DEPARTMENT OF EDUCATION

Report on Learning Year Programs

Report to the Legislature

As required by Minnesota Statutes 2022, section 120B.35, subdivision 3(e)

July 1, 2023

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As requested by Minnesota Statutes, section 3.197: This report costs approximately $[21,834] to prepare, including staff time, printing and mailing expenses.

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Contents

Legislative Charge

[Minnesota Statutes 2022, section 120B.35, subdivision 3(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:

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

Introduction

The purpose of alternative education is defined in [Minnesota Statutes 2022, 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 2022, section 123A.05, subdivision 1](#), defines the types of alternative programs that Minnesota authorizes. A district may establish the following types as detailed in sections [124D.68, subdivision 3, paragraph (d)](#), and [124D.69](#):

a) Area Learning Center (ALC),
b) Alternative Learning Program (ALP), and/or
c) Contract Alternative Program (CAP)

Additionally, [Minnesota Statutes 2022, 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 termed Targeted Services programs, which occur outside of the core school day and/or year.
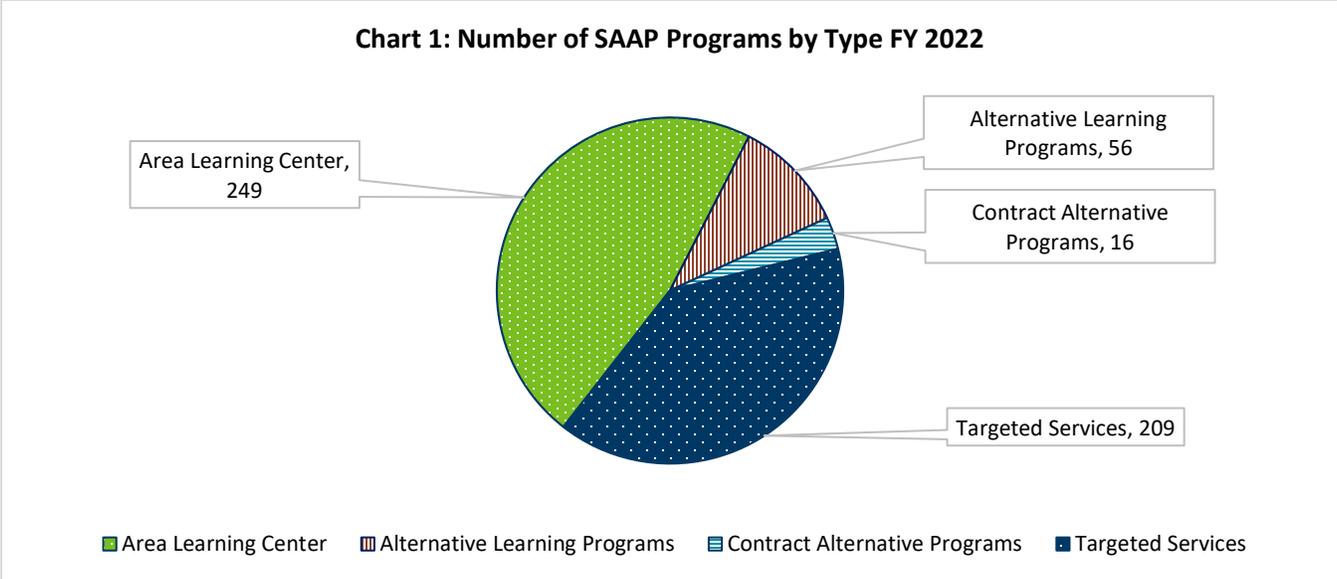
Alternative programs are generally characterized by:

- Smaller class sizes
- Year-round programs
- Personalized learning
- Independent study options (available for students over the age of 14)

Minnesota's State-Approved Alternative Programs (SAAPs) are funded with General Education Revenue, and students are eligible to generate up to 1.2 Average Daily Membership (ADM), the basis on which schools generate per pupil funding. This revenue funds out-of-school time programs so that students have the opportunity for the extra time they need to be successful. However, the .2 extended time ADM that is generated above and beyond the core year enrollment is funded at a lower rate of $5,117.

In Fiscal Year (FY) 2022, 135 districts in the state of Minnesota offered services to 126,744 students. This represents nearly 15% of all public school K-12 students in the state, as students participate on a part-time or full-time basis. The average daily memberships (ADMs) generated during this time frame were 10,910.79 and 8,710.16.

Chart 1 reflects the type of alternative program relative to the total operated in the state in FY 22. There was a total of 530 separate programs reported that occurred during the core and extended school day.

Chart 1: Number of SAAP Programs by Type FY 2022

Area Learning Center, 249
Alternative Learning Programs, 56
Contract Alternative Programs, 16
Targeted Services, 209

Legend: Area Learning Center, Alternative Learning Programs, Contract Alternative Programs, Targeted Services

Data Collection and Analysis

Several methods were used to gather information for this report. The department asked each state-approved alternative program to participate by sharing the following information:

1) Which types of credit recovery options were available to students as well as districtwide prevention and intervention systems and to what degree these have been implemented, requested via survey in January 2023. There were a limited number of responses to this request, with a total of 72 district submissions out of 135 requests.

2) The number of credits that were earned by students in their programs for FY 2022. The department has developed a report for each district that lists the enrollment for each student from the 2021-22 school year. The department sent these spreadsheets to 135 districts. One hundred and nine (109) were returned by May 1, 2023. The credits for these programs are included in Appendix A.

Enrollment data was also collected via Minnesota Department of Education (MDE) Data and Analytics and Student Accounting.

Enrollment Data in State-Approved Alternative Programs

This data is based on MDE's official October 1 enrollment counts. The system in place for the official enrollment counts ensures that students are only counted one time per school. However, many students in alternative programs do not start the year in the alternative program, or are dually or concurrently enrolled in multiple school sites. Therefore, these enrollment counts are missing any students who enrolled at multiple school sites by October 1, 2021, or any student who transferred to an SAAP either part time or full time after that date. This also means that students enrolled in targeted services programs do not have enrollment records, so those data cannot be presented.

The majority of enrollments totaled up for all SAAPs are students in their 12th-grade year. This is reflected in Chart 2 below. Most students participating in alternative programs are in high school, as they enroll in programs that are primarily focused on credit recovery. Middle school programming is almost exclusively present in ALCs, as these programs are required by statute to implement core-day mid-level programming.

Chart 2: Enrollment by Grade: Comparison by SAAP Type FY 2022

Grade	ALP	ALC	CAP	All SAAPs
12th	69.0%	48.1%	78.1%	50.7%
11th	23.1%	16.8%	12.8%	17.1%
10th	6.4%	8.8%	5.5%	8.5%
9th	1.6%	3.8%	2.7%	3.6%
5th-8th	0.0%	22.5%	0.9%	20.2%
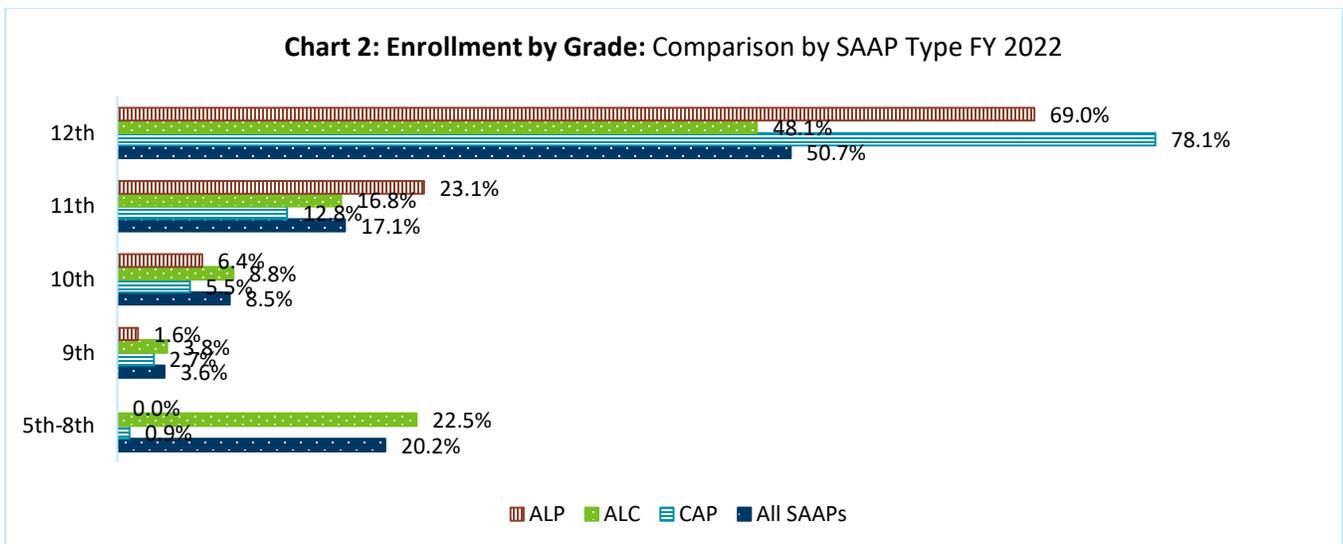
Chart 3: Enrollment By Race/Ethnicity: Comparison By SAAP Types FY 2022

American Indian or Alaska Native
- 6.4%
- 6.9%
- 17.0%
- 7.2%

Asian
- 2.4%
- 3.9%
- 5.9%
- 3.9%

Black or African American
- 14.1%
- 16.0%
- 45.9%
- 16.9%

Hispanic or Latino
- 20.6%
- 19.9%
- 17.5%
- 19.9%

Native Hawaiian or Pacific Islander
- 0.0%
- 0.2%
- 0.2%
- 0.2%

Other Indigenous Peoples
- 0.1%
- 0.3%
- 0.0%
- 0.3%

Two or More Races
- 4.9%
- 5.2%
- 3.4%
- 5.1%

White
- 51.5%
- 47.6%
- 10.0%
- 46.6%
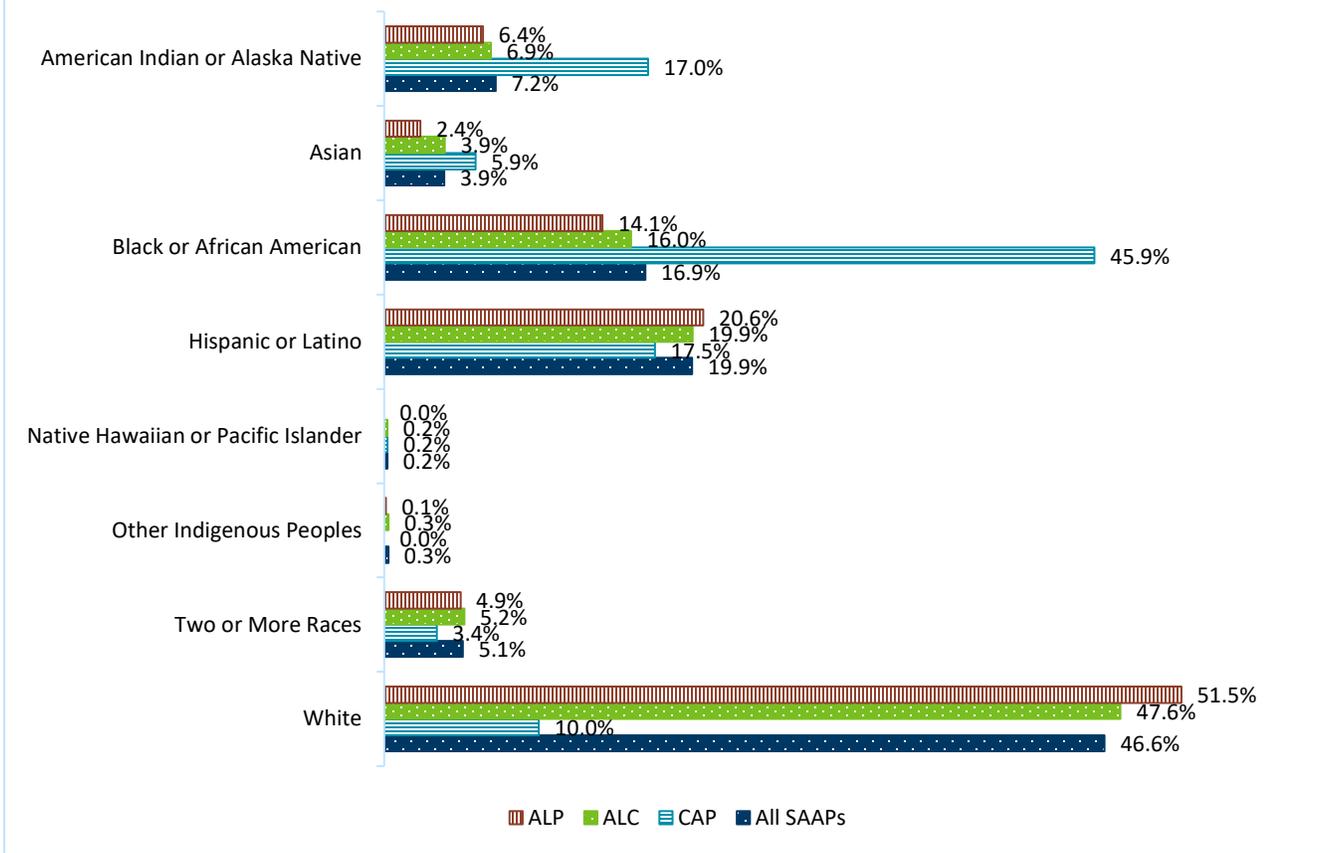
ALP   ALC   CAP   All SAAPs

Chart 3 above highlights the enrollments of the race and ethnicity groups across the different types of programs. The representation of American Indian, Hispanic and African American students is higher in the state's alternative programs than in other state programs. Enrollment differences are significant, and likely demonstrate the struggle of these communities in traditional education programs. Students from these same minority communities enroll primarily at the CAP, which currently exist in the cities of Minneapolis and Saint Paul.

Beginning in 2023, MDE began using a modified set of eight racial and ethnic student groups: American Indian as defined in Minnesota state law, which includes students with heritage from any North American tribe regardless of other racial or ethnic heritage; Asian; Black or African American; Hispanic or Latino; Native Hawaiian or Pacific Islander; Other Indigenous peoples, which includes students from tribes outside of North America who meet the federal definition of American Indian or Alaska Native but not Minnesota's state definition; Two or more races; and White.

When gender is examined within the different types of alternative programs (Chart 4), more male students enroll in alternative programs. For the current year, more male students enrolled in ALPs and ALCs than the state average. However, in CAPs more females than males were enrolled for the current year.

Chart 4: Enrollment by Gender: Comparison by SAAP Type FY 2022

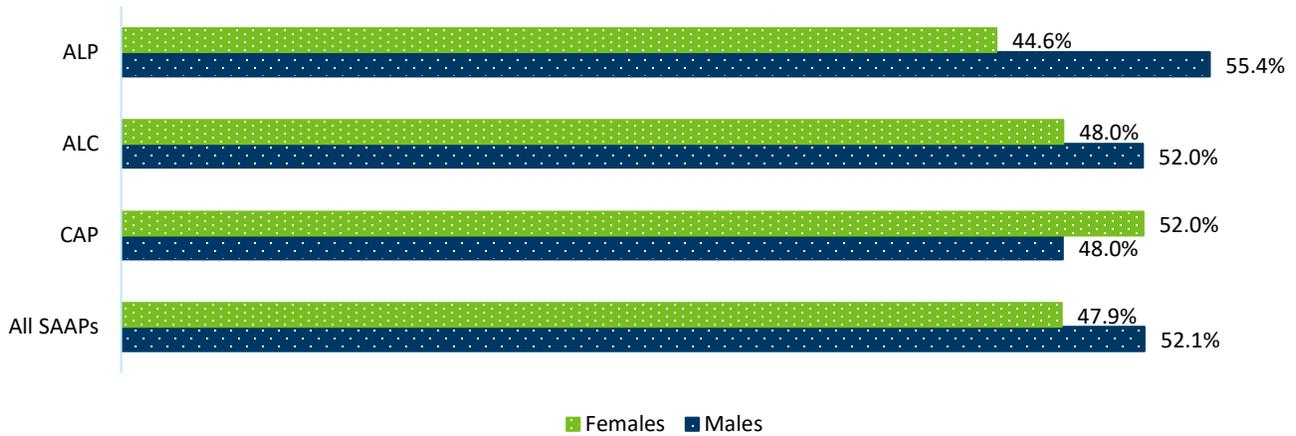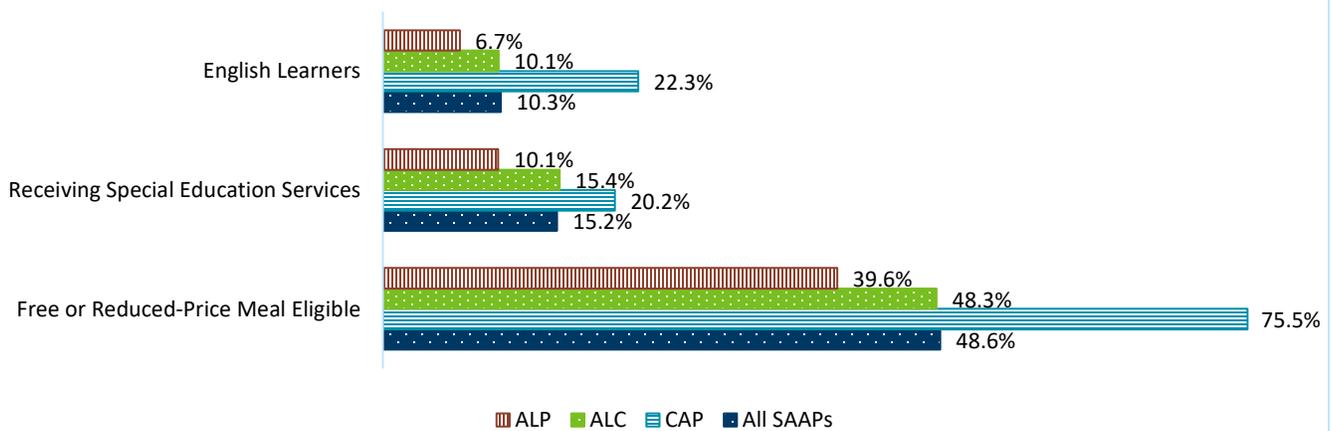| SAAP Type	Females	Males
ALP	44.6%	55.4%
ALC	48.0%	52.0%
CAP	52.0%	48.0%
All SAAPs	47.9%	52.1%

Legend: Females, Males

Chart 5 breaks down the enrollment of special populations by alternative program type. ALCs served nearly the same rate of students receiving special education supports than the state special education enrollment percentage of 16 percent, whereas CAPs served higher rates of students receiving special education supports. Contract Alternative Programs served significantly more English Learners than the statewide enrollment percentage of 6.5% and enroll a substantially higher percentage of students receiving free and reduced-price meals than the statewide enrollment percentage of 30.3%. Finally, the percentage of homeless and highly mobile students enrolled in SAAPs is two times the statewide homeless and highly mobile enrollment percentage.

Chart 5: Enrollment by Special Population: Comparison by SAAP Type in FY 22

Special Population	ALP	ALC	CAP	All SAAPs
English Learners	6.7%	10.1%	22.3%	10.3%
Receiving Special Education Services	10.1%	15.4%	20.2%	15.2%
Free or Reduced-Price Meal Eligible	39.6%	48.3%	75.5%	48.6%

Legend: ALP, ALC, CAP, All SAAPs

Graduation Rates

With the passage of Every Student Succeeds Act (ESSA), MDE now calculates four-, five-, 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 indicates students who would have been expected to graduate three years before. 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-, six- and seven-year graduation rates show the number of students who graduated in four years added to the number of students who took additional time to earn sufficient credits or meet other graduation requirements and to receive a high school diploma from their district. These three extended-year graduation rates are calculated in the same way as the four-year rate but instead determine the percentage of students graduating in five, six and seven years. Given an additional year or two beyond the traditional four-year trajectory, many students enrolled in SAAPs and charters eventually complete graduation requirements.

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

The analysis of the 2022 graduation rates showed a slight increase from 2020 in the four-year graduation rate and a slight increase in the five-year graduation rate for students enrolled in alternative programs. The six-year graduation rate slightly decreased from fiscal years 20 and 21.

Chart 6: Graduation Rates: Comparison of SAAP Four-, Five-, and Six-Year Rates for FY 2020 through FY 2022

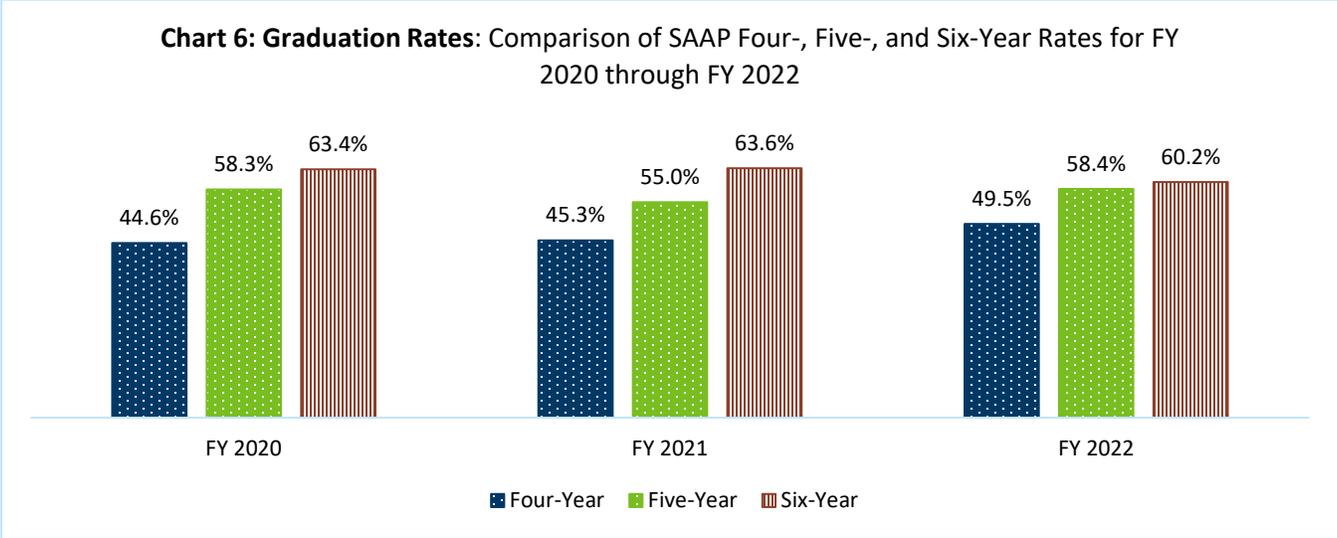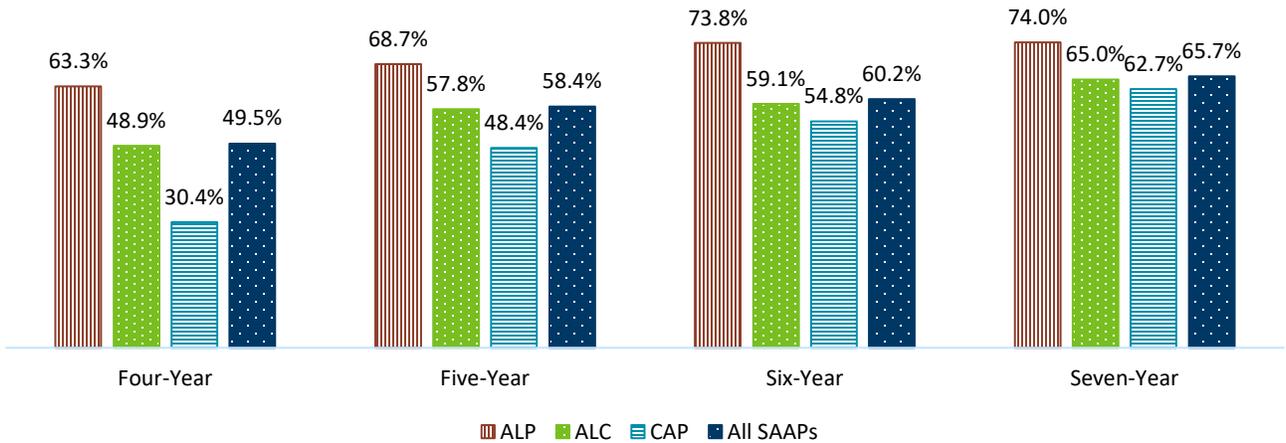|	Four-Year	Five-Year	Six-Year
FY 2020	44.6%	58.3%	63.4%
FY 2021	45.3%	55.0%	63.6%
FY 2022	49.5%	58.4%	60.2%

Chart 7 shows the four-, five-, six- and seven-year rate of graduation for FY 2022 for all alternative programs, and broken out by the type of program. There are increases in the rates when students continue on in five-, six- and even seven-year cohorts.

Chart 7: Graduation: Comparison by Alternative Program Type in FY 2022

Four-Year:
- ALP 63.3%
- ALC 48.9%
- CAP 30.4%
- All SAAPs 49.5%

Five-Year:
- ALP 68.7%
- ALC 57.8%
- CAP 48.4%
- All SAAPs 58.4%

Six-Year:
- ALP 73.8%
- ALC 59.1%
- CAP 54.8%
- All SAAPs 60.2%

Seven-Year:
- ALP 74.0%
- ALC 65.0%
- CAP 62.7%
- All SAAPs 65.7%

Legend: ALP, ALC, CAP, All SAAPs

Career and College Readiness Benchmarks

Multiple indicators can be used to demonstrate career and college readiness. There is no one single statewide metric that is used to measure whether students are prepared for postsecondary and the workforce as metrics are locally determined.

For this report, the Minnesota Comprehensive Assessment (MCA) performance data was used as the statute-defined career and college readiness measure. The MCAs are aligned to the Minnesota K-12 Academic Standards, designed to prepare students for career and college.

It is important to note when reviewing the data in Charts 8 and 9 that the majority of the students in alternative programs are in extended-day or extended-year programs, not in core school day programs. In this analysis, no differentiation is made for length of enrollment in the alternative programs. Enrollments ranged from two hours to over 1,200 hours.

Chart 8: Reading Assessment: Comparison by SAAP Type in FY 2022
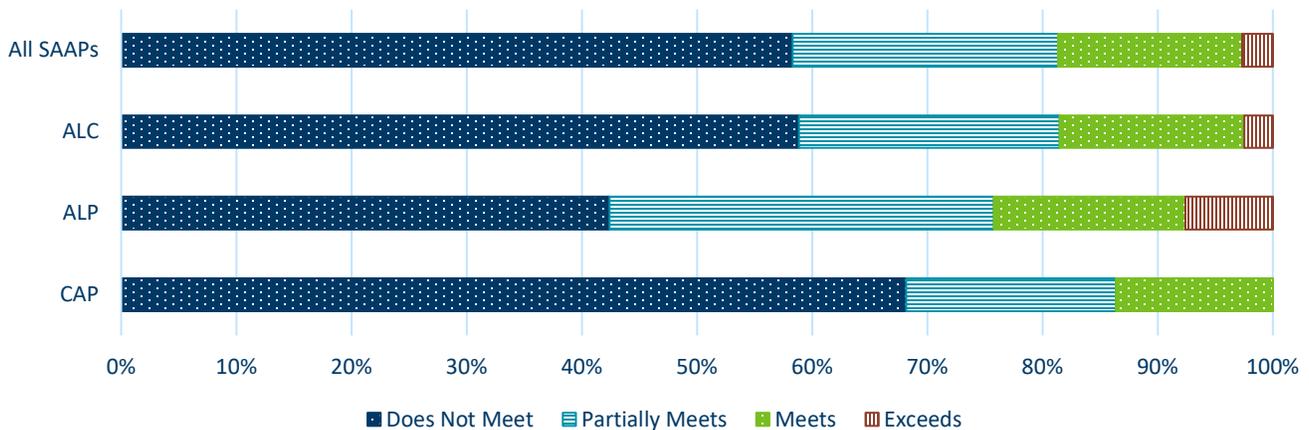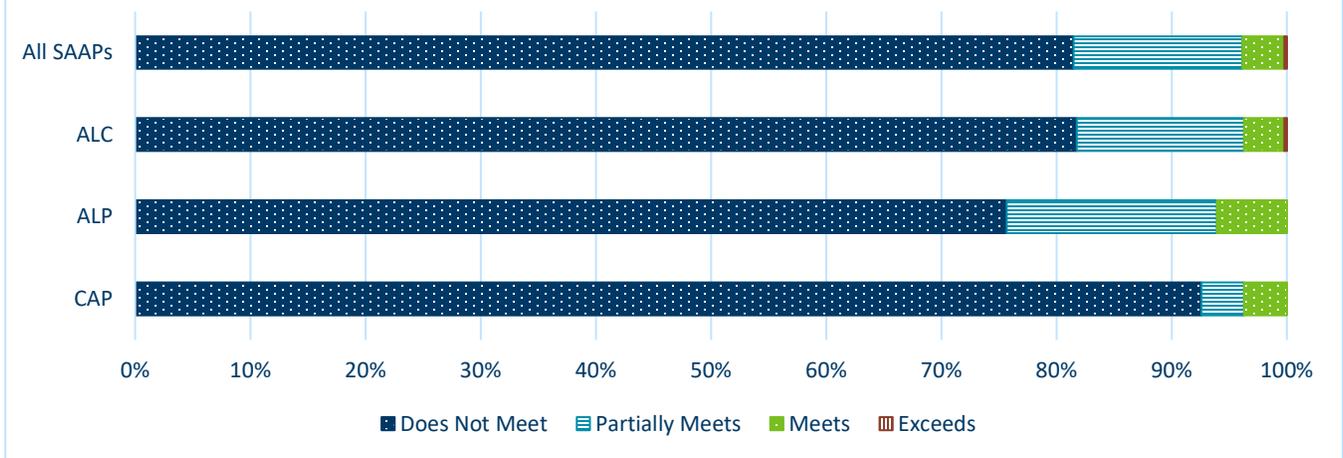
Categories: All SAAPs, ALC, ALP, CAP

Legend: Does Not Meet, Partially Meets, Meets, Exceeds

Chart 9: Math Assessment: Comparison by SAAP Type in FY 2022

Legend: ■ Does Not Meet ⬛ Partially Meets ■ Meets ⬛ Exceeds

Success of Learning Year Provider Programs

Identifying At-Risk and Off-Track Students

The legislation requests information for the success that learning year program providers experience in identifying at-risk and off-track students and how successful they are in providing prevention and intervention strategies for them. To look at this, both terms needed to be defined. At-risk students are defined in Minnesota Statutes 2022, section 124D.68, subdivision 2, Graduation Incentives Program, 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, in four years, with their peers.

Intervention and Prevention Strategies for At-Risk and Off-Track Students

The state has not defined what constitutes an intervention or a comprehensive list of prevention strategies. In January 2023, a survey was sent to districts and programs that provided specific strategy examples and an opportunity to add others not specifically listed. While the legislation asked both prevention and intervention information of the learning year program providers, it is important to distinguish that SAAPs are not a prevention strategy. State Approved Alternative Programs are most often an intervention that a district might use for a student who is already off-track. Students enrolling in an SAAP are already identified as at-risk of educational failure. One-hundred thirty-five (135) districts were queried on specific intervention strategies, and 72 responded to the degree of implementation of each category. The following charts summarize these responses.

Chart 10 shows alternative program responses related to their use of intervention systems to support students. These systems review student data to target support and intervention. Programs selected a self-perceived level of implementation for the strategy indicated.

Chart 10: Implementation Level of Student Intervention Strategies

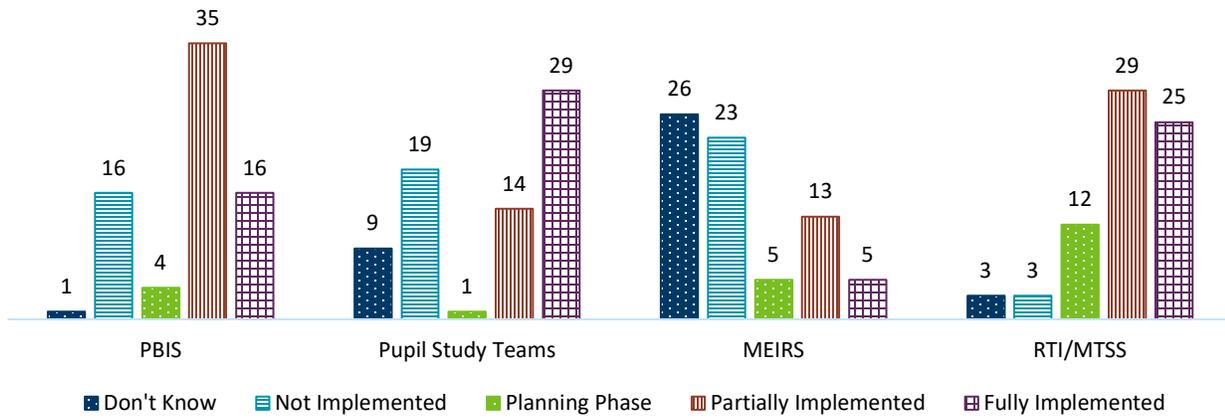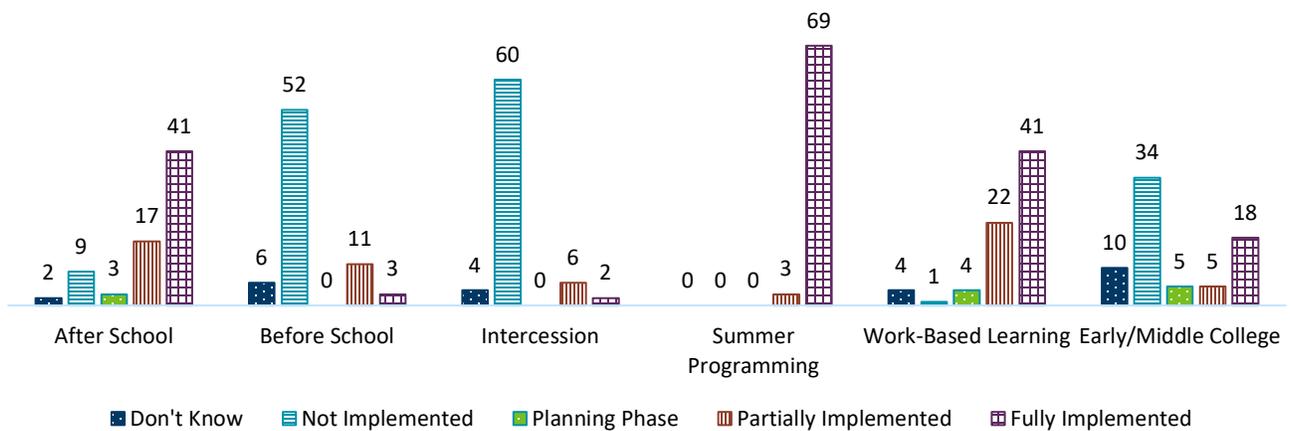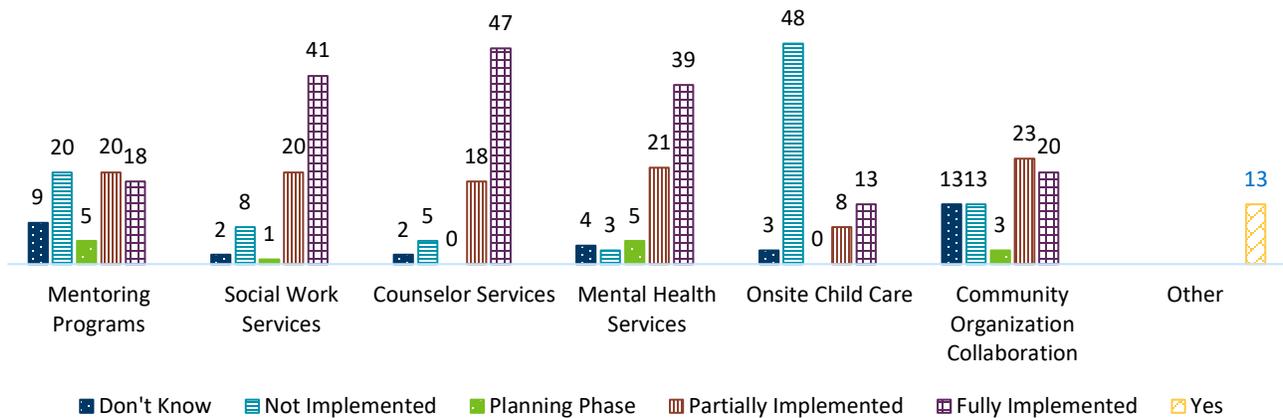| Strategy	Don't Know	Not Implemented	Planning Phase	Partially Implemented	Fully Implemented
PBIS	1	16	4	35	16
Pupil Study Teams	9	19	1	14	29
MEIRS	26	23	5	13	5
RTI/MTSS	3	3	12	29	25

Chart 11 represents program responses to implementation levels of expanded learning opportunities available to state-approved alternative programs. Summer programming is resoundingly the most frequently implemented tool in the realm of extended-time options.

Chart 11: Implementation Level of Expanded Learning Strategies

Strategy	Don't Know	Not Implemented	Planning Phase	Partially Implemented	Fully Implemented
After School	2	9	3	17	41
Before School	6	52	0	11	3
Intercession	4	60	0	6	2
Summer Programming	0	0	0	3	69
Work-Based Learning	4	1	4	22	41
Early/Middle College	10	34	5	5	18

Student supports vary greatly across the state, region, and often from school to school. In this survey question, programs were asked to indicate the level of specific types of interventions. Counselor supports were indicated to be the most fully implemented support to students. However, school counselors often focus on academic measures towards graduation, and it is unclear from the survey results what the predominant role of, and activities implemented by, these counselors were in those schools and programs. Social work services were also indicated to be partially or fully implemented at 45% of districts; mental health services were indicated to be partially or fully implemented at 44% of districts. This is an indication that these are priority areas for alternative programs.

Chart 12: Implementation of Student Supports

Legend: Don't Know | Not Implemented | Planning Phase | Partially Implemented | Fully Implemented | Yes

Categories: Mentoring Programs | Social Work Services | Counselor Services | Mental Health Services | Onsite Child Care | Community Organization Collaboration | Other

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 and caused some inconsistent interpretation.

i. To the question of whether credit recovery was offered, 100 percent of districts stated yes.
ii. To the question about the most frequently implemented methods of credit recovery, the majority of responding districts selected that students independently complete online coursework (69%) followed by a modified credit recovery course (61%). Forty-four percent (44%) of districts require students to repeat the entire course and Forty-two percent (42%) of districts utilize an independent coursework arranged by a teacher.
iii. As seen on Chart 11, summer programming is utilized by 100% of districts. The second most common credit recovery programming is offered in after school programming, which is utilized by 81% of districts.

Credits Earned

To address the effectiveness of programs, districts were asked to supply the number of credits students earned in their programs. This data was requested for FY 2022. The department sent these spreadsheets to 134 districts. One hundred and nine (109) were returned by April 1, 2023. The department compared this with student enrollment hours submitted to obtain an average number of enrollment hours for each full credit earned. Of note is that the amount of credit awarded for the same class varies from district to district. Further analysis is needed to interpret this data.

Other challenges in collecting credit information include that some intermediate and cooperative ALCs are providing programs to multiple districts. The majority of these programs do not graduate students as the students are counted in their enrolling school district data, so it was not possible 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 (IS) programs are reporting membership based on enrollment rather than on work completion.

Table 1 (Appendix A), lists each school district that hosts an SAAP. The data are listed as "NR" for Not Reported if the program did not return the requested data. The data are listed as "NP" for No Program if the district did not submit membership from a summer or core year program. Finally, some programs operate summer programming through education districts, cooperatives, or intermediates. Some of these programs offer their own diploma, and others do not, as this is decided locally with the individual member districts. Analysis of hours per credit to district hours per credit cannot occur because these organizations serve multiple districts.

Conclusion

In FY 2022, there were a total of 530 active separate SAAP school codes, including 249 area learning centers, 56 alternative learning programs, 16 contract alternative programs and 209 targeted services programs. These active alternative programs served 126,744 individual students. The majority of students participate in extended-time programs, with the most prevalent extended-time program being targeted services. The most common core school day programs are area learning centers. In the core school day programs, the largest group is comprised of students in grade 12 and beyond.

Students in alternative programs 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 who qualified for free and reduced-priced lunch for FY 2022 is 75.5 percent. In comparison with the state average, enrollment by gender is closely mirrored in SAAPs.

Students in alternative programs are more likely to be students identified as English learner (EL) students when compared to the state overall. In FY 2022, students in need of special education services in SAAPs was consistent with the state average, except at contract alternative programs in which there is a higher percentage of students receiving special education services.

Minnesota Statutes 2022, section 120B.125, requires districts to transcript a graduate's career and college readiness. However, the state allows districts to determine the measure for career and college success. Determining career and college readiness is an area where clearly defined measures are needed. A low percentage of students attending alternative programs have an MCA test score. This is due to the high numbers of students who may not be enrolled in a core school day SAAP during the MCA testing window or students who are dually enrolled in a traditional program and an alternative program.

Meeting the needs of students from historically underserved communities from traditional school programs is critically important as Minnesota faces a persistent achievement gap and a graduation rate that is currently just over 83 percent overall, but 69 percent for students of color. There continues to be a population of students for whom the status quo has not proven successful. Alternative programs provide an option for students at-risk of educational failure.

There is great variation between districts in terms of the type and quality of alternative programming offered. While programs identify elements such as positive relationships with trusted adults, early interventions,

flexibility of when, where, and how credits are earned, it is unclear from the current data the department has to determine the fidelity of these practices.

Recommendations for further research include the effectiveness of practices in alternative programs, beyond credit data and MCAs; the manner in which students are referred to program; how inter-district agreements and collaborations are succeeding or needing support; and the quality and effectiveness of various credit recovery programming across the state.

Appendix A: Fiscal Year 2022 Credits Earned

Districts that did not return credit information are marked as Not Reported (NR). Programs that did not separate out summer enrollment records from core year enrollment records are marked as Enrollments Not Separated (ENS). Programs that did not report enrollments during a time period (either summer or core year) are marked as No Program (NP).

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Aitkin Public Schools 0001-01	214	NR	NR	NR	NR
Albert Lea Public School District 0241-01	96	48	50%	84	88%
Anoka-Hennepin Public School Dist. 0011-01	156	354	227%	324	208%
Austin Public School District 0492-01	185	96	52%	112	61%
Bagley Public School District 0162-01	173	ENS	NA	133	77%
Becker Public School District 0726-01	143	73	51%	115	80%
Bemidji Public School District 0031-01	173	137	79%	181	105%
Benson Public School District 0777-01	155	82	53%	147	95%
Bird Island-Olivia-Lake Lillian Public School District 2534-01	174	NR	NR	NR	NR
Bloomington Public School District 0271-01 - Choice	63	57	90%	65	103%
Brainerd Public School District 0181-01	107	NR	NR	NR	NR
Breckenridge Public School District 0846-01	179	42	0%	147	82%
Brooklyn Center School District 0286-01	220	450	205%	273	124%
Buffalo-Hanover-Montrose Public School Dist. 0877-01	140	125	89%	100	71%
Burnsville Public School District 0191-01	91	92	101%	95	104%
Cambridge-Isanti Public School District 0911-01	79	68	86%	78	99%
Cass Lake-Bena Public Schools 0115-01	192	273	142%	246	128%
Centennial Public Schools 0012-01	182	NR	NR	NR	NR
Chatfield Public Schools 0227-01	148	NP	NP	140	95%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Chisago Lakes School District 2144-01	142	170	120%	148	104%
Cloquet Public School District 0094-01	187	134	72%	241	129%
Crookston Public School District 0593-01	177	NR	NR	NR	NR
Dassel-Cokato Public School District 0466-01	77	70	91%	77	100%
Deer River Public School District 0317-01	89	NR	NR	NR	NR
Detroit Lakes Public School District 0022-01	95	165	174%	104	109%
Duluth Public School District 0709-01	179	560	313%	133	74%
East Central School District 2580-01	183	49	27%	97	53%
Eastern Carver County Public School 0112-01	166	130	78%	128	77%
Eden Valley-Watkins School District 0463-01	189	46	24%	25	13%
Edina Public School District 0273-01	94	126	134%	72	77%
Elk River Public School District 0728-01	96	84	88%	101	105%
Faribault Public School District 0656-01	197	NR	NR	NR	NR
Farmington Public School District 0192-01	77	NR	NR	NR	NR
Fergus Falls School District 0544-01-370	88	82	93%	79	90%
Fillmore Central School District 2198-01	158	NP	NP	34	22%
Floodwood Public School District 0698-01	173	NR	NR	NR	NR
Forest Lake Public School District 0831-01	157	64	41%	175	111%
Fridley Public School District 0014-01	158	102	65%	124	78%
Grand Rapids Public School District 0318-01	181	143	79%	128	NR
Hastings Public School District 0200-01	94	36	38%	49	52%
Hermantown Public School District 0700-01	177	NP	NP	183	103%
Hibbing Public School District 0701-01	194	150	77%	65	34%
Hinckley-Finlayson School District 2165-01	178	NR	NR	NR	NR

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Houston Public School District 0294-01	89	NP	NP	92	103%
Howard Lake-Waverly-Winsted Public School District 2687-01	181	82	45%	177	98%
Hutchinson Public School District 0423-01	151	103	68%	108	72%
Inver Grove Heights Schools 0199-01	65	42	65%	31	48%
Isle Public School District 0473-01	185	110	59%	296	160%
Lakeville Public School District 0194-01	187	150	80%	202	108%
Le Sueur-Henderson School District 2397-01	160	170	106%	172	108%
Litchfield Public School District 0465-01	183	NR	NR	NR	NR
Little Falls Public School District 0482-01	84	46	55%	74	88%
Luverne Public School District 2184-01	208	262	126%	53	25%
Mahnomen Public School District 0432-01	161	29	18%	115	71%
Mankato Public School District 0077-01	179	395	221%	307	172%
Marshall Public School District 0413-01	135	72	53%	140	104%
McGregor Public School District 0004-01	83	NP	NP	92	111%
Milaca Public School District 0912-01	189	142	75%	187	99%
Minneapolis Public School District 0001-03	175	226	129%	256	146%
Monticello Public School District 0882-01	175	108	62%	218	125%
Moorhead Public School District 0152-01	164	92	56%	99	60%
Mora Public School District 0332-01	173	NR	NR	NR	NR
Mounds View Public School District 0621-01	185	104	56%	127	69%
Nashwauk-Keewatin Public School District 0319-01	186	NR	NR	NR	NR
Nevis Public School District 0308-01	210	36	17%	NP	NP
New London-Spicer Public School District 0345-01	176	153	87%	135	77%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
New Prague Area Schools 0721-01	90	19	21%	96	107%
North Branch Public Schools 0138-01	55	48	87%	178	324%
North St. Paul-Maplewood Oakdale Public School District 0622-01	62	56	90%	NP	NP
Northfield Public School District 0659-01	187	109	58%	244	130%
Ogilvie Public School District 0333-01	172	NP	NP	910	529%
Onamia Public School District 0480-01	180	NR	NR	NR	NR
Osseo Public School District 0279-01	65	110	169%	172	265%
Owatonna Public School District 0761-01	150	101	67%	151	101%
Park Rapids Public School District 0309-01	51	NR	NR	NR	NR
Pelican Rapids Public School District 0548-01	184	184	100%	180	98%
Perham-Dent Public School District 0549-01	122	114	93%	110	90%
Pierz Public School District 0484-01	81	NP	NP	6	7%
Pine City Public School District 0578-01	192	177	92%	165	86%
Pine Island Public School District 0255-01	199	NP	NP	NP	NP
Pine River-Backus Public School District 2174-01	89	NP	NP	88	99%
Princeton Public School District 0477-01	74	25	34%	64	86%
Prior Lake-Savage Area Schools 0719-01	69	60	87%	67	97%
Proctor Public School District 0704-01	175	98	56%	NP	NP
Red Lake Public School District 0038-01	195	NR	NR	NR	NR
Redwood Area School District 2897-01	145	NP	NP	68	47%
Richfield Public School District 0280-01	88	4	5%	68	77%
Robbinsdale Public School District 0281-01	91	25	27%	9.6	11%
Rochester Public School District 0535-01	182	103	57%	157	86%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
Rocori Public School District 0750-01	148	91	61%	116	78%
Roseau Public School District 0682-01	189	35	19%	13	7%
Rosemount Public School District 0196-01	64	34	53%	78	122%
Roseville Public School District 0623-01	80	30	38%	72	NR
RTR Public Schools 2902-01	178	NR	NR	NR	NR
Shakopee Public School District 0720-01	87	57	66%	111	128%
South St. Paul Public School Dist. 0006-03	65	85	131%	65	100%
South Washington County School Dist. 0833-01	63	38	60%	54	86%
St. Anthony-New Brighton Schools 0282-01	89	55	62%	63	71%
St. Cloud Public School District 0742-01	66	40	61%	40	61%
St. Francis Public School District 0015-01	74	35	47%	103	139%
St. Michael-Albertville School Dist. 0885-01	79	NR	NR	NR	NR
St. Paul Public School District 0625-01	44	41	93%	31	70%
St. Peter Public School District 0508-01	158	83	53%	103	65%
Stillwater Area Public School Dist. 0834-01	95	30	32%	103	108%
Swanville Public School District 0486-01	10	NR	NR	NR	NR
Thief River Falls School District 0564-01	142	32	23%	68	48%
Waconia Public School District 0110-01	78	NP	NP	57	73%
Warroad Public School District 0690-01	140	NP	NP	165	118%
Waseca Public School District 0829-01	58	40	69%	91	157%
Watertown-Mayer Public School District 0111-01	70	NR	NR	NR	NR
Waubun-Ogema-White Earth School District 0435-01	161	273	170%	140	NR
Wayzata Public School District 0284-01	72	29	40%	66	92%
West St. Paul-Mendota Hts.-Eagan 0197-01	175	141	81%	30	17%

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours per Credit	Percent of Expected School Year Hours
White Bear Lake School District 0624-01	186	16	9%	74	40%
Willmar Public School District 0347-01	75	300	400%	73	97%
Winona Area Public School District 0861-01	74	269	364%	198	268%
Worthington Public School District 0518-01	147	128	87%	117	80%

This table does not include the credit data of education districts, cooperatives, and intermediate districts. Some offer their own diploma, and others do not, as this is decided locally with the individual member districts. Analysis of hours per credit to district hours per credit cannot occur because these organizations serve multiple districts: Freshwater Education District 6004-61, Goodhue County Education District 6051-61, Hiawatha Valley Education District 6013-61, Intermediate District 287-06, Northeast Metro 916-06, Intermediate District 917-06, Minnesota River Valley Education District 6018-61, Northland Learning Center 6076-50, Lakes Country Service Cooperative 6076-50, Region 6 and 8-SW/WC Service Cooperative 099-83, River Bend Education District 6049-61, Runestone Area Education District 6014-61, Southern Minnesota Education Consortium 6083-52, Southern Plains Education Cooperative 0915-52, Southwest Metro Intermediate 0288-06, West Central Education District 6026-61, Wright Technical Center 0966-51, and Zumbro Education District 6012-61.

Appendix B: 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 formula 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): Classification of SAAPs 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 [2022]).
- 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 [2022]).
- Students must meet eligibility criteria (Minn. Stat. 124D.68 [2022]).
- Must operate year-round (school year starts in June) (Minn. Stat. 123.A06, subd. 3 [2022] and Minn. Stat. 124D.128, subd. 1 [2022]).
- Programs provide out-of-school time programs, also referred to as extended day and extended year programs. Instruction provided to students in extended time programming can generate more than 1.0 ADM when membership exceeds statute minimums (Minn. Stat. 124D.128 [2022], Minn. Stat. 126C.05, subd. 15 [2022], and Minn. Stat. 126C.10, subd. 2a [2022]). Refer to **Learning Year Program (LYP)** and **Average Daily Membership (ADM)** for statute limits.
- All students must have a Continual Learning Plan (CLP) that outlines what instructional services will be provided and informs the student, parent or guardian that the program is optional (Minn. Stat. 124D.128, subd. 3 [2022]).
- Approved programs can apply to provide an independent study component (Minn. Stat. 126C.05, subd. 15 [2022]).
- Cannot deny non-district students who meet eligibility access to programs (Minn. Stat. 123A.05, subd. 4[2022] and Minn. Stat. 124D.128, subd. 2 [2022]).

Alternative Learning Program (ALP): Category of SAAPs that are characterized by:

- Typically tied closely to one school district, serving a defined grade-level population (Minn. Stat. 123A.05, subd. 1 [2022]).
- Has the option of serving students only from within the district the program is located (Minn. Stat. 123A.05, subd. 1 [2022]).
- Students must meet eligibility criteria (Minn. Stat. 124D.68 [2022]).
- May make program hours and calendar optional (Minn. Stat. 123A.05, subd. 1 [2022]).
- All students must have a Continual Learning Plan (CLP) that outlines what instructional services will be provided and informs the student, parent or guardian that the program is optional (Minn. Stat. 124D.128, subd. 3 [2022]).

- Programs provide out-of-school time programs, also referred to as extended day and extended year programs. Instruction provided to students in extended time programming can generate more than 1.0 ADM when membership exceeds statute minimums (Minn. Stat. 124D.128 [2022], Minn. Stat. 126C.05, subd. 15 [2022], and Minn. Stat. 126C.10, subd. 2a [2022]). Refer to **Learning Year Program (LYP)** and **Average Daily Membership (ADM)** for statute limits.
- Approved programs can apply to provide an independent study component (Minn. Stat. 126C.05, subd. 15 [2022]).

Child Count: The name applied to the federal reports that generate federal special education dollars. This is a count of all students who have Individual Education Plans or Individual Family Service Plans 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 levels. Students should be able to grade progress and/or to complete their graduation requirements entirely through the ALC.

Continual Learning Plan (CLP): All students enrolled in an SAAP 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 2022 section 124D.128, subdivision 3 Learning Year Program to Provide Instruction throughout the Year.

Contract Alternative Program (CAP): Nonpublic entity that contracts with a public school district to provide instructional services to students who are at-risk of not graduating or grade-progressing. Because these are a category of State-Approved Alternative Programs, all statutes that govern other alternative programs must be adhered to here. Effective FY 1999, 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 SAAP status and specific approval, this can occur from kindergarten through 12th grade. Each school/program reports the instructional time it provides to the student.

Early/Middle College (EMC) Programs: The Early/Middle College program is defined in Minnesota Statutes 2022 section 124D.09, subdivision 9 Postsecondary Enrollment Options Act and allows SAAP students to take developmental classes on the college campus. This program must be specifically designed to allow the student to earn dual high school and college credit with a well-defined pathway leading to a postsecondary degree or credential. For more information about these programs, visit the Early/Middle College (EMC) Programs page.

Every Student Succeeds Act (ESSA): On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA). The U.S. Department of Education maintains a page explaining ESSA, and

the text of the law is available online. The 2018-19 school year is the first full year of ESSA implementation. Minnesota's plan for implementation of ESSA is available in full and by section on the Minnesota State Plan webpage.

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

- Schools that 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 17 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.

Graduation Rates: Graduation rates describe the percentage of students who graduate from a school. More specifically, graduation rates refer to all students in a given cohort who graduate within a specific period of time (for example, four years).

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.

Independent Study (IS): SAAPs 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 Early Indicator and Response System (MEIRS): Early Warning Systems, as a part of a comprehensive school improvement plan and when implemented and monitored effectively, are recognized as an evidence-based practice for school improvement (Rumberger, 2017). Minnesota's Early Indicator Response System (MEIRS) is an Early Warning System that has been intentionally designed with flexibility to address the unique local needs of the various districts, charters, schools and programs that serve students in Minnesota.

Minnesota Automated Reporting Student System (MARSS): An individual student record system that serves as the Minnesota Department of Education's primary reporting system for student data.

Multi-Tiered System of Supports (MTSS): A systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

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

Part-Time Student: A student who is enrolled less than a full-time student. Full-time enrollment 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.

Positive Behavioral Intervention and Supports (PBIS): An evidence-based framework for preventing problem behavior, providing instruction and support for positive and prosocial behaviors, and supporting social, emotional and behavioral needs for all students.

Postsecondary Enrollment Option (PSEO): Allows high school 11th- and 12th-graders to take courses, full- or part-time, at a postsecondary institution for high school credit.

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

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

Response to Intervention (RTI): A practice of providing high-quality instruction and intervention matched to student needs using data on the child's learning rate and level of performance to make important educational decisions about the necessity for more intense interventions or as part of evaluating eligibility for special education.

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: SAAPs where 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 Pull Out), 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:

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

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

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

Weighted ADM (WADM): Refer to Pupil Units.