DEPARTMENT OF EDUCATION

Report on Learning Year Programs

Report to the Legislature

As required by Minnesota Statutes 2021, section 120B.35, subdivision 3(e)

July 1, 2022

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As requested by Minnesota Statutes 2021, section 3.197: This report cost approximately $21,834.00 to prepare, including staff time, printing and mailing expenses.

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

Contents

Alternative Education in Minnesota

Legislative Charge

Minnesota Statutes 2021, section 120B.35, subdivision 3:

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:
>> identifying at-risk and off-track student populations by grade;
>> providing successful prevention and intervention strategies for at-risk students;
>> providing successful recuperative and recovery or reenrollment strategies for off-track students; and
>> improving the graduation outcomes of at-risk and off-track students.

Introduction

The purpose of alternative education is defined in Minnesota Statutes 2021, 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."

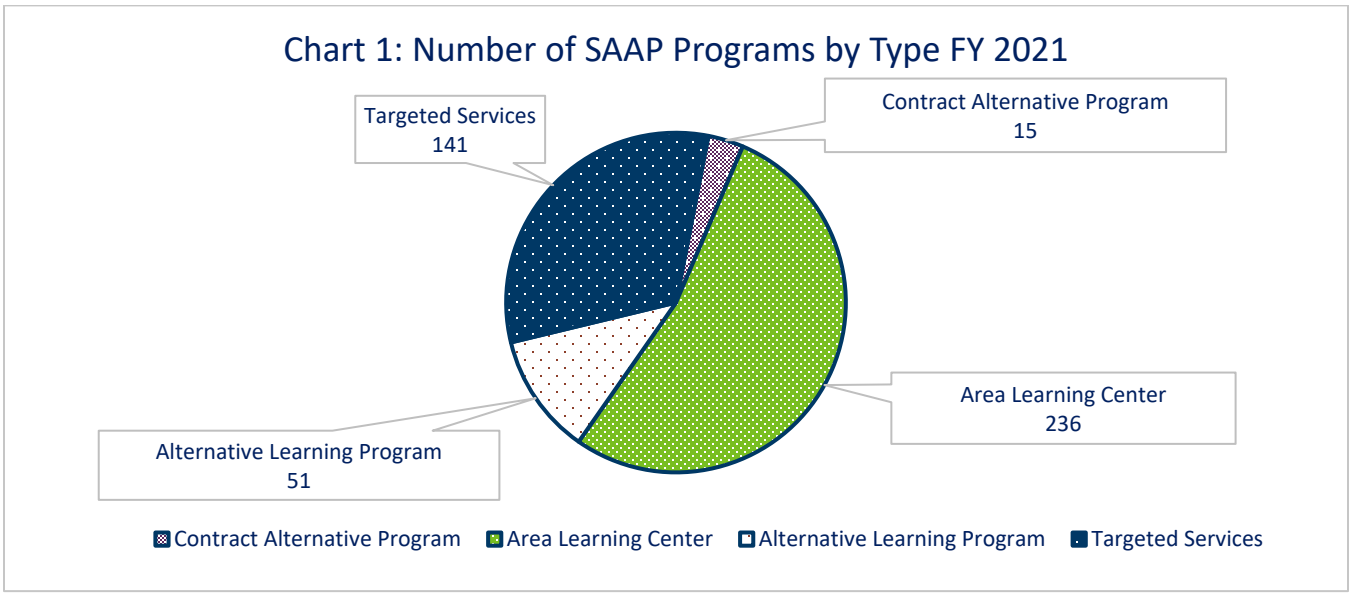
Minnesota Statutes 2021, section 123A.05, subdivision 1, defines the types of alternative programs that Minnesota authorizes. A district may establish the types as the following detailed in sections 124D.68, subdivision 3, paragraph (d), and 124D.69:

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

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.

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

In Fiscal Year (FY) 2021, 133 districts in the state of Minnesota offered services to 69,515 unique students. There was a total of 443 separate programs reported that occurred during the core and extended school day. The ADMs generated during this same timeframe were 10,377.27 and 3,285.27, respectively. Chart 1 reflects the type of alternative program relative to the total operated in the state. The total core day ADMs were consistent with FY 2020, however the extended school day ADMs had a significant drop due to circumstances related to the COVID-19 pandemic. A typically large program in prior years, Targeted Services were not offered in the summer of 2020, also due to the COVID-19 pandemic.



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 are generally characterized by:

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

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) Data about FY 2021 enrollment in alternative programming from MDE MARSS information.
(2) Survey number one was requested from each alternative program in November of 2018 to detail the types of credit recovery options for students enrolled in SAAPs. There were a significant number of responses to this request, with a total of 171 program submissions out of 197 requests.
(3) Survey number two requested in November of 2018 that alternative programs indicate what types of services were being implemented to support students, and to what degree these have been implemented. There were a total of 148 program responses collected out of 197 requests.
(4) Additionally, secondary alternative programs were asked to report on the credits that were earned by students in their programs for FY 2021. The department has developed a report for each district that lists the enrollment for each student from the 2020-21 school year. The department sent these spreadsheets to 137 districts. Ninety (90) were returned by May 1, 2022. The credits for these

programs are included, but due to the rate of return, no general statements of analysis can be made.

Enrollment Data in State-Approved Alternative Programs

The vast majority of enrollments in all types of alternative programs are students in their 12th-grade year. This is reflected in Chart 2. Most students participating in alternative programs are in high school, as they enroll in programs that are primarily focused on credit recovery.

Chart 2: Enrollment by Grade: Comparison by SAAP Type FY 2021

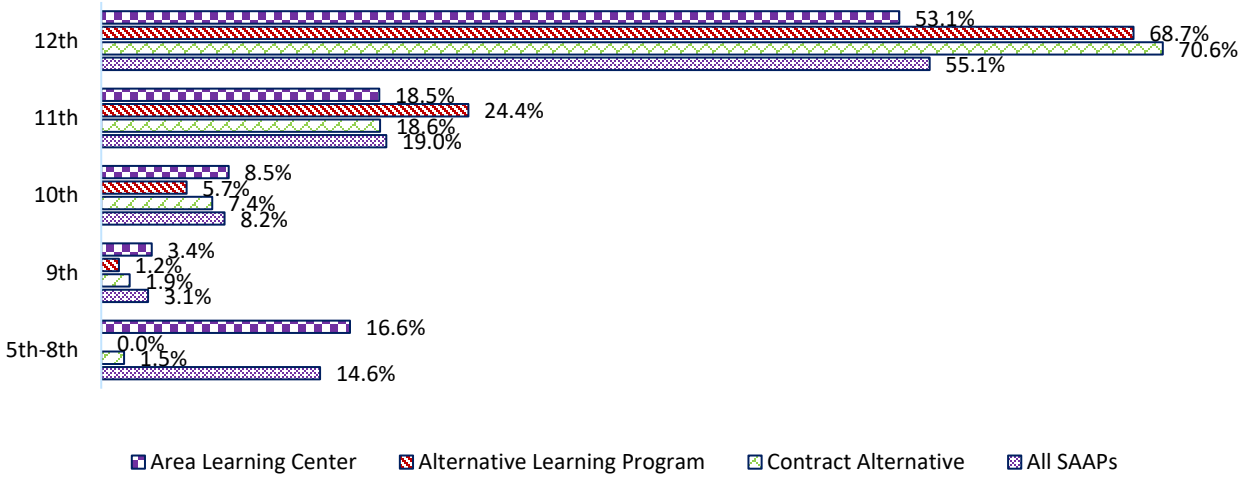


Chart 3: Enrollment By Race/Ethnicity: Comparison By SAAP Types FY 2021

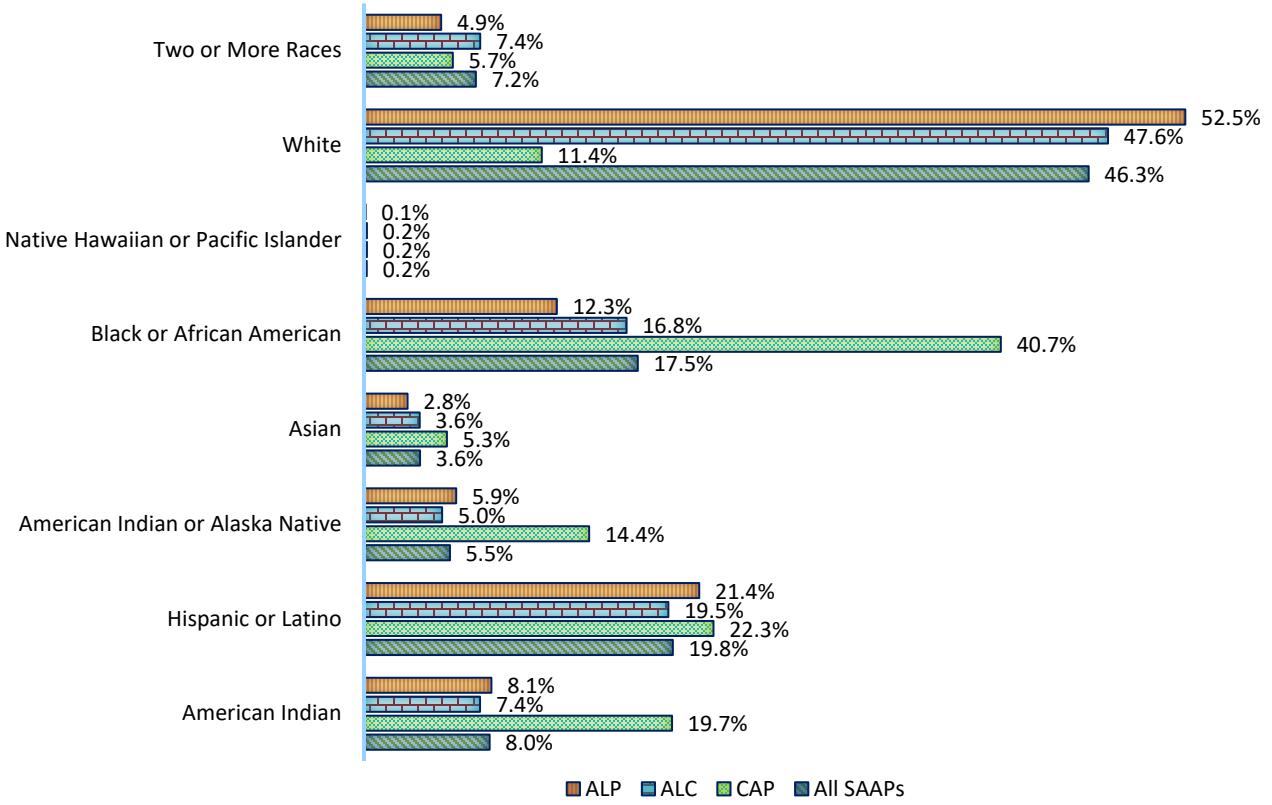


Chart 3 highlights the enrollments of the race and ethnicity groups across the different types of programs. The representation of American Indian, Hispanic and African American students is higher in the state's alternative programs than in other state programs. Enrollment differences are significant, and likely demonstrate the struggle of these communities in traditional education programs. Please note that, in 2022, MDE adopted a new definition for American Indian, and that definition will be used in future reports.

Students from these same minority communities enroll primarily at the Contract Alternative Programs (CAP), which currently exist in the cities of Minneapolis and Saint Paul.

When gender is examined within the different types of alternative programs (see Chart 4), traditionally more male students enroll in alternative programs. For the current year, more male students enrolled in Alternative Learning Programs (ALP) and Area Learning Centers (ALC) than the state average. However, in Contract Alternative Programs (CAP), more females than males were enrolled for the current year.

Chart 4: Enrollment by Gender: Comparison by SAAP Type FY 2021

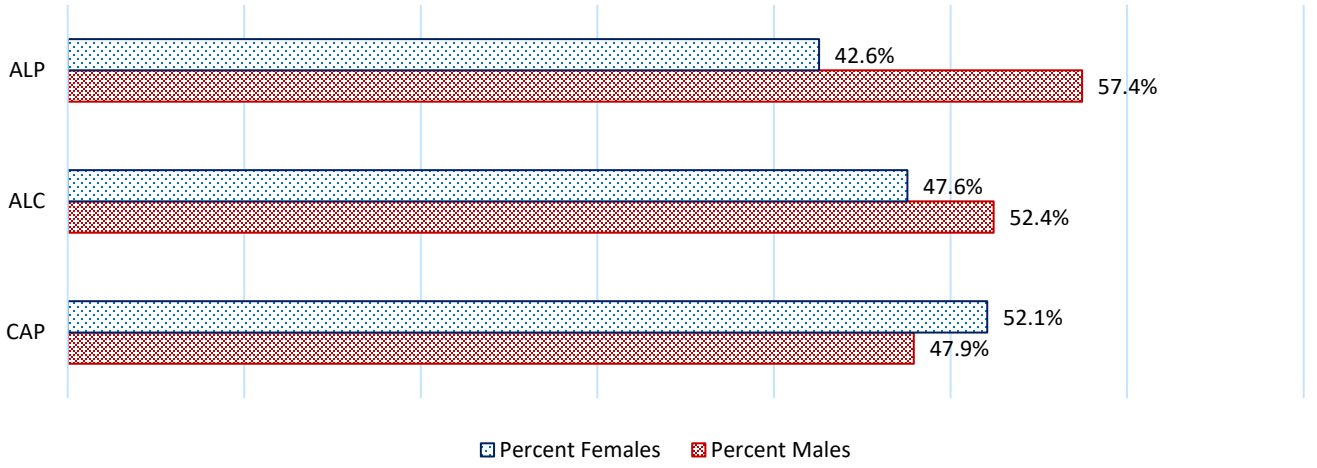
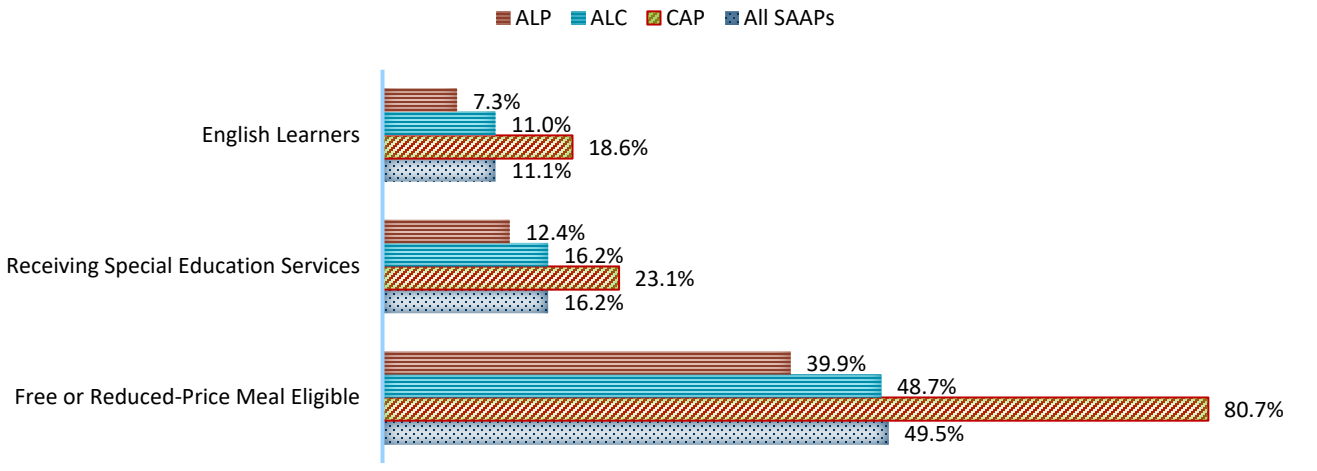


Chart 5 breaks down the enrollment of special populations by alternative program type. ALCs and CAPs serve higher rates of students receiving special education supports than the state special education enrollment percentage of 15.26 percent. CAPs serve slightly more English Learners and enroll a substantially higher percentage of students receiving free and reduced-price meals at 80.7 percent. Finally, the percentage of homeless and highly mobile students enrolled in SAAPs is nearly four times the statewide homeless and highly mobile enrollment percentage (Data provided by Minnesota Department of Education, Data Practices & Analytics Division).

Chart 5: Enrollment By Special Population: Comparison By SAAP Type In FY 2021



Graduation Rates

In Minnesota, with the passage of Every Student Succeeds Act (ESSA) the State 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 for students 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 six-year graduation rate is calculated similarly but allows a sixth year to be included to determine the number of students graduating within four, five or six years. The six-year graduation rate is the sum of those students graduating in four or five years plus those who graduated in six years divided by the cohort.

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

The analysis of the 2021 Graduation Rates showed a slight increase from 2020 in the four-year graduation rate and a slight decrease in the five-year graduation rate for students enrolled in alternative programs. The six-year graduation rate was mostly maintained over the course of three years.

In an analysis of the numbers of students in these cohorts, there was a decrease in cohort size. The cause is unclear for this drop but there could have been an impact from circumstances related to the COVID-19 pandemic on the reporting. This shows that more students are accessing, completing credits and graduating in a state-approved alternative program. The rates counted students who dropped out to the school program where they were enrolled most of that school year. This is a change made under ESSA starting in 2018, where students who dropped out counted at the program or district when they stopped attending. If a student had been enrolled in a traditional high school for most of FY 2019, and was transferred toward the end of the school year to the SAAP, and then dropped out, this student now counts toward the cohort at the traditional high school.

Chart 6 shows this increasing rate of graduation in the four-, five- and six-year rates in statewide alternative programs.

Chart 6: Graduation Rates: Comparison of SAAP Four-, Five- and Six-Year Graduation Rates for FY 2021

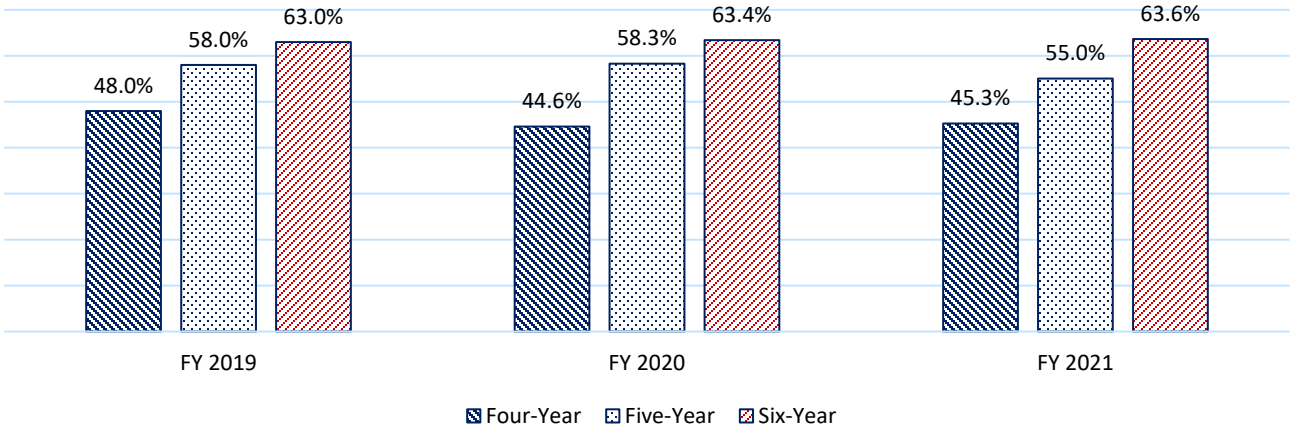
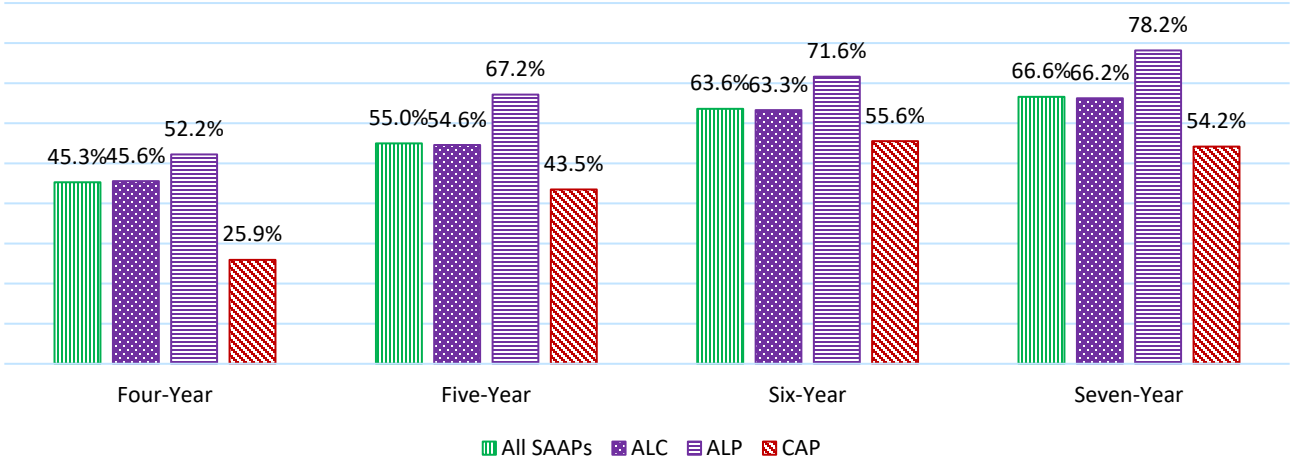


Chart 7 shows the four-, five-, six- and seven-year rate of graduation for FY 2021 for all alternative programs, and broken out by the type of program. The seven-year rate does not show a substantial shift for programs overall. Alternative Learning Programs report the greatest rate of graduates trending across all years.

Chart 7: Graduation: Comparison by Alternative Program Type in FY 2021



Career and College Readiness Benchmarks

Multiple indicators can be used to demonstrate career and college readiness, as to what is used is a local district decision, so there is no one single statewide metric that is used to measure whether students are prepared for postsecondary and the workforce.

For this report, the Minnesota Comprehensive Assessment (MCA) performance data was used as the statute-defined career and college readiness measure. The Minnesota Comprehensive Assessments, referenced in Minnesota Statutes, section 120B.30, subdivision 1, were used as a statewide measurement. The MCAs are aligned to the Minnesota K-12 Academic Standards, designed to prepare students for career and college. However, the MCA Data for FY 2021 is limited due to the circumstances related to the COVID-19 pandemic. For example, students were required to test in-person and yet some programs continued distance learning; remote administration was not an option. The analysis included below is based on the data from FY 2021, seen in Charts 8 and 9.

It is important to note when reviewing the data below 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. It is important to note that enrollments ranged from two hours to over 2,000 hours.

Chart 8: Reading Assessment: Comparison by SAAP Type in FY 2021

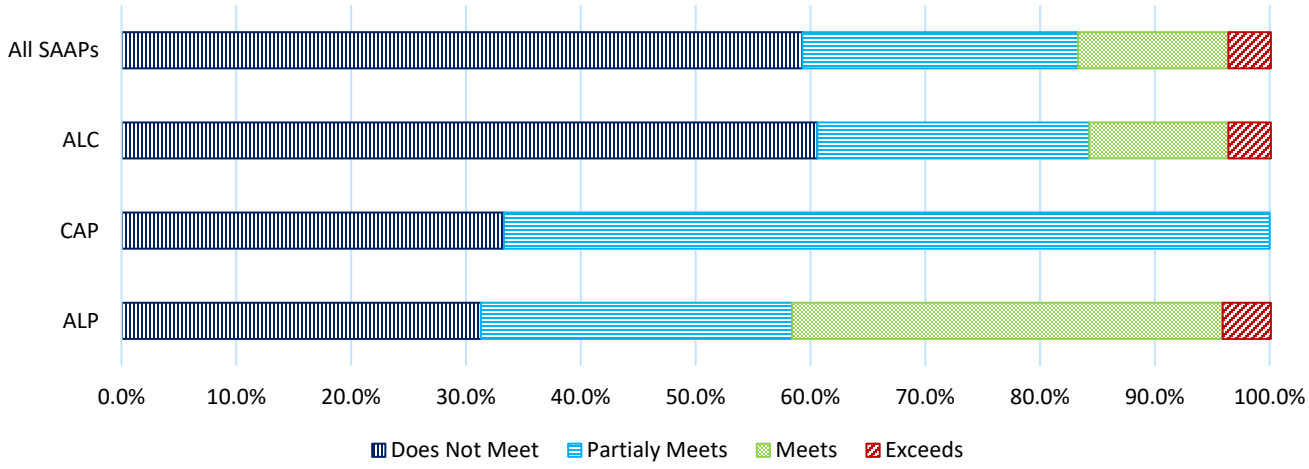
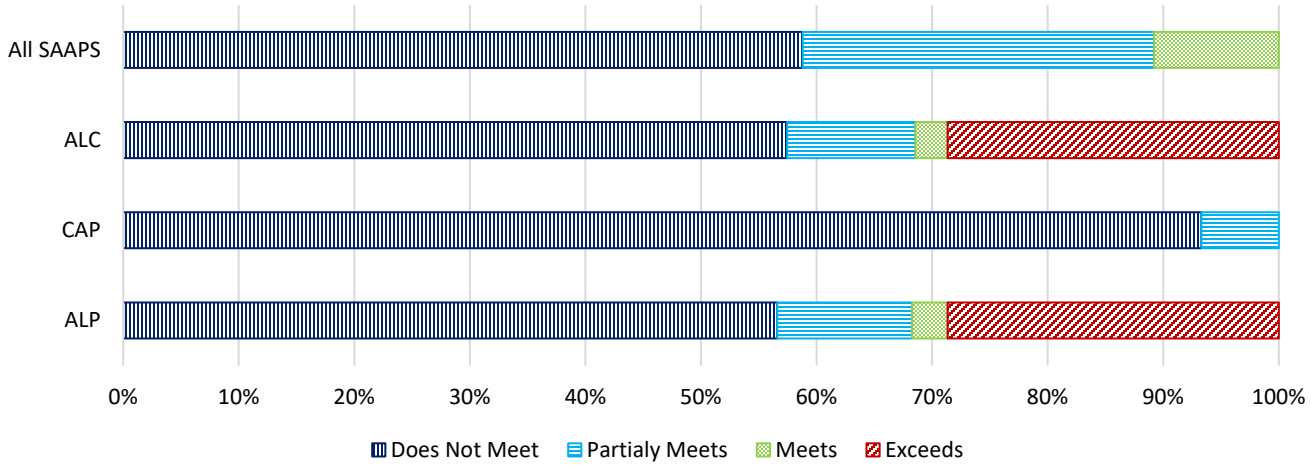


Chart 9: Math Assessment: Comparison by SAAP Type in FY 2021



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, 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, 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 list of prevention strategies. In November 2018, a survey was sent to districts and programs that provided specific strategy examples and an opportunity to add others not specifically listed. The department plans to request updated data from a new survey in FY 2023. While the legislation asked both prevention and intervention information of the learning year program providers, it is important to distinguish that SAAPs are not a prevention strategy. SAAPs are 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 students. One-hundred and ninety-seven SAAPs were queried on specific intervention strategies, and 148 responded to the degree of implementation of each category. The following charts summarize these responses. Individual district responses are available by request in a separate document.

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.

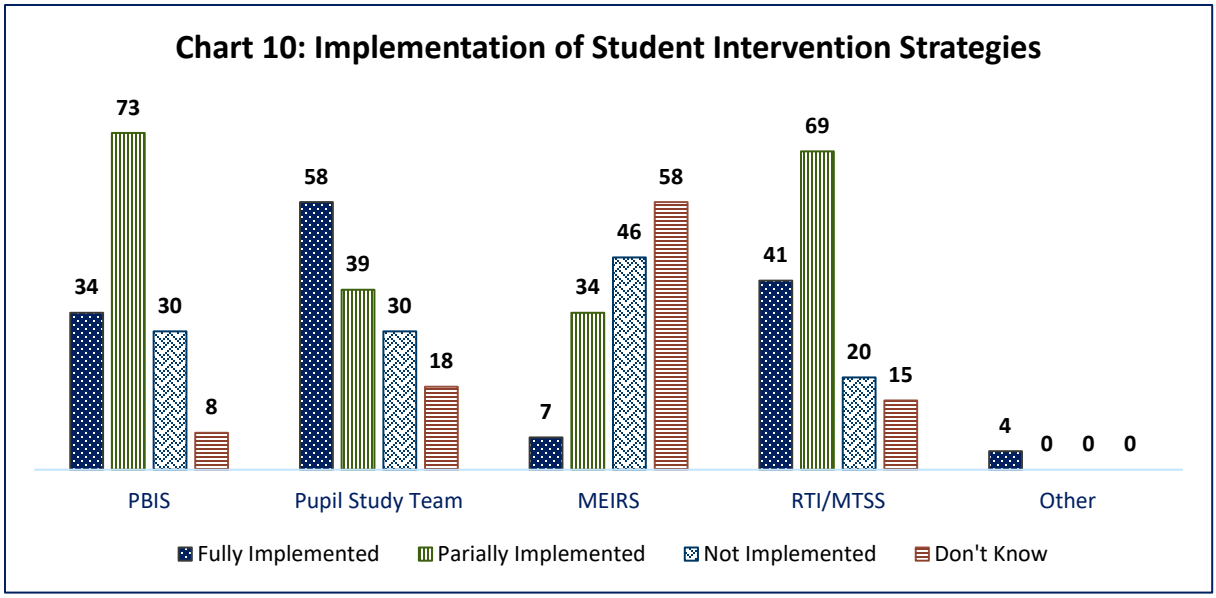
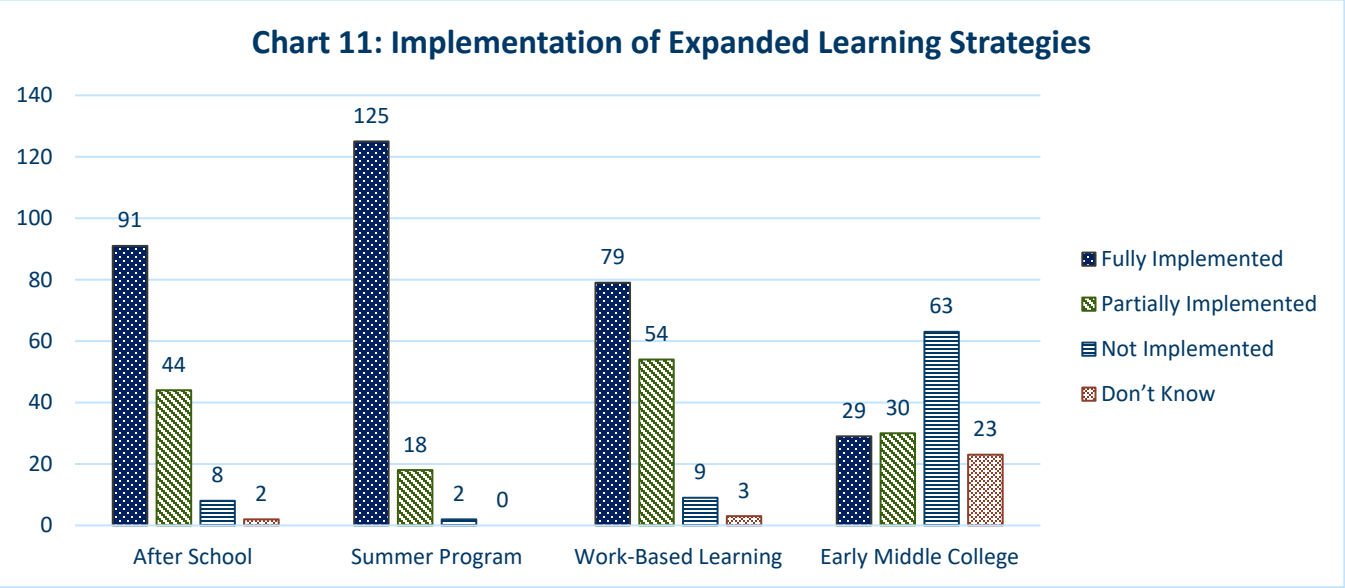
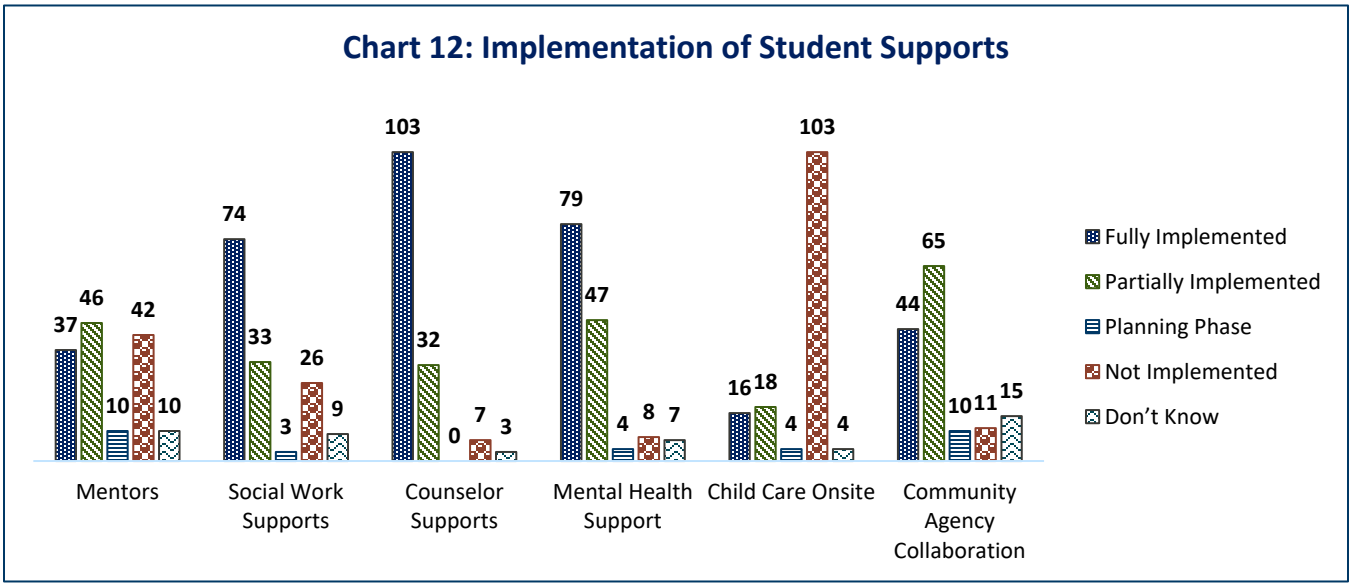


Chart 11 represents program responses to implementation levels of expanded learning opportunitites available to state-approved alternative programs. Summer programming is resoundingly the most frequently implemented tool in the realm of extended time options.



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.



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 cause some inconsistent interpretation. One hundred seventy-one (171) SAAPs completed a survey, requested in November 2018, around credit recovery practices. The department plans to request updated data from a new survey in FY 2023.

(i) To the question of whether credit recovery was offered, 100 percent of SAAPs stated yes.
(ii) To the question about the most frequently implemented methods of credit recovery, the majority of responding SAAPs selected that students independently complete online coursework (75 percent), followed by independent work arranged by a teacher (69 percent), and a modified credit recovery course (67 percent). Sixty-three percent reported that students repeat the full course to recover credits.
(iii) These SAAPs reported that the majority of credit recovery is implemented during summer programming (85 percent), followed by before- and after-school programing (79 percent).

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 in FY 2021. The department sent these spreadsheets to 137 districts. Ninety (90) were returned by May 1, 2022. The response rate this year is lower than prior years. The department compared this with the membership hours submitted to obtain an average number of membership hours submitted for each full credit earned. Because the amount of credit awarded for the same class varies from district to district, further analysis was needed.

Other challenges in collecting credit information include that some intermediate and cooperative Area Learning Centers (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.

Results for individual districts can be requested by emailing mde.alternativelearning@state.mn.us.

On Table 1 found in Appendix B, each school district that hosts an SAAP is listed. 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 report student enrollment of a summer or core year program. Finally, some programs operate summer programming through intermediate districts or cooperatives. 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

Conclusion

In FY 2020, there were 443 active separate school codes for these programs, including 236 area learning centers, 51 alternative learning programs, 15 contract alternative programs and 141 targeted services programs. These active alternative programs served 69,515 individual students. The majority of students participate in out-of-school time programs, with the most prevalent out-of-school time program being targeted services. The most common core school day programs are area learning centers. In the core school day programs, the largest student group are those students in grade 12 and beyond.

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 2021 is 80.7 percent. In comparison with the state average, enrollment by gender is closely mirrored in the Alternative Programs.

In terms of special education, students in alternative programs are slightly more likely to be students identified as English learner (EL) students when compared to the state overall. In FY 2021, students in need of special education services in SAAPs was consistent with the state average.

Minnesota Statutes 2021, 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.

Appendix A: 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): Category 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).
- 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 Continuous Learning Plan (CLP).
- Students can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to Learning Year Program (LYP) and ADM for statute limits).
- Approved programs can apply to provide an independent study component.
- Cannot deny non-district students who meet eligibility access to programs

Alternative Learning Program (ALP): Category of SAAPs 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 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 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, section 124D.128, or in the CLP section of the 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 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 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 toward a degree or credential, including a certificate, diploma or an associate's degree. For more information about these programs, visit the Early/Middle College (EMC) Program page.

Every Student Succeeds Act (ESSA)

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.

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.

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

Independent Study (IS): SAAPs can apply to provide an 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)

Minnesota Automated Reporting Student System (MARSS)

Multi-Tiered System of Supports (MTSS)

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

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

Positive Behavioral Intervention and Supports (PBIS)

Postsecondary Enrollment Option (PSEO): allows high school 11^{th}- and 12^{th}-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 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:

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

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

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

Weighted ADM (WADM): Refer to Pupil Units.

Appendix B

Table 1: Fiscal Year 2021 Credits Earned

District Name and Number	District Average Hours Per Credit	ALC/ALP Summer Hours Per Credit	Percent of Expected Summer Hours	ALC/ALP School Year Hours Per Credit	Percent of Expected School Year Hours
Aitkin Public Schools 0001-01	214	NR	NR	NR	NR
Albert Lea Public School District 0241-01	96	72	75%	82	85%
Anoka-Hennepin Public School Dist. 0011-01	156	NR	NR	NR	NR
Austin Public School District 0492-01	185	582.35	315%	254.3	137%
Bagley Public School District 0162-01	173	NP	NP	218.78	126%
Becker Public School District 0726-01	143	52.16	36%	109.35	76%
Bemidji Public School District 0031-01	173	185.09	107%	263.87	153%
Benson Public School District 0777-01	155	36.56	24%	196.26	127%
Bird Island-Olivia-Lake Lillian Public School Dist. 2534-01	174	78.96	45%	203	117%
Bloomington Public School Dist. 0271-01 - Choice	63	62.47	99%	112.3	178%
Brainerd Public School District 0181-01	107	NP	NP	100.49	94%
Breckenridge Public School District 0846-01	179	NR	NR	NR	NR
Brooklyn Center School District 0286-01	220	151.9	69%	323.49	147%
Buffalo-Hanover-Montrose Public School Dist. 0877-01	140	NP	NP	137.44	98%
Burnsville Public School District 0191-01	91	119.49	131%	65.03	71%
Cambridge-Isanti Public School District 0911-01	79	64	81%	92	116%
Cass Lake-Bena Public Schools 0115-01	192	266.64	139%	282.23	147%
Centennial Public Schools 0012-01	182	29.76	16%	178.69	98%
Chatfield Public Schools 0227-01	148	NP	NP	224	151%
Chisago Lakes School District 2144-01	142	181.14	128%	105.49	74%
Cloquet Public School District 0094-01	187	101.02	54%	142.47	76%
Crookston Public School District 0593-01	177	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
Dassel-Cokato Public School District 0466-01	77	75	97%	75.96	99%
Deer River Public School District 0317-01	89	NP	NP	132.23	149%
Detroit Lakes Public School District 0022-01	95	279.05	294%	118.73	125%
Duluth Public School District 0709-01	179	NR	NR	NR	NR
East Central School District 2580-01	183	202.43	111%	219.88	120%
Eastern Carver County Public School 0112-01	166	133.48	80%	170.43	103%
Eden Valley-Watkins School District 0463-01	189	26.92	14%	NP	NP
Edina Public School District 0273-01	94	91.68	98%	81.42	87%
Elk River Public School District 0728-01	96	135.49	141%	76.56	80%
Faribault Public School District 0656-01	197	NR	NR	192.36	98%
Farmington Public School District 0192-01	77	NR	NR	NR	NR
Fergus Falls School District 0544-01-370	88	214	243%	90	102%
Fillmore Central School District 2198-01	158	25	16%	223	141%
Forest Lake Public School District 0831-01	157	141	90%	240	153%
Fridley Public School District 0014-01	158	43.56	28%	222.03	141%
Grand Rapids Public School District 0318-01	181	NR	NR	NR	NR
Hastings Public School District 0200-01	94	63.65	68%	89.3	95%
Hermantown Public School District 0700-01	177	NR	0	219.04	124%
Hibbing Public School District 0701-01	194	164	85%	41.12	21%
Hinckley-Finlayson School District 2165-01	178	54.1	30%	203.13	114%
Houston Public School District 0294-01	89	NP	NP	92	103%
Howard Lake-Waverly-Winsted Public School Dist 2687-01	181	108.37	60%	175.03	97%
Hutchinson Public School District 0423-01	151	197.26	67%	154.49	101%
Inver Grove Heights Schools 0199-01	65	25	38%	54	83%
Isle Public School District 0473-01	185	NP	NP	220	119%

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
Lake Superior Public School District 0381-01	180	NR	NR	NR	NR
Lakeville Public School District 0194-01	187	125.96	67%	201.17	108%
Le Sueur-Henderson School District 2397-01	160	NR	NR	NR	NR
Litchfield Public School District 0465-01	183	NR	NR	NR	NR
Little Falls Public School District 0482-01	84	NR	NR	NR	NR
Luverne Public School District 2184-01	208	53.93	26%	68.5	33%
Mahnomen Public School District 0432-01	161	24.84	15%	754.31	469%
Mankato Public School District 0077-01	179	355.93	199%	237.31	133%
Marshall Public School District 0413-01	135	NR	NR	NR	NR
McGregor Public School District 0004-01	83	NP	NP	63.5	77%
Milaca Public School District 0912-01	189	176.79	94%	89.65	102%
Minneapolis Public School District 0001-03	175	78	45%	223	127%
Monticello Public School District 0882-01	175	142.98	82%	246.92	141%
Moorhead Public School District 0152-01	164	173	105%	189	115%
Mora Public School District 0332-01	173	NR	NR	NR	NR
Mounds View Public School District 0621-01	185	140	76%	218	118%
Nashwauk-Keewatin Public School District 0319-01	186	NR	NR	NR	NR
New London-Spicer Public School District 0345-01	176	153	87%	182.63	104%
New Prague Area Schools 0721-01	90	87.59	97%	112.13	125%
North Branch Public Schools 0138-01	55	NR	NR	NR	NR
Northfield Public School District 0659-01	187	172	92%	174	93%
Ogilvie Public School District 0333-01	172	NP	NP	261	152%
Onamia Public School District 0480-01	180	500	278%	203	113%
Osseo Public School District 0279-01	65	160.91	248%	229.61	353%
Owatonna Public School District 0761-01	150	283.86	189%	223.17	149%

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
Park Rapids Public School District 0309-01	51	161.82	317%	144.64	284%
Pelican Rapids Public School District 0548-01	184	131	71%	164	89%
Perham-Dent Public School District 0549-01	122	60	49%	116	95%
Pierz Public School District 0484-01	81	NP	NP	14.7	18%
Pine City Public School District 0578-01	192	180	94%	175	91%
Pine River-Backus Public School District 2174-01	89	112	126%	92	103%
Princeton Public School District 0477-01	74	6.38	9%	119.6	162%
Prior Lake-Savage Area Schools 0719-01	69	66	96%	86	125%
Proctor Public School District 0704-01	175	NR	NR	NR	NR
Red Lake Public School District 0038-01	195	NR	NR	NR	NR
Redwood Area School District 2897-01	145	NP	NP	92	63%
Richfield Public School District 0280-01	95	8	8%	92	97%
Robbinsdale Public School District 0281-01	91	NR	NR	NR	NR
Rochester Public School District 0535-01	182	129	71%	143	79%
Rocori Public School District 0750-01	148	87.58	59%	124.03	84%
Roseau Public School District 0682-01	189	52	28%	49	26%
Rosemount Public School District 0196-01	64	46	72%	72	113%
Roseville Public School District 0623-01	80	NR	NR	NR	NR
RTR Public Schools 2902-01	178	NR	NR	NR	NR
Shakopee Public School District 0720-01	87	83	95%	147	169%
South St. Paul Public School Dist. 0006-03	65	NR	NR	NR	NR
South Washington County School Dist. 0833-01	63	40	63%	66	105%
St. Anthony-New Brighton Schools 0282-01	89	NP	NP	81	91%
St. Cloud Public School District 0742-01	66	40	61%	67.83	103%
St. Francis Public School District 0015-01	74	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
St. Michael-Albertville School Dist. 0885-01	79	NR	NR	NR	NR
St. Paul Public School District 0625-01	44	27	61%	47	107%
St. Peter Public School District 0508-01	158	70	44%	155	98%
Stillwater Area Public School Dist. 0834-01	95	38	40%	140	147%
Swanville Public School District 0486-01	10	NR	NR	42.88	429%
Thief River Falls School District 0564-01	142	256	180%	87	61%
Waconia Public School District 0110-01	78	NP	NP	65	83%
Warren-Alvarado-Oslo School District 2176-01	179	49	27%	NP	NP
Warroad Public School District 0690-01	140	71	51%	166	119%
Waseca Public School District 0829-01	58	59	102%	97	167%
Watertown-Mayer Public School District 0111-01	70	NR	NR	NR	NR
Waubun-Ogema-White Earth School District 0435-01	161	NR	NR	NR	NR
Wayzata Public School District 0284-01	72	NR	NR	71	99%
West St. Paul-Mendota Hts.-Eagan 0197-01	175	129.94	74%	195.4	112%
White Bear Lake School District 0624-01	186	92	49%	172	92%
Willmar Public School District 0347-01	78	48.87	63%	71.94	92%
Winona Area Public School District 0861-01	74	NR	NR	NR	NR
Worthington Public School District 0518-01	147	109.75	75%	131.52	89%

This table does not include the credit data of 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, Goodhue County Education District, Hiawatha Valley Education District, Intermediate District 287, Intermediate District 916, Intermediate District 917, Minnesota River Valley Education District, Northland Learning Center, Lakes Country Service Cooperative, Region 6 and 8 Southwest/West Central, River Bend Education District, Runestone Area Education District, Southern Minnesota Education Consortium, Southern Plains Education Cooperative, Southwest Metro Education Cooperative, West Central Education District, Wright Technical Center ISD Zumbro Education District.