



# Reporting Part-Time Students in MARSS

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March 19, 2019

# Reporting Part-Time Students Presentation Outline

- Definition of Part-Time Student
- Average Daily Membership (ADM)
- MARSS Data Elements (MARSS = Minnesota Automated Reporting Student System)
- Percent Enrolled as a Portion of the School Day, Membership in Terms of Days
- Membership in Terms of Hours
- State-Approved Alternative Program (SAAP) Concurrent
- State-Approved Alternative Program Dual Enrollment
- Kindergartener with Disabilities (HK)
- Early Childhood Special Education (ECSE)
- Postsecondary Enrollment Options (PSEO)
- Students Placed in Care and Treatment Programs
- Shared-Time
- Homebound Versus Part-Time
- MARSS Web Edit System (WES) Reports

# Definition of a Part-Time Student

- Students who are required to attend for less than the full school day, as defined by the local school board, are considered part-time.
- Students who are not under school supervision for some part of the school day and are not marked absent are considered part-time.

# Average Daily Membership (ADM)

- Average Daily Membership (ADM) is the portion of the year that a student is enrolled in school.
- It is used in many Minnesota funding formulas.
- $$\text{ADM} = \frac{(\text{Percent Enrolled} / 100) \times \text{Membership Days}}{\text{Instructional Days}}$$

# Average Daily Membership (ADM) Calculations

- Refer to the [MARSS Manual: Appendix M](#).
- All students capped at a total of no more than 1.0.
- Only students enrolled in State-Approved Alternative Programs (SAAPs) can generate extended time ADM (ADM between 1.0 and 1.2).

## Data Element Definitions:

- Instructional Days
- Membership Days
- Length of School Day in Minutes
- Attendance Days

# Instructional Days

- Instructional Days are the number of days in the school calendar during which all students in a particular grade and school are required to attend and participate in school activity for the full school day.
- A full school day is defined by the local school board and may vary throughout the year.
  - Different grades in a school may have a different number of Instructional Days.
    - Full-day, alternate day kindergarten schedule.
    - Seniors are excused from the final day(s) of the school year.

# Membership Days

For most enrollment status records, Membership Days are the total number of Instructional Days during which students were enrolled in the school during the current school year.

- Both Status Start Date and Status End Date are days of membership.
- These data must be maintained throughout the year.
- Data should not overlap or be duplicated on another school's or district's MARSS file.



# Length of School Day in Minutes

## Time between Start and End-of-Day

- Start Time: when all students are expected to be in attendance at school and attendance is taken.
  - Students arriving after this time are considered tardy or absent.
- End Time: when first group of students are dismissed.
- Exclude meals.

# Length of School Day in Minutes (2)

- When the length of day varies throughout the year, an average length of day must be calculated using the *Flexible Scheduling Worksheet*. This impacts the Length of School Day in Minutes that is reported in the School (A) File.
- Minnesota Department of Education (MDE) webpage: [MARSS Reporting Instructions](#).
- [Flexible Scheduling Report](#).

# Flexible Scheduling Report Worksheet

## FLEXIBLE SCHEDULING REPORT WORKSHEET

**GENERAL INFORMATION AND INSTRUCTIONS:** Effective beginning with the 1996-97 school year, all prior statutes and rules mandating minimum numbers days (in a school year) and minimum hours per day were rescinded. However, for MARSS reporting purposes, it is still necessary to report the number of instructional days and the average length of day for each grade in each school. This worksheet provides you with a simple means for computing and summarizing these two statistics for those grades in which multiple schedules existed. Contact [marss@state.mn.us](mailto:marss@state.mn.us) if you have questions.

SCHOOL	SCHEDULES	(1)	(2)	(3)	(4)
		LENGTH OF DAY (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	AVERAGE LENGTH OF DAY (3÷2)
Grade(s) Applicable: ____ through ____	1st				
	2nd				
	3rd				
	4th				
TOTAL					

SCHOOL	SCHEDULES	(1)	(2)	(3)	(4)
		LENGTH OF DAY (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	AVERAGE LENGTH OF DAY (3÷2)
Grade(s) Applicable: ____ through ____	1st				
	2nd				
	3rd				
	4th				
TOTAL					

## FLEXIBLE SCHEDULING REPORT WORKSHEET INSTRUCTIONS

**Forward:** If your school schedule is constant throughout the school year, this worksheet is not necessary; the number of instructional days and length of day are a given. However, if your schedule varies during the year for any reason other than emergency late starts or early dismissals, this worksheet can assist you in determining the average length of the school day. Note that school days canceled entirely are not considered instructional days. This worksheet is for your use; do not submit it to the Minnesota Department of Education. It provides space for computation of two different school or grade schedules. You may have to reproduce additional copies.

### COLUMNS:

- Schedules:** This column allows you to include up to four different schedules/year for a particular school or grade (i.e., four different school day lengths).
- Column 1: Length of Day (Minutes):** For each separate schedule, list the number of instructional minutes in the day (include passing time; exclude lunch).
- Column 2: Number of Days:** List the number of instructional days for which this schedule applies. Total this column.
- Column 3: Minutes:** List the total number of minutes in the year generated by this schedule. Column 3 equals Column 1 times Column 2. Total this column.
- Column 4: Average Length of Day:** Column 3 total divided by Column 2 total. All decimal places must be dropped (e.g., both 350.12 minutes and 350.98 minutes equal 350.00 minutes).

# Flexible Scheduling Report Worksheet Example

## FLEXIBLE SCHEDULING REPORT WORKSHEET

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SCHOOL	SCHEDULES	(1)	(2)	(3)	(4)
		LENGTH OF DAY (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	AVERAGE LENGTH OF DAY (3÷2)
Grade(s) Applicable: 1 through 12	1st Reg	371	164	60,844	371
	2nd 2 hr	266	8	2,128	266
	3rd				
	4th				
TOTAL			172	62,972	366.1

= 1049.5 Hours

  

SCHOOL	SCHEDULES	(1)	(2)	(3)	(4)
		LENGTH OF DAY (MINUTES)	NUMBER OF DAYS	TOTAL MINUTES	AVERAGE LENGTH OF DAY (3÷2)
Grade(s) Applicable: through	1st				
	2nd				
	3rd				
	4th				
TOTAL					

minimum Required 1080

## FLEXIBLE SCHEDULING REPORT WORKSHEET INSTRUCTIONS

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- Column 1: Length of Day (Minutes):** For each separate schedule, list the number of instructional minutes in the day (include passing time; exclude lunch).
- Column 2: Number of Days:** List the number of instructional days for which this schedule applies. Total this column.
- Column 3: Minutes:** List the total number of minutes in the year generated by this schedule. Column 3 equals Column 1 times Column 2. Total this column.
- Column 4: Average Length of Day:** Column 3 total divided by Column 2 total. All decimal places must be dropped (e.g., both 350.12 minutes and 350.98 minutes equal 350.00 minutes).

# Attendance Days

- Attendance Days are the total number of Membership Days students were present in a given grade for the school year or for the period covered by a unique enrollment status record.
- Attendance is a subset of Membership Days and must be equal to or less than membership.
- Attendance Days may be reported in terms of hours rather than days when reporting Percent Enrolled equal to 998 or 999. Membership Days must also be reported in terms of hours rather than days.
- **Do not prorate Attendance Days for part-time students. The MARSS programming will perform this calculation using Percent Enrolled.**

# Part-Time Student Reporting

Three possible Percent Enrolled calculations:

1. Percent enrolled as a portion of the school day. Membership reported in terms of days.
2. 999 in terms of hours. For all early childhood students and area learning center/alternative learning program (ALC/ALP)/targeted services students.
3. 998 In terms of hours. For concurrently enrolled SAAP students.

Percent Enrolled	Attendance and Membership
100 or < 100	Days
999	Hours
998	Hours

# 1. Percent enrolled as a portion of the school day. In terms of days.

1. Percent enrolled as a portion of the school day. Membership in terms of days.

# Procedure 3 – Calculation of Membership Days for Part-Time and/or Shared-Time Students

For students who attend **less than full-time** but for a **constant length of time** every day, the following procedure may be used:

- Membership Days – Report the same as for full-time students.
  - Example: Part-time students enrolled all of the 173 instructional days would have 173 membership days, irrespective of the length of those days.
- Attendance Days – Report the same as for full-time students.



# Percent Enrolled in Length of Day in Minutes

Percent Enrolled – This must be calculated for each part-time student. It is based on the student's required length of day in terms of minutes expressed as a ratio to the length of day for the school and grade, from the school file. Round to the nearest whole number.

$$\text{Percent Enrolled} = \frac{\text{Student's Length of School Day in Minutes} \times 100}{\text{Length of School Day in Minutes}}$$

# For Students Who Attend Less than Full-Time but for a Constant Length of Time

Percent Enrolled – example:

- Nonpublic school students come over for a band class 45 minutes each day. The Length of Day in Minutes is 380 for the school and grade.

$$\begin{aligned}\text{Percent Enrolled} &= \frac{\text{Student's Length of Day in Minutes (45)}}{\text{Length of School Day in Minutes (380)}} \times 100 \\ &= 45/380 \times 100 = 12\%\end{aligned}$$

# For Students Who Attend Less than Full-Time but for a Constant Length of Time (2)

ADM Calculation:

$$\text{ADM} = \frac{(\text{Percent Enrolled} / 100) \times \text{Membership Days}}{\text{Instructional Days}}$$

$$\text{ADM} = \frac{(12 / 100) \times 175 \text{ Membership Days}}{175 \text{ Instructional Days}}$$

$$= 21 / 175$$

$$= 0.12 \text{ ADM}$$

Data Elements in MARSS	
Percent Enrolled Student File	12
Length of Day in Minutes School File	380
Membership Days Student File	175
Instructional Days School File	175
Attendance Days Student File	175

# 2. Membership in Terms of Hours

## 2. Membership in Terms of Hours

# Percent Enrolled in Hours

- Percent Enrolled must equal 998 or 999 for students whose Attendance Days and Membership Days are reported in terms of hours rather than days.
- For students who do not attend school every day, or if their days vary in length.
- This reporting option **may** be used for:
  - Kindergarten disabled (grade HK)
  - Shared-time
  - Part-time high school students
  - Expelled students
- This reporting option **must** be used for early childhood (EC) and SAAP.

# Part-Time Reported in Terms of Hours

## Percent Enrolled = 999

- Percent Enrolled = 999. This is an indication to MDE that Membership Days and Attendance Days are reported in terms of hours.

### 3. Part-Time Reported in Terms of Hours Percent Enrolled = 998

- Percent Enrolled = 998 is used only by SAAPs to indicate that a student is part-time at the traditional school.
  - SAAPs membership occurs during the traditional school day.
  - SAAP membership occurs after school but student is enrolled part-time at traditional school.
- The student's attendance and membership must be reported in terms of hours.

# Part-Time Schedule – Example

For students whose Percent Enrolled is 999 and they are **not**:

- In grade EC or HK
- Enrolled in an ALC targeted services program (school classification 45)
- PSEO participants

$$\text{ADM} = \frac{\text{Membership Days (in terms of hours)}}{(\text{Length of School Day in Minutes} \times \text{Instructional Days}) / 60}$$

Percent Enrolled = 999



# Part-Time Schedule – Calculation of Membership Hours

High school student does not attend a full day. One hour less per day.

Assume he/she attends all year.

Calculate Membership Days in Terms of Hours for this student.

$$\begin{aligned} \text{Membership Hours} &= 380 - 60 \\ &= (320 \text{ minutes} \times 175) / 60 \\ &= 56,000 / 60 \\ &= 933 \end{aligned}$$

Data Elements in MARSS	
Percent Enrolled <i>Student File</i>	999
Length of Day in Minutes <i>School File</i>	380
Membership Days in terms of hours <i>Student File</i>	933
Instructional Days <i>School File</i>	175

# Part-Time Schedule – Example (2) ADM Calculation

$$\begin{aligned} \text{ADM} &= \frac{\text{Membership Days in Terms of Hours, Student File}}{(\text{Length of School Day in Minutes} \times \text{Instructional Days}) / 60} \\ &= \frac{933}{(380 \times 175) / 60} \\ &= \frac{933}{1,108.33} \\ &= 0.84 \text{ ADM} \end{aligned}$$

# State-Approved Alternative Program (SAAP) Concurrent

## SAAP Concurrent Enrollment

# SAAP – Concurrent Enrolled

- Concurrent enrollment refers to a student who is enrolled less than full-time at a traditional school and who is also enrolled at a SAAP.
- The SAAP reports concurrently enrolled students with a Percent Enrolled of 998 rather than 999 to indicate that the student is less than full-time at the traditional school. Percent Enrolled 998 helps MDE assure that these students are reported as part-time at the traditional school.
- At the traditional school, the student can be reported as part-time with either a:
  - Percent Enrolled of less than 100 and attendance and membership reported in days, or
  - Percent Enrolled of 999 and actual attendance and membership reported in terms of hours.

# Concurrent Enrolled Student

Students attend the SAAP for math and reading 120 minutes each day. The Length of Day in Minutes is 360 for the school and grade at traditional school.

## Traditional School

Data Elements in MARSS	
Percent Enrolled Student File	999
Length of Day in Minutes School File	360
Instructional Days School File	175
Membership Days in terms of hours Student File	700

## SAAP School

Data Elements in MARSS	
Percent Enrolled Student File	998
Length of Day in Minutes School File	360
Instructional Days School File	175
Membership Days in terms of hours Student File	350

# SAAP – Concurrent Enrolled Example

Students attend the SAAP for math and reading 120 minutes each day. The Length of Day in Minutes is 360 for the school and grade at traditional school.

## SAAP

$$\text{Membership Hours} = (120 \times 175) / 60 = 350 \text{ Membership Hours}$$

$$\begin{aligned} \text{ADM} &= 350 \text{ Membership Hours} / ((360 \text{ Length of Day} \times 175 \text{ Instructional Days}) / 60) \\ &= 0.33 \text{ at SAAP} \end{aligned}$$

## Traditional School

$$\text{Membership Hours} = (240 \times 175) / 60 = 700 \text{ Membership Hours}$$

$$\begin{aligned} \text{ADM} &= 700 \text{ Membership Hours} / ((360 \text{ Length of Day} \times 175 \text{ Instructional Days}) / 60) \\ &= 0.67 \text{ at Traditional School} \end{aligned}$$

# State-Approved Alternative Program Dual Enrollment

## SAAP Dual Enrollment

# SAAP – Dual Enrolled

- Dual enrollment refers to a student who is enrolled full-time in a traditional school and enrolled in a SAAP outside the traditional school's instructional day.
- All dual enrolled students are reported with Percent Enrolled 999 at the SAAP.
- All students enrolled in targeted services programs are dual enrolled students because, by design, these are summer/after school programs as opposed to during-the-day programs. Targeted services students must be enrolled 100 percent at a traditional school or be fully enrolled, concurrently between a traditional middle school and middle level ALC program.



# Dual Enrolled Student

Students attend the SAAP for 45 minutes each day. The Length of Day in Minutes is 360 for the school and grade at traditional school.

## Traditional School

Data Elements in MARSS	
Percent Enrolled Student File	100
Length of Day in Minutes School File	360
Membership Days Student File	175
Instructional Days School File	175

## SAAP School

Data Elements in MARSS	
Percent Enrolled Student File	999
Length of Day in Minutes School File	360
Membership Days Student File	131
Instructional Days School File	175

# SAAP – Dual Enrolled Example

Students participate in the SAAP program each day.

## SAAP

$$\text{ADM} = \frac{0.75 \text{ hours} \times 175}{(360 \times 175) / 60} = \frac{131 \text{ Membership Days in Hours}}{1,050 \text{ Instructional Hours}}$$

= 0.12 at SAAP Extended Time

## Traditional School

Percent Enrolled = 100

$$\text{ADM} = \frac{(\text{Percent Enrolled} / 100) \times 175 \text{ Membership Days}}{175 \text{ Instructional Days}}$$

= 1.00 at Traditional School

# Handicap Kindergarten (HK)

HK

An enrolled kindergarten pupil with a disability is counted as the ratio of the number of hours of assessment and education by **875**, but no more than one. Minnesota Statutes, section 126C.05.

# Handicap Kindergarten (HK) ADM

There are two ways that a district can report HK students. Depending on your method, membership is calculated differently. The ADM will be the same.

- For students in grade HK and **Percent Enrolled is 999**:

$$\text{ADM} = \frac{\text{Membership Days (in terms of hours)}}{875 \text{ Hours}}$$

HK students cannot generate more than 1.0 ADM, even if they're enrolled in a learning year program.

- For students in grade HK and **Percent Enrolled is not 999**:

$$\text{ADM} = \frac{(\text{Percent Enrolled} / 100) \times \text{Membership Days}}{875 \text{ Hours}}$$

# Handicap Kindergarten (HK) ADM (2)

- In the Percent Enrolled reporting scenario, Percent Enrolled is the number of hours per day that the student is required to attend each day (rounded to the nearest hundredth) times 100.
- Attendance and membership are reported in terms of days. Note that when Percent Enrolled is reported as 100 for a student in grade HK, the ADM is based on one hour of membership per day; this could result in under-reporting of ADM.
- Either way is correct, but there seems to be less errors if the district reports the HK students using the Membership Days in terms of hours and the Percent Enrolled is 999.

# HK Part-Time Example – Hours Method

For kindergarten-disabled students who have an irregular schedule and are not required to participate in instructional activity for the same amount of time every day, it is easiest to report attendance and membership in terms of hours.

Example: This type of student is one who is scheduled to participate for five hours on Monday, Wednesday and Friday and only two hours on Tuesday and Thursday.

Sum all attendance and membership hours for the enrollment period and report the hours in the Attendance and Membership fields. Evaluation hours may be included if they were provided outside the normal school day.

Percent Enrolled must equal 999

$$\begin{aligned} \text{ADM} &= \frac{\text{Membership Days in terms of hours}}{875 \text{ Hours}} \\ &= \frac{684 \text{ Membership hours (19 hours per week x 36 weeks)}}{875} \end{aligned}$$

$$\text{ADM} = .78$$

- Maximum of 1.00 ADM per student

# HK Part-Time Example Days Method

For kindergarten-disabled students who have a set, uniform schedule every day, where special education services were provided during the normal school day, the days method may be used.

**Take care that Percent Enrolled is reported accurately.**

For full-day, alternate day schedules, students are scheduled to participate for six hours every Monday, Wednesday and Friday.

- Under Attendance and Membership Days report the actual number of attendance and membership days.
- Example: Students are enrolled for 90 days, six hours on each of these days, excluding lunch.



# HK Part-Time Example Days Method (2)

Membership Days = 90

Attendance Days = the number of days the students actually attended.

For HK students Percent Enrolled must be calculated to be the number of hours per day times 100. For six hours every day Percent Enrolled equals 600 (6 hours x 100).

$$\text{ADM} = \frac{(\text{Percent Enrolled} / 100) \times \text{Membership Days}}{875}$$

$$= \frac{(600 / 100) \times 90}{875} = \frac{540}{875} = 0.62$$

With a maximum of 1.00 ADM per student.

# Early Childhood Special Education (ECSE)

ECSE

# Early Childhood Special Education (ECSE) ADM

- Minnesota Statutes, section 126C.05, subdivision 1(b) provides formulas for calculating ECSE students' pupil units.
- Report Student Grade Level as EC.
- $ADM = \frac{\text{Membership Hours}}{825}$

- Students with an individualized education program/individual family service plan (IEP/IFSP) will generate at least a total of 0.28 ADM.
- Children receiving only evaluation services do not generate a minimum ADM.
- ECSE students are not eligible for extended time ADM.

# ECSE Part-Time Example

Percent Enrolled must equal 999 for all grade EC students.

EC student attends school three hours per day, every day.

Membership Hours =

180 minutes x 175 Instructional Days / 60 =

525 Membership Days in terms of hours.

Data Elements in MARSS	
Percent Enrolled Student File	999
Length of Day in Minutes School File	N/A
Membership Days Student File	525
Instructional Days School File	175

# EC ADM Calculation

$$\text{ADM} = \frac{\text{Membership Days}}{825}$$

$$= \frac{525}{825}$$

$$= 0.64$$

With a maximum of 1.00 ADM per student.

# Postsecondary Enrollment Options (PSEO)

PSEO

# PSEO ADM Calculation

- PSEO participants are guaranteed to generate at least 0.12 ADM even if they are enrolled in no high school classes but are enrolled in the school all year.
- Normally, a PSEO participant's ADM is based on the actual high school membership hours. But for participants who attend few, if any high school classes, their minimum ADM is 0.12.
- If the ADM on the lines for grades 10P, 11P and 12P looks too low, verify that the PSEO High School Hours have been reported on the MARSS file. Otherwise, a full-year PSEO participant will generate no more than 0.12 ADM.



# Postsecondary Enrollment Options (PSEO) ADM

Greater of:

$$\text{PSEO High School (HS) ADM} = \frac{\text{PSEO High School Participation Hours}}{(\text{Instructional Days} \times \text{Length of School Day in Minutes}) / 60}$$

Or

$$\text{ADM calculated as hours or days (1.0)} \times 0.12 = 0.12$$

Student is enrolled in PSEO, (MDE pays tuition).

PSEO High School ADM =

$$\frac{\text{PSEO High School Participation Hours}}{(\text{Instructional Days} \times \text{Length of School Day}) / 60}$$

$$= \frac{490}{(173 \times 360) / 60}$$

$$= \frac{490}{1,038}$$

$$= 0.47$$

MARSS Data Elements	
Percent Enrolled Student File	100
Postsecondary Enrollment Options Student File	Y
Postsecondary Hours in the High School Student File	490
Membership Days Student File	173
Instructional Days School File	173
Length of Day in Minutes School File	360
Concurrent Enrollment Student File	N

# Concurrent or Courses According to Agreement

Student is enrolled in Concurrent Enrollment or Courses According to Agreements (district pays tuition).

$$\begin{aligned}
 \text{ADM} &= \frac{\text{Membership Days}}{\text{Instructional Days}} \\
 &= \frac{173}{173} \\
 &= 1.00
 \end{aligned}$$

Student needs to be taking courses at the high school in order to be reported as concurrent "Y."

MARSS Data Elements	
Percent Enrolled Student File	100
Postsecondary Enrollment Options Student File	N
Postsecondary Hours in the High School Student File	0
Membership Days Student File	173
Instructional Days School File	173
Length of Day in Minutes School File	360
Concurrent Enrollment Student File	Y

# Students Placed in Care and Treatment Day Programs

## Care and Treatment

# Care and Treatment – Day Program

- Students in care and treatment programs who receive less instructional time than other public school students enrolled in the district should be reported as part-time.
- For example, a public care and treatment program provides instruction for four hours in the morning and the student receives treatment in the afternoon.
  - The Length of School Day in Minutes on the MARSS A-File should reflect the length of day for all public school students in the district in the same grade level.
  - The students enrolled in the care and treatment program should be reported as part-time students because they are receiving less than a full day of instruction as compared to other public school students enrolled in the district.

# Care and Treatment – Day Program (2)

- Only actual instructional time with an appropriately licensed teacher generates student membership for MARSS reporting.
  - Each hour of direct instruction generates one hour of membership.
  - Treatment time does not generate student membership unless is it required in the IEP and provided by an appropriately licensed teacher or related services provider.

# Care and Treatment Day Program (3)

- Most of these students will be considered part-time because treatment is usually provided during the school day
  - Percent Enrolled will be less than 100.
  - Part-time students can also be reported in terms of Membership Hours and Percent Enrolled reported as 999.

# Care and Treatment Reporting

Student is provided instruction for four hours in the morning and treatment in the afternoon.

Membership Hours =

240 Minutes of Instruction x 175 Instructional Days / 60

= 700

Data Elements in MARSS	
Percent Enrolled Student File	999
Length of Day in Minutes School File	360
Membership Days in terms of hours Student File	700
Instructional Days School File	175



# Care and Treatment Example

- Student is provided instruction for four hours in the morning and treatment in the afternoon.
- Length of Day in Minutes at the school/grade = 360
- Instructional Days at the school/grade = 175
- Percent Enrolled = 999

$$\begin{aligned} \text{ADM} &= \frac{\text{Membership Days (in terms of hours)}}{(\text{Length in School Day in Minutes} \times \text{Instructional Days}) / 60} \\ &= \frac{700}{(360 \times 175) / 60} = \frac{700}{1,050} = 0.67 \end{aligned}$$

## Shared-Time

# Shared-Time Students

- Shared-time students are students who attend a nonpublic, nonsectarian or home school and for part of the school day are enrolled in classes at the public school.
- Shared-time does not refer to students who attend two public schools and/or districts during the day.
- Report as you would for other part-time students.

# Shared-Time Students (2)

- See slide 17, 18 and 19 for examples on reporting for percent enrolled in terms of days.
- See slide 24, 25 and 26 for examples on reporting in terms of hours.
- Either way is acceptable.

# Homebound Versus Part-Time

## Homebound vs. Part-Time

# Homebound Versus Part-Time (2)

- In order for a student to be considered “Homebound,” a medical authority must provide written verification of the students’ confinement to the students’ home.
- A student may attend school on an part-time basis per medical authority, discipline or IEP driven placement.
  - Student would be considered part-time.
  - Not homebound.

# Homebound Reporting

- Create a new enrollment record with the Homebound Service Indicator set to a “Y.”
- The homebound record’s Status Start Date is the date of the first homebound visit.
- Once a student returns to school, end the homebound record with a Status End of 99 and create a new enrollment record with the Homebound Service Indicator set to “N.”
- For reporting and state aid purposes, one hour of one-to-one homebound instruction is equivalent to one day of membership except for students enrolled in a school with a four-day week schedule.

# Homebound Reporting (2)

- Information grid to assist with coding and reporting of students that are served off site. Situations covered in the grid include medically confined to the home, IEP-driven placements, disciplinary placements, 504 Plans among others.
- [Reporting for Students Who Receive Instruction Off-Site.](#)



## MARSS WES Reports

Use the following reports to verify part-time students were reported correctly to assure all state aid entitlement is accounted for.

- MARSS 24\_List of All Student Records.
- MARSS 29\_Low ADM Report.
- MARSS 35\_ADM Adjustment Report.

# MARSS 24\_List of All Students Report

- List of all of the students included on the most recently edited MARSS file. It includes several columns of data for each enrollment record, including preliminary ADM and an indication of whether the record generated an error (E) or warning (W) message.
- Use this report to identify missing or duplicate students at the school level. Because so many columns of data are provided, it could be used to find records with a particular enrollment range, or an unusual Percent Enrolled, records with error or warning messages, etc.
- This report can be exported to Excel in order to sort and filter.

# MARSS 24 List of All Student Records Report

List of all Student MARSS Records Report																Page 1 of 9														
Serving District: 0011:01 ANOKA-HENNEPIN PUBLIC SCHOOL DIST.										USING GEOY DATA		Edit: 11/30/2017 8:31:35AM																		
School: 110 Anoka-Hennepin Regional High School										2016-2017 SCHOOL YEAR		Print: 12/20/2017 7:48:02AM																		
Grade: 10																														
Student Name	Local Use Data	State Reporting Number	SCH	GRD	LLA	Begin Date	End Date	SE	SAC	Resident District	SEES SET	SESS SESH	PSEO HMB LEP	G/T SEX ETH	TRA ECO TTL	MG	PCT	BER	ADM	Adj ADM	Error Status	Oct Rec								
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	4	01	66.4	10	N	N	N	N	F	W	01	2	N	999	1021	1.00	1.00		X	
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	02	0	N	999	1024	1.00	1.00		X	
			110	10	21	09/26/2016	06/08/2017	40	00	001:1:01	1	00	0.054		N	N	N	N	M	W	01	0	N	999	940	0.92	0.92		X	
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	02	2	N	999	1189	1.17	1.00		X	
			110	10	21	01/03/2017	06/08/2017	40	03	0279:01	1	00	0.000		N	N	N	N	F	B	00	2	N	999	605	0.59	0.58		X	
			110	10	21	03/20/2017	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	00	2	N	999	391	0.35	0.33		X	
			110	10	21	09/26/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	H	02	2	N	999	231	1.21	0.87	W	X	
			110	10	07	09/26/2016	05/26/2017	99	00	001:1:01	1	00	0.000		N	N	N	N	M	B	01	2	N	999	892	0.87	0.87		X	
			110	10	23	05/30/2017	06/08/2017	40	03	0281:01	1	00	0.000		N	N	N	N	M	B	06	2	N	999	48	0.05	0.05		X	
			110	10	21	01/23/2017	06/08/2017	40	00	001:1:01	1	00	0.054		N	N	N	N	M	W	01	0	N	999	527	0.52	0.47		X	
			110	10	00	09/12/2016	10/14/2016	99	00	001:1:01	1	00	0.000		N	N	N	N	F	W	01	2	N	999	150	0.15	0.15		X	
			110	10	23	10/17/2016	06/08/2017	40	03	001:4:01	1	00	0.000		N	N	N	N	F	W	01	2	N	999	850	0.83	0.83		X	
			110	10	21	11/07/2016	04/18/2017	05	00	001:1:01	1	00	0.000		N	N	N	N	F	B	02	2	N	999	569	0.56	0.56		X	
			110	10	21	01/03/2017	01/19/2017	02	00	001:1:01	1	00	0.000		N	N	N	N	Y	F	W	01	0	N	999	72	0.07	0.07		X
			110	10	21	01/23/2017	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	M	B	01	2	N	999	613	0.60	0.52		X	
			110	10	00	09/12/2016	10/18/2016	04	00	001:1:01	1	00	0.000		N	N	N	N	F	B	02	0	N	999	162	0.16	0.16	W	X	
			110	10	14	12/06/2016	12/22/2016	99	00	001:1:01	4	01	2.008		N	N	N	N	M	W	01	2	N	999	91	0.09	0.09		X	
			110	10	24	01/09/2017	02/13/2017	99	00	001:1:01	4	02	33.4	08	N	Y	N	N	M	W	00	2	N	999	175	0.17	0.17		X	
			110	10	21	09/26/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	01	0	N	999	940	0.92	0.92		X	
			110	10	00	09/06/2016	11/09/2016	14	00	001:1:01	1	00	0.000		N	N	N	N	M	M	01	2	N	999	307	0.30	0.30		X	
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	02	2	N	999	192	1.17	1.00		X	
			110	10	21	03/20/2017	05/19/2017	99	00	001:1:01	1	00	0.000		N	N	N	N	M	W	01	0	N	999	300	0.29	0.29		X	
			110	10	00	09/06/2016	12/08/2016	22	00	001:1:01	1	00	0.000		N	N	N	N	M	H	01	2	N	999	359	0.35	0.35		X	
			110	10	21	03/20/2017	05/03/2017	13	00	001:1:01	1	00	51.0	00	N	N	N	N	Y	M	B	01	2	N	999	233	0.23	0.23		X
			110	10	21	03/20/2017	06/08/2017	40	00	001:1:01	4	01	56.7	07	N	N	N	N	M	W	01	0	N	999	336	0.33	0.33		X	
			110	10	00	09/06/2016	05/19/2017	99	00	001:1:01	1	00	0.000		N	N	N	N	M	W	01	2	N	999	099	1.08	1.00	W	X	
			110	10	00	09/06/2016	05/01/2017	99	00	001:1:01	1	00	0.000		N	N	N	N	F	W	02	0	N	999	007	0.99	0.92		X	
			110	10	24	05/23/2017	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	02	0	N	999	88	0.09	0.08		X	
			110	10	00	09/06/2016	02/22/2017	13	00	001:1:01	1	00	0.000		N	N	N	N	M	W	01	1	N	999	623	0.61	0.61		X	
			110	10	24	02/27/2017	03/24/2017	16	00	001:1:01	1	00	0.000		N	N	N	N	M	W	01	1	N	999	84	0.08	0.08		X	
			110	10	01	01/23/2017	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	M	I	01	2	N	999	527	0.52	0.52		X	
			110	10	00	09/06/2016	03/09/2017	02	00	001:1:01	1	00	0.000		N	N	N	N	M	H	02	2	N	999	689	0.68	0.67		X	
			110	10	00	09/06/2016	09/30/2016	03	00	001:1:01	1	00	0.000		N	N	N	N	M	W	01	1	N	999	114	0.11	0.11		X	
			110	10	07	01/23/2017	03/21/2017	14	03	091:1:01	1	00	0.000		N	N	N	N	F	W	00	2	N	999	204	0.20	0.20		X	
			110	10	21	04/10/2017	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	01	1	N	999	246	0.24	0.24		X	
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	M	B	01	1	N	999	1192	1.17	1.00		X	
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	F	W	01	0	N	999	1024	1.00	0.94		X	
			110	10	07	05/01/2017	06/08/2017	40	03	0016:01	1	00	0.000		N	N	N	N	F	W	00	0	N	999	196	0.19	0.19		X	
			110	10	00	09/06/2016	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	M	W	01	0	N	999	1024	1.00	1.00		X	
			110	10	21	05/01/2017	06/08/2017	40	00	001:1:01	1	00	0.000		N	N	N	N	M	M	01	2	N	999	196	0.19	0.19		X	

# MARSS WES 29\_Low ADM Report

- This is a list of schools and grades in which no student has generated 1.0 ADM. Grades EC (early childhood special education), PK (voluntary prekindergarten, SRP (school readiness plus) and HK (kindergarten disabled) are excluded.
- If the data were reported in error, the school is losing ADM and revenue.
- Use this report to confirm that the number of instructional days, length of day and/or membership days for students have been reported correctly.

# MARSS 29\_Low ADM Report

**MINNESOTA DEPARTMENT OF EDUCATION  
Low ADM Report  
EOY 2016-17 SCHOOL YEAR**

While reviewing your district's MARSS submission we noted that no students reported in certain grades and schools generated 1.0 Average Daily Membership (ADM).

Normally, if a student was enrolled in a school for the entire year, his or her ADM would be 1.0 (membership days for the student divided by the number of instructional days for the school). ADM of less than 1.0 for an entire grade can occur under normal circumstances if all students reported in that school and grade did not attend for the entire year. However, in some cases it can be a reporting error - either the number of instructional days for the grade is over-stated in the MARSS school file or the number of membership days for each student is under-stated in the student file. \*

Please check the number of instructional and/or membership days as reported for each school and grade listed below to confirm that no student was enrolled for the entire year. If a reporting error has been made, simply correct your MARSS file and re-submit it in the normal manner. The corrected file must be received by the Department no later than the final End of Year submission.

Thank you for your attention to this matter. Please call (651) 582-8811 if you have any questions.

Grade Level	Maximum ADM generated for this grade	Last Load Date: 12/13/17
12	.990	
12	.950	
10	.650	
12	.960	
12	.960	
12	.950	
12	.950	
12	.950	
12	.950	
12	.980	
12	.990	
12	.970	
09	.860	
04	.000	
07	.000	
09	.000	
01	.000	
10	.000	
02	.000	
12	.000	
11	.000	
05	.000	
08	.000	
03	.000	
06	.000	
10	.510	
09	.220	
07	.180	
11	.860	
06	.060	

\*Grades PS, EC, PA-PJ and HK, Shared-Time Students, and any school classification over 40 (alternative schools) were not considered in this review.

Date Run: 12/20/2017

Page 1 of 2  
Marss29\_Low\_ADM

# MARSS 35 ADM\_Adjustment Report

- This report lists all students either reported by this district or who are residents of this district reported by another district, and whose ADM after the statewide edit was run is probably different than the ADM that would have been computed locally.
- Use this report to reconcile the differences between ADM generated on local MARSS reports and the posted District/School ADM Report.

# MARSS WES 35 ADM\_Adjustment Report

MINNESOTA DEPARTMENT OF EDUCATION  
ADM ADJUSTMENT REPORT  
SCHOOL YEAR 2016-17

Page 3 of 25  
Date Run: 12/20/2017

DISTRICT: 0011-01  
ANOVA-HENNERIN PUBLIC SCHOOL DIST.

Sch Num	Sch Cb	School Name	Student Number	Student Name	Grd	SAC	Start Date	End Date	PSEO	% Enr	ADM 1.0	Ext TM ADM	OLL ADM	Orig ADM	Reasons For Adjustment
11	00						03/20/2017	06/08/2017	0.00	20	0.04	0.00	-0.03	0.07	2
11	00						09/06/2016	01/30/2017	0.00	100	0.51	0.00	0.00	0.52	1
11	00						09/06/2016	02/08/2017	0.00	100	0.55	0.00	0.00	0.56	1
11	00						09/06/2016	06/08/2017	0.53	100	0.54	0.00	0.01	1.00	9
11	00						12/06/2016	06/08/2017	0.00	80	0.54	0.00	0.01	0.53	9
10	00						03/20/2017	05/03/2017	0.00	999	0.17	0.06	0.00	0.23	1
10	00						09/06/2016	12/15/2016	0.00	999	0.40	0.16	0.00	0.56	1
10	00						02/13/2017	03/09/2017	0.00	999	0.10	0.02	0.00	0.12	1
10	00						03/20/2017	06/08/2017	0.00	999	0.35	0.03	0.00	0.38	1
11	00						09/06/2016	01/30/2017	0.00	999	0.47	0.09	0.00	0.56	1
11	00						04/11/2017	06/08/2017	0.00	999	0.21	0.03	0.00	0.24	1
11	00						02/13/2017	03/09/2017	0.00	999	0.09	0.01	0.00	0.10	1
11	00						09/12/2016	01/19/2017	0.00	999	0.51	0.02	0.00	0.53	1
11	00						10/17/2016	06/08/2017	0.00	999	0.81	0.03	0.00	0.84	1
11	00						09/27/2016	01/31/2017	0.00	999	0.42	0.08	0.00	0.50	1
11	00						09/06/2016	09/26/2016	0.00	999	0.07	0.02	0.00	0.09	1
11	00						09/06/2016	02/10/2017	0.00	999	0.57	0.20	0.00	0.80	1,5
11	00						05/01/2017	06/08/2017	0.00	999	0.16	0.01	0.00	0.17	1
11	00						09/06/2016	09/29/2016	0.00	999	0.04	0.04	0.00	0.11	1,5
11	00						09/06/2016	12/01/2016	0.00	999	0.33	0.01	0.00	0.34	1
11	00						01/03/2017	06/08/2017	0.00	999	0.58	0.13	0.00	0.71	1
12	00						09/06/2016	12/12/2016	0.00	999	0.50	0.06	0.00	0.56	1
12	00						01/03/2017	03/28/2017	0.00	999	0.50	0.07	0.00	0.57	1
12	00						01/03/2017	06/08/2017	0.00	999	0.53	0.09	0.00	0.62	1
12	00						12/06/2016	03/09/2017	0.00	999	0.32	0.11	0.00	0.45	1,5
10	00						10/03/2016	06/08/2017	0.00	999	0.03	0.13	0.00	0.18	1,5
10	00						09/26/2016	02/06/2017	0.00	999	0.01	0.05	0.00	0.06	1
10	00						01/24/2017	03/08/2017	0.00	999	0.00	0.03	0.00	0.03	1
10	00						04/26/2017	06/08/2017	0.00	999	0.02	0.01	0.00	0.03	1
11	00						05/24/2017	06/08/2017	0.00	999	0.05	0.01	0.00	0.06	1
11	00						02/02/2017	03/09/2017	0.00	999	0.00	0.02	0.00	0.02	1
11	00						10/12/2016	01/04/2017	0.00	999	0.00	0.05	0.00	0.05	1
11	00						04/27/2017	06/08/2017	0.00	999	0.11	0.02	0.00	0.13	1
11	00						10/26/2016	01/18/2017	0.00	999	0.00	0.03	0.00	0.03	1
11	00						04/12/2017	06/08/2017	0.00	999	0.00	0.03	0.00	0.03	1
11	00						04/19/2017	06/08/2017	0.00	999	0.02	0.02	0.00	0.04	1
11	00						04/10/2017	05/17/2017	0.00	999	0.05	0.01	0.00	0.06	1
12	00						01/23/2017	06/08/2017	0.00	999	0.01	0.13	0.00	0.14	1
12	00						10/05/2016	11/30/2016	0.00	999	0.00	0.02	0.00	0.02	1
12	00						01/04/2017	05/17/2017	0.00	999	0.01	0.05	0.00	0.06	1
12	00						01/04/2017	03/08/2017	0.00	999	0.04	0.02	0.00	0.06	1
12	00						04/19/2017	06/08/2017	0.00	999	0.03	0.01	0.00	0.04	1
12	00						04/19/2017	06/08/2017	0.00	999	0.02	0.01	0.00	0.03	1
12	00						10/31/2016	03/06/2017	0.00	999	0.00	0.04	0.00	0.04	1
12	00						04/05/2017	05/03/2017	0.00	999	0.00	0.02	0.00	0.02	1
12	00						04/19/2017	06/08/2017	0.00	999	0.00	0.00	0.00	0.00	5
12	00						01/11/2017	04/13/2017	0.00	999	0.04	0.05	0.00	0.11	1,5

Reasons for Adjustment

- Total ADM exceeded 1.0, or 0.60 for pre-K
- OLL ADM reduction; student completed OLL courses else here
- Too few Instr. hours at the learning year program, e.g., alternative program
- Too few Instr. hours at trad. school of enrollment, applies to learning record only
- Total ADM exceeded 1.2
- Total ADM exceeded 1.5
- Early childhood guarantee of 0.28
- PSEO guarantee of 0.12, prorated to portion of year enrolled
- OLL ADM increase; student completed OLL courses else here
- OLL ADM adjustment to extended time ADM

Mars35\_ADM\_AdjustmentP



# Thank you!

**Kelly Wosika**

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651-582-8855