

Table of Contents

Minnesota Automated Reporting Student System (MARSS) Reporting Timelines	2
End-of-Year Fiscal Year 2018-19.....	2
Monthly To-Do List	2
Data Special Interest Group (SIG).....	4
TransAct.....	5
School Calendars and Inclement Weather	5
Enrollment in Online Learning (OLL) Program and Traditional School.....	7
Counting All Students and Ed-Fi	7
Early Childhood Students and Transportation Reporting	8
MARSS 62 Charter Transportation	9
October 1 Assignment for Compensatory Revenue.....	9
Early Childhood Screening.....	11
Repeat Articles	11
Notification of Change in Student Enrollment	11
Superintendent Authorization for MARSS WES	11
MARSS Coordinator Contact List	11

<p>Minnesota Automated Reporting Student System (MARSS) Reporting Timelines</p> <p>End-of-Year Fiscal Year 2018-19</p>	<p>Monthly To-Do List</p>
<p>MARSS Web Edit System (WES) closes the morning after the deadline, unless otherwise stated. Any files received after the deadline are not guaranteed to be included in the statewide edit.</p>	<p>The district/school average daily membership (ADM) reports are usually posted a week or so following the MARSS deadlines starting in June.</p>
<p>Monday, January 14, 2019 – MARSS WES opens for end-of-year Fiscal Year (FY) 2019.</p>	<p>January</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run MARSS WES edits for testing files.
<p>Not applicable</p>	<p>February</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run MARSS WES edits for testing files.
<p>Thursday, March 21, 2019 – Due at Regional Management Information Center (RMIC)</p> <p>Wednesday, March 27, 2019 – Due at Minnesota Department of Education (MDE)</p>	<p>March</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run MARSS WES edits for testing files.
<p>Monday, April 1, 2019</p> <p>All errors and warnings will become active on the local edit.</p>	<p>April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Run MARSS WES edits for testing files. <input type="checkbox"/> Review the first statewide edit reports.
<p>Thursday, April 11, 2019 – Due at MDE</p> <p>This is an optional submission.</p> <p>Statewide reports will be posted.</p>	<p>Not applicable</p>

<p style="text-align: center;">MARSS</p> <p style="text-align: center;">End-of-Year Fiscal Year 2018-19</p>	<p style="text-align: center;">Monthly To-Do List</p>
<p>Thursday, April 25, 2019 – Due at RMIC</p> <p>Wednesday, May 1, 2019 – Due at MDE</p>	<p>May</p> <ul style="list-style-type: none"> <input type="checkbox"/> Share local report MARSS 11 List of Graduates with the counseling office to identify seniors who did not graduate. Update the Status End code of those who did not graduate from 08 to 40. These data are used for Every Student Succeeds Act (ESSA) graduation rates and cross-year edits next fall. Students reported as a graduate this year but who re-enroll next year will not generate ADM and funding this year. <input type="checkbox"/> Review the statewide report MARSS 61 Unknowns to verify that the correct Status End code was reported for students who were reported as transferring or re-enrolling in a Minnesota public school, but didn't. These students' Status End codes need to be updated to better reflect their status, e.g., dropout, transferred to a school outside Minnesota, transferred to a nonpublic school, etc. <input type="checkbox"/> Review the statewide report MARSS 30 Error Report and start working with MARSS coordinators in other districts to correct date overlap errors. <input type="checkbox"/> Remind special education staff that you will need Special Education Service Hours. Refer to the MARSS data element Special Education Service Hours (SESH) for the list of students who require SESH. <input type="checkbox"/> If preparing for faculty-reduced summer schedules, the school districts and charter schools that have signed up to on-board with Ed-Fi should have their <i>Ancestry Form (Ethnic Racial and Demographic Designation Form)</i> ready to be used for 2019-20 school year (paper or electronic form), if it hasn't already been added to the enrollment packets.

<p style="text-align: center;">MARSS</p> <p style="text-align: center;">End-of-Year Fiscal Year 2018-19</p>	<p style="text-align: center;">Monthly To-Do List</p>
<p>Thursday, May 30, 2019 – Due at RMIC</p> <p>Thursday, June 6, 2019 – Due at MDE</p>	<p>June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verify that the correct instructional days and length of day have been reported for each school and grade. <input type="checkbox"/> Verify attendance and membership data for all students. These data will be used for the ESSA consistent attendance calculations. <input type="checkbox"/> Enter Special Education Service Hours. <input type="checkbox"/> Correct the errors for students with more than one Status End code of 08 (graduate) or 40 (end-of-year).
<p>If you have questions, contact MARSS (marss@state.mn.us).</p>	<p>Not applicable</p>

Data Special Interest Group (SIG)

MDE has restarted the monthly webinar series called Data SIG. The next SIG meeting is scheduled for January 17, 2019, starting at 2 p.m.

These webinars will first focus on MDE’s transition from collecting student data via MARSS WES and the Student Support Data Collections (SSDC) to both the more detailed *Ancestry Ethnicity Origin* form titled *Ethnic and Racial Demographic Designation Form* (to be used in FY 2019-20) as well as the new data collection technology called Ed-Fi. Refer to the MARSS memo dated August 20, 2018, for the description of Ed-Fi.

There are two Counting All Students websites with more detailed information.

1. [Students and Families > Programs and Initiatives > Counting All Students](#) focuses on information for families.
2. [Districts, School and Educators > Business and Finance > Counting All Students](#) focuses on information for school districts and student information system (SIS) vendors.

To register for the Data SIG webinars, navigate to mde.webex.com, select the **Upcoming** tab and look for the events called **Data Special Interest Group (SIG)**. Join us to learn more about Ed-Fi and to see if your district would like to start using this technology starting with the 2019-20 school year.

If you have questions, contact mde.cas@state.mn.us.

TransAct

As part of TransACT's commitment to provide school district administrators with resources and guidance on federal program compliance and administration, they regularly publish blogs featuring guest writers. They are honored to feature David Nieto of BUENO Center for Multicultural Education, writing about changes to [migrant education programs under the Elementary and Secondary Education Act \(ESEA\) as amended by ESSA](#).

School Calendars and Inclement Weather

Following are typical questions raised by schools with emergency late starts, early closings and canceled school days.

How do I mark a day when school was canceled?

Mark the day as "no school," as for a Saturday or school break. For state reporting purposes, this day is not an instructional day for the school/grade and not an attendance/membership day for students. It does not matter if school is closed for weather, fire, boiler breakdown, staff development, funeral, school break, etc. No school is no school.

This canceled school day does not affect ADM for most full-year students, which is the comparison of a student's membership days to instructional days. The ADM formula for most students is Membership Days divided by Instructional Days. For example, 175 membership days divided by 175 instructional days is 1.0 ADM, as is 174 membership days divided by 174 instructional days.

Do I need to reschedule the school day later in the year?

This decision needs to be made by the local school board, which sets the original calendar and has the authority to change it. If the day is not made up, we recommend that the local board formally amend the calendar for local accountability purposes. Charter schools should send a copy of the new calendar to [Jeanne Krile](#) in School Finance.

Note that statute requires independent school districts to schedule at least 165 instructional days for grades 1-11, unless it has commissioner approval for a four-day week. It requires all schools to provide a minimum of 425 annual instructional hours for half-time kindergarten, 850 hours for full-day, daily kindergarten, 935 hours for grades 1-6, and 1,020 hours for grades 7-12, excluding summer school and meals.

Will we lose state aid if we do not make it up?

There is no direct financial penalty for having too few days or too few instructional hours. Statute does not provide a penalty for not meeting these requirements. But again, the local board must be accountable to the students and families; they need to formally modify the calendar if it is different than what was originally scheduled.

However, students whose ADM is based on a statute-defined number of hours will generate fewer membership hours if the canceled instruction is not rescheduled. Specifically, kindergarten-disabled and early childhood students with more than 231 membership hours are affected. Also, the summer or extended-day membership

of dual-enrolled students at a state-approved alternative program (SAAP) would generate less ADM if the core year membership provided fewer than the statute-defined minimums for learning year programs.

How do I code a late start/early dismissal?

Emergency late starts or early dismissals can be reported as a regular full school day. However, scheduled late starts and early dismissals for any reason (staff development, state tournaments, parent-teacher conferences, etc.) affect the length of day that is reported on the MARSS school file. Use the [Flexible Scheduling Report](#) (worksheet) to calculate an average length of day to report on MARSS when the scheduled length of day varies during the school year.

How do I code an emergency late start/early dismissal when one section of kindergarten is canceled?

For half-day, daily kindergarten:

- When morning kindergarten is canceled, but either afternoon kindergarten is held or there is no afternoon class, mark morning kindergarten as a nonschool day.
- When afternoon kindergarten is canceled, but either morning kindergarten is held or there is no morning class, mark afternoon kindergarten as a nonschool day.

For full-day, alternative day kindergarten:

- The kindergarten section that was scheduled to meet on a canceled day should be marked as “no school.”

Making Up Lost School Days

School boards have leeway in making up the lost instructional time if that is what they desire. Classes can be held on Saturday, the length of day can be extended, nonschool days can be converted to student instructional days, and/or days can be added at the end of the school year in May and June.

If school is held on Saturday(s), nonschool days converted to student instructional days, and/or days are added at the end of the year, mark them as instructional days in your student software. They should be reported as instructional days on the MARSS A School File and as membership days on the MARSS B Student File for students enrolled.

If the length of day is extended, use the *Flexible Scheduling Report (worksheet)* to compute the average length of day to report on the MARSS A School File. This “report” does not need to be returned to the department, but keep a copy on file in case of a student attendance audit.

Whether or not the canceled school days are made up, the board needs to adopt a new school calendar showing the canceled school days as nonschool days. If any new days are added as student instructional days, identify them on the new calendar as well. Charter schools must send a copy of the modified school calendar to [Jeanne Krile](#) in School Finance.

If the lost days cause a district's annual instructional hours to fall below 1,020 for grades 7-12 or 935 for grades five and six, students who are also enrolled at a SAAP will generate less ADM at the SAAP. Students enrolled at SAAPs other than targeted services generate ADM based on a minimum number of instructional hours.

If you have questions on calculating the length of the school day and/or making up school days, contact [Kelly Wosika](#) (651-582-8855).

If you have questions on charter school calendars, contact [Jeanne Krile](#) (651-582-8637).

Enrollment in Online Learning (OLL) Program and Traditional School

When a student enrolls in a comprehensive OLL program, no other district has access to revenue for the student – just like a student who open enrolls to a neighboring district. If a student enrolled in a comprehensive OLL program wants to take one or two classes at the resident district, there is no state funding available to the resident district. The resident district is not obligated to provide additional instruction to a student enrolled elsewhere. However, the resident district can request a tuition agreement with the OLL program. The OLL program is not obligated to honor the tuition request, but it can if it chooses. Only the OLL program reports the student on MARSS and includes all of the instructional time it either provides or pays for, not to exceed 100 percent enrolled.

If the OLL program denies the tuition request, the resident district can deny the student the class, charge the family tuition or provide the instruction free of charge. In any case, the resident district does not report the student on MARSS because the student is already enrolled elsewhere.

However, a student who is enrolled in a traditional school has access to supplemental OLL courses from a Minnesota state-approved OLL program. Use the *Online Learning (OLL) Supplemental Notice of Student Registration* form to document how the student's courses will be paid for. Find a copy of the form on the [Online Learning page](#).

When MDE pays for the student's supplemental OLL courses, the traditional school reports the student on MARSS for the time the student is required to attend at the school site. The OLL program reports the course completions to MDE independent of MARSS.

If the enrolling school pays for the supplemental OLL courses, the traditional school reports the student on MARSS for the time the student is required to attend at the school site, plus the equivalent number of hours each supplemental OLL course would have generated in a seat-based setting at the high school, not to exceed 100 percent.

In either case, the OLL program does not report the student on MARSS.

If you have questions, contact [Kelly Wosika](#) (Kelly.wosika@state.mn.us).

Counting All Students and Ed-Fi

Legislation passed during the 2016 session, and updated in the 2017 session, requires MDE to analyze and report assessment results disaggregated into several subcategories of students, including more [detailed ancestry groups](#). Several stakeholder meetings were conducted to assist MDE in implementing the legislation. MDE used the information to develop a data collection form for schools and districts to request the information from their families. Student software vendors that support MARSS reporting in Minnesota have also been

working with MDE to implement this collection. In fact, most have already updated their system to reflect fields on the extended ancestry form. JMC has an electronic form available via their parent portal. Once a student's family has entirely filled out and saved the form, the software updates the appropriate fields within the student record. Infinite Campus, does not yet have an electronic extended ancestry form available, but the system does have student fields updated within the student record. Skyward is currently working on this update within their software. This update is one step forward in our Ed-Fi transition.

The implementation of the automated data collection, Ed-Fi, will be phased in over four years. Five pilot districts and charter schools are collecting and reporting the expanded ancestry data for the 2018-19 school year using Ed-Fi. Starting with the 2019-20 school year, all districts and charter schools, including cooperative districts, are invited to start participating in Ed-Fi. All districts and charter schools will be required to participate in Ed-Fi no later than the 2021-22 school year. The 2022-23 school year is scheduled to be the last year of the current student reporting system, MARSS WES.

Ed-Fi will update automatically within your student information system (Infinite Campus, JMC, Skyward, etc.) every night prior to midnight. Ed-Fi will not necessarily take the place of MARSS WES, at least not for some time. Rather, it will collect more detailed student data and offer not only school districts, but MDE a more timely and efficient way to look at the data.

During your first year, when you sign up to on-board, you'll submit your MARSS data via MARSS WES using both the A and B file upload and an Ed-Fi load. Please note, after the first year of dual reporting, if your data is certified through Ed-Fi, you will be able to eliminate the MARSS WES A and B uploads, thus, solely reporting via Ed-Fi.

It is our goal to make this process as easy and concise as possible. What can you do now to prepare to transition to Ed-Fi? You can sign up to on-board, stay up to date via MARSS memos, attend Data SIG calls, and check the links provided. Feel free to reach out to us with any questions.

It is MDE's goal for the 2019-20 school year to have 50 percent of Minnesota school districts signed up to on-board to Ed-Fi. If your district has not signed up to on-board with Ed-Fi for the 2019-20 school year, it is in your best interest to sign up now as you will likely receive more guidance with the on-boarding process.

[How will the Ed-Fi transition affect the MARSS role?](https://education.mn.gov/MDE/DSE/MDE074622) (https://education.mn.gov/MDE/DSE/MDE074622)

[View previous Data SIG presentations.](https://education.mn.gov/MDE/dse/count/DataSIG/) (https://education.mn.gov/MDE/dse/count/DataSIG/)

If you have questions, contact [Tara Chapa](mailto:tara.chapa@state.mn.us) (tara.chapa@state.mn.us).

Early Childhood Students and Transportation Reporting

Children that are receiving early childhood special education (ECSE) services under a current individualized education program (IEP)/individualized family service plan (IFSP) are entitled to transportation under Minnesota Statutes, section 123B.88, subdivision 1. The transportation service can be added to the IEP under the Least Restrictive Environment (LRE) and would state that the student will be receiving free transportation. This is not considered a related service. A related service of transportation must be an IEP team determination based on the child's needs. The IEP team would include the related service of transportation when it is actually an IEP

team determination based on the needs of the child. For example, the student may need a wheelchair-accessible bus.

For state reporting purposes and aid entitlement, the ECSE student receiving special transportation under the LRE provision, not a related service in the IEP, would be coded with Transportation Category 03-Disabled in MARSS when the district provides a special education route for the student because of the timing or location of the classes. The related cost would be coded in UFARS under Finance Code 723 for state aid.

When the IEP team has included transportation as a related service in a student's IEP based on the individual needs of the child, the ECSE student would be coded with Transportation Category 03-Disabled in MARSS. The related cost would be coded in Uniform Financial Accounting and Reporting Standards (UFARS) under Finance Code 723 for state aid.

In those instances when an ECSE student rides a regular bus along with general education students, without any accommodations, adaptations or special routing, the student would be coded with Transportation Category 01-Regular. The cost of the transportation would be reported in UFARS under Finance Code 720.

If you have questions, contact [Kelly Garvey](mailto:kelly.garvey@state.mn.us) (kelly.garvey@state.mn.us).

MARSS 62 Charter Transportation

A charter school has the option of providing its own transportation or using district-provided transportation. A charter school, after its first fiscal year of operation, must notify the district in which it is located, and MDE of its decision on transportation services for the 2019-20 school year, by March 1, 2019. For a charter school in its first fiscal year, the deadline is July 1, 2019.

To assist a charter school in notifying MDE of its choice, MARSS WES has a statewide report (MARSS 62 Charter Transportation Report) available. The report must be completed for each site and returned to MDE by March 1, 2019. First year charters' reports need to be completed by July 1, 2019. In order to view the charter school's MARSS WES report, the school's MARSS coordinator needs to access the report under **MARSS WES Fall FY 2019 Statewide Reports**.

A copy of the report must be sent to the district in which the charter school is located, regardless if the charter school is or not using district-provided transportation. To find contact information for the district, use the [MDE Schools and Organizations \(MDE-ORG\)](#) site.

If you have questions, contact [pupil transportation](mailto:pupiltransportation.mde@state.mn.us) (pupiltransportation.mde@state.mn.us).

October 1 Assignment for Compensatory Revenue

The October 1 enrollment count is the official enrollment count generated by the fall MARSS files. These counts are used in federal reports as well as compensatory revenue. By definition, the October 1 enrollment is an unduplicated head count of students enrolled in a public school on October 1. If October 1 falls on a weekend or holiday, the next business day is used as the official count date.

According to Minnesota Statutes, section 125C.05, a student is counted only once during a school year for compensatory revenue, based on the student's enrollment as of October 1. Date overlap errors on the fall MARSS files do not cause both records to be excluded from the October 1 enrollment counts. MDE programming will determine the site at which the student is counted. This programming is based on a statewide hierarchy decision process. During the fall statewide MARSS edit, each enrollment record is flagged as either "Yes" or "No" for October 1 enrollment.

This decision process may explain why student counts on the local MARSS 12 Compensatory Student Count report would differ from the statewide MARSS 28 Economic Indicator report.

The October 1 assignment is as follows:

- For dual-enrolled students (i.e., Percent Enrolled is 999 at an SAAP that is classified as 41, area learning center (ALC) or 42, alternative learning program (ALP) and the student is enrolled in a non-SAAP school), the October 1 flag is assigned to the non-SAAP school.
- For concurrent enrolled students (i.e., Percent Enrolled is 998 at a SAAP school classification 41, ALC or 42, ALP and the student is enrolled in a non-SAAP school), the October 1 flag is assigned to the SAAP.
- For non-SAAP overlapping enrollment records where both records span October 1:
 - If both records are Percent Enrolled 100 (whether inter-district or intra-district), the October 1 flag is assigned to the record with the later Start Date.
 - If both records have the same Start Date, the October 1 flag is assigned to the record with the lowest school classification.
 - If both records have the same Start Date and the same school classification, the October 1 flag is assigned to the record with the lowest school number.
- If both records are Percent Enrolled 999 (whether inter-district or intra-district), the October 1 flag is assigned to the record with the later State Date.
 - If both records have the same Start Date, the October 1 flag is assigned to the record with the lowest school classification.
 - If both records have the same Start Date and school classification, the October 1 flag is assigned to the record with the lowest school number.
- When one record is Percent Enrolled 999 and one is at least 50 percent, the October 1 flag is assigned to the record with the Percent Enrolled of 50 percent or more.
- When one record is Percent Enrolled 999 and one is less than 50 percent, the October 1 flag is assigned to the record with 999 Percent Enrolled. If there are three or more overlapping records, and one is 999, and the others are less than 50 percent, the October 1 flag is assigned to the 999 percent record.
- If there are three or more overlapping records and all records have Percent Enrolled of less than 999, the October 1 flag is assigned to the record with the greatest Percent Enrolled.
- For records with the same Percent Enrolled, the October 1 flag is assigned to the record with the later State Date.
- For records with the same Percent Enrolled and same Start Date, the October 1 flag is assigned to the school with lowest school classification.
- For records with the same Percent Enrolled, same Start Date, and same school classification, the October 1 flag is assigned to the school with lowest school number.

More information about the Economic Indicator is available in the [MARSS Manual](#).

If you have questions, contact [MARSS](mailto:marss@state.mn.us) (marss@state.mn.us).

Early Childhood Screening

When parents or guardians submit a copy of a screening completed by a public or private health care provider (Head Start, Child and Teen Checkups or clinics that provide observational developmental screening), districts and charter schools that provide screening would report MARSS preschool screening (PS) records.

The MARSS PS record is assigned by using the [registration form](#) and State Aid Categories are assigned based on the program that completed the screening. [MARSS Procedure 26](#) outlines the process for assigning the MARSS PS records.

If you have questions, contact [Margaret Chresand](mailto:margaret.chresand@state.mn.us) (margaret.chresand@state.mn.us).

Repeat Articles

Notification of Change in Student Enrollment

When students change districts or charter schools, the [Notification of Change in Student Enrollment](#) must be initiated by the newly enrolling district. Districts and charter schools are required to capture MARSS data and provide a few data items when a student withdraws from one Minnesota school district or charter school and enrolls in another. This information includes the Student Name, State Student Identification Number (SSID), State Aid Category and Status Start Date. Exchanging this document helps avoid date overlap errors by notifying the prior school/district of the date the student enrolled in the new school/district.

If you have questions, contact [MARSS](mailto:marss@state.mn.us) (marss@state.mn.us).

Superintendent Authorization for MARSS WES

MARSS WES is supported by the [External User Access Recertification System](#). The Identified Official with Authority (IOWA) needs to complete the preauthorization before the electronic request in MARSS WES can be approved for a MARSS coordinator, MARSS user or regional coordinator.

The process for registering a district or charter school staff person as the IOWA is posted on the [External User Access Recertification webpage](#).

If you have questions, contact [MARSS](mailto:marss@state.mn.us) (marss@state.mn.us).

MARSS Coordinator Contact List

The MARSS coordinator contact list is available in [MDE-ORG](#) (Schools and Organizations). Click **Enter MDE-ORG site to get started!**

There are two ways to locate MARSS coordinator information:

- Enter the district number and district type or school name into the search field. This search will bring up a list for you to choose the appropriate district or charter school. After you find the district/school, click **Contact View** to see a list of all contacts for that district/school. If there is no name listed under **District MARSS Coordinator**, the school has not yet authorized a MARSS coordinator.

- Click **Contact Lists** on the left side of the page. This option will display a list of contact types that can be viewed. **District MARSS Coordinator** generates the list. This list can also be exported into an Excel format.

If your contact information changes, you will need to update it within your MDE and MARSS WES accounts so the information posted on MDE-ORG remains current.

If you have questions, contact [MARSS](mailto:marss@state.mn.us) (marss@state.mn.us).

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