This document is made available electronically by the Minnesota Legislative Reference Library as part of an ongoing digital archiving project. http://www.leg.state.mn.us/lrl/lrl.asp

DEPARTMENT OF EDUCATION

Report on Learning Year Programs

Report to the Legislature

as Required by Minnesota Statutes, section 12B.35, Subdivision 3 (e)

July 1, 2017

Report on Learning Year Programs

Minnesota Department of Education
Office of Career and College Success
1500 West Highway 36
Roseville, MN 55113
http://education.state.mn.us

For more information, contact:

Mary Barrie, Ed. D.
Alternative Learning Program Specialist
Office of Career and College Success
651-582-8567
mary.barrie@state.mn.us

As requested by Minnesota Statutes, section 3.197: This report cost approximately $21,834.00 to prepare. 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.

Upon request, this material will be made available in an alternative format such as large print, Braille or audio recording. Printed on recycled paper.

Contents

Introduction **5**

Alternative Education in Minnesota **6**

Legislative Charge 6

State-Approved Alternative Programs 7

Instructional Delivery Models 10

Additional Pathways for Alternative Education Students 12

Data Collection and Analysis **14**

Demographic Data: ALC, ALP, CAP 15

Demographic Data: Targeted Services 27

Credits Earned 30

Graduation Rates 30

Identifying At-Risk and Off-Track Students **36**

Strategies for At-Risk and Off-Track Students **37**

Intervention and Prevention Strategies 37

Recuperative and Recovery Strategies 39

Career and College Readiness Benchmarks **40**

Conclusion **42**

Bibliography **43**

Appendices **44**

Appendix A: FY 16 List of State-Approved Alternative Programs by District 44

Appendix B: FY 16 Unduplicated Enrollment by Grade Level and Program Information 63

Appendix C: Special Populations, Comparison of SAAP to District 65

Appendix D: Ethnicity, Comparison of SAAP to District 69

Appendix E: Gender, Comparison of SAAP to District 73

Appendix F: Credits Earned 77

Appendix G: Glossary of Terms 82

Introduction

As we work to close the achievement gap and increase 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 and employment. As Minnesota strives to implement the World's Best Workforce goals and provide quality schools for all students, it is clear that some students need a different pathway option than what works for the majority.

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].

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 and options for students to achieve their high school diplomas-including rigorous coursework and dual credit programs, charter schools, online learning programs and alternative education programs.

Alternative programs are generally characterized by:

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

Alternative Education in Minnesota

Legislative Charge

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."

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, these are considered to be Targeted Services programs, which occur outside of the core school day and/or year.

Statute also defines students who can 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.

During the legislative session of 2013, a provision was added in the law that mandated an annual report for Learning Year programs (Minn. Stat. § 120B.35, subd. 3 (e)). 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." This is the third annual report in response to the legislation. It is hoped these reports will give an accurate, comprehensive picture of the various learning year programs that exist in Minnesota.

State-Approved Alternative Programs

Many of the programs are located in 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 16, these programs had an unduplicated count of 157,231 students, the majority of whom participate solely in out-of-school time learning programs. These occur primarily in after school time and summer time. Targeted Services programs are responsible for 102,391 of these enrollments, a decrease from the nearly 122,000 enrollment records for FY 15. Overall, student numbers showed a slight decrease from FY 15, with a total of 154,994 students. This data is presented in Appendix B.

Minnesota's State-Approved Alternative Programs are funded with General Education Revenue, and students are eligible to generate up to 1.2 Average Daily Membership (ADM), the basis on which schools generate per pupil funding. These fund out-of-school time programs so that students have the opportunity for the extra time they need to be successful.

Minnesota is unique in the amount of dedicated 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. These programs 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.

Minnesota has four basic types of alternative education programs, which are collectively referred to as 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 year. Alternative education programs range in all shapes, types and grade configurations. In Fiscal Year (FY) 2016, there were programs in 136 districts. These are listed in Appendix A.

Area Learning Centers

Area Learning Centers (ALC) provide both core day and extended day/year programs. Many people erroneously refer to these programs as Alternative Learning Centers, but the term “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 different benefits to being an ALC. For example, ALCs can provide out-of-school time programs for identified at-risk students who are not enrolled in the core school day program. At the elementary level, these programs are called Targeted Services. ALCs are core school day programs, as well as, extended learning programs.

In FY 16, the number of active ALCs increased to 252 from 239 in FY 15 and the ADM increased from a total of 8,852 to 9,274. Extended time ADMs also increased, going from 2,674 to 2,711.

Alternative Learning Programs

Alternative Learning Programs (ALP) provide both core day and extended day/year programs. They represent the next highest number of core school day sites but are actually the smallest programs in terms of number of ADMs generated. 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 can determine program hours. They can offer programs outside of the core school day and year, generating additional revenue.

There were 50 active ALPs in FY 15 with 5,562 enrollment records. In FY 16 this increased to 51 ALPs with 5,072 enrollment records. The ADMs generated declined, going from 748 ADMs in FY 15 to 697 ADMs in FY 16. Extended time ADMs also declined from 333 to 291. This decline is attributed to fewer enrollment records.

Targeted Services Programs

Targeted Services (TS), an ALC program, provide extended day and extended year programs only. Without broad policy or implementation recommendations to guide programs, there is a wide range in program focus, time, and duration. For example, summer program durations 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.

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. The research supporting this is discussed on page 10 of this report.

TS programs increased from 242 in FY 15 to 251 in FY 16. There were 121,895 enrollment records in TS programs for FY 15. This decreased to 102,391 in FY 16. Unlike ALCs, TS programs can only generate funding outside of the core school day. TS programs still generate ADMs, and funding fell slightly from 366 in FY 15 to 357 in FY 16. The extended ADMs fell from 8,394 to 8,279 in FY 16.

Contract Alternative Programs

Districts may also choose to contract with outside agencies to provide education services for students that are identified as at-risk. Currently, there are only two districts in the state using this model. Enrolled students remain students of the district that holds the contract; however, the staff members 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.

Saint Paul Public Schools has one Contract Alternative Program (CAP), and Minneapolis Public Schools has 16 CAPs although several of these are the extended time programs for the core school day. While there are only 17 of these programs in total, they generated slightly more ADMs than ALPs and had 1,438 enrollment records in FY 16 compared with 1,705 enrollment records in FY 15. Their ADMs in FY 15 were 992, and they fell to 719 in FY 16.

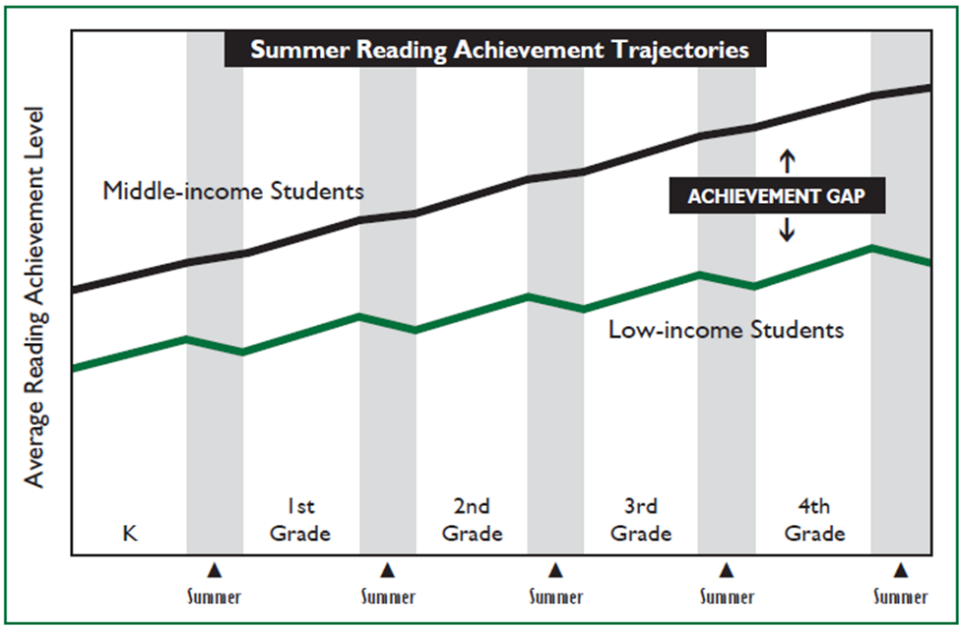
Instructional Delivery Models

Summer Programs

A large percentage of 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:



(Fairchild, 2006)

In September of 2016, RAND Education documented the results of a multi-year research effort, funded by the Wallace Foundation. This research found that high attenders in the first summer had a statistically significant increase in mathematics from the program that carried into the assessment tests given the following spring. The research is not as clear on the benefit of attending multiple sessions as nearly half of the students who were accepted in the first summer did not repeat the second summer. Therefore the size of the data pool did not allow for clear conclusions to be made. However, the researchers do state that "the sum of evidence makes it likely that the academic results are due to participation in the summer learning program". (Augustine, 2016)

Core School Day Programs (Academic Year)

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

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. This can occur when they either do not schedule enough hours or because their students miss school due to snow days or other unforeseen school closures. The state pays for this required minimum number of hours and will not pay for any extended hours until the student has received this minimum amount of time. 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, to address the shortage, the first 18 hours a student generated in the out-of-school program would not generate funding. The extended program, even though they incurred costs for serving the student in the first 18 hours, would not generate any revenue until the 19th hour.

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 and depart from the traditional high school and then are transported to and from the alternative school site, which consequently shortens their instructional time, thus the amount of hours spent in their core school day.

Extended Day Programs (Academic Year)

The legislature has provided funding for SAAP's to offer additional programing during the core school year. These could be extended day, extended week or programs that occur during school breaks. It is difficult to determine which programs occur during the core school day and which occur outside of the core school day. There is no separate designation required for extended time programs at the secondary level. Many districts use the same school code for all of these programs. Because of this, we are unable to determine when during the day or week students are in extended time programs.

Additional Pathways for Alternative Education Students

Early/Middle College Programs

Legislation was passed in 2014 that provides students in SAAP's the possibility to leverage the Postsecondary Enrollment Options (PSEO) opportunities in a new and unique way. Early/Middle College (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-credit youth. These students are now able to earn both high school and college credit in a supported learning environment with age-appropriate peers.

Also unique to this program is the strong partnership it forges between the alternative school, the district, and the college. Students must choose a program of study they will undertake with specific courses set out in a clear timeline. Students are supported by educators from across the spectrum, including counselors, teachers and college instructors. Examples of career pathways include Welding, Health Care Assistant, Early Childhood Education, Administrative Assistant, Human Resources, and many others.

Partnerships must submit an application to Minnesota Department of Education (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 was the first full year of the program. The number of programs increased from eight in FY 15 to 65 approved for the 2017-18 school year.

Minnesota Department of Education was fortunate in FY 16 to be able to collaborate with an outside research organization on two projects around EMC programs. They attempted to answer:

- What are the major successes of the program to date?
- Are there challenges to aligning college credits earned with high school graduation requirements? What strategies have SAAPs used to overcome these challenges?
- Has participation in the program fostered a college-going culture? If so, in what ways?
- How do SAAPs support students who participate in the program?
- What successes and challenges have SAAPs experienced in collaborating with postsecondary institutions?
- What additional challenges have SAAPs and postsecondary institutions experienced during the implementation of the program?

Many of the things they found were somewhat typical such as the need for supports at both the alternative program and the college. Also clear was the positive impact on students and the value of being in the program. What was perhaps unexpected was the impact the program had on students who were not in the program, the staff at the alternative school and the local community. For many programs, the culture of the entire school changed to be more aspirational in that students who had not thought of themselves as ever being college

students saw students like them doing just that, and it gave them the belief that they could do it as well. Staff felt an enormous amount of pride in their students and in the programs. The community began to view alternative programs as places of success, where they wanted their students to attend rather than places of last resort.

Noted factors of major success of the programs were:

- Increased self-confidence. Many students in SAAPs have not experienced success in traditional programs. In every focus group, participants noted this.
- Improved college readiness. Because of the way the EMC program is structured, students are exposed to the expectations of being college students and this, combined with the supports given by both the SAAPs and the colleges, helped to prepare them to be successful. It was important to do this as so many students had experienced repeated failure.
- Improved college outcomes. Study participants spoke of students outperforming expectations.

The challenges noted were:

- Credit accrual policies. In some instances, aligning college credits with district credit requirements for completing a high school diploma was difficult.
- Course difficulty. Credits needed for graduation such as mathematics and science credits were difficult to attain at the college level because some of the students' skills didn't match the rigor of college courses offered (Proger, et. al., 2016).

Standard Adult Diploma Program

There are a number of Adult Basic Education (ABE) programs that are co-located with ALPs. This partnership creates efficiencies by leveraging resources and facilitating credit completion for ABE participants who are working on completing the credits to earn high school diplomas and provides for a smooth transition to participation in the Standard Adult Diploma for students who have aged out of SAAP programs. The Standard Adult High School Diploma is available in 24 of Minnesota's 43 consortia.

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 his/her age permitted or earning a GED® diploma. In FY 14, the vast majority of adult learners who earned their diplomas did so through the GED®, compared to earning a high school diploma. This new third option, the Standard Adult Diploma Program allows adults in Minnesota who do not have either a high school diploma or a GED to earn a competency-based diploma. 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 has now been fully implemented in ABE programs serving a majority of Minnesota's adult learners.

Data Collection and Analysis

Several methods were used to gather information for this report. For the first annual report in 2015, surveys were sent out to programs to determine their outreach to students who had left school, their intervention and prevention strategies and how well prepared they felt their students were to meet career and college readiness benchmarks. The department asked secondary programs to report on the credits that were earned by students in their programs. The information for the demographic charts and for the graduation rates was sourced from the MDE website.

The 2017 data requests listed below met the response rate needed for establishing statistical reliability within a 95 percent confidence level and a 5 percent confidence interval. Also included are the charts for the 2015 and 2016 data requests, where all information was collected initially through surveys and the data request for credit information. 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.

2017 Collection Method	Number of districts invited to participate	Response rate needed	Number and percent of actual respondents
Credits Earned Data Request	N=131	N=100	N=113 (86.2%)

2016 Collection Method	Number of districts invited to participate	Response rate needed	Number and percent of actual respondents
Credits Earned Data Request	N=136	N=101	N=128 (94.1%)

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%)

Demographic Data: Area Learning Centers, Alternative Learning Programs, Contract Alternative Programs

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 English Learners (EL) services and more likely to be in need of Special Education services. Students in these programs are 60 percent more likely to be on free or reduced-price lunch than are students across the state. 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. Students in their fourth year or beyond of high school make up nearly 70 percent of the students in ALCs, ALPs and CAPs.

The following charts show the demographic makeup of students in the State-Approved Alternative Learning Year Programs. Unless specifically stated, none of these include the Targeted Services programs. These programs, by definition, are not operated during the core school day. Refer to Demographic Data: Targeted Services for this information.

Ethnicity

Up until FY 16, data for ethnicity was collected based on the following five categories:

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

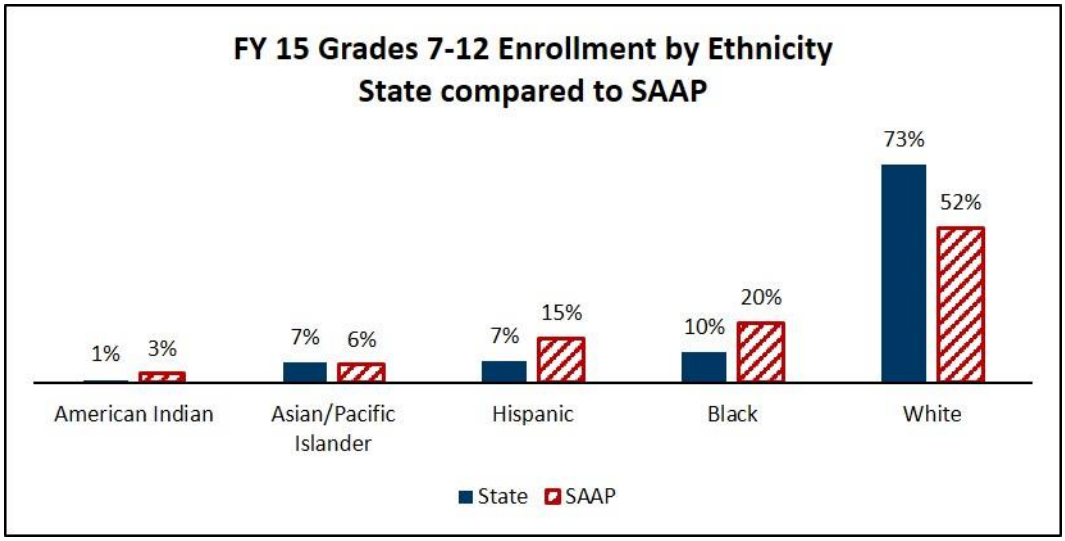
For FY 17, the Minnesota Report Card is using the following seven categories:

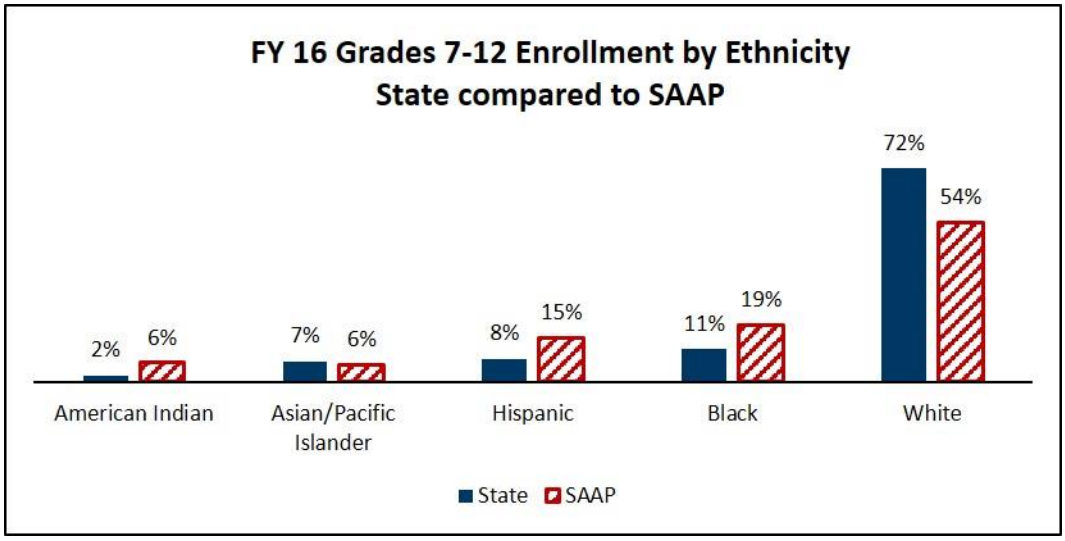
- American Indian (AMI)
- Asian (ASI)
- Black (BLK)
- Hispanic (HIS)
- Hawaiian/Pacific Islander (HPI)
- Multiple/Two or More Races (MLT)
- White (WHT)

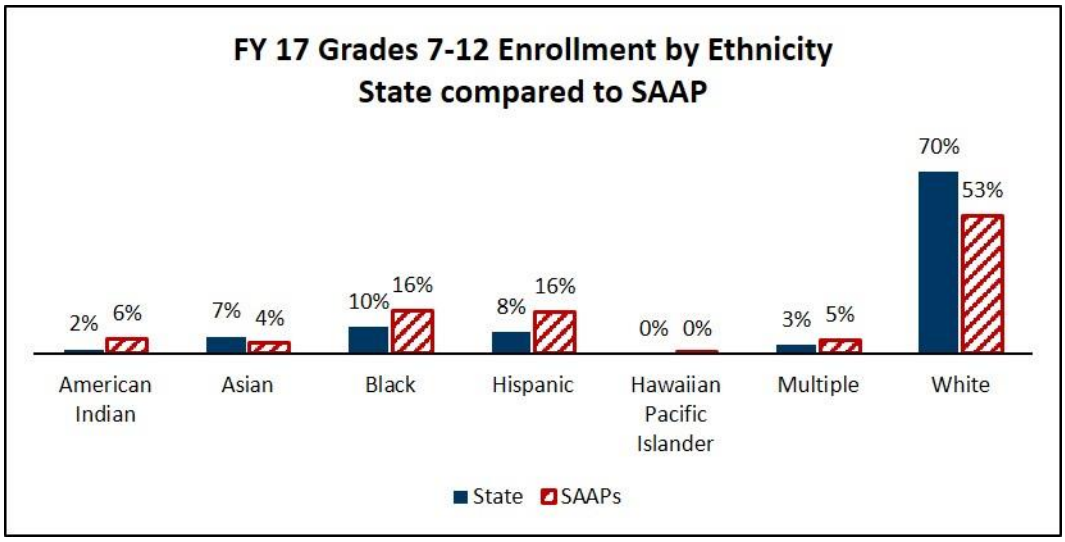
Ethnicity: State compared to SAAP

Overall, the SAAP student demographics vary greatly from the state student demographics. In comparison with state demographics, SAAPs have approximately three times the percentage of Native American students, a slightly lower percentage of Asian/Pacific Islanders, and approximately double the percentage of Hispanic students and Black students. SAAPs have only two-thirds as many white students as the state average. The

source of the data was the MDE website. Data is included from FY 15 to FY 17 although it is difficult to make a longitudinal comparison as the ethnicity categories have changed.

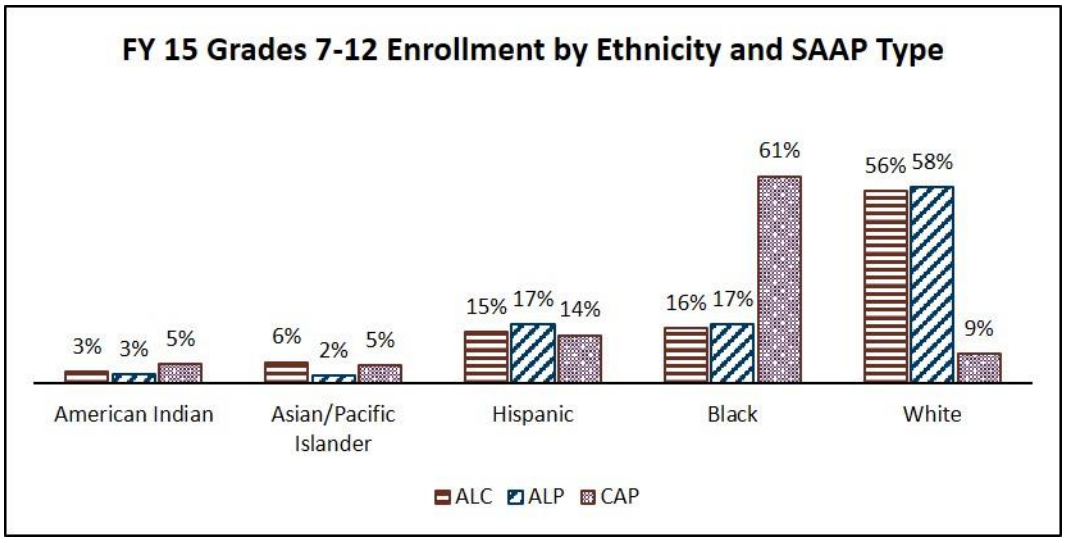


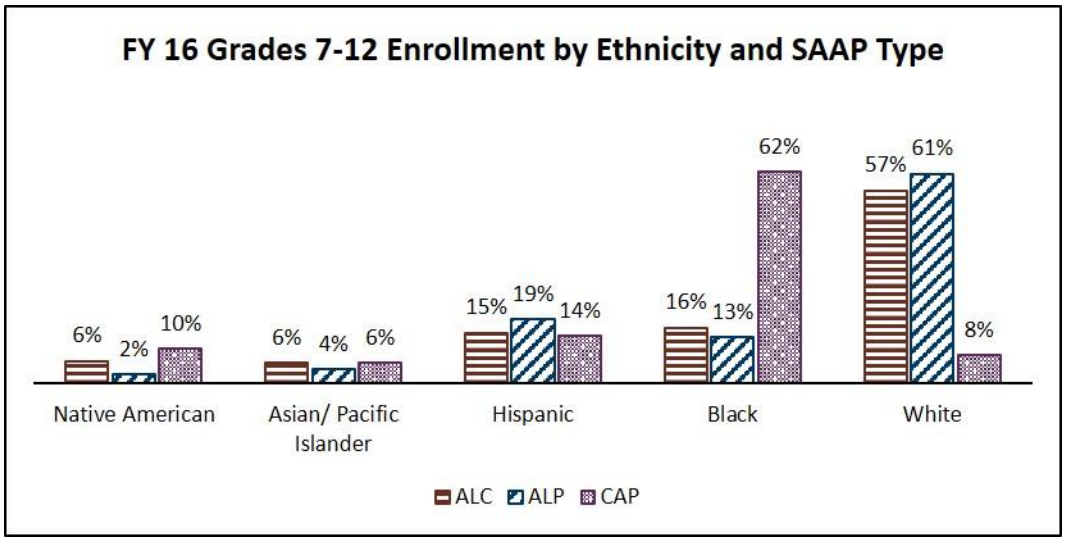


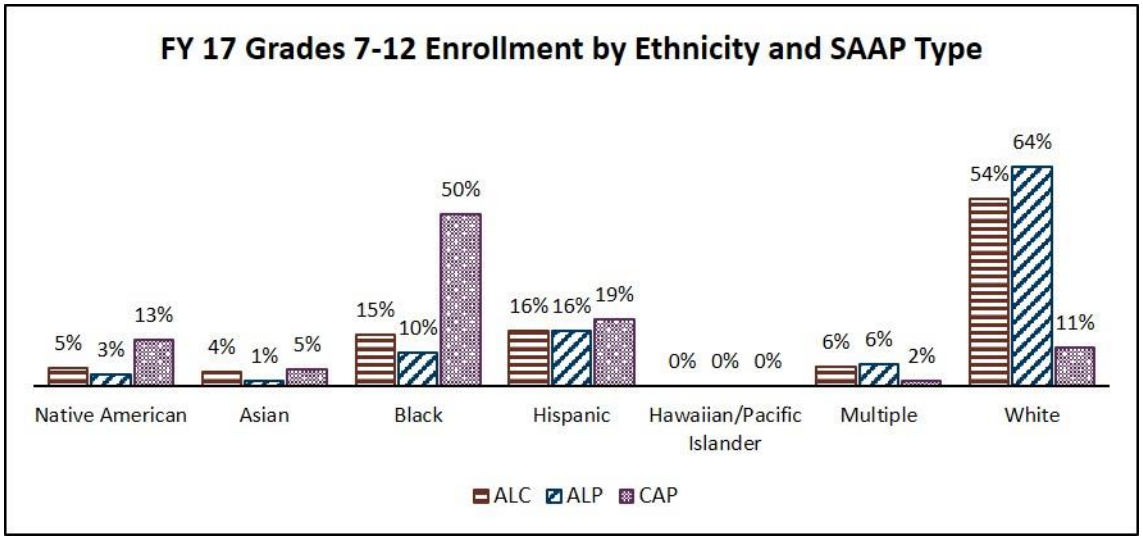


Ethnicity: by SAAP Type

Statewide demographics for SAAPs give an overall picture, but one can also look at the varying demographics by SAAP type to get a clearer picture of the students they serve. 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 enroll less than 10 percent white students. The following charts show Grades 7-12 enrollment by ethnicity in the three types of SAAPs from FY 15 to FY 17.



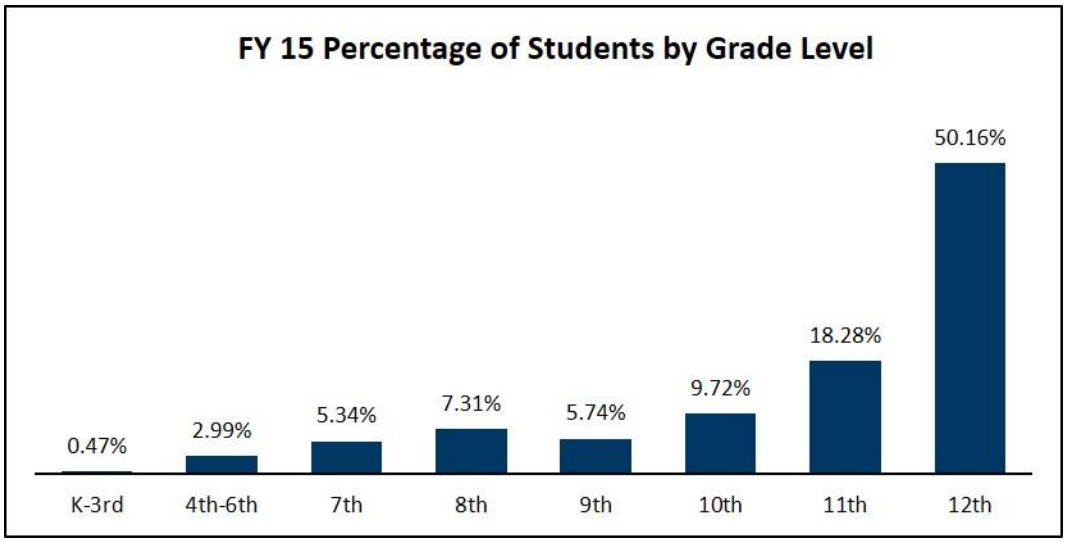


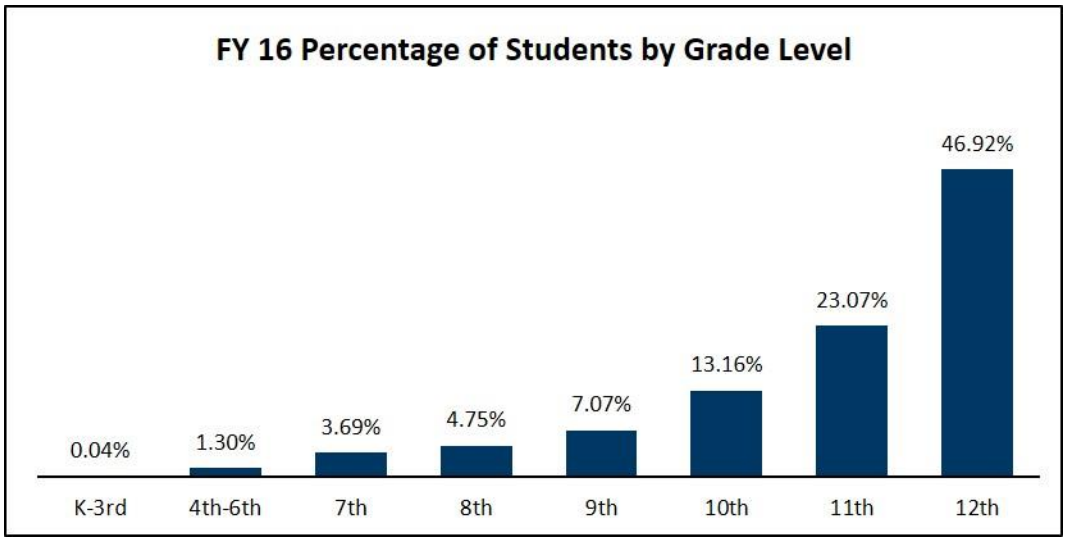


Grades Served

Historically, Learning Year Programs 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 largest group of students served in SAAP's are twelfth-graders and students who are in their fifth, sixth or seventh year of high school; however, this percentage is changing. In FY 15, twelfth-graders made up the majority of students. In FY 16 this shifted. Overall, including both regular and extended ADMs, the percentage of twelfth-grade students served was 43 percent. The percentages of eleventh-grade students served increased from 18 percent in FY 15 to 24 percent in FY 16. For FY 16, the percentages are listed for regular ADMs only, for extended ADMs only, and for combined regular and extended ADMs.

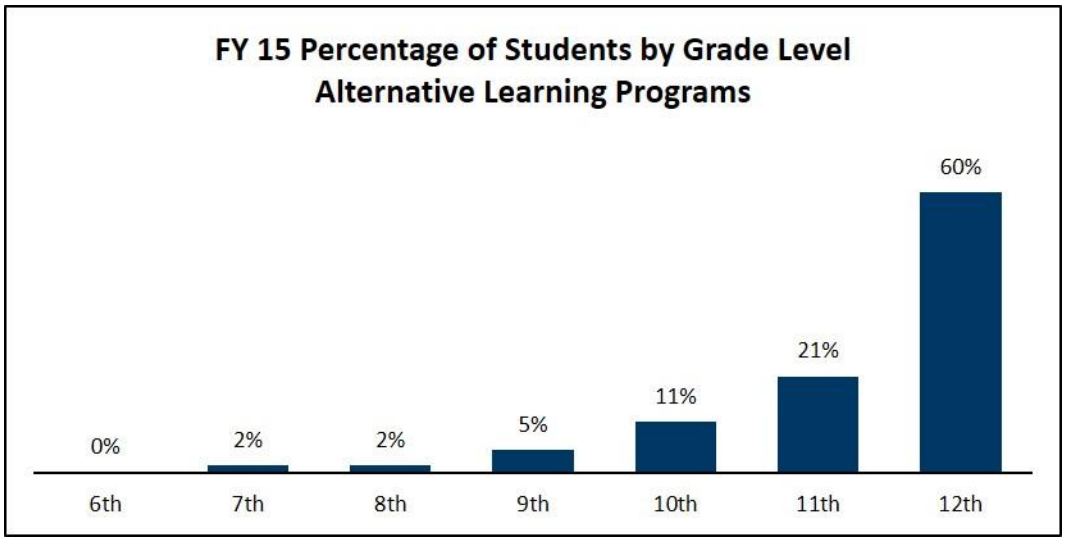
Grades Served: State



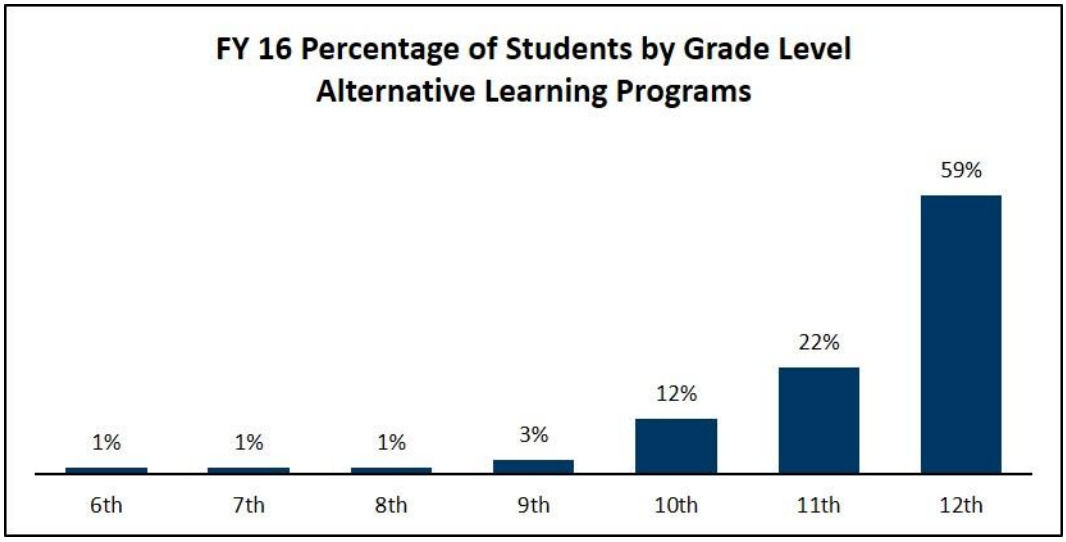


Grades Served: by Program Type

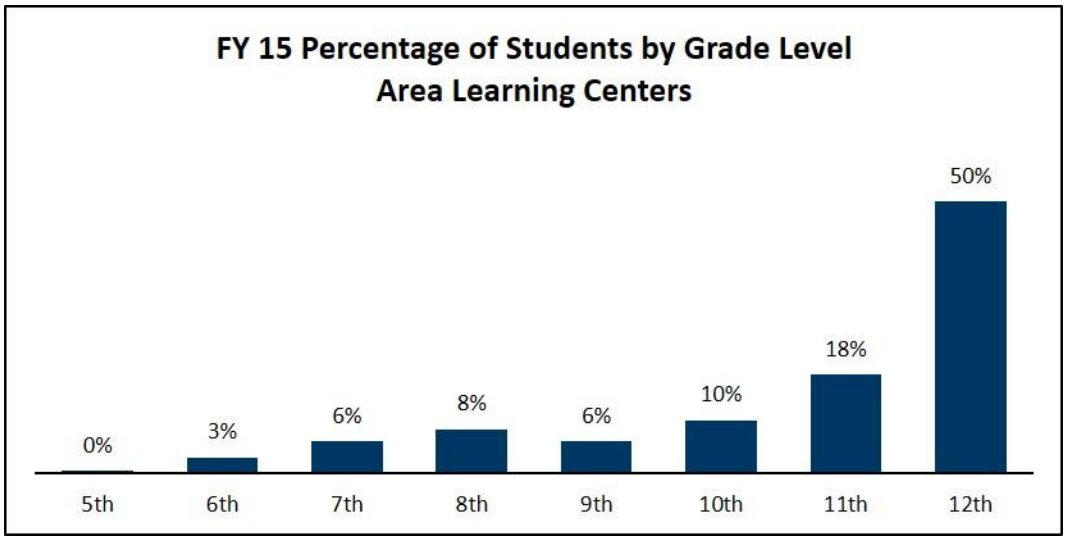
The percentage of students in SAAP's who are 12th grade and beyond has been around 50 percent state-wide for several years. For FY 15, the percent of students in ALPs who were twelfth-graders was 60 percent while the percent that were eleventh-graders was 21 percent. In FY 16, this percentage was approximately 47 percent. In FY 15, 96 percent of the students in ALPs were high school students.

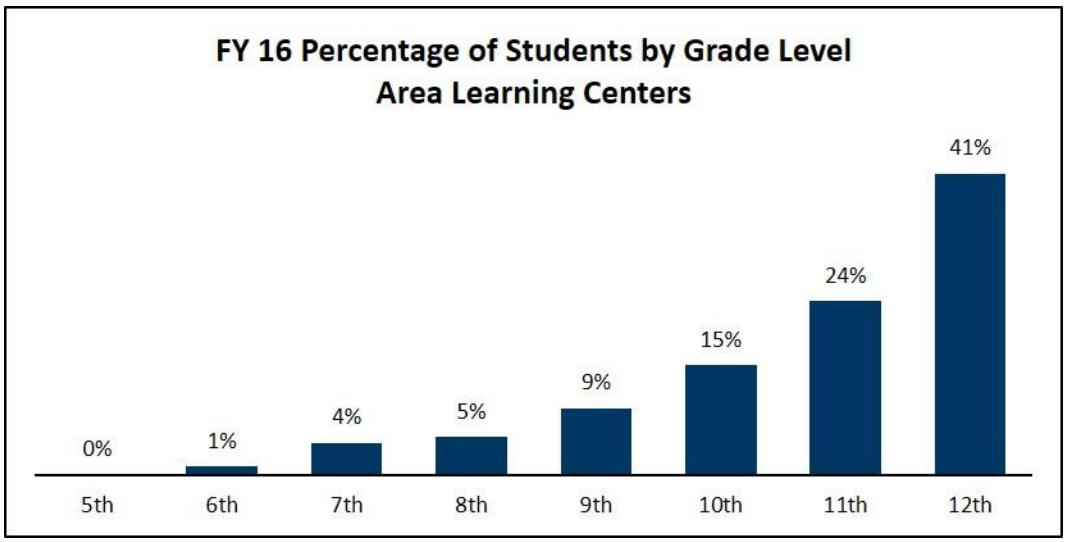


In FY 16, the percentage of students served in alternative programs in the twelfth grade fell slightly and the percentage of eleventh-graders rose slightly. Between both eleventh and twelfth grades the percentage of students served remained at 81 percent. Overall, 97 percent were high school students.

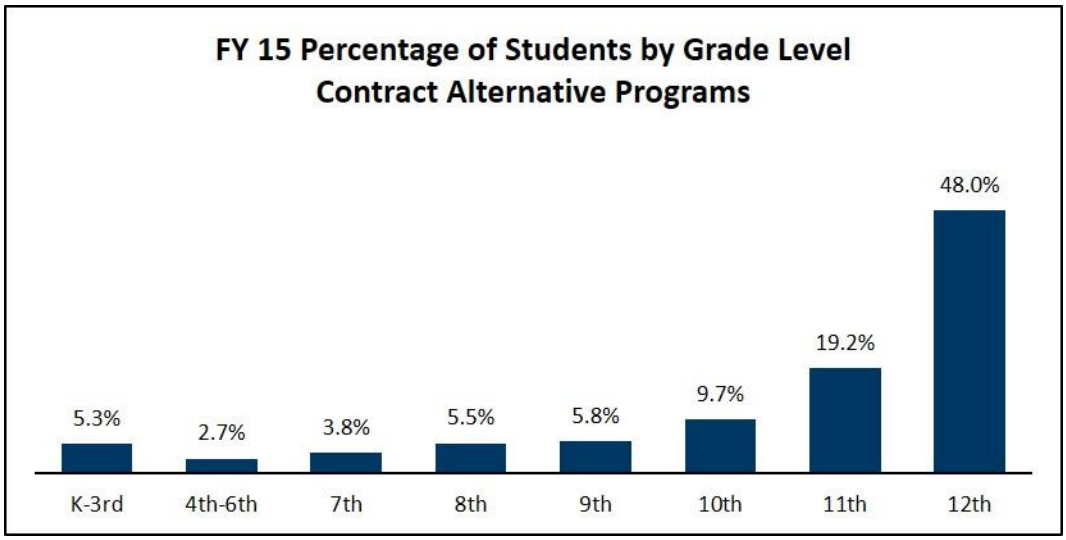


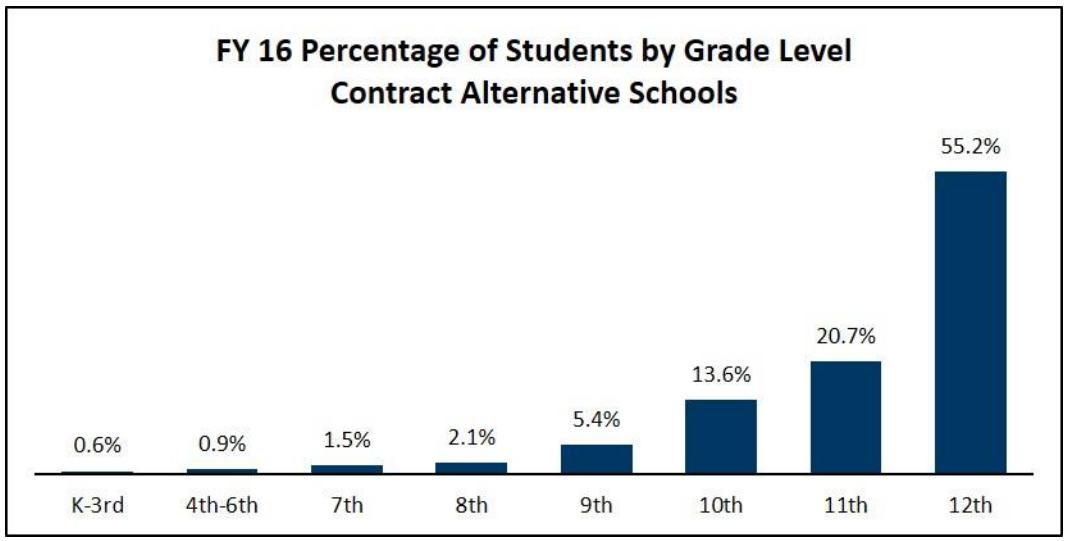
In ALCs, half of all students were twelfth-graders during FY 15. In FY 16, this had dropped to 41 percent. Overall, approximately 65 percent of the students were high school juniors and seniors, and the remaining were middle school students. ALCs are required by statute to serve both middle school and 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. This percentage was 41 percent in FY 16 while the percentage of eleventh-graders was 24 percent in FY 16. The following charts show the percentage of grades served in ALCs for FY 15 and FY 16.





Similar to ALCs, 48 percent of all students in CAPs were twelfth-graders in FY 15. This number increased to 55 percent for FY 16. The percentage of eleventh-graders for FY 15 was 19 percent. For FY 16 it was nearly 21 percent. Tenth-grade students also increased for FY 16, going from just under 10 percent in FY 15 to 13.6 percent in FY 16. The elementary grades fell slightly for FY 16.

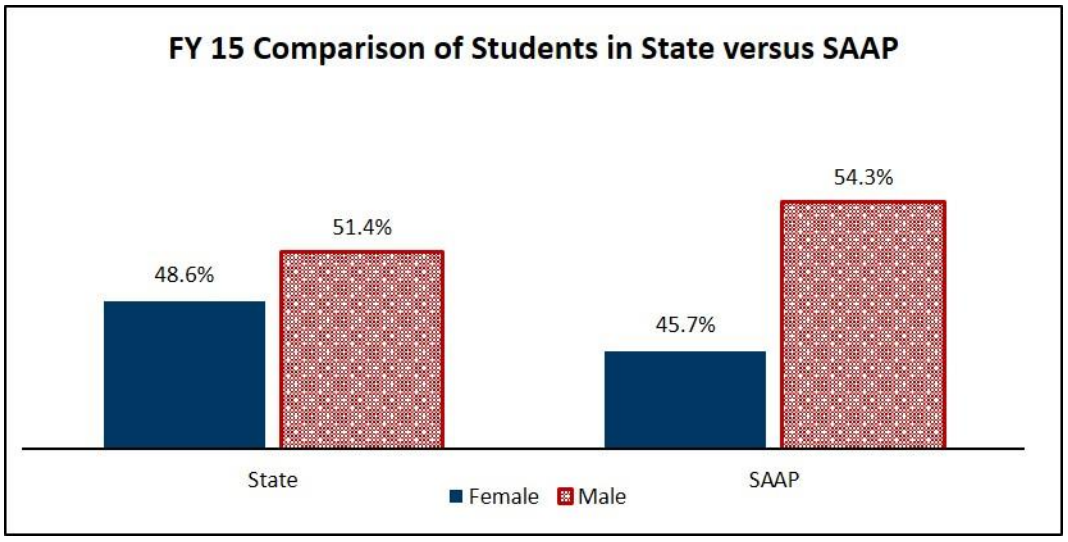


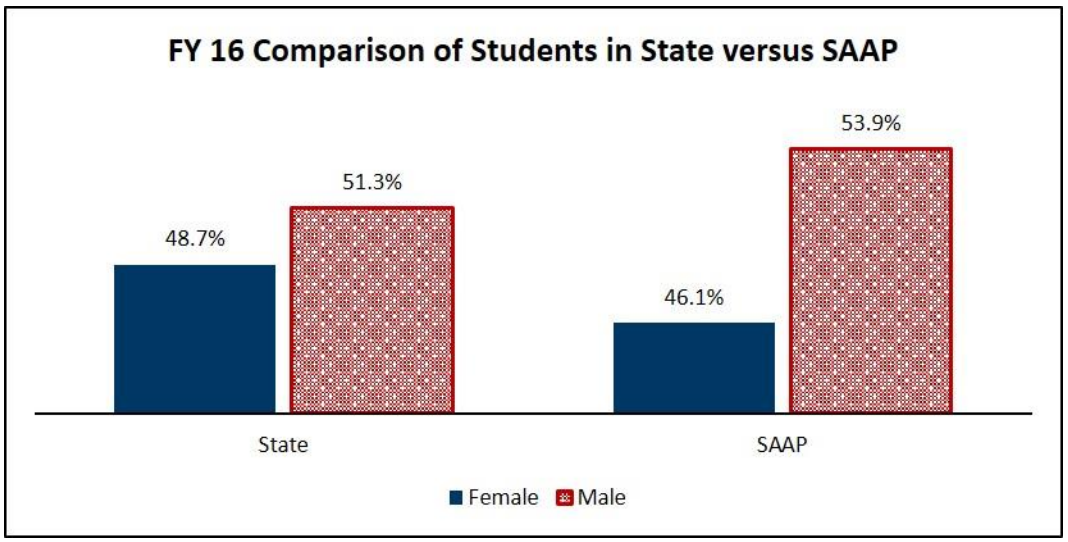


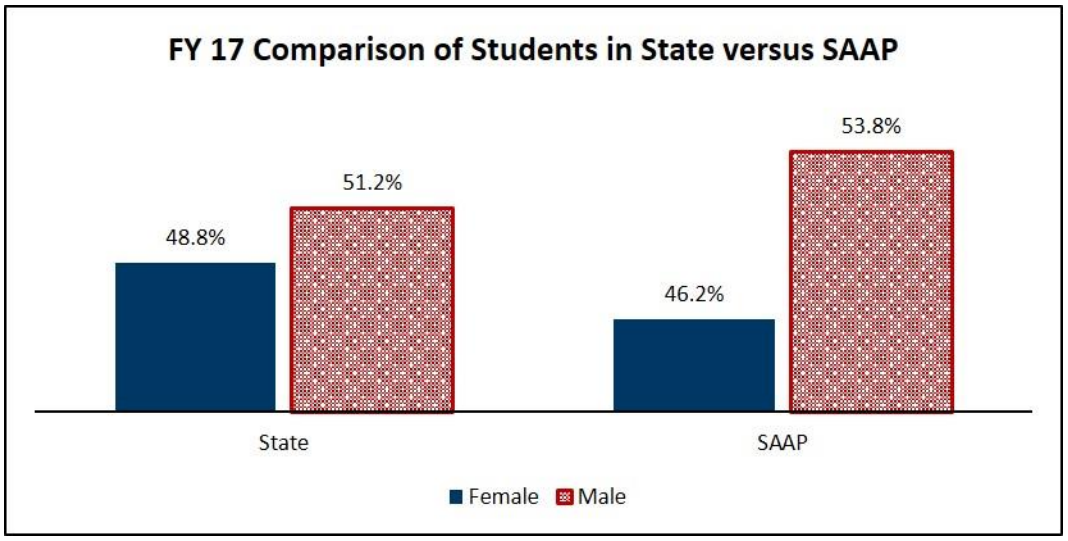
Gender

Gender: State versus SAAP

For the last several years, Minnesota had a slightly higher percentage of males than females in public schools. Over the same time, SAAPs also have a higher percentage of male students, but the differences between males and females is greater in SAAPs than it is statewide. There are approximately 20 percent more males than females in the learning year programs. In FY 15, FY 16 and FY 17, the percentages were very similar.

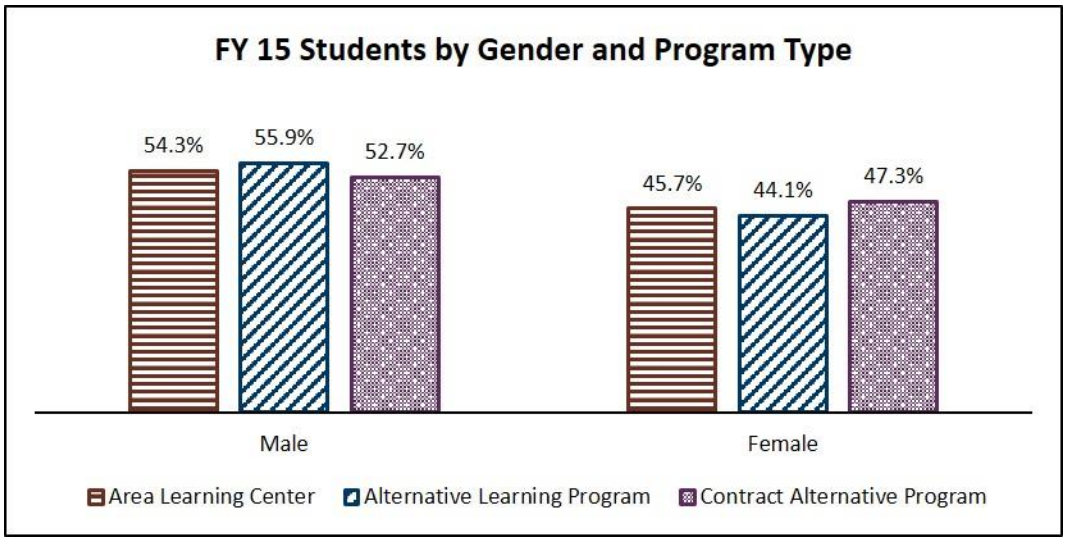

FY 15 Comparison of Students in State versus SAAP
48.6%
51.4%
45.7%
54.3%
State
SAAP
Female
Male


FY 16 Comparison of Students in State versus SAAP
48.7%
51.3%
46.1%
53.9%
State
SAAP
Female
Male

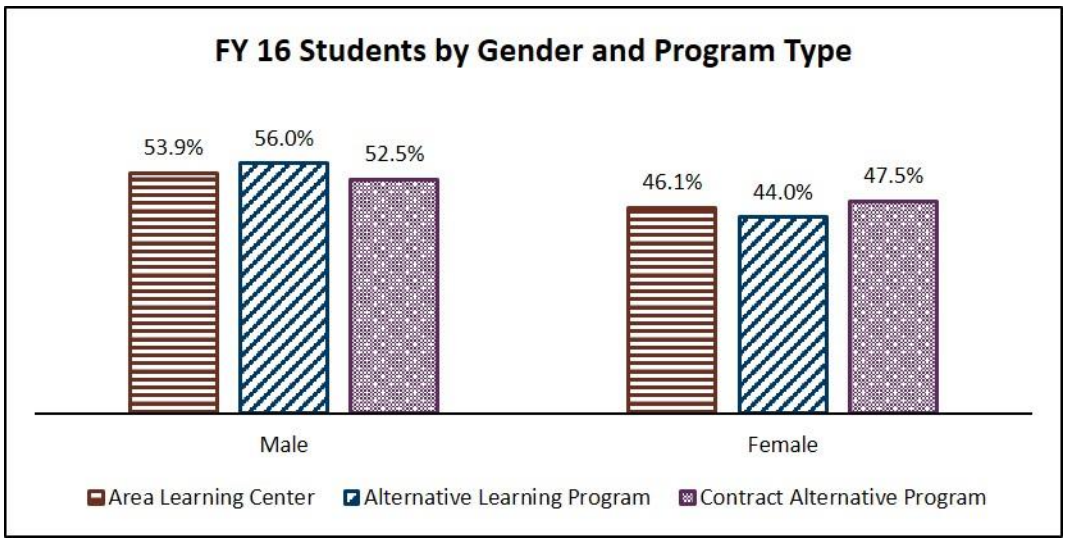

FY 17 Comparison of Students in State versus SAAP
48.8%
51.2%
46.2%
53.8%
State
SAAP
Female
Male

Gender: by SAAP Type

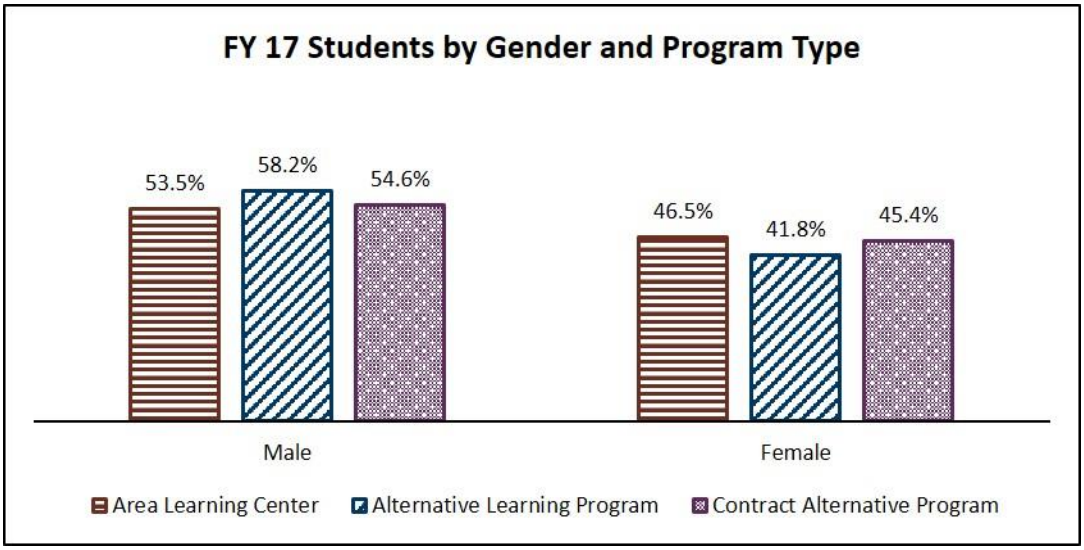
The following graph shows three different SAAP program types and the percentages of rates of male and female students.



In FY 16, both ALPs and CAPs reflected nearly identical percentages from the year before. ALCs were also close but show a slight decline in the percentage of male students and an increase in the percentage for female students.



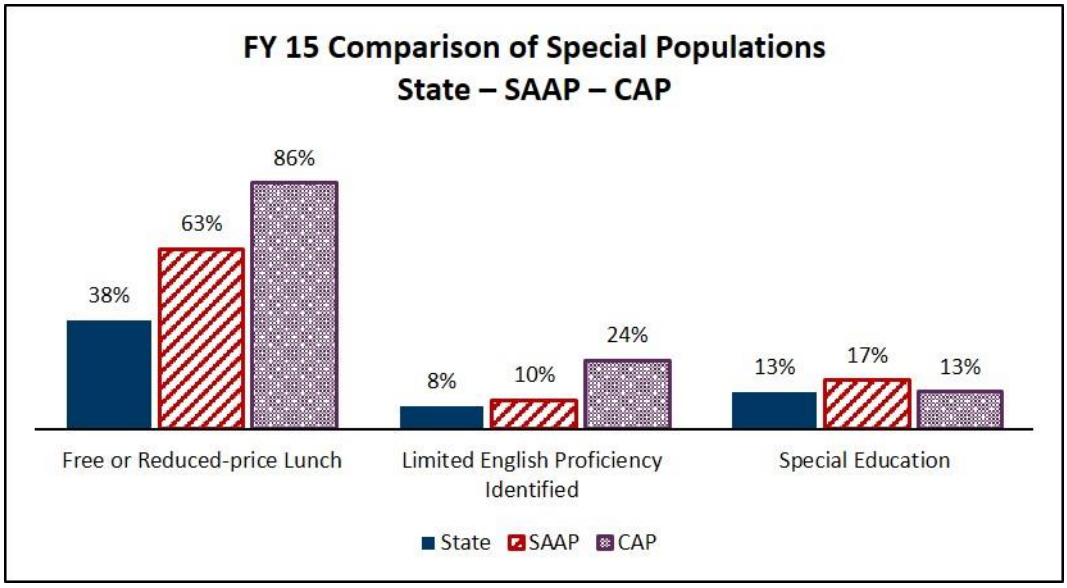
The slight decline in percentage for male students in ALCs continued in FY 17, while both ALPs and CAPs saw a 2 percentage point rise for males.



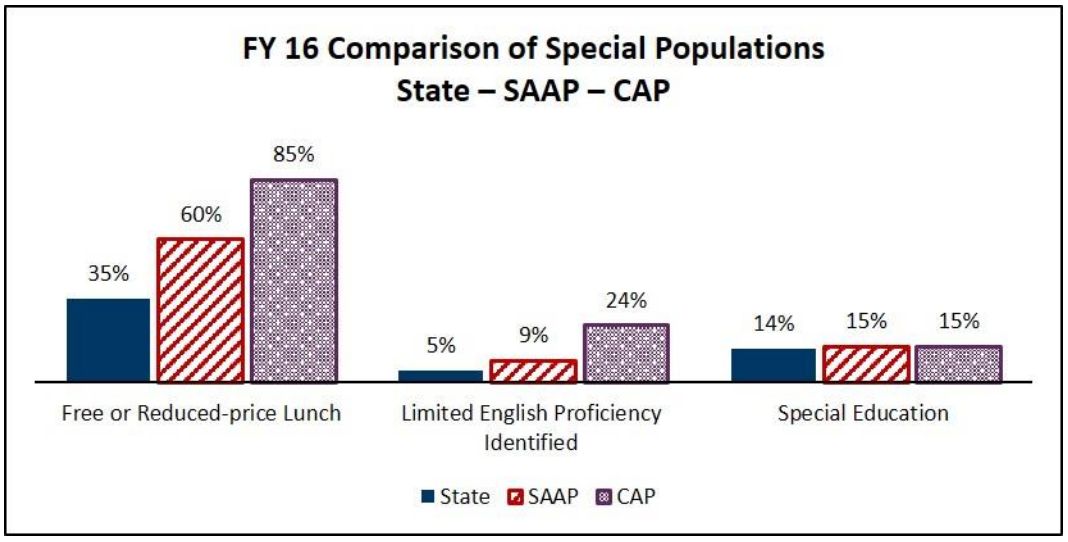
Special Populations

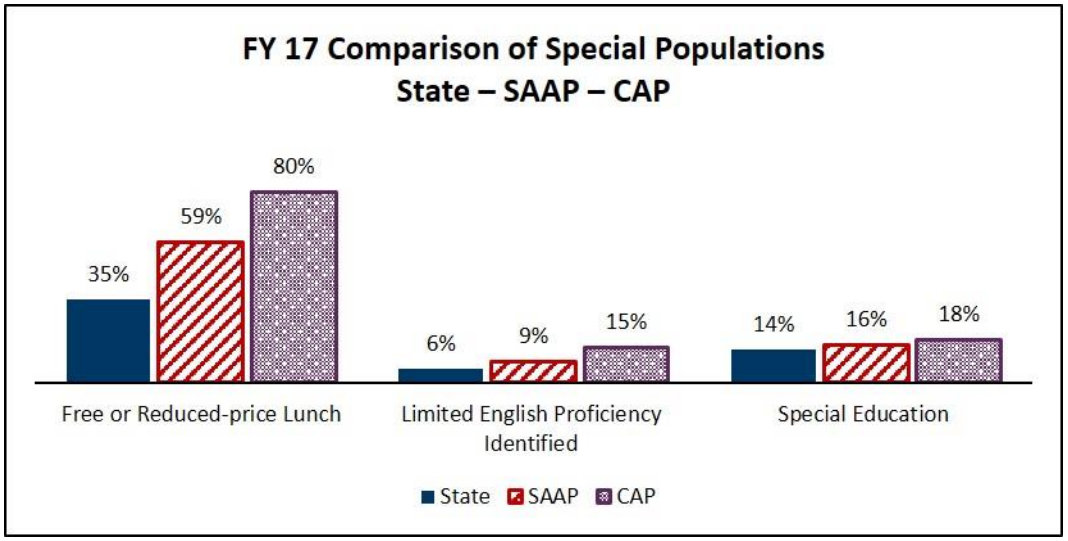
Students in special populations tend to make up a greater percentage of students in alternative programs as compared with the state. In comparison to the statewide free or reduced-price lunch rate, 63 percent of SAAP students qualified for free or reduced-price lunch in FY 15. Approximately 10 percent of SAAP students were identified for EL services and 17 percent of students in SAAPs received special education services.

Eighty-six percent of CAP students qualified for free or reduced-price lunch. Twenty-four percent of CAP students were identified for EL services and 22 percent of CAP students received special education services.



In FY 16, the percentages of students identified as special education was nearly identical to the state for both SAAPs and CAPs, but the differences in percentages began to widen again in FY 17. The disparity remains between the percentages of students on free or reduced-priced lunch between the state and the SAAPs as well as for students identified with Limited English Proficiency.



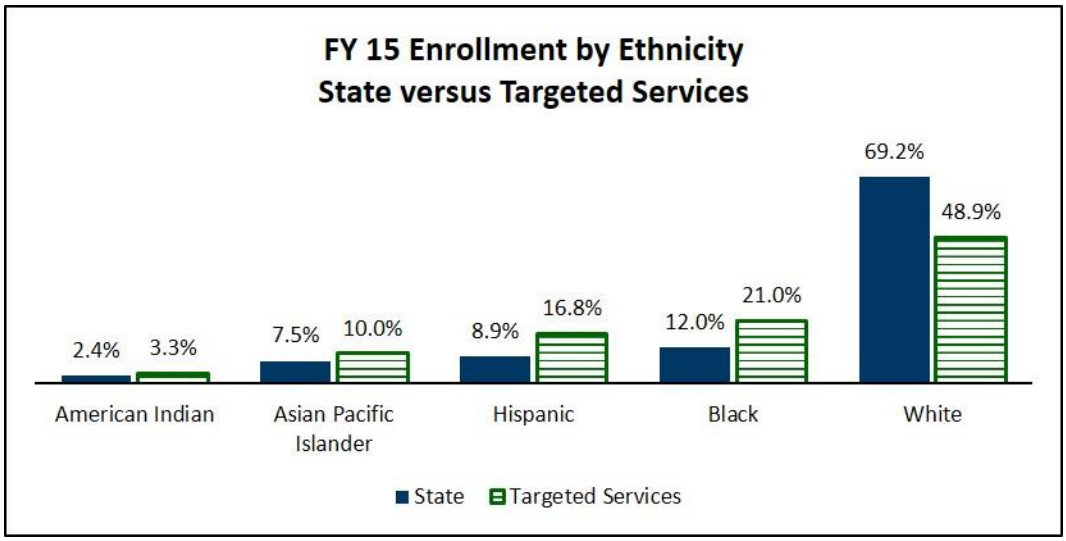


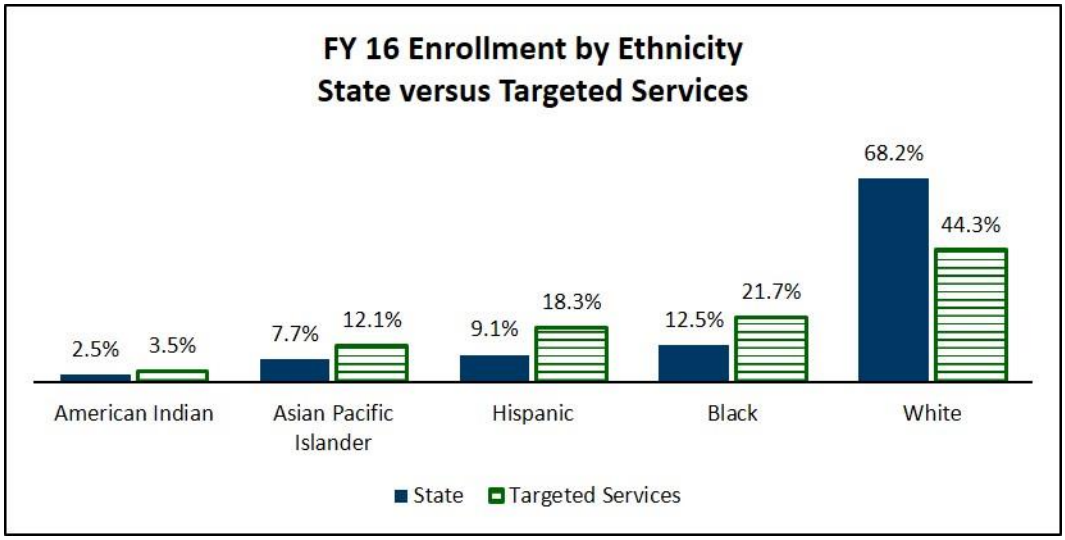
Demographic Data: Targeted Services

Ethnicity

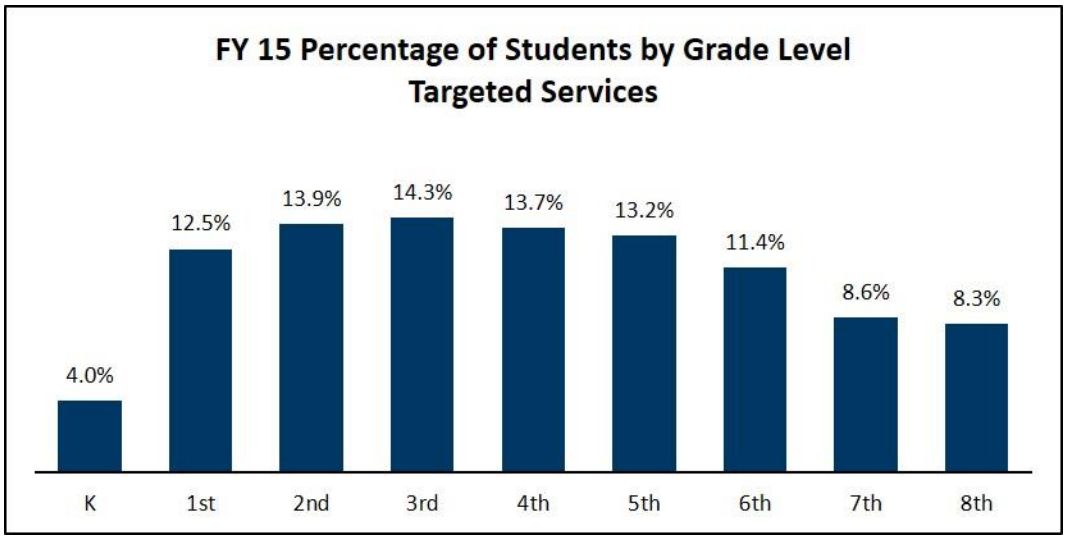
Ethnicity: State vs. Targeted Services

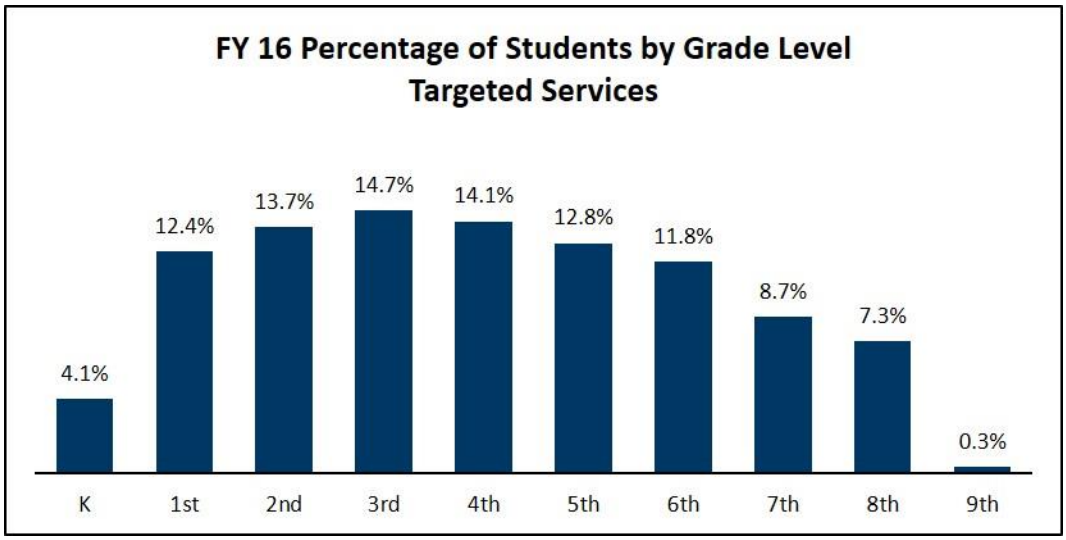
For FY 16, MDE was able to pull data in the fall of 2017. This will provide a good indication of the demographics of the TS programs. In FY 15, the percentage of students of color in TS programs was 51 percent. At a state level, just over 30 percent were students of color. For FY 16, we see the percentage of students of color continue to rise, with slightly over 55 percent being students of color.





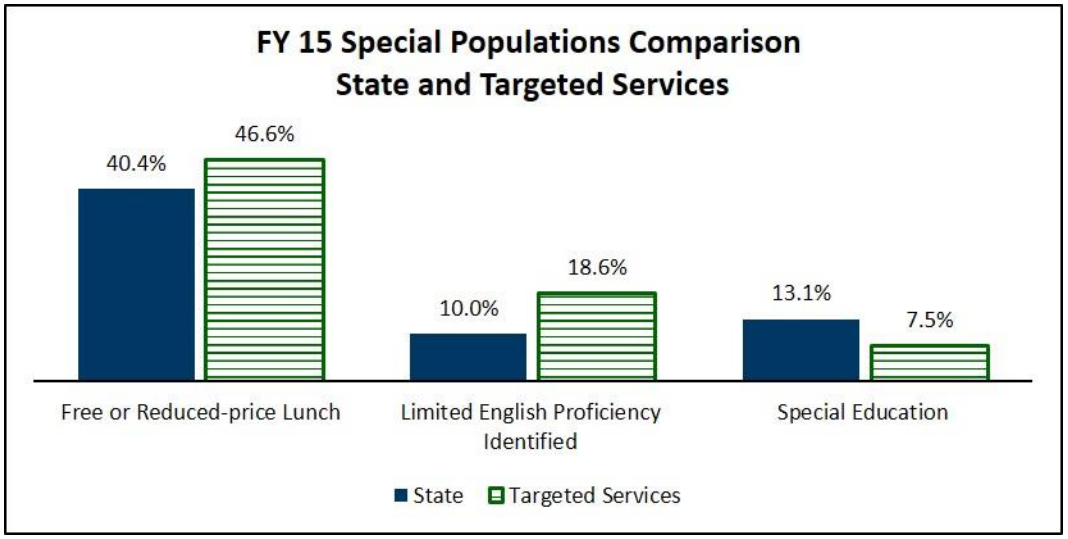
Grades Served

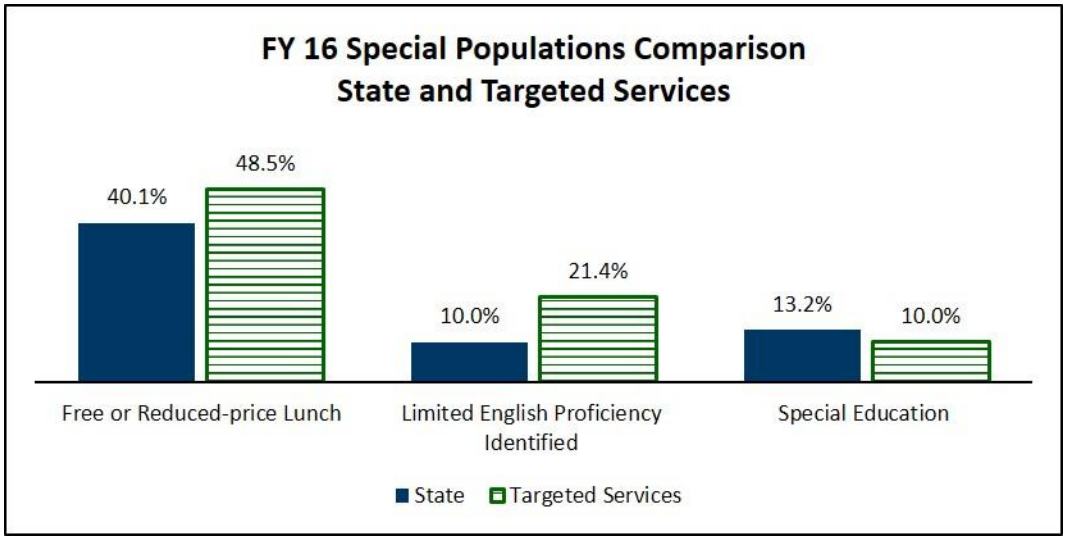




Special Populations

In FY 15, there were nearly twice as many students who qualified for EL services in TS as there were statewide. In FY 16, the percentage of students identified as being in need of these services was over twice as high as it was state-wide. In FY 15, there were 15 percent more students in poverty than there were in the state as a whole. In FY 16, this increased to show 20 percent more students in poverty than there were at the state level. In FY 15, the percentage of special education students across the state was 13.1 percent but only 7.5 percent in TS programs. While the percentage of students in special education state wide remained fairly consistent for FY 16, the percentage of students identified as special education increased to 10 percent in FY 16.





Credits Earned

In order to address the effectiveness of programs, districts were asked to supply the number of credits students earned in their programs. The department compared this with the membership hours submitted to obtain an average number of membership hours submitted for each full credit earned. Because the amount of credit awarded for the same class varies from district to district, further analysis was needed.

Some districts award a full credit every quarter, trimester, semester or year for the same course. For example, some districts give 24 credits a year and require 96 credits to graduate. Some districts give six credits a year and require 24 credits to graduate. Yet, the students in alternative learning are fulfilling the same graduation requirements as their district requires. To address this, each district's graduation requirements and length of school year were calculated. Then the number of credits students needed to earn per year in order to graduate on time with their peers was calculated. Finally, that number of credits was divided into their length of school year to arrive at an anticipated number of hours students needed to earn a full credit. A major assumption was that all students would be earning the full amount of credit.

The number of membership hours the SAAP submitted was then compared to the anticipated number of hours needed for a credit in the traditional program in the district. This information is provided in Appendix F.

There were a few challenges in doing this. Some Intermediate and Cooperative ALCs are providing programs to multiple districts and do not themselves graduate students so it was not possible in those cases to determine a correlation between the hours submitted and what we might anticipate the hours needed in the traditional program. Also, some credit recovery programs are not recording the credit earned in their programs but are reporting the credit in the core school year program. Some core school day programs had the credits that their students earned reported in the after school program. Some Independent Study programs are reporting membership based on enrollment rather than on work completion.

Based on the credits submitted for the core school year program, 35 percent of schools reported needing fewer hours per credit earned than we would expect based on the length of school year and graduation requirements of the district. Four percent needed the same number of hours, 20 percent were within 10 percent of the district and 41 percent needed more hours than the district.

Based on the credits submitted for the summer program, 56 percent of alternative schools reported needing fewer hours per credit earned than we would expect based on the length of school year and graduation requirements of the district. Five percent needed the same number of hours, 10 percent were within 10 percent of the district and 29 percent needed more hours than the district.

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. 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. However, the graduation rates for some alternative programs can be misleading due to data coding practices on behalf of districts. While 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.

For example, 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, one 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 3 percent.

A second anomaly can also appear with summer credit recovery programs. When students complete their graduation 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

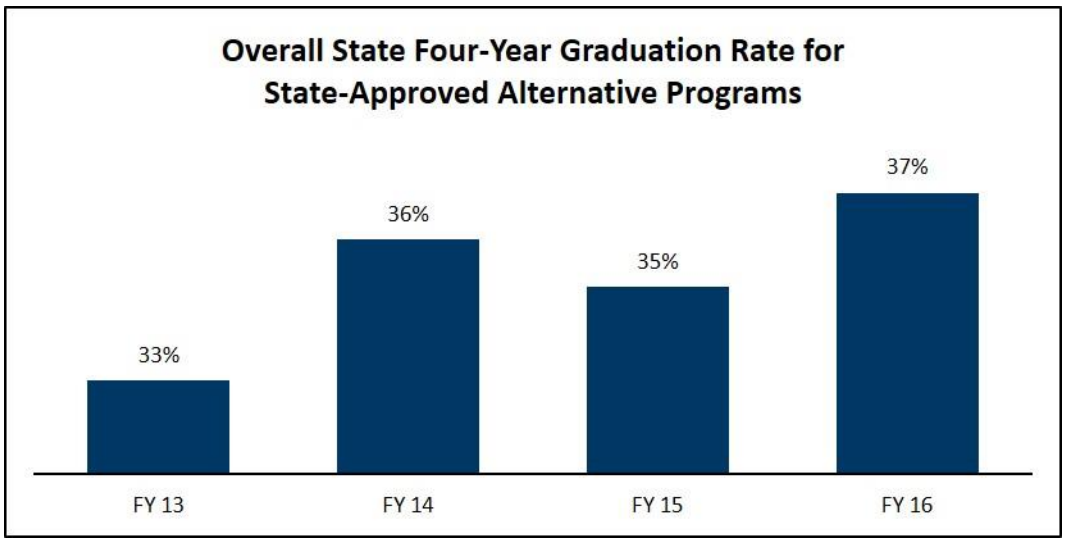
school's cohort unless they enroll in another school, move out of state or the country, or move to a correctional facility.

Another challenge for alternative programs is interpreting graduation rates stemming from the size of the program. For example, programs need a cohort size of at least 10 students in order to calculate a graduation rate. In FY 16, 13 of the 39 ALPs (33 percent) met this benchmark. In FY 16, eight out of 10 CAPs serving twelfth-graders met this criterion. In FY 16, 107 of the 162 ALCs (66 percent) that served twelfth-graders had a cohort size large enough to calculate a graduation rate.

Four-Year Graduation Rates

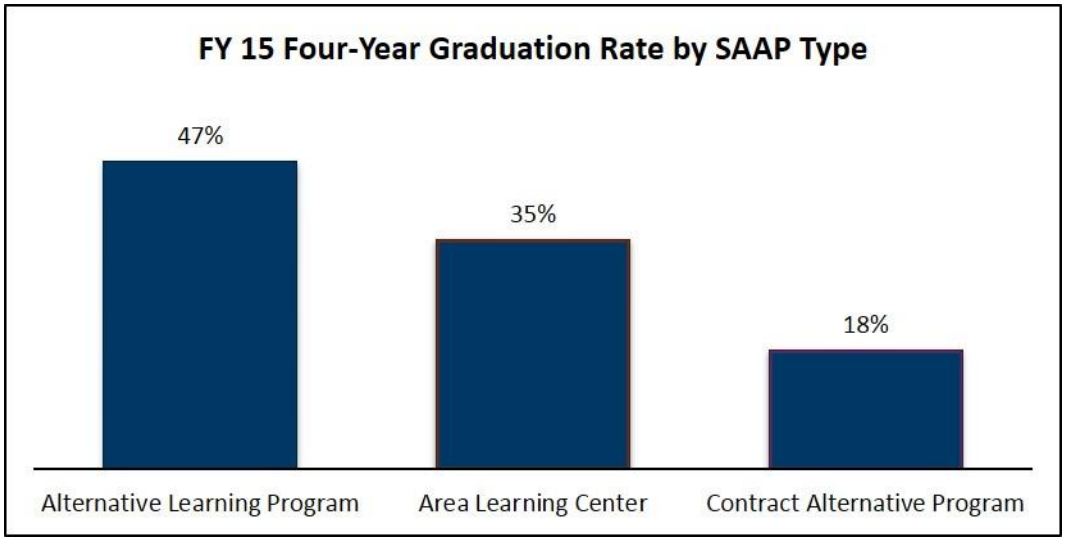
The calculation for four-year graduation rate is based on a cohort of students which is determined by the last school of enrollment. This is used as the denominator. Students are included in the cohort year based on when they entered into ninth grade. The number of graduates within a four-year period 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.

Overall in the state, the four-year graduation rate for alternative programs in FY 15 was 35 percent. In FY 16, it increased to 37 percent.



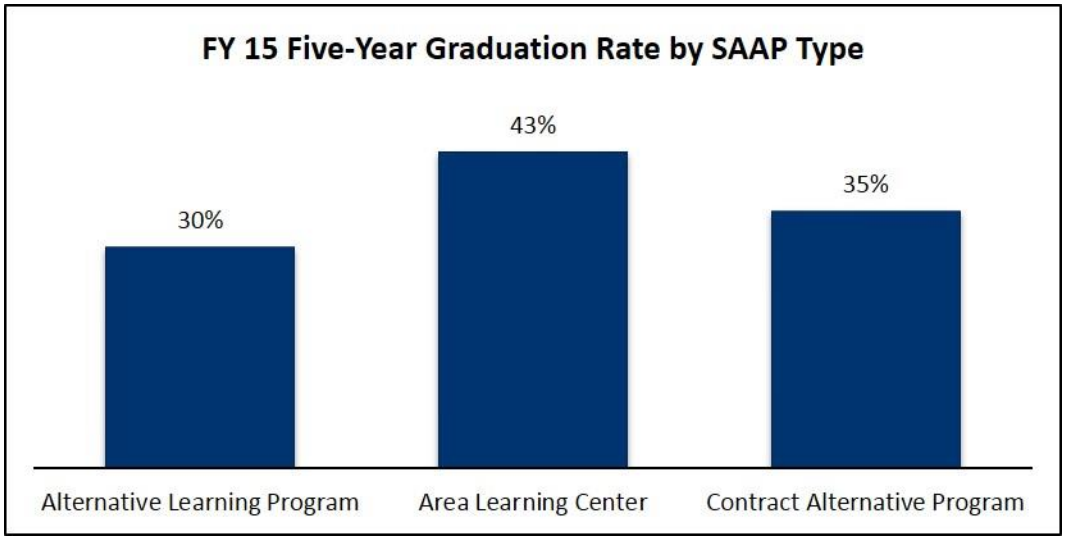
Despite existing challenges when reporting graduation rates for alternative programs, there are a number of noteworthy outcomes in FY 16. In Minneapolis Public Schools, the School Within a School (SWS) ALC programs had high graduation rates; higher than the state average for all students, and higher than the Minneapolis rate for all students at three of these programs. The SWS program at Roosevelt High School showed a 91 percent four-year graduation rate. At SWS Edison it was 93 percent, and at SWS Henry, it was 95 percent. These three rates were in the top five of all alternative programs statewide. The highest ranked program had a graduation rate of 100 percent. This was Intermediate District 917 EDOP DCALS Extended Day Program. Rounding out the

top five was Minnesota River Valley ALC. When comparing this with the overall state graduation rate of 37 percent for alternative programs, these five programs stand out.



Five-Year Graduation Rates

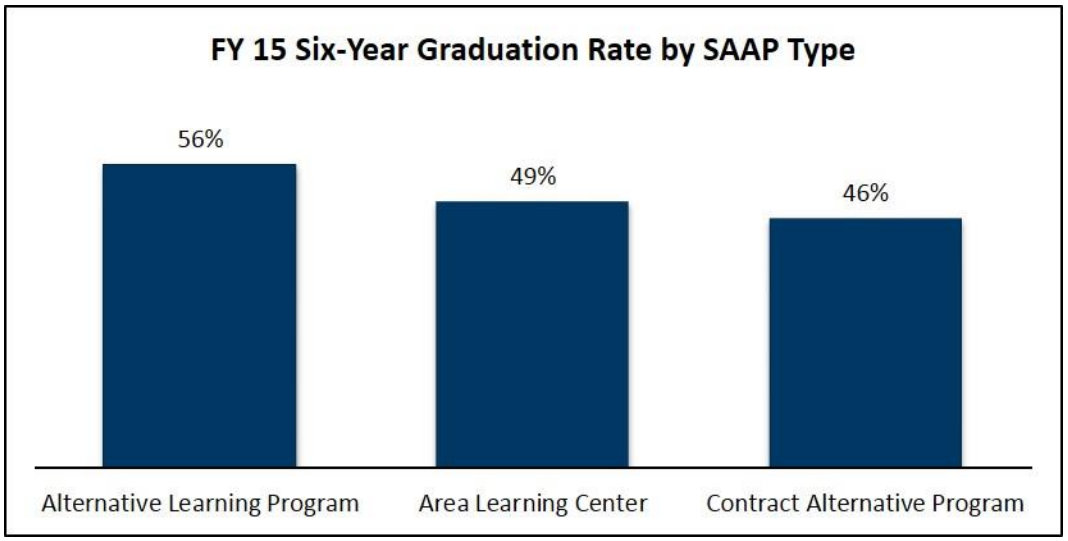
Five-year graduation rates reflect the students who needed an extra year to complete their graduation requirements. We expect to see an increase in the four-year rate from the previous year to the five-year rate from the current year. When comparing the number of FY 15 four-year graduates with the number of FY 16 five-year graduates (i.e., the same cohort of students), the number of students who graduated increases to 2,981 from 1,993, an increase of 50 percent. The graduation rate increases from 35 percent to 46 percent, an increase of just 31 percent. This is because the cohort size increased from 5,702 students to 6,442 students. The larger the cohort size, the smaller the percentage of graduates.



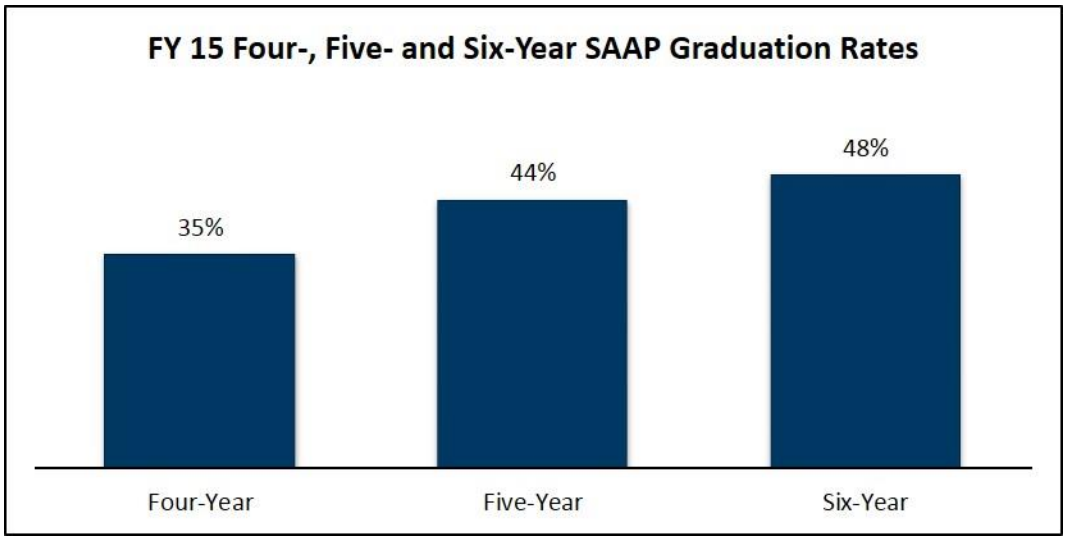
Six-Year Graduation Rates

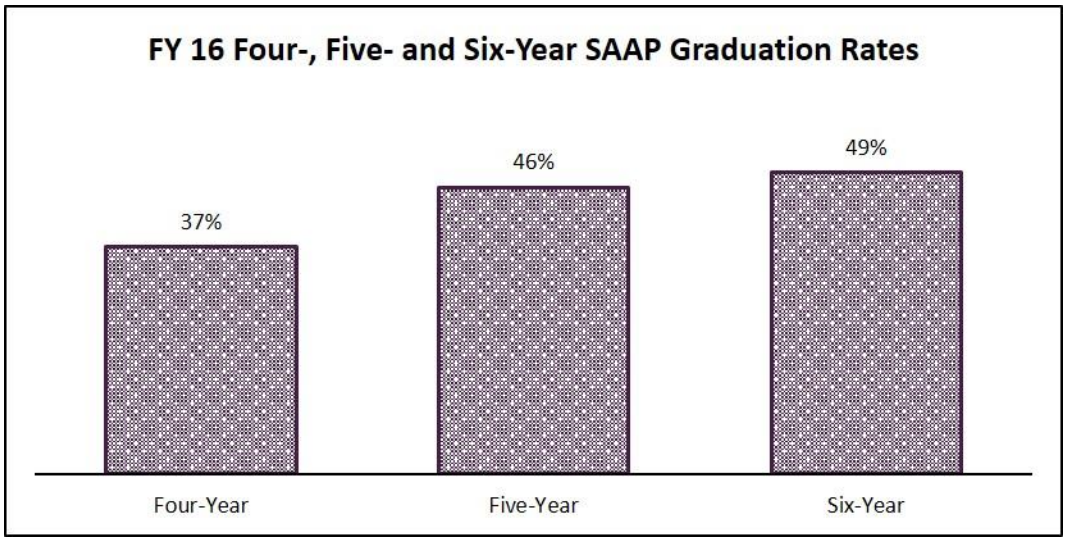
For FY 15, the overall six-year graduation rate was 48 percent. In FY 16, it was 49 percent. But again, we compare the six-year graduation rate to the five-year rate from the year before and the four-year rate from two years before.

When comparing the number of FY 15 five-year graduates (2,798) with the number of FY 16 six-year graduates (3,036), there is an increase of 9 percent in the number of graduates of the same cohort.



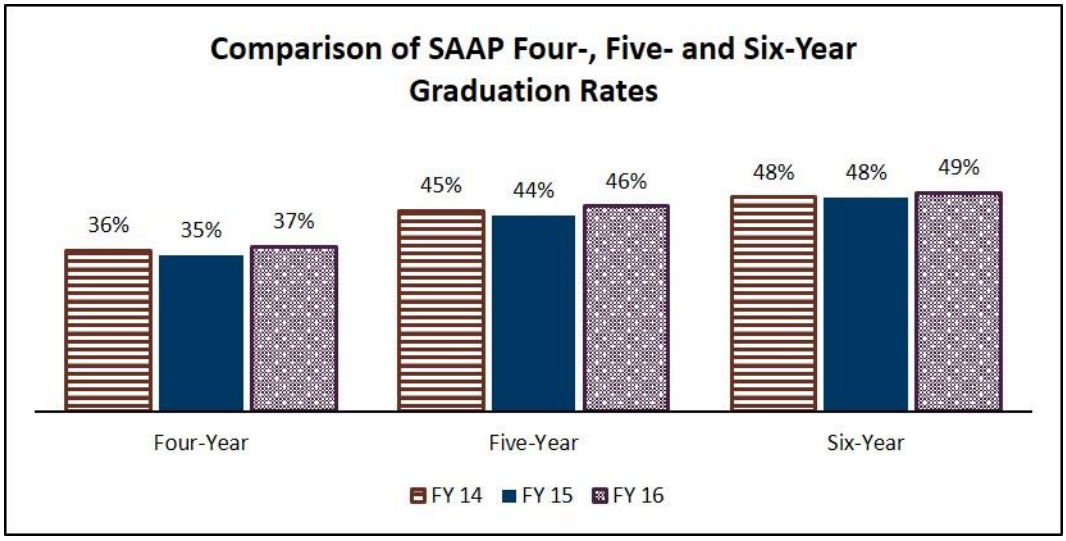
Overall State Four-Year, Five-Year and Six-Year Graduation Rates





A significant consideration in looking at these graduation rates is the change in cohort size used for calculation changes over time. The increase in the cohort graduation rate is not as large as the increase in the number of graduates. This is because of the increase in the cohort size. 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. For example, the number of graduates increased for the FY 15 four-year rate to the FY 16 five-year rate by nearly 49.6 percent, but the percentage of graduates for that same time increased only 31 percent because of the increase in the cohort size. Traditional high schools also saw an increase in graduates, although smaller, but their cohort size decreased. An increase in number of graduates coupled with a decrease in cohort size increases graduation rates. This shifting of students from the traditional high schools cohort into alternative schools cohort has the effect of *raising* the graduation rate at traditional high schools while *lowering* the graduation rate at the alternative schools.

Overall, the graduation rates have remained fairly constant over time. A fairly significant increase from the four-year rate to the five-year rate occurs, but not from the five-year rate to the six-year rate.



Identifying 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 and FY 15 reports.

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. The department 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 titled “Report on Learning Year Programs Appendix of Individual Program Information”.

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).

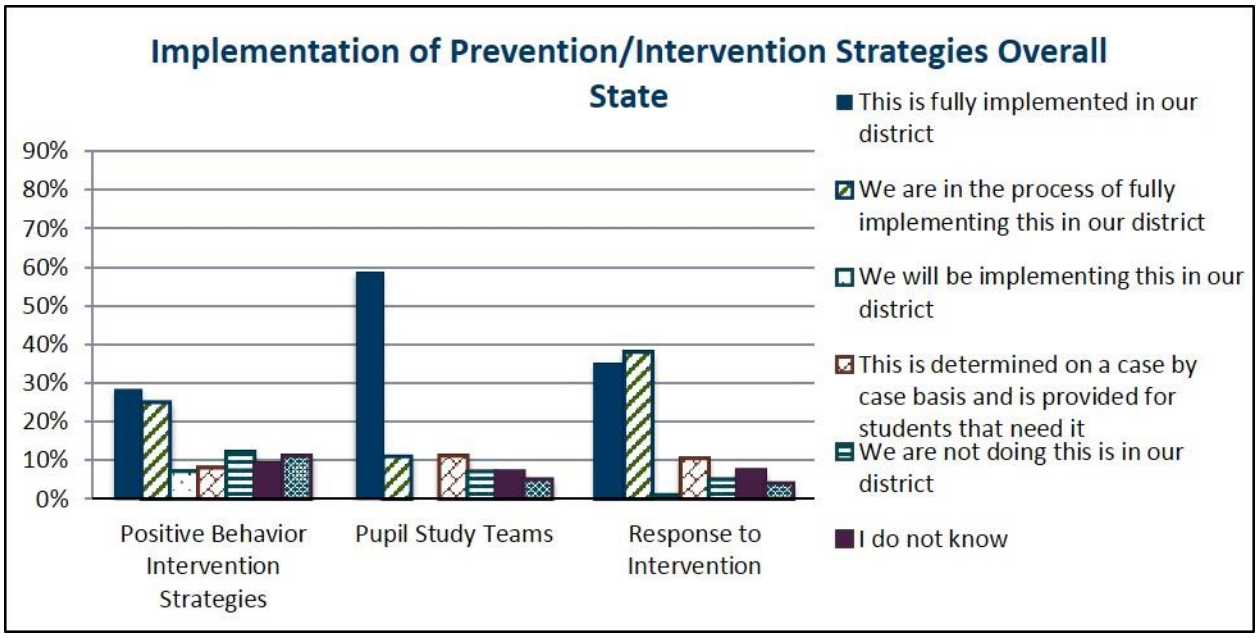
For the core school year programs, SAAPs were asked how students were identified for referral to their program. The most common ways identified were students being behind in credits or not graduating on time with their peers. This was followed by counselor referral, then students identified as being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

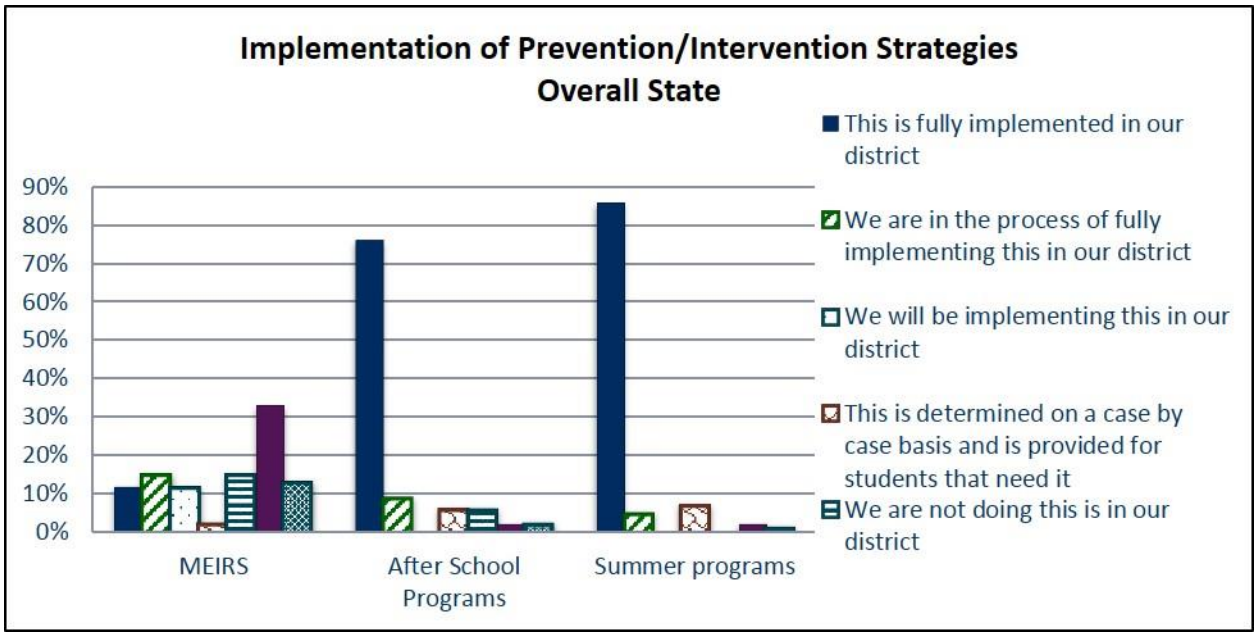
Because the legislation specifically asked for information on how districts identify at-risk and off-track students, we first asked districts if they viewed these as being two distinct groups and, if so, how the approach for each of these student groups might differ. Fifty-seven percent of districts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

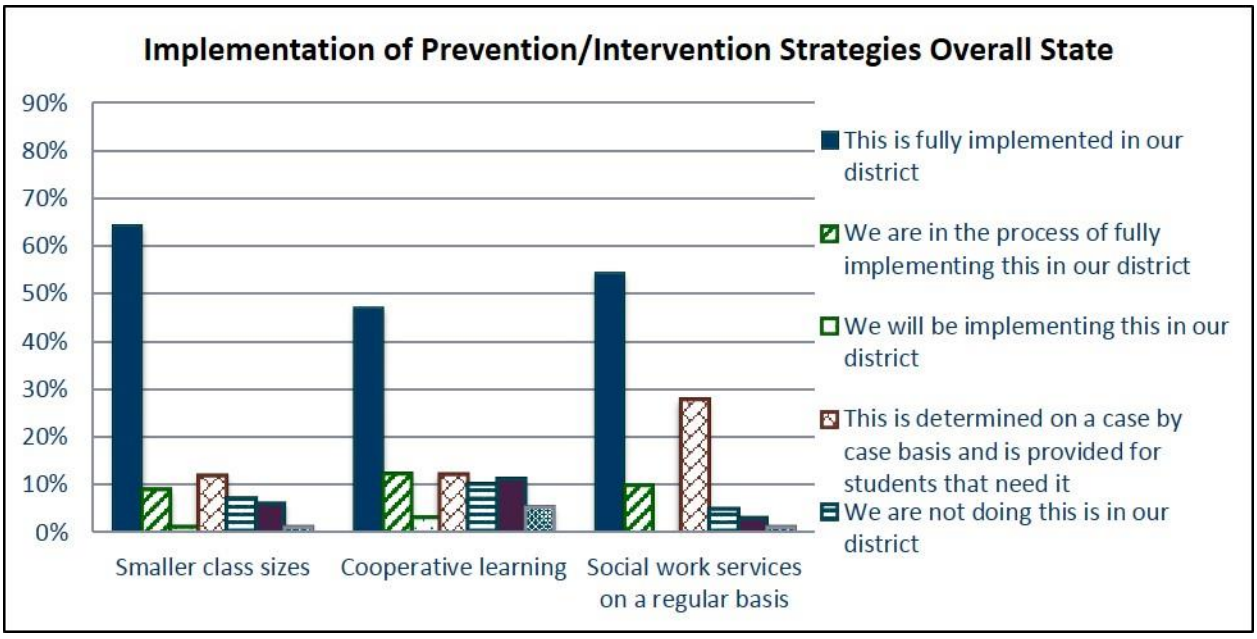
Strategies for At-Risk and Off-Track Students

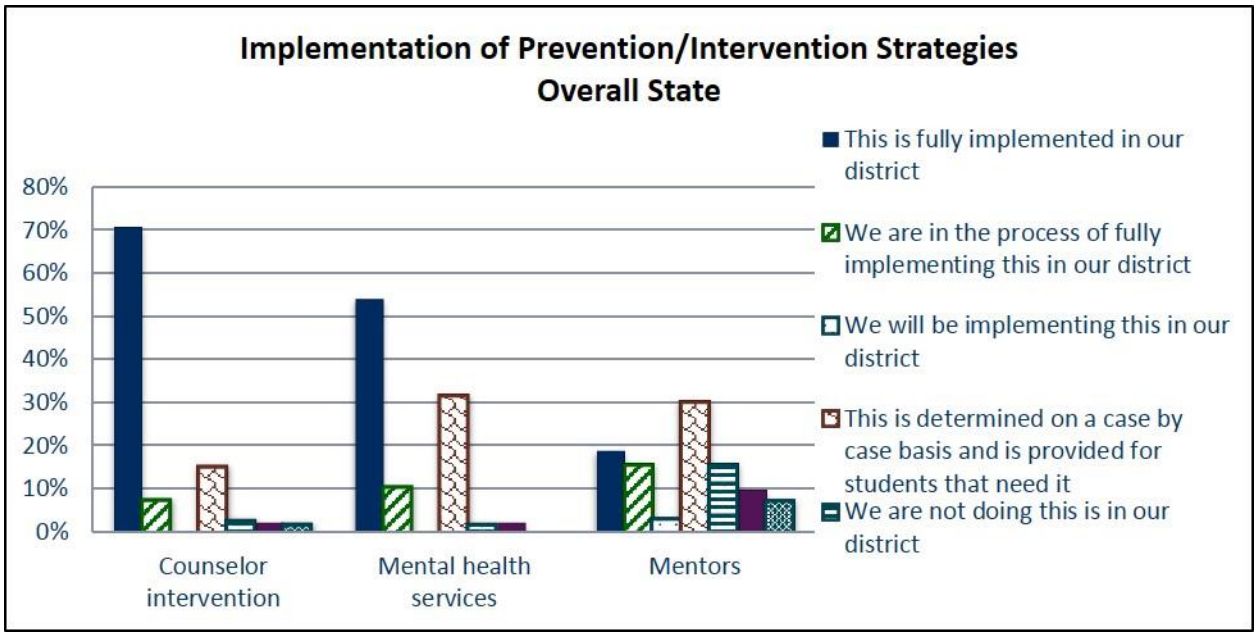
Intervention and Prevention Strategies

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, it is important to distinguish that 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
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
90%
80%
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

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:

(i) Personally contacting each student who left the district in order to offer him/her education options (approximately 73 percent of district did this);
(ii) Sending information to the families of students who have left about other options (approximately 66 percent of district did this); and
(iii) Outreach programs to students who have left the district (less than half of the districts did this).

Career and College Readiness Benchmarks

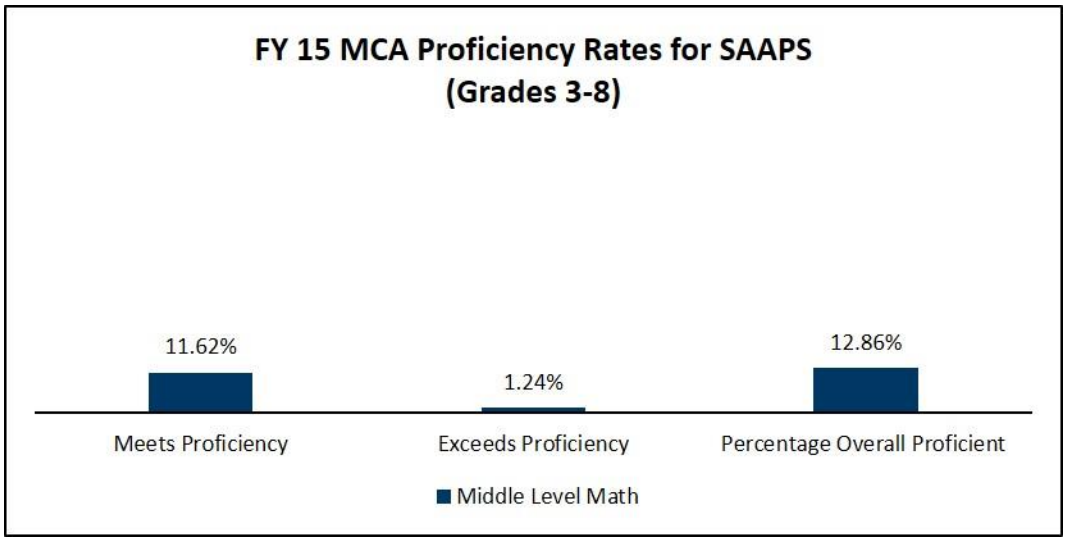
The legislation also asked for the percentage of students in these programs whose progress and performance levels were meeting career and college readiness benchmarks under Minnesota Statutes, section 120B.30, subdivision 1.

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.

In order to report students who were meeting career and college readiness benchmarks, the Minnesota Comprehensive Assessments, referenced in Minnesota Statutes, section 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.

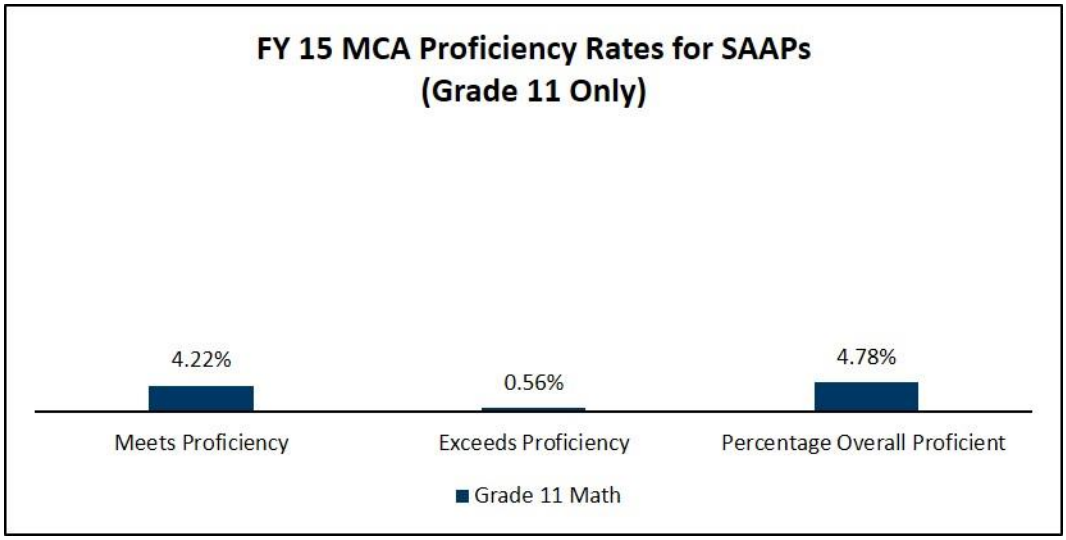
For charts with all students, 5.86 percent are included for math and 4.07 percent are included for reading. The following charts show performance of students enrolled during the testing window in SAAPs in reading and in math. For FY 15, students in grades three to eight are included for math, students in grade 11 are included for reading and all grades are shown for both math and reading.



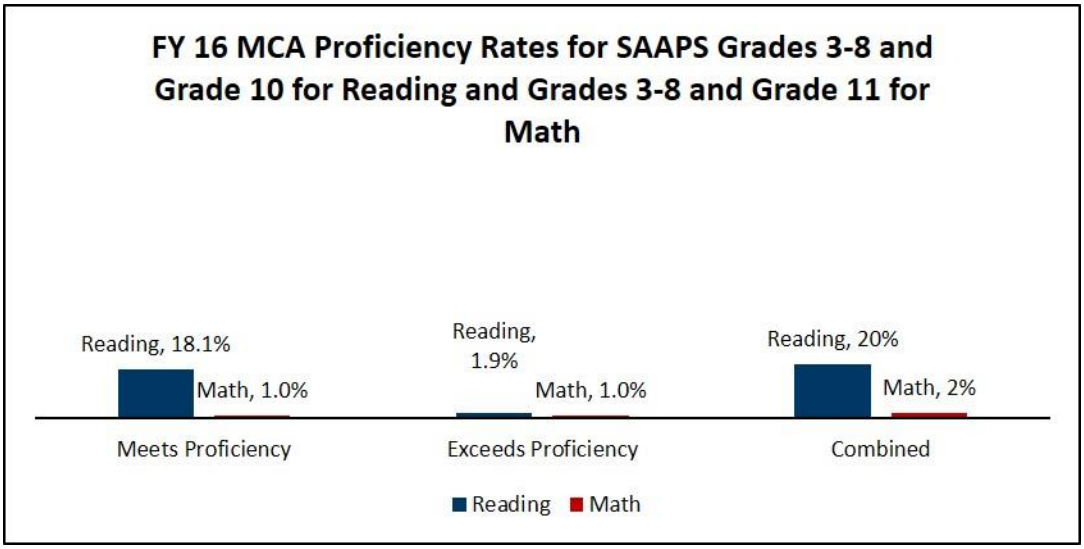
MCA reading scores are not separated into individual grade levels. For FY 15 we are looking at the MCA Reading exam across all grade levels. Both reading and math proficiency levels dropped in FY 15, with the math

proficiency percentages dropping from 23.5 percent to just over 7 percent. It is difficult to draw any conclusions from this as less than 6 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.



In FY 16 MCA test scores for students in Reading (grades 3-8 and 10) and Math (grades 3-8 and grade 11). As in previous years, there was a small percentage of SAAP students included in the data set. In FY 16, this was 3.3 percent for Reading and 4.1 percent for Math. The chart for grade 11 is not available for FY 16. It is difficult to draw any conclusions for this as such a small percentage of students overall are able to be included.



Conclusion

In FY 2016, there were 571 active separate school codes for these programs, including 252 ALCs, 51 ALPs, 17 CAPs and 251 TS programs. These active SAAPs served over 157,000 individual students. The majority of students participate in out-of-school time programs with the most prevalent out-of-school time program being Targeted Services. The most common core school day programs are Area Learning Centers. In the core school day programs, the largest student group are those students in grade 12 and beyond.

In comparison with the state average, a higher percentage of males are 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 Contract Alternative programs, where the percentage of students qualify for free and reduced-priced lunch for FY 15 is 86 percent. It declined to 85 percent in FY 16 and to 80 percent in FY 17.

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. In FY 15, students in CAPs were three times more likely to be identified as English Learner (EL) students and to receive EL services than the state average. In FY 16, they were nearly five times more likely. This fell to approximately three times more likely in FY 17.

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 and students who are dually enrolled in a traditional program and an alternative school within a school, low percentages of students have an MCA score.

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. Minneapolis Public School's newly implemented school within a school programs saw four-year graduation rates for three of their programs of 91, 93 and 95 percent, three of the top five graduation rates across the state. 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 Early Middle College programs. Students in these programs 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 efficacy and sustainability of these programs. The anecdotal data is encouraging, especially the information from the students themselves. For more information on the impact of this program, please view Back on Track: Journeys to a High School Degree, a documentary produced by Twin Cities Public Television.

Bibliography

Augustine, E. A. (2016). *Learning from Summer: Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth.* New York: RAND Corporation.

Barrie. (n.d.). Targeted Services Summer Survey FY 15.

Borman, G. A. (2004). *Summer Learning: Research, Policies and Programs.* Mahway, NJ: Lawrence Erlbaum Associates.

Carver, P. A. (2010). *Alternative Schools and Programs for Public School Students At Risk of Educational Failure: 2007-2008.* Washington, D.C.: U.S. Department of Education National Center for Education Statistics.

Fairchild, R. M. (2006). *Making the Most of Summer: A Handbook on Effective Summer Programming and Thematic Learning.* Baltimore, MD: Center for Learning.

http://neatoday.org/2013/02/11/alternative-schools-raise-graduation-rates/. (2016, April 7). Alternative Schools Raise Graduation Rates.

https://www.revisor.leg.state.mn.us/statutes/?id=124D.68. (2016, April 7). Minnesota Statute 124D.68.

McCombs, E. A. (2011). *Making Summer Count.* Arlington, VA: RAND Corporation.

McCombs, J. A. (2011). *Making Summer Count: How summer programs can boost students' learning.* Santa Monica, CA: RAND.

Proger, A. R., Bouacha, N., Foster, S., Norris, M., & Guarino, N. (2016). *The Early Implementation of Minnesota's Early/Middle College Program.* Unpublished report. Washington, DC: Institute of Education Sciences.

Release, P. (2011, June 13). Investment in Summer Learning Programs Can Help Stop the 'Summer Slide'. *http://www.rand.org/news/press/2011/06/13.html*. RAND Corporation.

Appendices

Appendix A: FY 16 List of State-Approved Alternative Programs by District

District Number	District Type	District Name	School Number	SAAP Type	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	390	ALC	Heritage Science and Technology
1	3	Minneapolis Public School District	419	CAP	VOA High School
1	3	Minneapolis Public School District	451	TS	Extended Day Elementary Targeted Services
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
1	3	Minneapolis Public School District	455	ALC	Edison SWS
1	3	Minneapolis Public School District	456	ALC	Henry SWS
1	3	Minneapolis Public School District	457	ALC	Washburn SWS
1	3	Minneapolis Public School District	458	ALC	Wellstone SWS
1	3	Minneapolis Public School District	462	ALC	Roosevelt SWS
1	3	Minneapolis Public School District	465	CAP	Center School Extended
1	3	Minneapolis Public School District	466	CAP	AIOIC Extended
1	3	Minneapolis Public School District	467	CAP	Loring Nicollet Extended
1	3	Minneapolis Public School District	468	CAP	Menlo Park Extended
1	3	Minneapolis Public School District	469	CAP	MERC Extended
1	3	Minneapolis Public School District	470	CAP	Plymouth Youth Center Extended

District Number	District Type	District Name	School Number	SAAP Type	Program Name
1	3	Minneapolis Public School District	463	ALC	Heritage Academy Extended
1	3	Minneapolis Public School District	464	CAP	VOA Extended
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 Targeted Services
6	3	South Saint Paul Public School District	307	TS	KEC Targeted Services
6	3	South Saint Paul Public School District	309	TS	Jr. High Targeted Services
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 Targeted Services
11	1	Anoka-Hennepin Public School District	809	TS	Anoka Secondary Targeted Services
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 Targeted Services
14	1	Fridley Public School District	552	ALP	Fridley Moore Lake Area Learning Center
14	1	Fridley Public School District	632	TS	Fridley Targeted Services
14	1	Fridley Public School District	652	ALC	Fridley Middle Area Learning Center
16	1	Spring Lake Park Public Schools	781	ALC	Adult Diploma
22	1	Detroit Lakes Public School District	6	ALC	Detroit Lakes Alternative Program
22	1	Detroit Lakes Public School District	7	ALC	Afterschool Program
22	1	Detroit Lakes Public School District	8	ALC	High School 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	High School Culture Club
22	1	Detroit Lakes Public School District	27	TS	Rossman Targeted Services
22	1	Detroit Lakes Public School District	28	TS	Roosevelt Targeted Services
22	1	Detroit Lakes Public School District	32	ALC	Detroit Lakes Middle ALC
22	1	Detroit Lakes Public School District	34	TS	Lake Park-Audubon Targeted Services
22	1	Detroit Lakes Public School District	36	TS	LPA Extended Year Program
22	1	Detroit Lakes Public School District	38	TS	Elementary Extended Year Program

District Number	District Type	District Name	School Number	SAAP Type	Program Name
22	1	Detroit Lakes Public School District	42	ALC	Detroit Lakes Area Learning Center
22	1	Detroit Lakes Public School District	43	TS	Frazee Targeted Services
22	1	Detroit Lakes Public School District	46	TS	Boys and Girls Club Targeted Services
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 Targeted Services
22	1	Detroit Lakes Public School District	57	TS	Morris Extended Year
22	1	Detroit Lakes Public School District	58	TS	Browns Valley Targeted Services
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 Targeted Services
22	1	Detroit Lakes Public School District	63	TS	West Central Area Schools Targeted Services Summer
22	1	Detroit Lakes Public School District	68	ALC	Walker-Hackensack-Akeley ALC
31	1	Bemidji Public School District	22	ALC	Bemidji Senior Lumberjack ALC
31	1	Bemidji Public School District	170	ALC	Bemidji Area Learning Center
31	1	Bemidji Public School District	171	ALP	Bemidji Middle Alp
31	1	Bemidji Public School District	175	TS	Bemidji Middle Targeted Services
38	1	Red Lake Public School District	35	ALC	Red Lake Alternative Learning
38	1	Red Lake Public School District	45	TS	Red Lake Targeted Services
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 Targeted Services
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 Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
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 Targeted Services
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 Targeted Services
138	1	North Branch Public Schools	50	ALC	North Branch Lab School ALC
138	1	North Branch Public Schools	60	TS	North Branch Targeted Services
152	1	Moorhead Public School District	980	ALC	Rr Area Learning Center
152	1	Moorhead Public School District	981	TS	Moorhead Alternative Program
152	1	Moorhead Public School District	983	ALC	Red River ALC
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 Targeted Services
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 Targeted Services
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 Targeted Services
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	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 Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
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	740	ALP	Beacon ALP IS
273	1	Edina Public School District	621	ALP	Options At Edina High School
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 Independent Study
279	1	Osseo Public School District	707	ALC	ALC NVJH Middle Year
279	1	Osseo Public School District	733	TS	Targeted Services Brooklyn Junior High
279	1	Osseo Public School District	734	TS	Targeted Services Osseo Junior High
279	1	Osseo Public School District	768	TS	Targeted Services Edinbrook Elementary
279	1	Osseo Public School District	769	TS	Targeted Services Rush Creek Elementary
279	1	Osseo Public School District	770	TS	Targeted Services Basswood Elementary
279	1	Osseo Public School District	771	TS	Targeted Services Birch Grove
279	1	Osseo Public School District	772	TS	Targeted Services Crest View Elementary
279	1	Osseo Public School District	773	TS	Targeted Services Weaver Lake
279	1	Osseo Public School District	774	TS	Targeted Services Fair Oaks Elementary
279	1	Osseo Public School District	775	TS	Targeted Services Garden City Elementary
279	1	Osseo Public School District	778	TS	Targeted Services Palmer Lake Elementary
279	1	Osseo Public School District	779	TS	Targeted Services Park Brook Elementary
279	1	Osseo Public School District	781	TS	Targeted Services Zanewood Community School
279	1	Osseo Public School District	782	TS	Targeted Services Cedar Island Elementary
279	1	Osseo Public School District	785	TS	Targeted Services Rice Lake Elementary
279	1	Osseo Public School District	786	TS	Targeted Services North View IB World School
279	1	Osseo Public School District	789	TS	Targeted Services Fernbrook Elementary
279	1	Osseo Public School District	794	TS	Targeted Services Maple Grove Jr High
279	1	Osseo Public School District	796	TS	Targeted Services 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 Targeted Services
281	1	Robbinsdale Public School District	631	TS	Meadow Lake Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
281	1	Robbinsdale Public School District	633	TS	Neill Targeted Services
281	1	Robbinsdale Public School District	634	TS	Northport Targeted Services
281	1	Robbinsdale Public School District	638	TS	Plymouth Middle School Targeted Services
281	1	Robbinsdale Public School District	642	TS	Sonnesyn Targeted Services
281	1	Robbinsdale Public School District	643	TS	FAIR Targeted Services
281	1	Robbinsdale Public School District	644	TS	Sea Targeted Services
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 Targeted Services
281	1	Robbinsdale Public School District	682	TS	Robbinsdale Middle School Targeted Services
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 Targeted Services
281	1	Robbinsdale Public School District	723	TS	Zachary Lane Targeted Services
281	1	Robbinsdale Public School District	724	TS	Noble Targeted Services
281	1	Robbinsdale Public School District	753	ALC	Highview Independent Study
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	907	TS	Oakwood Elementary Targeted Services
284	1	Wayzata Public School District	911	TS	Gleason Lake Elementary Targeted Services
284	1	Wayzata Public School District	912	TS	Kimberly Lane Elementary Targeted Services
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 Targeted Services
286	1	Brooklyn Center School District	17	ALC	Brooklyn Center Independent Study

District Number	District Type	District Name	School Number	SAAP Type	Program Name
286	1	Brooklyn Center School District	763	ALC	Brooklyn Center Academy
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 Targeted Services
287	6	Intermediate School District 287	613	ALC	ALC - Eden Prairie HS-IS
287	6	Intermediate School District 287	614	ALC	276 Minnetonka HS-IS
287	6	Intermediate School District 287	615	ALC	W-Alt-IS
287	6	Intermediate School District 287	618	ALC	SECA - 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 Targeted Services
287	6	Intermediate School District 287	666	TS	283 St. Louis Park Learning Center Targeted Services
287	6	Intermediate School District 287	675	TS	270 Alice Smith Elementary Targeted Services
287	6	Intermediate School District 287	683	TS	273 Concord El Targeted Services
287	6	Intermediate School District 287	684	TS	273 Cornelia El Targeted Services
287	6	Intermediate School District 287	685	TS	273 Countryside El Targeted Services
287	6	Intermediate School District 287	686	TS	273 Creek Valley El Targeted Services
287	6	Intermediate School District 287	687	TS	273 Highlands El Targeted Services
287	6	Intermediate School District 287	688	TS	273 Normandale El Targeted Services
287	6	Intermediate School District 287	689	TS	273 So View Middle Targeted Services
287	6	Intermediate School District 287	690	TS	273 Valley View Middle Targeted Services
287	6	Intermediate School District 287	693	TS	270 Gatewood Elementary Targeted Services
287	6	Intermediate School District 287	694	ALC	276 Minnetonka Compass
287	6	Intermediate School District 287	695	TS	270 Eisenhower Elementary Targeted Services
287	6	Intermediate School District 287	700	ALC	ALC Richfield - Success At 15
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 Targeted Services
287	6	Intermediate School District 287	715	TS	270 Hopkins North Jr High Targeted Services
287	6	Intermediate School District 287	717	TS	280 Sheridan Hills Elementary Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
287	6	Intermediate School District 287	718	TS	280 Centennial Elementary Targeted Services
287	6	Intermediate School District 287	719	TS	280 Richfield Middle School Targeted Services
287	6	Intermediate School District 287	720	TS	280 Richfield Int Elem Targeted Services
287	6	Intermediate School District 287	727	TS	270 Tanglen Elementary - Targeted Services
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	738	TS	270 Meadowbrook Elem - Targeted Services
287	6	Intermediate School District 287	743	TS	272 Central Mid School Targeted Services
287	6	Intermediate School District 287	744	TS	272 Cedar Ridge El Targeted Services
287	6	Intermediate School District 287	745	TS	272 Eden Lake El Targeted Services
287	6	Intermediate School District 287	746	TS	272 Forest Hills El Targeted Services
287	6	Intermediate School District 287	747	TS	272 Oak Point Int Targeted Services
287	6	Intermediate School District 287	748	TS	272 Prairie View El Targeted Services
287	6	Intermediate School District 287	754	ALC	277 Westonka Area Learning Academy
287	6	Intermediate School District 287	755	ALC	ALC Westonka - IS
287	6	Intermediate School District 287	756	TS	277 - Shirley Hills Elementary -Targeted Services
287	6	Intermediate School District 287	757	TS	277 - Grandview Middle School -Targeted Services
287	6	Intermediate School District 287	758	TS	277 - Hilltop Elementary - Targeted Services
287	6	Intermediate School District 287	761	ALC	283-St. Louis Park ALC
287	6	Intermediate School District 287	762	ALC	283 St Louis Park Independent Study
287	6	Intermediate School District 287	766	ALC	NSO - Independent Study
287	6	Intermediate School District 287	769	TS	272 Eagle Heights Spanish Immersion - Targeted Services
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 - Targeted Services
287	6	Intermediate School District 287	774	TS	283 Meadowbrook Elem - Targeted Services
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	793	TS	270 - Glen Lake Elementary
287	6	Intermediate School District 287	794	ALC	270 - Hap - IS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
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 288	803	TS	Orono Off-Campus
287	6	Intermediate School District 287	850	TS	4126 Prairie Seed Academy Targeted Services
287	6	Intermediate School District 287	851	TS	4122 - Eagle Ridge Academy Targeted Services
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
308	1	Nevis Public School District	30	ALP	Nevis Area Learning Program
309	1	Park Rapids Public School District	31	TS	Century Targeted Services
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 Targeted Services
345	1	New London-Spicer School District	31	ALP	New London Alternative School
347	1	Willmar Public School District	901	TS	Willmar Targeted Services
347	1	Willmar Public School District	949	ALC	Willmar Area Learning Center
381	1	Lake Superior Public School District	100	TS	Lake Superior Targeted Services
381	1	Lake Superior Public School District	255	ALC	Solo
402	1	Hendricks Public School District	40	TS	Hendricks Targeted Services
402	1	Hendricks Public School District	50	ALC	Hendricks ALC
402	1	Hendricks Public School District	70	TS	Lynd Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
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 Targeted Services
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 Targeted Services
432	1	Mahnomen Public School District	40	ALC	Mahnomen Area Learning Center
432	1	Mahnomen Public School District	60	TS	Mahnomen Targeted Services
435	1	Waubun-Ogema-White Earth	40	ALP	Waubun Area Learning Program
435	1	Waubun-Ogema-White Earth	60	TS	Waubun Targeted Services
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 Targeted Services
466	1	Dassel-Cokato Public School District	9	TS	Targeted Services-Litchfield
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 Targeted Services
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	Targeted Services Summer Program
492	1	Austin Public School District	225	TS	Austin Targeted Services
508	1	St. Peter Public School District	20	ALC	Rock Bend High School ALC
508	1	St. Peter Public School District	45	ALC	St. Peter ALC
508	1	St. Peter Public School District	47	TS	South Targeted Services
508	1	St. Peter Public School District	48	TS	North Targeted Services
518	1	Worthington Public School District	6	ALC	Worthington Area Learning Center

District Number	District Type	District Name	School Number	SAAP Type	Program Name
518	1	Worthington Public School District	9	TS	Worthington-Targeted Services
518	1	Worthington Public School District	11	ALC	Worthington ALC Night
535	1	Rochester Public School District	123	TS	After School Academy
535	1	Rochester Public School District	141	TS	Longfellow After School Academy
535	1	Rochester Public School District	201	TS	Summer Elementary
535	1	Rochester Public School District	202	TS	Middle School Summer Academy
535	1	Rochester Public School District	306	ALC	Rochester Alternative Learning Center
535	1	Rochester Public School District	308	ALC	Credit Recovery
535	1	Rochester Public School District	311	ALC	ALC Summer Credit Recovery
535	1	Rochester Public School District	317	TS	Rochester Targeted Services
535	1	Rochester Public School District	341	ALC	Hawthorne Diploma Program
535	1	Rochester Public School District	605	ALC	Century High School ALC
535	1	Rochester Public School District	610	ALC	John Marshall Area Learning Center
535	1	Rochester Public School District	615	ALC	Mayo High School ALC
535	1	Rochester Public School District	625	ALC	John Adams ALC
535	1	Rochester Public School District	630	ALC	Willow Creek
544	1	Fergus Falls Public School District	330	TS	Fergus Falls Targeted Services 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 Services K-6
548	1	Pelican Rapids Public School District	210	TS	Pelican Rapids ALC 7-8 Targeted Services
549	1	Perham-Dent Public School District	80	ALC	Perham Area Learning Center
549	1	Perham-Dent Public School District	90	TS	Perham Area Targeted Services
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 Targeted Services
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 Targeted Services
593	1	Crookston Public School District	20	ALC	New Paths Area Learning Center
621	1	Mounds View Public School District	56	TS	Targeted Services – Elementary

District Number	District Type	District Name	School Number	SAAP Type	Program Name
621	1	Mounds View Public School District	57	TS	Targeted Services – 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 Targeted Services
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 Targeted Services
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 Targeted Services
624	1	White Bear Lake School District	840	ALC	Area Learning Center Summer
625	1	St. Paul Public School District	710	ALC	Gordon Parks High School
625	1	St. Paul Public School District	712	ALC	ALC Secondary Extended Programs
625	1	St. Paul Public School District	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	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 Targeted Services
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 Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
656	1	Faribault Public School District	86	TS	Summer Targeted Services
659	1	Northfield Public School District	9	TS	Area Learning Center Targeted Services
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	ALP	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 Targeted Services
709	1	Duluth Public School District	613	TS	Duluth Targeted Services
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 Targeted Services
720	1	Shakopee Public School District	86	ALC	Shakopee Senior ALC
720	1	Shakopee Public School District	88	TS	Shakopee Targeted Services
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 Targeted Services
721	1	New Prague Area Schools	303	TS	New Prague Summer Targeted Services
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 Targeted Services
728	1	Elk River Public School District	602	TS	Elk River Targeted Services Summer
728	1	Elk River Public School District	603	ALC	Ivan Sand Community School-Middle
728	1	Elk River Public School District	604	ALC	Ivan Sand Community School – IS
728	1	Elk River Public School District	605	ALC	Ivan Sand After School Credit Recovery
728	1	Elk River Public School District	606	ALC	Ivan Sand Community School Summer
728	1	Elk River Public School District	607	ALC	Ivan Sand Transition Program
742	1	St. Cloud Public School District	65	ALC	St Cloud Area Learning Center
750	1	Rocori Public School District	70	ALC	Rocori ALC

District Number	District Type	District Name	School Number	SAAP Type	Program Name
750	1	Rocori Public School District	80	TS	Rocori Targeted Services
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 Targeted Services
829	1	Waseca Public School District	60	ALC	Waseca Alternative High
829	1	Waseca Public School District	65	ALC	Waseca Middle Level ALC
829	1	Waseca Public School District	70	TS	Waseca Middle Level Targeted Services
829	1	Waseca Public School District	71	TS	Waseca WEM Targeted Services
829	1	Waseca Public School District	72	TS	Waseca JWP Targeted Services
829	1	Waseca Public School District	73	TS	Waseca Team Academy Targeted Services
829	1	Waseca Public School District	74	TS	Waseca NRHEG Targeted Services
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 Targeted Services
833	1	South Washington County School District	23	ALP	South Washington Alternative High School
833	1	South Washington County School District	52	ALP	South Washington High School Diploma Program
834	1	Stillwater Area Public School District	45	TS	Stillwater Targeted Services
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
912	1	Milaca Public School District	40	ALC	Milaca Area Learning Center
912	1	Milaca Public School District	45	TS	Milaca Targeted Services
915	52	Southern Plains Education Coop.	20	ALC	Southern Plains Area Learning Center
915	52	Southern Plains Education Coop.	50	TS	Southern Plains Targeted Services

District Number	District Type	District Name	School Number	SAAP Type	Program Name
916	6	Northeast Metro 916	61	TS	Northeast 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	Northeast Metro Targeted Services
916	6	Northeast Metro 916	69	TS	Targeted Services Mahtomedi
916	6	Northeast Metro 916	465	ALC	Metro Heights Academy
916	6	Northeast Metro 916	466	TS	Targeted Services Columbia Heights
916	6	Northeast Metro 916	467	TS	Targeted Services SLP
917	6	Intermediate School District 917	71	ALC	Dakota County ALC
917	6	Intermediate School District 917	78	ALC	EDOP DCALS Extended Day
917	6	Intermediate School District 917	79	ALC	West Heights Extended Day
917	6	Intermediate School District 917	80	ALC	West Heights ALC
917	6	Intermediate School District 917	81	TS	917 Targeted Services
917	6	Intermediate School District 917	83	TS	Hastings 917 Targeted Services
917	6	Intermediate School District 917	800	TS	Summer School Targeted Services
917	6	Intermediate School District 917	801	TS	Hillcrest Community School Targeted Services
917	6	Intermediate School District 917	802	TS	Indian Mounds Elementary Targeted Services
917	6	Intermediate School District 917	803	TS	Normandale Hills Elementary Targeted Services
917	6	Intermediate School District 917	804	TS	Oak Grove Elementary Targeted Services
917	6	Intermediate School District 917	805	TS	Olson Elementary Targeted Services
917	6	Intermediate School District 917	807	TS	Ridgeview Elementary Targeted Services
917	6	Intermediate School District 917	808	TS	Valley View Elementary Targeted Services
917	6	Intermediate School District 917	809	TS	Washburn Elementary Targeted Services
917	6	Intermediate School District 917	810	TS	Westwood Elementary Targeted Services
917	6	Intermediate School District 917	811	TS	Oak Grove Middle School Targeted Services
917	6	Intermediate School District 917	812	TS	Valley View Middle School Targeted Services
917	6	Intermediate School District 917	813	TS	Olson Middle School Targeted Services
917	6	Intermediate School District 917	816	TS	Farmington Targeted Services
917	6	Intermediate School District 918	817	TS	West Saint Paul Targeted Services
926	83	Region 4-Lakes Country Service Coop	20	ALP	Lakes Country Youth Education Services
957	51	Oak Land Vocational Cooperative	20	ALC	Cambridge ALC West
957	51	Oak Land Vocational Cooperative	21	TS	St. Francis Targeted Services Site

District Number	District Type	District Name	School Number	SAAP Type	Program Name
957	51	Oak Land Vocational Cooperative	22	TS	Cambridge Targeted Services Site
957	51	Oak Land Vocational Cooperative	23	TS	Princeton Targeted Services 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 Targeted Services
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	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	48	TS	EVW Targeted Services
991	83	Region 6 And 8-SW/WC SRV Cooperative	49	TS	Pipestone Elementary Targeted Services
991	83	Region 6 And 8-SW/WC SRV Cooperative	45	TS	ACGC: Soar To Success
991	83	Region 6 And 8-SW/WC SRV Cooperative	52	ALC	KMS Learning Center
2144	1	Chisago Lakes School District	14	ALP	Chisago Lakes HS Alt Learning Program
2149	1	Minnewaska School District	102	ALP	Minnewaska Secondary Alternative Program
2165	1	Hinckley-Finlayson School District	40	ALP	Hinckley-Finlayson Alternative Program
2172	1	Kenyon-Wanamingo School District	60	ALP	Kenyon-Wanamingo Alternative
2174	1	Pine River-Backus School District	30	ALC	Pine River-Backus Area Learning Center
2174	1	Pine River-Backus School District	50	TS	Pine River-Backus Targeted Services
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 Targeted Services
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

District Number	District Type	District Name	School Number	SAAP Type	Program Name
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 Targeted Services
2534	1	Bird Island-Olivia-Lake Lillian	25	ALC	Bold ALC
2534	1	Bird Island-Olivia-Lake Lillian	30	TS	Bold Targeted Services
2580	1	East Central School District	35	ALC	Crossroads Area Learning Center
2580	1	East Central School District	50	TS	East Central Targeted Services
2687	1	Howard Lake-Waverly-Winsted	8	ALP	HLWW Alternative 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 Education District	20	ALC	Freshwater Ed. Dist. ALC
6004	61	Freshwater Education District	30	TS	Freshwater Targeted Services
6012	61	Zumbro Education District	20	ALC	Zumbro Area Learning Center
6012	61	Zumbro Education District	40	TS	Zumbro Education Targeted Services
6013	61	Hiawatha Valley Education District	12	ALC	Valley View Alternative Program
6013	61	Hiawatha Valley Education District	15	ALC	River Valley Academy ALC
6013	61	Hiawatha Valley Education District	16	TS	Hiawatha Valley Targeted Services
6014	61	Runestone Area Education District	20	ALC	Runestone Regional Learning Center
6014	61	Runestone Area Education District	40	TS	Osakis Targeted Services
6014	61	Runestone Area Education District	50	TS	Runestone Targeted Services
6014	61	Runestone Area Education District	55	TS	Minnewaska Targeted Services
6014	61	Runestone Area Education District	75	TS	Parkers Prairie Targeted Services
6014	61	Runestone Area Education District	80	TS	Glacial Hills Elementary Targeted Services
6014	61	Runestone Area Education 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 – Independent Study
6018	61	Minnesota River Valley Education District	40	TS	Minnesota River Valley Targeted Services
6026	61	West Central Education District	20	ALC	West Central Area Learning Center
6026	61	West Central Education District	23	TS	West Central Targeted Services
6049	61	River Bend Education District	20	ALC	River Bend Area Learning Center

District Number	District Type	District Name	School Number	SAAP Type	Program Name
6049	61	River Bend Education District	25	TS	River Bend ALC Targeted Services
6051	61	Goodhue County Education District	601	TS	Cannon Falls Targeted Services
6051	61	Goodhue County Education District	602	TS	Goodhue Targeted Services
6051	61	Goodhue County Education District	603	TS	Kenyon Wanamingo Targeted Services
6051	61	Goodhue County Education District	604	TS	Red Wing Targeted Services
6051	61	Goodhue County Education District	605	TS	Zumbrota Mazeppa Targeted Services
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
6051	61	Goodhue County Education District	633	ALC	Pathways Program At Red Wing High
6051	61	Goodhue County Education District	635	ALC	Goodhue High School Credit Recovery
6074	50	Central Minnesota Jt. Powers Dist.	638	ALC	Central Minnesota ALC Holdingford
6074	50	Central Minnesota Jt. Powers Dist.	639	ALC	Central Minnesota ALC Kimball
6074	50	Central Minnesota Jt. Powers Dist.	647	ALC	Central Minnesota. ALC - Sauk Rapids
6074	50	Central Minnesota Jt. Powers Dist.	648	ALC	Central Minnesota ALC Sartell
6074	50	Central Minnesota Jt. Powers Dist.	651	ALC	Central Minnesota Area Learn Center - Foley
6074	50	Central Minnesota Jt. Powers Dist.	665	ALC	St Cloud Extended Day Program
6074	50	Central Minnesota Jt. Powers Dist.	838	TS	Central Minnesota T.S. Holdingford
6074	50	Central Minnesota Jt. Powers Dist.	839	TS	Central Minnesota Targeted Services - Kimball
6074	50	Central Minnesota Jt. Powers Dist.	841	TS	Targeted Services-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 Services Sartell
6074	50	Central Minnesota Jt. Powers Dist.	851	TS	Central Minnesota Targeted Services 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	15	ALC	ISD 361 ALC Program
6088	50	Southwest Metro Educational Coop	20	ALC	SW Metro ALC

District Number	District Type	District Name	School Number	SAAP Type	Program Name
6088	50	Southwest Metro Educational Coop	25	ALC	SW Metro Seat Based
6088	50	Southwest Metro Educational Coop	26	ALC	SW Metro Independent Study
6088	50	Southwest Metro Educational Coop	126	TS	SW Metro Targeted Services

Appendix B: FY 16 Unduplicated Enrollment by Grade Level and Program Information

Area Learning Centers

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
05	66	12.20	2.00	93.11
06	824	120.75	19.21	90.53
07	3,092	382.88	139.88	90.03
08	3,186	491.94	134.39	88.74
09	6,619	706.20	384.17	82.41
10	9,065	1,240.57	553.68	73.92
11	11,382	2,172.03	684.35	67.27
12	16,449	4,147.86	793.45	60.56
Totals	**48,330**	**9,274.43**	**2,711.13**	**69.16**

Contract Alternative Programs

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
KG with an IEP	1	0.14	0.00	100.00
KG	3	0.97	0.00	97.94
01	3	1.39	0.00	97.84
03	3	1.68	0.05	90.17
04	3	0.83	0.00	100.00
05	2	0.61	0.00	100.00
06	22	4.90	0.22	94.73
07	41	11.12	0.12	90.04
08	48	15.12	0.20	79.05
09	114	38.59	0.86	78.50
10	203	98.04	6.09	73.53
11	306	148.42	7.80	75.00
12	689	396.93	19.51	74.61
Totals	**1,438**	**718.74**	**34.85**	**75.35**

Alternative Learning Program

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
06	119	0.11	12.92	90.39
07	102	0.22	11.58	93.17
08	133	0.26	12.34	90.09
09	351	10.76	17.73	67.81
10	862	68.24	47.00	71.38
11	1,218	145.93	76.01	63.80
12	2,358	471.09	113.49	52.05
Totals	**5,072**	**696.61**	**291.07**	**59.04**

Targeted Services

Grade Level	Enrollment Records	ADMs	Extended ADMs	Percent Attendance
KG with an IEP	370	1.44	0.00	89.60
KG	3,976	25.92	311.73	88.23
01	13,061	46.99	1,086.73	87.75
02	14,465	44.68	1,224.19	88.06
03	15,490	44.94	1,285.95	87.46
04	14,831	44.01	1,231.84	87.22
05	13,534	34.44	1,126.92	86.12
06	12,461	42.49	905.61	83.62
07	9,212	36.13	585.38	79.94
08	7,735	35.00	500.81	80.05
09	358	1.04	20.33	83.13
Totals	**102,391**	**357.08**	**8,279.49**	**86.00**

Appendix C: FY 16 Special Populations, Comparison of State-Approved Alternative Programs to District

District Name and Number	SAAP Free and Reduced-priced Lunch	District Free and Reduced-priced Lunch	SAAP Special Education	District Special Education	SAAP English Learner	District English Learner
Aitkin Public School District 0001-01	33%	34%	58%	14%	0%	0%
Albert Lea Public School District 0241-01	61%	46%	11%	18%	5%	4%
Anoka-Hennepin School District 0011-01	51%	31%	13%	13%	1%	3%
Austin Public School District 0492-01	62%	50%	1%	15%	15%	10%
Bagley Public School District 0162-01	60%	36%	0%	19%	0%	0%
Becker Public School District 0726-01	29%	13%	5%	13%	5%	0%
Bemidji Public School District 0031-01	62%	41%	5%	18%	0%	0%
Benson Public School District 0777-01	75%	39%	25%	17%	0%	0%
Bird Island-Olivia-Lake Lillian District 2534-01	70%	38%	0%	9%	30%	7%
Bloomington Public School District 0271-01	38%	36%	5%	14%	1%	5%
Brainerd Public School District 0181-01	61%	38%	18%	17%	0%	0%
Brooklyn Center School District 0286-01	81%	66%	7%	19%	0%	9%
Buffalo-Hanover-Montrose District 0877-01	57%	21%	24%	14%	5%	1%
Burnsville Public School District 0191-01	65%	42%	13%	13%	12%	9%
Cass Lake-Bena Public Schools 0115-01	99%	86%	26%	24%	0%	0%
Centennial Public School District 0012-01	40%	17%	36%	20%	0%	0%
Cloquet Public School District 0094-01	78%	43%	38%	16%	0%	0%
Crookston Public School District 0593-01	62%	33%	17%	15%	12%	5%
Dassel-Cokato Public School Dist. 0466-01	35%	24%	18%	10%	0%	0%
Detroit Lakes Public School Dist. 0022-01	71%	35%	14%	20%	0%	0%
Duluth Public School District 0709-01	71%	41%	31%	17%	1%	0%
East Central School District 2580-01	80%	53%	24%	17%	0%	0%
Eastern Carver County Public School 0112-01	48%	17%	11%	11%	7%	2%
Elk River Public School District 0728-01	33%	18%	9%	13%	3%	2%
Faribault Public School District 0656-01	71%	46%	14%	13%	7%	14%

District Name and Number	SAAP Free and Reduced-priced Lunch	District Free and Reduced-priced Lunch	SAAP Special Education	District Special Education	SAAP English Learner	District English Learner
Fergus Falls Public School District 0544-01	68%	25%	30%	13%	3%	0%
Forest Lake Public School District 0831-01	46%	18%	20%	12%	0%	1%
Fridley Public School District 0014-01	76%	61%	7%	15%	19%	12%
Grand Rapids Public School District 0318-01	51%	35%	8%	14%	0%	0%
Hastings Public School District 0200-01	19%	17%	8%	12%	0%	1%
Hermantown Public School District 0700-01	25%	11%	0%	10%	0%	0%
Hibbing Public School District 0701-01	53%	33%	7%	17%	0%	0%
Hinckley-Finlayson School District 2165-01	67%	52%	27%	17%	0%	0%
Houston Public School District 0294-01	60%	24%	30%	15%	0%	1%
Howard Lake-Waverly-Winsted 2687-01	38%	26%	25%	17%	0%	0%
Hutchinson Public School District 0423-01	44%	24%	6%	12%	4%	2%
Inver Grove Heights Schools 0199-01	62%	32%	7%	14%	7%	2%
Isle Public School District 0473-01	50%	44%	25%	18%	0%	0%
Lakeville Public School District 0194-01	40%	11%	13%	12%	1%	1%
Le Sueur-Henderson School District 2397-01	35%	36%	3%	13%	5%	5%
Little Falls Public School District 0482-01	26%	30%	14%	8%	0%	0%
MACCRAY School District 2180-01	46%	39%	20%	16%	0%	0%
Mahnomen Public School District 0432-01	89%	77%	19%	20%	0%	0%
Mankato Public School District 0077-01	78%	34%	56%	13%	11%	4%
Marshall Public School District 0413-01	74%	34%	28%	12%	9%	10%
Milaca Public School District 0912-01	81%	37%	8%	19%	0%	0%
Minneapolis Public Schools 0001-03 (CAP)	84%	63%	15%	19%	22%	21%
Monticello Public School District 0882-01	43%	22%	8%	14%	0%	1%
Moorhead Public School District 0152-01	75%	35%	18%	14%	5%	6%
Mora Public School District 0332-01	39%	40%	31%	12%	0%	0%
Mounds View Public Schools 0621-01	50%	29%	18%	14%	0%	1%
Nashwauk-Keewatin School District 0319-01	56%	43%	13%	20%	0%	0%
New London-Spicer School District 0345-01	67%	23%	0%	12%	0%	0%

District Name and Number	SAAP Free and Reduced-priced Lunch	District Free and Reduced-priced Lunch	SAAP Special Education	District Special Education	SAAP English Learner	District English Learner
New Prague Area Schools 0721-01	100%	10%	100%	10%	0%	0%
North Branch Public Schools 0138-01	38%	26%	8%	13%	3%	1%
Northeast Metro 916 0916-06	63%	58%	14%	49%	0%	0%
Northfield Public School District 0659-01	56%	19%	17%	9%	6%	3%
Onamia Public School District 0480-01	81%	69%	19%	29%	0%	0%
Osseo Public School District 0279-01	69%	42%	6%	12%	13%	7%
Owatonna Public School District 0761-01	69%	34%	7%	12%	10%	6%
Park Rapids Public School District 0309-01	72%	47%	41%	19%	0%	0%
Pelican Rapids Public School Dist. 0548-01	60%	47%	10%	13%	20%	10%
Perham-Dent Public School District 0549-01	41%	26%	18%	16%	0%	2%
Pine City Public School District 0578-01	68%	35%	14%	16%	0%	0%
Pine River-Backus School District 2174-01	61%	52%	34%	23%	0%	1%
Prior Lake-Savage Area Schools 0719-01	46%	12%	12%	10%	3%	1%
Red Lake Public School District 0038-01	77%	82%	10%	14%	0%	0%
Richfield Public School District 0280-01	71%	60%	2%	17%	14%	17%
Robbinsdale Public School District 0281-01	62%	50%	6%	14%	1%	5%
Rochester Public School District 0535-01	64%	37%	15%	13%	10%	8%
Rocori Public School District 0750-01	61%	21%	6%	9%	17%	3%
Rosemount-Public School District ALC 0196-01	42%	20%	18%	14%	3%	1%
Roseville Public School District 0623-01	86%	41%	7%	9%	53%	13%
Shakopee Public School District 0720-01	71%	32%	17%	14%	3%	4%
South St. Paul Public School Dist. 0006-03	56%	42%	15%	14%	0%	3%
South Washington County School Dist. 0833-01	40%	19%	10%	12%	1%	2%
Spring Lake Park Public Schools 0016-01	0%	36%	0%	13%	0%	5%
St. Cloud Public School District 0742-01	65%	54%	27%	19%	5%	19%
St. Michael-Albertville School Dist. 0885-01	31%	11%	19%	8%	0%	1%
St. Paul Public School District 0625-01	81%	71%	8%	16%	59%	29%
St. Peter Public School District 0508-01	69%	34%	0%	14%	8%	3%

District Name and Number	SAAP Free and Reduced-priced Lunch	District Free and Reduced-priced Lunch	SAAP Special Education	District Special Education	SAAP English Learner	District English Learner
Stillwater Area Public School Dist. 0834-01	32%	13%	15%	12%	0%	1%
Thief River Falls School District 0564-01	62%	29%	29%	15%	0%	1%
Waconia Public School District 0110-01	37%	12%	24%	13%	0%	0%
Waseca Public School District 0829-01	65%	29%	9%	9%	5%	2%
Waubun-Ogema-White Earth School Dist. 0435-01	86%	63%	5%	14%	0%	0%
Wayzata Public School District 0284-01	47%	13%	12%	7%	4%	1%
White Bear Lake School District 0624-01	50%	25%	19%	13%	2%	1%
Willmar Public School District 0347-01	81%	55%	21%	14%	17%	20%
Winona Area Public School District 0861-01	68%	35%	33%	17%	0%	2%

The following districts did not have enough students enrolled to make a comparison: Chisago Lakes Public School District, Eden Valley-Watkins Public School District, Edina Public School District, Farmington Public School District, Floodwood Public School District, Hendricks Public School District, Kenyon-Wanamingo Public School District, Lake Superior Public School District, Litchfield Public School District, Luverne Public School District, McGregor Public School District, Nevis Public School District, North St. Paul Public School District, Pierz Public School District, Proctor Public School District, Redwood Area Public School District, Roseau Public School District, RTR Public School District, St. Anthony Public School District, Swanville Public School District, Walker-Hackensack-Akeley Public School District, Warroad Public School District, West St. Paul Public School District

Appendix D: FY 16 Ethnicity, Comparison of State-Approved Alternative Programs to District

District Name and Number	SAAP Native American	District Native American	SAAP Asian/ Pacific Islander	District Asian/ Pacific Islander	SAAP Hispanic	District Hispanic	SAAP Black	District Black	SAAP White	District White
Aitkin Public School District 0001-01	0.0%	1.6%	0.0%	1.2%	0.0%	0.8%	0.0%	1.5%	100.0%	95.0%
Albert Lea Public School District 0241-01	0.0%	0.1%	2.2%	4.2%	21.7%	16.0%	0.0%	3.5%	76.1%	76.2%
Anoka-Hennepin School District 0011-01	4.6%	1.6%	3.7%	7.7%	5.4%	4.4%	22.9%	11.8%	63.3%	74.5%
Austin Public School District 0492-01	0.0%	0.2%	4.0%	5.5%	32.0%	21.3%	13.0%	8.7%	51.0%	64.2%
Becker Public School District 0726-01	0.0%	1.0%	0.0%	0.2%	0.0%	1.2%	0.0%	1.7%	100.0%	95.9%
Bemidji Public School District 0031-01	47.5%	15.2%	0.0%	1.6%	0.8%	1.2%	3.4%	1.7%	48.3%	80.3%
Benson Public School District 0777-01	0.0%	0.5%	0.0%	0.0%	25.0%	4.3%	15.0%	3.4%	60.0%	91.8%
Bird Island-Olivia-Lake Lillian District 2534-01	5.0%	1.5%	0.0%	0.3%	35.0%	9.8%	0.0%	1.2%	60.0%	87.1%
Bloomington Public School Dist. 0271-01	0.5%	1.3%	8.9%	9.9%	22.1%	14.7%	29.9%	17.3%	38.3%	56.8%
Brainerd Public School District 0181-01	4.0%	1.5%	0.0%	1.0%	1.6%	1.2%	3.2%	2.4%	91.3%	93.9%
Brooklyn Center School District 0286-01	4.7%	1.3%	11.6%	12.7%	20.9%	16.7%	55.8%	35.2%	7.0%	34.1%
Buffalo-Hanover-Montrose District 0877-01	0.0%	0.4%	0.0%	1.7%	9.5%	3.1%	4.8%	1.7%	85.7%	93.1%
Burnsville Public School District 0191-01	2.2%	0.7%	8.4%	9.5%	23.3%	14.1%	28.7%	18.7%	37.3%	57.0%
Cass Lake-Bena Public Schools 0115-01	92.3%	91.0%	0.9%	0.3%	0.0%	2.1%	0.9%	0.0%	6.0%	6.6%
Centennial Public School District 0012-01	3.6%	0.8%	3.6%	5.2%	3.6%	4.0%	1.8%	4.9%	87.3%	85.1%
Cloquet Public School District 0094-01	31.6%	19.0%	0.0%	1.6%	3.8%	2.2%	1.3%	1.0%	63.3%	76.1%
Crookston Public School District 0593-01	0.0%	0.8%	0.0%	1.2%	43.1%	11.3%	3.4%	0.4%	53.4%	86.2%
Dassel-Cokato Public School Dist. 0466-01	0.0%	0.6%	0.0%	0.6%	4.8%	2.1%	1.6%	0.6%	93.5%	96.5%
Detroit Lakes Public School Dist. 0022-01	26.7%	16.0%	0.0%	1.3%	0.0%	1.3%	0.0%	1.4%	73.3%	79.9%
Duluth Public School District 0709-01	12.0%	5.5%	2.4%	2.4%	3.1%	2.3%	19.4%	6.9%	63.2%	83.0%
East Central School District 2580-01	16.0%	4.4%	4.0%	0.6%	0.0%	3.5%	0.0%	4.1%	80.0%	87.3%
Eastern Carver County Public School 0112-01	0.0%	0.4%	3.7%	4.2%	25.2%	7.8%	6.9%	3.6%	64.2%	84.1%
Elk River Public School District 0728-01	3.7%	1.9%	2.0%	2.5%	3.1%	2.6%	5.9%	2.8%	85.3%	90.2%
Faribault Public School District 0656-01	3.2%	0.2%	1.6%	2.1%	37.6%	17.2%	5.6%	15.8%	52.0%	64.6%
Fergus Falls Public School District 0544-01	5.0%	3.2%	5.0%	2.5%	40.0%	30.3%	20.0%	6.7%	30.0%	57.3%
Forest Lake Public School District 0831-01	2.2%	1.2%	5.4%	3.1%	3.2%	3.5%	4.3%	1.8%	84.9%	90.4%
Fridley Public School District 0014-01	4.1%	2.2%	4.1%	8.6%	18.2%	11.0%	35.1%	32.6%	38.5%	45.7%
Grand Rapids Public School District 0318-01	13.0%	9.3%	1.5%	1.1%	0.7%	0.8%	2.6%	1.7%	82.2%	87.1%

District Name and Number	SAAP Native American	District Native American	SAAP Asian/ Pacific Islander	District Asian/ Pacific Islander	SAAP Hispanic	District Hispanic	SAAP Black	District Black	SAAP White	District White
Hastings Public School District 0200-01	3.8%	0.9%	0.0%	1.2%	7.7%	3.1%	3.8%	2.7%	84.6%	92.1%
Hermantown Public School District 0700-01	6.3%	0.9%	0.0%	2.1%	0.0%	2.1%	0.0%	2.5%	93.8%	92.3%
Hibbing Public School District 0701-01	20.0%	2.4%	0.0%	1.2%	0.0%	1.2%	6.7%	2.8%	73.3%	92.5%
Hinckley-Finlayson School District 2165-01	26.7%	14.2%	0.0%	1.1%	6.7%	0.7%	0.0%	3.4%	66.7%	80.5%
Houston Public School District 0294-01	0.0%	3.6%	0.0%	1.6%	0.0%	7.2%	5.0%	5.0%	95.0%	82.7%
Howard Lake-Waverly-Winsted 2687-01	12.5%	0.9%	0.0%	0.9%	0.0%	3.2%	0.0%	1.4%	87.5%	93.5%
Hutchinson Public School District 0423-01	3.7%	0.2%	0.0%	1.4%	11.1%	5.5%	0.0%	1.9%	85.2%	90.9%
Inver Grove Heights Schools 0199-01	3.4%	0.7%	6.9%	5.2%	34.5%	21.3%	17.2%	10.6%	37.9%	62.1%
Isle Public School District 0473-01	32.1%	9.7%	0.0%	0.6%	0.0%	1.2%	0.0%	1.2%	67.9%	87.3%
Lakeville Public School District 0194-01	3.5%	0.4%	2.3%	4.8%	19.8%	4.4%	9.3%	4.0%	65.1%	86.4%
Le Sueur-Henderson School District 2397-01	5.1%	1.1%	0.0%	2.5%	15.4%	16.3%	5.1%	1.8%	74.4%	78.3%
Little Falls Public School District 0482-01	0.0%	0.8%	0.0%	1.1%	0.0%	1.6%	3.4%	0.8%	96.6%	95.8%
MACCRAY School District 2180-01	0.0%	0.0%	0.0%	1.9%	17.1%	2.8%	0.0%	2.8%	82.9%	92.5%
Mahnomen Public School District 0432-01	92.5%	78.4%	0.0%	0.3%	1.9%	1.6%	0.0%	0.0%	5.7%	19.7%
Mankato Public School District 0077-01	0.0%	0.5%	1.1%	2.9%	14.0%	5.1%	23.7%	11.8%	61.3%	79.7%
Marshall Public School District 0413-01	0.0%	0.1%	2.2%	6.6%	34.8%	12.2%	15.2%	9.4%	47.8%	71.8%
Milaca Public School District 0912-01	0.0%	1.5%	0.0%	1.2%	0.0%	0.7%	0.0%	0.7%	100.0%	95.8%
Minneapolis Public Schools – CAP 0001-03	10.4%	3.0%	2.7%	8.4%	14.0%	17.9%	64.4%	36.3%	8.5%	34.4%
Monticello Public School District 0882-01	2.5%	0.2%	0.0%	1.1%	10.0%	6.1%	7.5%	2.5%	80.0%	90.1%
Moorhead Public School District 0152-01	16.5%	4.6%	1.2%	1.9%	31.8%	7.2%	12.9%	8.5%	37.6%	77.8%
Mora Public School District 0332-01	1.6%	1.4%	0.0%	0.3%	1.6%	3.6%	3.2%	1.2%	93.5%	93.5%
Mounds View Public Schools - ALC 0621-01	1.9%	1.3%	4.8%	12.7%	10.5%	6.5%	20.0%	10.6%	62.9%	69.0%
Mounds View Public Schools - ALP 0621-01	0.0%	1.3%	7.7%	12.7%	15.4%	6.5%	30.8%	10.6%	46.2%	69.0%
Nashwauk-Keewatin School District 0319-01	12.5%	6.8%	0.0%	1.4%	0.0%	1.4%	0.0%	4.1%	87.5%	86.5%
New Prague Area Schools 0721-01	0.0%	0.3%	0.0%	0.5%	4.9%	1.6%	2.4%	1.2%	92.7%	96.4%
North Branch Public Schools 0138-01	1.4%	0.9%	1.9%	1.3%	4.3%	1.8%	3.4%	1.3%	88.9%	94.6%
Northeast Metro 916 0916-06	1.7%	0.8%	5.3%	4.2%	16.3%	11.2%	32.9%	26.4%	43.9%	56.0%
Northfield Public School District 0659-01	0.0%	0.0%	1.9%	2.2%	25.0%	10.0%	7.7%	2.3%	65.4%	85.5%
Onamia Public School District 0480-01	75.0%	24.1%	0.0%	1.0%	0.0%	3.4%	0.0%	4.9%	25.0%	66.5%
Osseo Public School District 0279-01	3.2%	0.7%	8.3%	17.6%	19.1%	7.5%	45.2%	25.6%	24.2%	48.6%
Owatonna Public School District 0761-01	0.7%	0.4%	0.0%	1.7%	34.0%	10.8%	15.0%	7.1%	50.3%	80.1%

District Name and Number	SAAP Native American	District Native American	SAAP Asian/ Pacific Islander	District Asian/ Pacific Islander	SAAP Hispanic	District Hispanic	SAAP Black	District Black	SAAP White	District White
Park Rapids Public School District 0309-01	7.8%	5.7%	0.0%	0.8%	2.8%	3.1%	3.5%	2.1%	85.8%	88.3%
Pelican Rapids Public School Dist. 0548-01	5.0%	3.2%	5.0%	2.5%	40.0%	30.3%	20.0%	6.7%	30.0%	57.3%
Perham-Dent Public School District 0549-01	4.1%	1.6%	0.0%	0.9%	14.3%	5.0%	2.0%	2.3%	79.6%	90.2%
Pine City Public School District 0578-01	3.6%	1.6%	0.0%	2.1%	7.1%	2.4%	0.0%	2.9%	89.3%	90.9%
Pine River-Backus School District 2174-01	5.4%	0.7%	0.0%	2.0%	1.8%	0.7%	0.0%	4.1%	92.9%	92.6%
Prior Lake-Savage Area Schools 0719-01	6.7%	1.0%	4.4%	5.6%	3.3%	3.2%	8.9%	3.5%	76.7%	86.7%
Red Lake Public School District 0038-01	100.0%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Richfield Public School District 0280-01	0.0%	2.8%	4.1%	8.2%	87.8%	37.7%	8.2%	21.1%	0.0%	30.2%
Robbinsdale Public School District 0281-01	4.0%	1.5%	4.0%	8.4%	13.0%	11.2%	46.3%	33.2%	32.8%	45.7%
Rochester Public School District 0535-01	0.9%	0.4%	8.1%	11.4%	15.0%	7.6%	21.3%	13.7%	54.6%	66.9%
Rocori Public School District 0750-01	5.6%	0.2%	0.0%	0.7%	33.3%	4.1%	5.6%	1.0%	55.6%	94.0%
Rosemount-Public Schools – ALC 0196-01	3.0%	0.9%	5.3%	8.9%	22.7%	7.2%	25.0%	11.0%	43.9%	72.0%
Rosemount-Public Schools – ALP 0196-01	0.0%	0.9%	8.9%	8.9%	13.3%	7.2%	20.0%	11.0%	57.8%	72.0%
Roseville Public School District 0623-01	0.0%	0.9%	41.2%	18.7%	14.9%	9.6%	26.3%	14.9%	17.5%	55.9%
Shakopee Public School District 0720-01	4.4%	1.9%	15.6%	13.9%	32.2%	12.5%	6.7%	8.5%	41.1%	63.3%
South St. Paul Public School Dist. 0006-03	3.4%	1.3%	1.1%	2.6%	37.1%	23.3%	14.6%	8.6%	43.8%	64.2%
South Washington County Schools 0833-01	2.6%	0.6%	1.7%	10.6%	17.2%	6.9%	6.0%	9.9%	72.4%	72.0%
Spring Lake Park Public Schools 0016-01	0.0%	5.0%	0.0%	1.0%	3.7%	9.0%	11.1%	13.0%	85.2%	14.0%
St. Cloud Public School District 0742-01	3.2%	1.1%	2.2%	4.5%	11.5%	4.0%	25.2%	32.0%	57.8%	58.5%
St. Michael-Albertville School Dist. 0885-01	0.0%	0.1%	0.0%	2.0%	6.3%	2.8%	15.6%	3.6%	78.1%	91.5%
St. Paul Public School District 0625-01	1.9%	1.6%	44.8%	38.6%	17.9%	11.7%	28.4%	27.4%	6.9%	20.7%
St. Peter Public School District 0508-01	0.0%	0.0%	0.0%	2.4%	38.5%	7.2%	23.1%	8.4%	38.5%	82.0%
Stillwater Area Public School Dist. 0834-01	1.4%	0.7%	4.2%	3.9%	15.3%	2.7%	13.9%	3.1%	65.3%	89.6%
Thief River Falls School District 0564-01	9.5%	2.1%	4.8%	0.8%	9.5%	4.7%	4.8%	3.0%	71.4%	89.4%
Waconia Public School District 0110-01	1.6%	0.6%	1.6%	2.0%	25.4%	3.2%	3.2%	1.9%	68.3%	92.2%
Waseca Public School District 0829-01	0.0%	0.5%	0.0%	0.6%	32.6%	8.7%	0.0%	2.2%	67.4%	87.9%
Waubun-Ogema-White Earth District 0435-01	94.7%	72.3%	0.0%	0.7%	0.0%	0.7%	0.0%	0.0%	5.3%	26.3%
Wayzata Public School District 0284-01	0.5%	0.3%	5.2%	15.5%	9.3%	3.4%	31.6%	7.5%	53.4%	73.3%
White Bear Lake School District 0624-01	0.8%	0.5%	4.2%	7.8%	12.6%	4.8%	7.6%	5.7%	74.8%	81.2%
Willmar Public School District 0347-01	1.8%	1.1%	0.0%	2.6%	64.6%	25.3%	7.1%	16.9%	26.5%	54.1%
Winona Area Public School District 0861-01	0.0%	0.6%	1.3%	4.3%	6.3%	3.0%	18.8%	5.8%	73.8%	86.3%

District Name and Number	SAAP Native American	District Native American	SAAP Asian/ Pacific Islander	District Asian/ Pacific Islander	SAAP Hispanic	District Hispanic	SAAP Black	District Black	SAAP White	District White
Worthington Public School District 0518-01	0.8%	0.1%	20.2%	11.8%	61.3%	45.0%	7.3%	5.5%	10.5%	37.6%

The following districts did not have enough students enrolled to make a comparison: Chisago Lakes Public School District, Eden Valley-Watkins Public School District, Edina Public School District, Farmington Public School District, Floodwood Public School District, Hendricks Public School District, Kenyon-Wanamingo Public School District, Lake Superior Public School District, Litchfield Public School District, Luverne Public School District, McGregor Public School District, Nevis Public School District, North St. Paul Public School District, Pierz Public School District, Proctor Public School District, Redwood Area Public School District, Roseau Public School District, RTR Public School District, St. Anthony Public School District, Swanville Public School District, Walker-Hackensack-Akeley Public School District, Warroad Public School District, West St. Paul Public School District

Appendix E: FY 16 Gender, Comparison of State-Approved Alternative Programs (SAAP) to District

District Name and Number	SAAP Male	District Male	SAAP Female	District Female
Aitkin Public School District 0001-01	50%	56%	50%	44%
Albert Lea Public School District 0241-01	50%	52%	50%	48%
Anoka-Hennepin Public School District 0011-01	64%	51%	36%	49%
Austin Public School District 0492-01	53%	52%	47%	48%
Bagley Public School District 0162-01	100%	52%	0%	48%
Becker Public School District 0726-01	52%	54%	48%	46%
Bemidji Public School District 0031-01	46%	54%	54%	46%
Benson Public School District 0777-01	45%	47%	55%	53%
Bird Island-Olivia-Lake Lillian District 2534-01	45%	49%	55%	51%
Bloomington Public School District 0271-01	53%	52%	47%	48%
Brainerd Public School District 0181-01	44%	51%	56%	49%
Brooklyn Center School District 0286-01	49%	47%	51%	53%
Buffalo-Hanover-Montrose Public Schools 0877-01	38%	49%	62%	51%
Burnsville Public School District 0191-01	56%	53%	44%	47%
Cass Lake-Bena Public Schools 0115-01	48%	56%	52%	44%
Centennial Public School District 0012-01	62%	52%	38%	48%
Cloquet Public School District 0094-01	56%	51%	44%	49%
Crookston Public School District 0593-01	59%	48%	41%	52%
Dassel-Cokato Public School Dist. 0466-01	65%	52%	36%	48%
Detroit Lakes Public School Dist. 0022-01	58%	51%	42%	49%
Duluth Public School District 0709-01	54%	52%	46%	48%
East Central School District 2580-01	52%	52%	48%	48%
Eastern Carver County Public School 0112-01	51%	51%	50%	49%
Elk River Public School District 0728-01	52%	52%	49%	48%
Faribault Public School District 0656-01	58%	53%	42%	47%
Fergus Falls Public School District 0544-01	61%	50%	39%	50%
Forest Lake Public School District 0831-01	54%	51%	46%	49%
Fridley Public School District 0014-01	56%	51%	44%	49%
Grand Rapids Public School District 0318-01	47%	52%	53%	48%

District Name and Number	SAAP Male	District Male	SAAP Female	District Female
Hastings Public School District 0200-01	50%	49%	50%	51%
Hermantown Public School District 0700-01	44%	52%	56%	48%
Hibbing Public School District 0701-01	40%	51%	60%	49%
Hinckley-Finlayson School District 2165-01	60%	55%	40%	45%
Houston Public School District 0294-01	85%	37%	15%	63%
Howard Lake-Waverly-Winsted 2687-01	50%	52%	50%	48%
Hutchinson Public School District 0423-01	56%	51%	44%	49%
Inver Grove Heights School District 0199-01	52%	51%	48%	49%
Isle Public School District 0473-01	71%	54%	29%	46%
Lakeville Public School District 0194-01	57%	50%	43%	50%
Le Sueur-Henderson School District 2397-01	43%	48%	58%	52%
Little Falls Public School District 0482-01	41%	50%	59%	50%
MACCRAY School District 2180-01	57%	54%	43%	46%
Mahnomen Public School District 0432-01	34%	58%	66%	42%
Mankato Public School District 0077-01	56%	51%	44%	49%
Marshall Public School District 0413-01	54%	51%	46%	49%
Milaca Public School District 0912-01	46%	53%	54%	47%
Minneapolis Public Schools 0001-03 (CAP)	53%	51%	48%	49%
Monticello Public School District 0882-01	53%	51%	48%	49%
Moorhead Public School District 0152-01	48%	53%	52%	47%
Mora Public School District 0332-01	60%	51%	40%	49%
Mounds View Public Schools 0621-01	64%	53%	36%	47%
Nashwauk-Keewatin School District 0319-01	81%	46%	19%	54%
New London-Spicer School District 0345-01	78%	53%	22%	47%
New Prague Area Schools 0721-01	68%	51%	32%	49%
North Branch Public Schools 0138-01	59%	51%	41%	49%
Northeast Metro 916 0916-06	63%	72%	38%	28%
Northfield Public School District 0659-01	44%	51%	56%	49%
Onamia Public School District 0480-01	19%	61%	81%	39%
Osseo Public School District 0279-01	50%	51%	50%	49%
Owatonna Public School District 0761-01	50%	51%	50%	49%
Park Rapids Public School District 0309-01	31%	50%	69%	50%

District Name and Number	SAAP Male	District Male	SAAP Female	District Female
Pelican Rapids Public School Dist. 0548-01	50%	48%	50%	52%
Perham-Dent Public School District 0549-01	49%	53%	51%	47%
Pine City Public School District 0578-01	54%	50%	46%	50%
Pine River-Backus School District 2174-01	50%	52%	50%	48%
Prior Lake-Savage Area Schools 0719-01	69%	51%	31%	49%
Red Lake Public School District 0038-01	47%	51%	53%	49%
Richfield Public School District 0280-01	61%	50%	39%	50%
Robbinsdale Public School District 0281-01	52%	50%	48%	50%
Rochester Public School District 0535-01	53%	50%	47%	50%
Rocori Public School District 0750-01	56%	53%	44%	47%
Rosemount-Public School District ALC 0196-01	61%	51%	40%	49%
Roseville Public School District 0623-01	62%	49%	38%	51%
Shakopee Public School District 0720-01	49%	51%	51%	49%
South St. Paul Public School Dist. 0006-03	55%	54%	45%	46%
South Washington County School Dist. 0833-01	57%	51%	43%	49%
Spring Lake Park Public Schools 0016-01	52%	50%	48%	50%
St. Cloud Public School District 0742-01	63%	52%	38%	48%
St. Michael-Albertville School Dist. 0885-01	63%	49%	38%	51%
St. Paul Public School District 0625-01	56%	52%	44%	48%
St. Peter Public School District 0508-01	54%	51%	46%	49%
Stillwater Area Public School Dist. 0834-01	61%	51%	39%	49%
Thief River Falls School District 0564-01	52%	49%	48%	51%
Waconia Public School District 0110-01	43%	48%	57%	52%
Waseca Public School District 0829-01	70%	52%	30%	48%
Waubun-Ogema-White Earth School Dist. 0435-01	36%	51%	64%	49%
Wayzata Public School District 0284-01	54%	50%	46%	50%
White Bear Lake School District 0624-01	54%	53%	46%	47%
Willmar Public School District 0347-01	39%	53%	61%	47%
Winona Area Public School District 0861-01	50%	52%	50%	48%
Worthington Public School District 0518-01	65%	52%	35%	48%

The following districts did not have enough students enrolled to make a comparison: Chisago Lakes Public School District, Eden Valley-Watkins Public School District, Edina Public School District, Farmington Public School

District, Floodwood Public School District, Hendricks Public School District, Kenyon-Wanamingo Public School District, Lake Superior Public School District, Litchfield Public School District, Luverne Public School District, McGregor Public School District, Nevis Public School District, North St. Paul Public School District, Pierz Public School District, Proctor Public School District, Redwood Area Public School District, Roseau Public School District, RTR Public School District, St. Anthony Public School District, Swanville Public School District, Walker-Hackensack-Akeley Public School District, Warroad Public School District, West St. Paul Public School District

Appendix F: FY 16 Credits Earned

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Aitkin Public School District 0001-01	93	never received	never received	never received	never received
Albert Lea Public School District 0241-01	93	104	112%	94	101%
Anoka-Hennepin Public School District 0011-01	156	106	68%	186	119%
Austin Public School District 0492-01	184	181	98%	253	138%
Bagley Public School District 0162-01	173	never received	never received	never received	never received
Becker Public School District 0726-01	139	119	86%	118	85%
Bemidji Public School District 0031-01	156	144	92%	184	118%
Benson Public School District 0777-01	162	203	125%	188	116%
Bird Island-Olivia-Lake Lillian District 2534-01	173	no program	no program	97	56%
Bloomington Public School District 0271-01	65	77	118%	67	103%
Bloomington Public Schools - ABE 0271-01	65	24	37%	187	288%
Bloomington Public Schools - IS 0271-01	65	65	100%	78	120%
Brainerd Public School District 0181-01	106	94	89%	89	84%
Brooklyn Center School District 0286-01	172	589	342%	153	89%
Buffalo-Hanover-Montrose School District 0877-01	141	144	100%	124	88%
Burnsville Public School District 0191-01	129	105	81%	74	57%
Cass Lake-Bena Public Schools 0115-01	180	182	101%	197	109%
Centennial Public School District 0012-01	170	never received	never received	never received	never received
Chisago Lakes School District 2144-01	141	364	never received	170	never received
Cloquet Public School District 0094-01	185	101	55%	192	104%
Crookston Public School District 0593-01	185	159	86%	191	103%
Dassel-Cokato Public School Dist. 0466-01	191	86	45%	484	253%
Detroit Lakes Public School Dist. 0022-01	93	210	225%	103	110%
Duluth Public School District 0709-01	177	149	84%	181	102%
East Central School District 2580-01	178	82	46%	115	65%
Eastern Carver County Public School 0112-01	164	177	108%	182	111%
Eden Valley-Watkins Public School District 0463-01	187	combined with school year program	no program	55	29%
Edina Public School District 0273-01	94	never received	never received	never received	never received
Elk River Public School District 0728-01	96	67	70%	171	178%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Faribault Public School District 0656-01	194	128	66%	345	178%
Farmington Public School District 0192-01	180	no program	no program	48	27%
Fergus Falls Public School District 0544-01	180	never received	never received	never received	never received
Floodwood Public School District 0698-01	175	202	115%	287	164%
Forest Lake Public School District 0831-01	154	155	101%	169	110%
Fridley Public School District 0014-01	131	131	100%	148	113%
Grand Rapids Public School District 0318-01	177	132	75%	121	68%
Hastings Public School District 0200-01	94	83	88%	76	81%
Hendricks Public School District 0402-01	181	no program	no program	1592	880%
Hermantown Public School District 0700-01	163	no program	no program	201	123%
Hibbing Public School District 0701-01	189	166	88%	101	53%
Hinckley-Finlayson School District 2165-01	175	never received	never received	74	42%
Houston Public School District 0294-01	89	56	63%	81	91%
Howard Lake-Waverly-Winsted 2687-01	192	133	69%	171	89%
Hutchinson Public School District 0423-01	150	104	69%	278	185%
Inver Grove Heights Schools 0199-01	63	50	79%	81	129%
Isle Public School District 0473-01	185	238	129%	196	106%
Kenyon-Wanamingo School District 2172-01	159	no program	no program	180	113%
Lake Superior College 0020-25	148	combined with school year program	combined with school year program	156	105%
Lakes Country Service Coop 0926-83	158	200	127%	176	111%
Lakeville Public School District 0194-01	96	114	119%	117	122%
Le Sueur-Henderson School District 2397-01	160	170	106%	170	106%
Litchfield Public School District 0465-01	173	175	101%	107	62%
Little Falls Public School District 0482-01	92	47	51%	74	80%
Luverne Public School District 2184-01	210	combined with school year program	combined with school year program	86	41%
MACCRAY School District 2180-01	167	no program	no program	never received	never received
Mahnomen Public School District 0432-01	162	combined with school year program	combined with school year program	395	244%
Mankato Public School District 0077-01	179	127	71%	264	147%
Marshall Public School District 0413-01	173	152	88%	128	74%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
McGregor Public School District 0004-01	83	never received	never received	never received	never received
Milaca Public School District 0912-01	185	201	109%	73	39%
Minneapolis Public Schools 0001-03 (Contract Alternatives)	205	never received	never received	never received	never received
Minneapolis Public Schools 0001-03 (Extended Day and Year)	205	233	114%	267	130%
Minneapolis Public Schools 0001-03 (SWS)	205	no program	no program	206	100%
Monticello Public School District 0882-01	191	137	72%	265	139%
Moorhead Public School District 0152-01	157	102	65%	186	118%
Mora Public School District 0332-01	191	never received	never received	never received	never received
Mounds View Public Schools 0621-01	173	146	84%	174	101%
Nashwauk-Keewatin School District 0319-01	182	no program	no program	101	55%
Nevis Public School District 0308-01	201	never received	never received	never received	never received
New London-Spicer School District 0345-01	201	158	79%	229	114%
New Prague Area Schools 0721-01	74	61	82%	107	145%
North Branch Public Schools 0138-01	58	54	93%	76	131%
North St Paul-Maplewood Oakdale District 0622-01	63	63	100%	63	100%
Northeast Metro 916 0916-06	93	178	191%	198	213%
Northfield Public School District 0659-01	188	no program	no program	215	114%
Onamia Public School District 0480-01	176	no program	no program	373	212%
Osseo Public School District 0279-01	65	484	750%	449	696%
Owatonna Public School District 0761-01	90	106	118%	106	118%
Park Rapids Public School District 0309-01	60	never received	never received	never received	never received
Pelican Rapids Public School Dist. 0548-01	184	168	91%	173	94%
Perham-Dent Public School District 0549-01	133	152	114%	133	100%
Pierz Public School District 0484-01	80	no program	no program	5	6%
Pine City Public School District 0578-01	116	151	130%	178	153%
Pine River-Backus School District 2174-01	92	218	237%	101	110%
Prior Lake-Savage Area Schools 0719-01	67	59	88%	68	101%
Proctor Public School District 0704-01	288	139	48%	173	60%
Red Lake Public School District 0038-01	32	never received	never received	never received	never received
Redwood Area School District 2897-01	146	no program	no program	124	85%
Richfield Public School District 0280-01	94	no program	no program	125	133%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Robbinsdale Public School District 0281-01	92	68	74%	127	138%
Rochester Public School District 0535-01	182	105	58%	188	103%
Rocori Public School District 0750-01	148	154	104%	98	66%
Roseau Public School District 0682-01	188	159	85%	170	90%
Rosemount Public School District 0196-01	64	1066	1666%	67	105%
Rosemount Public School District ABE 0196-01	64	no program	no program	69	108%
Roseville Public School District 0623-01	74	95	128%	70	95%
RTR Public Schools 2902-01	177	180	102%	no program	no program
Shakopee Public School District 0720-01	88	38	43%	75	85%
South St. Paul Public School Dist. 0006-03	65	76	117%	96	148%
South Washington County School Dist. 0833-01	61	combined with school year program	combined with school year program	65	107%
Spring Lake Park Public Schools 0016-01	67	combined with school year program	combined with school year program	141	212%
St. Anthony-New Brighton Schools 0282-01	90	never received	never received	never received	never received
St. Cloud Public School District 0742-01	65	never received	never received	never received	never received
St. Michael-Albertville School Dist. 0885-01	77	11	14%	74	96%
St. Paul Public School District 0625-01	45	27	60%	52	116%
St. Paul School 0625-01 - Gordon Parks	45	28	62%	80	178%
St. Paul School District 0625-01 - LEAP	45	18	40%	46	102%
St. Paul School District 0625-01 - Gateway to College	45	no program	no program	60	133%
St. Paul School District 0625-01 - Evening High School	45	no program	no program	29	64%
St. Peter Public School District 0508-01	167	268	160%	121	72%
Stillwater Area Public School Dist. 0834-01	95	combined with school year program	combined with school year program	146	154%
Swanville Public School District 0486-01	41	40	98%	40	98%
Thief River Falls School District 0564-01	147	151	103%	185	126%
Waconia Public School District 0110-01	77	never received	never received	never received	never received
Walker-Hackensack-Akeley School District 0113-01	45	40	89%	45	100%
Warroad Public School District 0690-01	191	combined with school year program	combined with school year program	304	159%
Waseca Public School District 0829-01	75	96	128%	57	76%
Waubun-Ogema-White Earth School Dist. 0435-01	162	162	100%	201	124%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Wayzata Public School District 0284-01	71	26	37%	72	101%
West Central Education District 6026-61	163	121	74%	151	93%
West St. Paul-Mendota Hts.-Eagan 0197-01	173	98	57%	48	28%
White Bear Lake School District 0624-01	191	91	48%	109	57%
Willmar Public School District 0347-01	71	85	120%	76	107%
Winona Area Public School District 0861-01	74	68	92%	95	128%
Worthington Public School District 0518-01	136	70	51%	141	104%

While some cooperatives and intermediate districts offer their own diploma, most do not. Analysis of hours per credit to district hours per credit cannot occur because these organizations serve multiple districts: Central MN Joint Powers District, Freshwater Education District, Goodhue County Education District, Hiawatha Valley Education District, Intermediate District 287, Intermediate District 917, MN River Valley Education District, Northland Learning Center, Oak Land Vocational Cooperative, Lakes Country Service Cooperative, Region 6 and 8 Southwest/West Central, River Bend Education District, Runestone Area Education District, Southern Plains Education Cooperative, Southwest Metro Education Cooperative, Wright Technical Academy

Appendix G: Glossary of Terms

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

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

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

- 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. (Minn. Stat. § 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). (Minn. Stat. § 123A.05).
- Students must meet the at risk criteria (Minn. Stat. § 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 independent study component.
- Cannot deny non-district students who meet eligibility access to programs

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

- 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 (Minn. Stat. § 124D.68).
- May make program hours and calendar optional.
- All students must have a CLP.
- Students can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to LYPS and ADM for statute limits).
- Approved programs can apply to provide an independent study component.

At-Risk: Students who meet the statute-defined criteria (Minn. Stat. § 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: The Early/Middle College 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 12 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): State-Approved Alternative Programs can apply to provide an independent study program/component for students enrolled in their programs who are a minimum of 16 years of age. High schools can also apply for independent study for expelled students only. These students generate membership hours based on successful completion of coursework; 20 percent or more of the membership earned must be student-teacher contact time.

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

Early Childhood (EC): Ineligible
Handicapped Kindergarten (HK): 875 (with a maximum of 1.0 ADM)
Kindergarten: 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 school calendar. Any student who is scheduled for less than the entire day at the high school and is not considered absent, or for purposes of dual enrollment, has more than 60 minutes in study hall is considered part-time.

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 an SAC code.

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

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

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

Status End Code (SEC): This is the MARSS code that indicates why a student's record is being terminated. Every student record has an 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 Targeted Services. Students must have a CLP and services must be provided year round. Students can generate more than 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimum number of instructional hours.

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

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

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

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

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