

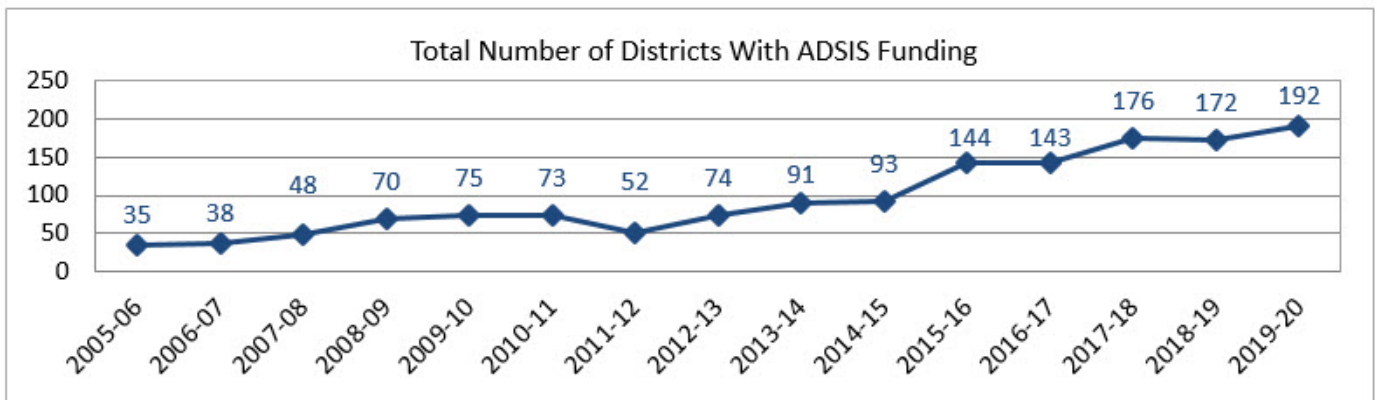
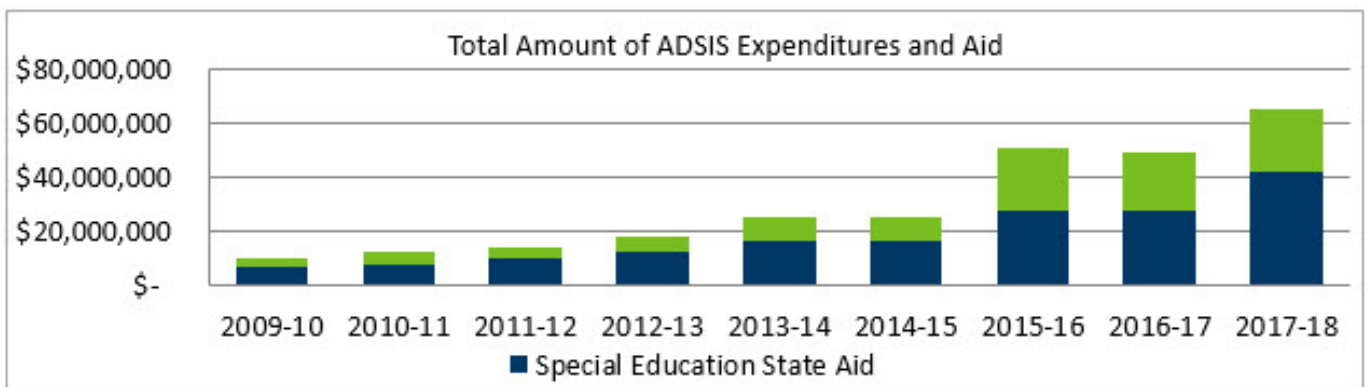
Alternative Delivery of Specialized Instructional Services (ADSIS)

ADSIS Overview and Background

Alternative Delivery of Specialized Instructional Services (ADSIS) is a funding source for direct instructional services that are designed to assist students who need additional academic or behavioral support to succeed in the general education environment. It is anticipated that by providing supports early to struggling students, the likelihood of inappropriate referrals to special education will be reduced. Minnesota Statutes, sections 125A.50 and 125A.78 detail the specific requirements and funding authority for ADSIS.

Recipients of ADSIS state aid must identify which schools, grade levels and content areas are included in their district application as well as identify evidence-based practices and a system for screening and progress monitoring students. Per state statute, schools with ADSIS programs are expected to conduct formative and summative evaluation to determine program impact, measure student outcomes and meet reporting requirements.

Overview of ADSIS Districts and Budgets



Summary of ADSIS Student Enrollment

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	15-16	16-17
Total Students Served in ADSIS	3,988	11,496	9,686	10,938	12,857	14,831	17,963	21,548	20,942
Students Graduating out of ADSIS	914 23%	5,544 49%	2,596 27%	2,979 27%	2,196 17.1%	2,909 19.6%	3,344 18.6%	4,475 20.8%	6,513 31.1%

Source: Annual End-of-Year ADSIS School Reports

*Note: 2014-15 data set is incomplete so not included. 2017-19 funding cycle data are under analysis and thus unavailable.

Impact of ADSIS on Special Education Referrals and Eligibility

Two hundred and twenty-four currently funded ADSIS schools reported a decrease in referrals to special education from fiscal year (FY) 2017 to FY 2018. Of those districts, 47 percent met their goal of reducing inappropriate referrals or maintaining an appropriate rate of referral in the 2017-18 school year. Additional special education referrals trends can be found in the table below.

	07-08	08-09	09-10	10-11	11-12	12-13	13-14	15-16	16-17
ADSI Students Referred for Special Education Evaluation	227 5.7%	486 4.2%	467 4.8%	496 4.5%	512 4%	654 4.4%	830 4.6%	936 4.3%	747 3.5%
ADSI Students Referred and Became Eligible for Special Education Services	153 67%	328 67%	300 64%	351 71%	315 61.5%	392 59.9%	622 74.9%	730 78%	667 89.3%

Source: Annual End-of-Year ADSIS School Reports

*Note: 2014-15 data set is incomplete so not included. 2017-19 funding cycle data are under analysis and thus unavailable.

Impact of ADSIS on Student Outcomes

District progress monitoring data showed that 1,673 students receiving behavior supports, 4,175 students receiving math supports and 10,138 students receiving reading supports made some or significant improvement with the additional instruction provided through ADSIS.

Analysis of the academic achievement of ADSIS students showed that 2,160 students receiving reading support and 604 students receiving math supports increased at least one proficiency level. 23.8 percent of students receiving ADSIS reading supports were at or have now met or exceeded Minnesota Comprehensive Assessment (MCA) reading standards and 12.6 percent of students receiving math supports were at or have now met or exceeded MCA math standards.

2016-17 Academic Achievement of ADSIS Students

ESSA Accountability System ("Progress Points" from Transition Matrix)	Students That Received ADSIS Reading Support (with Available MCA Data) N=8,998	Students That Received ADSIS Math Support (with Available MCA Data) N=3,780
2 (remained at "partially meets" or meets")	1,586 (18%)	794 (21%)
3 (remained at "exceeds")	11 (0%)	8 (0%)
5 (moved from "meets" to "exceeds")	42 (0%)	26 (1%)
6 (moved from "partially meets" to "meets")	469 (5%)	163 (4%)
8 (moved from "does not" to "partially meets")	846 (9%)	253 (7%)
9 (moved from "partially meets" to "exceeds")	5 (0%)	1 (0%)
12 (moved from "does not meet" to "meets")	195 (2%)	26 (1%)
15 (moved from "does not meet" to "exceeds")	0 (0%)	0 (0%)

Source: Minnesota Comprehensive Achievement Data and District Service Hour Spreadsheets

Staff Contacts:

Becky Nies

Alternatives and Prevention Support Specialist
 Special Education Division
 651-582-8648 | rebecca.nies@state.mn.us

Eric Kloos

Assistant Director
 Special Education Division |
 651-582-8268 | eric.kloos@state.mn.us