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DEPARTMENT OF EDUCATION

Report on Learning Year Programs

Report to the Legislature

As required by Minnesota Statutes, section 120B.35, subdivision 3 (e)

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Introduction to Alternative Education in Minnesota

As Minnesota works to close the achievement gap and increase our global competitiveness, there is an understanding that there are different ways for students to be successful in achieving their high school diplomas and preparing for postsecondary and employment. As the state 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 the state face a persistent achievement gap and a graduation rate that is currently just over 82 percent overall, but 69 percent for students of color. 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.
- Focus on individual students' learning styles/needs.
- Independent study options (available for students over the age of 14).

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:

Minnesota Statutes, section 120B.35, subdivision 3 (e). State growth target; other state measures

(e) For purposes of statewide educational accountability, the commissioner must identify and report measures that demonstrate the success of learning year program providers under sections 123A.05 and

124D.68, among other such providers, in improving students' graduation outcomes. The commissioner, beginning July 1, 2015, must annually report summary data on:

(1) the four- and six-year graduation rates of students under this paragraph;

(2) the percent of students under this paragraph whose progress and performance levels are meeting career and college readiness benchmarks under section 120B.30, subdivision 1; and

(3) the success that learning year program providers experience in:

(i) identifying at-risk and off-track student populations by grade;

(ii) providing successful prevention and intervention strategies for at-risk students;

(iii) providing successful recuperative and recovery or reenrollment strategies for off-track students; and

(iv) improving the graduation outcomes of at-risk and off-track students.

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

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.”

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 Fiscal Year (FY) 2017, these programs had an unduplicated count of 150,708 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 98,639 of these enrollments.

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." (Read Alternative Schools Raise Graduation Rates)

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 FY 17, there were programs in 135 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 17, the number of active ALCs decreased to 248 from 252 in FY 16 and the ADM decreased from a total of 9,274 to 9,023. Extended time ADMs decreased, going from 2,711 to 2,484.

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 51 active ALPs in FY 16 with 5,072 enrollment records. In FY 17 this decreased to 50 ALPs with 5,145 enrollment records. The ADMs generated decreased, going from 697 ADMs in FY 16 to 617 ADMs in FY 17. Extended time ADMs also declined from 291 to 256. 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 251 in FY 16 to 257 in FY 17. There were 102,391 enrollment records in TS programs for FY 16. This increased to 105,979 in FY 17. Unlike ALCs, TS programs can only generate funding outside of the core school day. TS programs still generate ADMs, and funding fell slightly from 357 in FY 16 to 347 in FY 17. The extended ADMs fell from 8,279 to 7,969 in FY 17.

Contract Alternative Programs

Districts may also choose to contract with outside agencies to provide education services for students who 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 15 CAPs although several of these are the extended time programs for the core school day. While there are only 16 of these programs in total, they generated slightly more ADMs than ALPs and had 1,478 enrollment records in FY 17 compared with 1,438 enrollment records in FY 16. Their ADMs in FY 16 were 719, and they fell to 609 in FY 17.

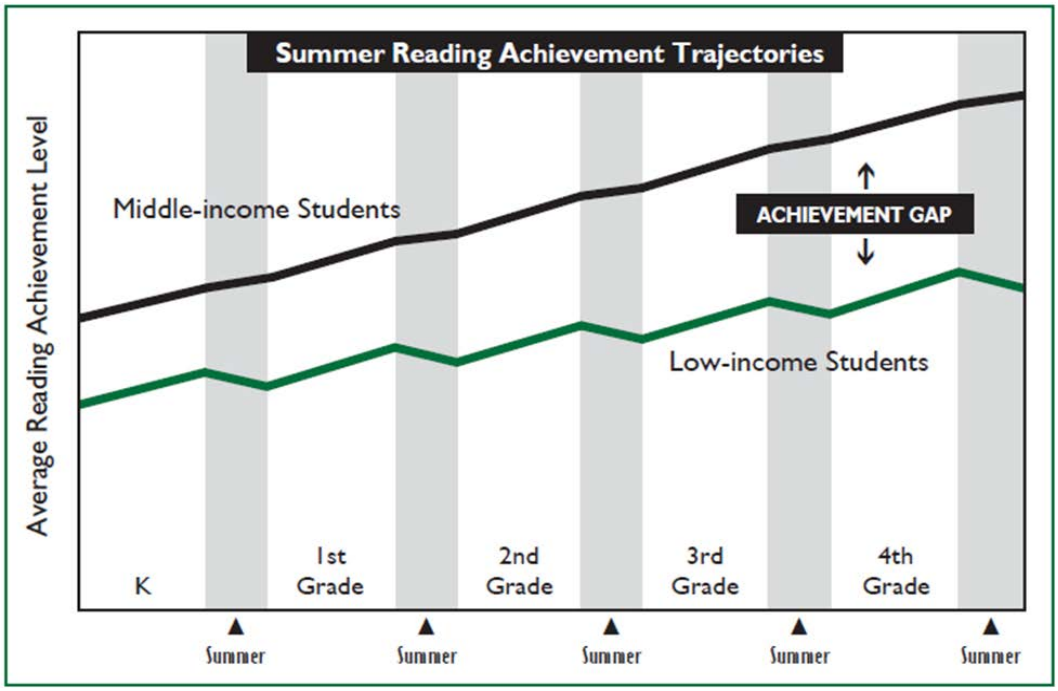
Instructional Delivery Models

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 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 the districts 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, then are transported to and from the alternative school site. The traveling consequently shortens the students' instructional time, affecting 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, Minnesota Department of Education (MDE) is 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 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 approved for FY 18 was 65.

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.

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 graduation rates was sourced from the MDE website.

The 2018 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 is the chart for the 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, number of districts invited to participate, response rate needed to establish reliability of data, and number and percent of actual respondents.

2018 Collection Method	Number of districts invited to participate	Response rate needed	Number and percent of actual respondents
Credits Earned Data Request	N=118	N=91	N=94 (80%)

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%)

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

Across the state, 47 percent of students in SAAPs are students of color compared with 30 percent of students in non-SAAP schools. Students in SAAPs are more likely to be students in need of English learners (EL) and special education services. Students in these programs are 60 percent more likely to be on free and reduced-price lunch than are students across the state. For ALCs, ALPs and CAPs, students are typically 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

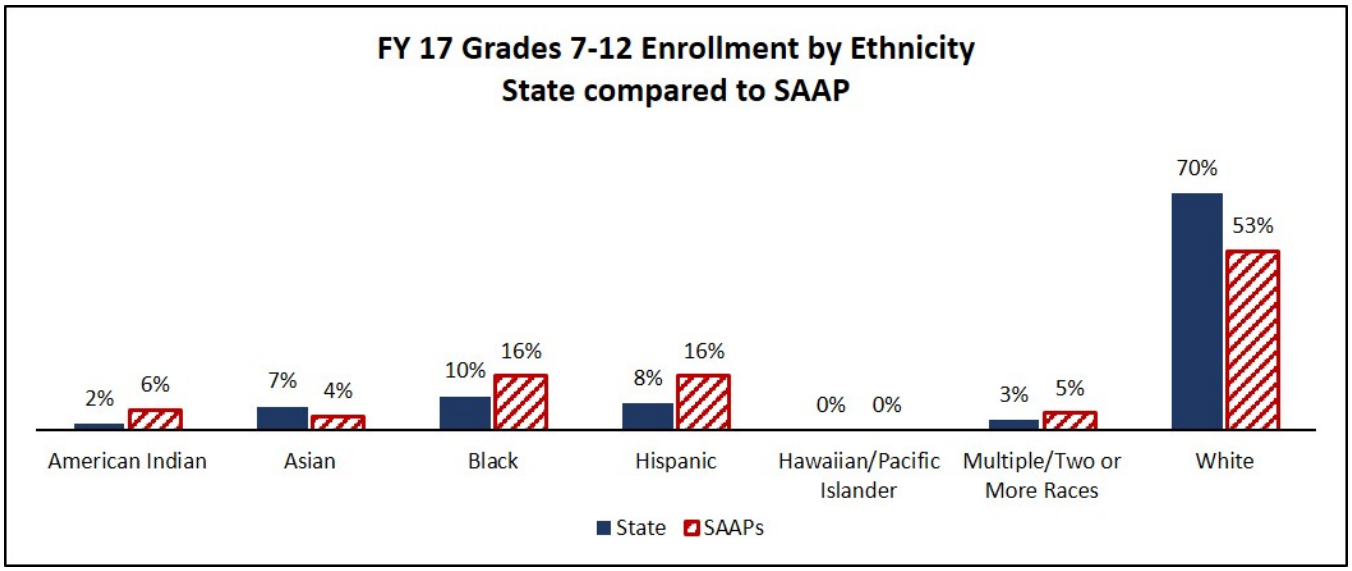
Beginning in FY 17, the Minnesota Report Card uses the following seven categories:

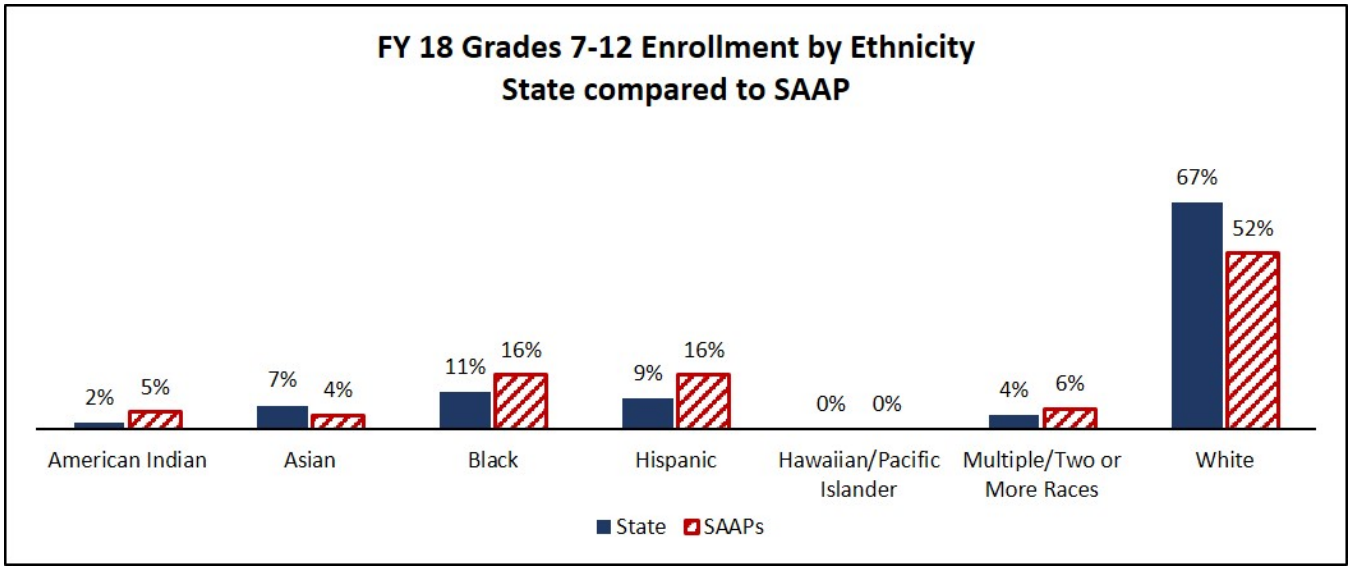
- American Indian (AMI)
- Asian (ASI)
- Black (BLK)
- Hispanic (HIS)
- Hawaiian/Pacific Islander (HPI)
- Multiple/Two or More Races (MLT)
- White (WHT)

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 American Indian 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 17 to FY 18, which present a comparison with the new categories under federal Every Student Succeeds Act (ESSA).

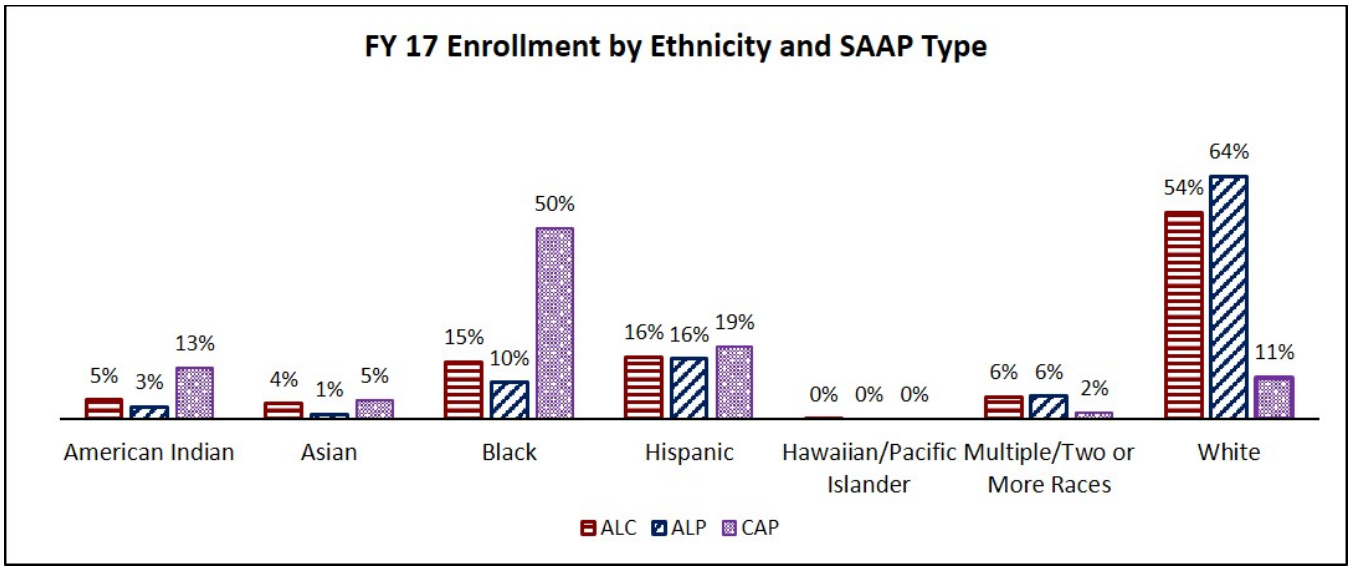
The following charts show a comparison of grades 7-12 enrollment by ethnicity in state compared to SAAPs for FY 17 and FY 18.

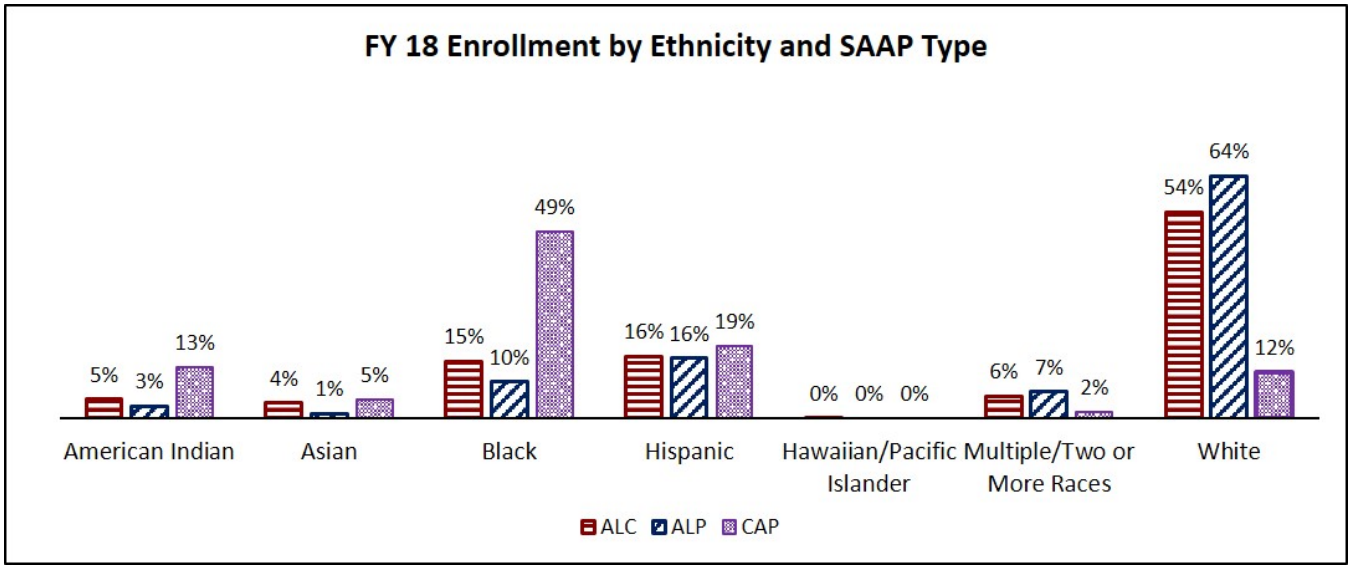




Ethnicity: by SAAP Type

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 American Indian, Hispanic, Asian, and black students than either the ALCs or the ALPs. ALCs are approximately 54 percent white, and ALPs are nearly 64 percent white. CAPs enroll 12 percent white students. The following charts show grades 7-12 enrollment by ethnicity in the three types of SAAPs for FY 17 and FY 18.

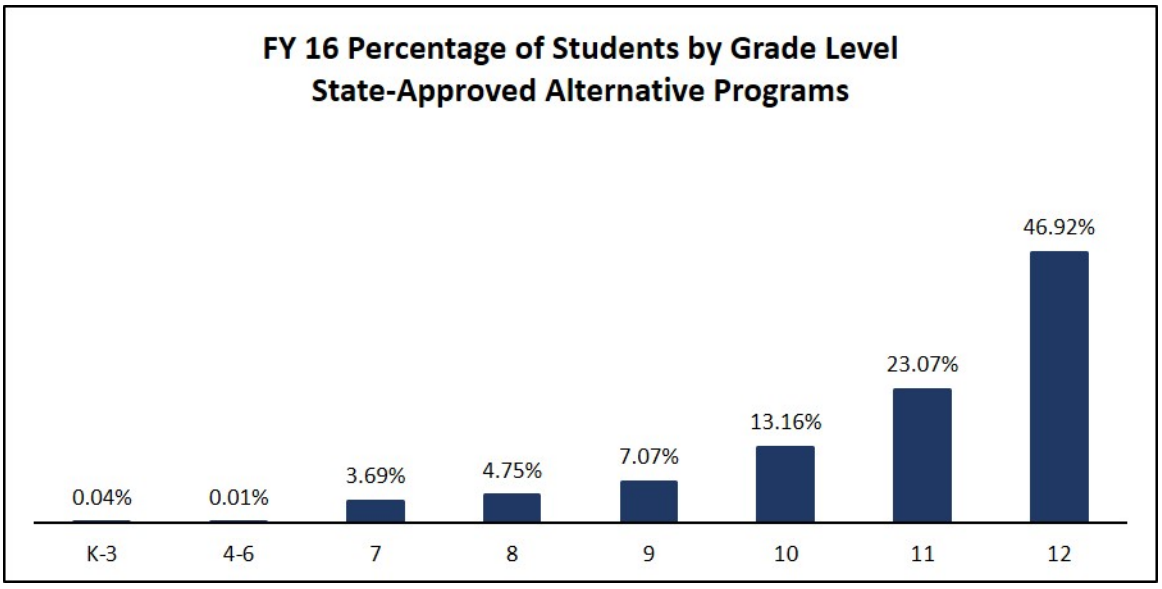


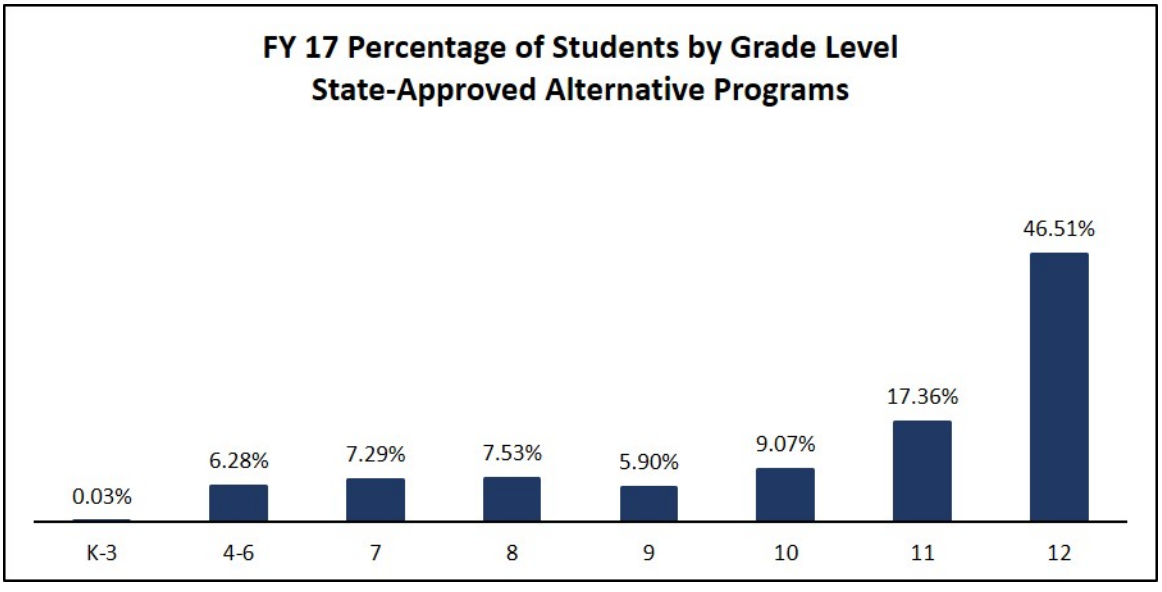


Grades Served

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, at the Ronald McDonald House and Heritage School. Overall, the largest group of students served in SAAP's are 12th-graders and students who are in their fifth, sixth or seventh year of high school. In FY 17, including both regular and extended ADMs, the percentage of 12th-grade students served was 47 percent, the same as FY 16. The percentages of eleventh-grade students served decreased from 23 percent in FY 16 to 17 percent in FY 17. The following charts show the percentage of grades served in SAAPs for FY 16 and FY 17.

Grades Served: State

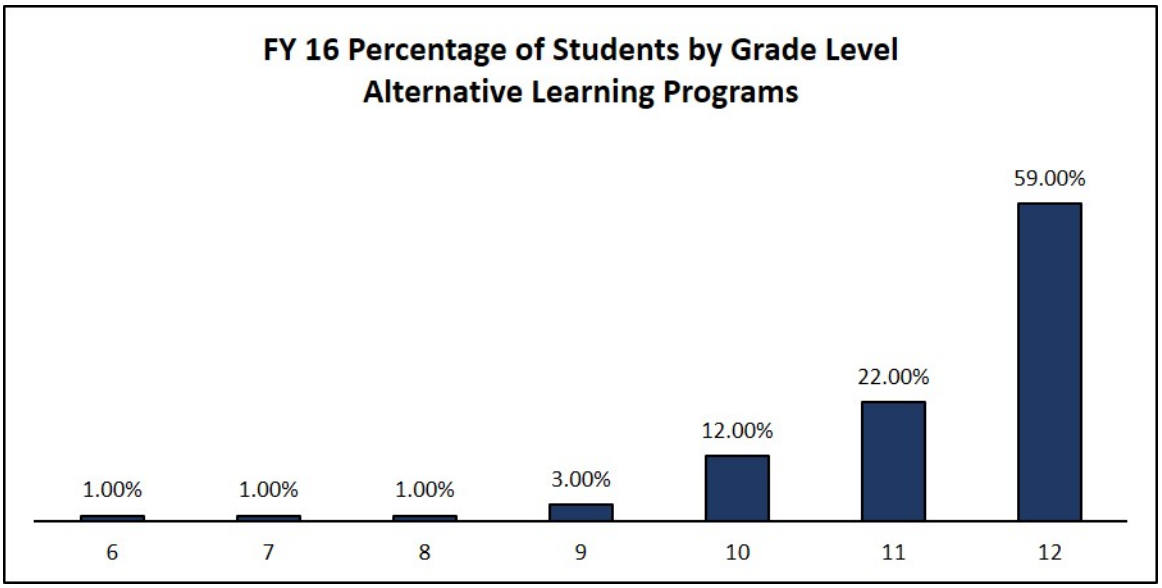


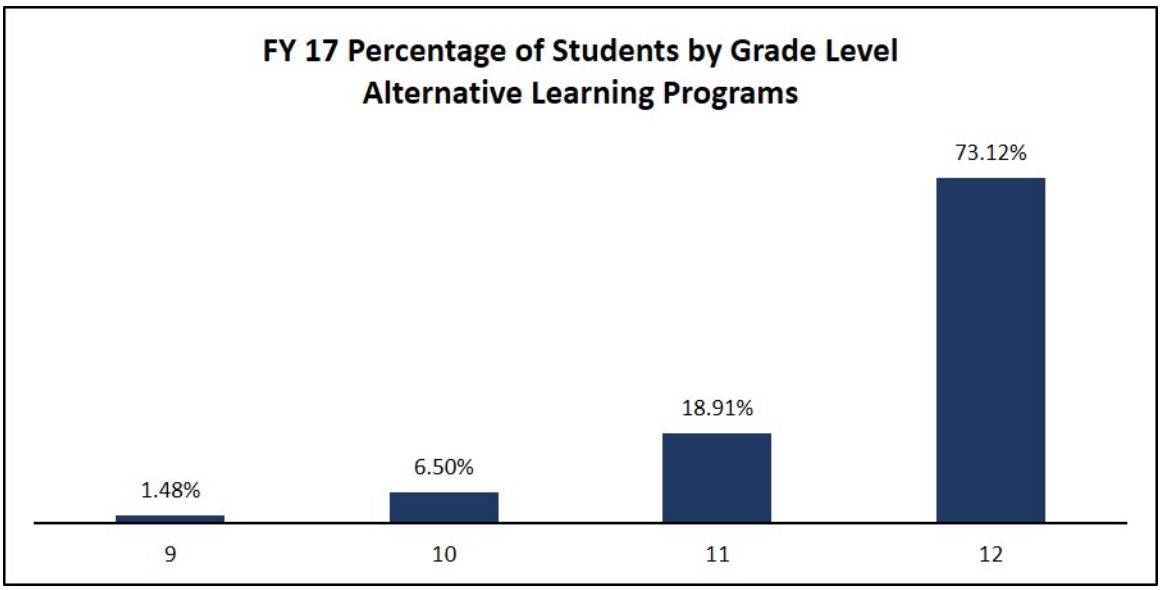


Grades Served: by Program Type

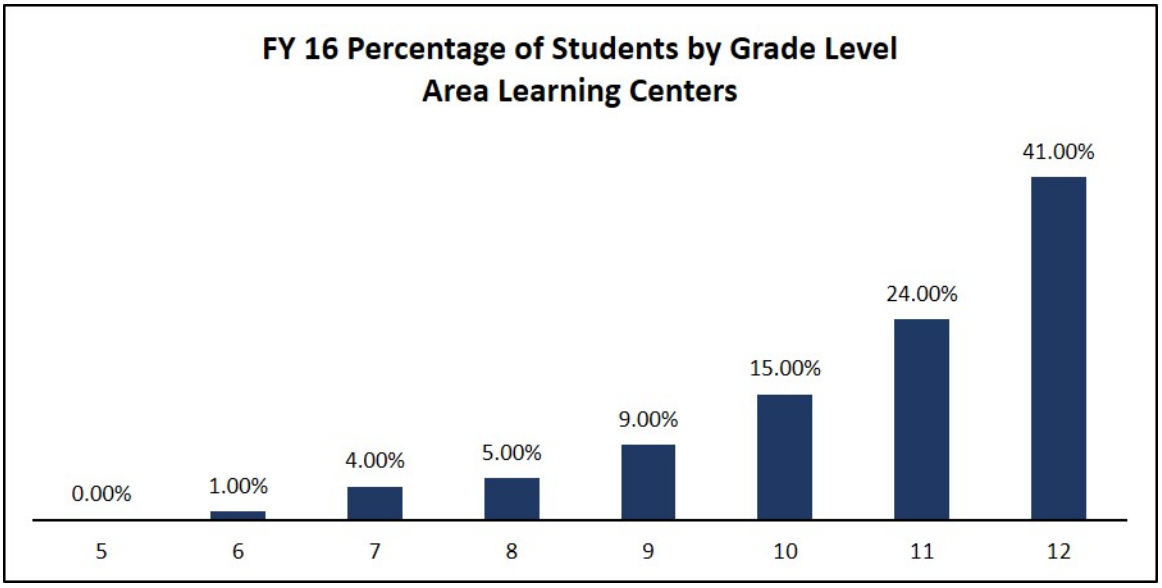
The percentage of students in SAAP's who are 12th grade and beyond has been around 50 percent statewide for several years. In FY 16, this percentage was approximately 47 percent.

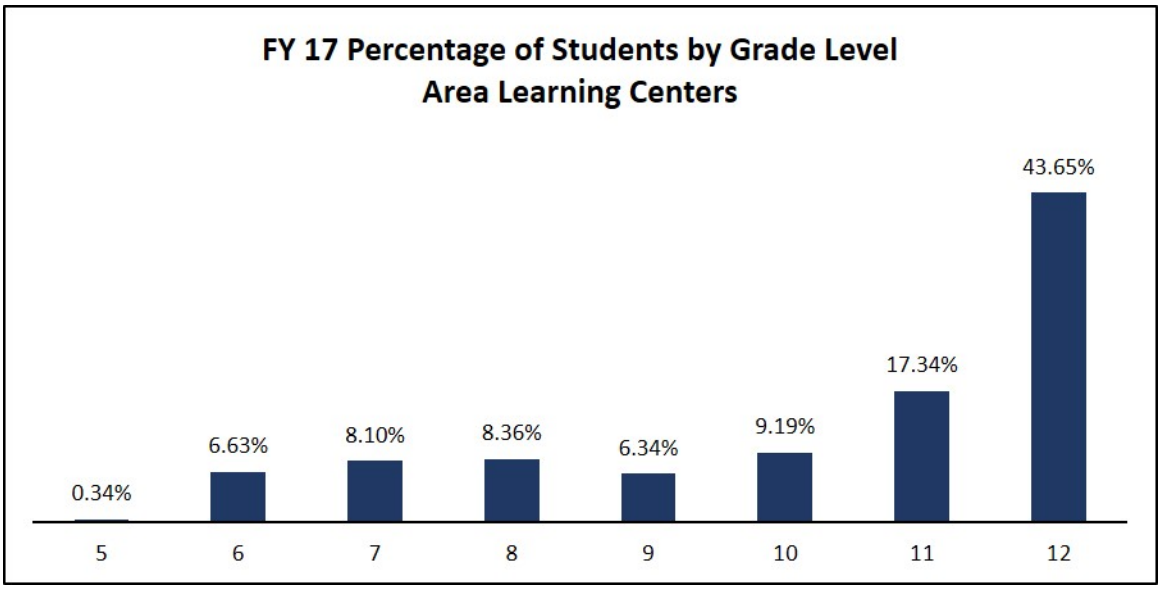
In FY 17, the percentage of students served in alternative programs in the 12th grade rose sharply and the percentage of 11th-graders fell slightly. Between both 11th and 12th grades, the percentage of students served increased from 81 percent in FY 16 to 92 percent in FY 17. All of the students served in alternative programs were in high school. The following charts show the percentage of grades served in ALPs for FY 16 and FY 17.



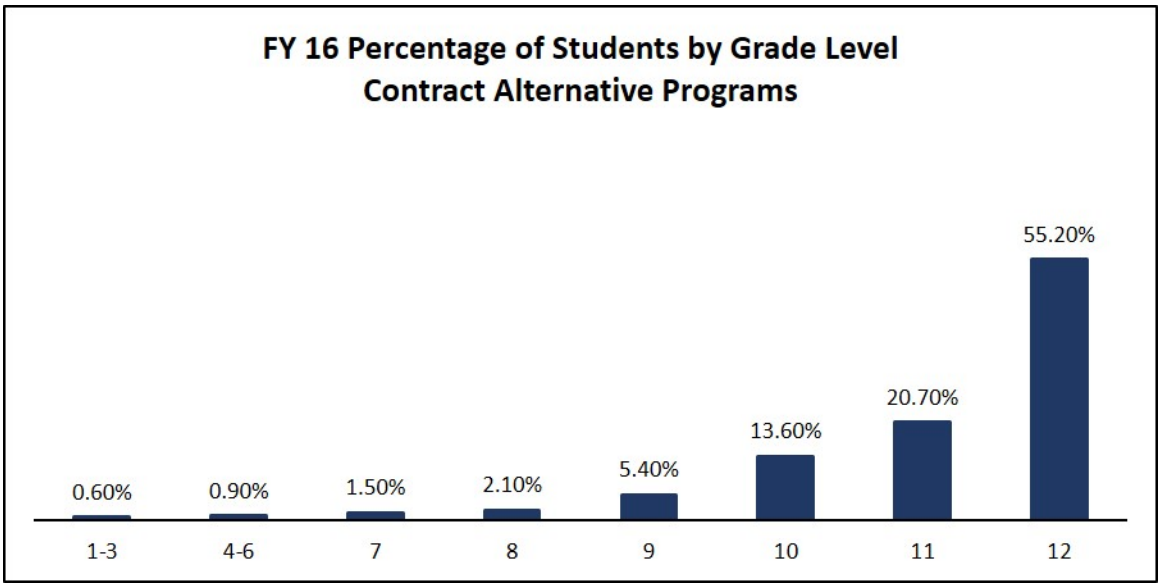


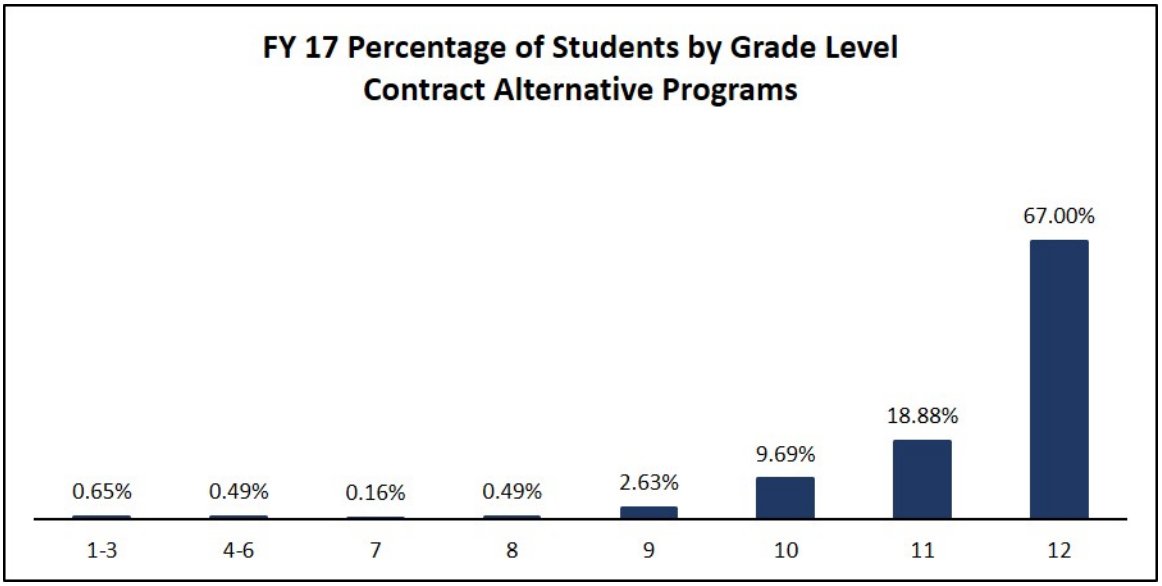
In ALCs, approximately 61 percent of the students were high school juniors and seniors. FY 17 shows a significant increase in middle school students, increasing from 10 percent in FY 16 to 23 percent. ALCs are required by statute to serve both middle school and high school, the most likely reason that there is a larger percentage of middle school students than either of the other two program categories. The following charts show the percentage of grades served in ALCs for FY 16 and FY 17.





CAPs had a significant increase in the percentage of 12th graders served, rising from 55 percent in FY 16 to 67 percent in FY 17. The percentage of 11th-graders fell slightly to 19 percent. The percentage of 10th and ninth grade students also declined in FY 17 to 13 percent combined. The following charts show the percentage of grades served in CAPs for FY 16 and FY 17.

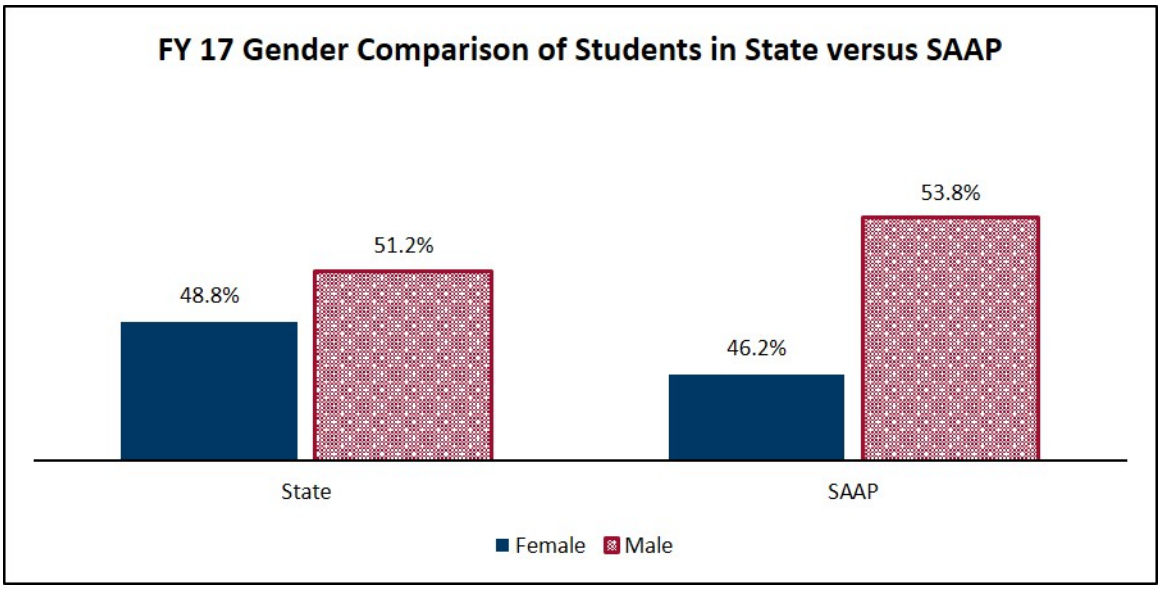


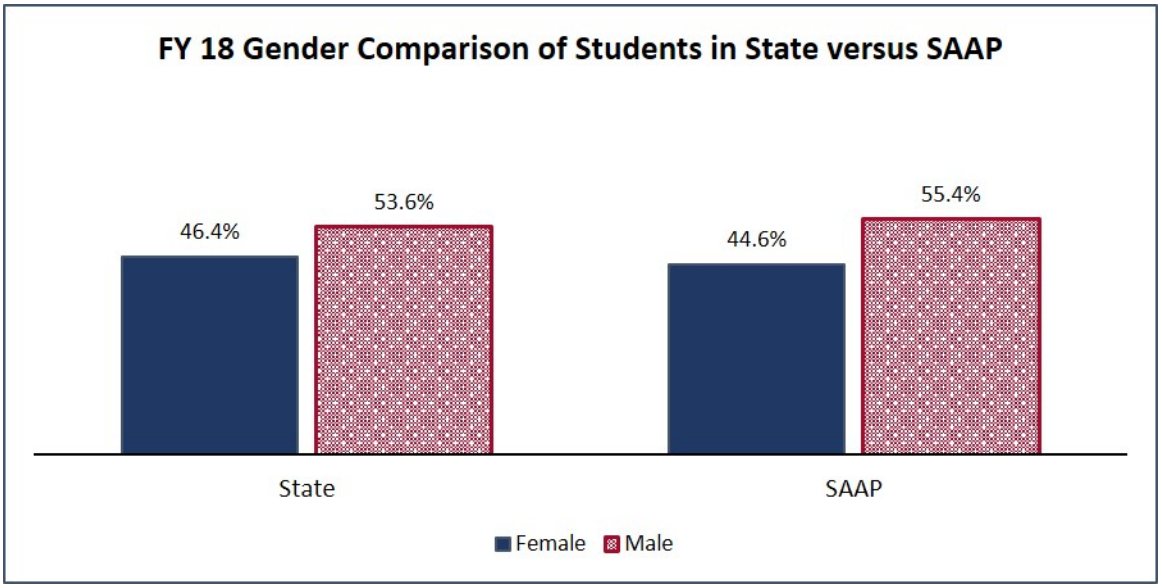


Gender

Gender: State versus SAAP

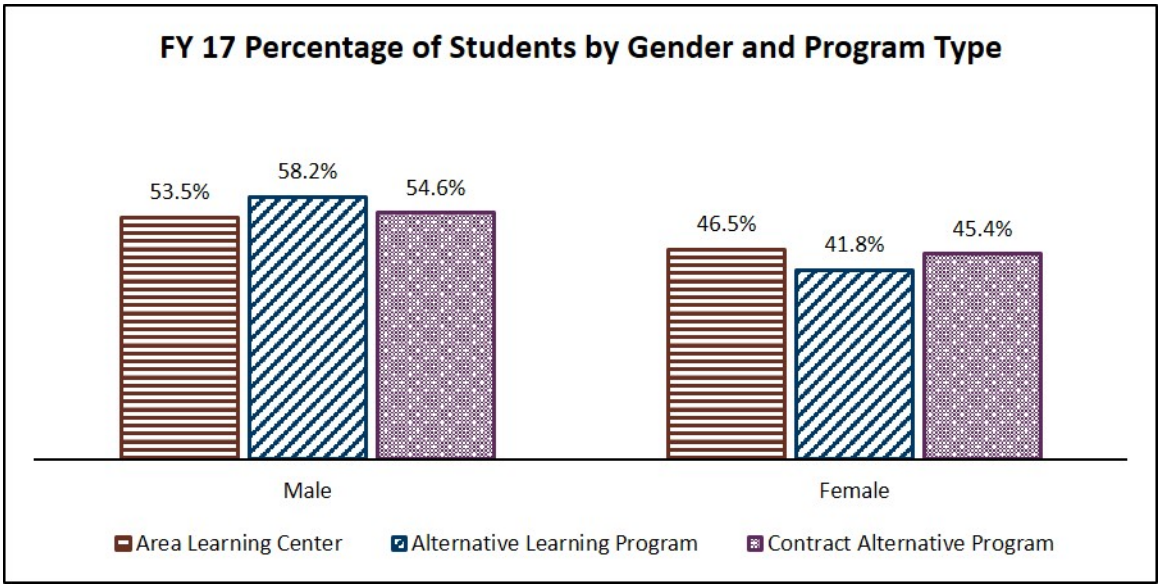
For the last several years, Minnesota had a slightly higher percentage of males than females in public schools. Over the same time, SAAPs also have a higher percentage of male students. There are approximately 10 percent more males than females in the learning year programs. The following charts show the gender comparison between state and SAAPs for FY 17 and FY 18.



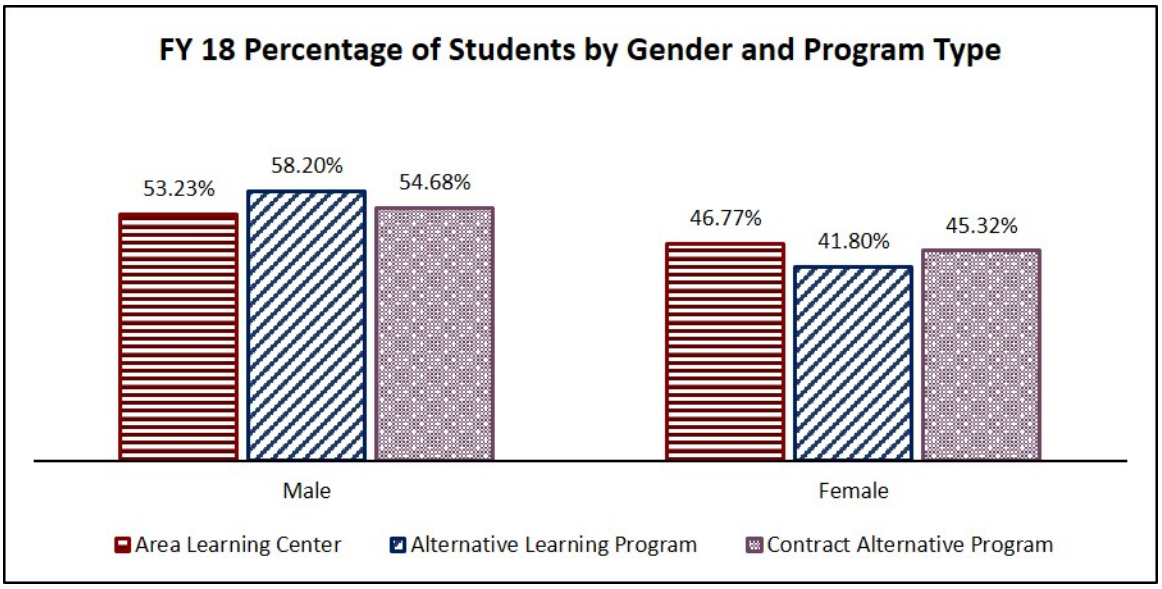


Gender: by SAAP Type

The following graph shows three different SAAP program types and the percentages of rates of male and female students in FY 17.

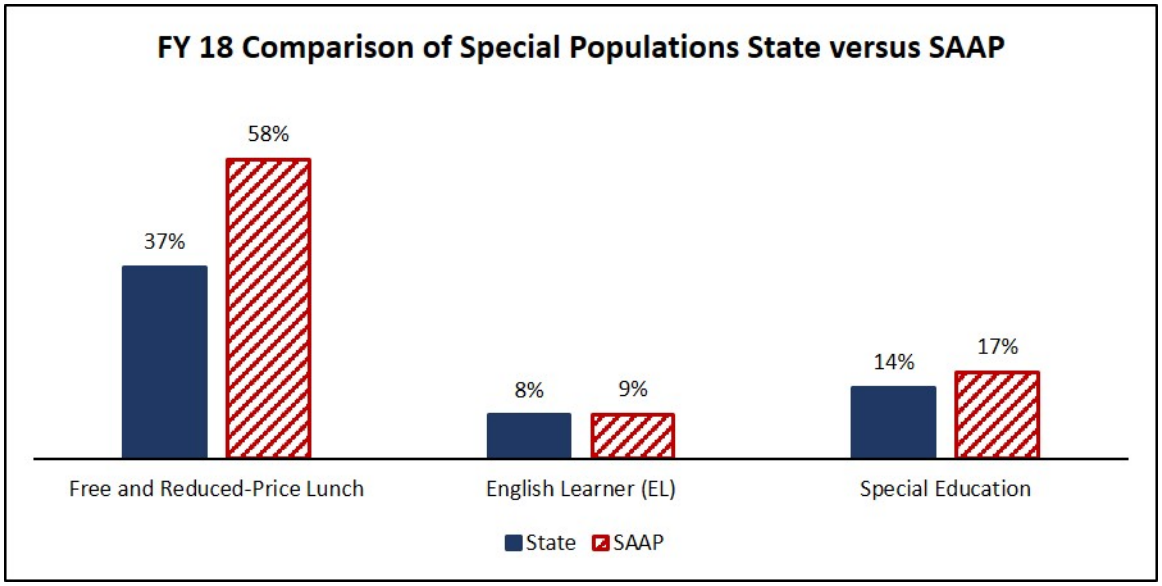


FY 18 reveals that enrollment by females and males in all types of SAAPs remains consistent from the previous school year.

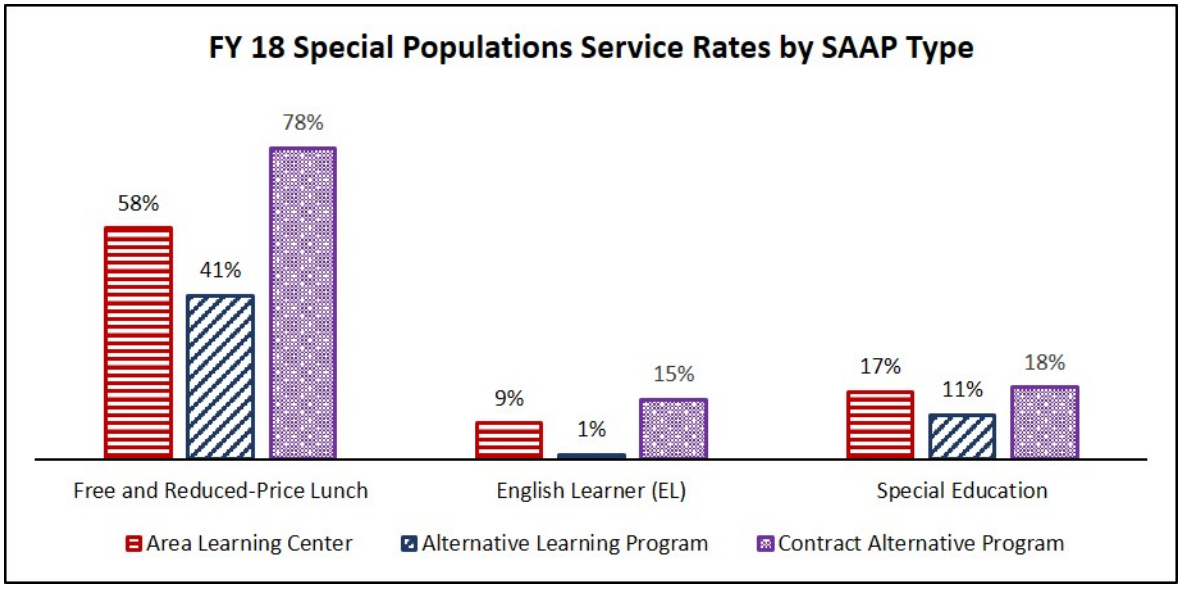


Special Populations

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 and reduced-price lunch rate, 58 percent of SAAP students qualified for free and reduced-price lunch in FY 18. Approximately 9 percent of SAAP students were identified for EL services, with 70 percent of those students receiving service in SAAPs. Seventeen percent of students in SAAPs received special education services.



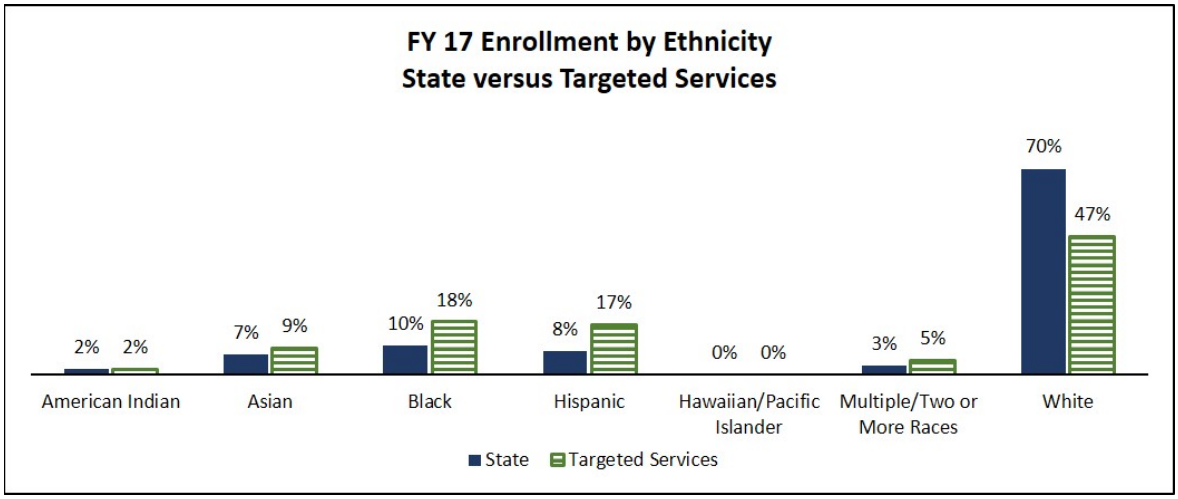
Seventy-eight percent of CAP students qualified for free and reduced-price lunch. Fifteen percent of CAP students were identified for EL services and 18 percent of CAP students received special education services. In FY 18 the percentage of students identified as receiving special education services in SAAPs and statewide remains consistent. The largest disparity remains between the percentages of students on free and reduced-priced lunch between the state and the SAAPs.



Demographic Data: Targeted Services

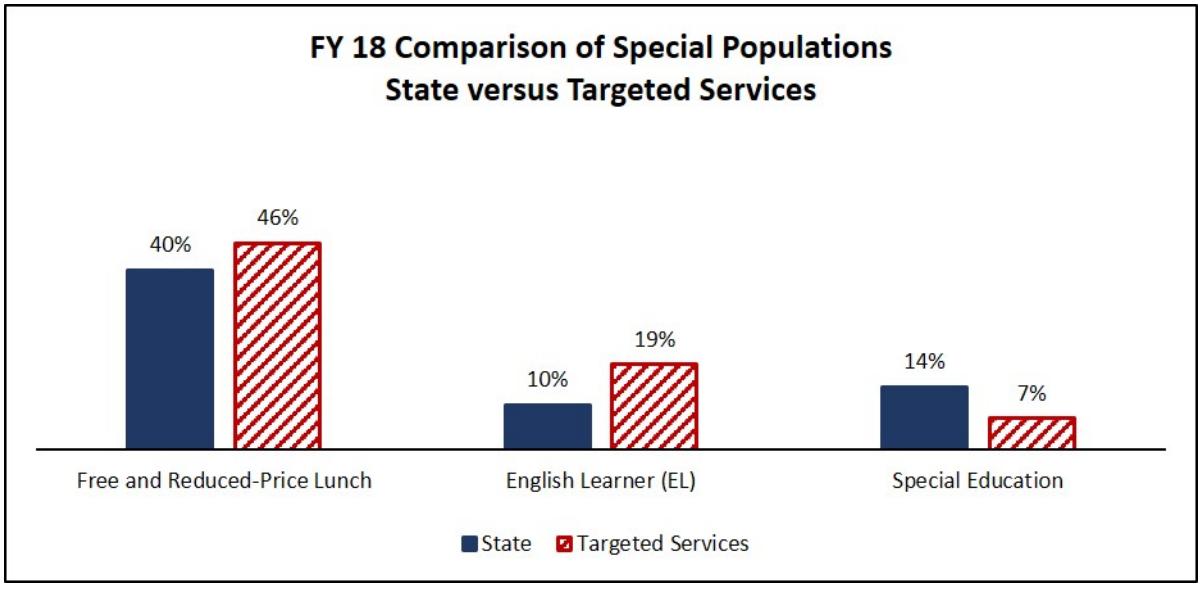
Ethnicity

In FY 17, the percentage of students of color in TS programs was 51 percent. At a state level, just over 30 percent were students of color. The chart below provides a demographic breakdown of the students enrolled in TSs programming. The following chart compares enrollment by ethnicity between state and TS for FY 17.



Special Populations

In FY 17, the trend continued of enrolling 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 statewide. In FY 15, there were 15 percent more students in poverty than there were in the state as a whole. In FY 17, 16 percent more students were in poverty than there were at the state level. The percentage of students in special education statewide remained fairly consistent for FY 17, the percentage of students identified as special education enrolled in TSs increased to 19 percent in FY 17.



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 the number earned 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.

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.

Results for individual districts can be requested by emailing MDE Alternative Learning (mde.alternativelearning@state.mn.us).

Graduation Rates

In Minnesota, with the adoption of ESSA we now calculate four-, five-, and six- and seven-year graduation rates. The five-year rate indicates students who would have been expected to graduate the year before; the six-year rate indicates students who would have been expected to graduate two years before; and the seven-year rate for students three years before. 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 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.

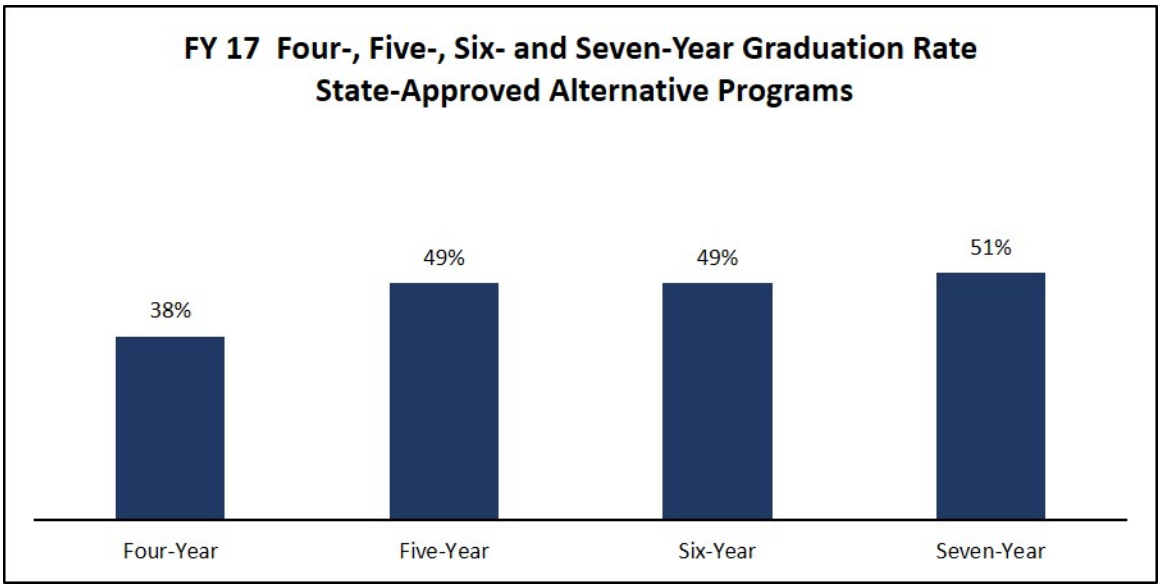
For example, some districts implement the practice of removing the alternative school student graduate from the counts for the alternative school, and enroll the student in the traditional school in order to count the student as having graduated within the traditional program. For example, one program 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.

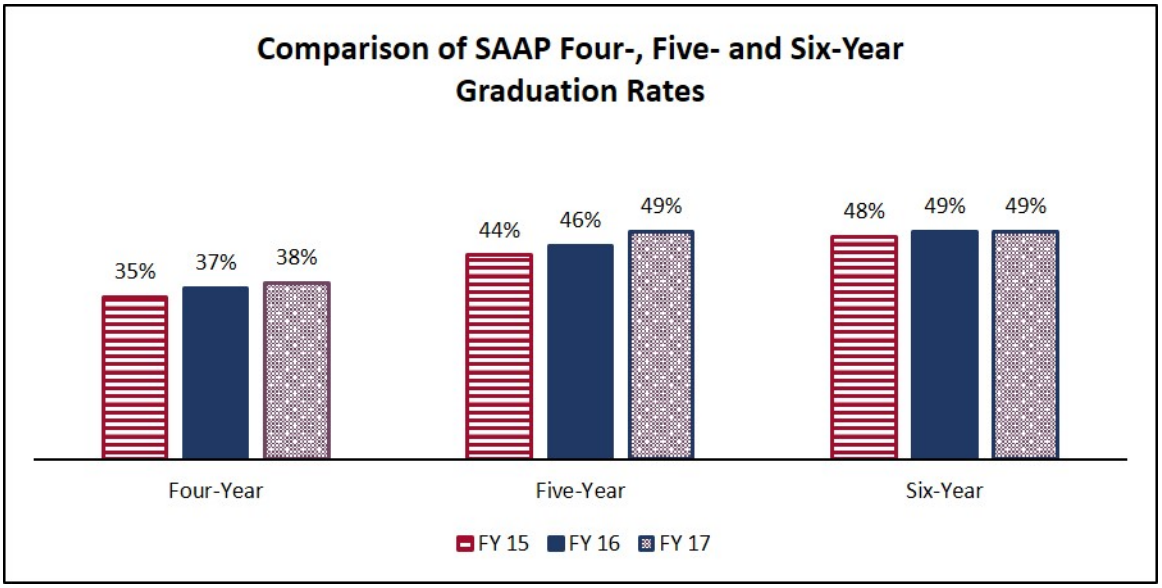
Another challenge for alternative programs is interpreting graduation rates stemming from the size of the program. For example, programs need a cohort size of at least 10 students in order to calculate a graduation rate. In FY 16, 13 of the 39 ALPs (33 percent) met this benchmark. In FY 16, eight out of 10 CAPs serving 12th-graders met this criterion. In FY 16, 107 of the 162 ALCs (66 percent) that served 12th-graders had a cohort size large enough to calculate a graduation rate.

Results for individual districts can be requested by emailing MDE Alternative Learning (mde.alternativelearning@state.mn.us).



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. 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 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- and seven-year rates.



Identifying At-Risk and Off-Track Students

The statute asks 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.

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).

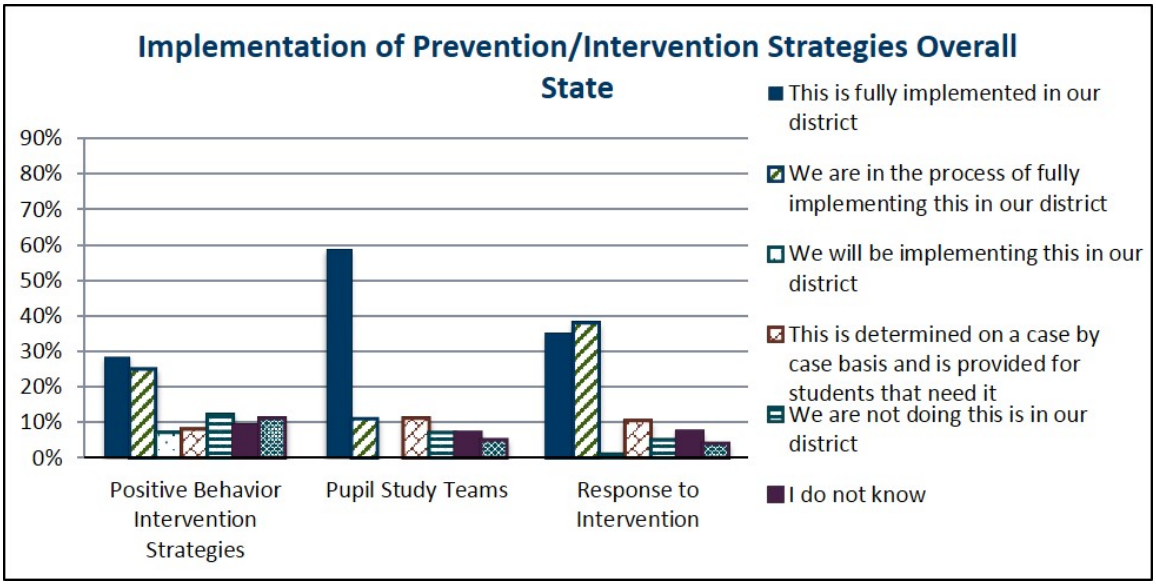
For the core school year programs, SAAPs were asked how students were identified for referral to their program. The most common ways identified were students being behind in credits or not graduating on time with their peers. This identification was followed by counselor referral, then students identified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

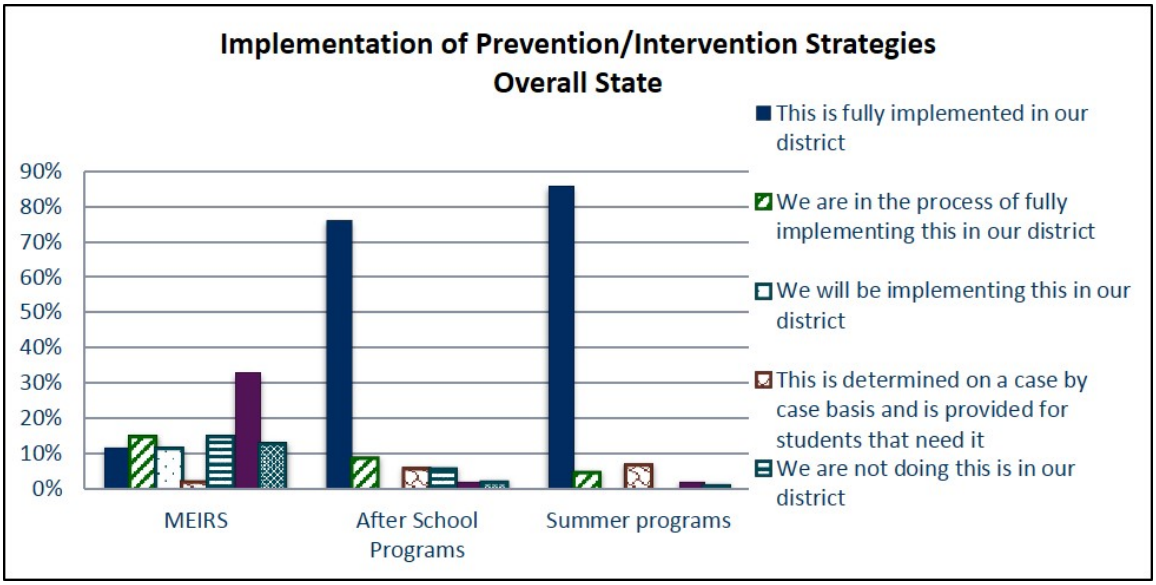
Because the statute specifically asks for information on how districts identify at-risk and off-track students, we first asked districts if they viewed these as being two distinct groups and, if so, how the approach for each of these student groups might differ. Fifty-seven percent of districts reported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

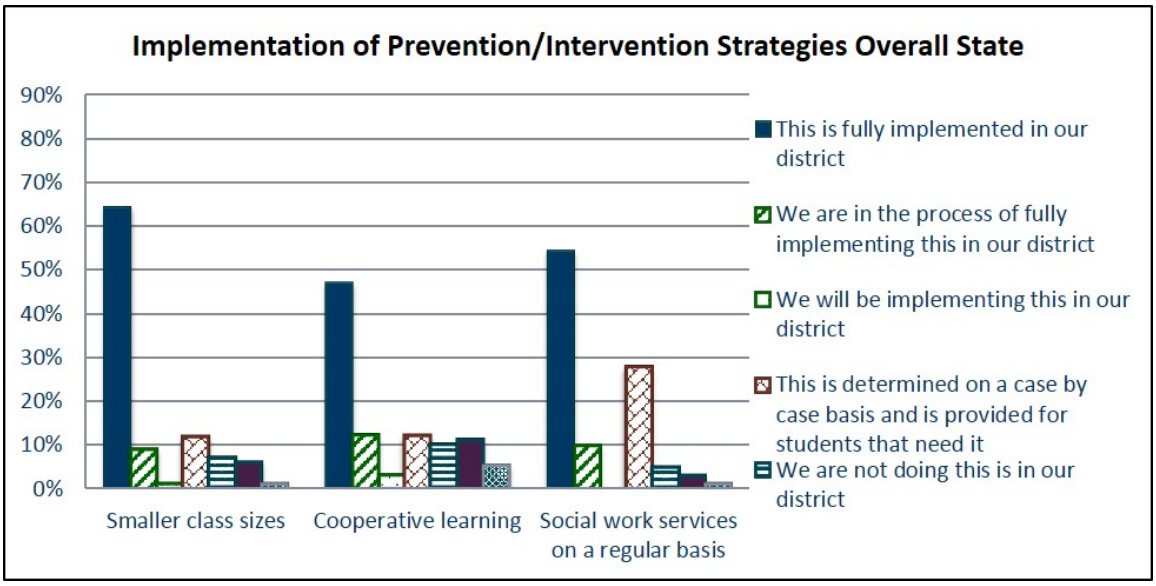
Strategies for At-Risk and Off-Track Students

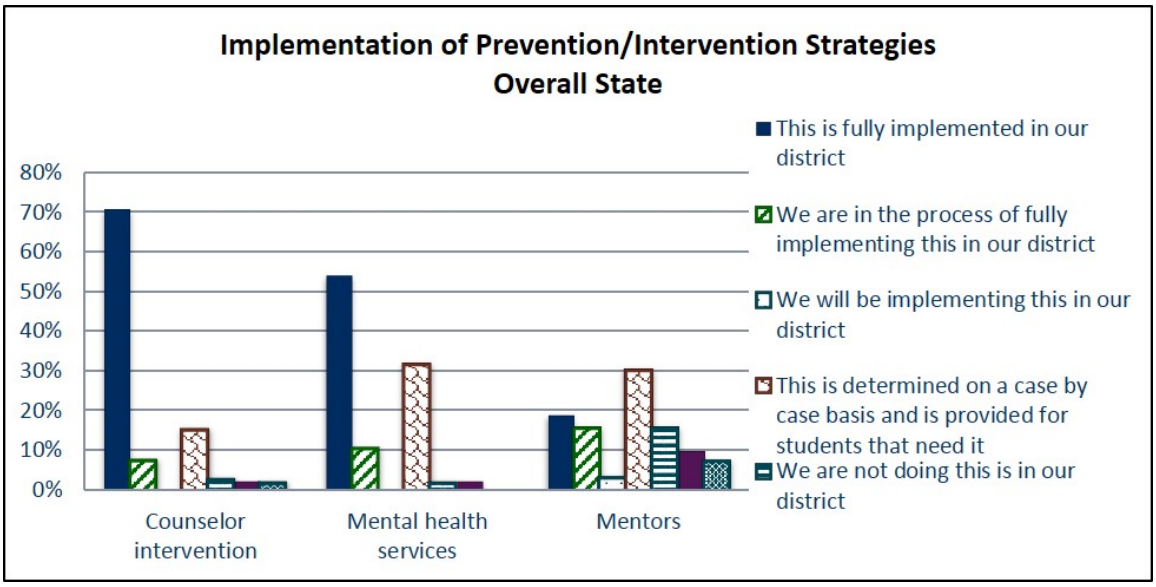
Intervention and Prevention Strategies

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 statute asks for 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.









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 strategies 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 statute also asks 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.

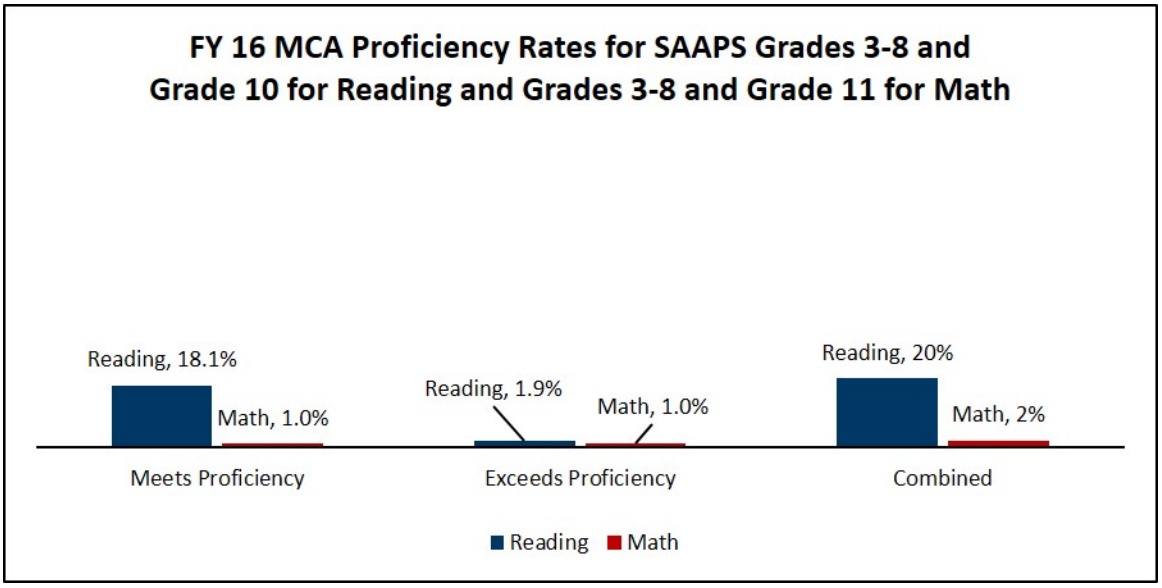
Multiple indicators can be used to demonstrate career and college readiness, and there is no one single statewide metric that is used to measure whether students are prepared for postsecondary school and the workforce.

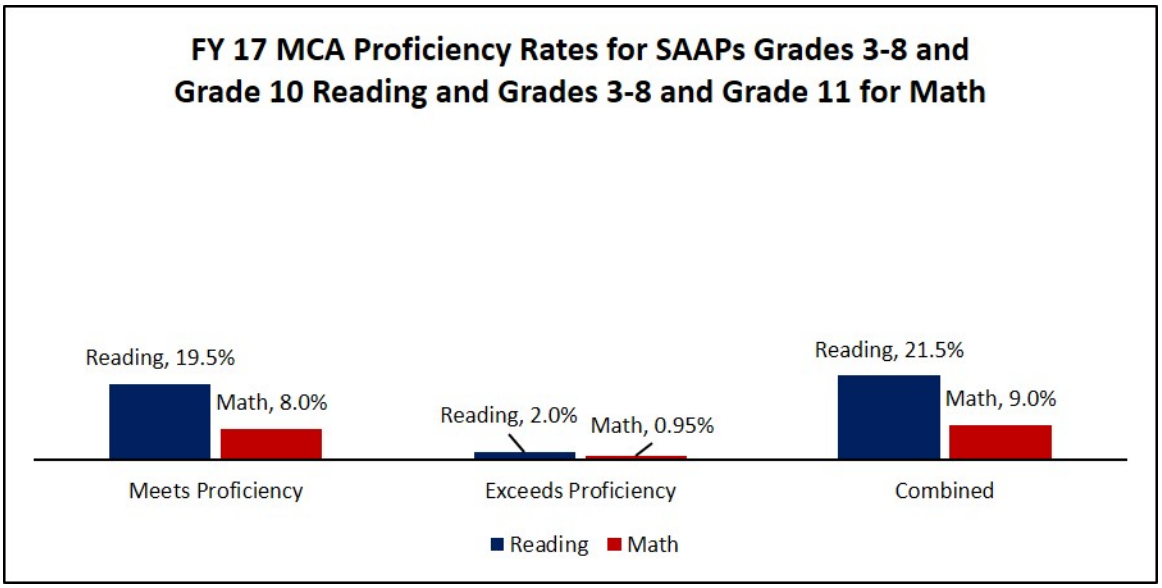
In order to report students who were meeting career and college readiness-benchmarks, the Minnesota Comprehensive Assessments (MCAs), referenced in Minnesota Statutes, section 120B.30, subdivision 1, were used as a statewide measurement. The Minnesota Comprehensive Assessments are aligned to the Minnesota 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 year programs, not in core school day programs. In this analysis, no differentiation is made for length of enrollment in the SAAP. Enrollments ranged from two hours to over 2,000 hours.

The following charts show performance of students enrolled during the testing window in SAAPs in reading and math. Included in FY 16 and FY 17 are MCA test scores for students in reading (grades 3-8 and 10) and math (grades 3-8 and 11). Both reading and math proficiency levels increased in FY 17. Reading scores (grades 3-8 and 10) show a slight improvement from the previous year, with an overall increase of 1.5 percent. However, combined proficiency in math (grades 3-8 and 11) increased from 2 percent in FY 16 to 9 percent in FY 17.

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. It is difficult to draw any conclusions for this as such a small percentage of students overall are able to be included.




FY 17 MCA Proficiency Rates for SAAPs Grades 3-8 and Grade 10 Reading and Grades 3-8 and Grade 11 for Math
Reading, 19.5%
Math, 8.0%
Reading, 2.0%
Math, 0.95%
Reading, 21.5%
Math, 9.0%
Meets Proficiency
Exceeds Proficiency
Combined
Reading
Math

Conclusion

In FY 2017, there were 571 active separate school codes for these programs, including 248 ALCs, 50 ALPs, 16 CAPs and 257 TS programs. These active SAAPs served over 150,000 individual students. The majority of students participate in out-of-school time programs with the most prevalent out-of-school time program being TS. The most common core school day programs are 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, enrollment by gender is closely mirrored 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 students that qualified for free and reduced-priced lunch for FY 17 is 78 percent.

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 17, students in SAAPs were identified as English learner (EL) students and to receive EL services consistent with the state average.

Determining career and college readiness is an area where clearly defined measures are needed. Because of the high numbers of students who 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 Schools' 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- and seven-year rate.

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.

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Appendices

Appendix A: FY 2017 List of State-Approved Alternative Programs by District

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0001	01	Aitkin School District	006	ALP	Aitkin Alternative Learning Program
0001	03	Minneapolis School District	307	ALC	Basic Skills-4
0001	03	Minneapolis School District	315	CAP	Ronald McDonald House
0001	03	Minneapolis School District	330	TS	Anwatin Middle School SWS
0001	03	Minneapolis School District	346	ALC	800 W Broadway
0001	03	Minneapolis School District	348	CAP	MERC
0001	03	Minneapolis School District	349	CAP	Loring-Nicollet High
0001	03	Minneapolis School District	357	CAP	Plymouth Youth Center
0001	03	Minneapolis School District	361	CAP	Center School
0001	03	Minneapolis School District	373	CAP	Menlo Park Academy
0001	03	Minneapolis School District	392	ALC	Extended Day Program
0001	03	Minneapolis School District	393	CAP	American Indian OIC
0001	03	Minneapolis School District	419	CAP	VOA High School
0001	03	Minneapolis School District	448	TS	Extended Day MS TS
0001	03	Minneapolis School District	449	TS	Summer School Middle
0001	03	Minneapolis School District	451	TS	Extended Day Elementary TS
0001	03	Minneapolis School District	453	TS	Summer School K-8
0001	03	Minneapolis School District	455	ALC	Edison SWS
0001	03	Minneapolis School District	456	ALC	Henry SWS
0001	03	Minneapolis School District	457	ALC	Washburn SWS
0001	03	Minneapolis School District	458	ALC	Wellstone SWS
0001	03	Minneapolis School District	462	ALC	Roosevelt SWS
0001	03	Minneapolis School District	464	CAP	VOA Extended
0001	03	Minneapolis School District	465	CAP	Center School Extended
0001	03	Minneapolis School District	466	CAP	AIOIC Extended

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0001	03	Minneapolis School District	467	CAP	Loring Nicollet Extended
0001	03	Minneapolis School District	468	CAP	Menlo Park Extended
0001	03	Minneapolis School District	469	CAP	MERC Extended
0001	03	Minneapolis School District	470	CAP	Plymouth Youth Center Extended
0001	03	Minneapolis School District	471	ALC	Southwest HS SWS
0004	01	McGregor School District	030	ALP	McGregor Area Learning Program
0006	03	South Saint Paul School District	303	ALC	S St. Paul Community Learning Center
0006	03	South Saint Paul School District	305	TS	Lincoln Center TS
0006	03	South Saint Paul School District	307	TS	KEC TS
0006	03	South Saint Paul School District	309	TS	Jr. High TS
0011	01	Anoka-Hennepin School District	110	ALC	Crossroads Alternative High School
0011	01	Anoka-Hennepin School District	111	ALC	Crossroads – Night
0011	01	Anoka-Hennepin School District	434	ALC	Crossroads – West Campus
0011	01	Anoka-Hennepin School District	438	ALC	Anoka-Hennepin Specialty Program
0011	01	Anoka-Hennepin School District	808	TS	Anoka Elementary TS
0011	01	Anoka-Hennepin School District	809	TS	Anoka Secondary TS
0011	01	Anoka-Hennepin School District	812	ALC	Compass-Bell Center
0011	01	Anoka-Hennepin School District	975	ALC	Crossroads Summer Program
0012	01	Centennial School District	167	ALC	Centennial Area Learning Center
0012	01	Centennial School District	168	TS	Centennial TS
0014	01	Fridley School District	552	ALP	Fridley Moore Lake ALC
0014	01	Fridley School District	632	TS	Fridley TS
0014	01	Fridley School District	652	ALC	Fridley Middle Area Learning Center
0015	01	St. Francis School District	016	ALC	Saints Guided Studies
0015	01	St. Francis School District	017	TS	Saints TS
0015	01	St. Francis School District	018	ALC	Saints Academy
0016	01	Spring Lake Park Public Schools	781	ALC	Adult Diploma

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0022	01	Detroit Lakes School District	006	ALC	Detroit Lakes Alternative Program
0022	01	Detroit Lakes School District	007	ALC	After-school Program
0022	01	Detroit Lakes School District	008	ALC	High School Extended Year Program
0022	01	Detroit Lakes School District	009	TS	MS Extended Year Program
0022	01	Detroit Lakes School District	012	ALC	High School Culture Club
0022	01	Detroit Lakes School District	027	TS	Rossman TS
0022	01	Detroit Lakes School District	028	TS	Roosevelt TS
0022	01	Detroit Lakes School District	032	ALC	Detroit Lakes Middle ALC
0022	01	Detroit Lakes School District	034	TS	Lake Park-Audubon TS
0022	01	Detroit Lakes School District	036	TS	LPA Extended Year Program
0022	01	Detroit Lakes School District	038	TS	Elementary Extended Year Program
0022	01	Detroit Lakes School District	042	ALC	Detroit Lakes Area Learning Center
0022	01	Detroit Lakes School District	043	TS	Frazee TS
0022	01	Detroit Lakes School District	046	TS	Boys and Girls Club TS
0022	01	Detroit Lakes School District	048	TS	Boys and Girls Club Extended Yr Program
0022	01	Detroit Lakes School District	053	TS	Frazee Extended Year
0022	01	Detroit Lakes School District	056	TS	Morris TS
0022	01	Detroit Lakes School District	057	TS	Morris Extended Year
0022	01	Detroit Lakes School District	058	TS	Browns Valley TS
0022	01	Detroit Lakes School District	062	TS	West Central Area Schools TS
0031	01	Bemidji School District	022	ALC	Bemidji Senior Lumberjack ALC
0031	01	Bemidji School District	170	ALC	Bemidji Area Learning Center
0031	01	Bemidji School District	171	ALP	Bemidji Middle Alp
0031	01	Bemidji School District	175	TS	Bemidji Middle TS
0038	01	Red Lake School District	035	ALC	Red Lake Alternative Learning
0038	01	Red Lake School District	045	TS	Red Lake TS
0038	01	Red Lake School District	050	ALC	Red Lake Middle Level ALC

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0077	01	Mankato School District	220	ALC	Central High Area Learning Center
0077	01	Mankato School District	221	ALC	Mankato Area Summer School
0077	01	Mankato School District	222	ALC	Mankato Area Night School
0077	01	Mankato School District	230	ALP	Life Lines Adult Connection
0077	01	Mankato School District	240	TS	Mankato TS
0077	01	Mankato School District	260	ALC	Central Freedom School
0094	01	Cloquet School District	103	ALC	Cloquet Area Alt. Ed. Programs
0094	01	Cloquet School District	104	TS	Cloquet Area Alternative
0094	01	Cloquet School District	108	ALC	CAAEP Extended Day Program
0110	01	Waconia School District	601	ALC	Waconia Alternative Learning Center
0110	01	Waconia School District	602	ALC	Waconia Area Learning Center SS/AS
0110	01	Waconia School District	611	TS	Waconia TS
0112	01	Eastern Carver County Public School	065	ALC	Integrated Arts Academy
0112	01	Eastern Carver County Public School	066	ALC	112 ALC Middle School
0112	01	Eastern Carver County Public School	067	ALC	112 ALC After School and Summer School
0112	01	Eastern Carver County Public School	068	TS	112 TS
0113	01	Walker-Hackensack-Akeley District	025	ALP	W. H. A. Alternative Program
0115	01	Cass Lake-Bena Public Schools	031	ALC	Cass Lake-Bena Area Learning Center
0115	01	Cass Lake-Bena Public Schools	032	TS	Cass Lake-Bena TS
0138	01	North Branch Public Schools	050	ALC	North Branch Lab School ALC
0138	01	North Branch Public Schools	060	TS	North Branch TS
0152	01	Moorhead School District	980	ALC	Rr Area Learning Center
0152	01	Moorhead School District	981	TS	Moorhead Alternative Program
0152	01	Moorhead School District	983	ALC	Red River ALC
0152	01	Moorhead School District	984	TS	RRALC DGF TS
0162	01	Bagley School District	030	ALP	Bagley ALP
0181	01	Brainerd School District	018	ALC	ISD 181 Learning Center

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0181	01	Brainerd School District	020	TS	Brainerd TS
0181	01	Brainerd School District	021	ALC	Middle Level Alternative Program
0191	01	Burnsville School District	314	ALC	Burnsville Area Learning Center
0191	01	Burnsville School District	315	TS	Burnsville TS
0191	01	Burnsville School District	500	ALC	Burnsville Senior High Extended Day/Year
0191	01	Burnsville School District	514	ALC	Burnsville Alternative High School
0192	01	Farmington School District	050	ALP	Dakota Prairie Area Learning Center
0194	01	Lakeville School District	589	TS	Lakeville TS
0194	01	Lakeville School District	590	ALC	Lakeville Area Learning Center
0196	01	Rosemount-Apple Valley-Eagan	034	ALP	ABE Diploma Program
0196	01	Rosemount-Apple Valley-Eagan	058	ALC	Rosemount Area Learning Center
0196	01	Rosemount-Apple Valley-Eagan	770	TS	Rosemount Area Learning Center
0197	01	West St. Paul-Mendota Hts.-Eagan	051	ALP	W St. Paul Area Learning Center
0199	01	Inver Grove Heights Schools	226	ALP	Simley Alternative Program
0200	01	Hastings School District	136	ALC	Hastings Alternative Center
0227	01	Chatfield School District	007	ALP	FOCUS ALP
0241	01	Albert Lea School District	350	ALC	Albert Lea Area Learning Center
0241	01	Albert Lea School District	360	TS	Albert Lea TS
0271	01	Bloomington School District	620	ALP	271 Metro South ABE
0271	01	Bloomington School District	629	ALP	Beacon – (287)
0271	01	Bloomington School District	740	ALP	Beacon ALP IS
0273	01	Edina School District	621	ALP	Options At Edina High School
0279	01	Osseo School District	701	ALC	ALC Credit Recovery
0279	01	Osseo School District	702	ALC	ALC Senior High
0279	01	Osseo School District	703	ALC	ALC Independent Study
0279	01	Osseo School District	730	TS	TS Odyssey Charter School
0279	01	Osseo School District	733	TS	TS Brooklyn Junior High

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0279	01	Osseo School District	734	TS	TS Osseo Junior High
0279	01	Osseo School District	768	TS	TS Edinbrook Elementary
0279	01	Osseo School District	769	TS	TS Rush Creek Elementary
0279	01	Osseo School District	770	TS	TS Basswood Elementary
0279	01	Osseo School District	771	TS	TS Birch Grove
0279	01	Osseo School District	772	TS	TS Crest View Elementary
0279	01	Osseo School District	773	TS	TS Weaver Lake
0279	01	Osseo School District	774	TS	TS Fair Oaks Elementary
0279	01	Osseo School District	775	TS	TS Garden City Elementary
0279	01	Osseo School District	778	TS	TS Palmer Lake Elementary
0279	01	Osseo School District	779	TS	TS Park Brook Elementary
0279	01	Osseo School District	781	TS	TS Zanewood Community School
0279	01	Osseo School District	782	TS	TS Cedar Island Elementary
0279	01	Osseo School District	784	TS	TS Elm Creek
0279	01	Osseo School District	785	TS	TS Rice Lake Elementary
0279	01	Osseo School District	786	TS	TS North View IB World School
0279	01	Osseo School District	789	TS	TS Fernbrook Elementary
0279	01	Osseo School District	794	TS	TS Maple Grove Jr High
0279	01	Osseo School District	796	TS	TS Oak View Elementary
0280	01	Richfield School District	820	ALP	Richfield Career Education Program
0281	01	Robbinsdale School District	200	ALC	Highview ALC
0281	01	Robbinsdale School District	624	TS	Forest TS
0281	01	Robbinsdale School District	631	TS	Meadow Lake TS
0281	01	Robbinsdale School District	633	TS	Neill TS
0281	01	Robbinsdale School District	634	TS	Northport TS
0281	01	Robbinsdale School District	638	TS	Plymouth Middle School TS
0281	01	Robbinsdale School District	642	TS	Sonnesyn TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0281	01	Robbinsdale School District	643	TS	FAIR TS
0281	01	Robbinsdale School District	644	TS	Sea TS
0281	01	Robbinsdale School District	648	ALC	Adult Academics
0281	01	Robbinsdale School District	671	ALC	ISD 281 I.S.
0281	01	Robbinsdale School District	681	TS	Lakeview TS
0281	01	Robbinsdale School District	682	TS	Robbinsdale Middle School TS
0281	01	Robbinsdale School District	696	ALC	Armstrong Credit Recovery
0281	01	Robbinsdale School District	698	ALC	Academic Summer Program
0281	01	Robbinsdale School District	699	ALC	Cooper Credit Recovery
0281	01	Robbinsdale School District	722	TS	Spanish Immersion TS
0281	01	Robbinsdale School District	723	TS	Zachary Lane TS
0281	01	Robbinsdale School District	724	TS	Noble TS
0281	01	Robbinsdale School District	753	ALC	Highview Independent Study
0281	01	Robbinsdale School District	903	ALC	Robbinsdale TASC ALC
0282	01	St. Anthony-New Brighton Schools	010	ALP	St. Anthony Village Alternative
0284	01	Wayzata School District	048	ALC	IS The Alternative Program (Tap)
0284	01	Wayzata School District	049	ALC	The Alternative Program (Tap)
0284	01	Wayzata School District	903	TS	Meadow Ridge TS
0284	01	Wayzata School District	904	TS	Birchview Elementary TS
0284	01	Wayzata School District	907	TS	Oakwood Elementary TS
0284	01	Wayzata School District	908	TS	Sunset Hills TS
0284	01	Wayzata School District	911	TS	Gleason Lake Elementary TS
0284	01	Wayzata School District	912	TS	Kimberly Lane Elementary TS
0284	01	Wayzata School District	952	ALC	East Middle Alternative (EMAP)
0284	01	Wayzata School District	953	ALC	Central Middle Alternative (CMAP)
0286	01	Brooklyn Center School District	006	TS	Brooklyn Center Elem Summer School
0286	01	Brooklyn Center School District	008	TS	Brooklyn Center Middle School Summer

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0286	01	Brooklyn Center School District	009	ALC	Brooklyn Center Summer School
0286	01	Brooklyn Center School District	015	TS	Brooklyn Center Elementary TS
0286	01	Brooklyn Center School District	016	TS	Brooklyn Center Middle School TS
0286	01	Brooklyn Center School District	017	ALC	Brooklyn Center IS
0286	01	Brooklyn Center School District	115	TS	Brooklyn Center Morning TS
0286	01	Brooklyn Center School District	763	ALC	Brooklyn Center Academy
0287	06	Intermediate School District 287	603	ALC	ALC Eden Prairie High School – IS
0287	06	Intermediate School District 287	607	ALC	ALC Richfield HS – IS
0287	06	Intermediate School District 287	612	TS	283 Perspective SLP TS
0287	06	Intermediate School District 287	613	ALC	ALC - Eden Prairie HS – IS
0287	06	Intermediate School District 287	614	ALC	276 Minnetonka HS-IS
0287	06	Intermediate School District 287	615	ALC	W-Alt-IS
0287	06	Intermediate School District 287	618	ALC	SECA - IS
0287	06	Intermediate School District 287	622	ALC	South Education Center Academy
0287	06	Intermediate School District 287	626	ALC	270 Hopkins Alternative
0287	06	Intermediate School District 287	627	ALC	270 Hopkins Is
0287	06	Intermediate School District 287	663	TS	283 Aquila Learning Center TS
0287	06	Intermediate School District 287	675	TS	270 Alice Smith Elementary TS
0287	06	Intermediate School District 287	683	TS	273 Concord El TS
0287	06	Intermediate School District 287	684	TS	273 Cornelia El TS
0287	06	Intermediate School District 287	685	TS	273 Countryside El TS
0287	06	Intermediate School District 287	686	TS	273 Creek Valley El TS
0287	06	Intermediate School District 287	687	TS	273 Highlands El TS
0287	06	Intermediate School District 287	688	TS	273 Normandale El TS
0287	06	Intermediate School District 287	689	TS	273 So View Middle TS
0287	06	Intermediate School District 287	690	TS	273 Valley View Middle TS
0287	06	Intermediate School District 287	693	TS	270 Gatewood Elementary TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0287	06	Intermediate School District 287	694	ALC	276 Minnetonka Compass
0287	06	Intermediate School District 287	695	TS	270 Eisenhower Elementary TS
0287	06	Intermediate School District 287	700	ALC	ALC Richfield - Success At 15
0287	06	Intermediate School District 287	709	ALC	270 Hopkins North Jr High ALC
0287	06	Intermediate School District 287	710	ALC	270 Hopkins West Jr High ALC
0287	06	Intermediate School District 287	712	TS	270 Hopkins West Jr High TS
0287	06	Intermediate School District 287	715	TS	270 Hopkins North Jr High TS
0287	06	Intermediate School District 287	717	TS	280 Sheridan Hills Elementary TS
0287	06	Intermediate School District 287	718	TS	280 Centennial Elementary TS
0287	06	Intermediate School District 287	719	TS	280 Richfield Middle School TS
0287	06	Intermediate School District 287	720	TS	280 Richfield Int Elementary TS
0287	06	Intermediate School District 287	727	TS	270 Tanglen Elementary TS
0287	06	Intermediate School District 287	732	TS	Hopkins S.M.A.R.T.S. Summer School
0287	06	Intermediate School District 287	733	TS	Hopkins Basic Skills Summer School
0287	06	Intermediate School District 287	735	ALC	272 Central Middle Sch. Alt
0287	06	Intermediate School District 287	738	TS	270 Meadowbrook Elem - TS
0287	06	Intermediate School District 287	743	TS	272 Central Mid School TS
0287	06	Intermediate School District 287	744	TS	272 Cedar Ridge El TS
0287	06	Intermediate School District 287	745	TS	272 Eden Lake El TS
0287	06	Intermediate School District 287	746	TS	272 Forest Hills El TS
0287	06	Intermediate School District 287	747	TS	272 Oak Point Int TS
0287	06	Intermediate School District 287	748	TS	272 Prairie View El TS
0287	06	Intermediate School District 287	754	ALC	277 Westonka Area Learning Academy
0287	06	Intermediate School District 287	755	ALC	ALC Westonka - IS
0287	06	Intermediate School District 287	756	TS	277 - Shirley Hills Elementary -TS
0287	06	Intermediate School District 287	757	TS	277 - Grandview Middle School -TS
0287	06	Intermediate School District 287	758	TS	277 - Hilltop Elementary - TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0287	06	Intermediate School District 287	761	ALC	283-St. Louis Park ALC
0287	06	Intermediate School District 287	762	ALC	283 St Louis Park Independent Study
0287	06	Intermediate School District 287	766	ALC	NSO - Independent Study
0287	06	Intermediate School District 287	769	TS	272 Eagle Heights Spanish Immersion -TS
0287	06	Intermediate School District 287	771	ALC	276 Minnetonka Compass Ext Year
0287	06	Intermediate School District 287	772	ALC	North Education Center Academy
0287	06	Intermediate School District 287	773	TS	283 District Summer Programs - TS
0287	06	Intermediate School District 287	774	TS	283 Meadowbrook Elem - TS
0287	06	Intermediate School District 287	777	ALC	283-Ind Study 15 And Under - I.S.
0287	06	Intermediate School District 287	785	TS	280-Richfield Dual Language School
0287	06	Intermediate School District 287	794	ALC	270 – Hap–IS
0287	06	Intermediate School District 287	796	TS	278 - Orono Extended Year
0287	06	Intermediate School District 287	797	TS	278 - Orono Schuman Elementary
0287	06	Intermediate School District 287	798	TS	278 - Orono Intermediate
0287	06	Intermediate School District 287	799	TS	278 - Orono Middle
0287	06	Intermediate School District 287	800	ALC	West Education Center Alternative
0287	06	Intermediate School District 287	801	ALC	Hennepin Gateway To College
0287	06	Intermediate School District 288	803	TS	Orono Off-Campus
0287	06	Intermediate School District 287	850	TS	4126 Prairie Seed Academy TS
0287	06	Intermediate School District 287	851	TS	4122 - Eagle Ridge Academy TS
0287	06	Intermediate School District 287	852	ALC	MINNESOTA Online High School–I.S.
0287	06	Intermediate School District 287	854	ALC	4122 - Eagle Ridge Academy–Is
0288	06	Southwest Metro Intermediate	020	ALC	SW Metro ALC
0288	06	Southwest Metro Intermediate	025	ALC	SW Metro Seat based
0288	06	Southwest Metro Intermediate	026	ALC	SW Metro Independent Study
0288	06	Southwest Metro Intermediate	126	TS	SW Metro TS
0294	01	Houston School District	007	ALP	Summit Learning Program

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0308	01	Nevis School District	030	ALP	Nevis Area Learning Program
0309	01	Park Rapids School District	031	TS	Century TS
0309	01	Park Rapids School District	081	ALC	Century Middle School Within A School
0309	01	Park Rapids School District	090	ALC	Headwaters Educ Learning Program
0318	01	Grand Rapids School District	224	TS	Grand Rapids L.E.A.D. Program
0318	01	Grand Rapids School District	365	ALC	Grand Rapids Area Learning Center
0318	01	Grand Rapids School District	375	ALC	Middle Area Learning Center
0319	01	Nashwauk-Keewatin School District	070	ALP	Nashwauk-Keewatin ALP
0332	01	Mora School District	050	ALC	Mora Alternative Learning Center
0332	01	Mora School District	051	ALC	Mora Middle Level ALC
0332	01	Mora School District	234	TS	Mora TS
0345	01	New London-Spicer School District	031	ALP	New London Alternative School
0347	01	Willmar School District	901	TS	Willmar TS
0347	01	Willmar School District	949	ALC	Willmar Area Learning Center
0381	01	Lake Superior School District	100	TS	Lake Superior TS
0381	01	Lake Superior School District	255	ALC	Solo
0402	01	Hendricks School District	040	TS	Hendricks TS
0402	01	Hendricks School District	050	ALC	Hendricks ALC
0402	01	Hendricks School District	070	TS	Lynd TS
0413	01	Marshall School District	008	ALC	Ma-Tec
0413	01	Marshall School District	011	TS	Ma-Tec TS
0423	01	Hutchinson School District	070	ALC	Crow River Area Learning Center
0423	01	Hutchinson School District	072	ALC	Hutchinson Night Alt Learning Center
0423	01	Hutchinson School District	075	ALC	Hutchinson Middle School ALC
0423	01	Hutchinson School District	080	TS	Hutchinson TS
0432	01	Mahnomen School District	040	ALC	Mahnomen Area Learning Center
0432	01	Mahnomen School District	060	TS	Mahnomen TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0435	01	Waubun-Ogema-White Earth	040	ALP	Waubun Area Learning Program
0435	01	Waubun-Ogema-White Earth	060	TS	Waubun TS
0435	01	Waubun-Ogema-White Earth	070	ALC	Waubun ALC
0463	01	Eden Valley-Watkins School District	040	ALP	Eden Valley-Watkins ALP
0465	01	Litchfield School District	050	ALP	Litchfield Area Learning Program
0466	01	Dassel-Cokato School District	006	ALC	Dassel-Cokato Alternative Ctr.
0466	01	Dassel-Cokato School District	007	TS	Dassel-Cokato TS
0466	01	Dassel-Cokato School District	009	TS	TS-Litchfield
0473	01	Isle School District	040	ALC	Isle Area Learning Center
0477	01	Princeton Public Schools	100	ALC	Princeton ALC
0477	01	Princeton Public Schools	110	TS	Princeton TS
0480	01	Onamia School District	035	ALC	Kokesh Area Learning Center
0480	01	Onamia School District	036	TS	Onamia TS
0482	01	Little Falls School District	400	ALC	Little Falls Continuing Education
0484	01	Pierz School District	040	ALP	Pierz Alternative Program
0486	01	Swanville School District	030	ALC	Molly Creek Area Learning Center
0492	01	Austin School District	145	ALC	Austin Area Learning Center. - Summer
0492	01	Austin School District	150	ALC	Austin Area Learning Center
0492	01	Austin School District	220	TS	TS Summer Program
0492	01	Austin School District	225	TS	Austin TS
0508	01	St. Peter School District	020	ALC	Rock Bend High School ALC
0508	01	St. Peter School District	045	ALC	St. Peter ALC
0508	01	St. Peter School District	047	TS	South TS
0508	01	St. Peter School District	048	TS	North TS
0518	01	Worthington School District	006	ALC	Worthington Area Learning Center
0518	01	Worthington School District	009	TS	Worthington-TS
0518	01	Worthington School District	011	ALC	Worthington ALC Night

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0535	01	Rochester School District	123	TS	After School Academy
0535	01	Rochester School District	141	TS	Longfellow After School Academy
0535	01	Rochester School District	201	TS	Summer Elementary
0535	01	Rochester School District	202	TS	Middle School Summer Academy
0535	01	Rochester School District	306	ALC	Rochester ALC Credit Recovery
0535	01	Rochester School District	307	ALC	Rochester ALC Credit Recovery
0535	01	Rochester School District	308	ALC	Credit Recovery
0535	01	Rochester School District	311	ALC	ALC Summer Credit Recovery
0535	01	Rochester School District	317	TS	Rochester TS
0535	01	Rochester School District	341	ALC	Hawthorne Diploma Program
0535	01	Rochester School District	605	ALC	Century High School ALC
0535	01	Rochester School District	610	ALC	John Marshall Area Learning Center
0535	01	Rochester School District	615	ALC	Mayo High School ALC
0535	01	Rochester School District	625	ALC	John Adams ALC
0535	01	Rochester School District	630	ALC	Willow Creek
0544	01	Fergus Falls School District	330	TS	Fergus Falls TS Program
0544	01	Fergus Falls School District	370	ALC	Fergus Falls Area Learning Center
0548	01	Pelican Rapids School District	050	ALC	Pelican Rapids Alt Learning Center
0548	01	Pelican Rapids School District	060	ALC	Pelican Rapids Alt Center Mid-Level
0548	01	Pelican Rapids School District	200	TS	Pelican Rapids ALC K-6 Targeted Svc
0548	01	Pelican Rapids School District	205	TS	Pelican Rapids Target Services K-6
0548	01	Pelican Rapids School District	210	TS	Pelican Rapids ALC 7-8 TS
0549	01	Perham-Dent School District	080	ALC	Perham Area Learning Center
0549	01	Perham-Dent School District	090	TS	Perham Area TS
0564	01	Thief River Falls School District	075	ALC	Northwest Area Learning Center
0564	01	Thief River Falls School District	311	TS	Booster Club
0564	01	Thief River Falls School District	611	TS	Franklin Prowler Academy TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0578	01	Pine City School District	692	ALC	Pine City Area Learning Center
0578	01	Pine City School District	693	TS	Pine City TS
0593	01	Crookston School District	020	ALC	New Paths Area Learning Center
0621	01	Mounds View School District	056	TS	TS – Elementary
0621	01	Mounds View School District	057	TS	TS – Middle
0621	01	Mounds View School District	058	ALC	High School Summer Program
0621	01	Mounds View School District	059	ALP	Mounds View Adult Education
0622	01	North St Paul-Maplewood Oakdale	039	TS	622 TS
0622	01	North St Paul-Maplewood Oakdale	040	ALC	622 Alternative Middle/High School
0623	01	Roseville School District	072	ALC	Roseville Adult High School
0623	01	Roseville School District	611	TS	Elementary ALC TS
0623	01	Roseville School District	612	ALC	Middle School Area Learning Center
0623	01	Roseville School District	615	ALC	Fairview Alternative High School
0624	01	White Bear Lake School District	054	ALC	White Bear Lake North Campus ALC
0624	01	White Bear Lake School District	058	ALC	Central Area Learning Center
0624	01	White Bear Lake School District	060	ALC	Sunrise Park Area Learning Center
0624	01	White Bear Lake School District	837	ALC	White Bear Area Learning Center
0624	01	White Bear Lake School District	838	TS	White Bear Lake TS
0624	01	White Bear Lake School District	840	ALC	Area Learning Center Summer
0625	01	St. Paul School District	710	ALC	Gordon Parks High School
0625	01	St. Paul School District	712	ALC	ALC Secondary Extended Programs
0625	01	St. Paul School District	714	ALC	ALC Secondary Special Sites
0625	01	St. Paul School District	718	ALC	ALC Gateway To College
0625	01	St. Paul School District	721	ALC	ALC Evening High School
0625	01	St. Paul School District	723	ALC	Leap High School
0625	01	St. Paul School District	726	TS	ALC Elementary Program
0625	01	St. Paul School District	728	ALC	ALC On Track

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0625	01	St. Paul School District	729	TS	ALC Elementary Special Sites
0625	01	St. Paul School District	841	CAP	Guadalupe Alternative Programs
0656	01	Faribault School District	071	ALC	Faribault Day School ALC
0656	01	Faribault School District	081	ALC	Faribault Area Learning Center
0656	01	Faribault School District	082	ALC	Secondary Area Learning Center Summer
0656	01	Faribault School District	085	TS	Elementary TS
0656	01	Faribault School District	086	TS	Summer TS
0659	01	Northfield School District	009	TS	Area Learning Center TS
0659	01	Northfield School District	085	ALC	Northfield Area Learning Center
0682	01	Roseau School District	060	ALP	Roseau District Area Learning Program
0698	01	Floodwood School District	030	ALP	Floodwood Alternative Learning Program
0700	01	Hermantown School District	035	ALP	Hermantown ALP
0701	01	Hibbing School District	360	ALC	Mesabi Area Learning Center
0704	01	Proctor School District	020	ALP	Rails Academy
0709	01	Duluth School District	611	ALC	Duluth Area Learning Center
0709	01	Duluth School District	612	TS	Duluth Excell TS
0709	01	Duluth School District	613	TS	Duluth TS
0719	01	Prior Lake-Savage Area Schools	034	ALC	Prior Lake-Savage Area ALC
0719	01	Prior Lake-Savage Area Schools	035	TS	Prior Lake-Savage TS
0720	01	Shakopee School District	086	ALC	Shakopee Senior ALC
0720	01	Shakopee School District	088	TS	Shakopee TS
0721	01	New Prague Area Schools	300	ALC	New Prague ALC
0721	01	New Prague Area Schools	301	ALC	New Prague Credit Recovery
0721	01	New Prague Area Schools	302	TS	New Prague TS
0721	01	New Prague Area Schools	303	TS	New Prague Summer TS
0721	01	New Prague Area Schools	304	ALC	New Prague Summer Credit Recovery
0726	01	Becker School District	050	ALP	Becker Alternative Learning Program

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0728	01	Elk River School District	600	ALC	Ivan Sand Community High School
0728	01	Elk River School District	601	TS	Elk River TS
0728	01	Elk River School District	602	TS	Elk River TS Summer
0728	01	Elk River School District	603	ALC	Ivan Sand Community School-Middle
0728	01	Elk River School District	604	ALC	Ivan Sand Community School – IS
0728	01	Elk River School District	605	ALC	Ivan Sand After School Credit Recovery
0728	01	Elk River School District	606	ALC	Ivan Sand Community School Summer
0728	01	Elk River School District	607	ALC	Ivan Sand Transition Program
0742	01	St. Cloud School District	065	ALC	St Cloud Area Learning Center
0750	01	Rocori School District	070	ALC	Rocori ALC
0750	01	Rocori School District	080	TS	Rocori TS
0761	01	Owatonna School District	605	ALC	Owatonna Summer School 9-12
0761	01	Owatonna School District	609	ALC	Owatonna ALC 6-8
0761	01	Owatonna School District	610	ALC	Owatonna ALC 9-12
0761	01	Owatonna School District	611	TS	Owatonna Extended Day K-8
0761	01	Owatonna School District	612	TS	Owatonna Summer School K-6
0761	01	Owatonna School District	613	ALC	Owatonna Summer School 7-8
0761	01	Owatonna School District	614	ALC	ALC Night School
0777	01	Benson School District	107	ALC	Benson Area Learning Center
0777	01	Benson School District	108	TS	Benson TS
0829	01	Waseca School District	060	ALC	Waseca Alternative High
0829	01	Waseca School District	065	ALC	Waseca Middle Level ALC
0829	01	Waseca School District	070	TS	Waseca Middle Level TS
0829	01	Waseca School District	071	TS	Waseca WEM TS
0829	01	Waseca School District	072	TS	Waseca JWP TS
0829	01	Waseca School District	073	TS	Waseca Team Academy TS
0829	01	Waseca School District	074	TS	Waseca NRHEG TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0831	01	Forest Lake School District	113	ALC	Forest Lake Area Learning Center
0831	01	Forest Lake School District	972	TS	Forest Lake TS
0833	01	South Washington County Schools	023	ALP	South Washington Alternative HS
0833	01	South Washington County Schools	052	ALP	South Washington Diploma Program
0834	01	Stillwater Area School District	045	TS	Stillwater TS
0834	01	Stillwater Area School District	061	ALC	St Croix Valley Area Learning Center
0846	01	Breckenridge Public Schools	070	ALP	Breckenridge ALP
0861	01	Winona Area School District	019	ALC	Winona Area Learning Center
0877	01	Buffalo-Hanover-Montrose District	045	ALP	Phoenix Learning Center
0882	01	Monticello School District	040	ALP	Monticello Alternative Program
0885	01	St. Michael-Albertville District	050	ALP	Knights Academy
0911	01	Cambridge Isanti Public Schools	380	ALC	Riverside Academy
0911	01	Cambridge Isanti Public Schools	381	ALC	Riverside Academy IS
0911	01	Cambridge Isanti Public Schools	385	ALC	Riverside Academy MLP
0911	01	Cambridge Isanti Public Schools	390	TS	Cambridge Isanti TS
0911	01	Cambridge Isanti Public Schools	391	TS	Summer Cambridge Isanti TS
0911	01	Cambridge Isanti Public Schools	392	TS	NR TS
0912	01	Milaca School District	040	ALC	Milaca Area Learning Center
0912	01	Milaca School District	045	TS	Milaca TS
0915	52	Southern Plains Education Coop.	020	ALC	Southern Plains Area Learning Center
0915	52	Southern Plains Education Coop.	050	TS	Southern Plains TS
0916	06	Northeast Metro 916	062	ALC	916 Mahtomedi Academy
0916	06	Northeast Metro 916	063	ALC	East View Academy
0916	06	Northeast Metro 916	064	TS	Northeast Metro TS
0916	06	Northeast Metro 916	069	TS	TS Mahtomedi
0916	06	Northeast Metro 916	363	ALC	NE Metro Tartan
0916	06	Northeast Metro 916	263	ALC	NE Metro North

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0916	06	Northeast Metro 916	465	ALC	Metro Heights Academy
0916	06	Northeast Metro 916	466	TS	TS Columbia Heights
0916	06	Northeast Metro 916	467	TS	TS SLP
0917	06	Intermediate School District 917	071	ALC	Dakota County ALC
0917	06	Intermediate School District 917	078	ALC	EDOP DCALS Extended Day
0917	06	Intermediate School District 917	079	ALC	West Heights Extended Day
0917	06	Intermediate School District 917	080	ALC	West Heights ALC
0917	06	Intermediate School District 917	081	TS	917 TS
0917	06	Intermediate School District 917	083	TS	Hastings 917 TS
0917	06	Intermediate School District 917	800	TS	Summer School TS
0917	06	Intermediate School District 917	801	TS	Hillcrest Community School TS
0917	06	Intermediate School District 917	802	TS	Indian Mounds Elementary TS
0917	06	Intermediate School District 917	803	TS	Normandale Hills Elementary TS
0917	06	Intermediate School District 917	804	TS	Oak Grove Elementary TS
0917	06	Intermediate School District 917	805	TS	Olson Elementary TS
0917	06	Intermediate School District 917	808	TS	Valley View Elementary TS
0917	06	Intermediate School District 917	809	TS	Washburn Elementary TS
0917	06	Intermediate School District 917	811	TS	Oak Grove Middle School TS
0917	06	Intermediate School District 917	812	TS	Valley View Middle School TS
0917	06	Intermediate School District 917	813	TS	Olson Middle School TS
0917	06	Intermediate School District 917	816	TS	Farmington TS
0917	06	Intermediate School District 917	817	TS	917 West St. Paul TS
0926	83	Region 4-Lakes Country Service Coop	020	ALP	Lakes Country Youth Education Services
0966	51	Wright Technical Center	020	ALC	Wright Technical Center ALC
0966	51	Wright Technical Center	021	ALC	Wright Technical Center ALC Middle
0966	51	Wright Technical Center	022	TS	Wright Tech TS
0991	83	Region 6 and 8-SW/WC SRV Coop.	017	ALC	Red Rock Ridge Area Learning Center

District Number	District Type	District Name	School Number	SAAP Type	Program Name
0991	83	Region 6 And 8-SW/WC SRV Coop.	024	ALC	BBE Area Learning Center
0991	83	Region 6 And 8-SW/WC SRV Coop.	028	TS	Jaguar Steps To Success
0991	83	Region 6 And 8-SW/WC SRV Coop.	030	ALC	Pipestone Learning Center
0991	83	Region 6 And 8-SW/WC SRV Coop.	042	TS	KMS Keys To Success
0991	83	Region 6 And 8-SW/WC SRV Coop.	043	TS	Pipestone Keys To Success
0991	83	Region 6 And 8-SW/WC SRV Coop.	045	TS	Soar To Success
0991	83	Region 6 And 8-SW/WC SRV Coop.	048	TS	EVW TS
0991	83	Region 6 And 8-SW/WC SRV Coop.	049	TS	Pipestone Elementary TS
0991	83	Region 6 And 8-SW/WC SRV Coop.	045	TS	ACGC: Soar To Success
0991	83	Region 6 And 8-SW/WC SRV Coop.	052	ALC	KMS Learning Center
0991	83	Region 6 And 8-SW/WC SRV Coop.	058	TS	RTR TS
2144	01	Chisago Lakes School District	014	ALP	Chisago Lakes HS Alt Learning Program
2154	01	Eveleth-Gilbert Public Schools	080	ALP	HOPE Program
2165	01	Hinckley-Finlayson School District	040	ALP	Hinckley-Finlayson Alternative Program
2172	01	Kenyon-Wanamingo School District	060	ALP	Kenyon-Wanamingo Alternative
2174	01	Pine River-Backus School District	030	ALC	Pine River-Backus Area Learning Center
2174	01	Pine River-Backus School District	050	TS	Pine River-Backus TS
2174	01	Pine River-Backus School District	060	ALC	PRB Pequot Lakes Midlevel ALC
2174	01	Pine River-Backus School District	070	TS	PRB Pequot Lakes TS
2180	01	M.A.C.C.R.A.Y. School District	040	ALP	M.A.C.C.R.A.Y. Area Learning Program
2184	01	Luverne School District	006	ALP	Luverne Alternative Program
2397	01	Le Sueur-Henderson School District	030	ALP	Area Adult Learning Cooperative
2397	01	Le Sueur-Henderson School District	031	ALC	Ziebarth Alternative Learning Ctr.
2397	01	Le Sueur-Henderson School District	033	ALC	LSH Middle School Alternative Program
2397	01	Le Sueur-Henderson School District	034	TS	Park TS
2534	01	Bird Island-Olivia-Lake Lillian	025	ALC	Bold ALC
2534	01	Bird Island-Olivia-Lake Lillian	030	TS	Bold TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
2580	01	East Central School District	035	ALC	Crossroads Area Learning Center
2580	01	East Central School District	050	TS	East Central TS
2687	01	Howard Lake-Waverly-Winsted	008	ALP	HLWW Alternative Learning Program
2687	01	Howard Lake-Waverly-Winsted	012	ALP	HLWW ALP Credit Recovery
2897	01	Redwood Area School District	004	ALP	Redwood Valley Alternative
2902	01	RTR Public Schools	400	ALP	RTR ALP
6004	61	Freshwater Education District	020	ALC	Freshwater Ed. Dist. ALC
6004	61	Freshwater Education District	030	TS	Freshwater TS
6012	61	Zumbro Education District	020	ALC	Zumbro Area Learning Center
6012	61	Zumbro Education District	040	TS	Zumbro Education TS
6013	61	Hiawatha Valley Education District	015	ALC	River Valley Academy ALC
6013	61	Hiawatha Valley Education District	016	TS	Hiawatha Valley TS
6014	61	Runestone Area Education District	020	ALC	Runestone Regional Learning Center
6014	61	Runestone Area Education District	040	TS	Osakis TS
6014	61	Runestone Area Education District	050	TS	Runestone TS
6014	61	Runestone Area Education District	055	TS	Minnewaska TS
6014	61	Runestone Area Education District	075	TS	Parkers Prairie TS
6014	61	Runestone Area Education District	080	TS	Glacial Hills Elementary TS
6014	61	Runestone Area Education District	085	TS	Breckenridge Elementary/Middle School
6018	61	MN River Valley Education District	010	ALC	MN River Valley ALC-Summer
6018	61	MN River Valley Education District	020	ALC	MN River Valley ALC-Seat based
6018	61	MN River Valley Education District	030	ALC	MN River Valley ALC – IS
6018	61	MN River Valley Education District	040	TS	MN River Valley TS
6026	61	West Central Education District	020	ALC	West Central Area Learning Center
6026	61	West Central Education District	023	TS	West Central TS
6049	61	River Bend Education District	020	ALC	River Bend Area Learning Center
6049	61	River Bend Education District	025	TS	River Bend ALC TS

District Number	District Type	District Name	School Number	SAAP Type	Program Name
6051	61	Goodhue County Education District	601	TS	Cannon Falls TS
6051	61	Goodhue County Education District	602	TS	Goodhue TS
6051	61	Goodhue County Education District	603	TS	Kenyon Wanamingo TS
6051	61	Goodhue County Education District	604	TS	Red Wing TS
6051	61	Goodhue County Education District	605	TS	Zumbrota Mazeppa TS
6051	61	Goodhue County Education District	610	ALC	Pathways Program Grades 6-7
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	632	ALC	Zumbrota Mazeppa High School Day
6051	61	Goodhue County Education District	633	ALC	Pathways Program Grades 8-12 Red Wing
6051	61	Goodhue County Education District	635	ALC	Goodhue High School Credit Recovery
6051	61	Goodhue County Education District	636	ALC	Red Wing High School Credit Recovery
6051	61	Goodhue County Education District	637	TS	Lake City TS
6074	50	Central Minnesota Jt. Powers District	638	ALC	Central Minnesota ALC Holdingford
6074	50	Central Minnesota Jt. Powers District	639	ALC	Central Minnesota ALC Kimball
6074	50	Central Minnesota Jt. Powers District	647	ALC	Central Minnesota ALC - Sauk Rapids
6074	50	Central Minnesota Jt. Powers District	648	ALC	Central Minnesota ALC Sartell
6074	50	Central Minnesota Jt. Powers District	651	ALC	Central Minnesota ALC – Foley
6074	50	Central Minnesota Jt. Powers District	665	ALC	St Cloud Extended Day Program
6074	50	Central Minnesota Jt. Powers District	838	TS	Central Minnesota T.S. Holdingford
6074	50	Central Minnesota Jt. Powers District	839	TS	Central Minnesota TS - Kimball
6074	50	Central Minnesota Jt. Powers District	841	TS	TS-Stride Academy
6074	50	Central Minnesota Jt. Powers District	842	TS	Central Minnesota T.S. St Cloud
6074	50	Central Minnesota Jt. Powers District	847	TS	Central Minnesota T.S. Sauk Rapids
6074	50	Central Minnesota Jt. Powers District	848	TS	Central Minnesota TS Sartell
6074	50	Central Minnesota Jt. Powers District	851	TS	Central Minnesota TS Foley
6076	50	Northland Learning Center	010	ALC	Northland Learning Center 010

District Number	District Type	District Name	School Number	SAAP Type	Program Name
6076	50	Northland Learning Center	015	ALC	ISD 361 ALC Program
6076	50	Northland Learning Center	030	TS	Northland Learning Center 030
6076	50	Northland Learning Center	040	ALC	Northland Learning Center 040
6076	50	Northland Learning Center	050	ALC	Northland Learning Center 050
6076	50	Northland Learning Center	015	ALC	ISD 361 ALC Program

Appendix B: FY 2017 Unduplicated Enrollment by Grade Level and Program Information

Area Learning Centers

Grade Level	Enrollment Records	ADMs	Extended ADMs
05	54	7.53	2.86
06	1,110	152.67	30.28
07	3,628	413.75	150.48
08	3,360	439.08	142.27
09	5,955	596.38	292.87
10	9,561	1137.18	538.53
11	13,191	2,154.64	656.56
12	20,031	4,121.61	761.02
Totals	**5,6890**	**9,022.84**	**2,574.87**

Contract Alternative Programs

Grade Level	Enrollment Records	ADMs	Extended ADMs
Kindergarten w/IEP	3	0.56	0.00
Kindergarten	6	1.51	0.03
01	2	0.50	0.00
02	7	1.76	0.01
03	3	0.80	0.00
05	4	1.09	0.02
06	1	0.32	0.00
07	5	2.86	0.10
08	7	3.78	0.00
09	69	28.67	0.76
10	179	76.97	2.92
11	296	127.95	6.24
12	896	362.04	18.37
Totals	**1,478**	**608.81**	**28.45**

Alternative Learning Program

Grade Level	Enrollment Records	ADMs	Extended ADMs
06	99	0.15	10.6
07	78	0.17	9.79
08	108	.33	11.19
09	389	12.44	15.99
10	935	61.13	47.86
11	1,274	147.2	65.53
12	2,262	395.33	97
Totals	**5,145**	**616.75**	**257.96**

Targeted Services

Grade Level	Enrollment Records	ADMs	Extended ADMs
KG with an IEP	357	0.99	0.00
KG	3,807	20.77	396.5
01	13,002	46.42	1,037.16
02	14,624	45.60	1177.79
03	15,745	44.49	1,228.83
04	15,275	41.71	1211.14
05	13,596	38.83	
06	12,461	42.49	905.61
07	9,212	36.13	585.38
08	7,735	35.00	500.81
09	358	1.04	20.33
Totals	**102,391**	**357.08**	**8,279.49**

Appendix C: FY 2016 Ethnicity Comparison – State-Approved Alternative Programs to District

(Data updated every two years)

District Name and Number-Type	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 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 Dist. 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 Schools 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%

District Name and Number-Type	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
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 Schools 0318-01	13.0%	9.3%	1.5%	1.1%	0.7%	0.8%	2.6%	1.7%	82.2%	87.1%
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 Schools 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 Schools 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 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%

District Name and Number-Type	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
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 621-01	0.0%	1.3%	7.7%	12.7%	15.4%	6.5%	30.8%	10.6%	46.2%	69.0%
Nashwauk-Keewatin 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%
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 Schools 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 Schools 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%

District Name and Number-Type	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
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 833-01	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 District 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. 834-01	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 Dist.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 861-01	0.0%	0.6%	1.3%	4.3%	6.3%	3.0%	18.8%	5.8%	73.8%	86.3%
Worthington Public School District 518-01	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 D: FY 2017 Credits Earned

District Name and Number-Type	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	N/A	N/A	84	90%
Albert Lea Public School District 0241-01	93	75	81%	78	84%
Anoka-Hennepin Public School District 0011-01	156	116	74%	182	117%
Austin Public School District 0492-01	184	153	83%	N/A	N/A
Bagley Public School District 0162-01	173	N/A	N/A	341	197%
Becker Public School District 0726-01	139	N/A	N/A	122	88%
Bemidji Public School District 0031-01	156	116	74%	175	112%
Benson Public School District 0777-01	162	244	151%	163	101%
Bird Island-Olivia-Lake Lillian District 2534-01	173	N/A	N/A	N/A	N/A
Bloomington Public School District 0271-01–Beacon	65	77	118%	77	118%
Bloomington Public Schools - ABE 0271-01–Choice	65	36	55%	78	120%
Brainerd Public School District 0181-01	106	92	87%	90	85%
Breckenridge Public School District 0846-01	179	N/A	N/A	67	37%
Brooklyn Center School District 0286-01	172	359	209%	271	158%
Buffalo-Hanover-Montrose School District 0877-01	141	128	91%	119	84%
Burnsville Public School District 0191-01	129	40	31%	107	83%
Cambridge-Isanti School District 0911-01	79	70	89%	73	92%
Cass Lake-Bena Public Schools 0115-01	180	186	103%	214	119%
Centennial Public School District 0012-01	170	N/A	N/A	N/A	N/A
Chisago Lakes School District 2144-01	141	257	182%	170	121%
Cloquet Public School District 0094-01	185	110	59%	200	108%
Crookston Public School District 0593-01	185	159	86%	164	89%
Dassel-Cokato Public School District 0466-01	191	76	40%	76	40%
Detroit Lakes Public School District 0022-01	93	83	89%	87	94%
Duluth Public School District 0709-01	177	N/A	N/A	179	101%

District Name and Number-Type	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
East Central School District 2580-01	178	82	46%	179	101%
Eastern Carver County Public School 0112-01	164	133	81%	157	96%
Eden Valley-Watkins Public School District 0463-01	187	34	18%	58	31%
Edina Public School District 0273-01	94	N/A	N/A	N/A	N/A
Elk River Public School District 0728-01	96	55	57%	106	110%
Faribault Public School District 0656-01	194	132	68%	312	161%
Farmington Public School District 0192-01	180	58	32%	50	28%
Fergus Falls Public School District 0544-01	180	0	0%	1429	794%
Floodwood Public School District 0698-01	175	116	66%	292	167%
Forest Lake Public School District 0831-01	154	135	88%	234	152%
Fridley Public School District 0014-01	131	123	94%	145	111%
Grand Rapids Public School District 0318-01	177	N/A	N/A	N/A	N/A
Hastings Public School District 0200-01	94	83	88%	76	81%
Hendricks Public School District 0402-01	181	N/A	N/A	N/A	N/A
Hermantown Public School District 0700-01	163	N/A	N/A	111	68%
Hibbing Public School District 0701-01	189	120	63%	112	59%
Hinckley-Finlayson School District 2165-01	175	52	30%	155	89%
Houston Public School District 0294-01	89	41	46%	69	78%
Howard Lake-Waverly-Winsted 2687-01	192	129	67%	194	101%
Hutchinson Public School District 0423-01	150	219	146%	133	89%
Inver Grove Heights Schools 0199-01	63	50	79%	81	129%
Isle Public School District 0473-01	185	222	120%	241	130%
Kenyon-Wanamingo School District 2172-01	159	N/A	N/A	N/A	N/A
Lake Superior Public School District 0381-01	148	N/A	N/A	N/A	N/A
Lakeville Public School District 0194-01	96	223	232%	224	233%
Le Sueur-Henderson School District 2397-01	160	N/A	N/A	N/A	N/A

District Name and Number-Type	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
Litchfield Public School District 0465-01	173	N/A	N/A	N/A	N/A
Little Falls Public School District 0482-01	92	49	53%	74	80%
Luverne Public School District 2184-01	210	101	48%	86	41%
MACCRAY School District 2180-01	167	N/A	N/A	N/A	N/A
Mahnomen Public School District 0432-01	162	182	112%	200	123%
Mankato Public School District 0077-01	179	N/A	N/A	N/A	N/A
Marshall Public School District 0413-01	173	174	101%	152	88%
McGregor Public School District 0004-01	83	72	87%	313	377%
Milaca Public School District 0912-01	185	152	82%	189	102%
Minneapolis Public Schools 0001-03 – CAP	205	273	133%	236	115%
Minneapolis Public Schools 0001-03 (Extended Day/Yr)	205	248	121%	221	108%
Minneapolis Public Schools 0001-03 (SWS/Core Day)	205	N/A	N/A	224	109%
Monticello Public School District 0882-01	191	166	87%	192	101%
Moorhead Public School District 0152-01	157	102	65%	186	118%
Mora Public School District 0332-01	191	N/A	N/A	N/A	N/A
Mounds View Public Schools 0621-01	173	186	108%	168	97%
Nashwauk-Keewatin School District 0319-01	182	N/A	N/A	67	37%
Nevis Public School District 0308-01	201	N/A	N/A	80	40%
New London-Spicer School District 0345-01	201	167	83%	199	99%
New Prague Area Schools 0721-01	74	61	82%	N/A	N/A
North Branch Public Schools 0138-01	58	63	109%	53	91%
North St Paul-Maplewood Oakdale District 0622-01	63	0.66	1%	140	222%
Northeast Metro 916 0916-06	93	55	59%	122	131%
Northfield Public School District 0659-01	188	67	36%	303	161%
Onamia Public School District 0480-01	176	N/A	N/A	N/A	N/A
Osseo Public School District 0279-01	65	71	109%	59	91%

District Name and Number-Type	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
Owatonna Public School District 0761-01	90	N/A	N/A	N/A	N/A
Park Rapids Public School District 0309-01	60	126	210%	64	107%
Pelican Rapids Public School District 0548-01	184	140	76%	118	64%
Perham-Dent Public School District 0549-01	133	152	114%	133	100%
Pierz Public School District 0484-01	80	N/A	N/A	N/A	N/A
Pine City Public School District 0578-01	116	151	130%	178	153%
Pine River-Backus School District 2174-01	92	N/A	N/A	38	41%
Prior Lake-Savage Area Schools 0719-01	67	59	88%	68	101%
Red Lake Public School District 0038-01	32	N/A	N/A	N/A	N/A
Redwood Area School District 2897-01	146	N/A	N/A	146	100%
Richfield Public School District 0280-01	94	N/A	N/A	N/A	N/A
Robbinsdale Public School District 0281-01	92	68	74%	127	138%
Rochester Public School District 0535-01	182	132	73%	147	81%
Rocori Public School District 0750-01	148	N/A	N/A	N/A	N/A
Roseau Public School District 0682-01	188	N/A	N/A	N/A	N/A
Rosemount Public School District 0196-01	64	N/A	N/A	N/A	N/A
Rosemount Public School District ABE 0196-01	64	N/A	N/A	N/A	N/A
Roseville Public School District 0623-01	74	N/A	N/A	N/A	N/A
RTR Public Schools 2902-01	177	N/A	N/A	N/A	N/A
Shakopee Public School District 0720-01	88	57	65%	11	13%
South St. Paul Public School District 0006-03	65	58	89%	175	269%
South Washington County School District 0833-01	61	N/A	N/A	127	208%
Spring Lake Park Public Schools 0016-01	67	N/A	N/A	N/A	N/A
St. Anthony-New Brighton Schools 0282-01	90	N/A	N/A	N/A	N/A
St. Cloud Public School District 0742-01	65	64	98%	64	98%
St. Francis Public School District 0015-01	57	67	118%	80	140%

District Name and Number-Type	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
St. Michael-Albertville School District 0885-01	77	N/A	N/A	79	103%
St. Paul Public School District 0625-01	45	27	60%	33	73%
St. Paul School 0625-01–Gordon Parks	45	24	53%	72	160%
St. Paul School District 0625-01–LEAP	45	19	42%	50	111%
St. Paul School District 0625-01–Gateway to College	45	N/A	N/A	59	131%
St. Paul School District 0625-01–Evening High School	45	N/A	N/A	23	51%
St. Paul School District 0625-01–CAP	45	45	100%	55.3	123%
St. Peter Public School District 0508-01	167	N/A	N/A	N/A	N/A
Stillwater Area Public School District 0834-01	95	N/A	N/A	N/A	N/A
Swanville Public School District 0486-01	41	N/A	N/A	N/A	N/A
Thief River Falls School District 0564-01	147	143	97%	183	124%
Waconia Public School District 0110-01	77	N/A	N/A	N/A	N/A
Walker-Hackensack-Akeley School District 0113-01	45	N/A	N/A	N/A	N/A
Warroad Public School District 0690-01	191	N/A	N/A	N/A	N/A
Waseca Public School District 0829-01	75	N/A	N/A	N/A	N/A
Waubun-Ogema-White Earth School District 0435-01	162	125	77%	317	196%
Wayzata Public School District 0284-01	71	26	37%	55	77%
West Central Education District 6026-61	163	N/A	N/A	N/A	N/A
West St. Paul-Mendota Hts.-Eagan 0197-01	173	N/A	N/A	N/A	N/A
White Bear Lake School District 0624-01	191	96	50%	139	73%
Willmar Public School District 0347-01	71	23	32%	70	99%
Winona Area Public School District 0861-01	74	8	11%	90	122%
Worthington Public School District 0518-01	136	104	76%	143	105%

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 Minnesota Joint Powers District, Freshwater Education District, Goodhue County Education District, Hiawatha Valley Education District, Intermediate District 287, Intermediate District 917, Minnesota 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 E: 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 nondistrict 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 Minn. Stat. § 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 rest 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 11th-graders and 12th 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;

- Schoolwide- schools can offer a schoolwide 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.

Weighted ADM (WADM): Refer to Pupil Units.