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Minnesota Department of Education

Report on Learning Year Programs

Fiscal Year 2017

Report

to the

Legislature

As required by

Minnesota Statutes,

section 120B.35, Subdivision 3 (e)

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Year Programs

July 1, 2016

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Cost of Report Preparation

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately $21,834.00. 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 2015, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

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Introduction

Meeting the needs of students who are unsuccessful or disenfranchised from our traditional schools is critically important as we face a persistent achievement gap and a graduation rate that is currently just under 82 percent. As Minnesota strives for a 90 percent graduation rate by 2020, there continues to be a population of students for whom the status quo has not proven successful. Minnesota has long been a leader in providing multiple pathways for students to achieve their high school diplomas, including Postsecondary Enrollment Options (PSEO), charter schools, concurrent enrollment, online learning programs and 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 students to be successful in achieving their high school diplomas and preparing for postsecondary life. While we strive for quality schools for all students and as we implement the World's Best Workforce, we know that many students need 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 styles/needs.
- Independent study (IS) options (available for students over the age of 14).

SAAPs 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. These fund out-of-school time programs so that students have the opportunity for the extra time they need to be successful.

Alternative Education Definition

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)". (Carver, 2010)[i]

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." 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 program 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.

Additionally, 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." At the elementary level, the Department has defined these as Targeted Services programs.

In summary, Minnesota has four basic types of alternative education programs:

- Area Learning Centers (ALCs), both core day and extended day/year programs
- Alternative Learning Programs (ALPs), both core day and extended day/year programs
- Contracted Alternative Programs (CAPs), both core day and extended day/year programs
- Targeted Services (TS) programs, out-of-school day/year programs only

Statute defines students who 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 Fiscal Year (FY) 2015, there were 543 active separate school codes for these programs, including 239 ALCs, 50 ALPs, 12 CAPs and 242 TS programs. These are listed in Appendix A.

Alternative education programs range in all shapes, types and grade configurations. There are currently programs in 137 districts across the state. Many of these are Intermediate Districts or Educational Cooperatives that have programs in several of their member districts. Also, many districts, such as Detroit Lakes, are contracting with other districts to run programming. In FY 15, there were nearly 184,000 enrollment records for these programs with an unduplicated count of 156,574 students, the majority of whom participate solely in out-of-school time learning programs. These occur primarily in after school time and summer time. TS programs are responsible for nearly 122,000 of these enrollments, a significant increase from the 106,486 enrollment records for FY 14. Overall, student numbers showed a slight decrease from the FY 14 total of 157,935 students. This data is presented in Appendix B.

Minnesota is unique in the resources that are placed in these out-of-school time 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. The research is compelling on the need for these out-of-school time learning programs to close the achievement gap. They allow students to earn credits they need in order to graduate from high school as well as lessen the opportunity gap that exists between students in poverty and their better-off peers. Programs offering options for students during the core school year have also been shown to benefit students who might not otherwise 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. (http://neatoday.org/2013/02/11/alternative-schools-raise-graduation-rates/, 2016)

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 due to low numbers; in other cases, the different ways districts calculate graduation rates 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 its cohort, no matter the length of 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. For those students who do not graduate, this effectively lowers the graduation rate at the alternative program while raising the graduation rate at the traditional high school.

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

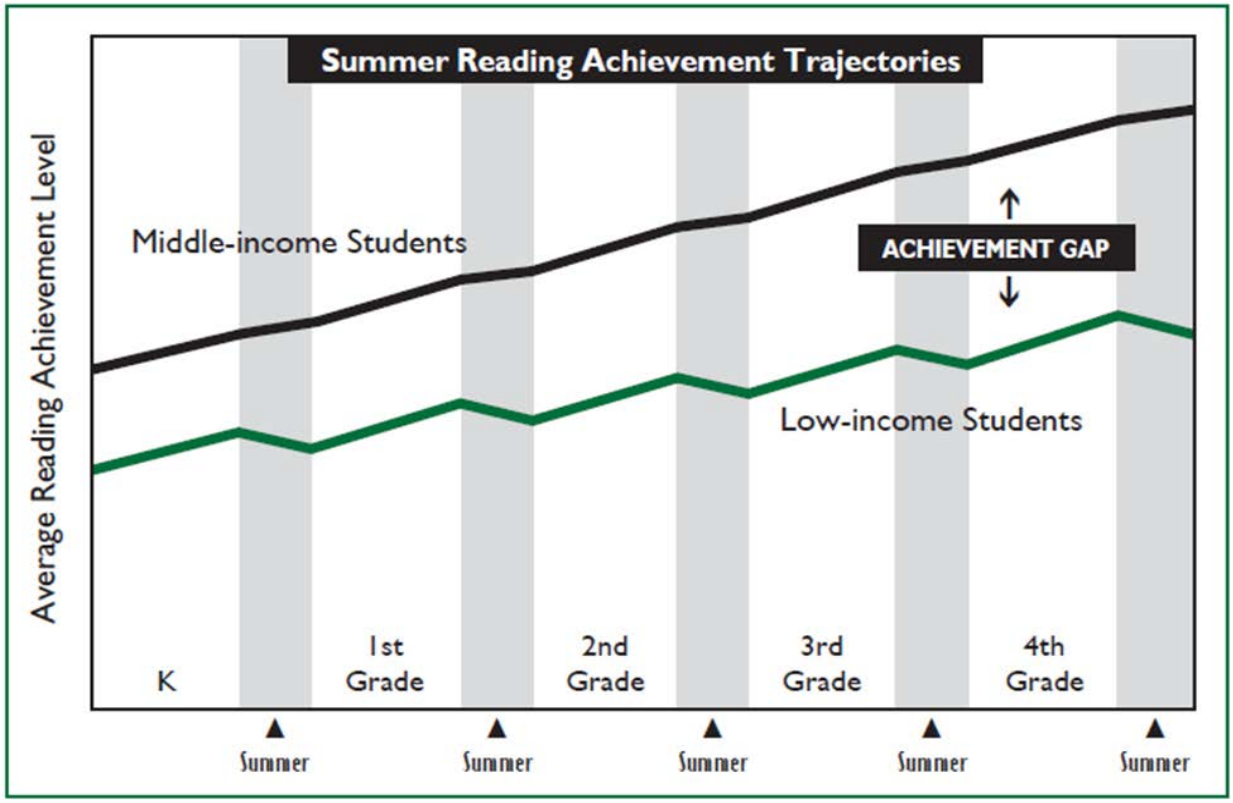
Alternative Education Models

Summer Programs

Most students are enrolled in alternative education programs during the summer. It is a time of opportunity for students who struggle, particularly students in poverty, to receive supplemental instruction. Despite mounting research demonstrating that summer programming is a key to closing the achievement gap, districts struggle financially to provide summer programming without using extended-time funding as the main funding source. According to RAND researcher Jennifer McCombs, "…despite 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." (Release, Investment in Summer Learning Programs Can Help Stop the 'Summer Slide', 2011)

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. 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. (McCombs J. A., 2011)

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:



(Borman G. a., 2004)

Minnesota has recognized the need to offer TS for 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 Day Programs (Academic Year)

Core school day programs are mainly ALCs, followed in number by ALPs and then CAPs. While there are fewer CAPs, slightly more students are served in them compared to ALPs. These programs are described in more detail in the following section.

State-Approved Alternative Programs (SAAPs)

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

Area Learning Centers (ALC)

In FY 15, there were 239 active ALCs with 54,640 enrollment records. 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. 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 TS. ALCs are core school day programs and extended learning programs and must have programming available throughout the calendar year.

Alternative Learning Programs (ALP)

ALPs are the next highest number of sites but are actually the smallest programs in terms of number of ADMs generated. There were 50 active ALPs in FY 15 with 5,562 enrollment records. ALPs are not required to be operated in conjunction with another district, nor are they required to serve both middle school and high school students. ALPs can focus on one specific need for example, students identified as having chemical dependency issues. ALPs can specify the grades they serve and may make program hours and a calendar optional. They can offer programs outside of the core school day and year, generating additional revenue. Some ALPs operate only during the summer or only after school.

Targeted Services Programs (TS)

TS programs are the most common active programs with 242 school codes. There were 121,895 enrollment records in TS programs for FY 15. Unlike ALCs, TS programs can only generate funding outside of the core school day.

TS programming differs. Without broad policy or 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 (CAP)

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 CAP, and Minneapolis Public Schools has 11 CAPs. While there are only 12 of these programs in total, they have slightly more ADMs than the ALPs and had 1,705 enrollment records in FY 15. Enrolled students remain students of the district who holds the contract; however, the staffs are generally non-district employees. These schools do not qualify for lease aid and must pay those expenses, if any, out of the dollars they receive for the education of their students.

Early/Middle College (EMC) Programs

Legislation was passed in 2014 that provides students in SAAPs the possibility to leverage the PSEO program in a new and unique way. EMC programs were added to Minnesota Statutes, section 124D.09, and allow alternative program students to take college courses, including 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 EMC 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 with age-appropriate peers.

Also unique to this program is the strong partnership it forges between the SAAP, 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. Career pathways include Welding, Health Care Assistant, Early Childhood Education, Administrative Assistant, Human Resources, and many other possible programs.

The steps to begin developing an EMC 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 application and approval process is open each year for new partnerships.

EMC programs were first approved during the second semester of FY 15. FY 16 is the first full year of the program. The number of programs increased from six in FY 15 to 26 in FY 16.

Standard Adult Diploma Program

The Standard Adult High School Diploma is available in 24 of Minnesota's 43 consortia. Program sites include:

- Alexandria
- Anoka
- Blaine
- Bloomington
- Blue Earth
- Cass Lake-Bena-Walker
- Communication Services for the Deaf
- Detroit Lakes
- Elk River
- Faribault
- Fergus Falls
- Forest Lake
- Hutchinson-Willmar
- Lakeville
- LeSueur-St. Peter
- Mankato-New Ulm
- Marshall
- Minneapolis
- Minnesota Correctional Facilities
- Moorhead
- Osseo
- Red Wing
- Robbinsdale
- Rochester
- St. Cloud
- St. Paul
- Worthington

There are a number of Adult Basic Education programs that are co-located with ALPs (ALP). This partnership creates efficiencies by leveraging resources and facilitating credit completion for ABE participants who are 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 students who have aged out of SAAP programs.

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 Standard 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 Standard Adult Diploma was piloted in the spring of 2015 and is being expanded to a second pilot group in the spring of 2016. During the 2016-17 school year, full implementation training will take place.

Legislative Charge

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.

This is the second annual report in response to the legislation. It is hoped these reports will give a more accurate, comprehensive picture of the various learning year programs that exist in 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.”

Analysis

Evaluation Data Collection Methods

Several methods were used to gather information for this report. Surveys were sent out to programs that had not filled them out the previous year and wanted to have their information included. Also, a link to the report was sent to districts with a request to review their information and provide any needed corrections or updates. Multiple reminders were sent out to programs who did not respond. 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 typically expected for students to earn each year.

The 2015 data requests listed below met or exceeded the response rate needed for establishing statistical reliability within a 95 percent confidence level and a five percent confidence interval. 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. Also included is the chart for the 2014 data requests, where all information was collected through surveys and the data request for credit information.

2015 Collection Method	Number of districts invited to participate	Response rate needed	Number and percent of actual respondents
Surveys	N=19	N=14	N=19 (100%)
Update on Individual Sections	N=136	N=101	N=105 (77.2%)
Credits Earned Data Request	N=136	N=101	N=128 (94.1%)

Also included is the chart for the 2014 data requests, where all information was collected through surveys and the data request for credit information. While we had more requests for credits returned in 2015 that in 2014 more requests were sent out so that the percentage response was slightly lower in 2015 that it was in 2014. Fewer surveys were sent out in 2015 but all of those were returned.

2014 Collection Method	Number of districts invited to participate	Response rate needed	Number and percent of actual respondents
Targeted Services Survey	N=134	N=100	N=102 (76%)
Intervention and Prevention Strategies Survey	N=147	N=107	N=119 (81%)
Summer Programs Survey	N=136	N=101	N=117 (86%)
Credits Earned Data Request	N=126	N=95	N=121 (96%)

Additionally, 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.

Demographic Data

The following information and graphs are based on data for the ALCs, the ALPs and the CAPs. Information on TS will follow this section.

Ethnicity

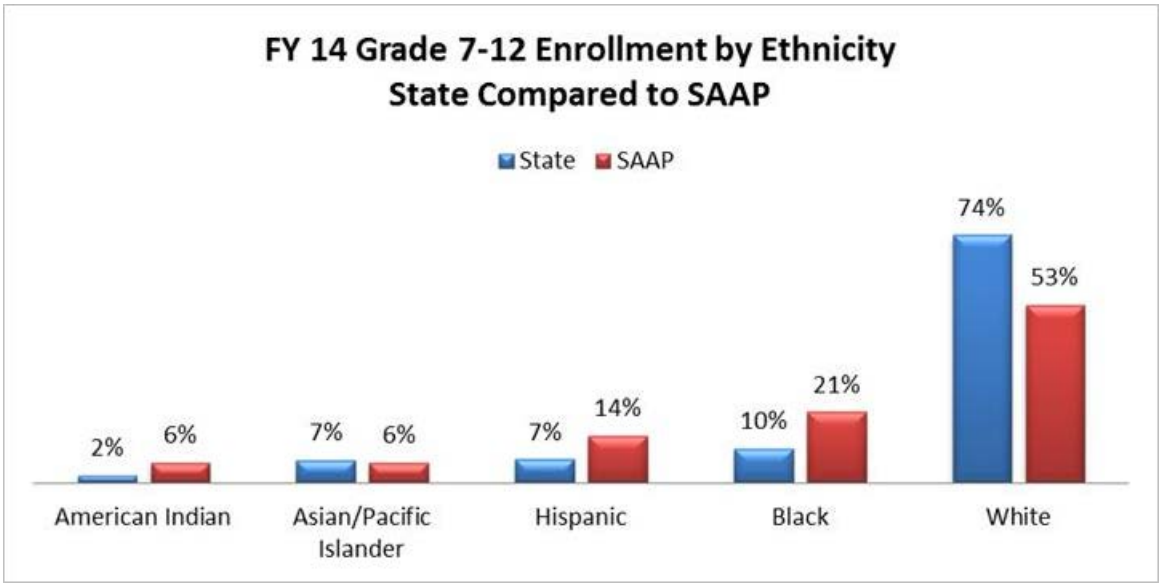
Data is collected on students based on the following five categories:

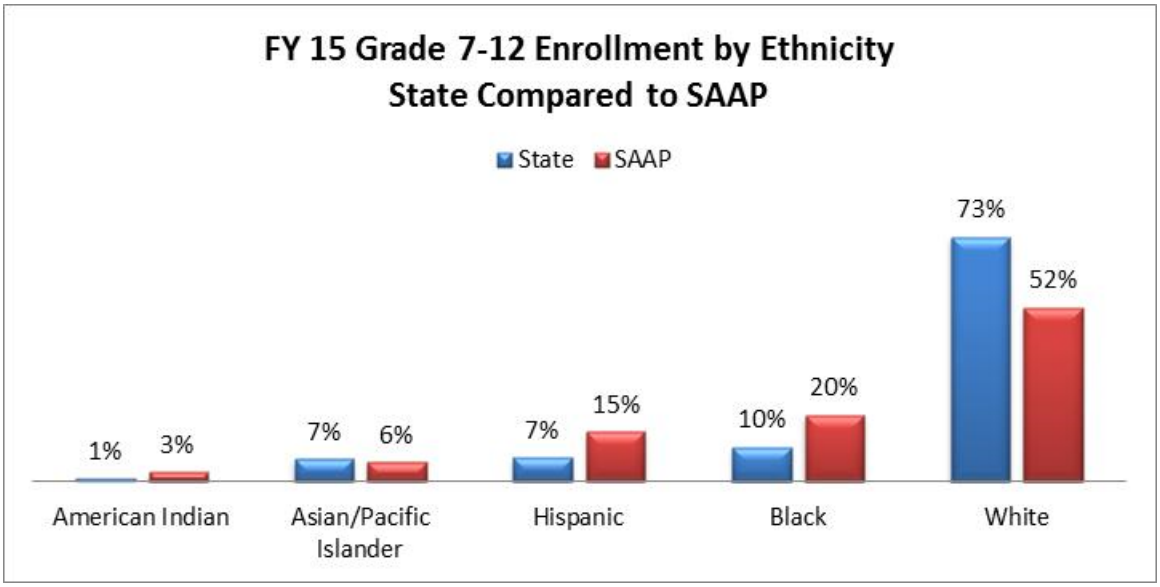
- American Indian (AMI)
- Asian/Pacific Islander (API)
- Hispanic (HIS)
- Black (BLK)
- White (WHT)

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 TS programs. These by their definition are not operated during the core school day. There is a separate set of charts specific to TS 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 two to three times the percentage of Native American students, a slightly lower percentage of Asian/Pacific Islanders, approximately 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 MDE website.

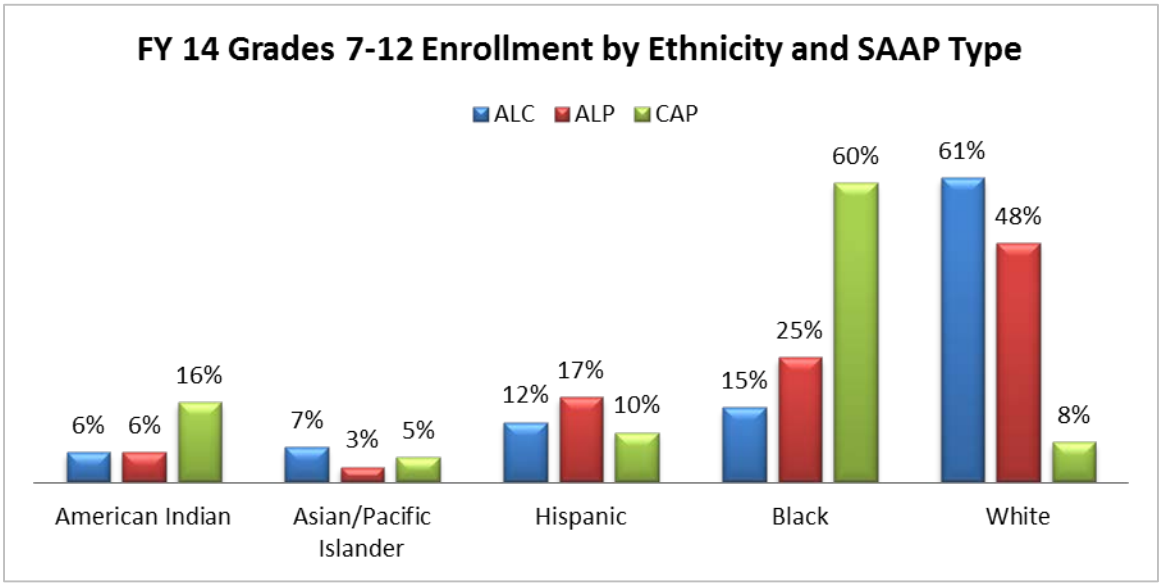


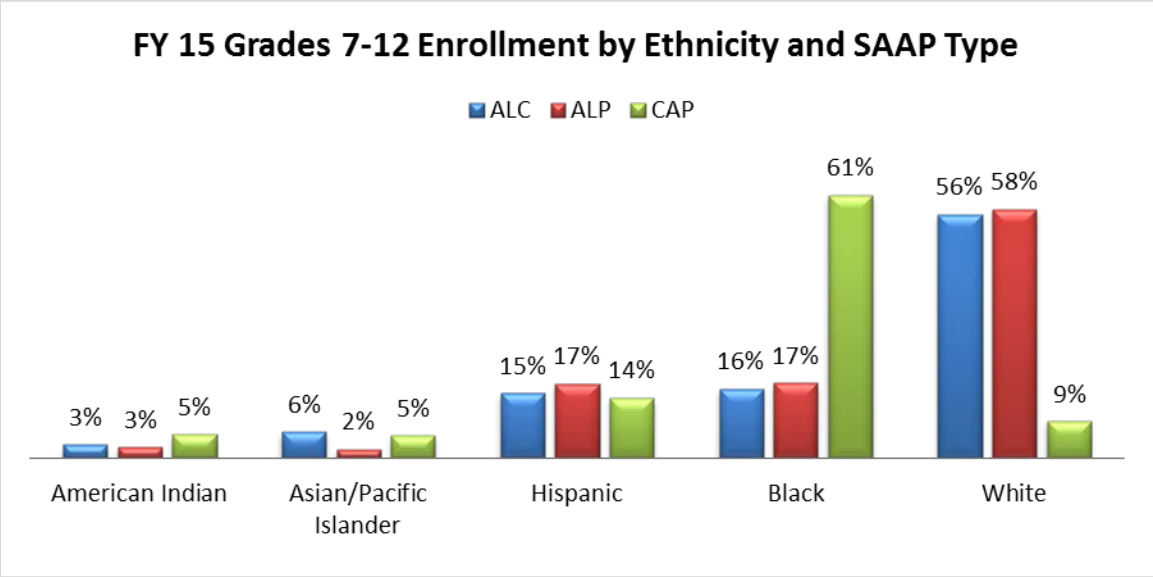


Ethnicity by Program Type

SAAPs, by program type, are characterized with different ethnic demographics. For example, CAPs have a higher percentage of Native American and Black students than either the ALCs or the ALPs. ALCs are approximately 61 percent White, and ALPs are nearly 50 percent White. CAPs 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.

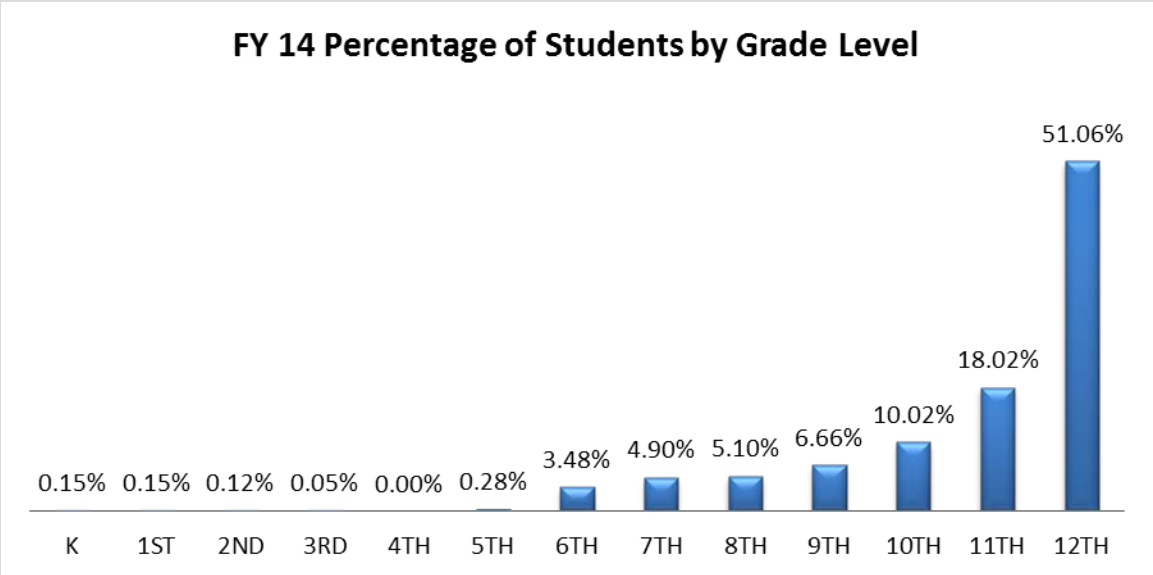


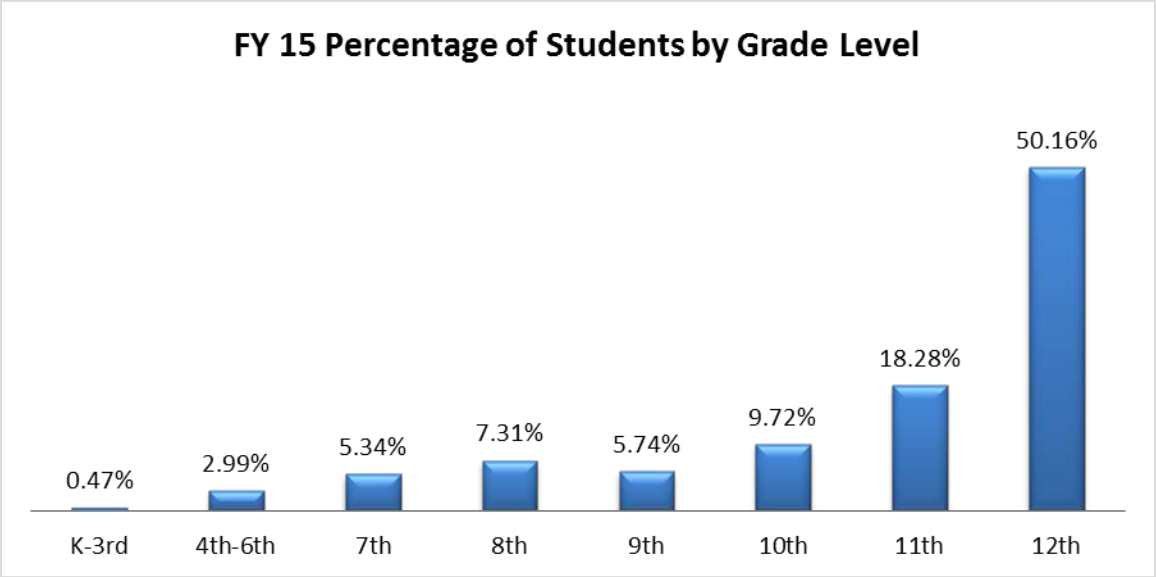


Grades Served

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 TS programs enroll elementary students. For core school year programs, the only current programs serving elementary students are CAPs located in Minneapolis. Overall, the majority of students served in SAAPs are twelfth graders and students who are in their fifth, sixth or seventh year of high school. There are three times as many twelfth graders in these programs as there are eleventh graders. Nearly three fourths of all of the students are eleventh graders or twelfth graders. The following charts do not include TS. They are covered in another section.

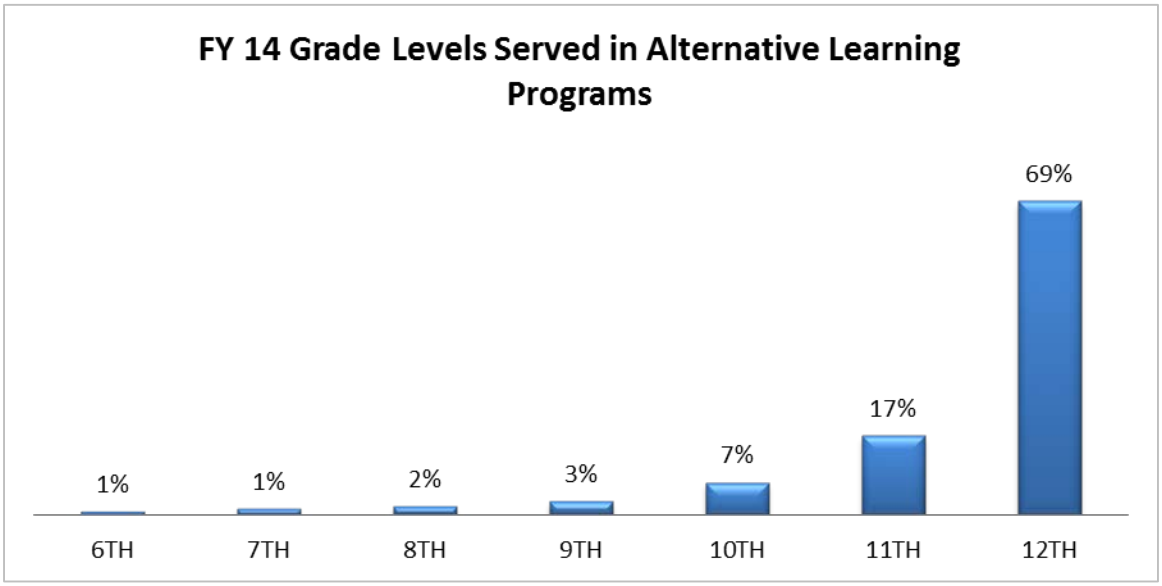
Grades Served: State



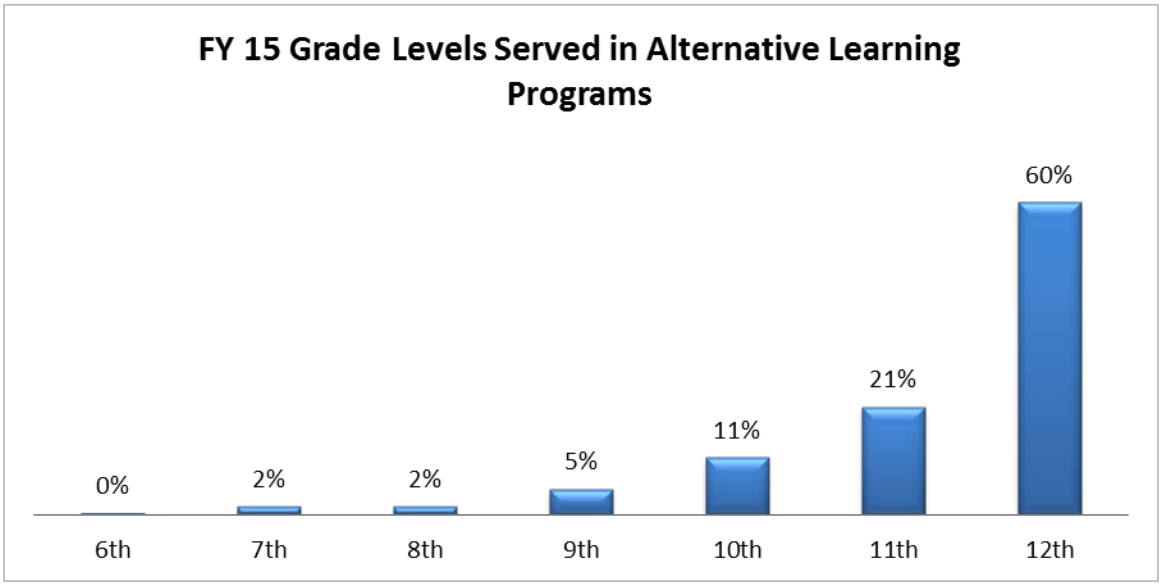


Grades Served by Program Type

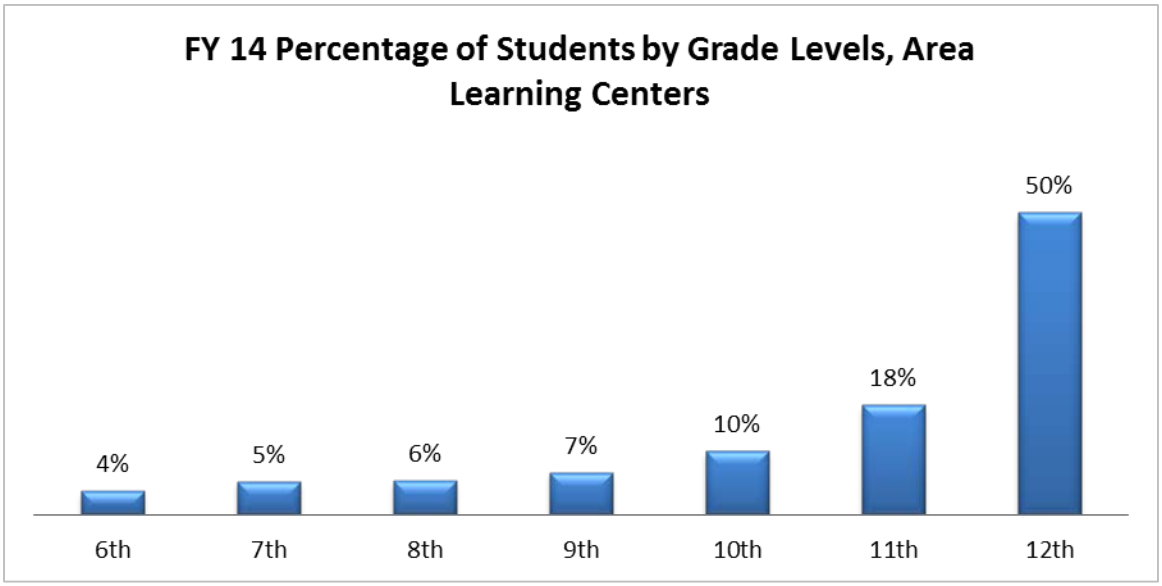
The percentage of students in SAAPs who are 12th grade and beyond is 50 percent state-wide. In looking at this by program type, we see that in FY 14 in ALPs the percentage of twelfth graders was nearly 70 percent. Overall, 96 percent of students were in grades nine through 12 and four percent were middle school students.

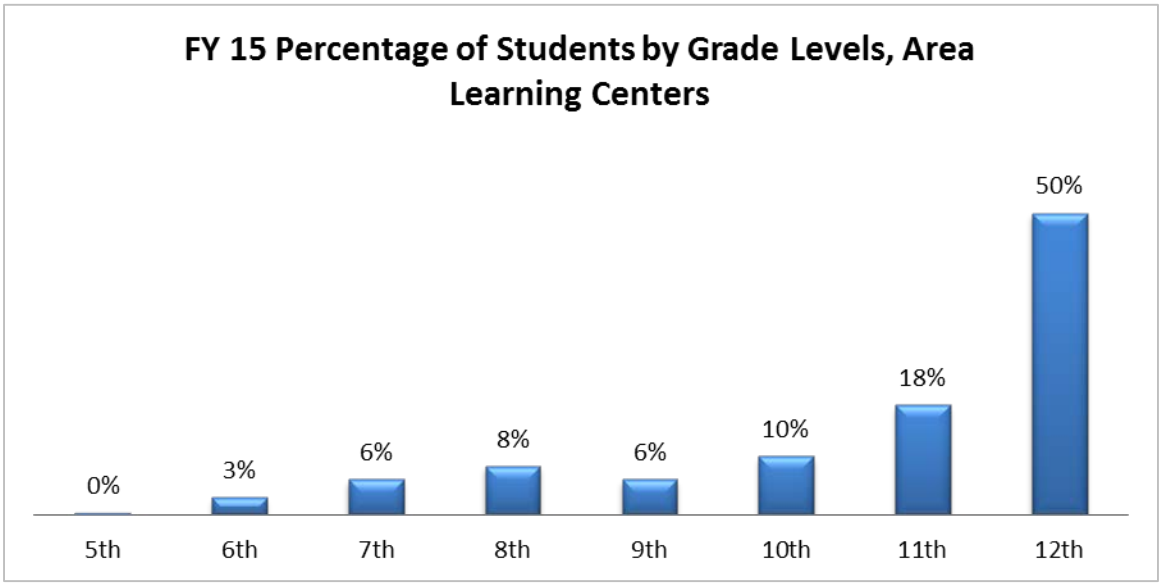


For FY 15, the percent of students in ALPs who were twelfth graders fell to 60 percent while the percent that were eleventh graders rose to 21 percent. Overall, the percentage of students that were in eleventh or twelfth grade fell from 86 percent in FY 14 to 81 percent in FY 15. In FY 15, 96 percent of the students in ALPs were high school students.

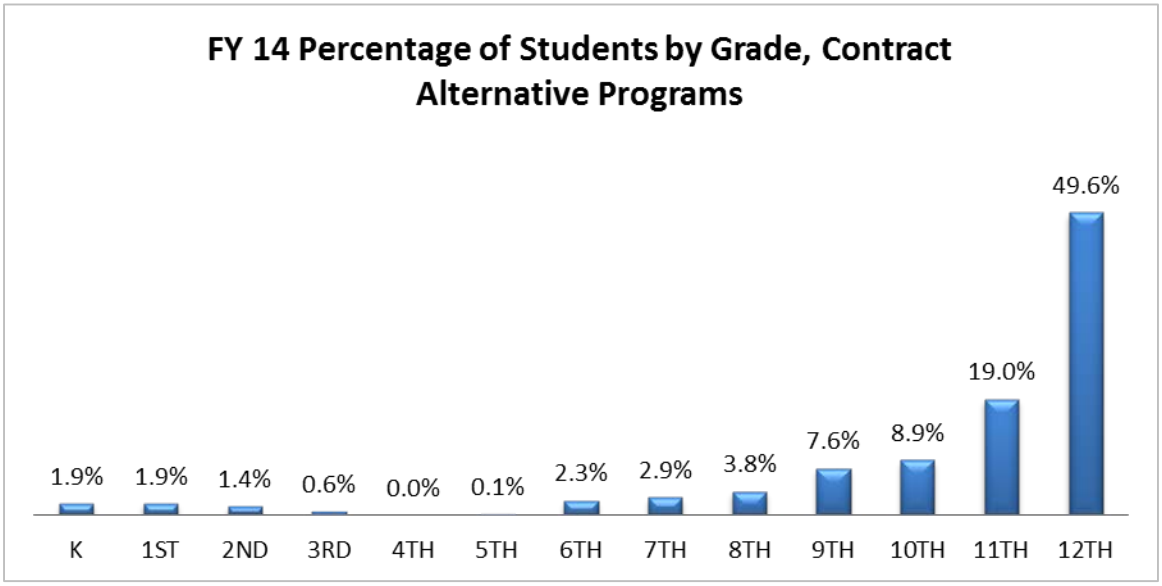


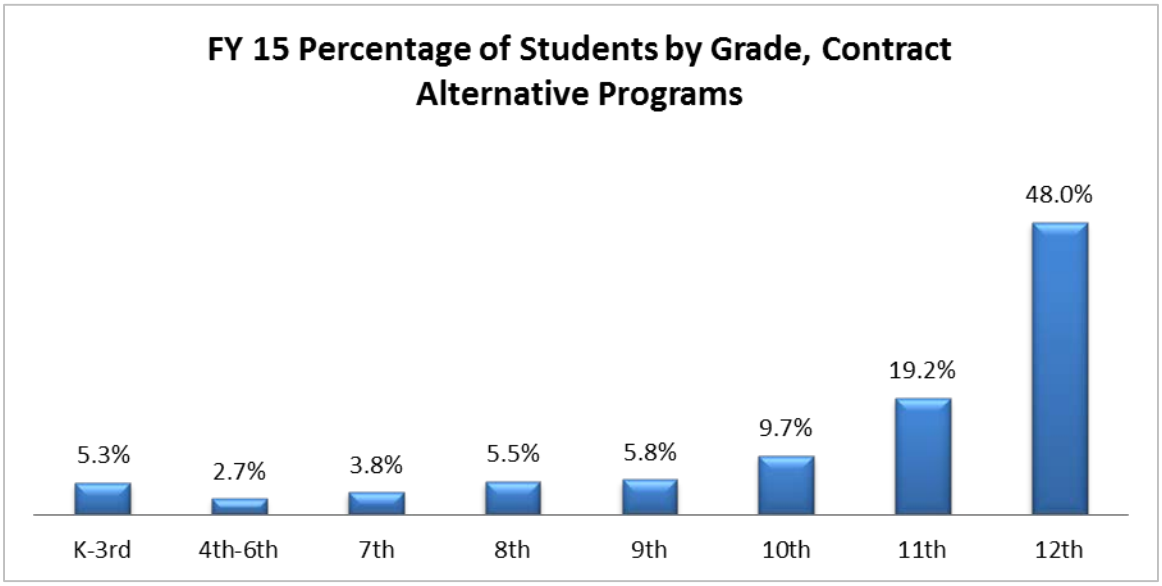
In ALCs, half of all students are twelfth graders for both FY 14 and FY 15. Overall, in both years, 85 percent of the students were high school students, and the remaining were middle school students. ALCs are required by statute to serve both middle school and high school so it is not surprising that there is 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 ALCs.





Similar to ALCs, in FY 14 50 percent of all students in CAPs were twelfth graders. In FY 15, the percentage of twelfth graders dropped slightly to 48 percent.

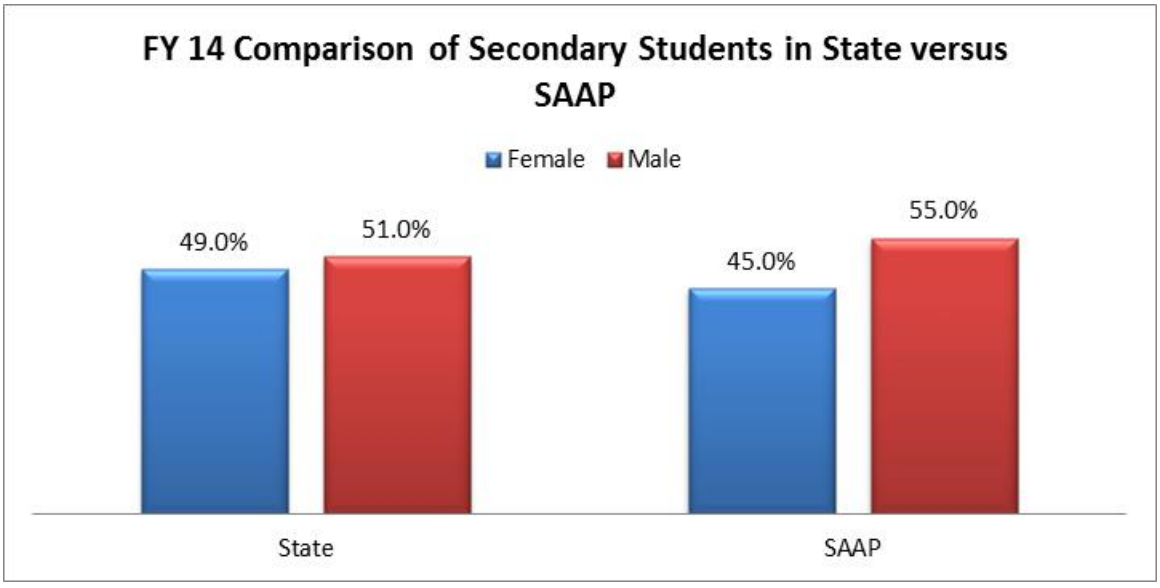




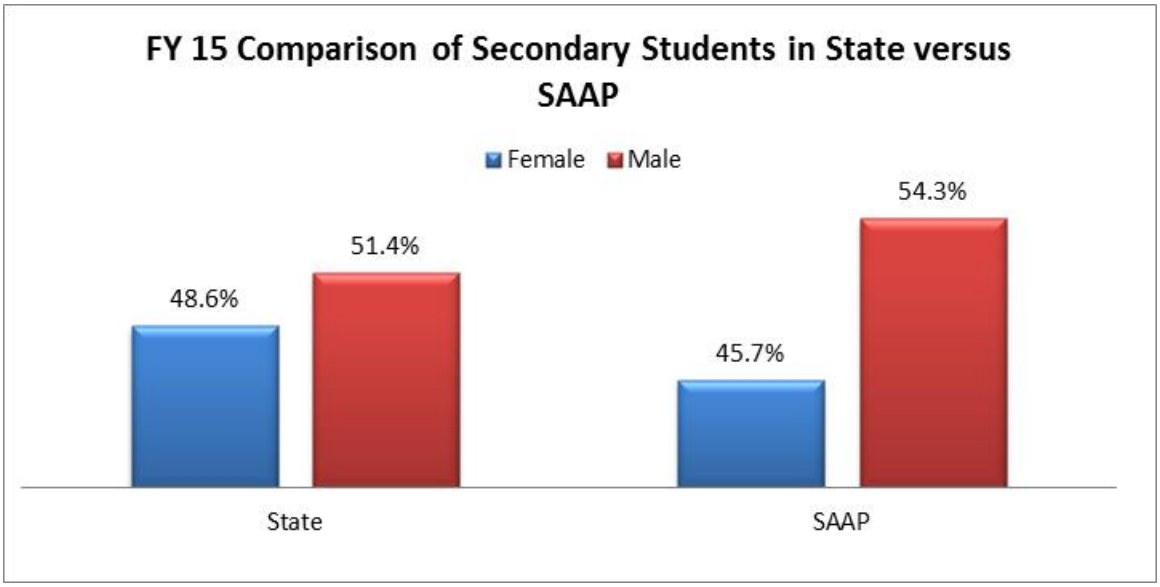
Gender

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 at the state level with 55 percent of students being male. Approximately 20 percent more males than females are in the learning year programs.

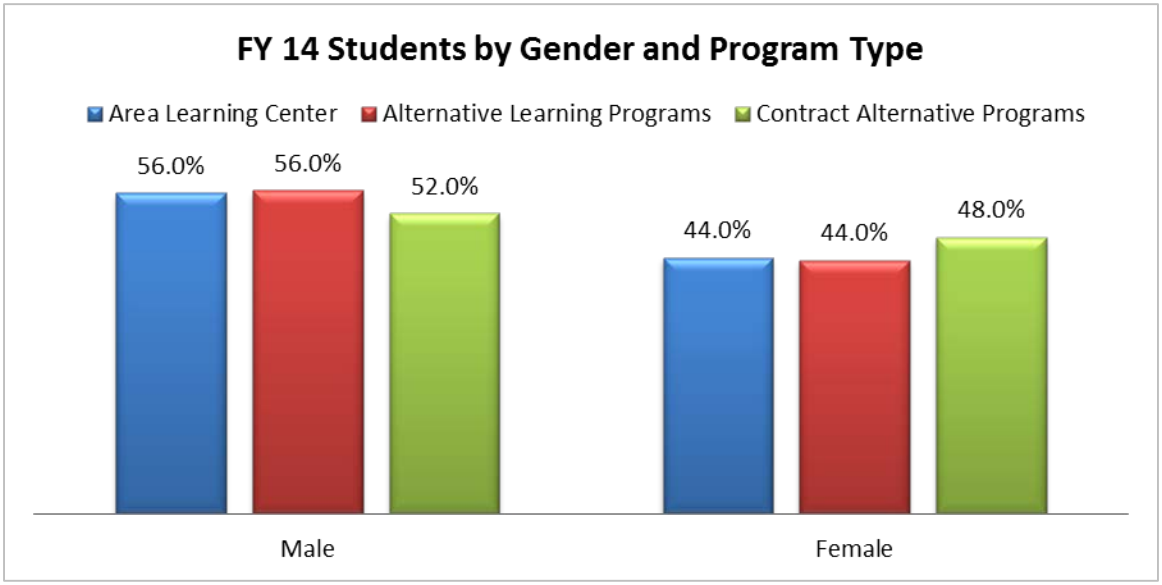


In FY 15, the percentages were very similar.

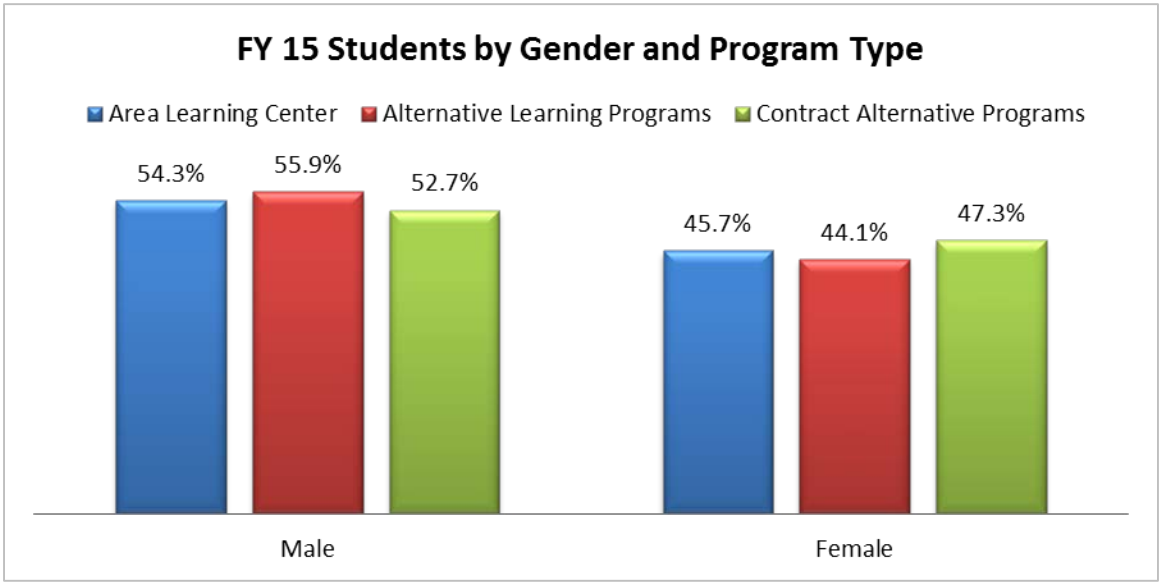

FY 15 Comparison of Secondary Students in State versus SAAP
Female
Male
48.6%
51.4%
45.7%
54.3%
State
SAAP

Gender by Program Type

Looking at gender by program type in FY 14 ALCs and ALPs, each had approximately 56 percent male students and 44 percent female. The CAPs more closely mirrored 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. CAPs showed an increase in the percentage of male students while ALCs showed a decrease. ALPs had similar percentages for both years.



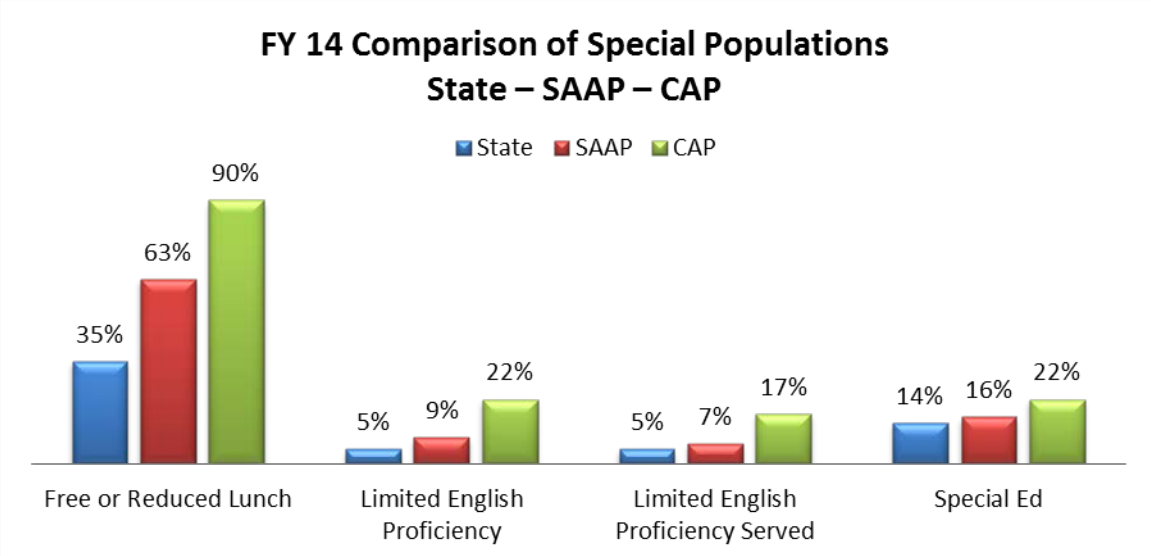
Special Populations

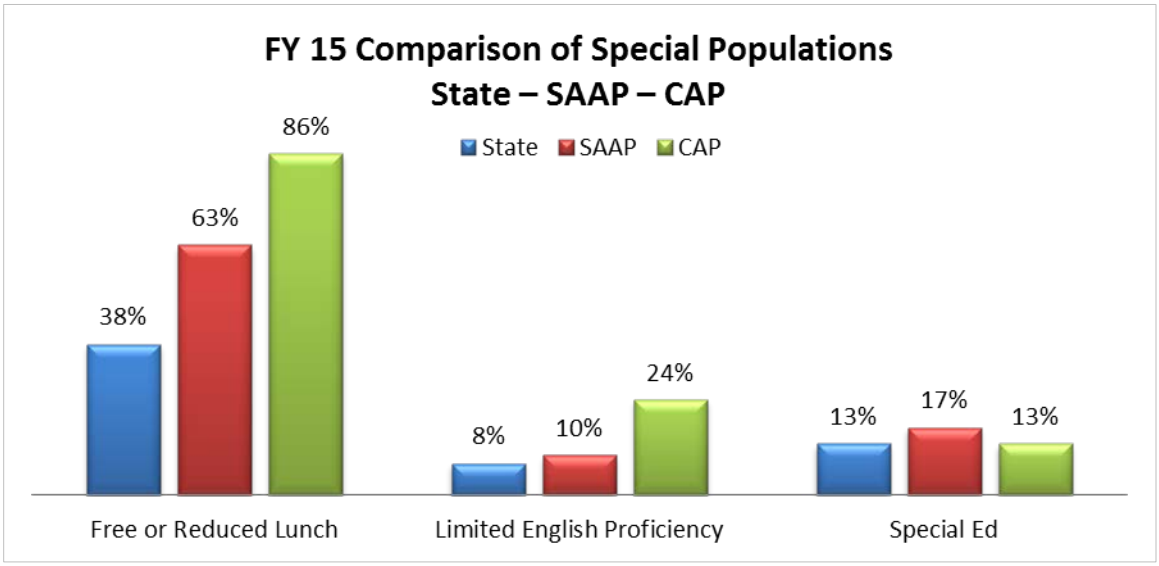
In FY 14 in the state of Minnesota, 35 percent of students qualified for free or reduced lunch. Approximately five percent of students were identified and served for English Language (EL) services. Approximately 14 percent of students received Special Education services.

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

Ninety percent of CAP students qualified for free or reduced lunch. Twenty-two percent of CAP students were identified for EL services with approximately 17 percent EL identified students receiving 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.



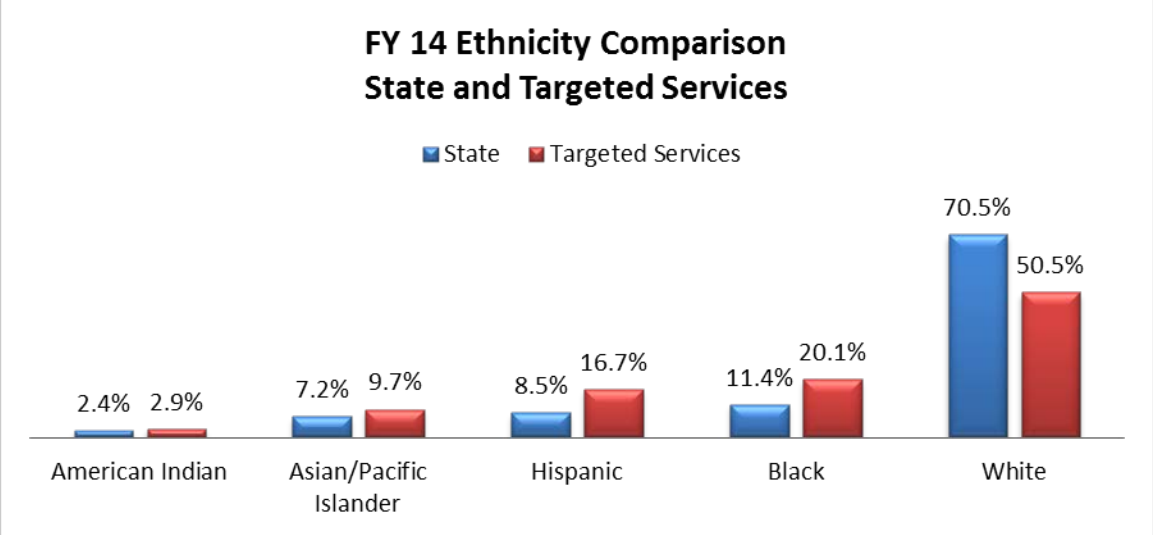


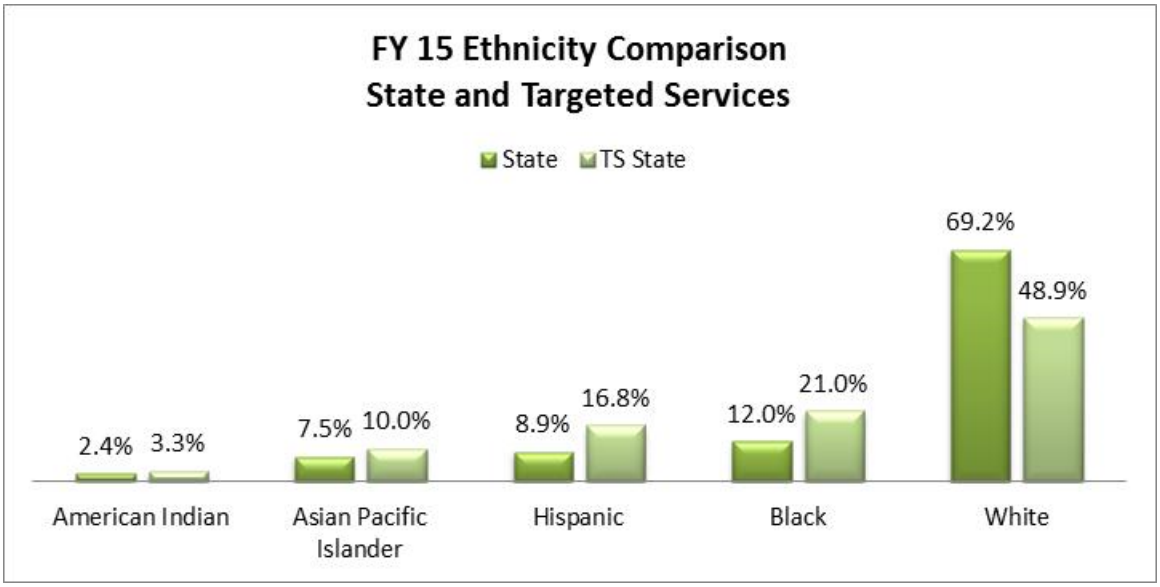
Targeted Services Demographics

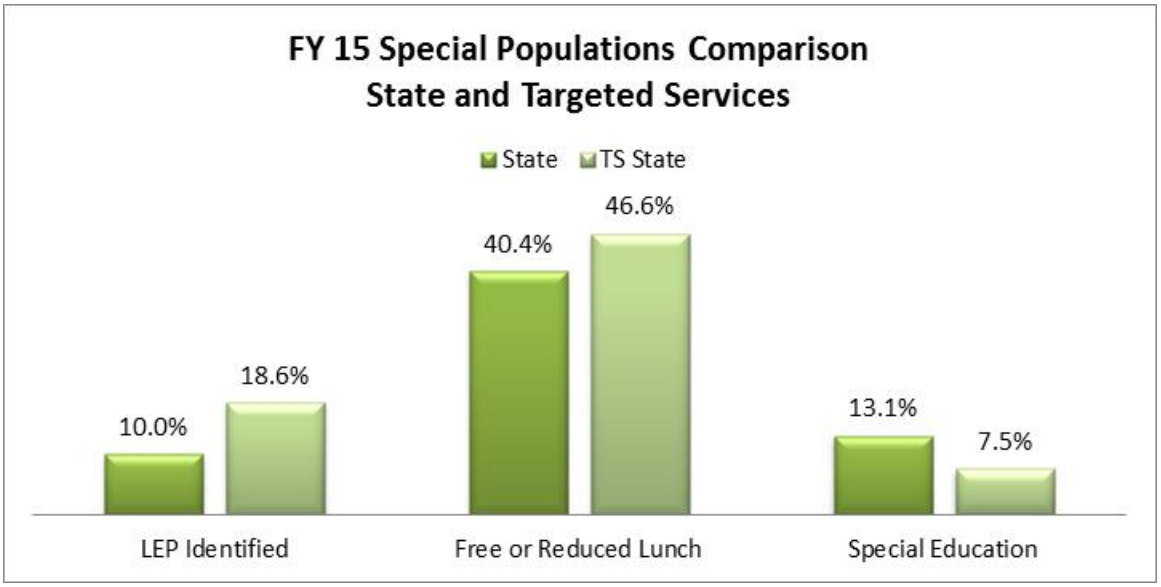
In FY 14, nearly half of the students in TS were students of color. In FY 15, the percentage of students of color in TS programs increased slightly to just over 51 percent. At a state level, just over 30% were students of color.

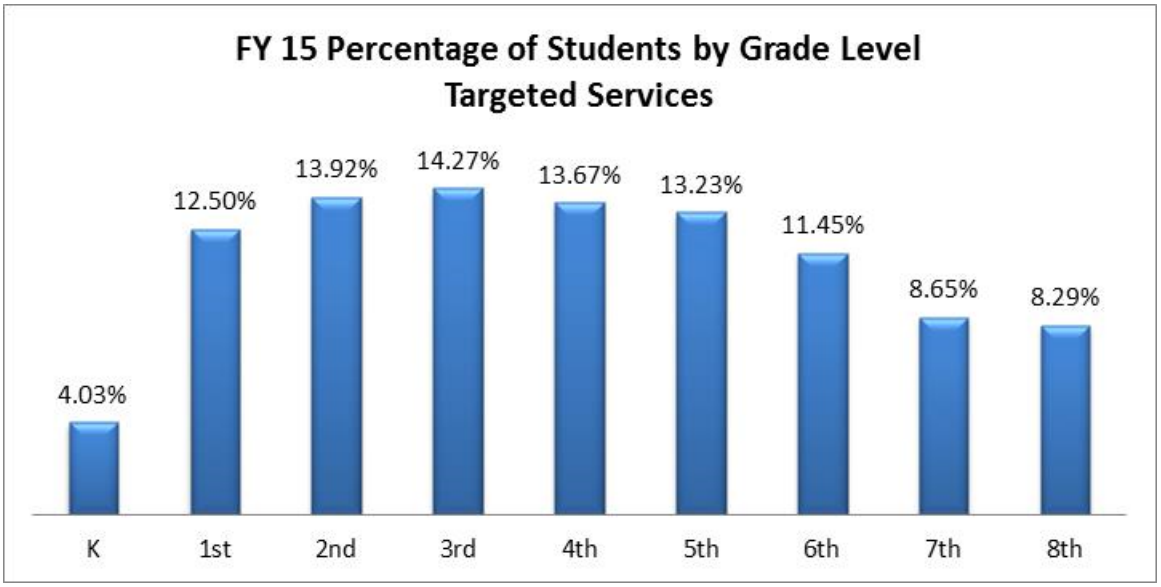
In FY 15, there were nearly twice as many students who qualified for EL services in TS as there were state-wide. There were 15 percent more students in poverty than there were in the state as a whole. However, the percentage of special education students across the state was 13.1 percent but only 7.5 percent in TS programs.

The following charts depict the comparison of state and TS demographics.









Demographic Summary

For ALCs, ALPs and CAPs, students are most likely to be in their fourth year or beyond of high school, followed by students in their third year. These students 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 EL services and more likely to be in need of Special Education services.

Core School Day Programs

While the majority of students who access SAAP programs do so in out-of-school time programs, many core school day programs exist. 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.

Some districts are not providing the statute 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, out-of-school day program students in these districts would need to have the first hours generated in out-of-school time programs credited to the core school day program to meet the minimum 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 out-of-school day program would be 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 on all participating districts is provided in the Report On Learning Year Programs Appendix of Individual Program Information, available 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 15, the five-year rate indicates those students who would have been in the four-year cohort in FY 14, and the six-year rate indicates those students who would have been in the four-year cohort in FY 13. 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.

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 SAAPs 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 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. A second 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 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 the 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 ten students in order to calculate a graduation rate. During FY 14, 18 of the 39 (46 percent) ALPs serving twelfth graders met this benchmark. In FY 15, 14 of the 37 (38 percent) of the ALPs met this benchmark. In FY 14 and FY 15, all of the 11 and ten CAPs serving twelfth graders met this criterion. In FY 14, of the 154 ALCs serving twelfth graders, 110 (71 percent) had a cohort size large enough to calculate a graduation rate. In FY 15, 104 of the 155 (67 percent) ALCs that served twelfth graders had a cohort size large enough to calculate a graduation rate.

Four-Year Graduation Rate

The calculation for four-year graduation rate is based on a cohort of students which is determined by the last school of enrollment. This is used as the denominator. Students are included in the cohort year 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.

Four-Year Graduation Rate for Alternative Programs: State Comparison from FY 13 to FY 15

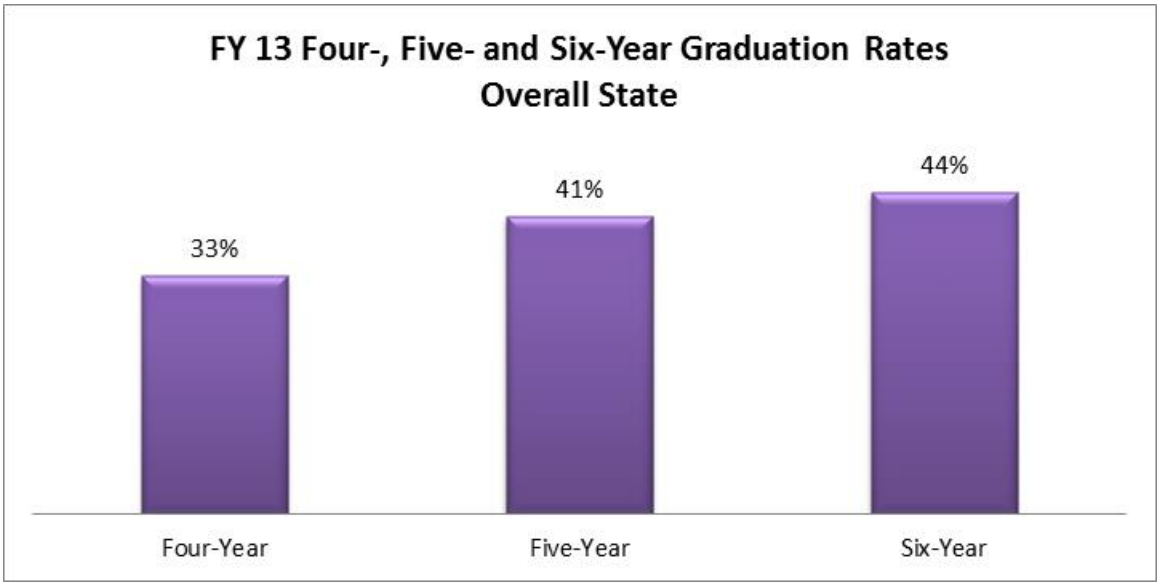
Overall in the state, the four-year graduation rate for alternative programs in FY 13 was 33 percent. For FY 14, the four-year graduation rate was 36 percent. For FY 15, the four-year graduation rate was 35 percent.

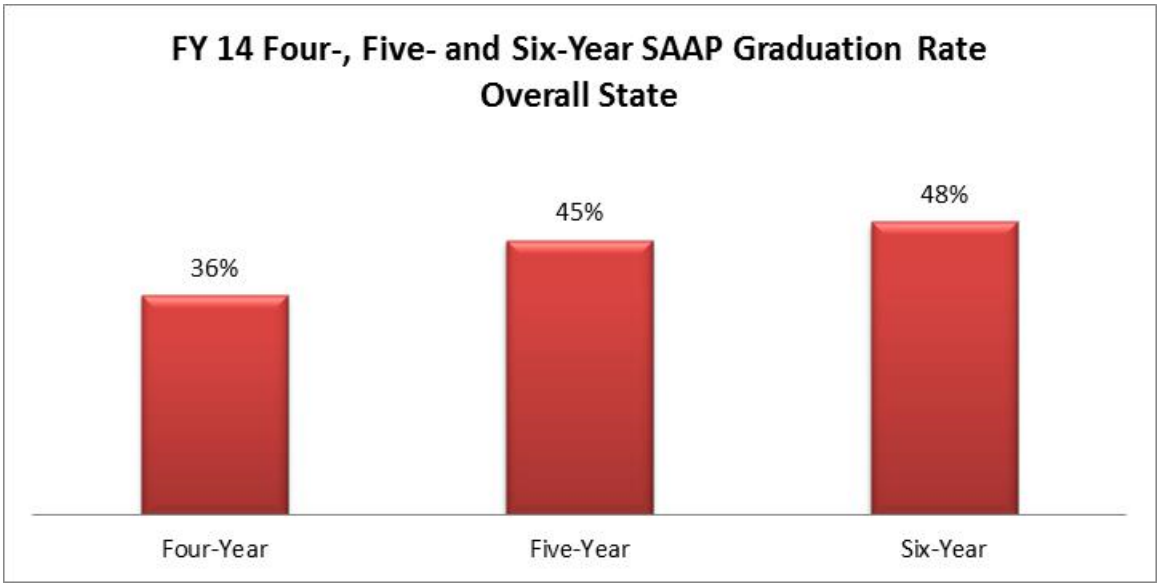
Despite existing challenges when reporting graduation rates for alternative programs, there are a number of noteworthy outcomes. In FY 14, the IS ALC program at Osseo Public Schools showed a 100 percent four-year graduation rate. The Hastings Public School's ALC had a four-year graduation rate of 93.75 percent. Mankato Public School's Lifelines Adult Connections came in at 93.3 percent, and Litchfield Public School's Area Learning Program had 88 percent. In FY 15, Minnesota River Valley ALC had a 95 percent graduation rate, and Intermediate District 287's program at Eden Prairie had an 86 percent graduation rate.

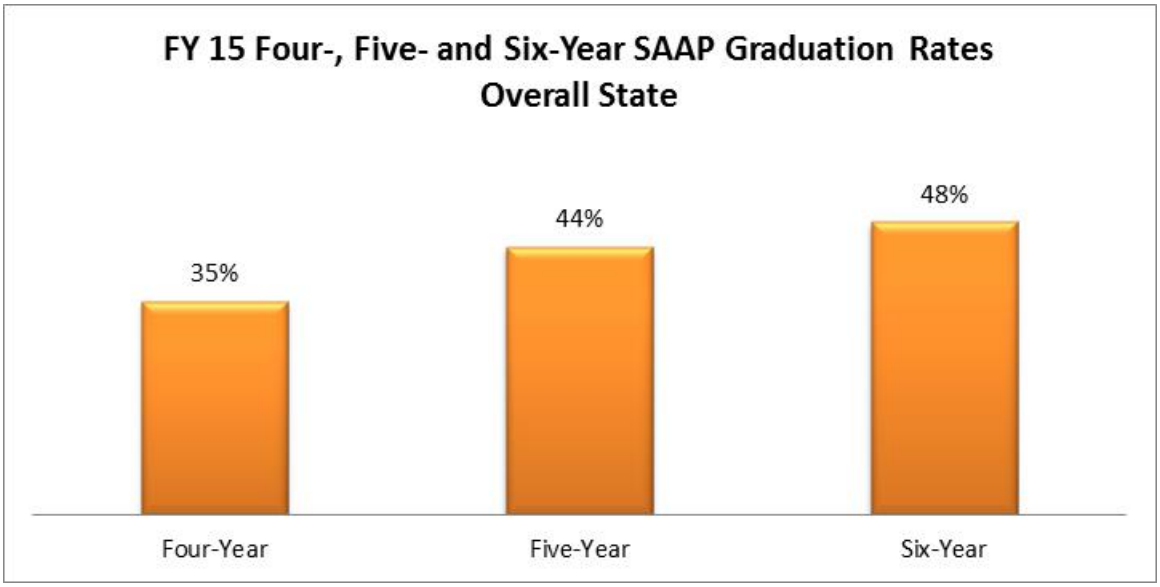
In FY 14, the average CAP four-year graduation rate was 17 percent. However, Heritage Arts and Science Academy posted a 61 percent four-year rate, an 83 percent five-year rate and a 96 percent six-year rate. Similarly, in FY 15, the overall graduation rate was 18 percent with Heritage posting a 60 percent four-year rate, 71 percent five-year rate and an 83 percent six-year rate.

In FY 15, the Alternative Learning Program in Litchfield showed a four-year rate of 100 percent while the Farmington ALP had a four-year rate of 95 percent.

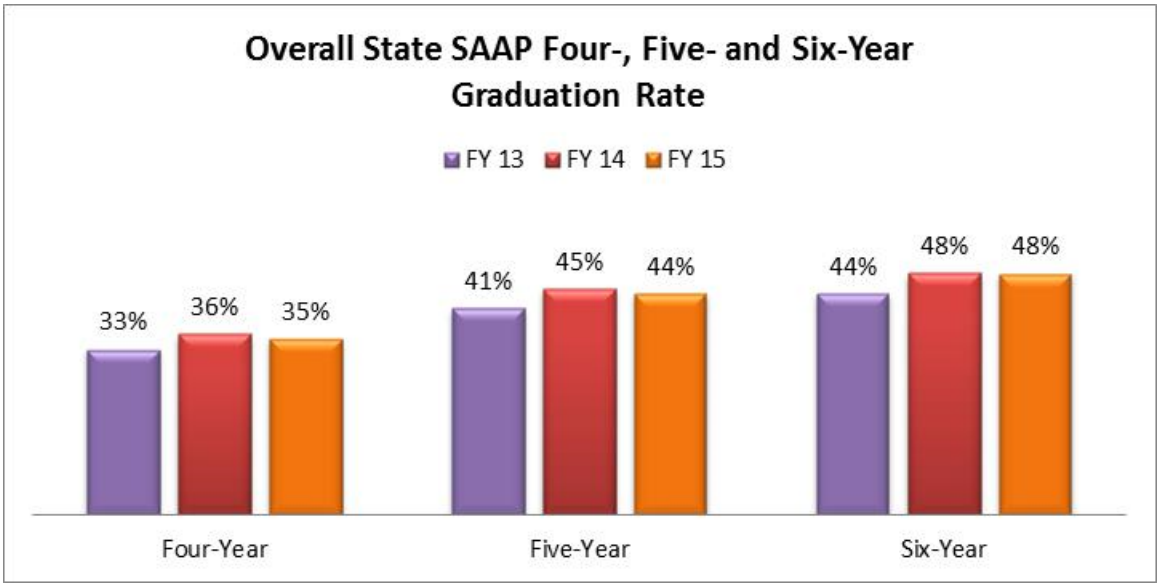
Note that in comparing the FY 13 to FY 15 graduation rates, the cohort size used in the calculation has increased over time and impacts the reported graduation rate.



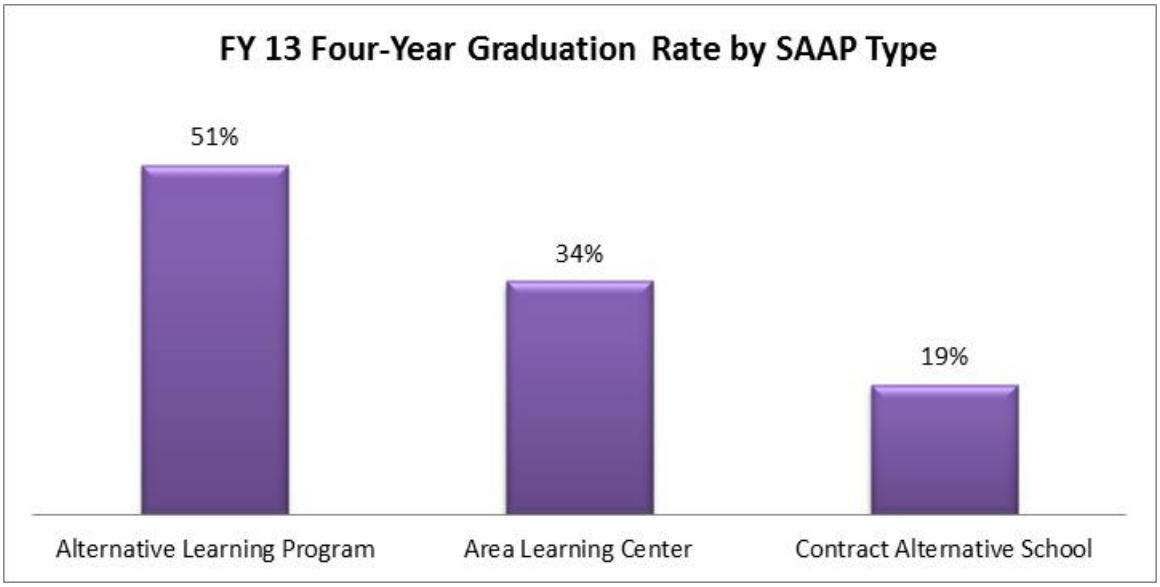


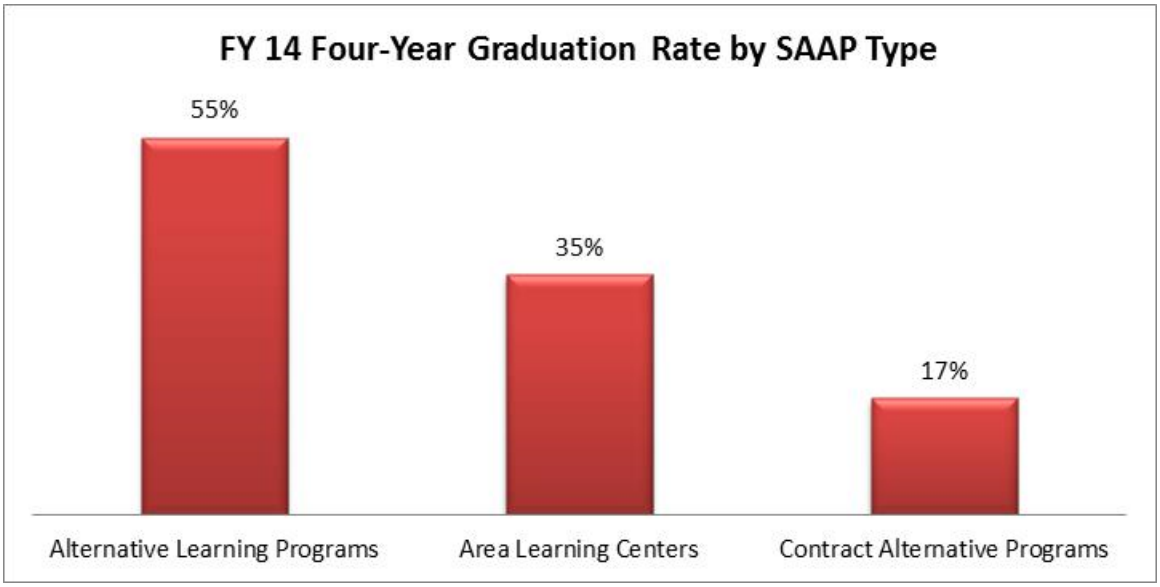


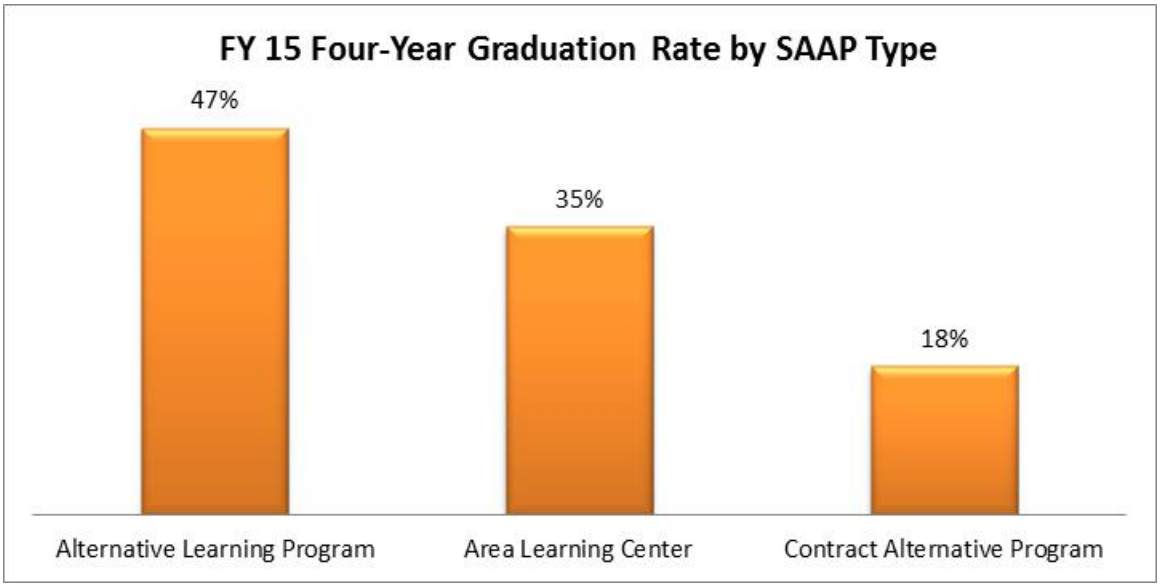
A significant consideration in looking at these graduation rates is that the cohort size for calculation has changed from FY 13 to FY 15. The cohort graduation rate has increased from 33 percent to 48 percent. When looking at the actual numbers of graduates from that same cohort, we see that the number of graduates rose from 1,990 to 3,057 graduates. The cohort size has also increased, growing from 6,333 to 7,087 students. When calculating graduation rates, if the number of graduates increases *and* the cohort size increases, the effect can be a lower than expected graduation rate. By contrast the number of graduates at the traditional high schools over the same period increased by 688 but their cohort size decreased by 2,549 students. An increase in number of graduates coupled with a decrease in cohort size will increase graduation rates. The result of this is a graduation rate that is four percent higher than if the cohort size had not decreased. This shifting of students from the traditional high schools into alternative schools has the effect of *raising* the graduation rate at traditional high schools while *lowering* the graduation rate at the alternative schools.



Four-Year Graduation Rate by Program Type





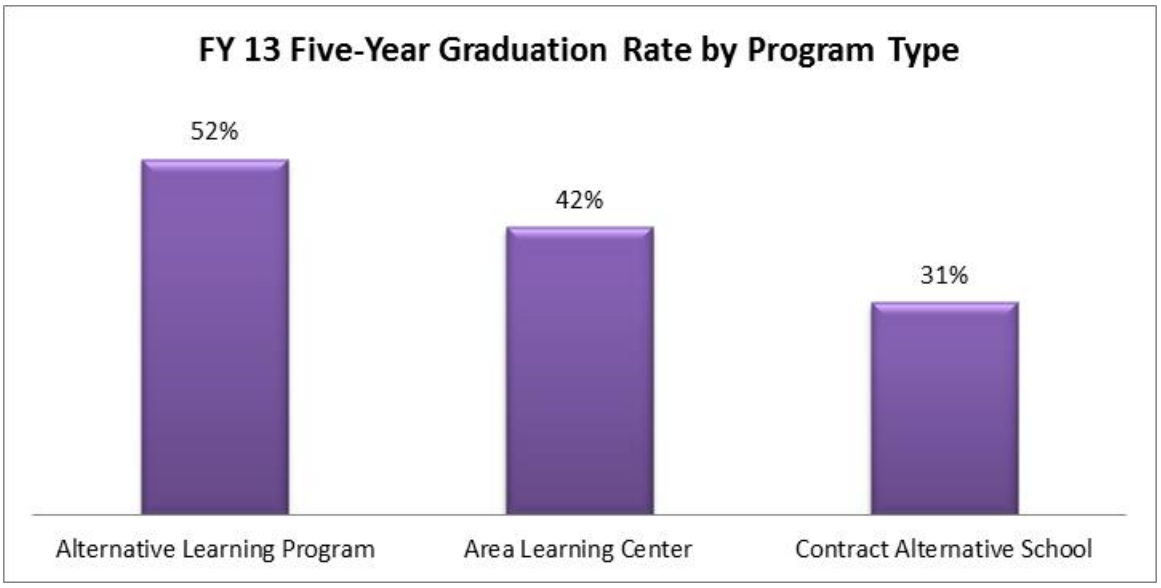


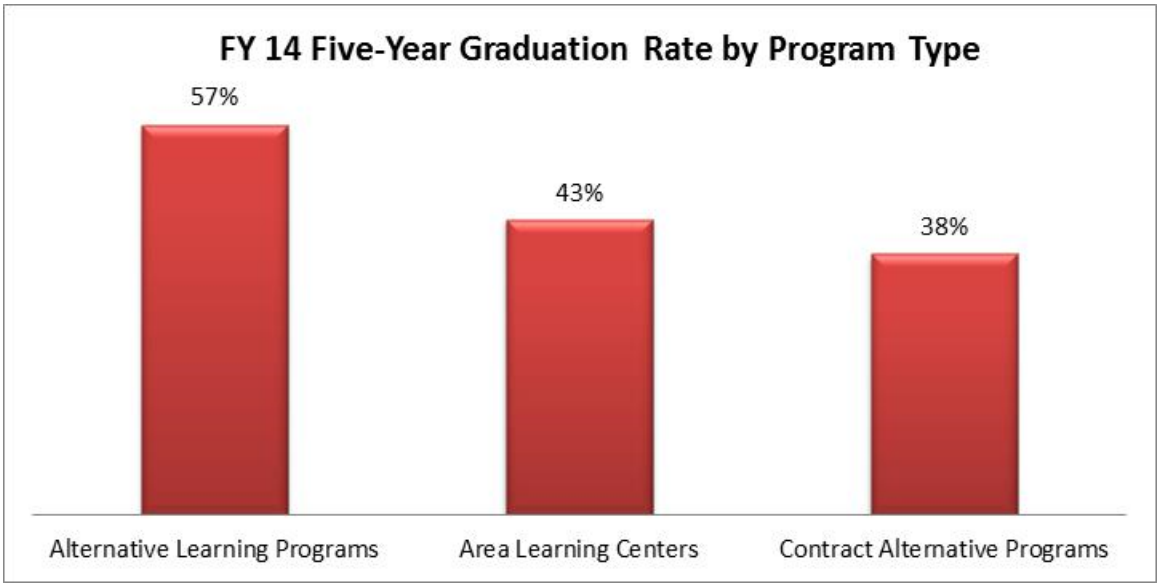
Five-Year Graduation Rate for Alternative Programs: State

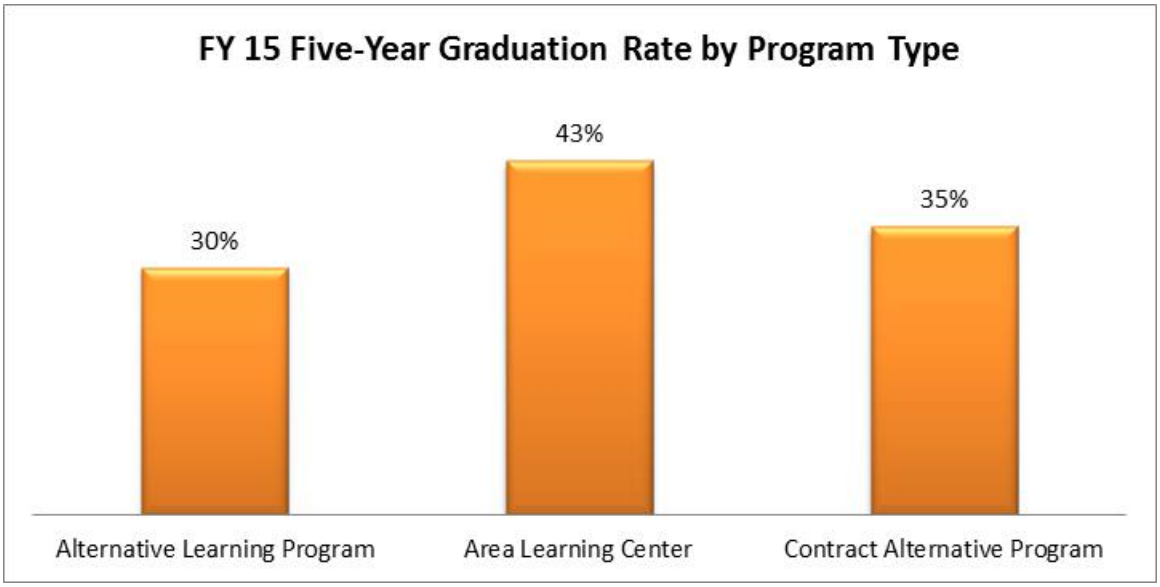
Overall in the state, the FY 13 five-year graduation rate for students in SAAPs was 43 percent. For FY 14, the five-year graduation rate was 45 percent. For FY 15, the five-year graduation rate was 44 percent.

One thing to be noted is the increase in the cohort size from FY 14 to FY 15. For ALPs, the cohort size in FY 14 for the four-year graduation rate was 494 students. There were 272 graduates for a four-year graduation rate of 55 percent. When we look at FY 15, these graduates and the cohort is rolled over the five-year graduation rate. The number of graduates increased by 36 students, but the cohort size more than doubled to 1,020 students. So despite increasing the number of graduates, the calculated graduation rate declined to 30 percent.

Five-Year Graduation Rate by Program Type



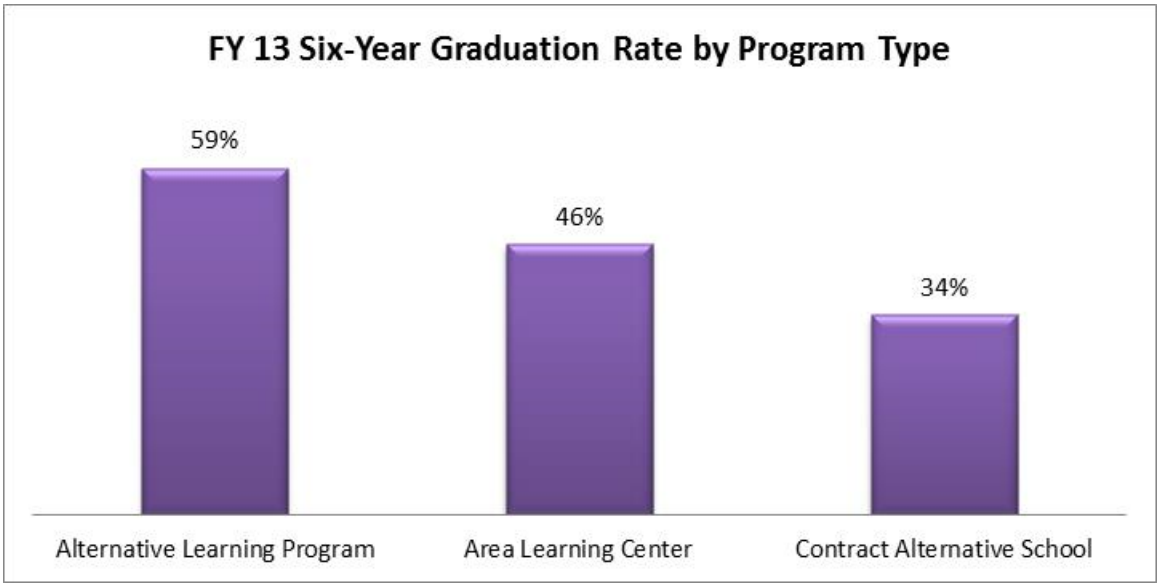


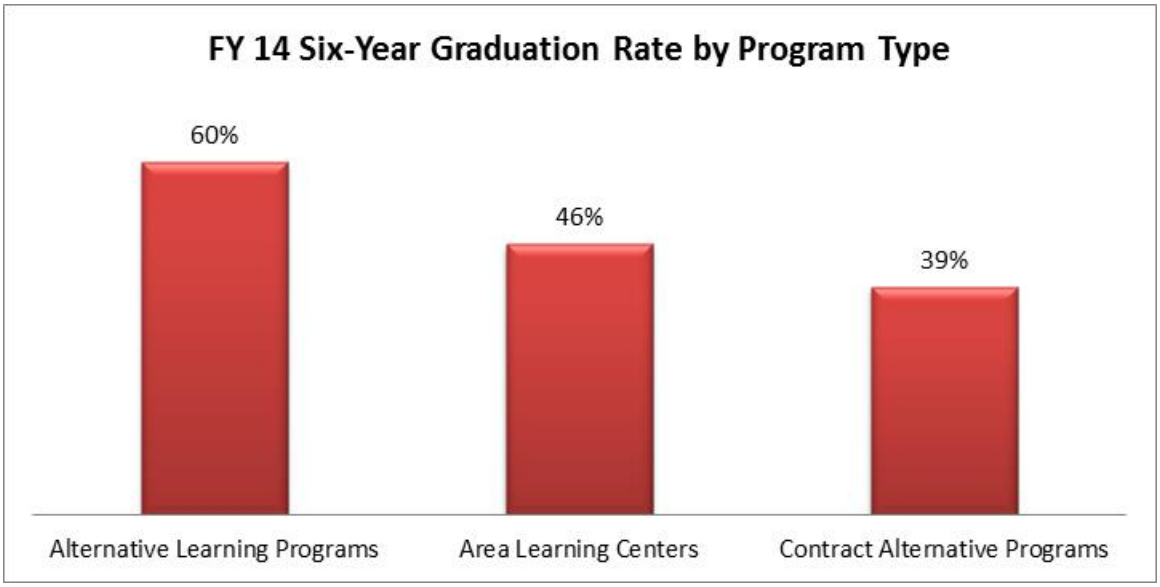


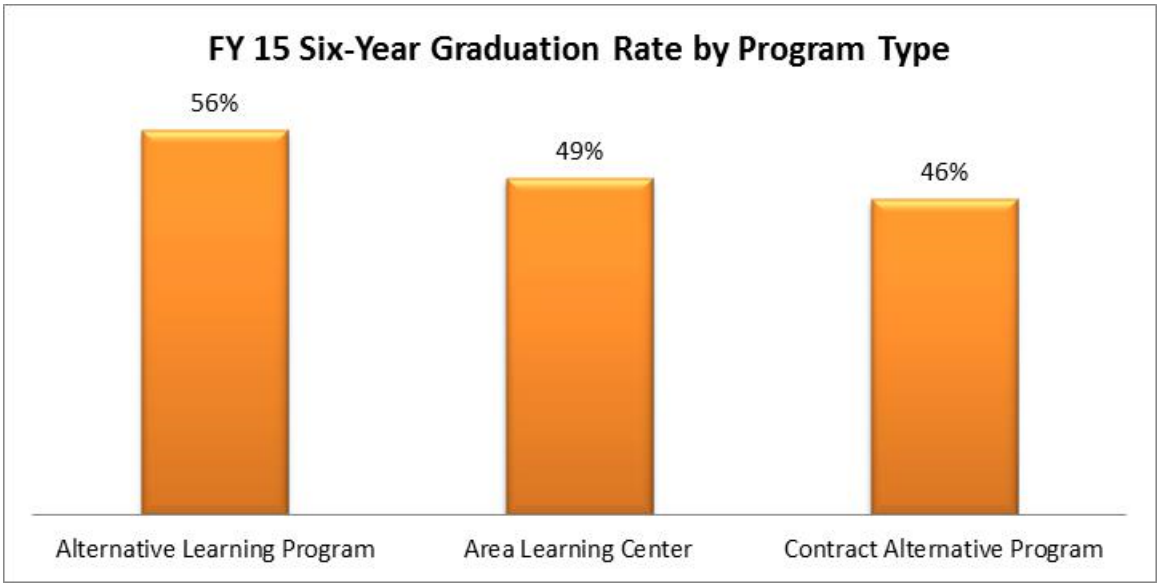
Six-Year Graduation Rate for Alternative Programs: State

Overall in the state, in FY 13 the six-year graduation rate for students in SAAPs was 46 percent. For FY 14, the overall six-year graduation rate was 48 percent. For FY 15, the overall six-year graduation rate was also 48 percent.

Six-Year Graduation Rate by Program Type







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

When comparing the number of FY 14 four-year graduates with the number of FY 15 five-year graduates (i.e. the same cohort of students), the number of students who graduated increases to 2,798 from 1,951, an increase of 48 percent. The graduation rate increases from 36 percent to 44 percent, an increase of just 22 percent. This is because the cohort size increased from 5,618 students to 6,653 students.

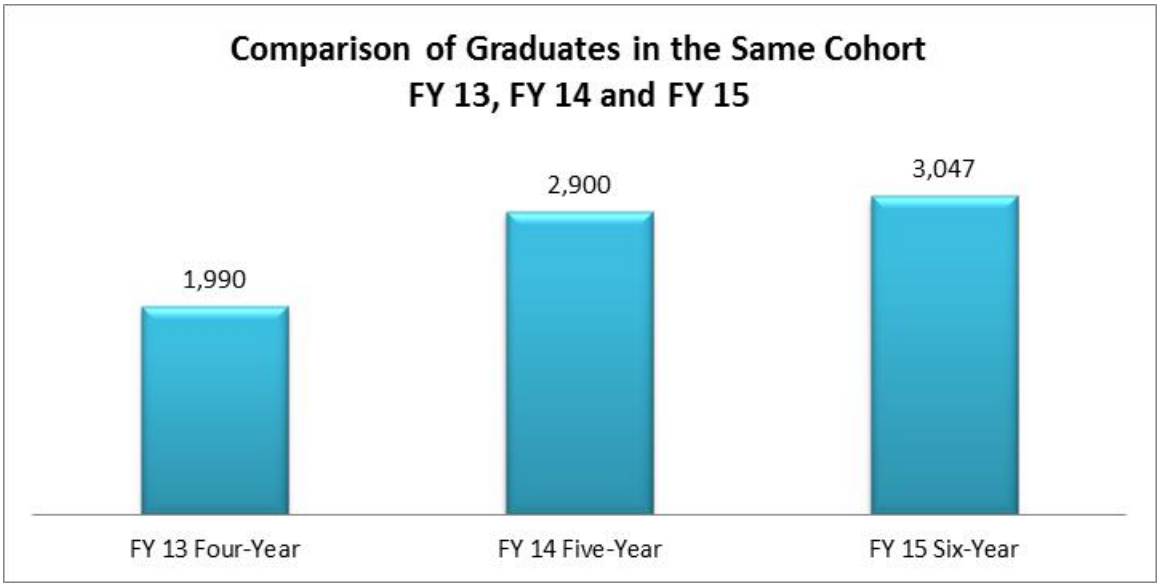
The number of four-year graduates in FY 13 was 1,990. This increased to 2,900 for the number of five-year graduates in FY14, an increase of 46 percent. The graduation rate increased from 33 percent to 45 percent.

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

When comparing the number of FY 14 five-year graduates with the number of FY 15 six-year graduates, the number of graduates increases from 2,900 to 3,047 students. The overall graduation rate increases from 45 percent to 48 percent. However, it is also important to note that the cohort size increased from 6,431 to 6,647.

The FY 13 five-year graduation rate was 41 percent. This increased to 48 percent for the FY 14 six-year rate.

The following chart shows the number of graduates from the FY 13 four-year rate to the FY 14 five-year rate to the FY 15 six-year rate.



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 career and college readiness, and there is no one single statewide metric that is used to measure whether students are prepared for postsecondary and the workforce. The ACT is one assessment that can be used to measure college and career readiness knowledge and skills.

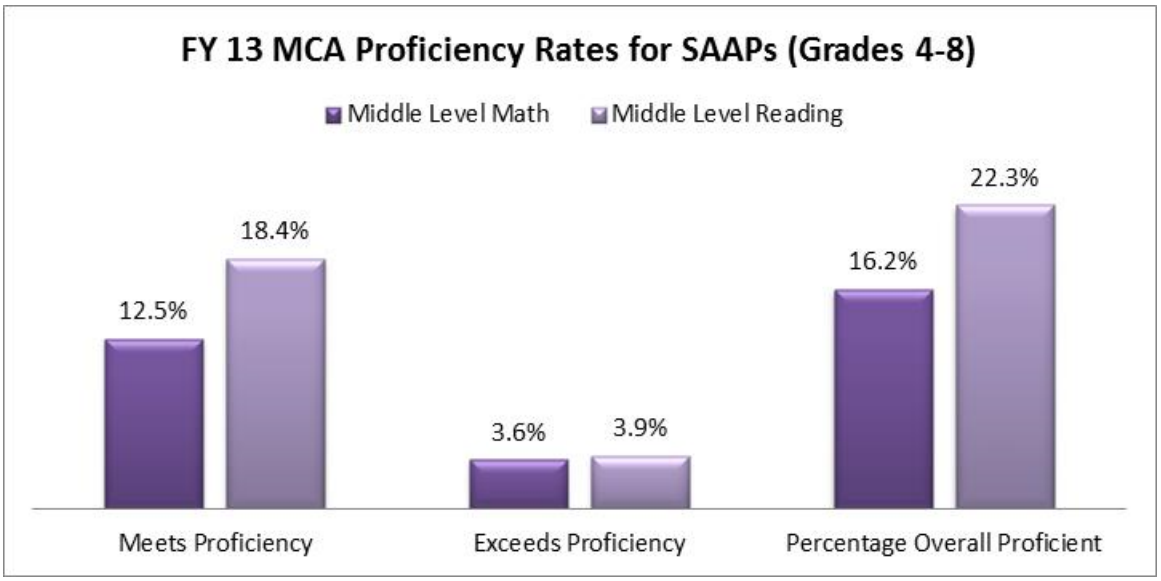
In order to report students who were meeting career and college readiness benchmarks, the Minnesota Comprehensive Assessments, referenced in Statute 120B.30, Subdivision 1, were used as a statewide measurement. The Minnesota Comprehensive Assessments are aligned to the Minnesota K-12 Academic Standards, designed to prepare students for career and college. For this report, the Minnesota Comprehensive Assessment performance data was used as the statute defined career and college readiness measure.

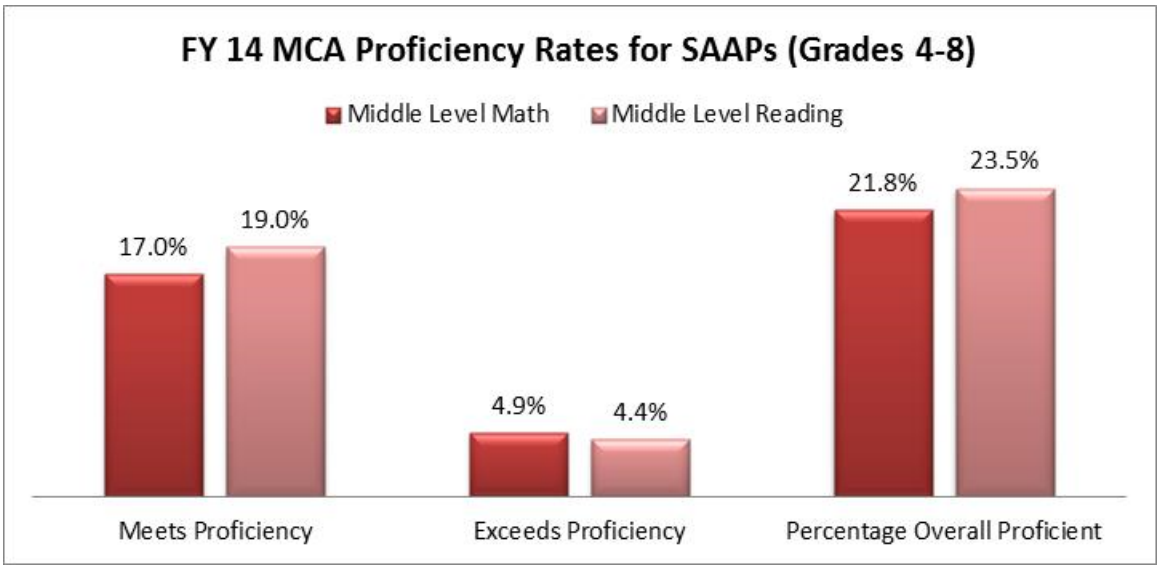
It is important to note when reviewing the data below that the majority of the students in SAAPs are in extended day or extended year programs, not in core school day programs. In this analysis, no

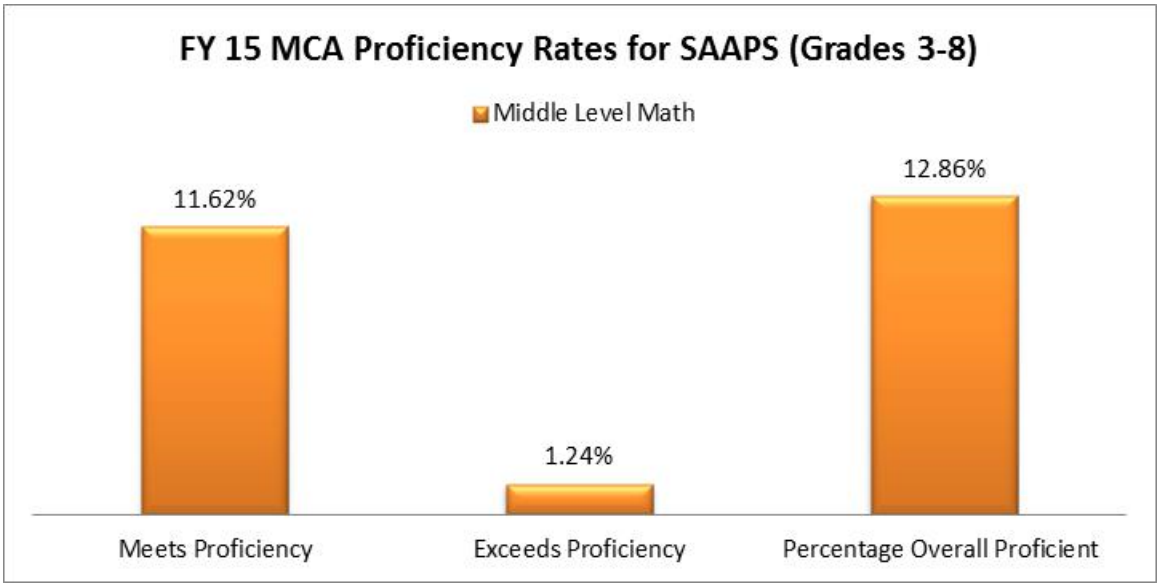
differentiation is made for length of enrollment in the SAAP. Enrollments ranged from two hours to over 2,000 hours.

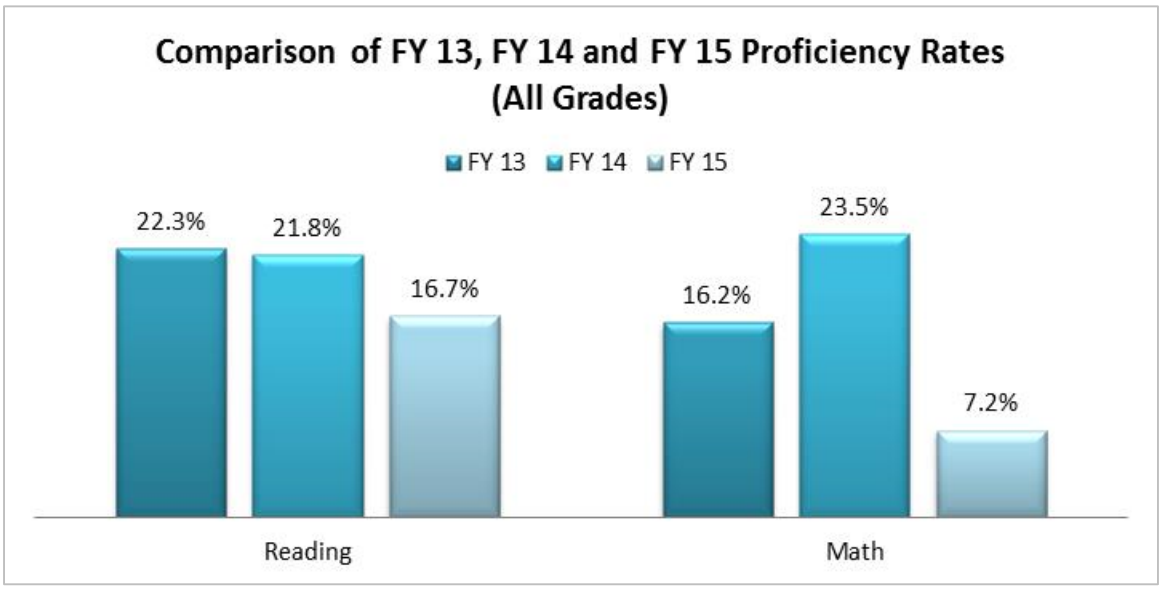
For charts with all students, 5.86 percent are included for math and 4.07 percent are included for reading. The following charts show performance of students enrolled during the testing window in State Approved Learning Programs in reading and in math. For FY 14, students in grades four through eight and students in grade 11 are included. For grade 11, only FY 14 in math is included. For FY 15, students in grades three to eight are included for math, students in grade 11 are included for reading and all grades are shown for both math and reading. In FY 15, 18.45 percent of the eleventh graders served are included. For grades three through eight, 13.87 percent are included.

- Please note that this only includes 5.38 percent of all students enrolled in SAAPs for math and 4.07 percent for reading.





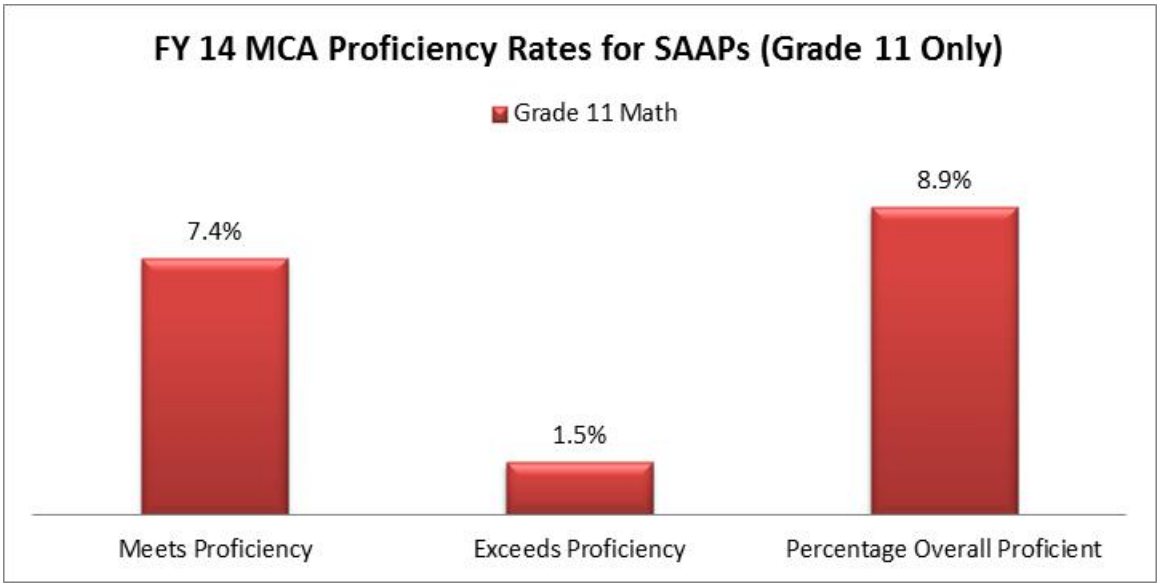


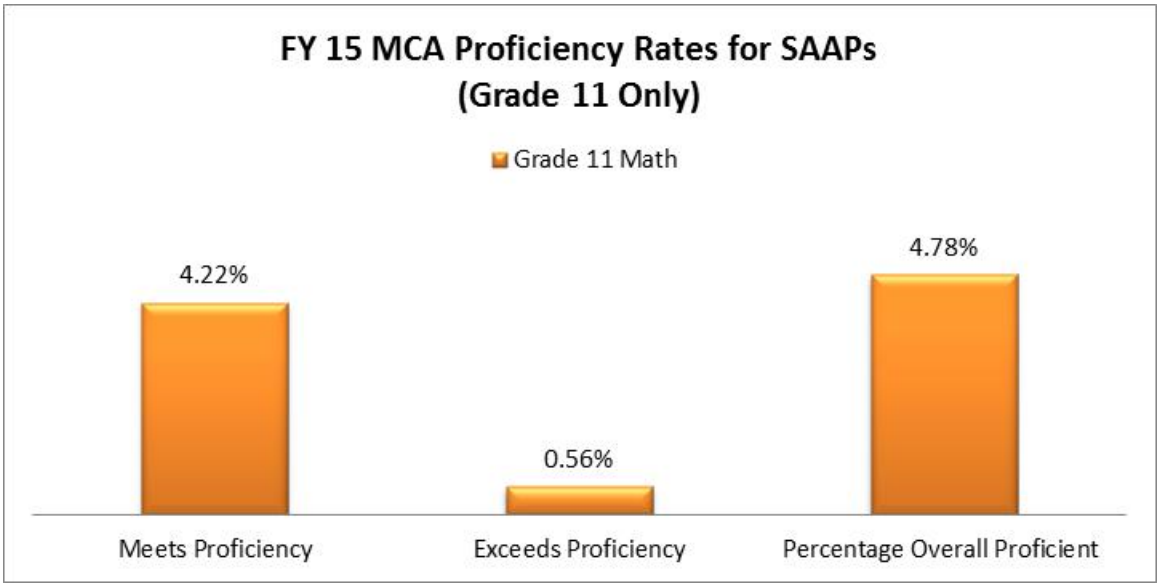


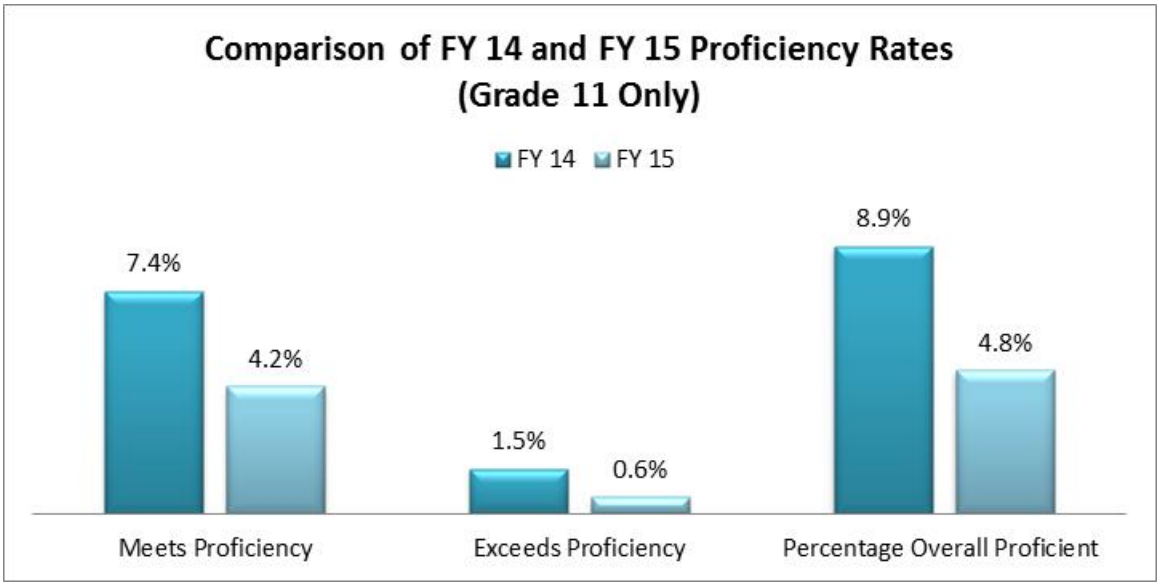
We do not have MCA reading scores separated by grades. For FY 15 we are looking at the MCA Reading exam across all grade levels. Both reading and math proficiency levels dropped in FY 15, with the math proficiency percentages dropping from 23.5 percent to just over seven percent. It is difficult to draw any conclusions from this as less than six percent of the students enrolled during the year at a SAAP are included in the data.

For the grade 11 MCA Math, there was also a significant drop in percentages, falling from 8.9 percent in FY 14 to 4.78 percent in FY 15. Less than 20 percent of the students enrolled at some point in a SAAP are included in the FY 15 figures.

- Please note that this includes only 13.87 percent of all eleventh graders enrolled in SAAPs.


FY 14 MCA Proficiency Rates for SAAPs (Grade 11 Only)
Grade 11 Math
7.4%
1.5%
8.9%
Meets Proficiency
Exceeds Proficiency
Percentage Overall Proficient


FY 15 MCA Proficiency Rates for SAAPs
(Grade 11 Only)
Grade 11 Math
4.22%
0.56%
4.78%
Meets Proficiency
Exceeds Proficiency
Percentage Overall Proficient


Comparison of FY 14 and FY 15 Proficiency Rates
(Grade 11 Only)
FY 14
FY 15
7.4%
4.2%
1.5%
0.6%
8.9%
4.8%
Meets Proficiency
Exceeds Proficiency
Percentage Overall Proficient

At-Risk and Off-Track Students

The legislation 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 failing a class or a course.

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 compiled, and feedback was provided for the FY 14 report. Districts were asked to update this information for the FY 15 report.

Defining success is problematic without established benchmarks. While many districts are implementing the Minnesota Early Indicators Response System (MEIRS), it is not used in every district. MDE queried districts about how they identify their at-risk and off-track students and about a variety of intervention and prevention strategies and their level of implementation. Individual district information is available by request in a separate report entitled the Report On Learning Year Programs Appendix Of Individual Program Information.

Identifying At-Risk and Off-Track Students

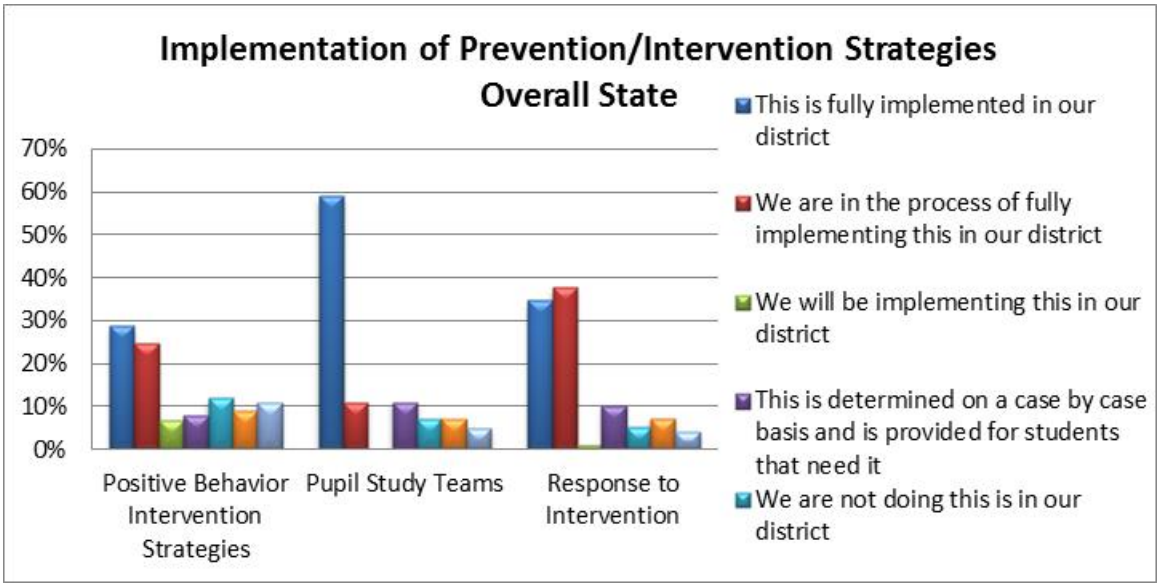
Districts were asked how they identify students who were off-track or at-risk for their summer programs. Of the summer programs identified, 85 percent were credit recovery. Nearly all districts reported that they rely on school counselors as one of the methods to identify these students (97 percent).

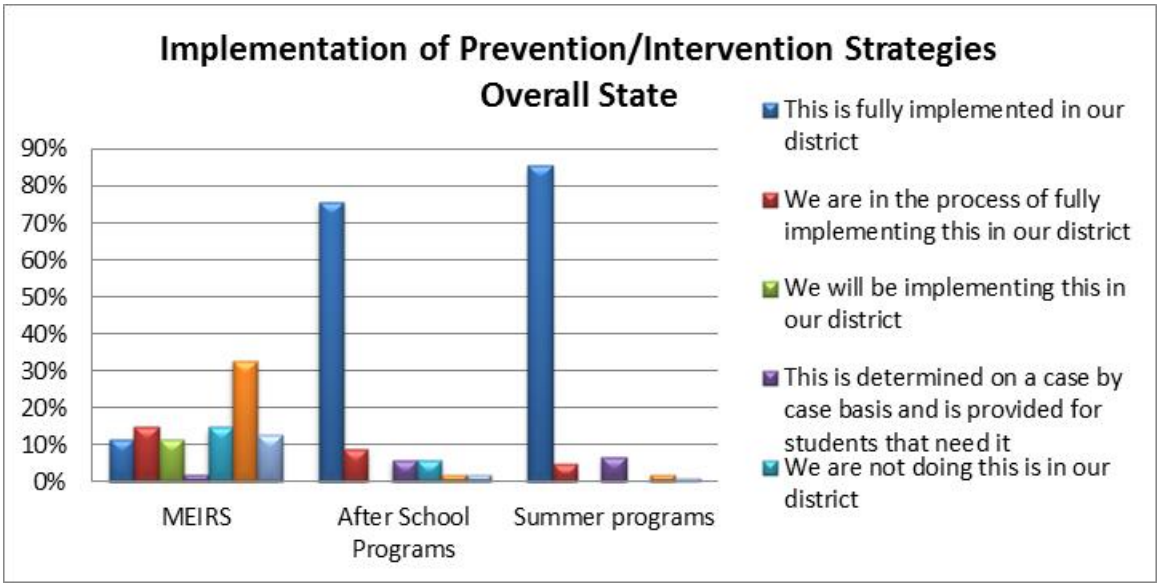
For the core school year programs, SAAPs were asked how students were identified for referral to their program. The most common ways identified were students being behind in credits or not graduating on time with their peers. This was followed by counselor referral, then students identified as being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

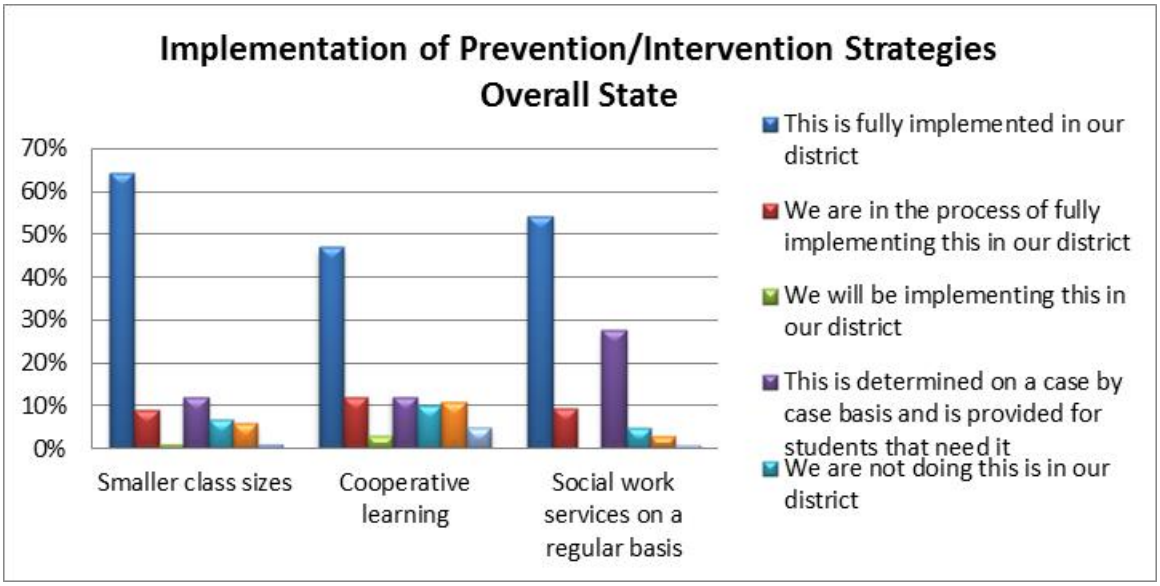
Because the legislation specifically asked for information on how districts identify at-risk and off-track students, we first asked districts if they viewed these as being two distinct groups and, if so, how the approach for each of these students groups might differ. Fifty-seven percent of districts 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.

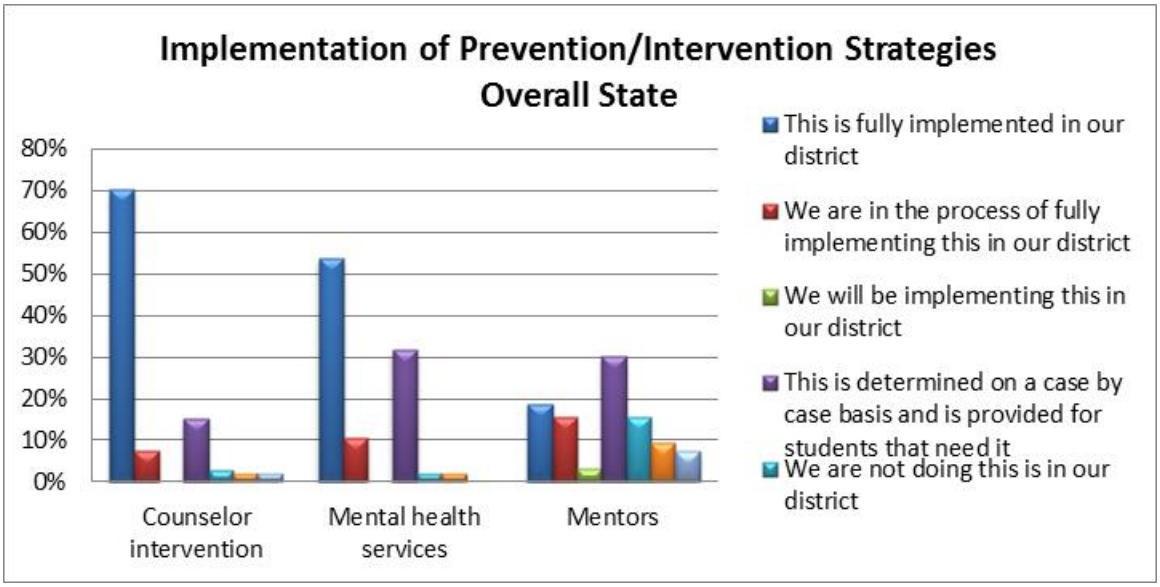
Intervention and Prevention Strategies

Because there is not a state-defined 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 both prevention and intervention information 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
70%
60%
50%
40%
30%
20%
10%
0%
Positive Behavior Intervention Strategies
Pupil Study Teams
Response to Intervention
This is fully implemented in our district
We are in the process of fully implementing this in our district
We will be implementing this in our district
This is determined on a case by case basis and is provided for students that need it
We are not doing this is in our district


Implementation of Prevention/Intervention Strategies
Overall State
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
MEIRS
After School Programs
Summer programs
This is fully implemented in our district
We are in the process of fully implementing this in our district
We will be implementing this in our district
This is determined on a case by case basis and is provided for students that need it
We are not doing this is in our district


Implementation of Prevention/Intervention Strategies
Overall State
70%
60%
50%
40%
30%
20%
10%
0%
Smaller class sizes
Cooperative learning
Social work services on a regular basis
This is fully implemented in our district
We are in the process of fully implementing this in our district
We will be implementing this in our district
This is determined on a case by case basis and is provided for students that need it
We are not doing this is in our district



Recuperative and Recovery 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. These strategies were:

- Personally contacting each student who left the district in order to offer them education options (approximately 73 percent of district did this)
- Sending information to the families of students who have left about other options (approximately 66 percent of district did this)
- Outreach programs to students who have left the district (less than half of the districts did this)

Conclusion

The 543 active SAAPs had over 186,000 enrollment records and served over 164,000 students. The majority of students participate in out-of-school time programs with the most prevalent out-of-school time program being TS. The most common core school day programs are ALCs. The core school day programs mainly serve students in grade 12 and beyond.

In comparison with the state average, a higher percentage of males are in enrolled in SAAPs. Students in SAAPs are more likely to be students in poverty and students of color. This is especially true of the students in CAPs, where the percent of students that qualify for free and reduced lunch for FY 14 and FY 15 was 90 percent and 86 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 likely to be a special education student if enrolled in a CAP in FY 14. For FY 15, the percentage of students identified as special education was the same as the state average for CAP students. In FY 14, students in CAPs were four times more likely to be identified as English Learner (EL) students and to receive EL services than the state average and three times more likely in FY 15.

Determining career and college readiness is an area where clearly defined measures are needed. Because of the high numbers of students that are not enrolled in a core school day SAAP during the testing window, we have low percentages of students for whom we can obtain an MCA score. Approximately half of our students overall are categorized as twelfth grade students; we do not have any indication of their career and college readiness as defined in statute.

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 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.

There has been a significant increase in the number of EMC programs. EMC students are taking a large number of college credits, both remedial and college level, but more work needs to be done over a number of years to determine the impact and efficacy of these new programs. REL Midwest is working with MDE and our EMC partners to conduct focus groups to look at strengths and challenges of these programs. The results of this research will be available in the FY 16 report.

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Appendix A: FY 15 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	Frazee TS
22	1	Detroit Lakes Public School District	46	TS	Boys and Girls Club TS
22	1	Detroit Lakes Public School District	47	TS	Dl 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	Dl CCC Extended Year Program
22	1	Detroit Lakes Public School District	53	TS	Frazee 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

District Number	District Type	District Name	School Number	Program Information	Program Name
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
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 0. 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

District Number	District Type	District Name	School Number	Program Information	Program Name
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
279	1	Osseo Public School District	703	ALC	ALC IS
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

District Number	District Type	District Name	School Number	Program Information	Program Name
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 IS
281	1	Robbinsdale Public School District	903	ALC	Robbinsdale TASC ALC
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 TS
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 IS
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

District Number	District Type	District Name	School Number	Program Information	Program Name
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 IS
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 El. 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 El TS
287	6	Intermediate School District 287	684	TS	273 Cornelia El TS
287	6	Intermediate School District 287	685	TS	273 Countryside El TS
287	6	Intermediate School District 287	686	TS	273 Creek Valley El TS
287	6	Intermediate School District 287	687	TS	273 Highlands El TS
287	6	Intermediate School District 287	688	TS	273 Normandale El 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
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

District Number	District Type	District Name	School Number	Program Information	Program Name
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 IS
287	6	Intermediate School District 287	766	ALC	NSO - IS
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
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

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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.
466	1	Dassel-Cokato Public School District	7	TS	Dassel-Cokato TS
466	1	Dassel-Cokato Public School District	9	TS	TS-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 El
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-TS
518	1	Worthington Public School District	11	ALC	Worthington ALC Night
535	1	Rochester Public School District	123	TS	After School Academy

District Number	District Type	District Name	School Number	Program Information	Program Name
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
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

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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
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

District Number	District Type	District Name	School Number	Program Information	Program Name
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 TS
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 School	45	ALP	Phoenix Learning Center
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	TS 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

District Number	District Type	District Name	School Number	Program Information	Program Name
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
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

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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
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

District Number	District Type	District Name	School Number	Program Information	Program Name
6049	61	River Bend Education District	25	TS	River Bend ALC TS
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 TS - 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
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 IS
6088	50	Southwest Metro Educational Coop	126	TS	SW Metro TS

Appendix B: FY 15 Unduplicated Enrollment by Grade Level and Program Information

Area Learning Centers

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
5	55	8.79	1.61	90.48
6	656	113.39	19.85	91.29
7	2,930	359.23	122.64	90.25
8	3,122	462.67	126.72	89.10
9	6,033	669.45	371.99	78.85
10	8,690	1,157.85	538.72	72.58
11	10,927	1,985.56	666.86	67.67
12	16,583	4,095.41	799.01	60.74
Total	**48,996**	**8,852**	**2,647**	**68.68**

Contract Alternative Programs

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
K and HK	26	16.94	0.00	91.59
1	19	14.41	0.46	92.06
2	14	8.71	0.24	90.50
3	10	6.90	0.31	88.63
4	5	0.67	0.00	88.06
5	0	0.00	0.00	
6	36	26.42	0.48	95.13
7	60	41.64	0.40	90.84
8	76	54.54	0.85	92.03
9	150	78.81	1.34	87.34
10	210	116.23	6.12	76.69
11	323	196.21	6.94	76.88
12	728	430.96	20.19	72.90
Total	**1,657**	**992.44**	**37.33**	**78.42**

Alternative Learning Program

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
6	133	8.76	12.49	96.29
7	131	12.05	15.13	97.71
8	142	11.87	12.43	94.05
9	465	18.50	22.55	81.54
10	931	81.19	59.61	72.96
11	1,323	178.83	95.77	70.77
12	2,237	443.07	115.07	60.73
Total	**5,362**	**748.27**	**333.05**	**-67.80**

Targeted Services

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
K and HK	4,629	27.11	328.68	84.26
1	13,626	51.13	1,114.02	85.34
2	15,172	48.76	1,278.83	85.86
3	15,614	43.01	1,300.54	85.41
4	14,975	39.71	1,253.49	84.76
5	14,207	38.66	1,175.07	84.17
6	12,030	41.39	838.04	83.53
7	9,092	33.86	559.87	80.29
8	8,681	40.57	516.94	79.89
9	781	2.22	28.20	70.11
Total	**108,807**	**366.45**	**8,394.08**	**84.24**

Appendix C: 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 SAAPs 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).
- Out-of-school time programs, also referred to as 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 IS component.
- Cannot deny non-district students who meet eligibility access to programs

Alternative Learning Program (ALP): Category of SAAPs 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 IS 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.

Early Middle College (EMC): The EMC program was added to §124D.09 and allows SAAP students to take developmental classes on the college campus. 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.

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.

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): SAAPs can apply to provide an IS program/component for students enrolled in their programs who are a minimum of 16 years of age. High schools can also apply for IS 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: 875
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, orfor purposes of dual enrollment, has more than 60 minutes in study hall is considered part-time.

Postsecondary Enrollment Option (PSEO): allows high school eleventh graders and twelfth graders 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 ALCs, ALPs, Middle level/Junior High (School-Within-a-School or Pullout), TS, including after school and summer school programming, and CAPs. 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 out-of-school day/year basis**. Only ALCs can apply to provide TS. 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 TS)- 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.

Weighted ADM (**WADM)**: Refer to Pupil Units.