and referrals from the high school occur. The district believes less than 25 percent of the students are meeting career and college readiness benchmarks under section 120B.30, subdivision 1.

Waconia Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this is an extremely successful strategy for us.*
- We send information to the families of students who have left about other options: *We feel this strategy is successful at least half of the time.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Waconia was also asked what intervention and prevention strategies are in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on-track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: No response.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: *No response.*
- Minnesota Early Intervention Response System: *This is fully implemented in our district.*
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is in process of being fully implemented in our district.
- Social work on regular basis: This is in process of being fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is in process of being fully implemented in our district.

**Average length of enrollment for FY 14**

In the core school year program, the average length of enrollment was 283 hours. This ranged from a low of one hour to a high of 1020 hours. There were 200 enrollment records and they generated 48.87 regular ADMs and 4.59 extended ADMs.

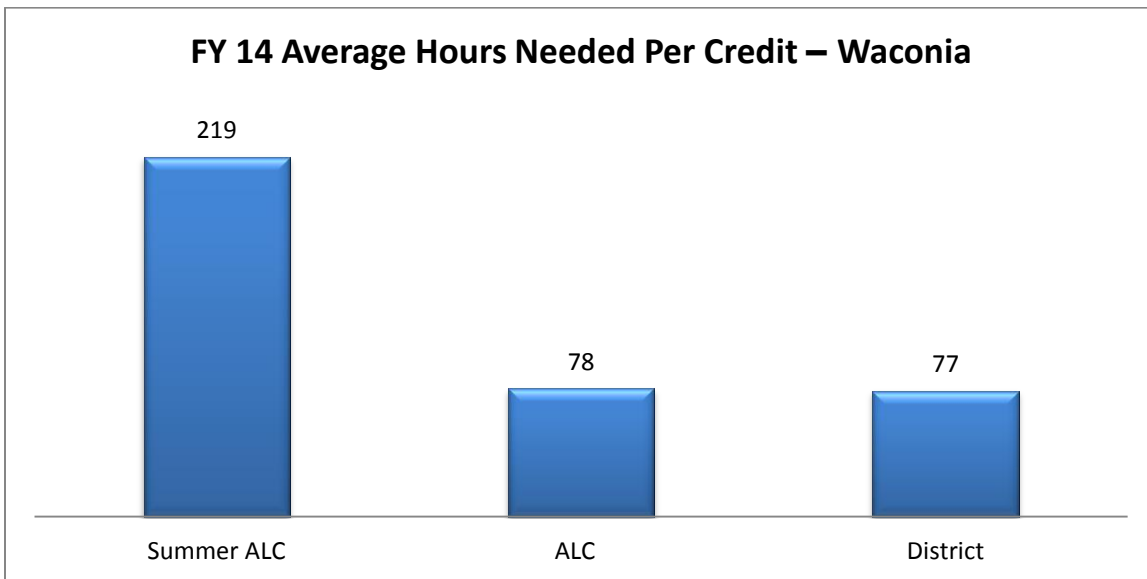
For their summer program, the average length of enrollment was 77 hours. This ranged from one hour to 120 hours. There were 166 enrollment records and they generated 4.55 regular ADMs and 3.17 extended ADMs.

**Average number of credits earned for FY 14**

For the core school year program, students earned an average of 3.62 credits. This ranged from no credits earned to 15 credits earned. On average, students needed 78 hours to complete a credit compared to 77 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average of .44 credits. This ranged from no credits earned to one credit earned. Students needed 219 hours on average to earn a credit. This number was higher than the hours needed in either the ALC core school year program or the traditional program.

The following chart shows the average number of hours needed in Waconia for a one-credit class (55 credits to graduate, 14 credits a year, core school year program of 1054 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.



**Attendance for FY 14**

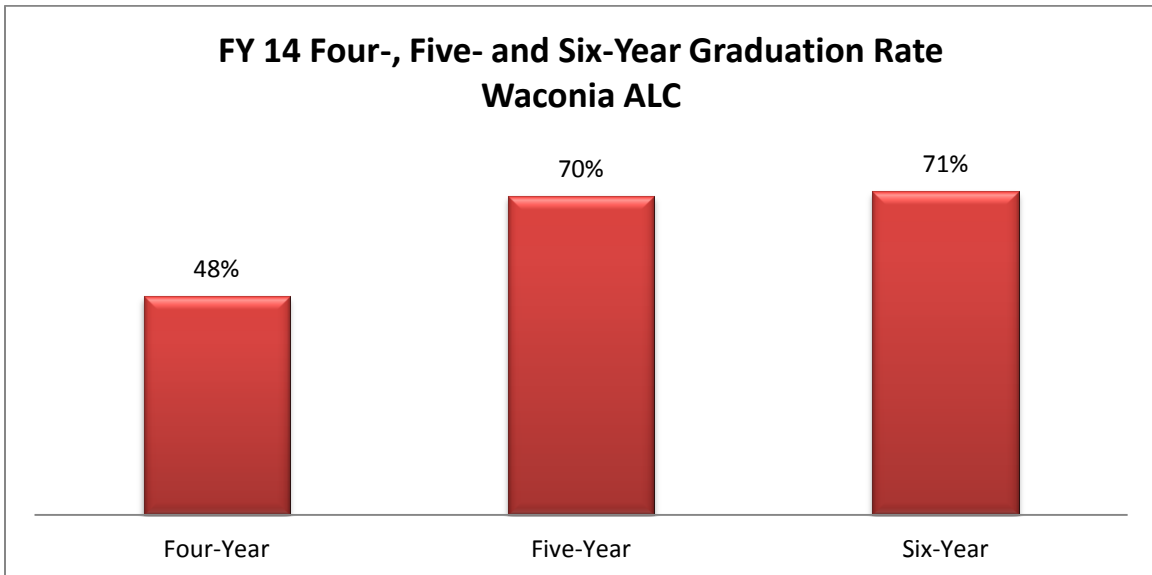
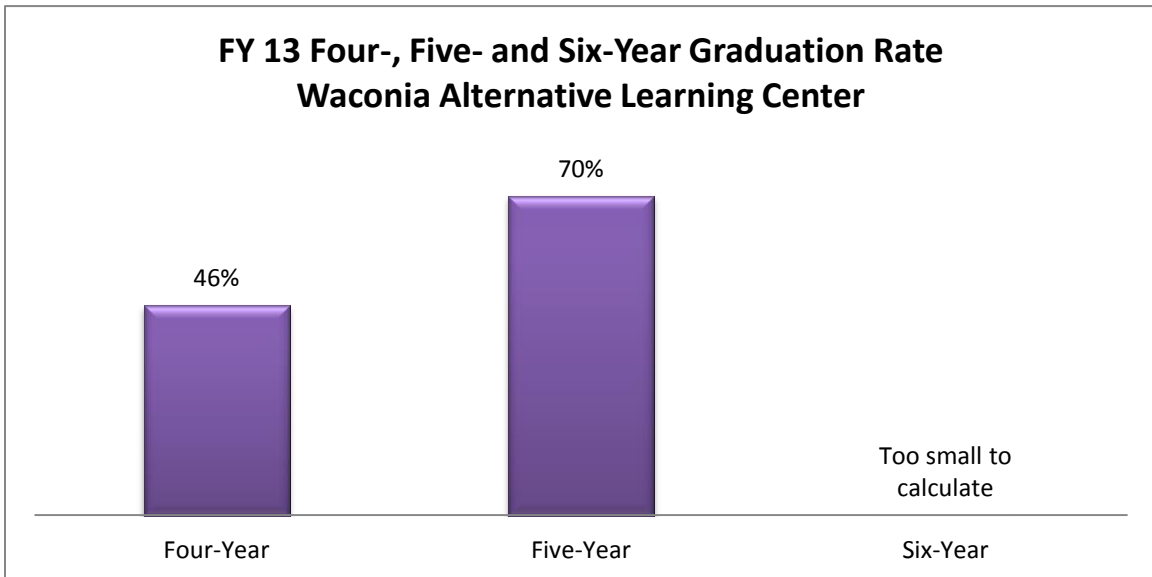
Attendance for the core school year program was 84 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 57 percent, ranging from 0 to 100 percent.

## Graduation Data

One year's four-year graduation rate is compared to the following year five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. Students leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 46 percent. This rose to 70 percent in the FY 14 five-year graduation rate. The cohort size changed from 26 students to 33 students, an increase of 27 percent.

The FY 13 five-year graduation rate was 69 percent and it rose slightly to 71 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 13 to 14 students.



# Walker-Hackensack-Akeley School District, 0113-01

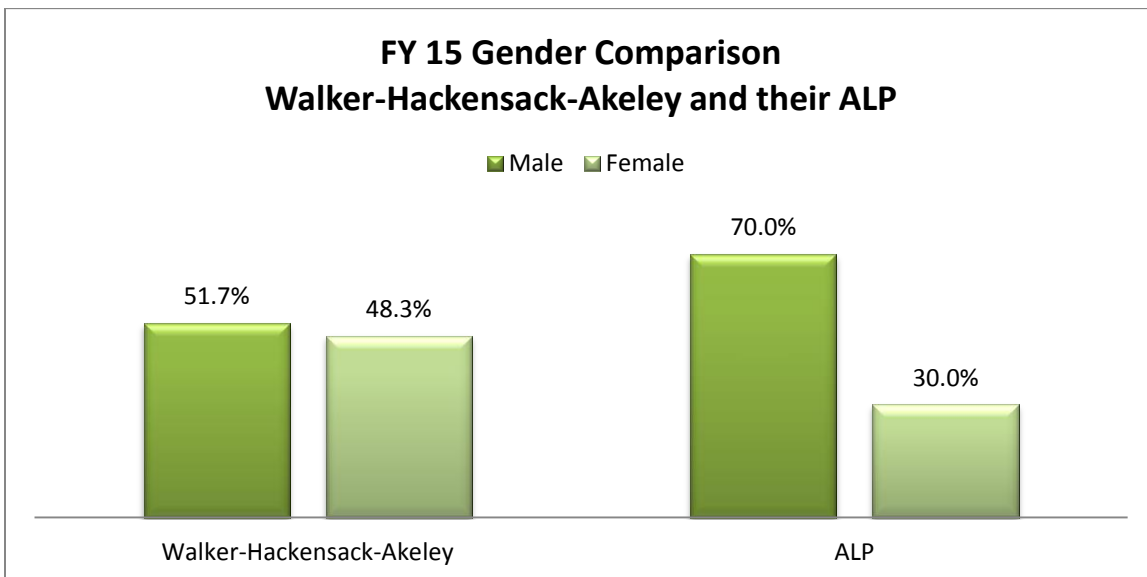
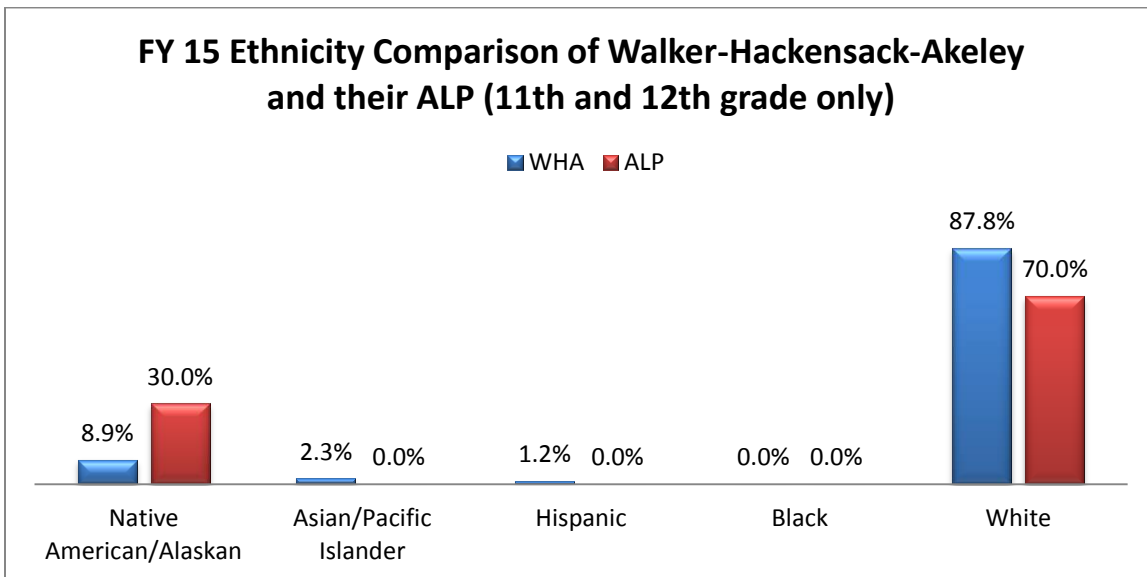
## Program Information

Walker-Hackensack-Akeley (WHA) operates an alternative learning program for grades nine through 12. WHA also operates a middle level area learning center program and a targeted services program through Detroit Lakes Public Schools.

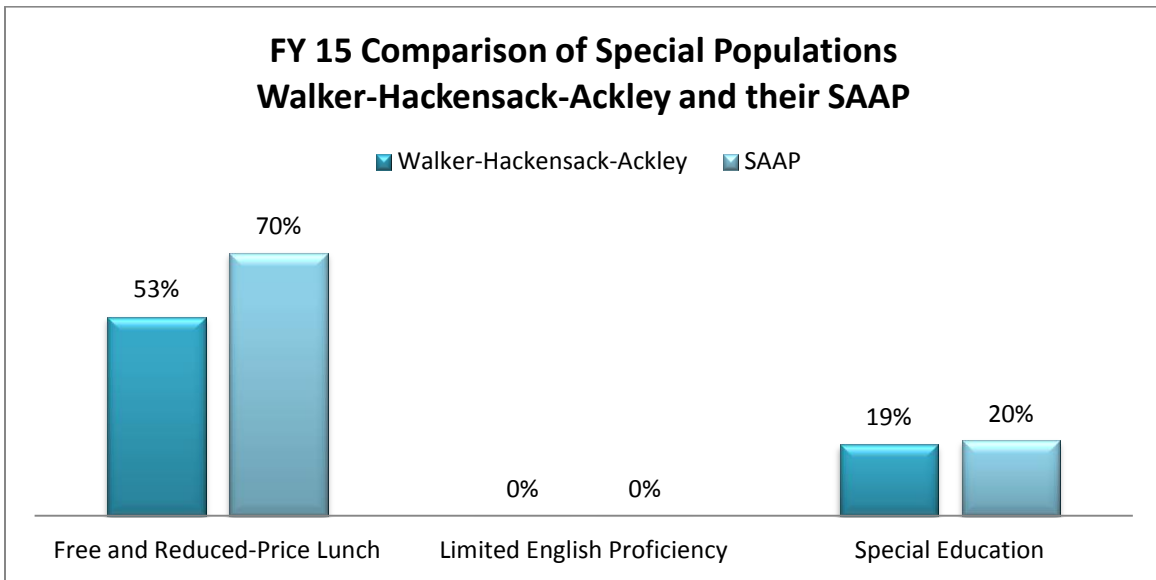
## Demographics

In FY 14, the cohort size was too small to develop a comparison chart.

In FY 15, the ALP served grades 11 and 12 with only 10 students. The ethnicity of these students was compared only to the eleventh and twelfth grades in Walker-Hackensack-Akeley overall.







## Summer Programs

### *ALP Summer Term*

Walker-Hackensack-Akeley operates an independent study program, which means that membership is calculated on work completion and teacher contact time. Students enter the program when either their teacher recommends students who have failed their classes or when their counselor determines that they are behind in graduation credits.

WHA does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

WHA offers credits in a variety of subjects including Geometry, English 10, 11 and 12, and Biology.

The district sees their students' greatest area of need as math classes such as Algebra or Geometry, followed by the need for English classes, then remedial math help and reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received.

### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 89 hours. This ranged from one hour to 722 hours. The 35 enrollment records generated 2.16 regular ADMs and 0.78 extended ADMs.

For their summer program, the average length of enrollment was 40 hours. This ranged from six hours to 76 hours. Six enrollment records and they generated 0.1 regular ADMs and 0.13 extended ADMs.

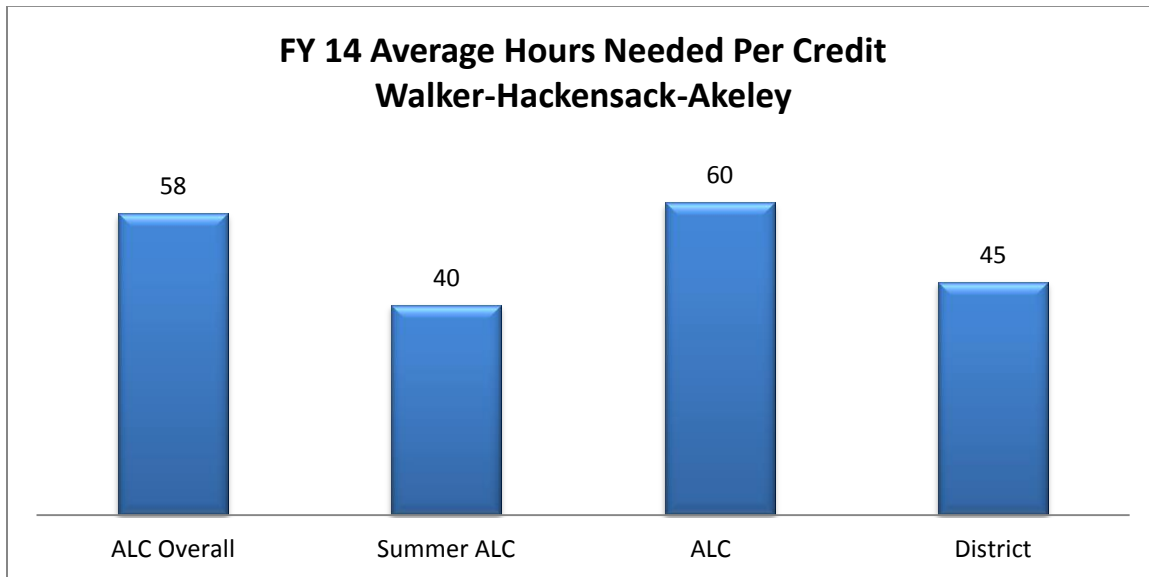
### ***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 1.49 credits. This ranged from no credits earned to 15 credits earned. On average, students needed 60 hours to complete a credit

compared to 45 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average of one credit. This ranged from no credits earned to six credits earned. Students needed 40 hours on average to earn a credit.

The following chart shows the average number of hours needed in Walker-Hackensack-Akeley for a one-credit class (96 credits to graduate, 24 credits a year, core school year program of 1,074 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.



### ***Attendance for FY 14***

Attendance for the core school year program was 29 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 28 percent, ranging from 0 to 33 percent.

### **Graduation Data**

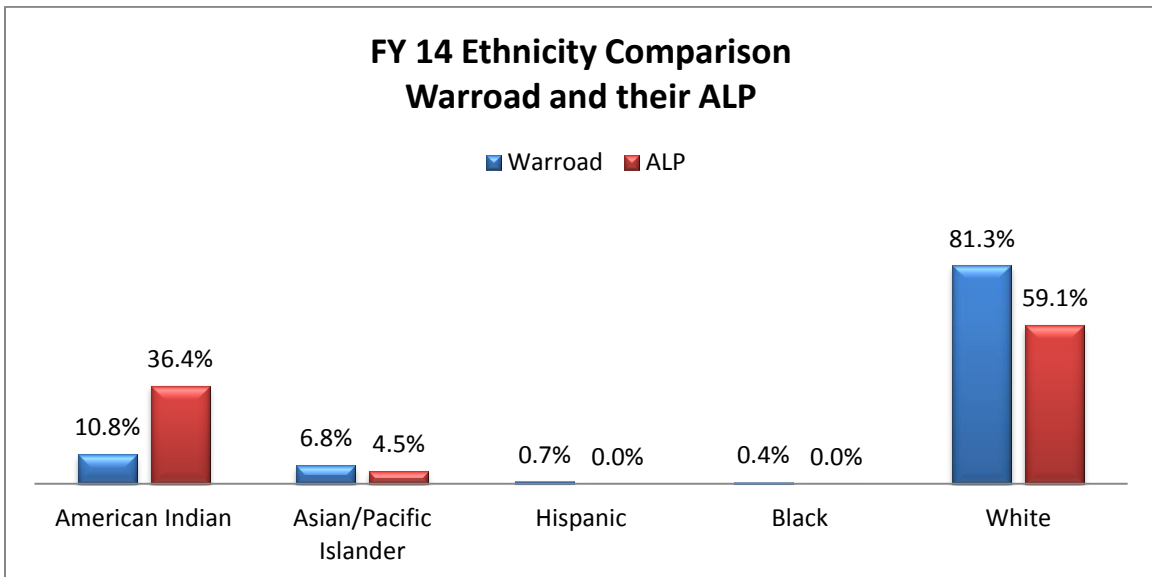
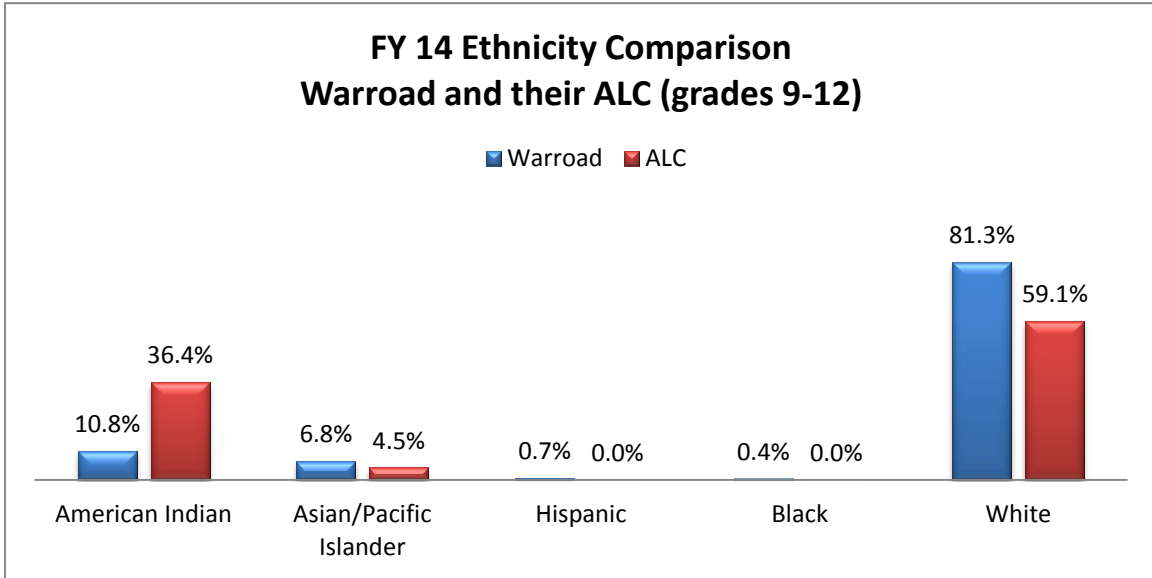
The cohort size is too small to calculate a graduation rate.

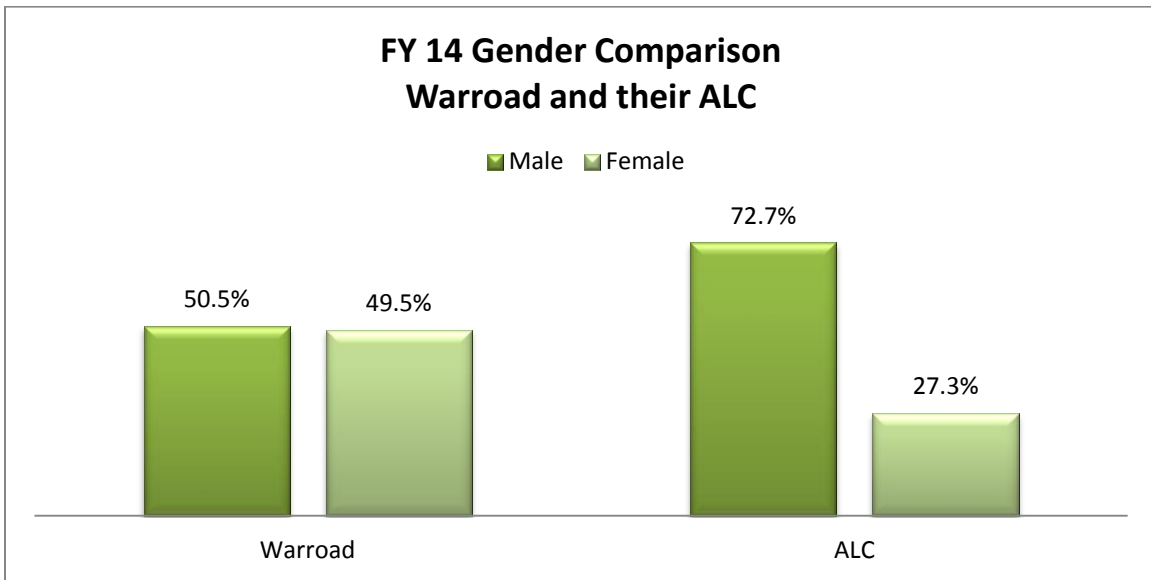
# Warroad Public School District, 0690-01

## Program Information

Warroad operates an area learning center called the Border Area Learning Center.

## Demographics





There is no demographic information for FY 15 due to the size of the cohort.

## Summer Programs

### ***ALC Summer Term (secondary students)***

Warroad operates an independent study program. They also offer a transition to ninth grade program. The program operates for five days a week for five hours a day for four weeks.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Students can refer themselves, either before the program starts or by registering on the first day.

The district does not think of at-risk and off-track students as separate groups and so the process for all of these students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, World History, World Geography, Civics, English 9, 10, 11 and 12, Art, Physical Education, and Health. They offer Biology, Physical Science, and Chemistry. They also offer remedial math.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then health classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Warroad operates an area learning center that was established in cooperation with Grygla Public Schools. Warroad provides programming at both the high school and middle school levels.

Warroad operates their program year round and is open to a variety of qualifying factors. Students enroll in the ALC through a referral process. They believe the percent of students enrolled whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 50 and 75 percent.

Warroad was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is extremely successful.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

Warroad was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: Not applicable.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: *Not applicable.*
- After school programs: This is determined on a case-by-case basis and is provided for students that need it.
- Summer programs: This is in the process of being fully implemented in our district.
- Smaller class sizes: This is in the process of being fully implemented in our district.
- Cooperative learning: This is in process of being fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is in process of being fully implemented in our district.

#### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 286 hours. This ranged from only one hour to 1,360 hours. There were 49 enrollment records and they generated 10.42 regular ADMs and 1.8 extended ADMS.

For their summer program, the average length of enrollment was 137 hours. This ranged from 75 hours to 255 hours. There were seven enrollment records and they generated 0.3 regular ADMs and 0.5 extended ADMS.

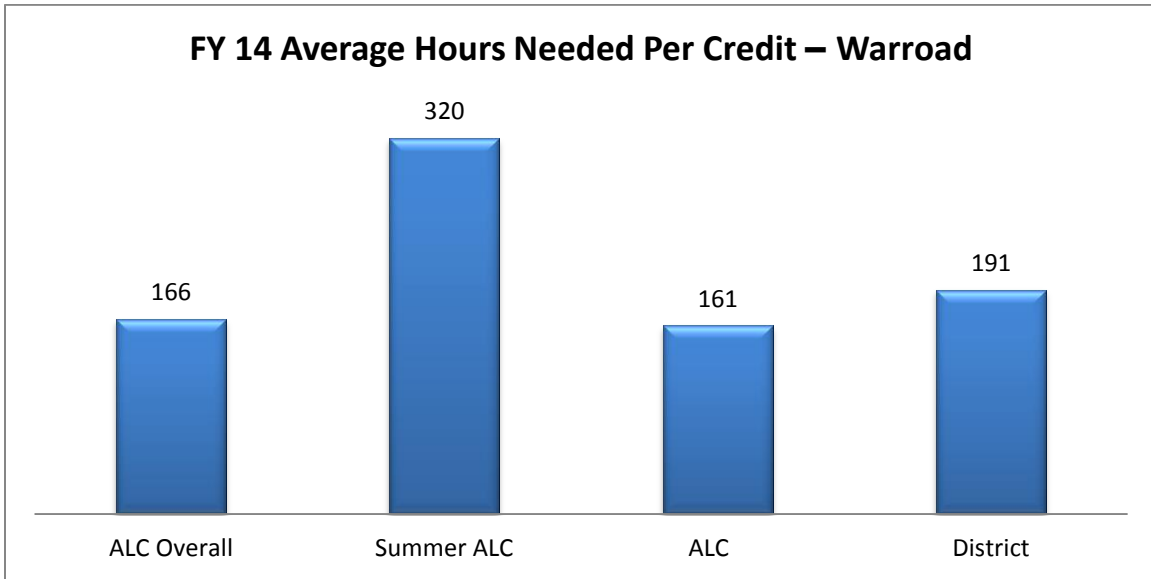
#### ***Average number of credits earned for FY 14***

For the core school year program, students earned an average of 1.78 credits. This ranged from no credits earned to 10 credits earned. On average, students needed 161 hours to complete a credit compared to 191 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average 0.43 credits. This ranged from no credits earned to 1.5 credits earned. Students needed 320 hours to earn a credit on average, significantly higher than needed in the core school year program.

The following chart shows the average number of hours needed in Warroad for a one-credit class (24 credits to graduate, six credits a year, core school year program of 1,056 instructional hours),

the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.



**Attendance for FY 14**

Attendance for the core school year program was 56 percent. This ranged from zero percent to 100 percent. Average attendance for the summer program was reported as 55 percent, ranging from 37.5 to 100 percent.

**Graduation Data**

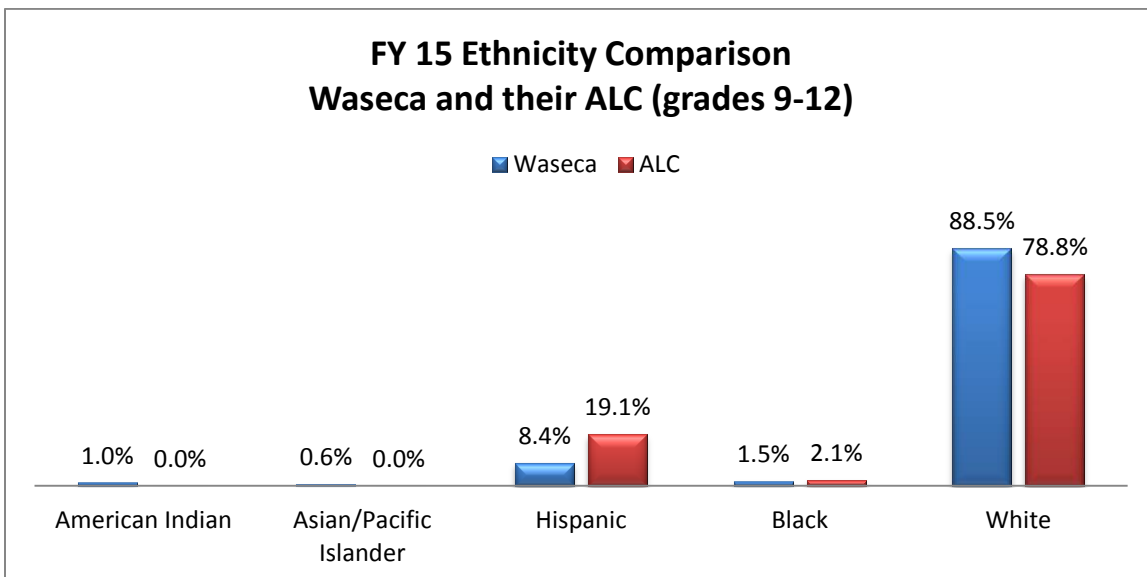
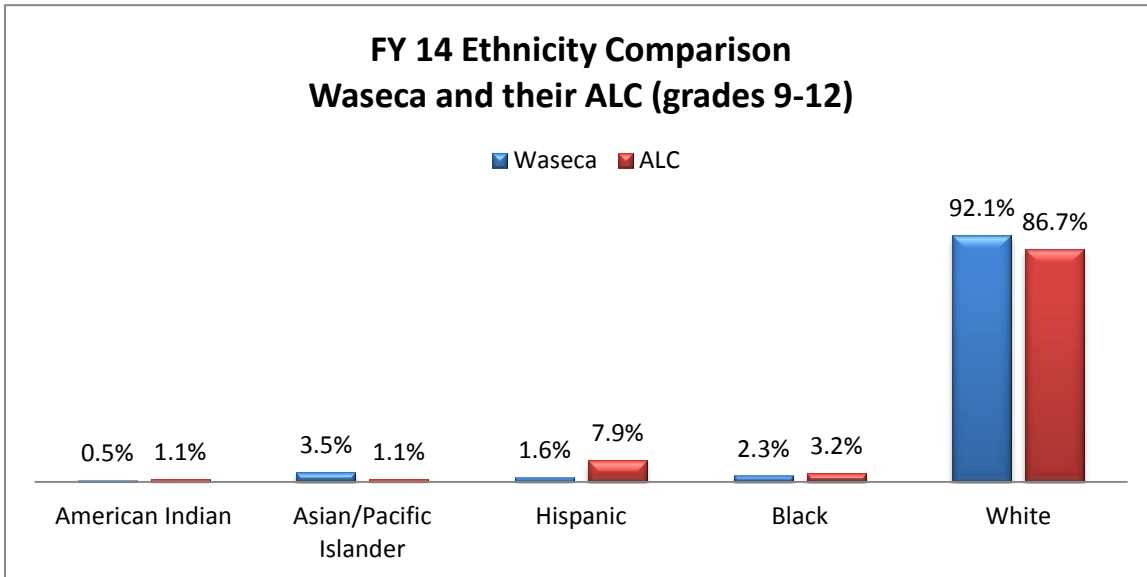
The cohort size is too small in all of the graduation years to calculate a graduation rate.

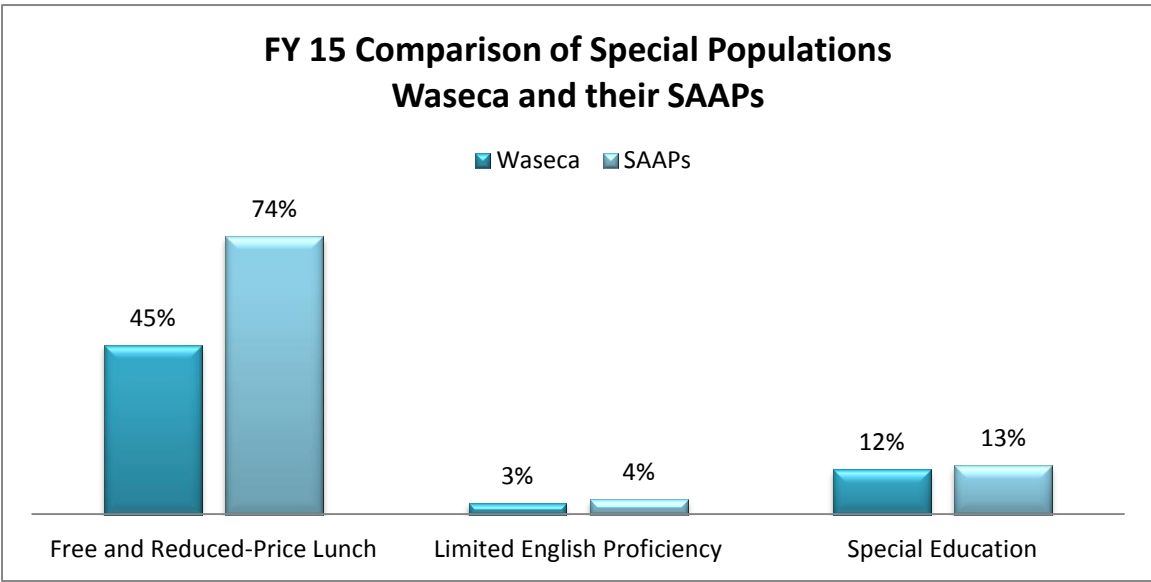
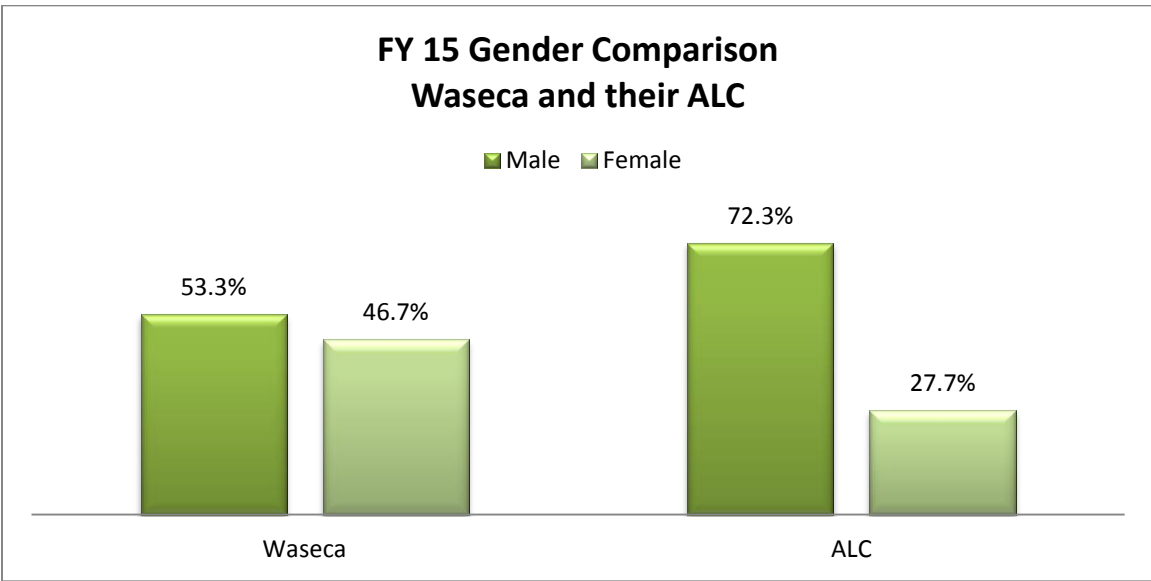
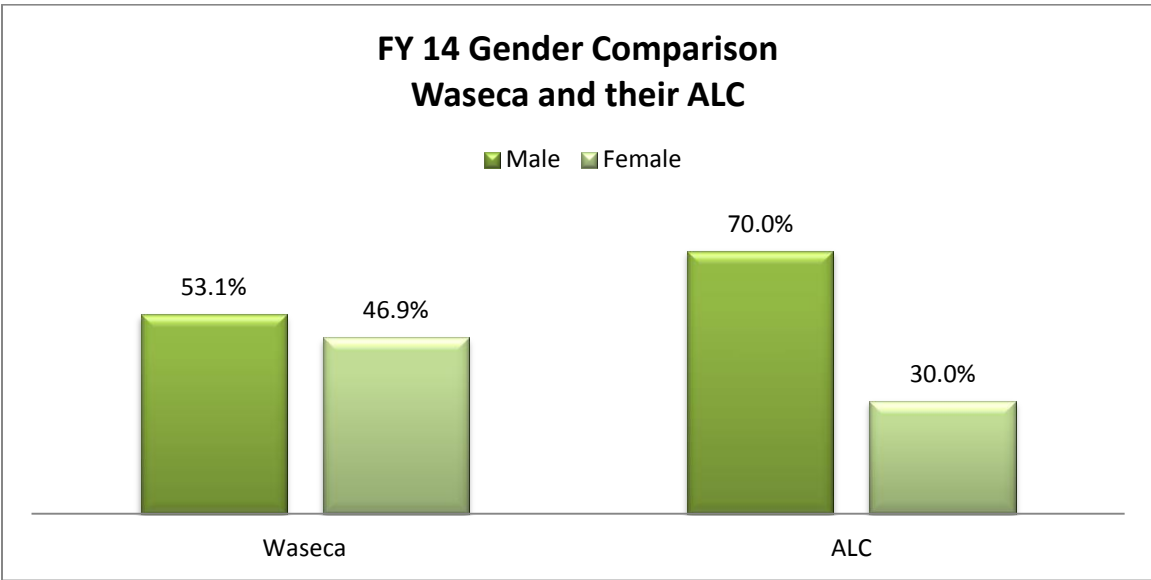
# Waseca Public School District, 0829-01

## Program Information

Waseca operates an area learning center and a targeted services program.

## Demographics







## **Summer Programs**

### ***Targeted Services***

Waseca operates a targeted services program for 24 days for four hours per day. They serve kindergarden through eighth grade. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information about their summer program by distributing handouts and brochures, producing flyers, putting information on their Web page, having articles in newspapers, hanging posters, and communicating with parents at parent teacher conferences.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 12 students.

They use pre- and post-test results to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Waseca operates a seat-based program and independent study program. They also offer a transition to ninth grade program. Their program operates for 24 days for four hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes and the district reaches out to students who are entering the ninth grade that they feel would benefit from a program introducing them to high school.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, and Health. They offer Biology, Physical Science, and Earth Science.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes and then remedial math classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

No information was received regarding their intervention and prevention strategies.

### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 288 hours. This ranged from four hours to 1,209 hours. There were 118 enrollment records and they generated 30.1 regular ADMs and 2.3 extended ADMS.

For their summer program, the average length of enrollment was 128 hours. This ranged from six hours to 716 hours. There were 54 enrollment records and they generated 2.1 regular ADMs and 4.44 extended ADMs.

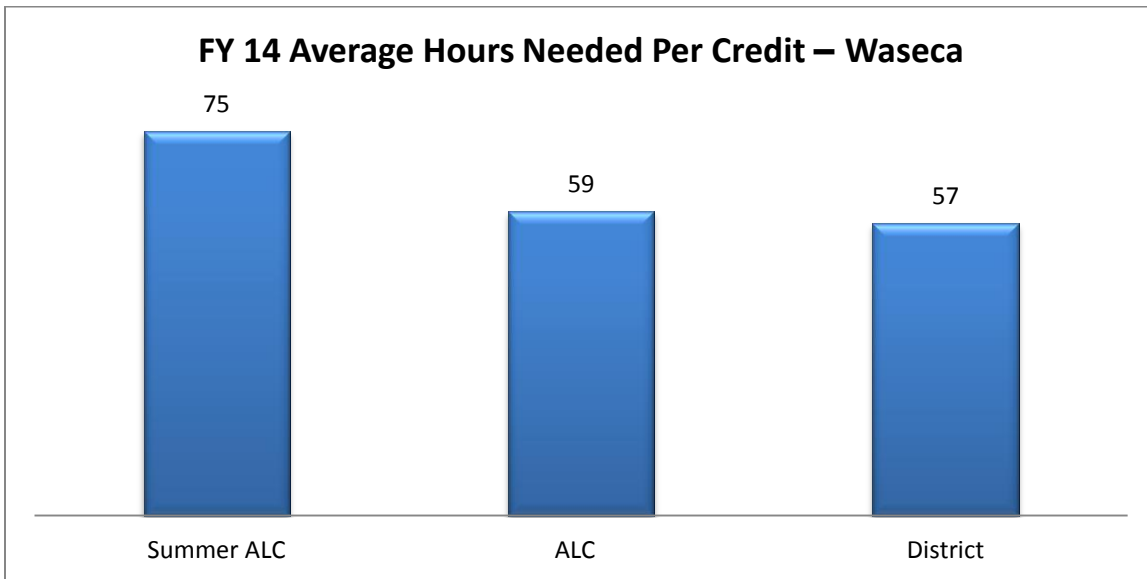
**Average number of credits earned for FY 14**

Waseca requires 72 credits to graduate, or 18 per year. Based on their core school year length of 1,032 hours, this means it is anticipated that students would need 57 hours to earn a credit.

For the core school year program, students earned an average of 4.85 credits. This ranged from no credits earned to 26.25 credits earned. On average, students needed 59 hours to complete a credit compared to 57 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average of 1.71 credits. This ranged from no credits earned to 11 credits earned. Students needed 75 hours to earn a credit on average, more than anticipated for students to need at the traditional high school.

The following chart shows the average number of hours needed in Waseca for a one-credit class, the average hours needed for one credit in the ALC program and the summer Credit Recovery program.



**Attendance for FY 14**

Attendance for the core school year program was 53 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 36 percent, ranging from 0 to 100 percent.

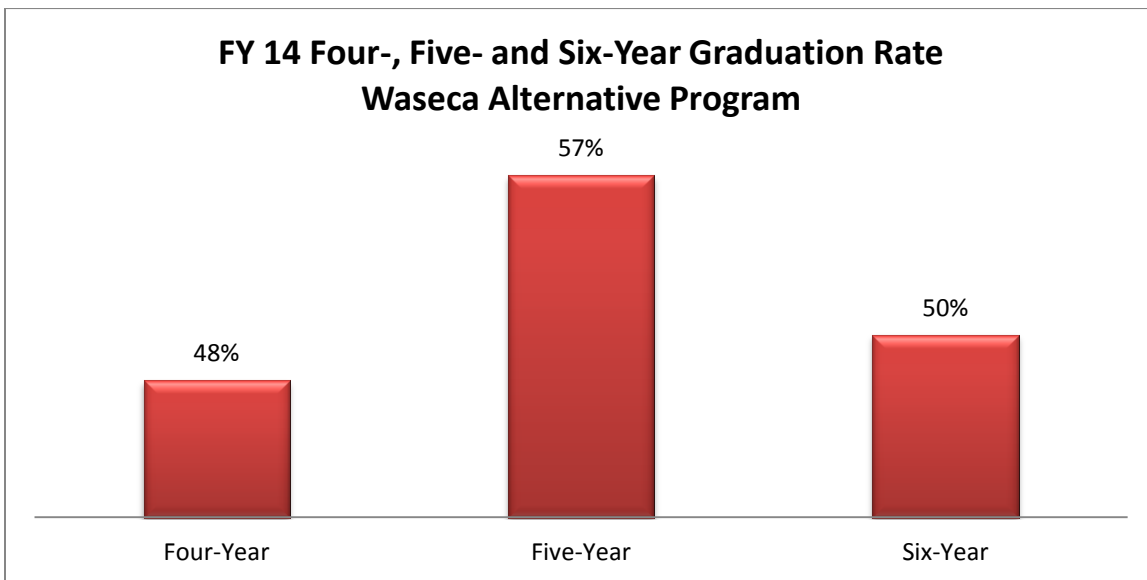
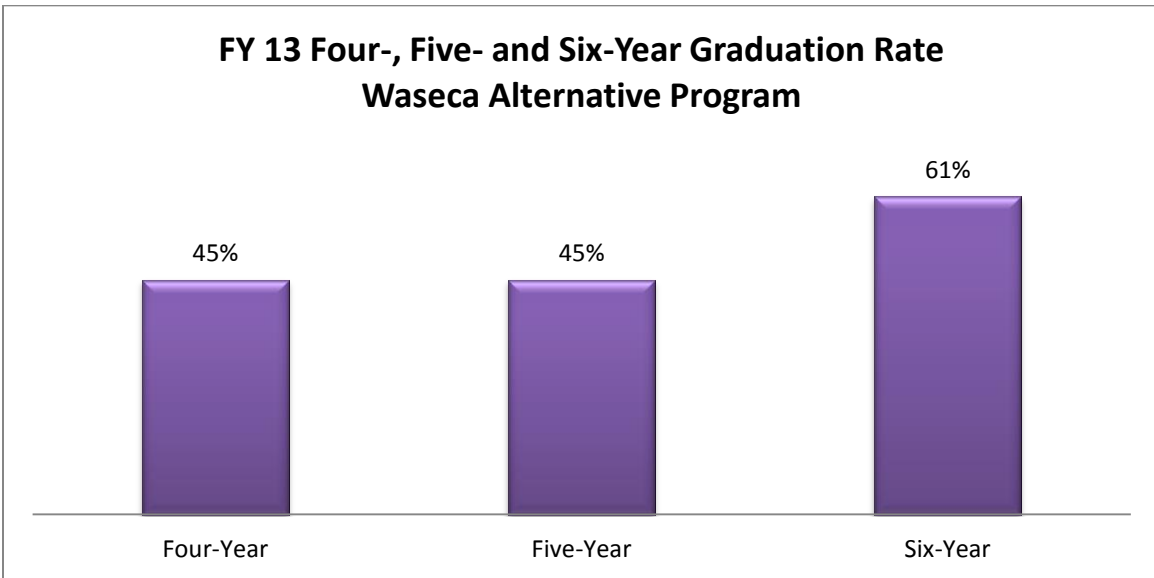
**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the

graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 45 percent. This rose to 57 percent in the FY 14 five-year graduation rate. The cohort size changed from 29 students to 30 students.

The FY 13 five-year graduation rate was 45 percent and it rose slightly to 50 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 22 to 24 students.

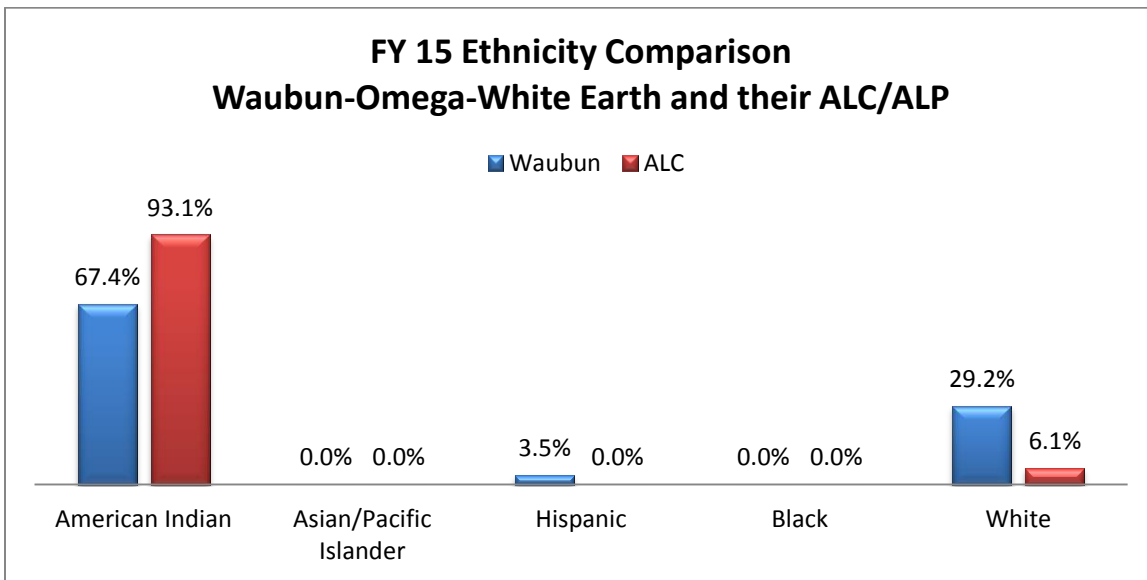
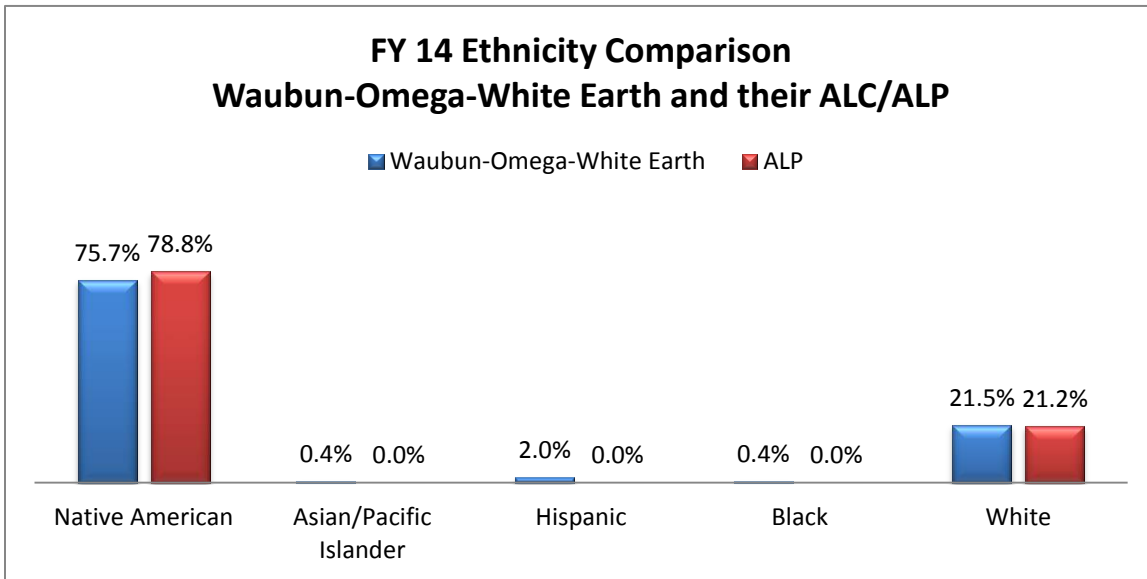


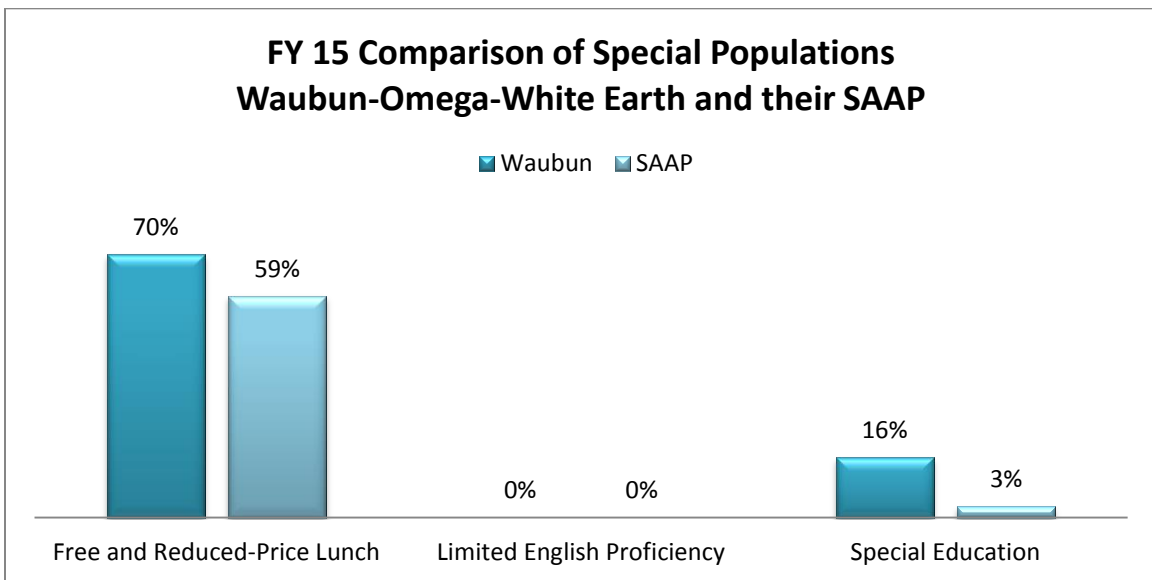
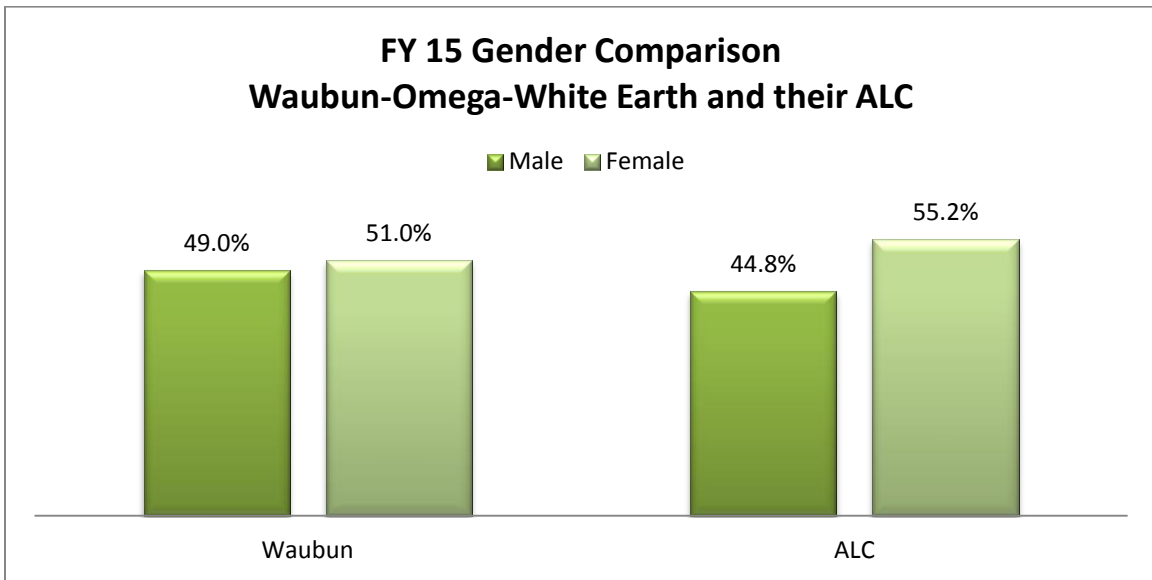
# Waubun-Omega-White Earth Public Schools, 0435-01

## Program Information

Waubun-Omega-White Earth has an alternative learning program, an area learning center and a targeted services program.

## Demographics





## Summer Programs

### *ALP Summer Term*

No information was received.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Waubun-Ogema-White Earth operates an Area Learning Center. Their ALC was established in cooperation with Ulen-Hitterdahl, Waubun-Ogema-White Earth and Norman County West school districts. Programming is provided at the high school level only.

Waubun-Ogema-White Earth operates year round and is open to a variety of qualifying factors. Students enroll in the ALCs through an application process and must meet the at-risk criteria. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is between 50 and 75 percent.

When a student leaves school, there are several things a district could choose to do. Waubun-Ogema-White Earth responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We feel this strategy is extremely successful for us.*
- We send information to the families of students who have left about other options: *We feel this strategy is extremely successful for us.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Waubun-Ogema-White Earth was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are planning on implementing this strategy.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: We are planning on implementing this strategy.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented.
- Mental health services: This is fully implemented in our district.
- Mentors: We are in the process of fully implementing this strategy.

#### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 513 hours. This ranged from 11 hours to 1,174 hours. There were 68 enrollment records and they generated 22.5 regular ADMs and 3.37 extended ADMS.

For their summer program, the average length of enrollment was 110 hours. This ranged from 24 hours to 168 hours. There were 29 enrollment records and they generated 0.5 regular ADMs and 2.08 extended ADMs.

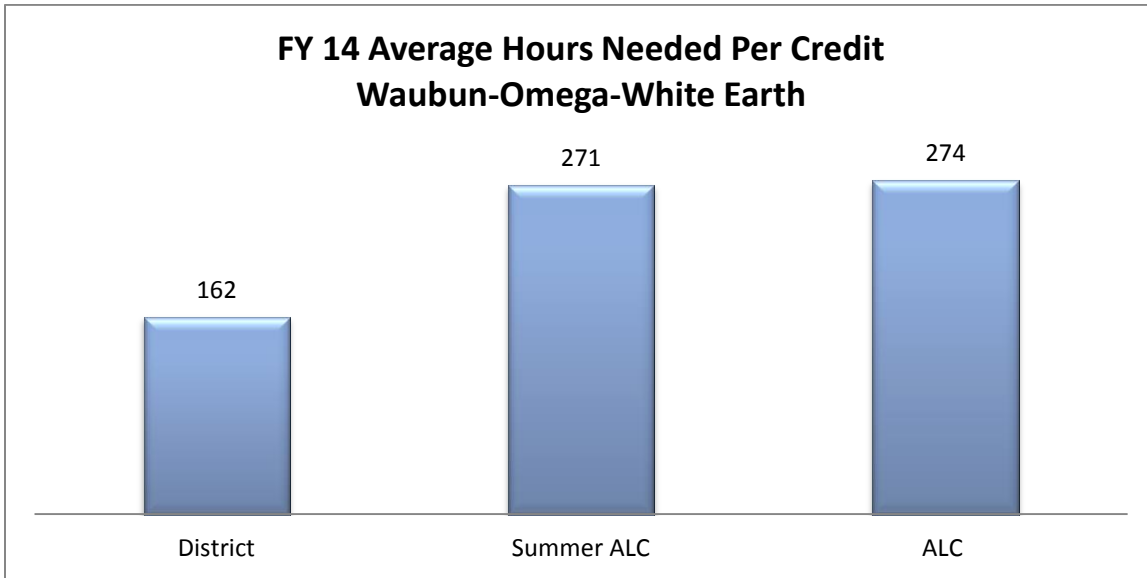
#### ***Average number of credits earned for FY 14***

Waubun requires 28 credits to graduate, or seven a year. Their core school year is 1,135 hours long. This means the anticipated hours needed per credit would be 162.

For the core school year program, students earned an average of 1.87 credits. This ranged from no credits earned to nine credits earned. On average, students needed 274 hours to complete a credit compared to 162 for a credit in the traditional high school. (This assumes that a student in a traditional high school did not fail any classes).

For the summer program, students earned an average 0.41 credits. This ranged from no credits earned to one credit earned. Students needed 271 hours to earn a credit on average.

The following chart shows the average number of hours needed in Waubun for a one-credit class, the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.

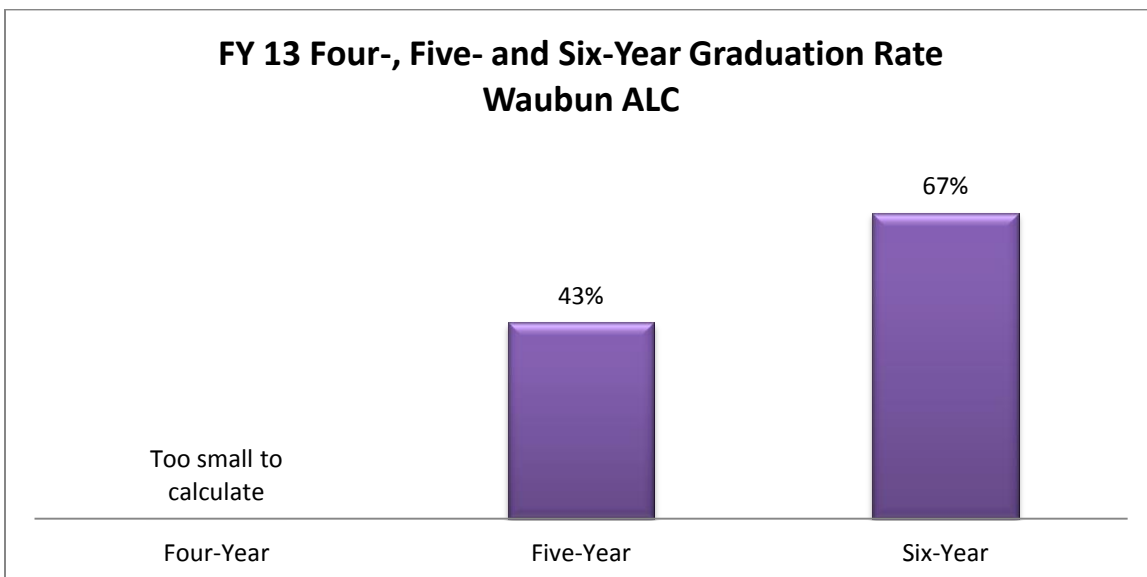


**Attendance for FY 14**

Attendance for the core school year program was 32 percent. This ranged from 3 to 100 percent. Average attendance for the summer program was reported as 52 percent, ranging from 10 to 100 percent.

**Graduation Data**

The ALC cohort size is too small to calculate a graduation rate for either FY 13 or FY 14. The ALP had a five- and six-year graduation rate in FY 13.



In FY 14, the cohort size was too small for either a four- or five-year rate. The ALP had a six-year rate of 52 percent.

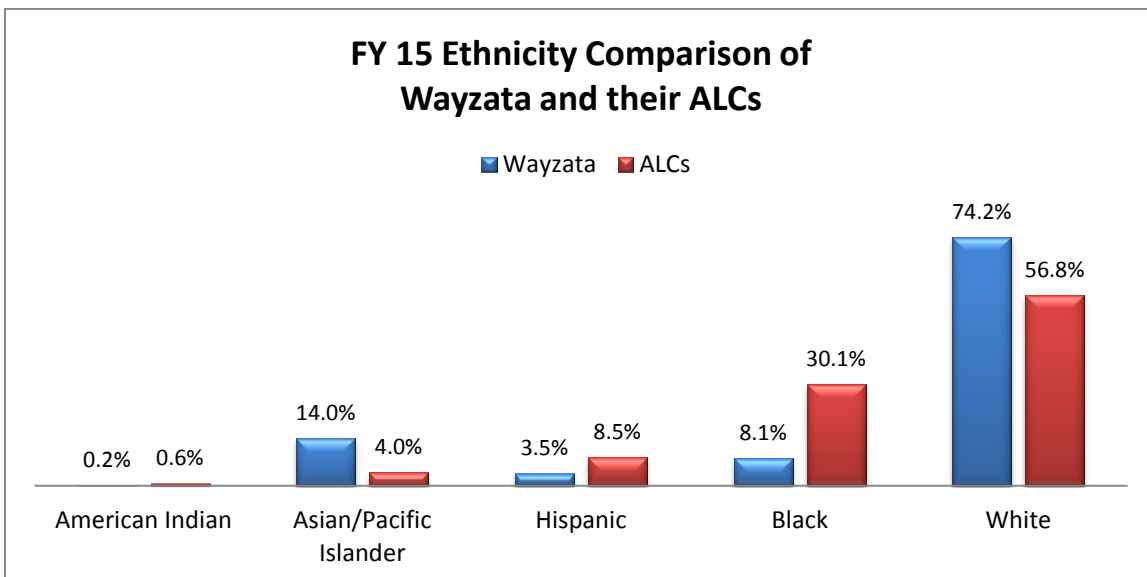
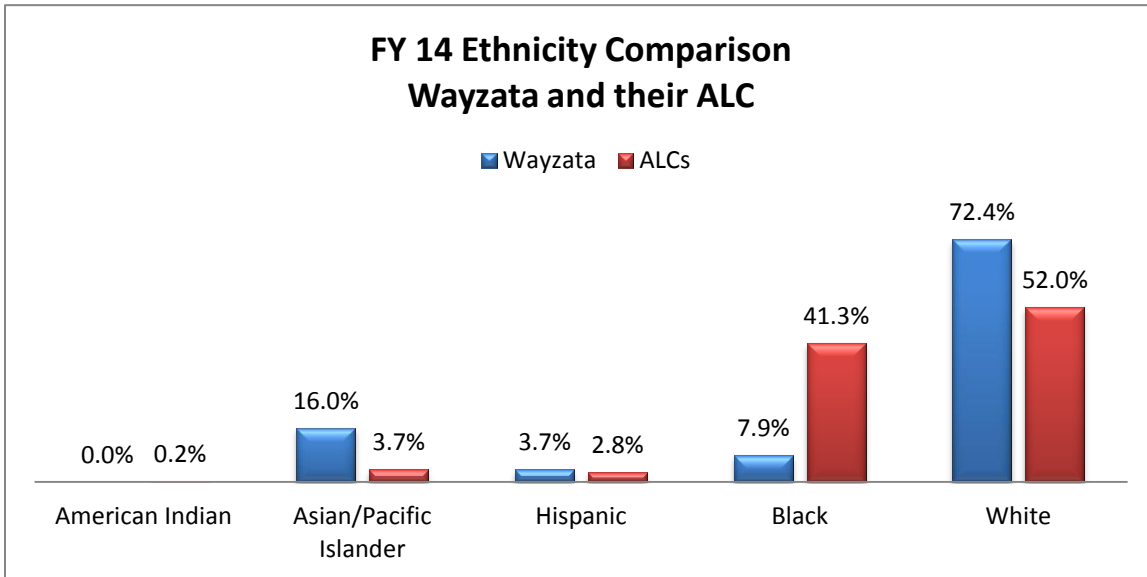


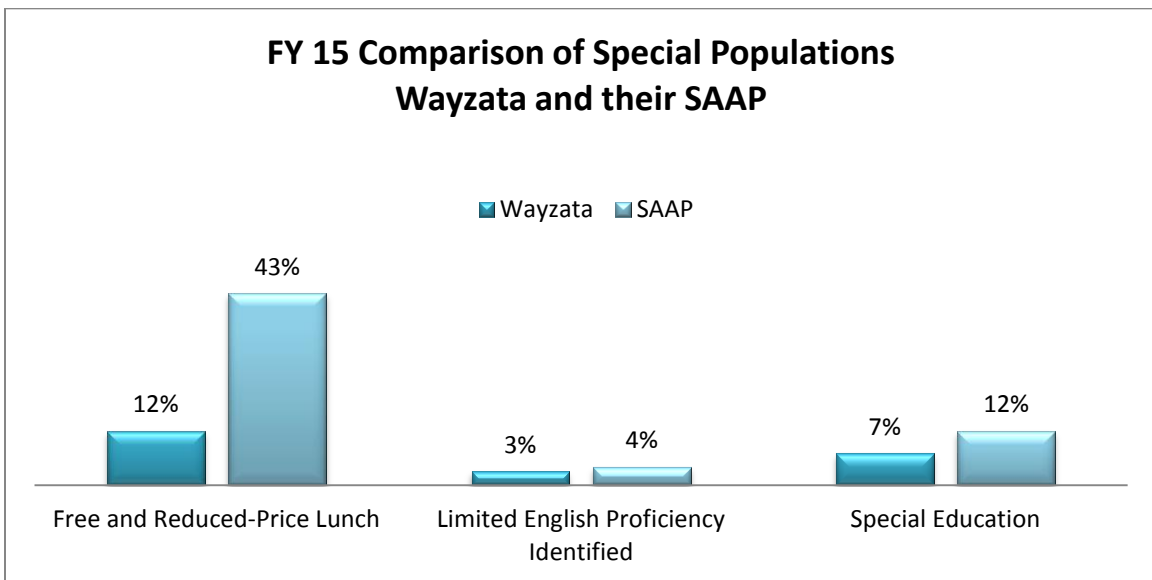
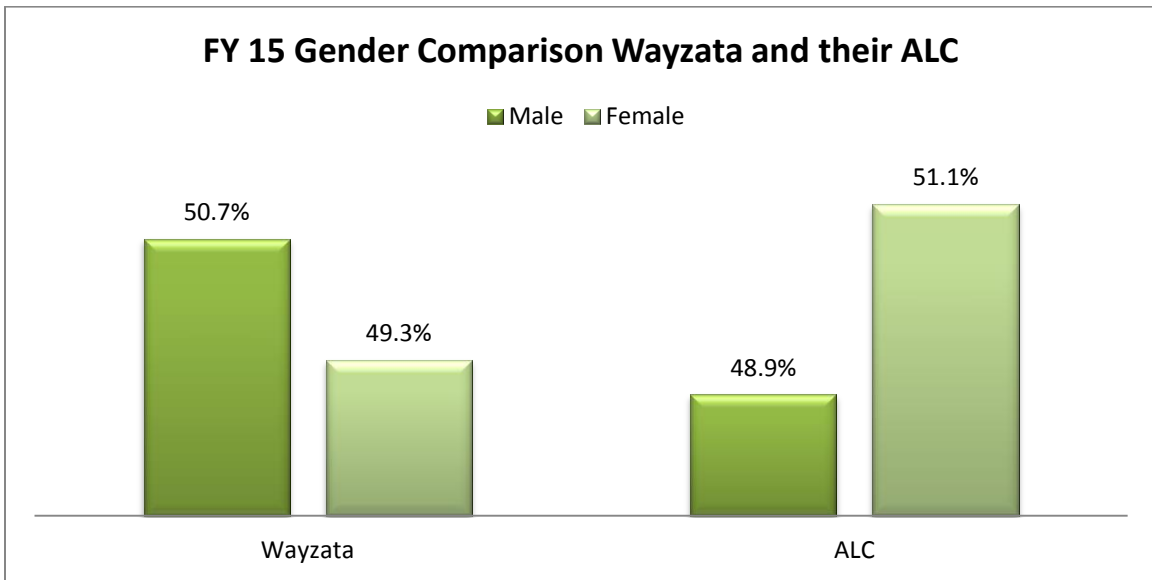
# Wayzata Public School District, 0284-01

## Program Information

Wayzata operates several area learning centers and several targeted services programs.

## Demographics





## Summer Programs

### *Targeted Services*

Wayzata operates a targeted services program for three hours per day for 19 days. They serve grades six, seven and eight. Their planning for the summer program begins in January. They have ongoing communication and coordination with the special education office, referring schools and staff and the transportation office. They try to match student needs to their programming. They share information about their program through the Continual Learning Plan process. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they present it in a different and engaging way. They have a specific curriculum that they use. Each day starts with 20 minutes of Mindset curriculum that centers on growth mindset and engaging activities. Then the students are engaged in an hour and 15 minutes of math and an hour and fifteen minutes of reading. The math is technology based and individually paced. In reading, each grade level has an assigned high interest book with an audiotape and related activities.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. Their program is able to have at least one licensed teacher for every 15 students. They have an overall staff to student ratio of no more than eight to one.

Teachers recommend students they feel will benefit from the program and families can refer their students. In the winter and spring, staff recommends students who are one or more grade levels behind or who have special needs. They also identify students based on homelessness, free and reduced lunch status, English Learners, MCA and/or MAP scores and failing grades in subject areas during the school year.

They have pre- and post-tests for math and they use teacher feedback for reading to determine the effectiveness of their program. They also use staff feedback. They do not currently have an assessment in place to determine the effectiveness of their program. On average, in math students have growth of between 10 and 25 percent, with individual students gaining between 1 and 70 percent.

### ***ALC Summer Term (secondary students)***

Wayzata operates a blended seat time program and an independent study program. This means that membership is partially generated based on work completion and teacher contact time. They also operate a Transition to High School program. Their program operates for five weeks, five days a week for 3.5 hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who did not pass their class and students who are designated as English Learners. They reach out to incoming ninth graders who they feel would benefit from a transition to high school program.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Physical Education, and Health. They offer Biology, Chemistry, and Earth Science.

They find the area of greatest need for the students they serve to be remedial math classes followed by other math classes such as Algebra and Geometry. This is followed by English classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Wayzata operates an Area Learning Center. Wayzata established their ALC in cooperation with Osseo and Rockford. Wayzata provides programs at both the high school and middle school level and operates their program year round. Their program is open to a specific criterion students must meet in order to enroll. They have an application process in place where students, families and/or counselors and administrators fill out an application. Students and families then participate in an interview and intake session. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is 75 percent to 90 percent.

Wayzata Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is successful half of the time.*
- We send information to the families of students who have left about other options: *We believe this strategy is successful half of the time.*
- We have regular outreach programs to students who have left school: *We believe this is an extremely successful strategy.*

Wayzata Public Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are in the process of implementing this in our district.
- Pupil study teams: This is in the process of being fully implemented in our district.
- Response to Intervention: This is in the process of being fully implemented in our district.
- Minnesota Early Intervention Response System: *We are not doing this in our district.*
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are not doing this in our district.

#### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 431 hours. This ranged from one hour to 1,972 hours. There were 334 enrollment records and they generated 130.28 regular ADMs and 6.68 extended ADMS.

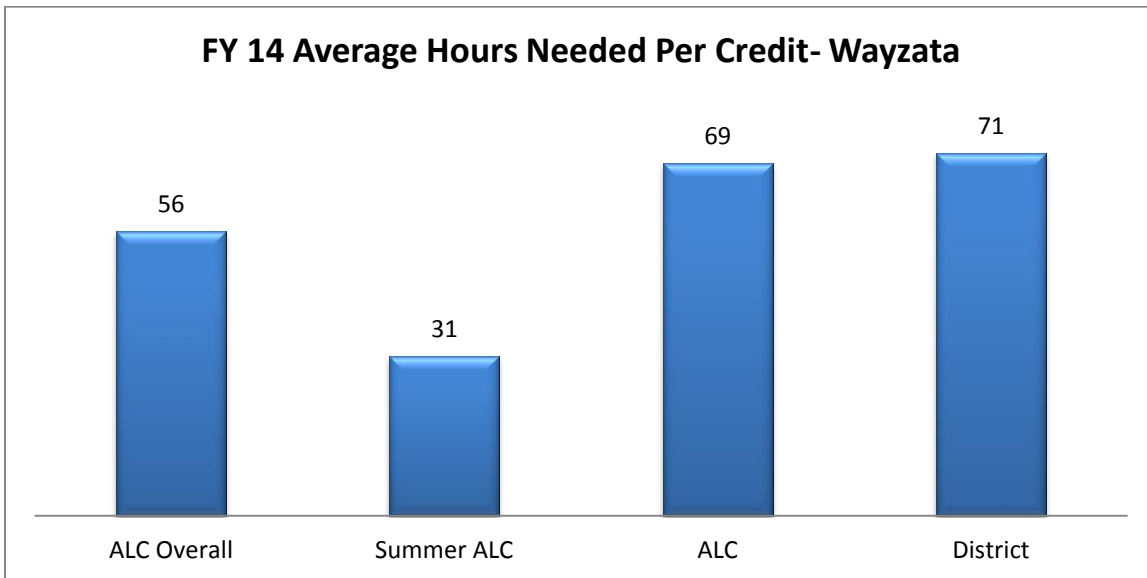
For their summer program, the average length of enrollment was 152 hours. This ranged from 21 hours to 340 hours. There were 219 enrollment records and they generated 12.81 regular ADMs and 17.92 extended ADMs.

#### ***Average number of credits earned for FY 14***

In Wayzata, 60 credits are needed to graduate, or 15 per year. Based on the length of their instructional year of 1,060 hours, 70.75 hours would be needed to earn a credit. For the core school year program, students earned an average of 2.33 credits. This ranged from no credits earned to 15.5 credits earned. On average, students needed 69 hours to complete a credit compared to 71 for a credit in the traditional high school.

For the summer program, students earned an average 2.05 credits. This ranged from no credits earned to 9.5 credits earned. Students needed 31 hours to earn a credit on average.

The following chart shows the average number of hours needed in Wayzata for a one-credit class, the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.



### ***Attendance for FY 14***

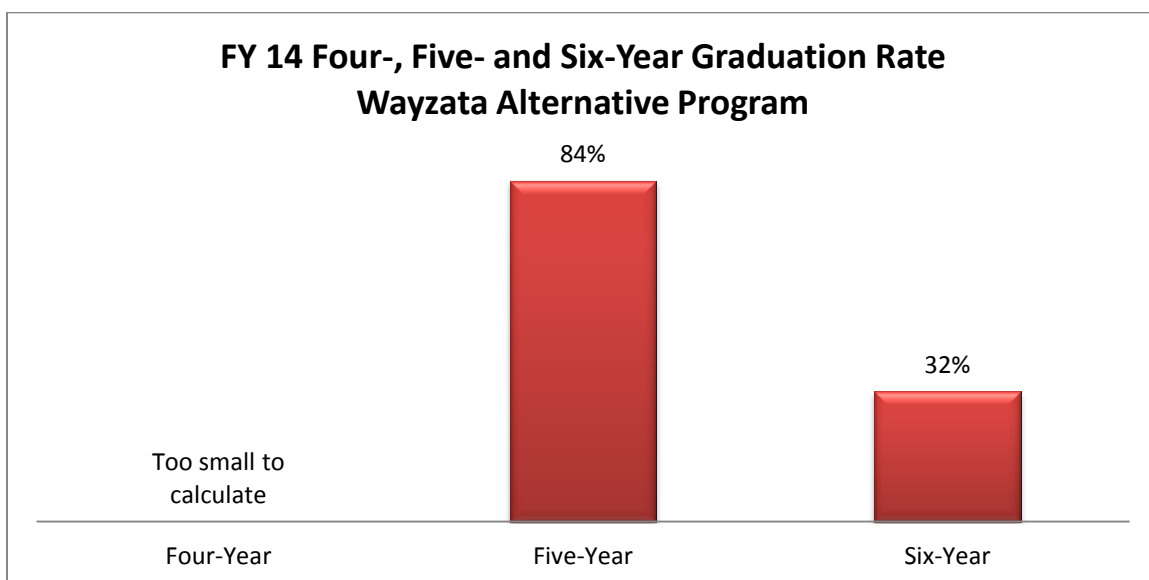
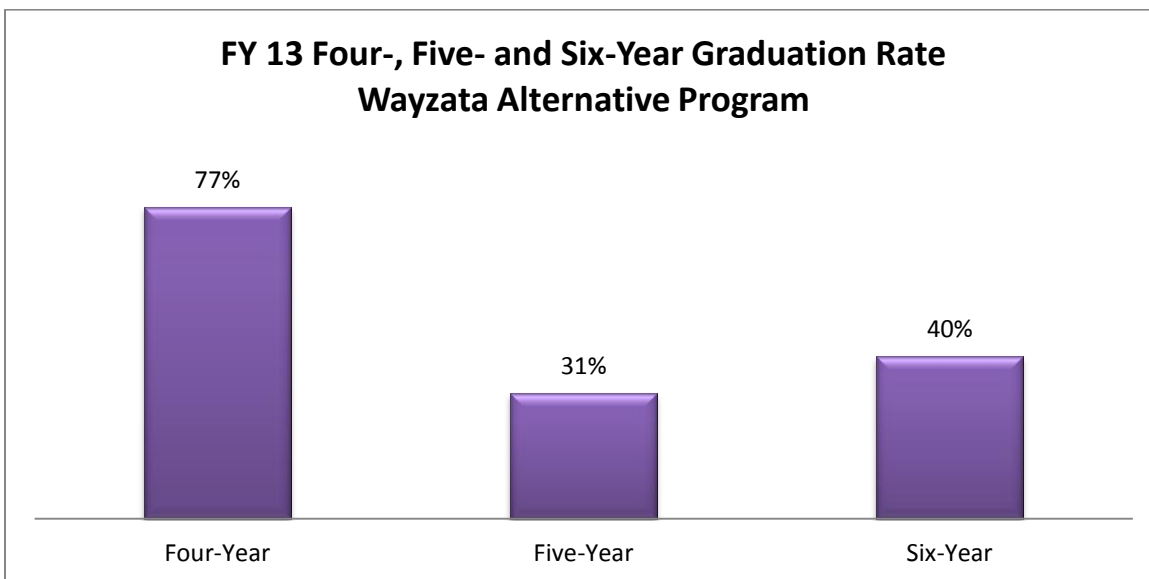
Attendance for the core school year program was 79 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 89 percent, again ranging from 0 to 100 percent.

### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 77 percent. This rose to 84 percent in the FY 14 five-year graduation rate. The cohort size changed from 44 students to 45 students.

The FY 13 five-year graduation rate was 31 percent and it rose just slightly to 32 percent for the FY 14 six-year graduation rate. The cohort size decreased slightly from 35 to 34 students.



The independent study program did not have enough students to calculate a graduation rate.

#### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The alternative program (TAP) received an MMR of 61.93 percent in FY 13. In FY 14, they were one of the few programs to increase their MMR, rising to 65.38 percent.

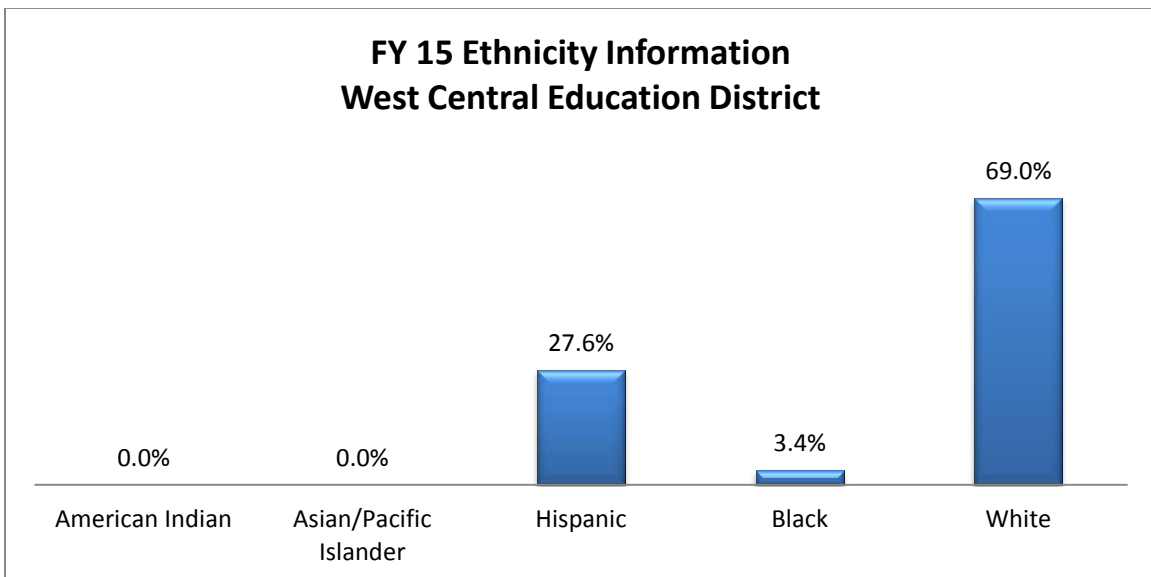
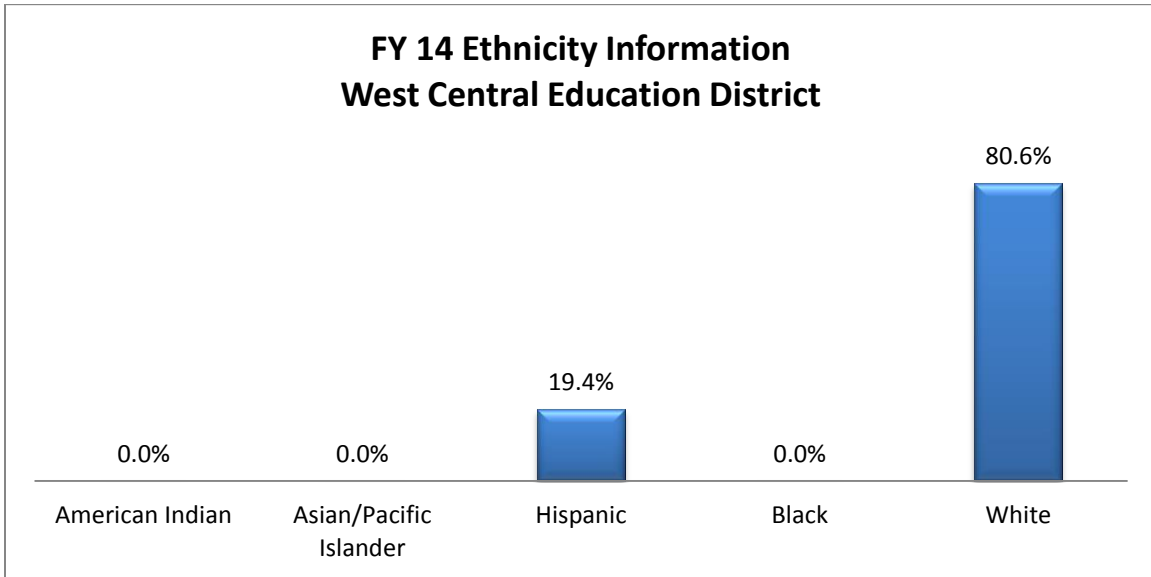
## West Central Education District, 6026-61

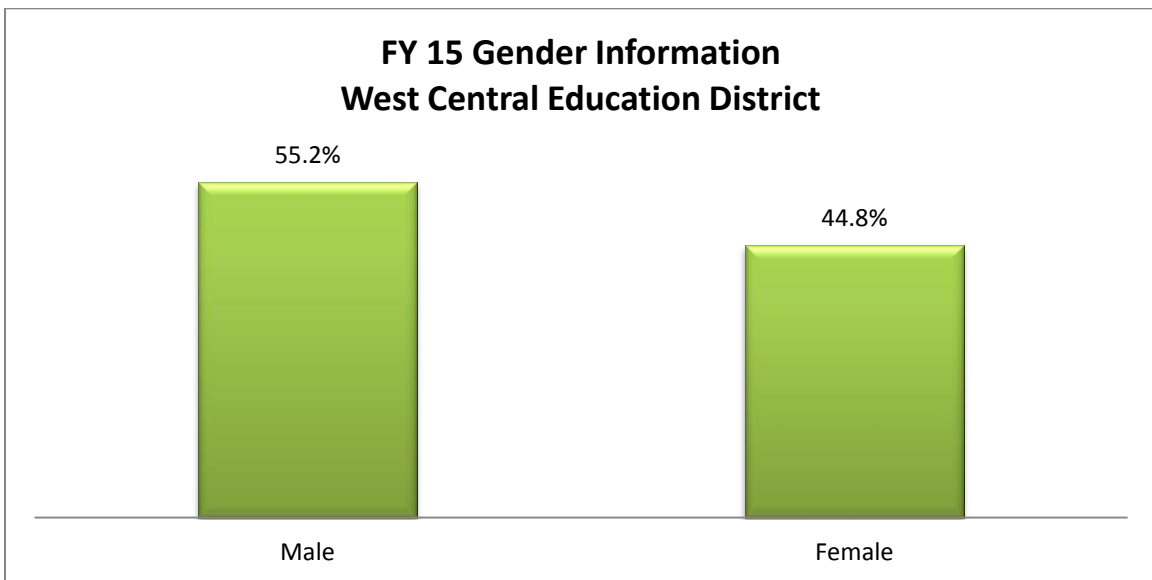
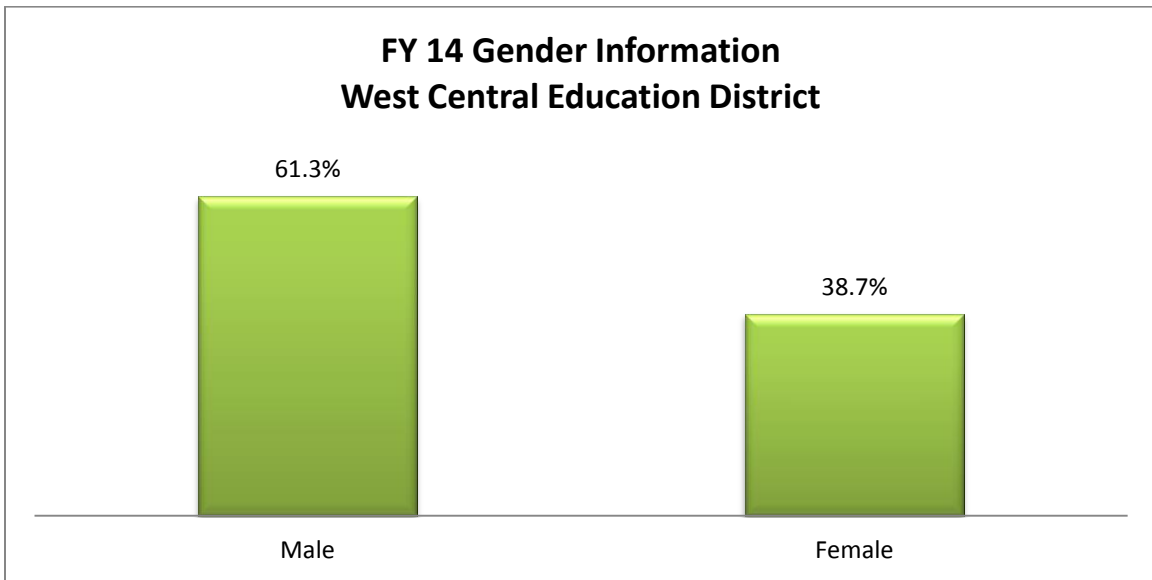
### Program Information

West Central operates an area learning center and a targeted services program.

### Demographics

West Central Education District serves several districts. It is not possible in this report to compare the demographics of their ALC students with the resident district. The following charts are provided for informational purposes.





## Summer Programs

### *Targeted Services*

West Central Education District operates a targeted services program for 15 days for four hours per day. They serve kindergarten through sixth grade. Program planning for the upcoming summer begins in January. They try to match student needs to their programming. They share the information about their summer program by conferences between parents and teachers, sending emails, making phone calls and mailing home letters.

They have a somewhat generic curriculum that does covers multiple grade levels.

Their program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All staff lead integrated activities throughout the day. Their program is able to have at least one licensed classroom teacher for every 12 students. Their evaluation



department uses the results of standardized testing during the core school year to help determine the effectiveness of their program.

**ALC Summer Term (secondary students)**

No information was provided.

**Core School Year Programs (Intervention and Prevention Strategies)**

West Central serves as one of the intervention strategies for the districts it serves.

**Average length of enrollment for FY 14**

Students in the core school year program had average enrollment of approximately 327 hours. This ranged from six hours to 1,074 hours. They generated 30.21 regular ADMs and 1.28 extended ADMs.

In the summer program, the average enrollment was 75 hours, with enrollment ranging from six hours to 180. They generated 1.53 regular ADMs and 3.7 extended ADMs.

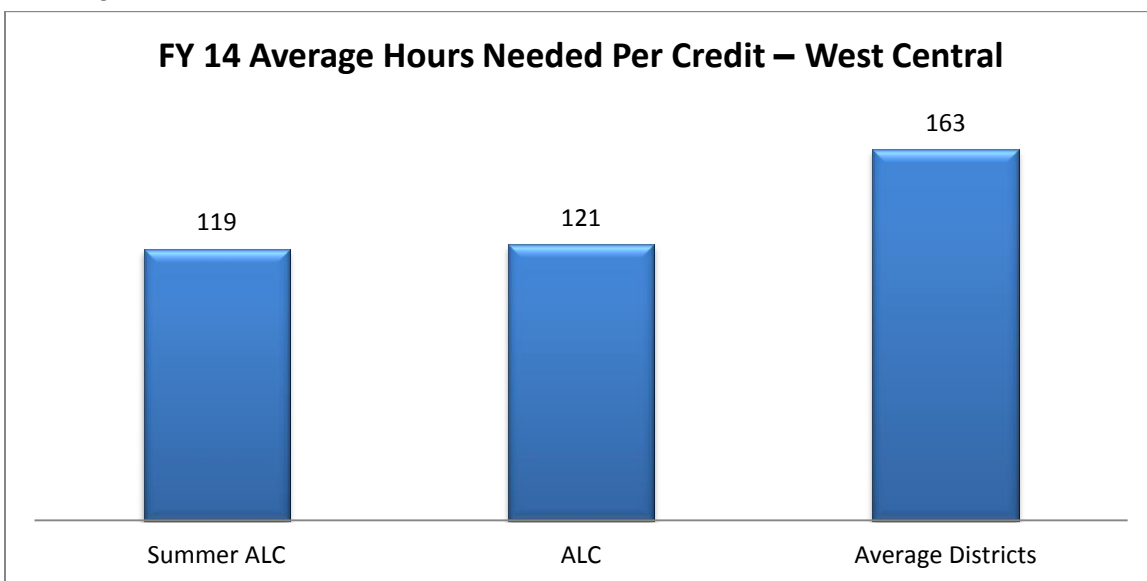
**Average number of credits earned for FY 14**

In the core school year program, students earned an average of 2.7 credits. This ranged from no credits earned to nine credits earned. It took an average of 121 hours to earn a credit.

In the summer program, students earned an average of 0.63 credits. This ranged from no credits earned to 1.5 credits earned. It took students an average of 119 hours to earn a credit.

In comparing the hours needed to earn a credit in the traditional high school, it was somewhat of a challenge. Because West Central serves so many districts and because they are honoring the graduation requirements of the sending districts, not only are the credits needed to graduate different but so are the yearly instructional hours. So they used the minimum number of instruction hours, 1,020, as the divisor and determined, based on that, how many hours were needed in each district and then took the average of that. So their estimate of the average number of hours needed to earn a credit in the districts served is 163 hours.

The following chart shows this.



**Attendance for FY 14**

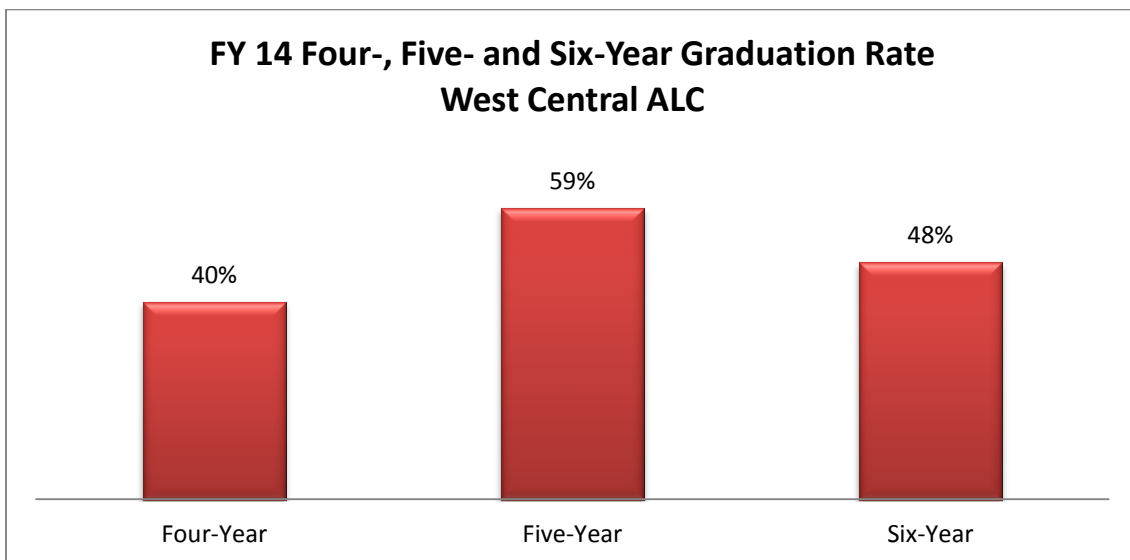
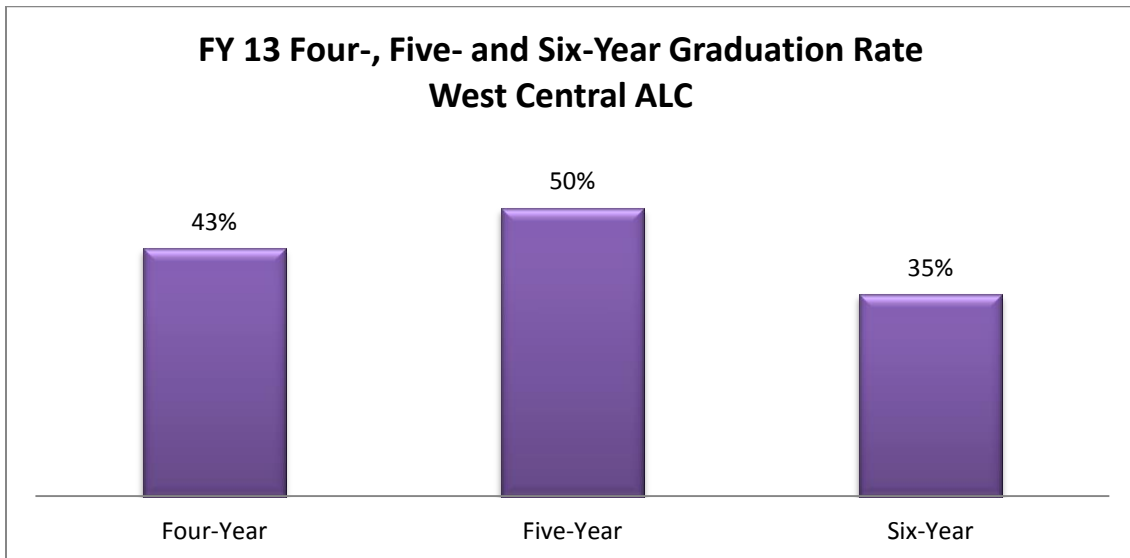
The average attendance reported for both the school year and for the summer programs was 100 percent.

**Graduation Data**

One year’s four-year graduation rate is compared to the following year’s five-year graduation rate. The five-year graduation rate would be compared to the following year’s six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 43 percent. This rose to 59 percent in the FY 14 five-year graduation rate. The cohort size changed from 23 students to 22 students.

The FY 13 five-year graduation rate was 50 percent and it fell to 48 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 26 to 25 students.



## West St. Paul-Mendota Heights-Eagan, 0197-01

### Program Information

West Saint Paul-Mendota Heights-Eagan operates an alternative learning program.

### Demographics

There is no demographic information available due to the size of the program.

### Summer Programs

#### ***ALP Summer Term***

West St. Paul-Mendota Heights-Eagan operates a seat-based program and an EL program. They also offer a transition to ninth grade program. Their program operates for 21 days for 6.25 hours a day.

Students are referred by the high school counselors who identify students as being behind in their graduation requirements. Teachers also refer students who have not passed their classes and the district reaches out to students who are entering the ninth grade that they feel would benefit from a program introducing them to high school. They also invite students who are designated as EL learners.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, U.S. History, English 9, 10, 11 and 12, PE, and Health. They offer Biology, Earth Science, English Learner credit, and some elective credits.

They find the area of greatest need for the students they serve to be reading help, followed by math classes such as Algebra and Geometry. This is followed by Physical Education classes.

### **Core School Year Programs (Intervention and Prevention Strategies)**

When a student leaves school, there are several things a district could choose to do. West St. Paul-Mendota Heights-Eagan Area Schools responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*
- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, West St. Paul-Mendota Heights-Eagan Area Schools was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation.

- PBIS: We will be implementing this in our district.
- Pupil study teams: We are in the process of fully implementing this in our district.
- Response to Intervention: We are in the process of fully implementing this in our district.

- Minnesota Early Intervention Response System: We will be implementing this in our district.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is determined on a case-by-case basis and is provided for students that need it.
- Cooperative learning: We will be implementing this in our district.
- Social work on regular basis: *I do not know.*
- Counselor intervention: We are in the process of fully implementing this in our district.
- Mental health services: We are in the process of fully implementing this in our district.
- Mentors: We are not doing this in our district.

West St. Paul-Mendota Heights-Eagan Area Schools believes that the percent of students enrolled in their ALP whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is less than 25 percent.

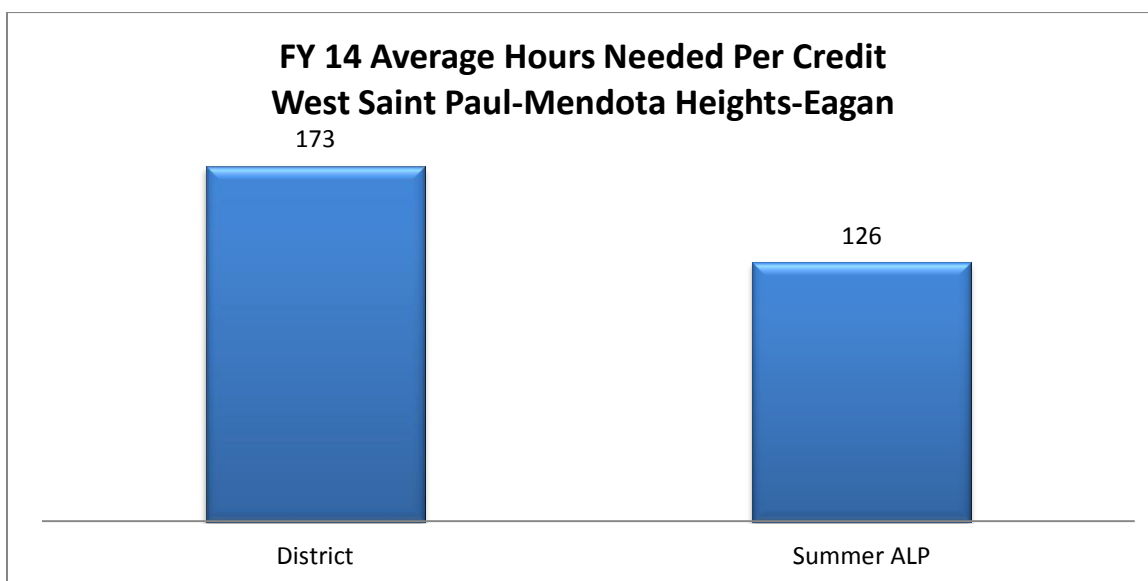
**Average length of enrollment for FY 14**

For their summer program, the average length of enrollment was 80 hours. This ranged from 10 hours to 127 hours. There were 289 enrollment records and they generated 4.72 regular ADMs and 12.84 extended ADMs.

**Average number of credits earned for FY 14**

For the summer program, students earned an average of 0.63 credits. This ranged from no credits earned to five credits earned. Students needed 126 hours to earn a credit on average.

The following chart shows the average number of hours needed in West St. Paul-Mendota Heights-Eagan schools for a one-credit class (23 credits to graduate, 5.75 credits a year, core school year program of 995 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC. Note: this core school year is less than the minimum required of 1,020 hours. For seniors, the core school year is reported as 971 hours.



***Attendance for FY 14***

Attendance for the summer program was 90 percent. This ranged from 0 to 100 percent.

**Graduation Data**

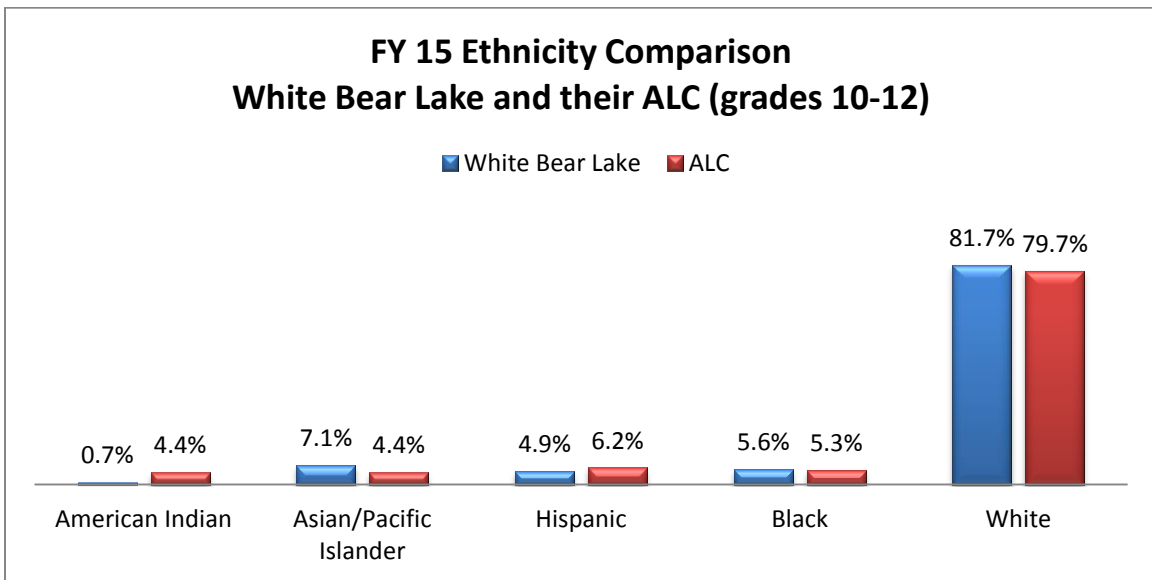
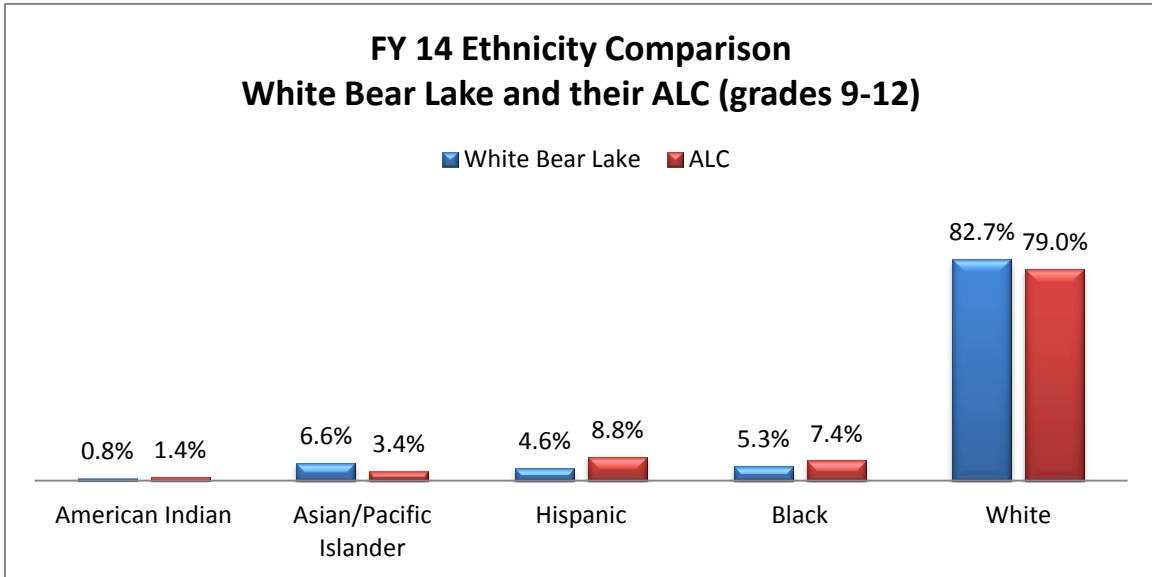
The cohort size is too small to calculate a graduation rate.

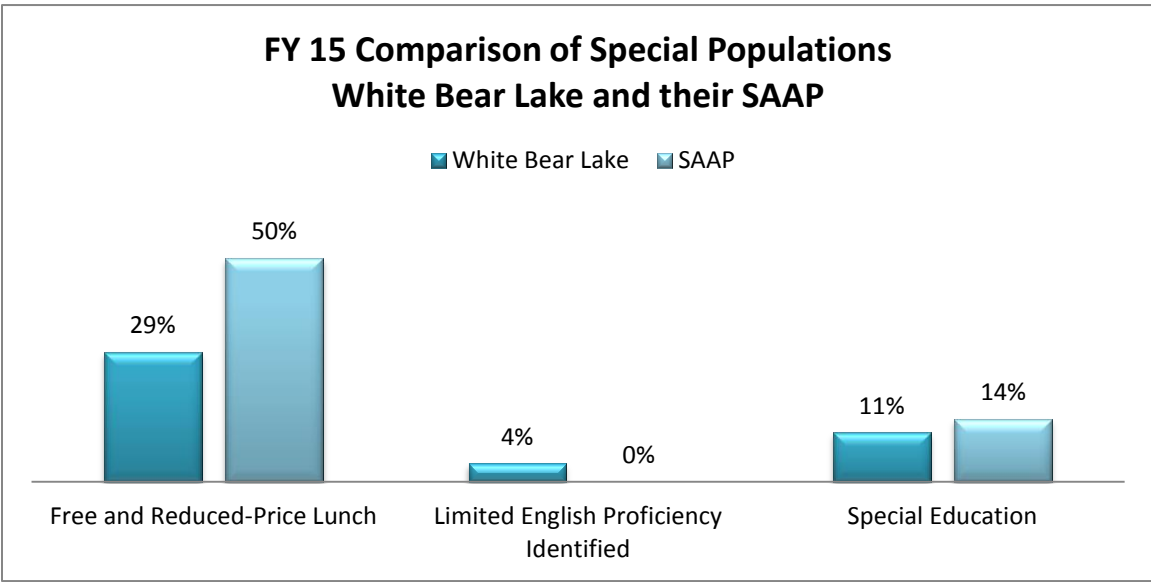
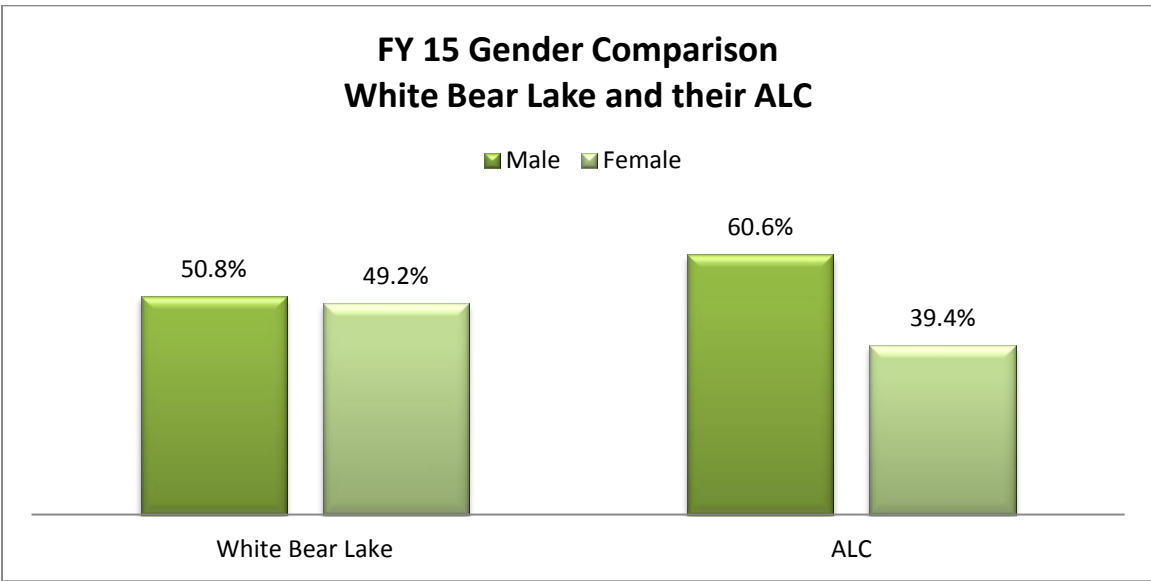
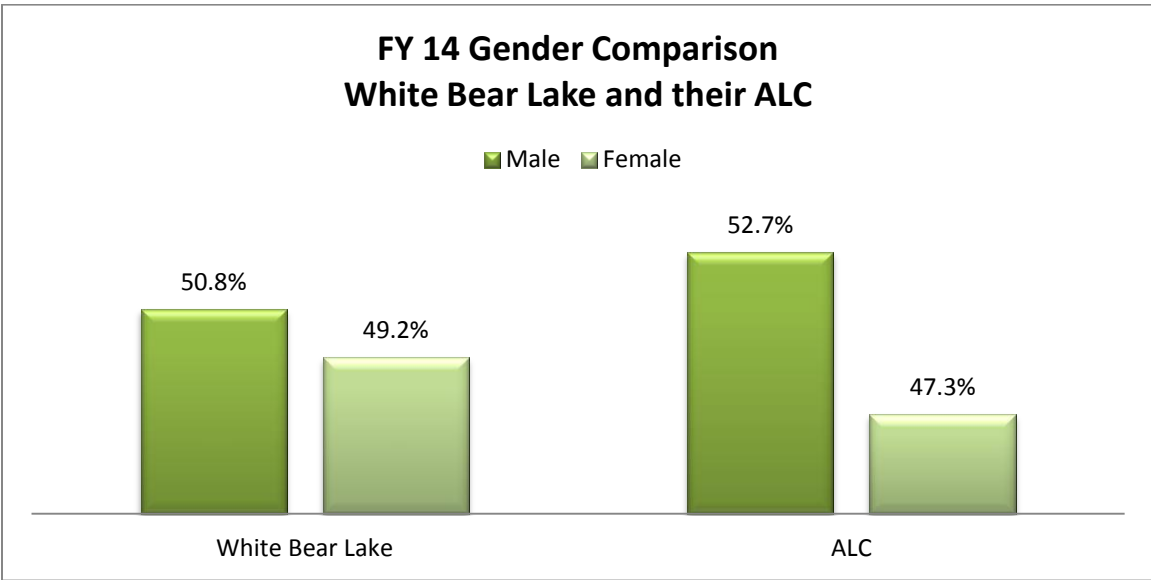
# White Bear Lake School District, 0624-01

## Program Information

White Bear Lake operates several area learning centers and serves grades six through 12. They also operate a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

No information was received on their summer program.

### ***ALC Summer Term (secondary students)***

White Bear Lake operates a seat-based program. The program operates in the month of June, five days a week for 6.5 hours per day. Students come to the program when counselors review their graduation requirements and see that they are behind.

White Bear Lake does not think of students that are at-risk or off-track as separate groups, so they treat all students the same way.

White Bear Lake offers credits in a variety of subjects including Algebra I and II, Geometry, English 9, 10, 11 and 12, Health, Physics, World History, and Government classes.

They see their students' greatest area of need as English classes, followed by math classes such as Algebra, and then support in an area such as chemical dependency or mental health service.

### **Core School Year Programs (Intervention and Prevention Strategies)**

White Bear Lake Schools is providing an educational program at the high school and middle school levels and operates their program year round. It is open to a specific qualifying factor of being below grade level in math and/or reading. They feel the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1, is less than 25 percent.

White Bear Lake Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are. They reported that are not currently using any of the three strategies that they were asked about:

- Personally contacting each student who leaves their district in order to offer them other education options
- Sending information to the families of students who have left about other options
- Outreach programs to students who have left school

White Bear Lake Schools was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students who need it.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is in the process of being fully implemented in our district.
- Minnesota Early Intervention Response System: This is in the process of being fully implemented in our district.
- After school programs: This is fully implemented in our district.



- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in in our district.

**Average length of enrollment for FY 14**

In the core school year program, the average length of enrollment was 431 hours. This ranged from only one hour to 1,972 hours. There were 334 enrollment records and they generated 130.28 regular ADMs and 6.68 extended ADMS.

For their summer program, the average length of enrollment was 152 hours. This ranged from 21 hours to 340 hours. There were 219 enrollment records and they generated 12.81 regular ADMs and 17.92 extended ADMs.

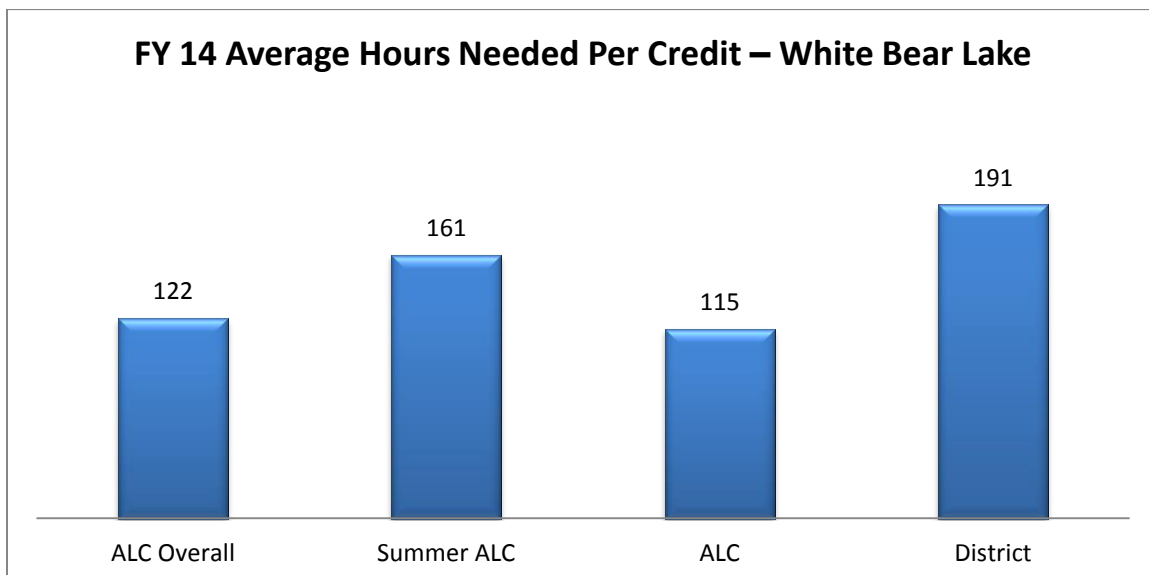
It should be noted that White Bear Lake has submitted a core instructional year length of 1,014 hours for one of their programs, the area learning center.

**Average number of credits earned for FY 14**

For the core school year program, students earned an average of 3.74 credits. This ranged from no credits earned to 13.29 credits earned. On average, students needed 115 hours to complete a credit compared to 191 for a credit in the traditional high school.

For the summer program, students earned an average 0.95 credits. This ranged from 0.125 credits earned to 2.34 credits earned. Students needed 160.5 hours to earn a credit on average.

The following chart shows the average number of hours needed in White Bear Lake for a one-credit class (22 credits to graduate, 5.5 credits a year, core school year program of 1,050 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.



**Attendance for FY 14**

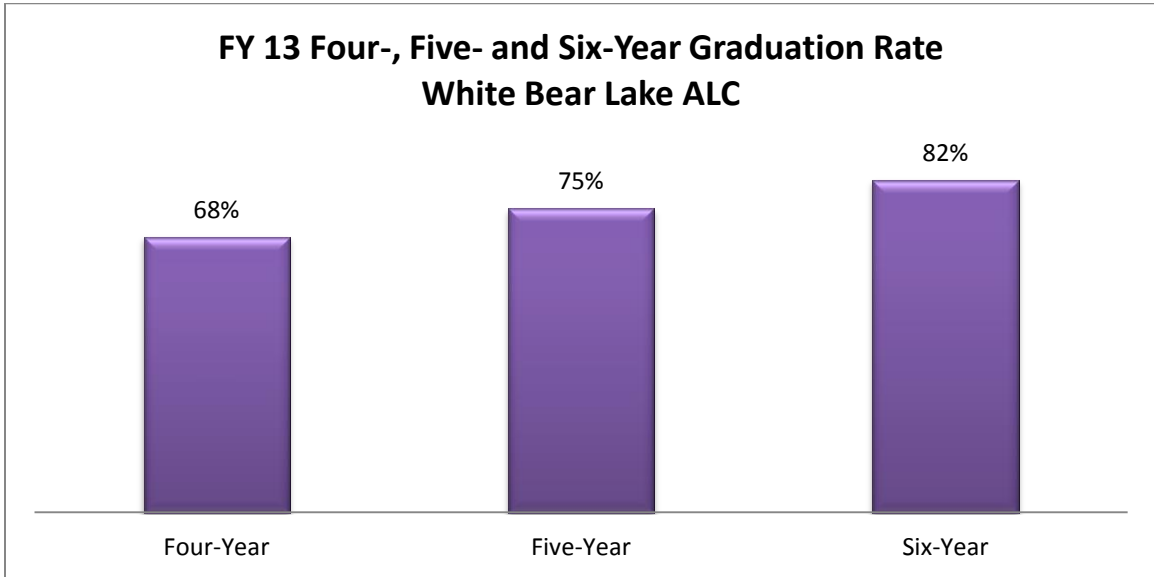
Attendance for the core school year program was 74 percent. This ranged from 0 to 100 percent. Average attendance for the summer program was reported as 100 percent.

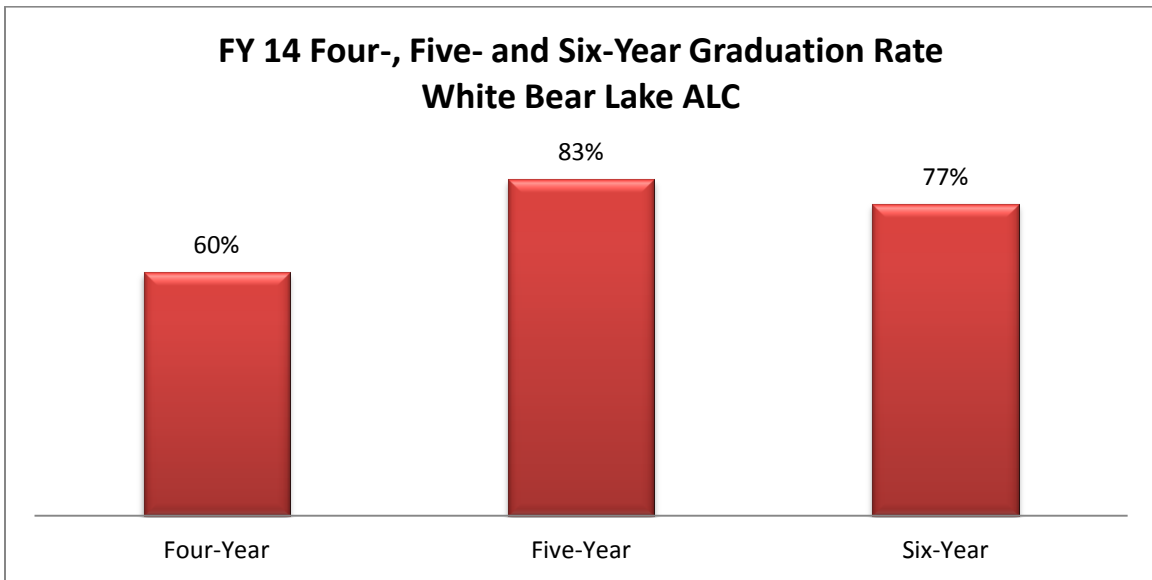
**Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school.

The FY 13 four-year graduation rate was 68 percent. This rose to 83 percent in the FY 14 five-year graduation rate. The cohort size changed from 108 students to 112 students.

The FY 13 five-year graduation rate was 75 percent and rose slightly to 77 percent for the FY 14 six-year graduation rate. The cohort size increased from 71 to 76 students.





### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

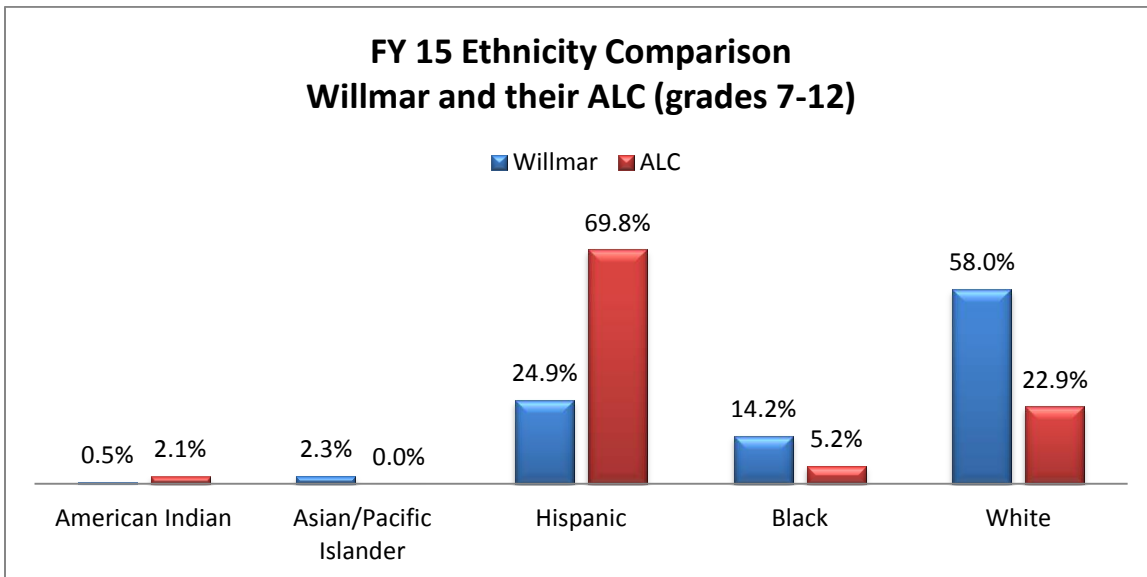
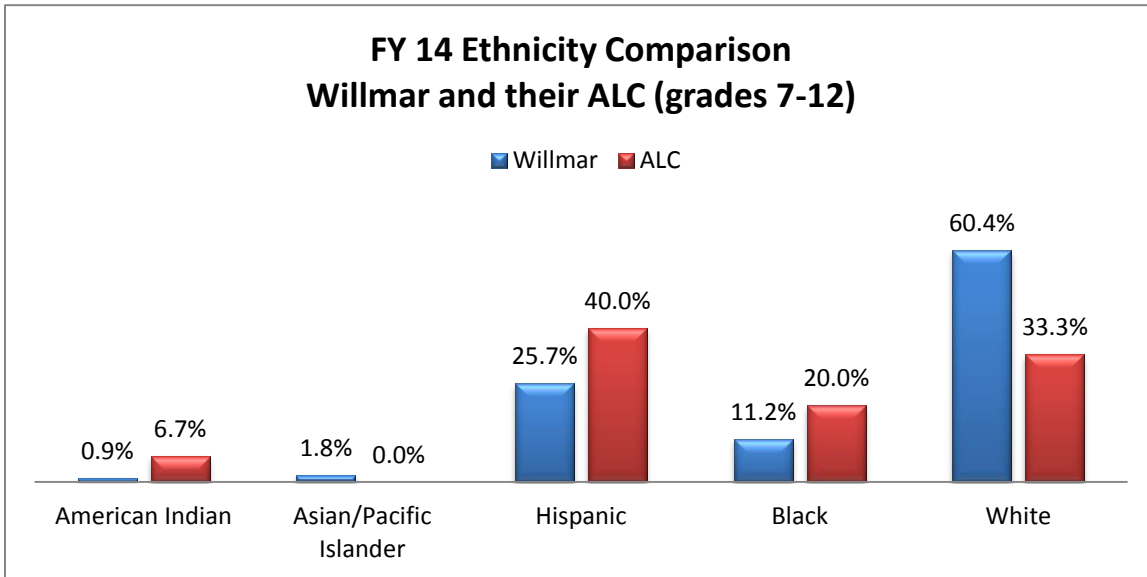
The White Bear Area Learning Center received an MMR score of 72.99 percent in FY 13. In FY 14, this had fallen to 59.87 percent.

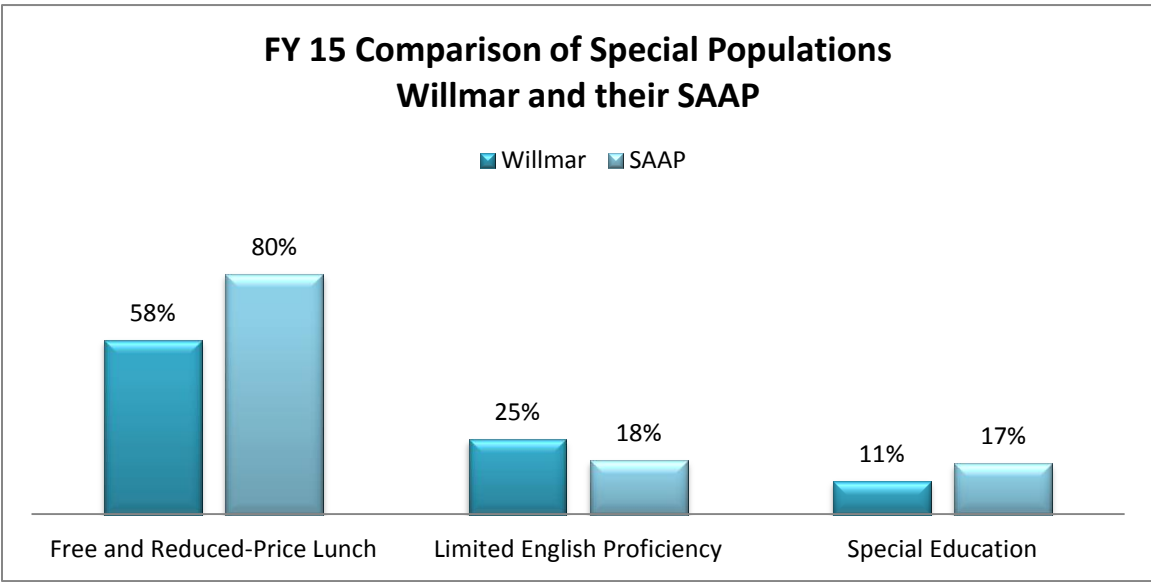
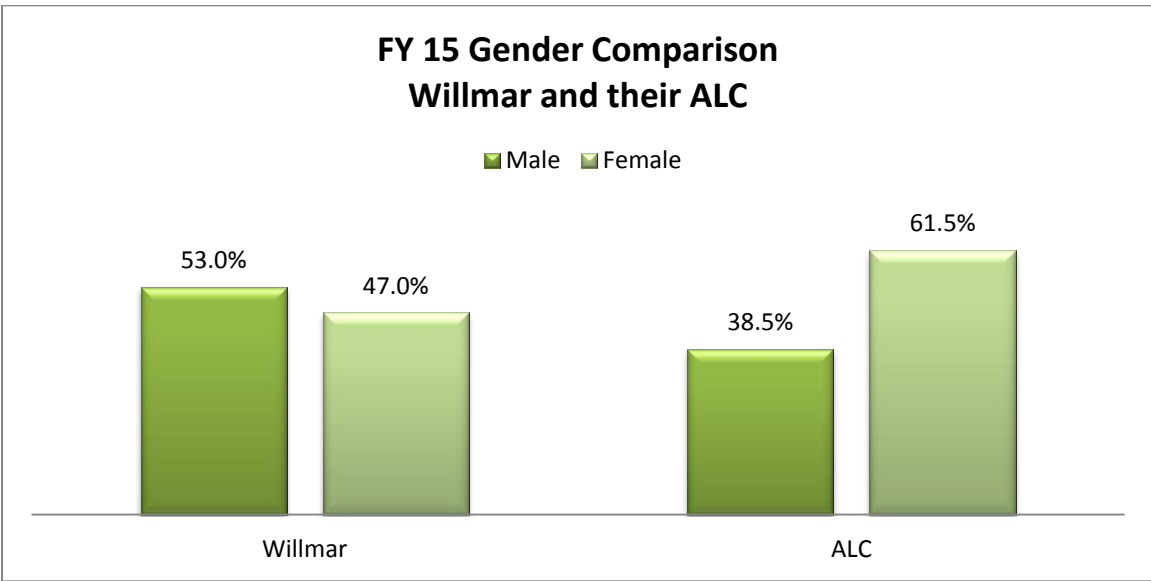
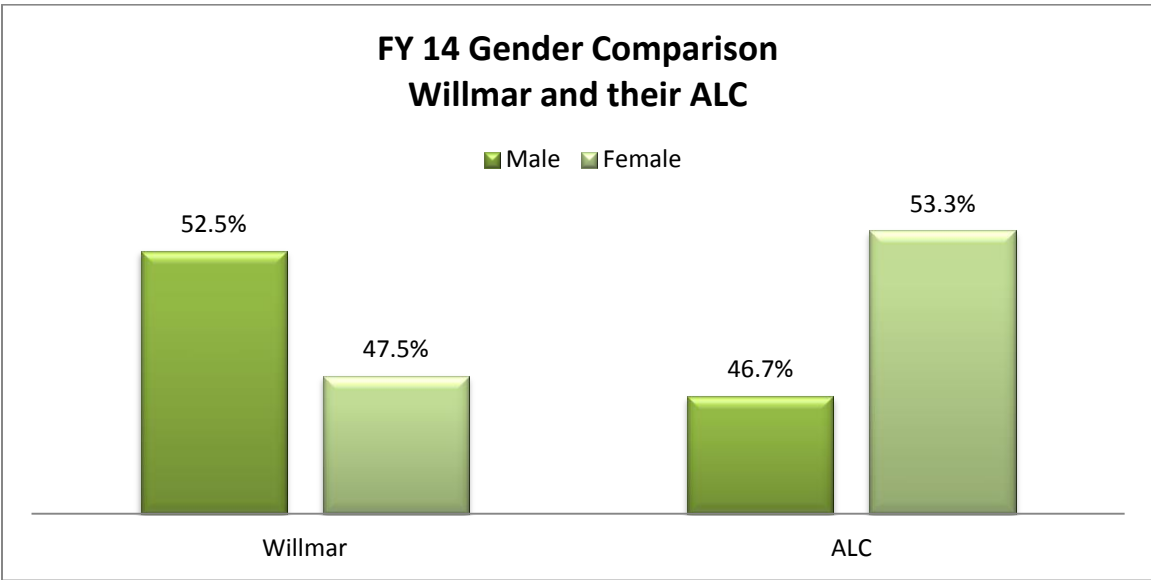
# Willmar Public School District, 0347-01

## Program Information

Willmar operates an area learning center and a targeted services program.

## Demographics





## **Summer Programs**

### ***Targeted Services***

Willmar Public Schools operates a targeted services program for 14 days for four hours per day. They serve kindergarten through eighth grade. Program planning for the following summer begins in the fall. They try to match student needs to their programming. They share the information on their summer program with families during fall conferences.

The curriculum and supporting activities are intentionally linked to grade level academic and social skills expectations but their program is not long enough for them to devote enough time to any particular area in order to fully master it. Their program schedule and activities show some integration of strategies to promote academic and social/emotional growth. Some, but not all, staff are involved in both areas. Their program is able to have at least one licensed classroom teacher for every 15 students. Their program has an overall student to staff ratio of no more than 12 to one. They use teacher feedback to help determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Willmar operates for three weeks and has sessions two days a week for three hours per day. There are two types. One is a blended model of seat-based time and independent study programming. The other is a seat-based program.

Students are referred both by their teachers if they do not pass a class and by the high school counselors who identify students as being behind in their graduation requirements. They also serve students who walk-in and want to take a class.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer, from Algebra I and II to U.S. History to all levels of English. They offer Biology, Physics and Earth Science.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry. This is followed by English classes, then reading help, then support in other areas such as mental health and/or chemical dependency.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Willmar Public Schools provides programming at both the high school and middle school levels. They have programs that are open to a variety of qualifying factors and they have some that are specific to a certain one. Students enroll in the ALCs through a referral process and must meet the at-risk criteria. They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is less than 25 percent.

When a student leaves school, there are several things a district could choose to do. Willmar responded to the following three possibilities:

- We personally contact each student who leaves our district in order to offer them other education options: *We do not use this strategy.*

- We send information to the families of students who have left about other options: *We do not use this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

In terms of prevention and intervention strategies for at-risk and off-track students, Willmar was given a list of possible strategies and asked if they implemented them and, if so, the level of implementation. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is determined on a case-by-case basis and is provided for students who need it.
- Pupil study teams: This is in process of being fully implemented.
- Response to Intervention: We are not using this strategy.
- Minnesota Early Intervention Response System: We are not using this strategy.
- After school programs: This is fully implemented in our district.
- Summer programs: No response.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is in process of being fully implemented in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented.
- Mental health services: This is fully implemented in our district.
- Mentors: We are planning on implementing this strategy.

#### ***Average length of enrollment for FY 14***

In the core school year program, the average length of enrollment was 326 hours. This ranged from one hour to 1,026 hours. There were 205 enrollment records and they generated 70.91 regular ADMs and 4.38 extended ADMS.

For their summer program, the average length of enrollment was 37 hours. This ranged from three hours to 90 hours. There were 55 enrollment records and they generated 1.37 regular ADMs and 0.45 extended ADMs.

#### ***Average number of credits earned for FY 14***

Because credits earned were submitted overall for students with multiple enrollment records, it is not possible to determine what credits were earned in the summer program and what credits were earned in the core school year. These will be looked at as credits earned across both programs.

Willmar requires 58 credits to graduate or 14.5 credits a year. Their core school year is 1,024 instructional hours. This means that a student would be anticipated to need 71 hours to complete a one-credit class.

For the ALC program overall, students earned an average of 7.32 credits. This ranged from no credits earned to 16 credits earned. On average, students needed 29 hours to complete a credit compared to 71 for a credit in the traditional high school.

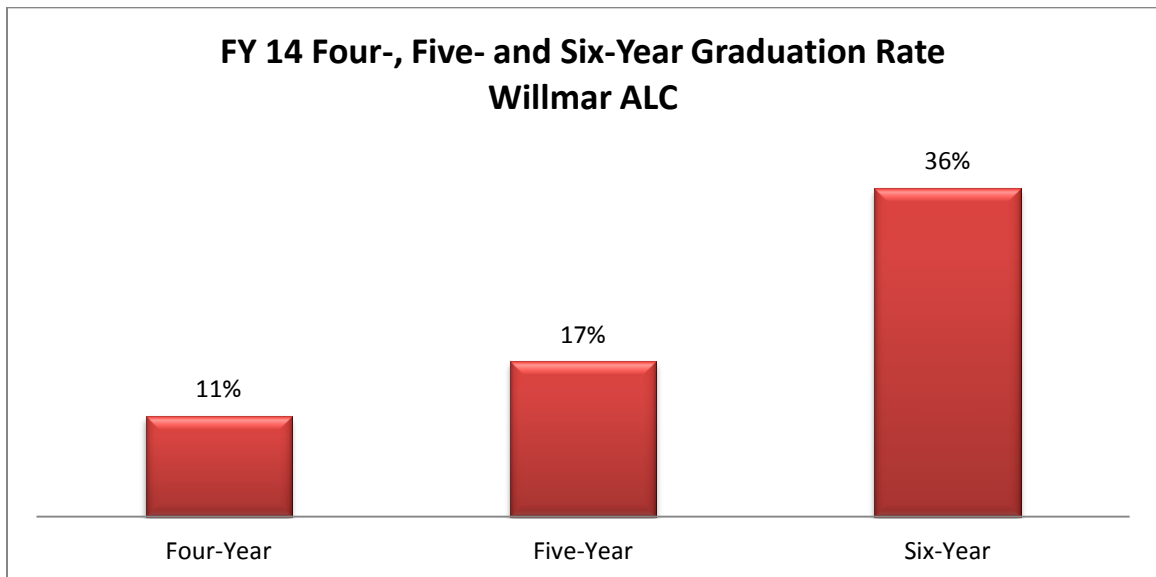
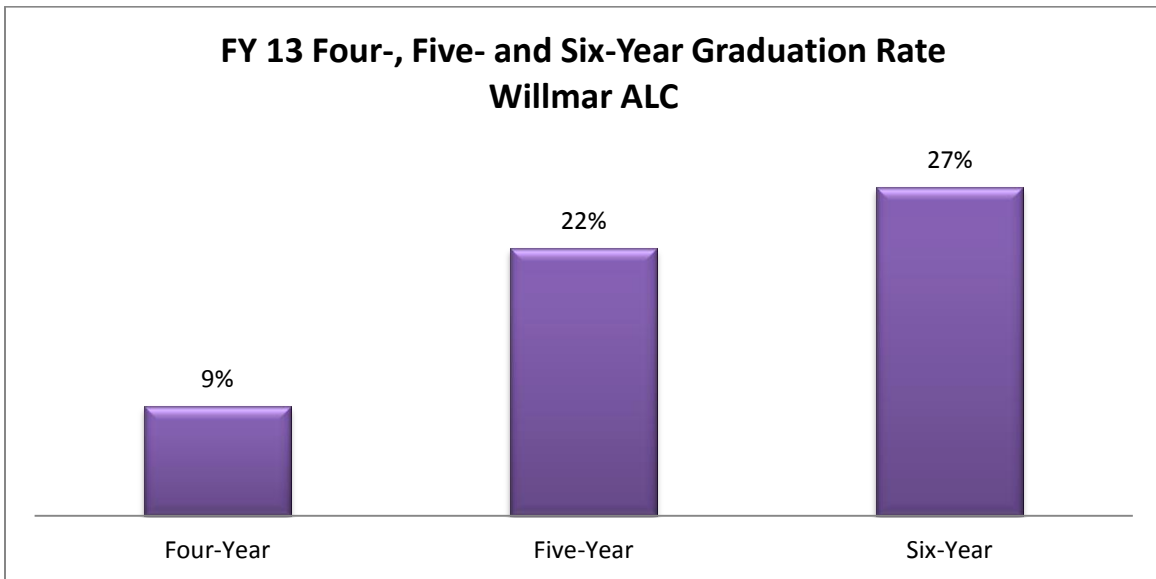
#### ***Attendance for FY 14***

Attendance for the core school year program was 59 percent. Average attendance for the summer program was reported as 30 percent.

## Graduation Data

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school. The FY 13 four-year graduation rate was just over nine percent. This rose to 17 percent in the FY 14 five-year graduation rate. The cohort size changed from 44 students to 48 students.

The FY 13 five-year graduation rate was 22 percent and rose slightly to 36 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 49 to 50 students.



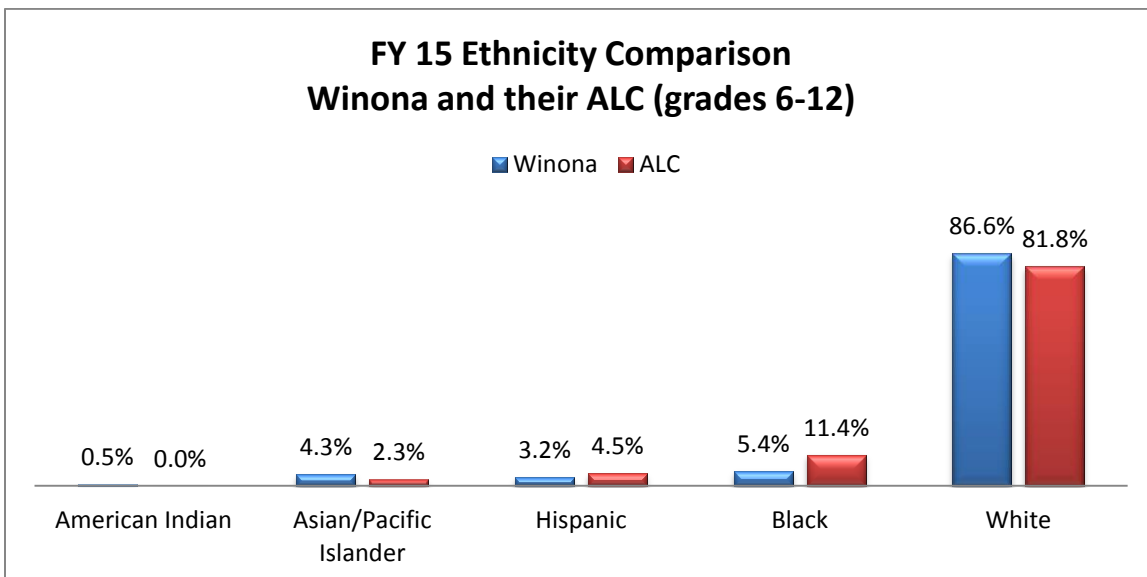
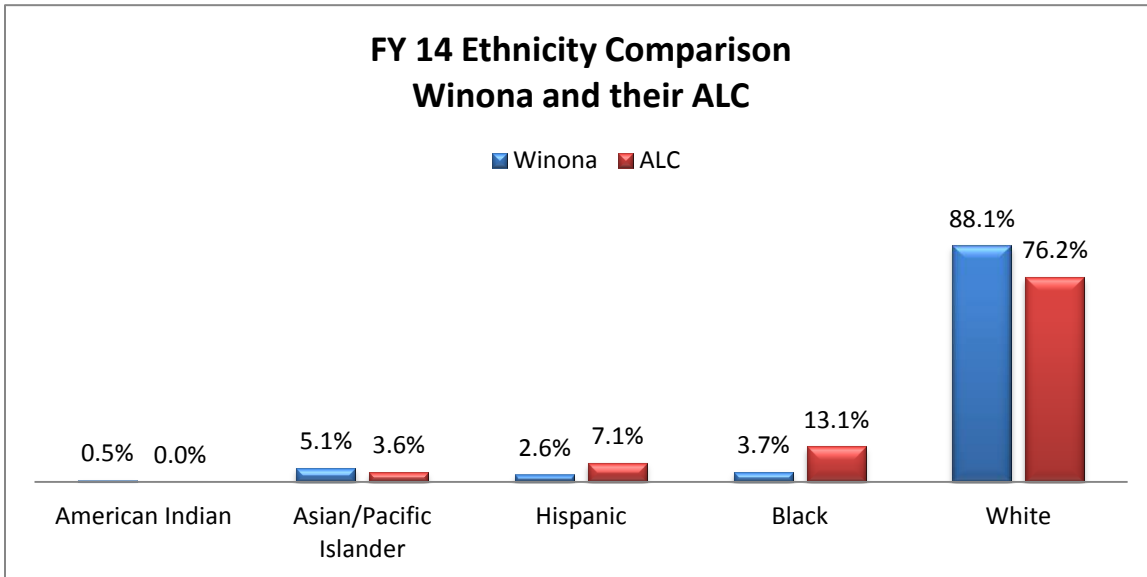


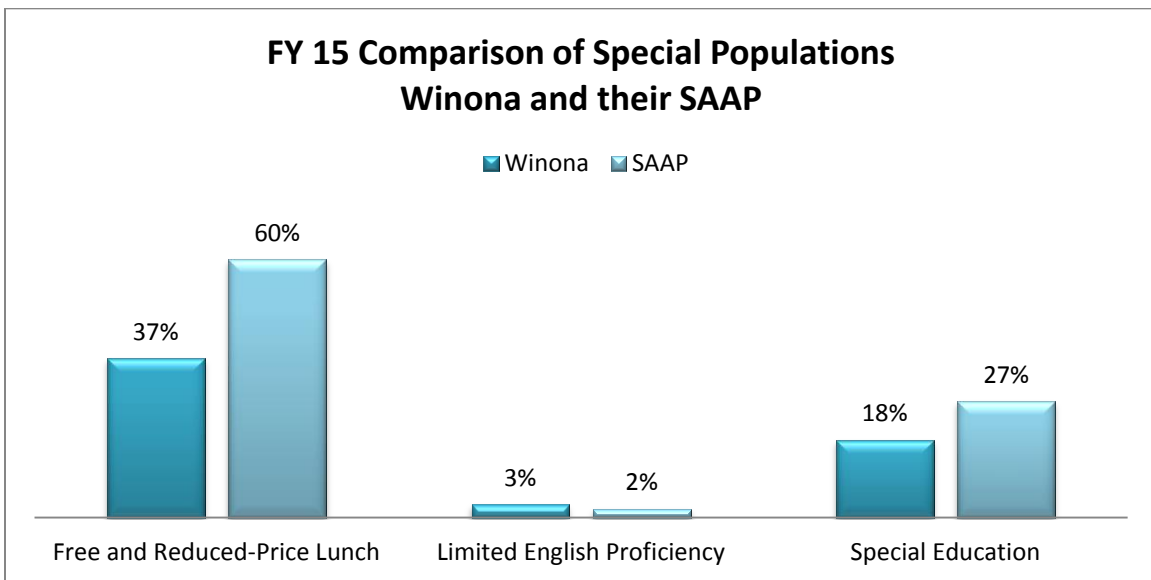
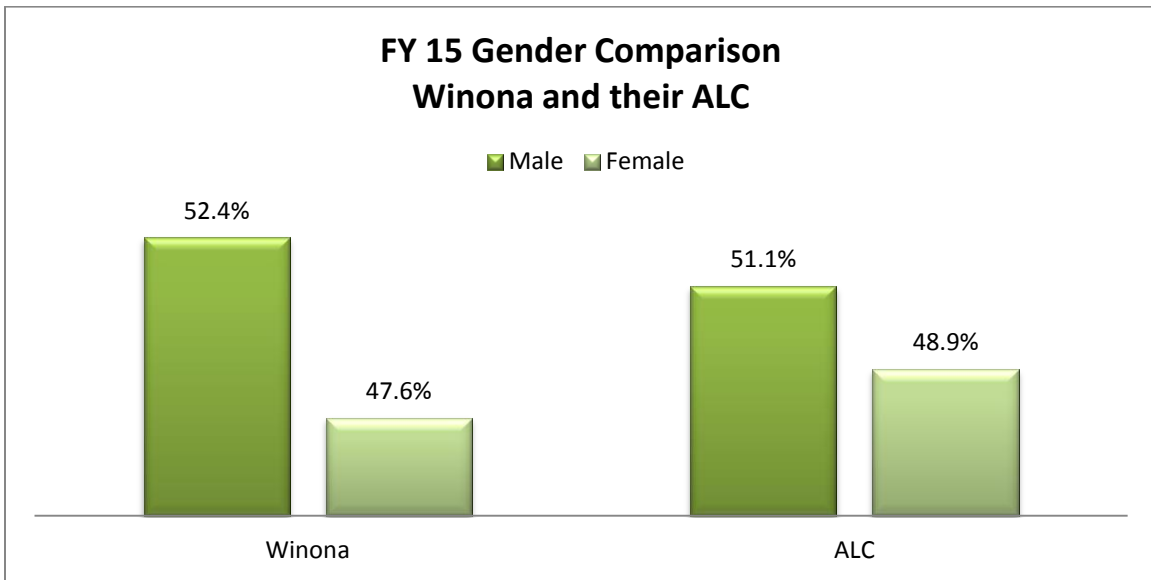
# Winona Area Public School District, 0861-01

## Program Information

Winona operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### ***ALC Summer Term (secondary students)***

During the ALC summer term, Winona operated a blended seat time and independent study program. They had 140 students entered on 150 enrollment records (some students dropped and re-enrolled). These students had an average attendance rate of 66 percent, with attendance ranging from 0 to 100 percent. Students earned an average of 1.12 credits; with the range begin from 0 credits to four credits. It took an average of nearly 87 hours to earn a credit. Forty-four of their students did not earn any credits.

Winona had several ways that students came to their program: teachers would recommend students who had not passed their classes, counselors would review graduation requirements and refer students who were not on track, and students also registered themselves- either in advance or by showing up the first day.

Winona does not differentiate between at-risk and off-track students so the process for both groups is the same.

Winona offered a wide variety of classes, including Biology, Chemistry, Physical Education, Algebra I and II, all levels of English, and Art. The greatest area of need they identified for their students is English classes, followed by reading and math classes, then support in areas of mental health and/or chemical dependency.

The summer program was 145 hours in length.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Winona Area Public Schools provides programming at both the high school and middle school levels. Winona operates their program year round and their program is open to a variety of qualifying factors. Students are either referred from their current school setting or enroll directly with them. They feel the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 percent and 50 percent.

Winona Area Public Schools was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We have minimal success with this strategy.*
- We send information to the families of students who have left about other options: *We have minimal success with this strategy.*
- We have regular outreach programs to students who have left school: *We do not use this strategy.*

They were also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: This is fully implemented in our district.
- Pupil study teams: This is fully implemented in our district.
- Response to Intervention: This is fully implemented in our district.
- Minnesota Early Intervention Response System: This is fully implemented in our district.
- After school programs: We are not doing this in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: We are not doing this in our district.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: We are not doing this in our district.

**Average length of enrollment for FY 14**

In the core school year program, the average length of enrollment was just under 237 hours. This ranged from only one hour to 1,270 hours. There were 205 enrollment records and they generated 72.87 regular ADMs and 5.88 extended ADMS.

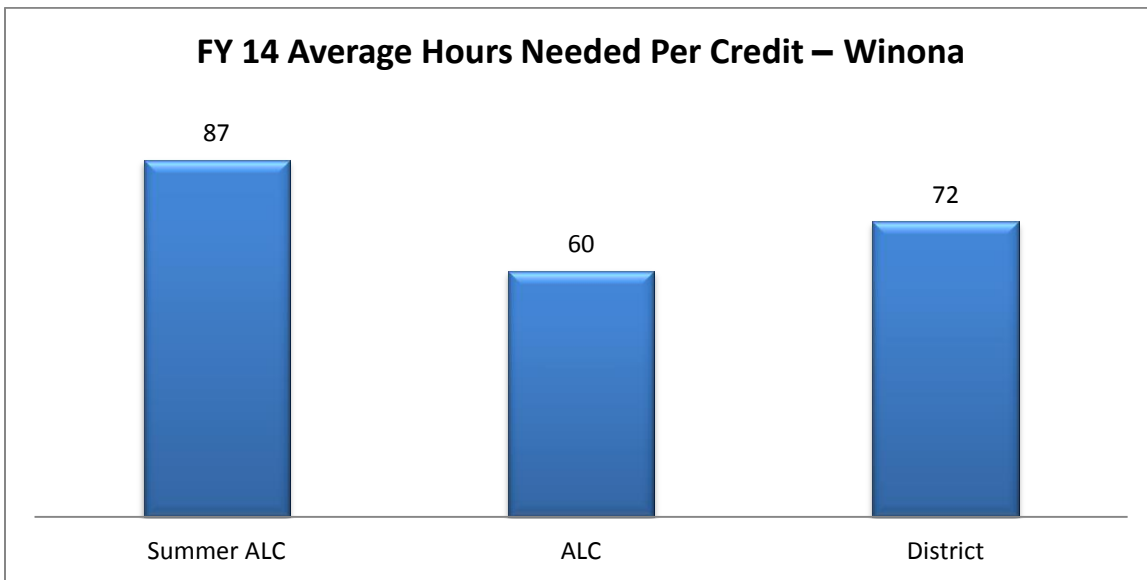
For their summer program, the average length of enrollment was 64 hours. This ranged from 12 hours to 145 hours. There were 150 enrollment records and they generated 6.57 regular ADMs and 6.38 extended ADMs.

**Average number of credits earned for FY 14**

For the core school year program, students earned an average of 6.7 credits. This ranged from no credits earned to 21.8 credits earned. On average, students needed 60 hours to complete a credit but there was an extremely high range of hours needed, with some credits or partial credits being earned in what would have been 0.07 of an hour for a full credit and some credits needing 695 hours.

The following chart shows the average number of hours needed in Winona for a one-credit class (56 credits to graduate, 14 credits a year, core school year program of 1,005.55 instructional hours), the average hours needed for one credit in the ALC program overall, the summer Credit Recovery program and the school year ALC.

We should note the Winona school year is less than the required minimum of 1,020 and that Winona has submitted a core instructional year length of 997 hours for the Area Learning Center.



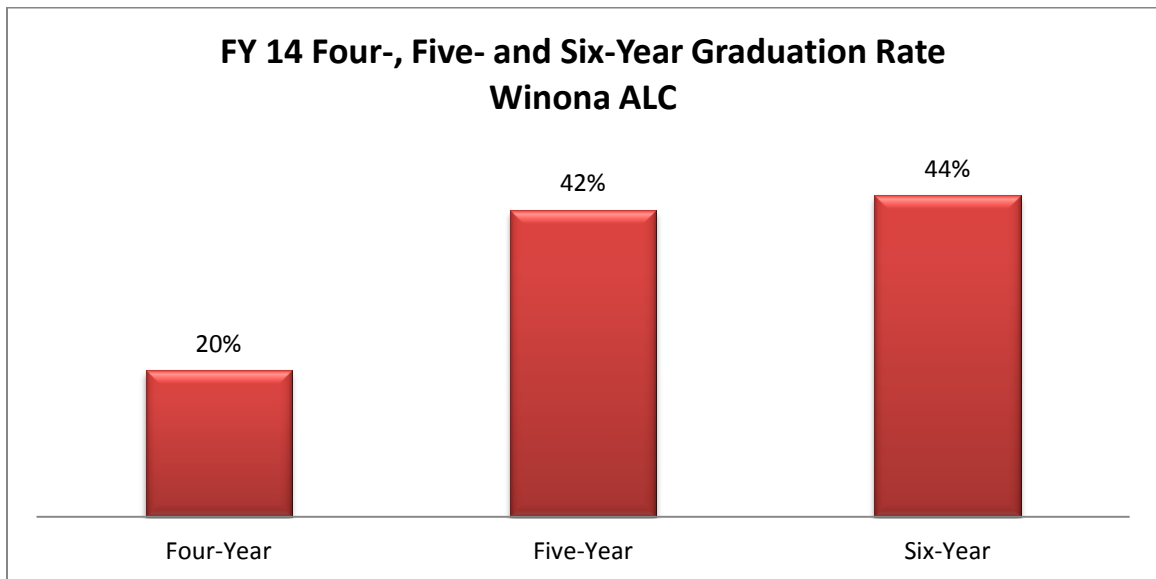
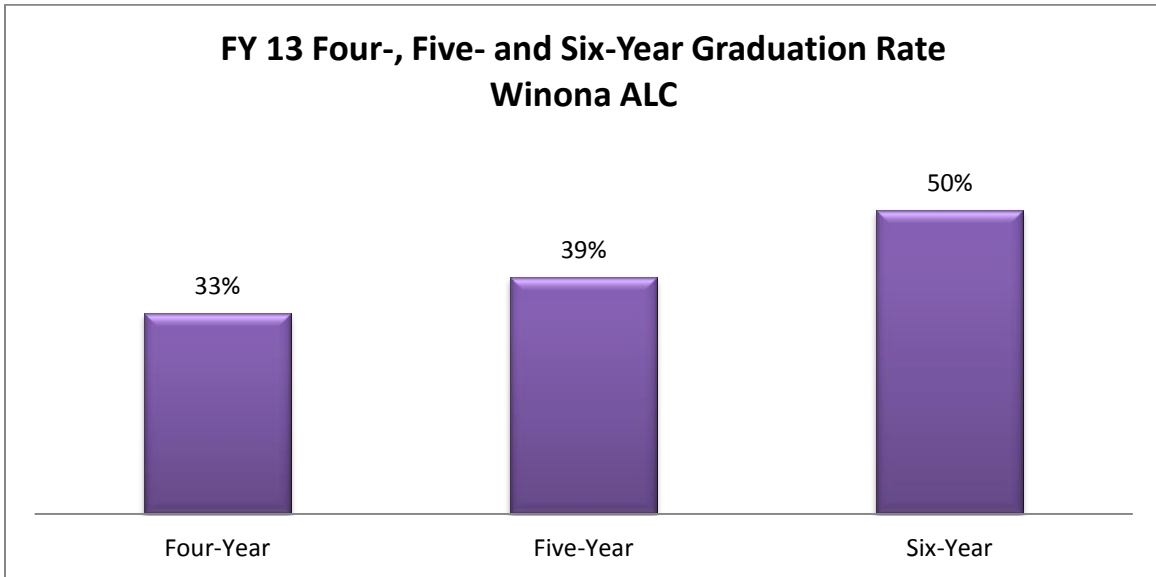
**Attendance for FY 14**

Attendance for the core school year program was 59 percent. This ranged from zero to 100 percent.

**Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate.

This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school. The FY 13 four-year graduation rate was 33 percent. This rose to 42 percent in the FY 14 five-year graduation rate. The cohort size was unchanged. The FY 13 five-year graduation rate was 39 percent and rose to 44 percent for the FY 14 six-year graduation rate. The cohort size dropped from 67 to 64 students.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

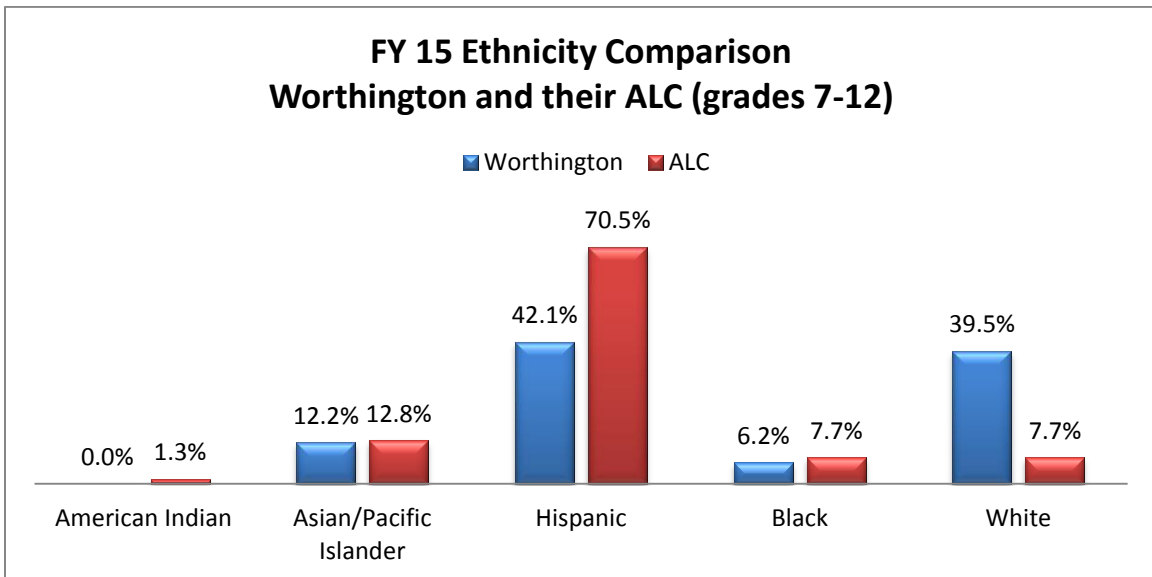
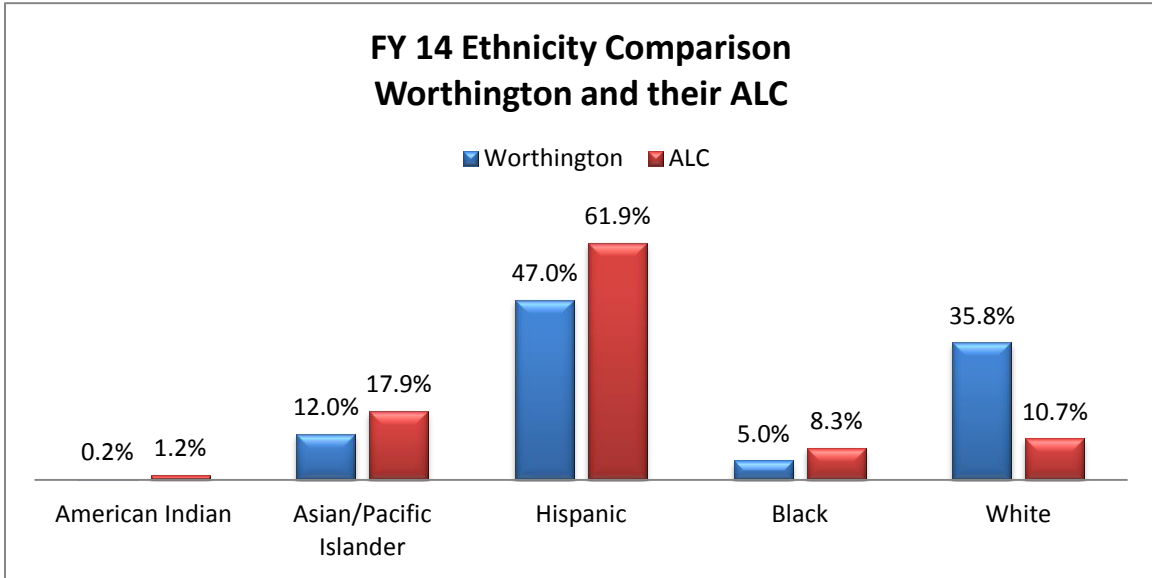
The Winona Area Learning Center had an MMR of 42.12 percent in FY 13 and was one of the few alternative programs to increase their MMR score in FY 14. For FY 14 they received an MMR of 54.32 percent.

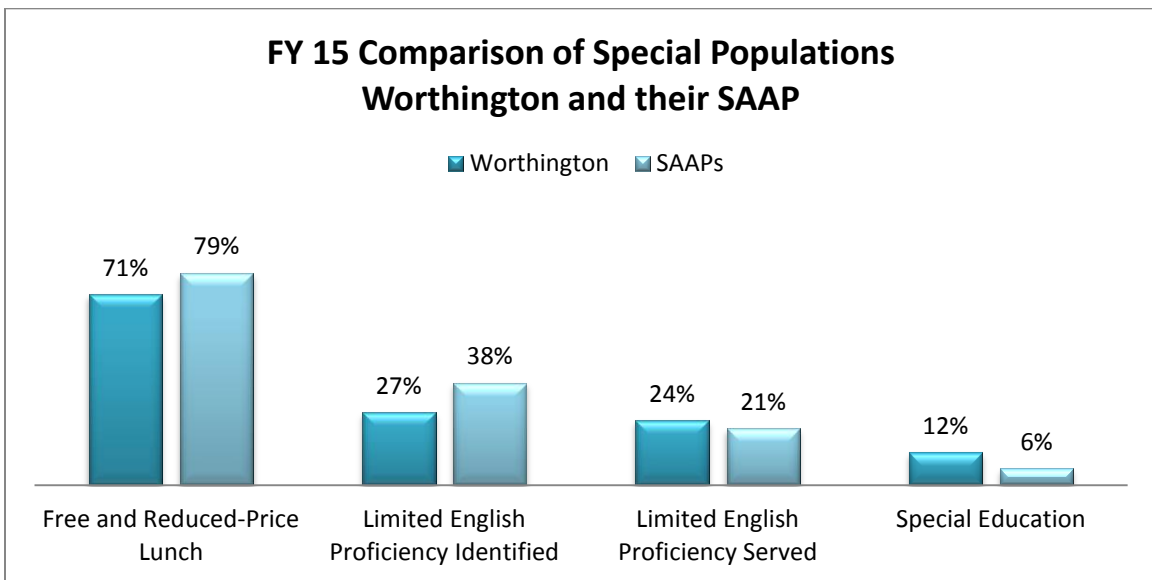
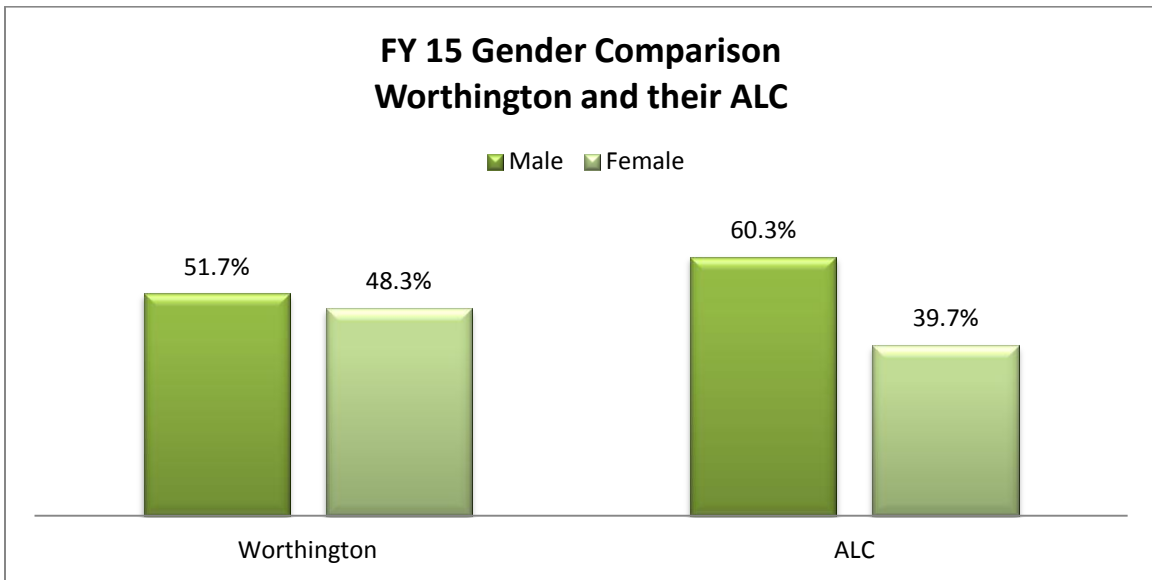
# Worthington Public School District, 0518-01

## Program Information

Worthington operates an Area Learning Center and a targeted services program.

## Demographics





## Summer Programs

### *Targeted Services*

Worthington operates a targeted services program for four hours per day for 16 days. They serve grades sixth, seventh and eighth. Their planning for the summer program begins in January. Their program focus is determined at the central office but they are still working on matching student need to programming. They ask teachers to recommend students and then they look at individual student needs and put students on a waiting list if the program is full. They feel that their curriculum and supporting activities are intentionally tied to grade level academic and social skills and relate back to standards addressed during the core school year but they do not feel their program is long enough to devote enough time to any one area in order to master it.

Their program schedule and activities show some integration of strategies to promote academic growth and strategies to promote emotional growth. Some, but not all staff, are involved in both areas. Their program is able to have at least one licensed teacher for every 15 students.



Teachers recommend students they feel will benefit from the program. They use staff feedback to determine the effectiveness of their program.

### ***ALC Summer Term (secondary students)***

Worthington operates several programs including a seat-based program, an EL program and a transition to ninth grade program. The programs operate for 20 days and two hours per day per program.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements and by their classroom teachers if they do not pass their class. The district also reaches out to EL students.

They do not think of at-risk and off-track students as separate groups, so the process for all students for summer programming is the same.

They offer a variety of classes in the summer including Algebra I and II, Geometry, Trigonometry, Economics, U.S. History, English 9, 10, 11 and 12, Art, Music, Physical Education, Health, Physics, Earth Science and Biology. They also offer English Learner and elective credits.

They find the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by the need for English classes, and then EL support.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Worthington provides programming at both the high school and middle school levels.

They operate their program year round and their program is open to a variety of qualifying factors. Students enroll in the ALC by contacting their district office. The administrators consult to see what is the best fit for each student with an admittance meeting with the family.

They believe the percent of students enrolled in their ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 50 percent and 75 percent.

Worthington was asked how their alternative program and their district provide recuperative and recovery or reenrollment strategies for off-track students and how successful they feel these are.

- We personally contact each student who leaves our district in order to offer them other education options: *We believe this strategy is extremely successful.*
- We send information to the families of students who have left about other options: *We believe this strategy is extremely successful.*
- We have regular outreach programs to students who have left school: *We believe this strategy is successful half of the time.*

Worthington was also asked what intervention and prevention strategies they have in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68 and off-track students are defined as those students who are not on track to graduate on time with their peers. (To be fully implemented, this must be available to all students throughout the district.)

- PBIS: We are not doing this in our district.

- Pupil study teams: This is determined on a case-by-case basis and is provided for students that need it
- Response to Intervention: This is in process of being fully implemented in our district.
- Minnesota Early Intervention Response System: No response.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: No response.
- Social work on regular basis: This is fully implemented in our district.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is fully implemented in our district.
- Mentors: This is fully implemented in our district.

**Average length of enrollment for FY 14**

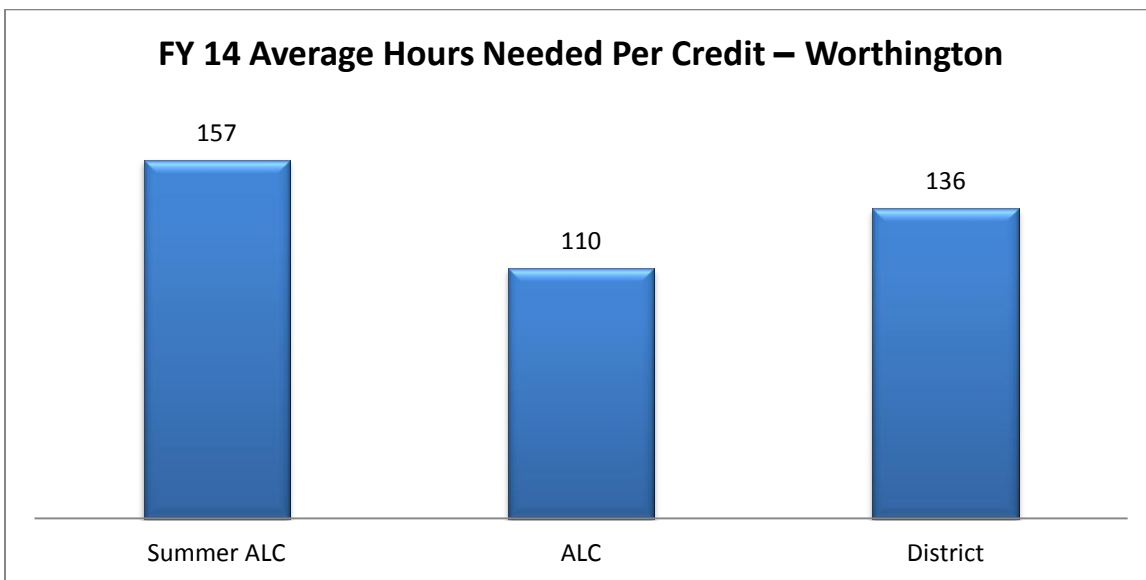
Students in the core school year program averaged an enrollment period of approximately 328 hours. This ranged from one hour to 1,022 hours. They generated 70.79 regular ADMs and 5.9 extended ADMs.

In the summer program, the average enrollment was 130 hours, with enrollment ranging from 18 hours to 210 hours. They generated 6.27 regular ADMs and 12.05 extended ADMs.

**Average number of credits earned for FY 14**

In the core school year program, students earned an average of 2.92 credits. This ranged from no credits earned to 11.5 credits earned. It took an average of 110 hours to earn a credit. In the summer program, students earned an average of 0.828 credits. This ranged from no credits earned to 1.5 credits earned. It took students an average of 157 hours to earn a credit.

The average number of hours needed to earn a credit in the Worthington district served is 136 hours. The following chart shows this comparison.



### ***Attendance for FY 14***

The average overall attendance reported was 83 percent and for the summer program it was 60 percent. The core school year program reported 88 percent. All programs had no attendance to 100 percent attendance.

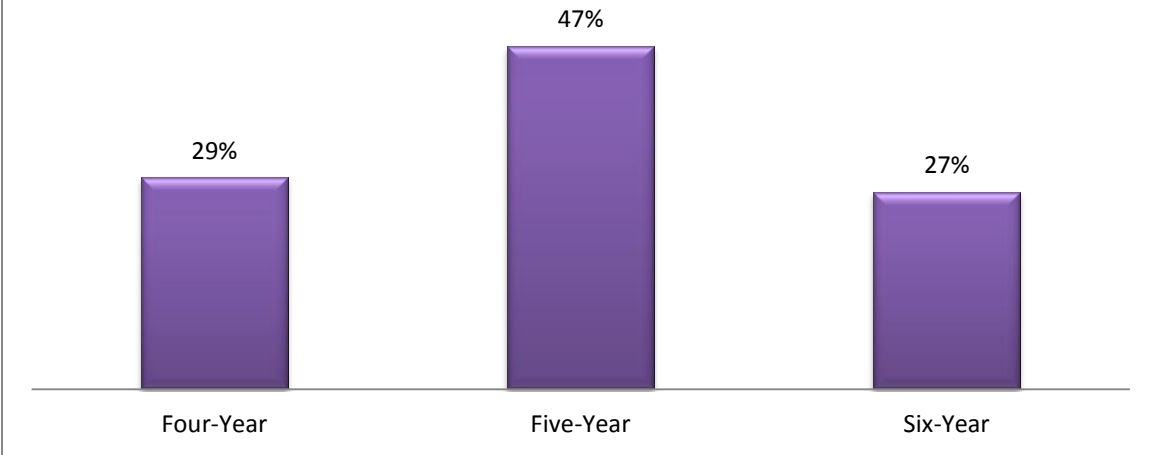
### **Graduation Data**

One year's four-year graduation rate is compared to the following year's five-year graduation rate. The five-year graduation rate would be compared to the following year's six-year graduation rate. This is determined by the total number of graduates divided by the number of students in the cohort. If the number of graduates remains the same, the larger the cohort is, the lower the graduation rate. Students remain in the cohort if they drop out, continue their education or graduate. They leave the cohort if they enroll in another school. The FY 13 four-year graduation rate was 29 percent. This rose to 49 percent in the FY 14 five-year graduation rate. The combined cohort size for their two programs changed from 38 students to 41 students.

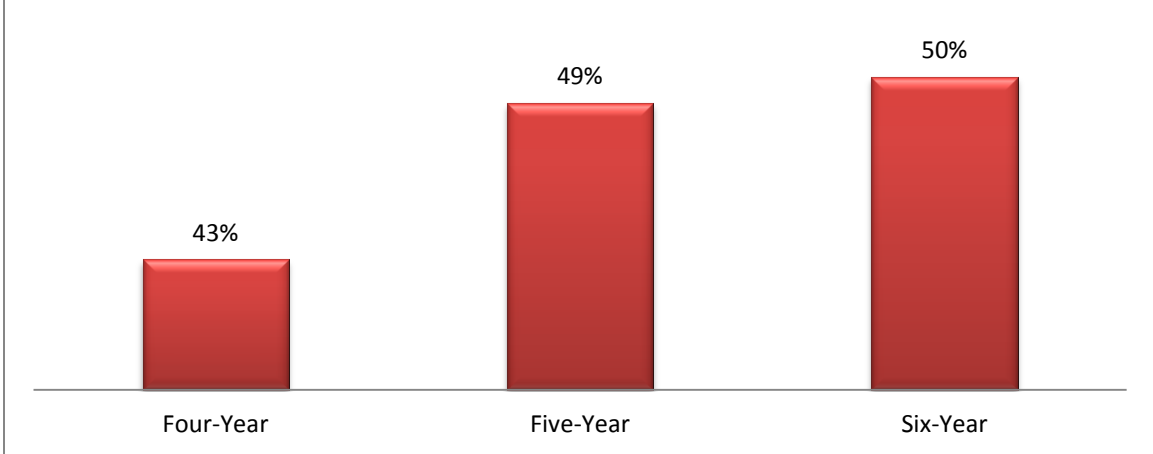
The FY 13 five-year graduation rate was 47 percent and rose slightly to 50 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 32 to 36 students.

The Worthington Night ALC has too few students to calculate a graduation rate.

**FY 13 Four-, Five- and Six-Year Graduation Rate  
Worthington ALC**



**FY 14 Four-, Five- and Six-Year Graduation Rate  
Worthington ALC**



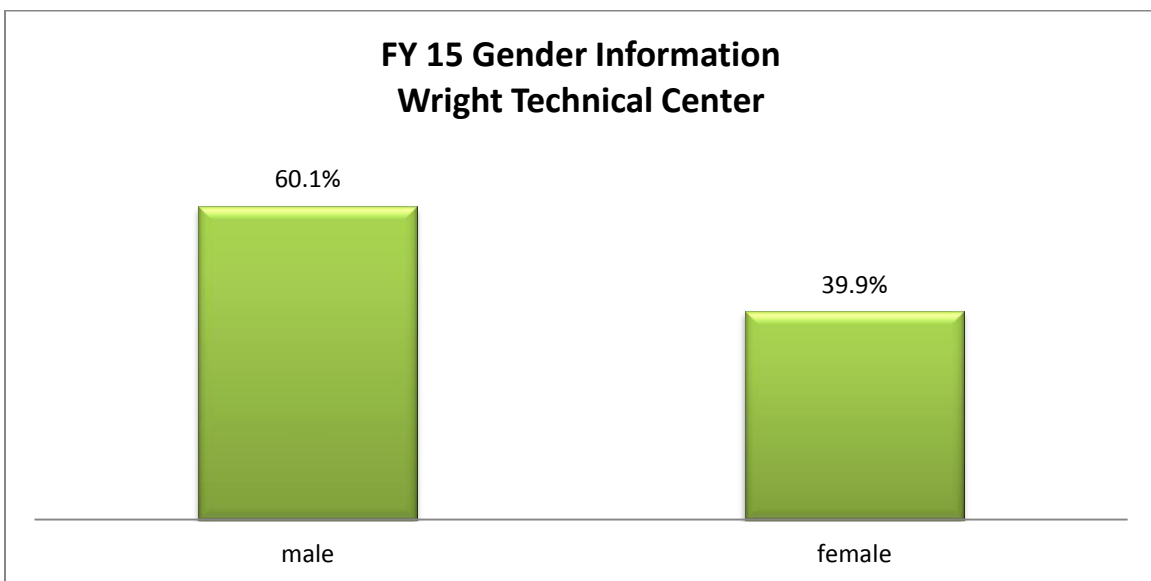
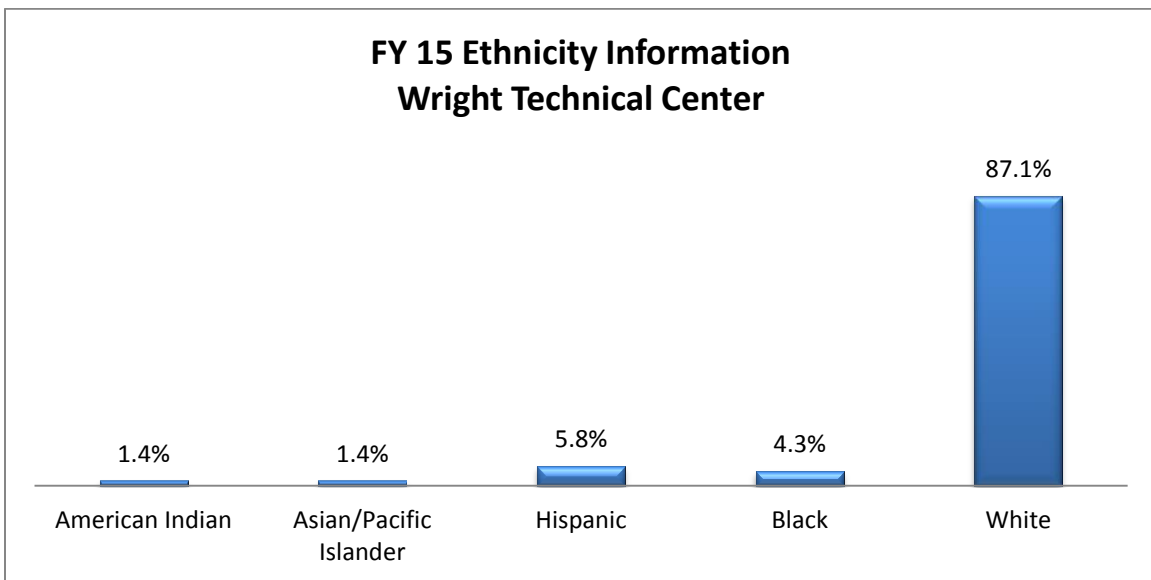
## Wright Technical Center, 0966-51

### Program Information

Wright Technical Center (WTC) operates an Area Learning Center and Targeted services programs.

### Demographics

Because this is an Education District that serves several independent districts, it is not possible to do an ethnicity comparison between the students in the alternative program and their districts. The following information reflects the alternative program only. Comparisons cannot be made to the resident district.



## **Summer Programs**

### ***Targeted Services***

No information was received on the targeted services program.

### ***ALC Summer Term (secondary students)***

Wright Technical Center operates two summer programs. The first is an independent study program so membership hours are based on credit completion and teacher contact time. They operate a program based on seat-based time. The programs operate for 21 days, six hours per day.

Students are referred both by the high school counselors who identify students as being behind in their graduation requirements and by their classroom teachers.

Wright Technical Center does not think of at-risk and off-track students as separate groups and so the process for all of these students for summer programming is the same.

Wright Technical Center offers a variety of classes in the summer including Algebra I, Geometry, U.S. History, English 11 and 12 and Biology.

Wright Technical Center finds the area of greatest need for the students they serve to be math classes such as Algebra and Geometry, followed by remedial math, then English classes, and then reading help.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Wright Technical Center serves as one of the intervention strategy for a number of districts. The member districts would be providing the prevention strategies and other intervention strategies.

Wright Technical Center operates an Area Learning Center that serves multiple districts. These include Annandale, Big Lake, Buffalo, Delano, Maple Lake, Howard Lake-Waverly-Winsted, Monticello and St. Michael-Albertville.

Wright Technical Center provides programming at both the high school and middle school levels with year-round programs. Some programs are open to multiple qualifying factors and some are targeted to students with certain needs. Students are referred by their home district and have intake interviews. The percent of students enrolled in Wright Technical Center's ALC whose progress and performance levels are meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, Subdivision 1 is between 25 and 50 percent.

Wright Technical Center was asked what intervention and prevention strategies are in place for at-risk and off-track students. At-risk students are defined in Minnesota Statutes, section 124D.68, and off-track students are defined as those students who are not on-track to graduate on time with their peers.

- PBIS: Not applicable.
- Pupil study teams: This is determined on a case-by-case basis and is provided for students that need it.
- Response to Intervention: This is determined on a case-by-case basis and is provided for students that need it.

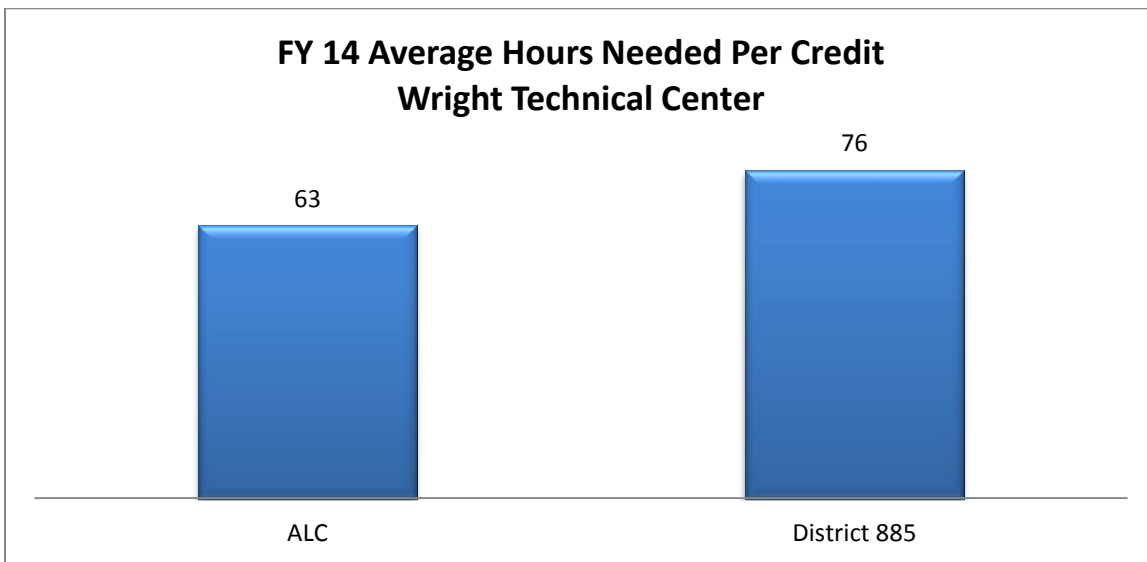
- Minnesota Early Intervention Response System: Not applicable.
- After school programs: This is fully implemented in our district.
- Summer programs: This is fully implemented in our district.
- Smaller class sizes: This is fully implemented in our district.
- Cooperative learning: This is fully implemented in our district.
- Social work on regular basis: This is determined on a case-by-case basis and is provided for students that need it.
- Counselor intervention: This is fully implemented in our district.
- Mental health services: This is determined on a case-by-case basis and is provided for students that need it.

**Average length of enrollment for FY 14**

Students in the core school year program averaged an enrollment period of approximately 563 hours. This ranged from two hours to 1,296 hours. Students generated 118.8 regular ADMs and 7.86 extended ADMs.

**Average number of credits earned for FY 14**

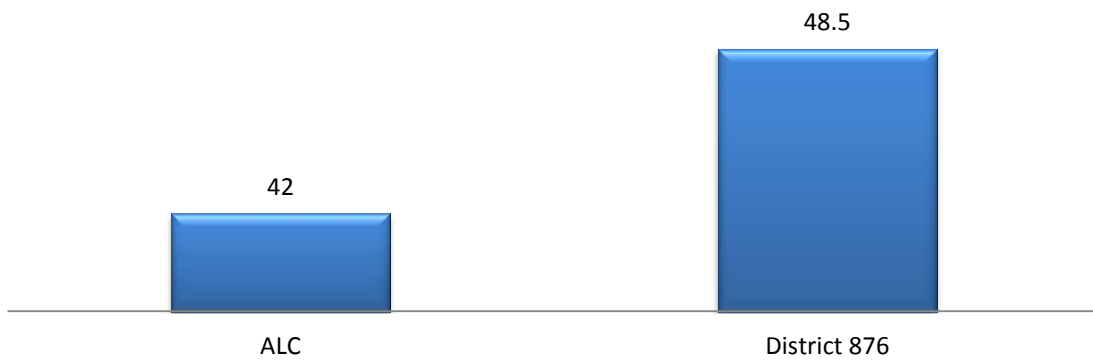
Wright Technical Center computed credits in several different ways in order to reflect the sending district. They reported credits in semesters, quarters and trimesters. The average number of hours needed to earn a credit varied based the student’s district. Wright Technical Center serves students from 12 districts. In nine districts, the hours needed per credit at Wright Technical Center were less than the hours needed from the sending district; in three cases it was more. The following charts show this comparison.



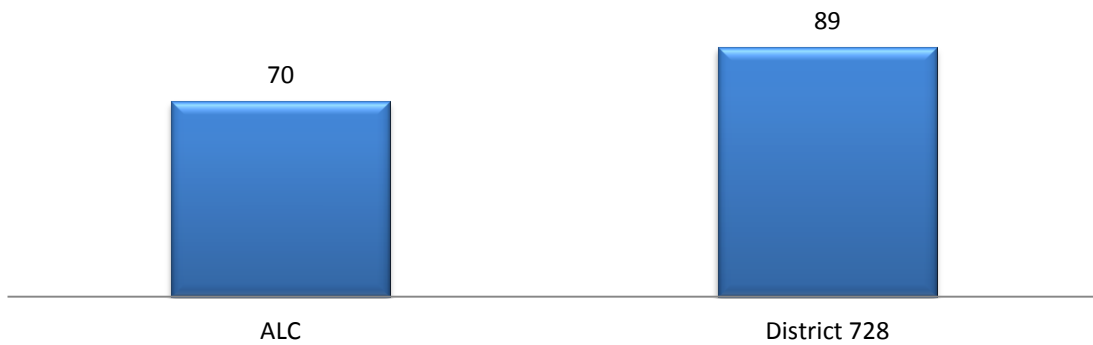
**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**



**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**

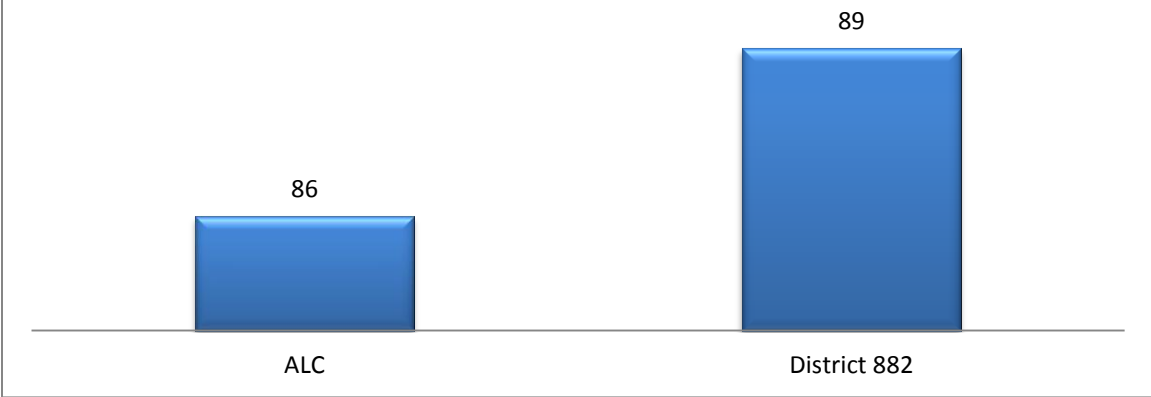


**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**

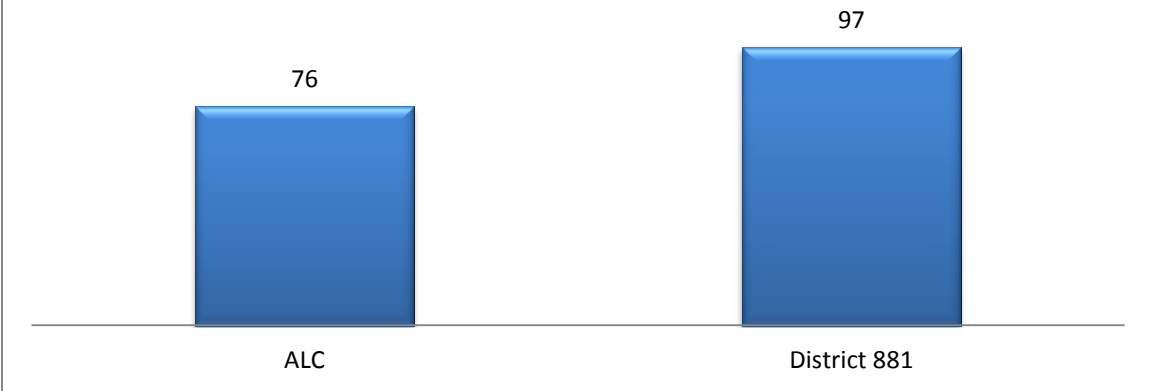




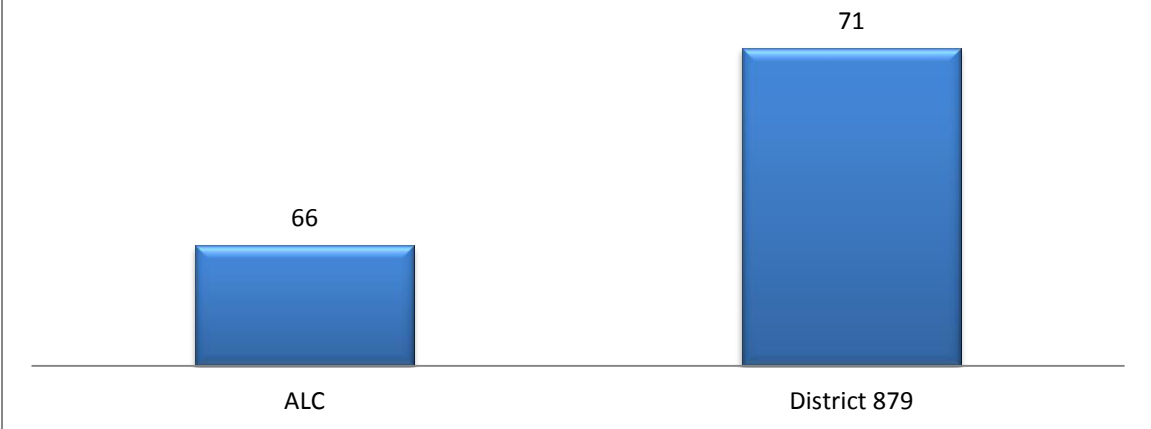
**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**



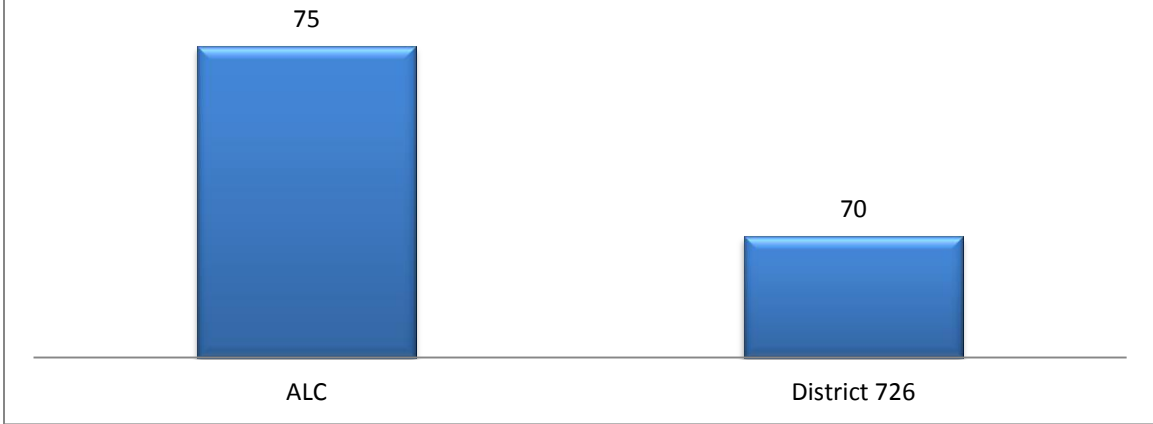
**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**



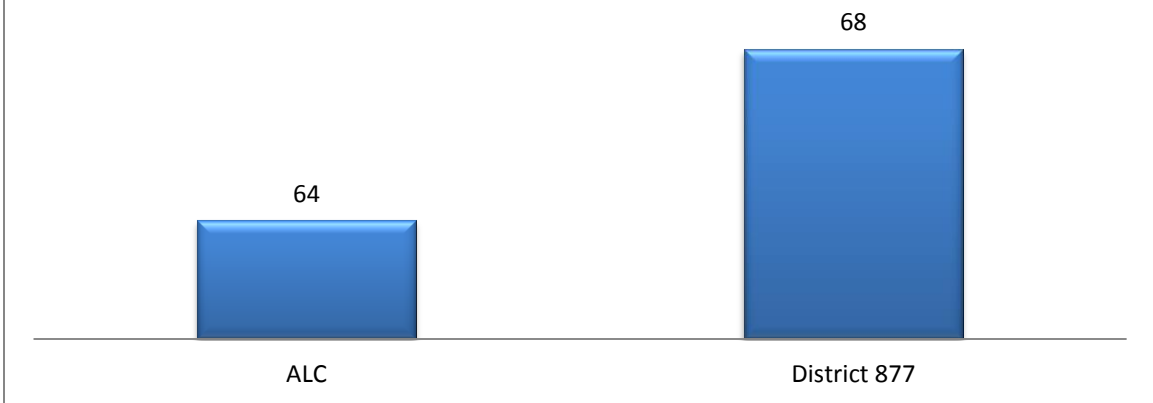
**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**



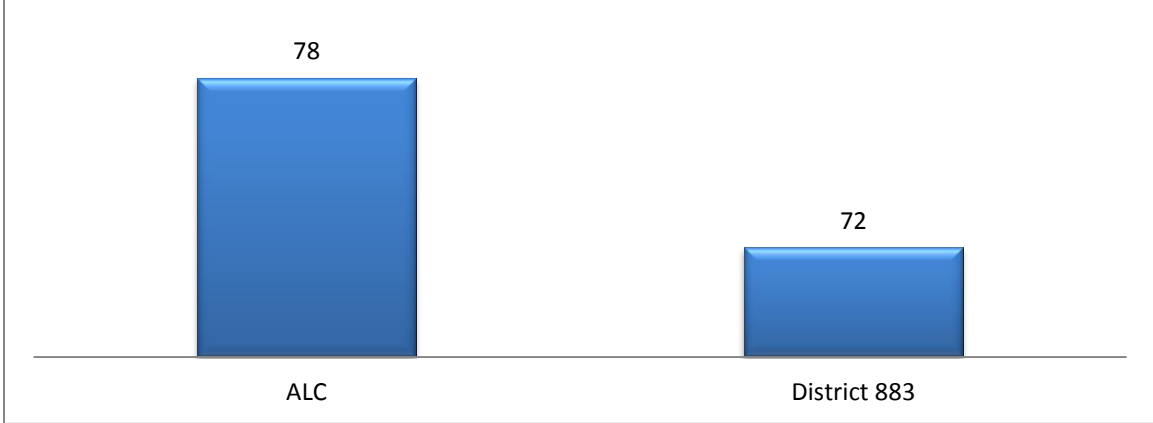
**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**

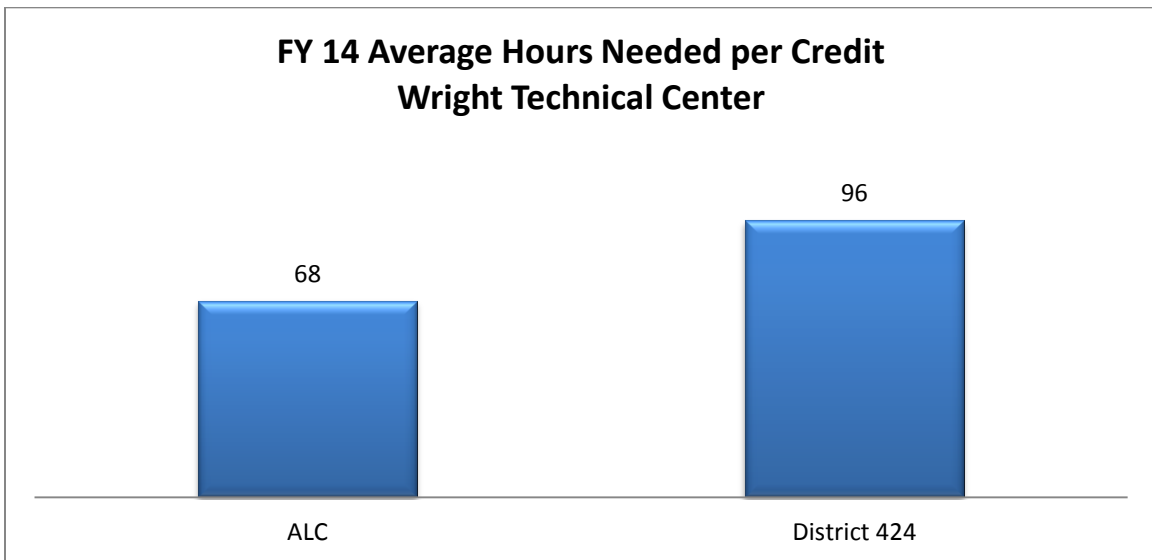
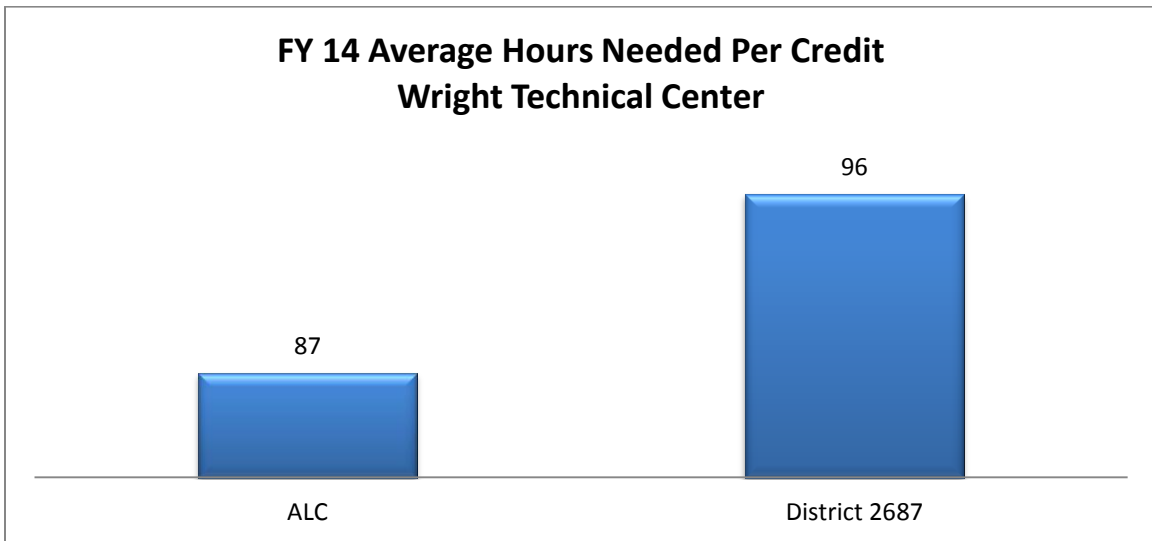


**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**



**FY 14 Average Hours Needed Per Credit  
Wright Technical Center**





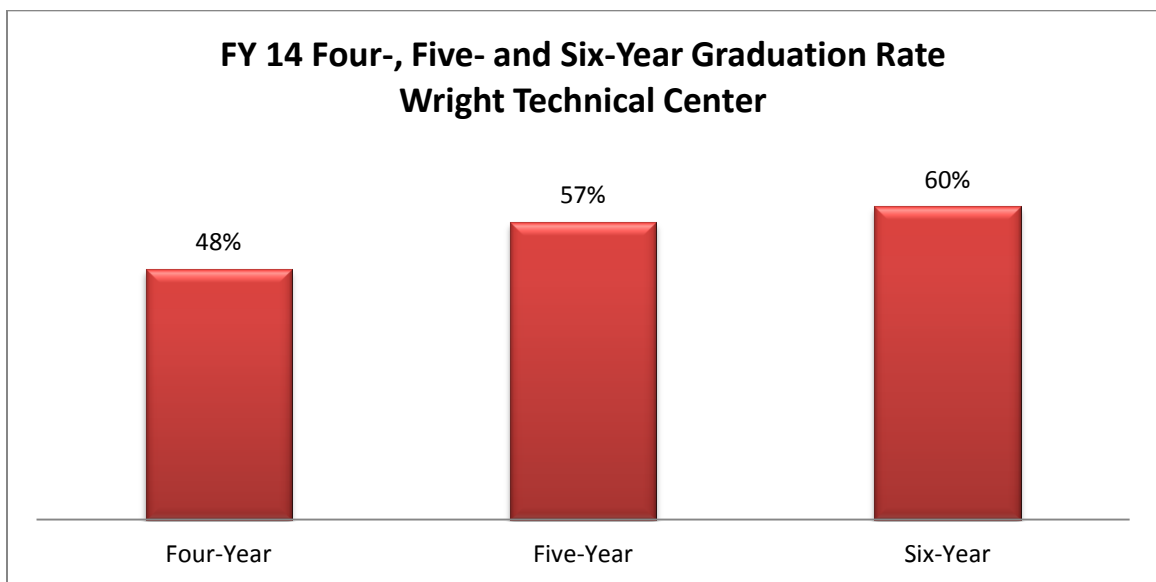
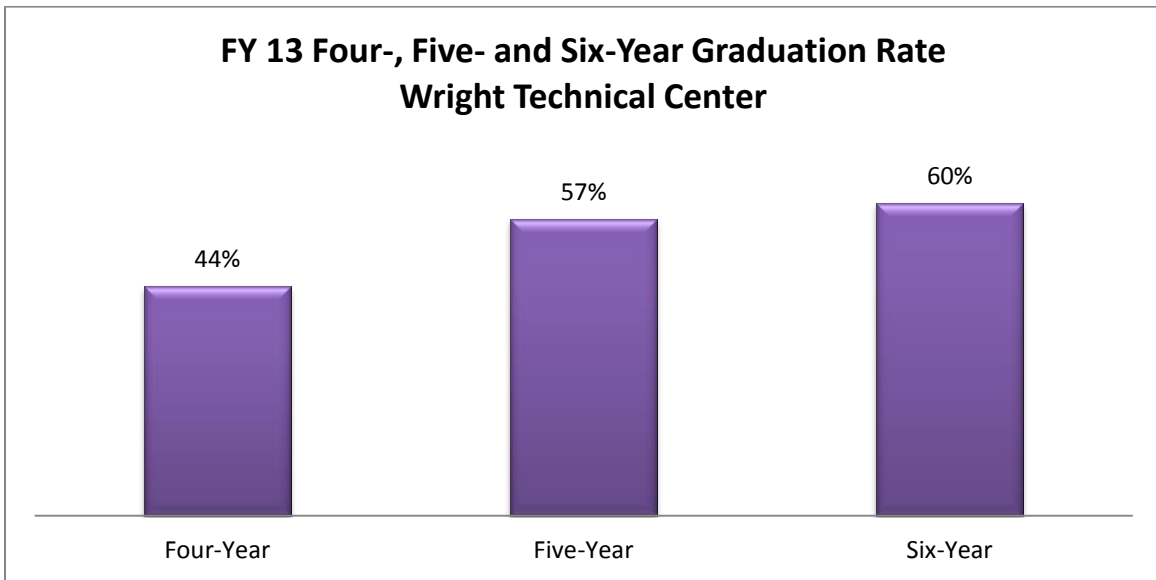
***Attendance for FY 14***

The average attendance reported for the school year was 64 percent. WTC had no attendance to 100 percent attendance.

**Graduation Data**

The FY 13 four-year graduation rate was 44 percent. This rose in the FY 14 five-year graduation rate to 57 percent. The cohort size changed from 91 students to 101 students, an increase of 10 percent.

The FY 13 five-year graduation rate was 57 percent and rose slightly to 60 percent for the FY 14 six-year graduation rate. The cohort size remained the same.



#### **Multiple Measurement System Results (MMR) FY 13 and FY 14**

In order to be eligible for an MMR score, a school must have had sufficient data, meaning at least two of the four measurements in one year. These measurement areas are: Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from fiscal years 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

The Wright Technical Center ALC had an MMR score of 64.77 percent in FY 13 and 50.62 percent in FY 14.

## Zumbro Education District, 6012-61

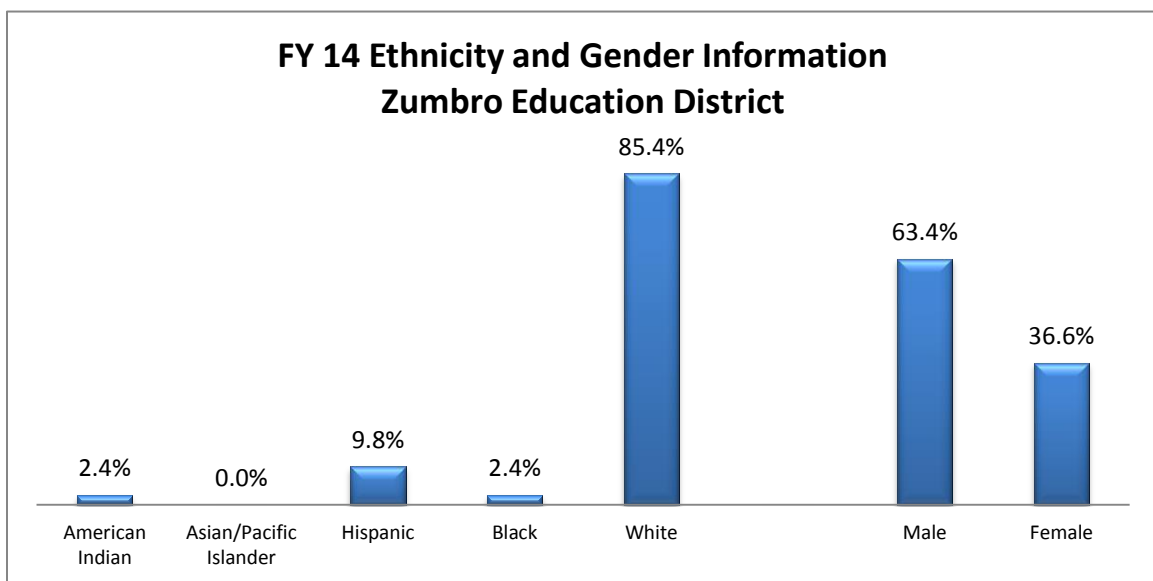
### Program Information

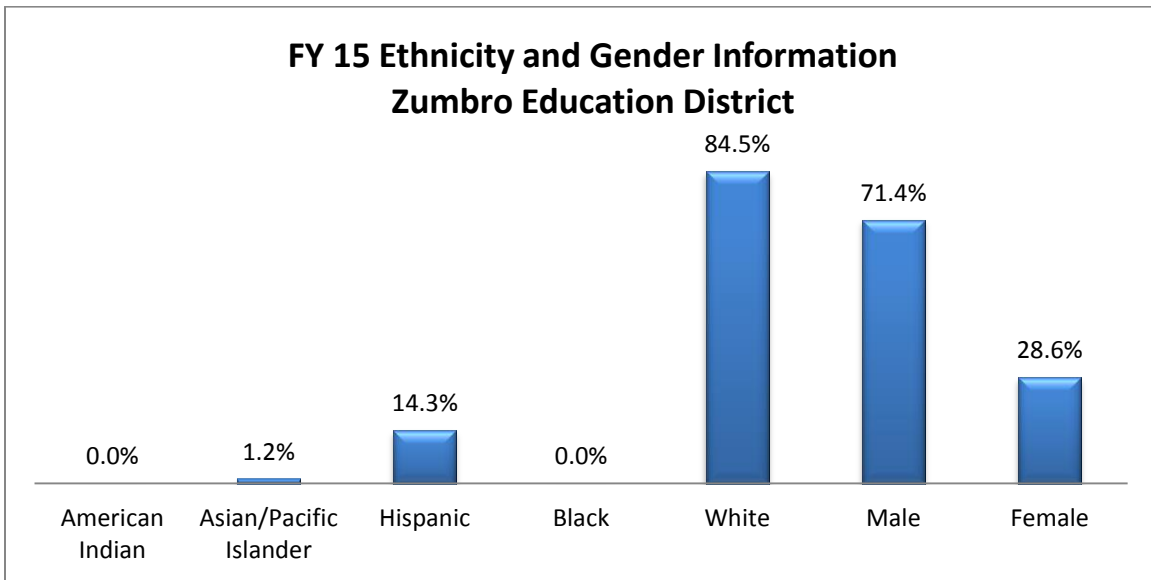
Zumbro operates an Area Learning Center and Targeted services program. Zumbro also oversees Targeted services programs in some of their member districts. Their Area Learning Center has three types of programs:

- **Seat-based Program**— This program offers students the opportunity to get back on the right track for graduation if they have fallen behind. In this program, students are able to earn 8.5 credits per calendar year. We teach students to redefine themselves by their potential rather than living by their limitations. Our hope is that each student would begin to own the process and do what is needed to make positive change. This program operates Monday-Friday from 8 a.m.-3 p.m. All courses are aligned to the home district requirements for graduation.
- **Daytime Independent Study** – This program is meant for students that have fallen behind and need a few classes to get back on track. We also use this program to meet the needs of our teen parents. Students come Monday-Tuesday from 8 a.m.-3 p.m., where they will take two classes at a time. The students must earn 18 seat hours, and complete the coursework above 70 percent or higher for each 0.5 credit course.
- **Afternoon Independent Study** – This program is built for credit recovery and is held Monday-Tuesday afternoons from 3-6 p.m. Students earn 18 seat hours and complete the coursework at 70 percent or higher for each 0.5 credit course.

### Demographics

Because this is an Education District that serves several independent districts it is not possible to compare ethnicities between the students in the alternative program and their districts. Zumbro serves the following districts: Blooming Prairie, Byron, Hayfield, Kasson-Mantorville, Pine Island, Stewartville and Triton. The following information concerns the alternative program only. Comparisons cannot be made to the resident district.





## Summer Programs

### ***Targeted Services***

Zumbro has a targeted services program that serves grades six through eight, and operates for 20 days, four hours per day. Planning for the summer program begins one month before the summer session. Zumbro’s program focuses on a “one size fits all” approach and uses a generic curriculum that covers multiple grade levels.

Zumbro’s program schedule and activities show a full integration of strategies to promote academic and social/emotional growth. All of their staff is involved in both areas. The program is able to have at least one licensed teacher for every 12 students.

They invite all students to the summer program. They use teacher feedback to help determine the impact of the summer program.

### ***ALC Summer Term (secondary students)***

Zumbro’s summer program operates for a month in the summer, five days a week for seven hours a day. One program is an independent study program, which means that membership is calculated on work completion and teacher contact time. The other program is a seat-based program. Students come to the program when teachers recommend students who have failed their classes.

Students who are at-risk or off-track are treated the same way. Zumbro offers credits in a variety of subjects including Algebra I and II, Geometry, Economics, U.S. History, English 9-12, Chemistry, Earth Science and Biology. They also offer some generic Math, English, Science and Social Studies classes.

Students’ greatest areas of need are English, Math, Reading and remedial math courses.

### **Core School Year Programs (Intervention and Prevention Strategies)**

Zumbro is an Education District and as such serves as one of the intervention strategies for a number of districts. The member districts would be providing the prevention strategies and other intervention strategies.

**Average length of enrollment for FY 14**

Students in the core school year program averaged an enrollment period of approximately 462 hours. This ranged from two hours to 1,169 hours. They generated 70.07 regular ADMs and 13.01 extended ADMs.

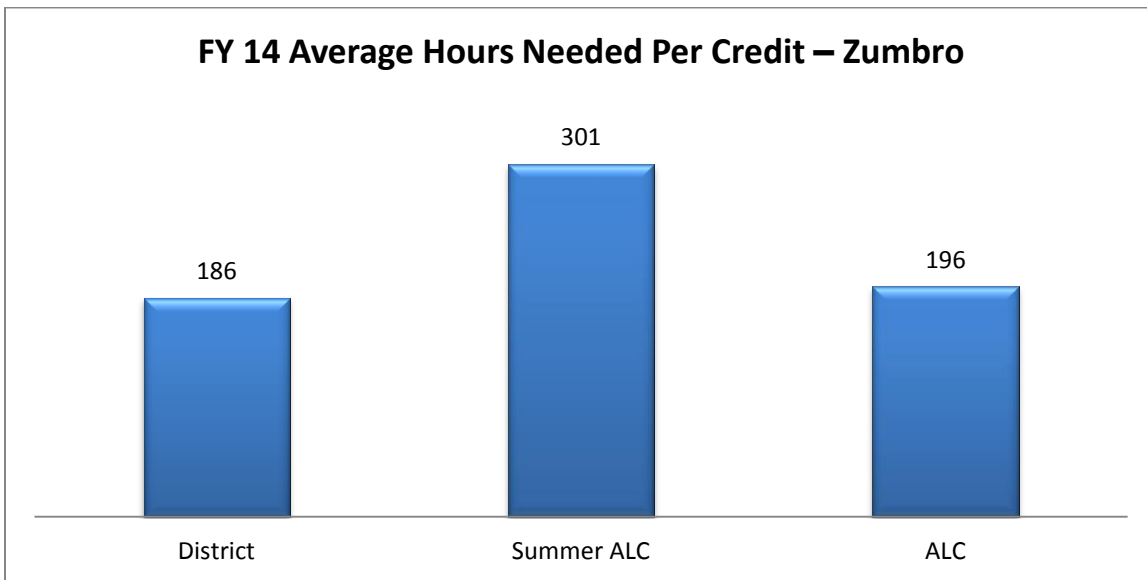
In the summer program, the average enrollment was 89 hours, with enrollment ranging from nine hours to 165. They generated 2.78 regular ADMs and 3.68 extended ADMs.

**Average number of credits earned for FY 14**

In the core school year program, students earned an average of 2.35 credits. This ranged from no credits earned to 9.75 credits earned. It took an average of 196 hours to earn a credit.

In the summer program, students earned an average of 0.29 credits. This ranged from no credits earned to one credit earned. It took students an average of 300 hours to earn a credit. It was difficult to determine the number of credits earned in the summer program as Zumbro gave the total number of credits earned in the year so for students enrolled in both the summer program and the core school year program, their credits are only reflected for the core school year program. So summer credits are underreported and core school year program credits are over reported.

The average number of hours needed to earn a credit in the districts served is 186 hours.



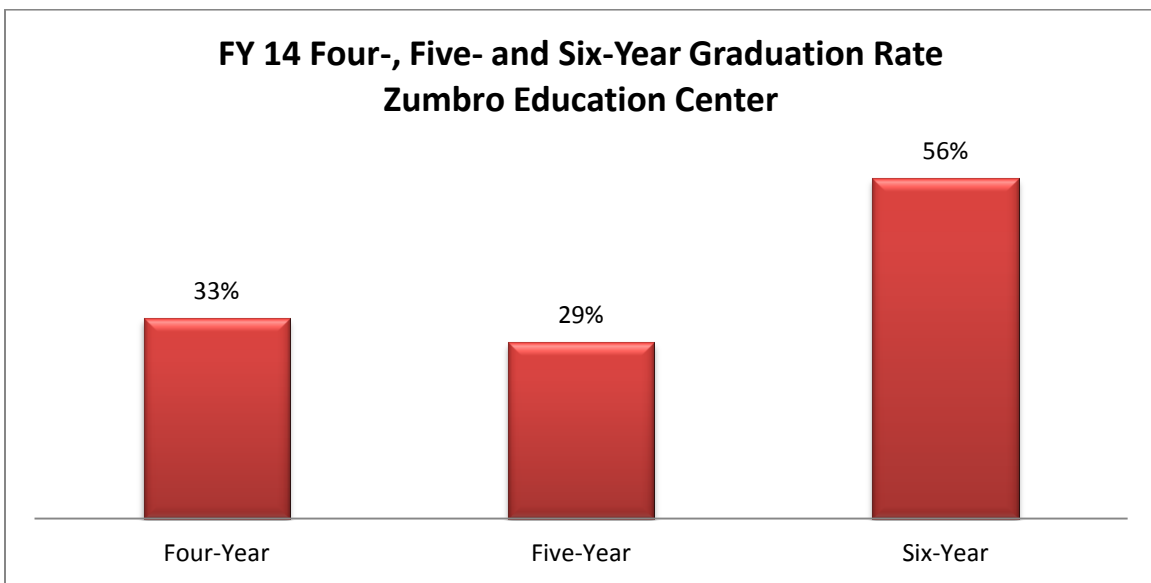
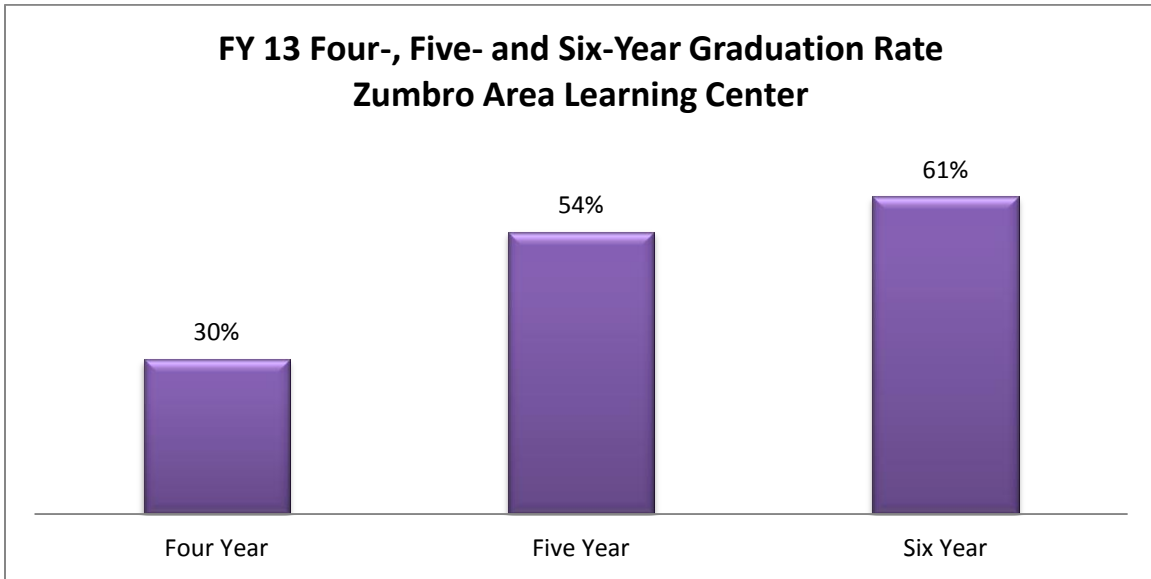
**Attendance for FY 14**

The average attendance reported for the school year was 81 percent and for the summer program it was 59 percent. Both programs had no attendance to 100 percent attendance.

**Graduation Data**

The FY 13 four-year graduation rate was 30 percent. This remained unchanged in the FY 14 five-year graduation rate. The cohort size changed from 27 students to 34 students, an increase of 26 percent. There were two more graduates in the five-year cohort, but because the cohort size increased there was no increase in the graduation rate.

The FY 13 five-year graduation rate was 54 percent and rose slightly to 56 percent for the FY 14 six-year graduation rate. The cohort size increased slightly from 24 to 25 students.



### Multiple Measurement System Results (MMR) FY 13 and FY 14

A school must have at least two of the four measurements in one year to be eligible for an MMR score. These measurements are in the areas of Proficiency, Growth, Achievement Gap Reduction and Graduation Rates from 2013 and 2014. They are used to determine Priority, Continuous Improvement, Celebration Eligible and Reward Schools. Some programs also received a Focus Rating (FR). This is a combination of Achievement Gap Reduction and Focused Proficiency from 2013 and 2014.

In FY 13, Zumbro Area Learning Center's MMR score was 49.18 percent, with a Focus Rating of 51.98 percent. In FY 14, the MMR was 40.28 percent and the Focus Rating was 23.55 percent.



## Zumbrota-Mazeppa School District, 2805-01

### Program Information

Zumbrota-Mazeppa closed their Alternative Learning Program in FY 13.

