Frequently Asked Questions: MARSS and Student Reporting

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Why do I have to report High School Hours for PSEO students?

The General Education Revenue for students who are participating in PSEO (where MDE pays the tuition to the Post-Secondary) is divided between the High School and the Post-Secondary Institution (PSI). The PSI reports to MDE the number of post-secondary credits earned. MDE reimburses the PSI the agreed amount of tuition for each credit. The High School reports to MDE the number of hours the student took credit-bearing HS classes during the time the student was also taking PSI courses. The High School will generate a pro-rated amount of revenue based on the number of hours of HS classes reported on MARSS.

What is the formula for calculating High School hours for PSEO students?

Calculating High School Hours is an exercise in math.

First, you need to determine the number of days the student participated in PSEO (note that a separate enrollment record is required for students who do not participate all year – a student might have 2 enrollment records because PSEO = Y first semester and PSEO = N second semester).

Then you need to look at the student's schedule and determine how many credit-bearing high school classes the student took while also participating in PSEO. Multiply the number of HS classes by the number of minutes for each class (including passing time). Multiply that result by the number of days the student participated in PSEO. Divide the result by 60 to convert minutes to hours.

> *Example:* Joe took some PSEO courses first semester. There were 86 days in first semester. Joe also took 3 high school classes first semester and each class (with passing time) is 54 minutes.
>
> 86 days X 3 classes X 54 minutes = 13,932 minutes
> 13,932 minutes ÷ 60 = 232 hours (rounded – no decimal places)
>
> The start/end dates on Joe's first enrollment record would span first semester dates; PSEO would be Y and PSEO HS hours would be 232. The start/end dates on Joe's second enrollment record would span second semester dates, PSEO would be N and there would be no need to report PSEO HS hours.

How do I fix MARSS Edit Error #359 – PSEO Indicator Missing?

This error message indicates that a Post-Secondary Institution (PSI) has reported to MDE that this student has taken post-secondary credits for which the PSI will bill the MDE. The PSI has indicated that this student is enrolled in your district.

If this is accurate, you need to change the student's PSEO flag to Y and calculate the HS hours. Once this is done, the next time you run the MARSS WES Edit, the error will go away.

If the student is not enrolled in your district or is a non-public or home-schooled student, you need to notify MDE so that they can 'remove' the student from the PSEO database assigned to your district. Send an email to jeanne.krile@state.mn.us and let them know that this is the case. The error will remain until staff at MDE updates the PSEO database. Contact Jeanne Krile at MDE if you have questions/issues 651-582-8637. If your district has paid the tuition to the PSI directly, someone in your district needs to contact the PSI. The PSI has incorrectly billed both MDE and your school district. The PSI needs to contact Jeanne Krile at MDE to get this resolved. The error will remain until staff at MDE updates the PSEO database. Again, contact Jeanne Krile at MDE if you have questions/issues 651-582-8637.

What is an ADM, how is it calculated and how is it used?

The majority of school district funding is based on student enrollment. Student enrollment is determined by calculating the Average Daily Membership (ADM) for each student who is enrolled at any time during the school year. A student who is enrolled all year generates 1.0 ADM, a student who is enrolled for half the school year generates 0.5 ADM, etc. To calculate a student's ADM, we need to report two things: how many days a student was enrolled (membership days) and how many days school was in session during the 'core' school year - typically September through late May or early June (instructional days).

For the majority of students, the formula for calculating ADM is membership days ÷ instructional days. In the MARSS reporting system, we report each student's membership relative to the student's enrollment dates in the MARSS B file (student file). The student information system (SIS) will calculate membership days based on the school calendar and the student's enrollment dates. We also report the number of instructional days in the 'core' school year for each grade level in each school in the MARSS A file (school file).

> *Example:* The number of instructional days for grade 5 is 172.
>
> 5th grade student Sara was enrolled from 9/3 – 11/20. The SIS calculated 52 membership days during that enrollment. She transferred to another district for a few months. She returned on 2/15 and remained enrolled until the end of the school year on 6/3. The SIS calculated 70 membership days during that enrollment.
>
> Sara's ADM will be calculated as follows (rounded to 2 decimal places):
> > 52 membership days ÷ 172 instructional days = 0.30
> > 70 membership days ÷ 172 instructional days = 0.41
> > Total ADM is 0.30 + 0.41 = 0.71

The total ADM for all students enrolled is calculated. The basic formula amount for FY15 is $5,831 per ADM. The total value of each ADM will vary for each district depending on a number of factors (referendum revenue, compensatory revenue, etc.). Each 1.0 ADM could generate from $6,000 - $9,000 (or more).

What are some of the exceptions to the ADM calculation described above?

1. Students enrolled in ALCs/Alternative schools must have their attendance and membership reported in terms of hours rather than days. For MARSS reporting, changing the percent enrolled field to 999 indicates that the attendance and membership is expressed in terms of hours.

The formula for calculating ADM at ALCs/Alternative schools is membership hours ÷ instructional hours. The instructional hours are calculated from information reported in the MARSS A (School) file: instructional days * length of day. You must report the number of instructional days during the 'core' school year (e.g. September through late May or early June). If the instructional hours are less than 935 (for grades 1-6) or 1020 (for grades 7-12), students enrolled all year will not generate a full 1.0 ADM because those are the minimum required hours at ALC's.

> *Example:* The number of instructional days for grades 7-12 during the 'core' school year at the ALC is 170 and the length of day is 340 minutes. Total instructional hours = (170 X 340) ÷ 60 (to convert minutes to hours) = 963. Since this is less than the required 1020 hours, 1020 will be used as the denominator in the ADM calculation.
>
> Tony was enrolled all year at the ALC (for 170 days and for 340 minutes each day) for a total of 963 membership hours.
>
> Tony's ADM will be 963 membership hours ÷ 1020 instructional hours = 0.94

2. Students who participate in PSEO are funded based on the number of PSEO HS hours reported rather than the total number of membership days enrolled.

The formula for calculating ADM for PSEO students is PSEO HS hours ÷ instructional hours during the time the student participates in PSEO. If a student is full-time PSEO (has no HS hours), there is a guaranteed minimum of 0.12 ADM (provided the student is enrolled all year).

Examples: The number of instructional days for grade 12 is 172 and the length of day is 375 minutes. Total instructional hours = (172 X 375) ÷ 60 (to convert minutes to hours) = 1075.
Sandy is a senior who participated in PSEO all year. During the year she also took 355 hours of HS classes.

Sandy's ADM will be 355 HS hours ÷ 1075 instructional hours = 0.33

John is a senior who participated in PSEO first semester. There were 86 days first semester for a total of 538 instructional hours (rounded). He also took 160 hours of HS classes first semester. During the 86 days of second semester, he was a full-time high school student (no PSEO participation for second semester).

John's ADM for first semester will be 160 HS hours ÷ 538 instructional hours of 1st semester = 0.30
John's ADM for second semester will be 86 membership days ÷ 172 instructional days = 0.50
John's total ADM is 0.30 + 0.50 = 0.80

3. The denominator for calculating ADM for Early Childhood Special Ed (ECSE) students is 825 (hours). The membership for ECSE students is reported in terms of hours. There is a guaranteed minimum of 0.28 ADM, so if a student has less than 231 hours of service, they will still generate 0.28 ADM.

4. The denominator for calculating ADM for Kindergarten Handicapped students is 875 (hours). Membership for Kindergarten Handicapped students can be reported either in terms of days or hours. If it is reported in terms of days, there is a process in place to convert the days to hours in the ADM calculation (see 'How do I report attendance and membership for Kindergarten Handicap').

5. For students enrolled in a Targeted Services program, the denominator for calculating ADM is set in statute. Membership is reported in terms of hours. The denominator for grades 1-6 is 935 and for grades 7-8 is 1020.

What is Extended Time ADM?

Students who are enrolled in traditional schools are limited to 1.0 ADM. Students who are enrolled in State-Approved Alternative Programs (SAAP) such as ALC's/Alternative schools/Targeted Services are eligible to generate up to an additional 0.20 ADM which is known as Extended Time ADM.

In order to generate Extended Time ADM, the student must first generate 1.0 ADM (must be a full-time student at either a traditional school or a SAAP). When a student also attends either an after school program, night school program, independent study, or summer school at a SAAP, those membership hours will contribute to the additional 0.20 ADM.

Example: Susan is enrolled 172 days at her local high school. There were 172 instructional days in the school year. She also attended an after school program at the local ALC for a total of 180 hours. The ALC had 172 instructional days (during the core school year) and the length of day (during the traditional school day) is 360 minutes for a total of 1,032 instructional hours.

Susan's ADM at the high school will be 172 membership days ÷ 172 instructional days = 1.0
Susan's Extended Time ADM at the ALC will be 180 membership hours ÷ 1032 instructional hours = 0.17

What should I report for the number of instructional days and length of day in the MARSS A file (school file) at my ALC and why?

The combination of instructional days and length of day is used to calculate instructional hours. This will be used as the denominator in the ADM calculation. The denominator should reflect the number of hours of instruction needed to make normal grade progression within a school year because this represents a full-time student (and full time funding). The ADM calculation is always relative to a full-time time student. Even if your ALC offers an after-school program only, or you have a separate site number set up for your summer ALC program, the information in your school file should still reflect the number of days and day length of a typical day in your core school year.

For example, a typical school year includes 1,020 hours of instruction (or more). A student who attends a summer session at an ALC is only attending school for 3 – 12 weeks for 2 – 4 hours a day and should not generate the same ADM (and therefore, funding) as a student who is enrolled September – May at the high school.

Membership hours reported for each student in the Student file will reflect the actual number of hours enrolled while instructional days reported in the School file will reflect the number of days in the core school year. If the instructional hours reported in the school file falls below the required minimums (935 hours for grades 1-6 and 1020 hours for grades 7-12), the required minimums will be used as the denominator in the ADM calculation.

How do I report attendance and membership for Kindergarten Handicap?

MARSS reporting procedures allow us to report attendance and membership for Kindergarten Handicapped (HK) students either in terms of hours or days. Note that it is possible that your student information system (SIS) may only allow you to report in terms of hours. That would be a limit of your SIS, not a MARSS reporting rule.

Ultimately, since the ADM formula for HK students is membership *hours* ÷ 875, if you report in terms of days, it will be converted to hours within MDE's programming for ADM calculation. In either case, it is the percent-enrolled field that will indicate how attendance and membership will be interpreted.

If you choose to report attendance and membership in hours, you must change the percent-enrolled to 999. This indicates to the MARSS Edit program that the number entered into the field for attendance 'days' and membership 'days' is actually hours, not days. Typically, when you choose this option, you are going to manually enter in the total attendance and membership hours for each student (though, it is possible that some SIS's can calculate this for you). These hours should be relative to the enrollment dates of each record for those students that have multiple MARSS enrollment records.

If you choose to report attendance and membership in terms of days, the percent-enrolled must be changed to reflect the length of your school day. Each 100% represents 1 hour. If your kindergarten school days is 360 minutes (exactly 6 hours), percent-enrolled should be 600. If your day length is not an even number of hours, use this formula to calculate percent-enrolled:

> Example: Length of day is 365 minutes
> (365 ÷ 60) X 100 = 608 (rounded)
> Report your HK students with 608% enrolled

When you report in terms of days, your SIS will calculate each student's attendance and membership for you based on the student's enrollment dates and the school calendar for grade HK. The MARSS Edit program will calculate the membership hours based on the percent-enrolled you report.

> Example: HK student enrolled 170 days and percent-enrolled is 608%
> 170 * 6.08 (since 608% indicates that the school day is 6.08 hours) = 1,034 membership hours (rounded)
> The ADM will be 1034 ÷ 875 = 1.18, but will be adjusted down to 1.0 (the max ADM for grade HK)

Why do I have to report Special Ed Service Hours for some special ed students, but not for all?

Special Ed Service Hours (SESH) are used in the Tuition Billing process. They will be calculated for the majority of students based on MDE's analysis of thousands of IEP's. For each combination of primary disability and instructional setting, MDE calculated the average percentage of the day each student receives special ed services. Therefore, for the majority of special ed students, you do not have to report SESH, they will be calculated.

However, for some students, the average did not capture an accurate percentage. So, for the following students, districts must specifically report the number of SESH:
- Early Childhood Special Ed (ECSE)
- Kindergarten Handicapped
- Shared-time special ed (SAC 16, 17, 18)
- Sites designated with one of these teaching models: Cooperative, Inclusive programs, or Multidisciplinary
- Students whose membership is based on credits earned: Independent Study, Project Based, Online learning
- Homebound special ed
- SAC 27 (students in public care/treatment)
- SAC 46 (ESY)

What is the difference between membership hours and Special Ed Service Hours for ECSE students?

For ECSE students, it is possible that membership and SESH will be the same. It is also possible for membership to be less than or greater than SESH. So, what's the difference?

Membership is used to calculate the student's ADM and general education funding. Membership is the number of hours the student is scheduled to receive special ed services as specified in the student's IEP. Membership also includes indirect services specified in the IEP. In some cases, a student's IEP may contain a community placement (such as Head Start or Early Childhood Family Ed). Even though there are no special ed services provided in these placements, this time is eligible to be included in membership provided there is a district expense *and* it is specified by the student's IEP. Because of this, it is possible for membership to exceed SESH. In simplest terms, membership is "kid time". A child may only generate a single hour of membership for every hour of participation in regular education or special education activities provided through the active IEP. That total participation time added to eligible indirect service equals membership. Common examples: A one hour home visit delivered jointly by two licensed professionals generates one hour of membership. A child who participates, at district expense, in a regular EC program such as school readiness generates an hour of membership for each hour of participation planned by the IEP team and documented in the IEP.

SESH are used as part of the formula in MDE's Tuition Billing process. SESH are *not* used to calculate the student's ADM or general education funding. SESH are the number of hours of direct and indirect special ed services provided by a licensed special ed teacher or other licensed professional (such as Occupational Therapists (OTs), Physical Therapists (PTs), etc.) as specified in a student's IEP. Any placement in a regular ed program (such as Head Start or ECFE) is *not* included. However, it is possible for SESH to exceed membership if the student receives 'stacked' services. This occurs when more than one licensed staff work with a student at the same time. For example, if both a speech teacher and an OT work with the student for one hour (at the same time), that would be 2 SEHR but only 1 membership hour. Therefore, if a student receives 'stacked' services, it is possible for SESH to exceed membership. This is often the case with Birth – 2 year olds when two licensed staff visit the home together.

Why do I need to report Summer Leavers and Summer Graduates?

The purpose of reporting Summer Leavers and Summer Graduates is to update your district's graduation rate. With the exception of summer school at ALCs/Alternative schools, summer enrollment is not reported via MARSS. In order to report events that occur over the summer at traditional schools, this procedure was put into place.

MDE calculates a 4, 5, 6 and 7 year graduation rate for each district. The first time a student is reported in MARSS as a 9th grader, MDE will track that student in district's MARSS data files for 4 – 7 years looking for a Status End Code 08

(graduated). If a 9th grader does not graduate in 4 years, the last district to report that student on MARSS will be negatively impacted in their 4-year graduation rate.

MDE will expect to see a MARSS record in the following school year for any student who was reported enrolled in the previous year unless their Status End Code indicated that the student moved out of MN, transferred to a non-public school (including home schools), was committed to a correctional facility, graduated, or died. If any of these events occur during the summer, the last district to have reported the student needs to report that fact in the following year's MARSS file.

State Aid Category 98 is used to report both Summer Leavers and Summer Graduates. You report these records in the new school years' Fall and EOY MARSS file (following the summer that the student has 'left'). The Status End Code will indicate what occurred: 05 (moved out of the state or country), 03 (transferred to a non-public or home school), 13 (committed to a correctional facility), 08 (graduated) or 11 (died). You can use any date between June 30 and the first week of September as both the Status Start Date and Status End Date. You can use the first few days of school as the Start/End dates if your software will not allow you to input summer dates.

Note that if a student transfers to another Minnesota Public school district from one year to the next, the previous district does NOT need to report the student as a summer leaver in their MARSS data files. MDE will find the student's record in the new district's MARSS file and the student will be removed from the previous district's graduation 'cohort'. While you do need to withdraw the student from your student system, that fact is not reported via MARSS. Depending on your particular student system, the procedure for doing this will vary. In some systems, the student is simply deleted from the new years' data file, in others you may need to withdraw the student in whatever manner will not create a MARSS record.

These records do not generate any ADM or revenue for your district. They are used only for the purpose of documenting events that occur over the summer that are not otherwise reported in MARSS so that your district's graduation rate can be accurately calculated.

If one of the purposes of the Fall MARSS Submissions is to report data for the December 1 Child Count, why are there submission deadlines in October, November and December?

The number of students who are receiving special educational services as of December 1 (known as the December 1 Child Count) is used as part of the formula for calculating Minnesota's allocation of Federal special education funding.

MDE realizes that Fall MARSS reporting is a 'moving target'. Each day you could have new students enroll or withdraw and IEP's could be written or terminated.

However, we need to periodically set a deadline for all districts to submit their data to MDE so that a statewide edit can be run. The accuracy of the data depends on statewide-level editing. In order to meet the federal government's deadline for the December 1 Child Count, we need to offer multiple opportunities for district staff to review various reports. There would not be time to meet this deadline if we waited until after December 1 to begin running statewide edits.

For each of the three Fall deadlines (and there is an optional fourth deadline in January, if needed), districts should submit the most accurate data as of the date of submission. Print and share the reports available from the MARSS Web Edit System to see if any changes are needed before the next deadline. Each subsequent submission will completely replace the previous one.

Fall data will also be used to calculate Compensatory Revenue for the following school year (reimbursement is one year behind). This is based on the number of students that were enrolled on October 1 who are eligible for free or reduced meals. The Fall data is considered final in early January – later EOY MARSS submissions will not update the Fall data.

Do I need open-enrollment forms filled out in order for non-resident students to attend my ALC?

No, non-resident students are not subject to the deadlines and rules for open enrollment and do not need to complete open enrollment forms.

MN Statute 123A.05 (State Approved Alternative Program Organization) states: "A pupil who does not reside in the district may attend a state-approved alternative program without consent of the school board of the district of residence."

However, non-resident students must meet the statutory criteria for at-risk learners (124D.68).

Why don't I have any Local Reports listed in the MARSS Web Edit System (WES)?

Data for the MARSS WES Local Reports comes from your MARSS A (School) and B (Student) files. MARSS WES does not have direct access to those files.

Whenever a user logs in and runs an edit in MARSS WES, the data from the A and B files that the user edited is stored in the system. That is the data that is available for the Local Reports. Therefore, in order to have access to any Local Reports, a user must first run an edit.

Data from the A and B files edited will be used for the reports. If the user edited data from a single building in the district, only that building's data will display in any of the reports. Every time the user edits a set of A and B files, the Local Reports will be updated to reflect the information in those files.

Different users may have different Local Reports depending on the data in the A and B files that the user edited. The reports are 'tied' to the logged-in user.