



Minnesota Automated Reporting
Student System (MARSS)
Manual

OVERVIEW

Last Reviewed June 2011

USES OF MARSS DATA

The Minnesota Automated Reporting Student System (MARSS) collects student data required by more than one area of the Minnesota Department of Education (MDE) via one system. MARSS eliminated a significant number of paper reports and other duplicate reporting that districts previously experienced. Data collected via MARSS are used for a variety of purposes, including state aid and levy calculations, federal grant allocations, federal and state civil rights reporting, unduplicated child count and National Center for Education Statistics (NCES) reports. The year-end financial aid calculations that utilize data collected via MARSS include general education revenue, shared-time foundation aid, contract alternative school aid, extended time revenue, sparsity, LEP, charter school lease aid, etc. Fall MARSS data are used to calculate compensatory revenue, allocate federal block grant, Title 1, drug education dollars and learning readiness aid to calculate a district's child count for federal special education funding and to pre-code state assessment documents.

Due to the wide use of the MARSS data, it is imperative that districts and charter schools report complete and accurate MARSS data in a timely manner. Without such data, much of the districts' state and federal money cannot be allocated. And, without accurate and timely MARSS data, districts and charter schools may find themselves reporting the same information to MDE several times, defeating one of the primary purposes of MARSS.

MARSS WES provides many output reports that are used to verify the accuracy and completeness of the data.

School districts and charter schools may also use these output reports to estimate final revenues for regular education, complete grant applications and for planning. For districts and charter schools which enroll nonresident students MARSS data may be used to create output reports listing these students, their attendance, membership, average daily membership (ADM) and weighted ADM.

MARSS is designed such that the district or charter school which provides primary service to the student, reports the student. This is not always the resident district. Several data elements are utilized to determine which district or charter school generates the state aid or grant allocation for a particular student. For example, to determine which district or charter school generates general education revenue, the student's STATE AID CATEGORY and STUDENT RESIDENT DISTRICT NUMBER and TYPE are considered.

In the Data Elements and Definitions section of the MARSS Manual, a brief statement of the use of each data element may be found.

Reporting Cycles. There are two MARSS reporting cycles:

- 1. Fall submissions:** The Fall submission(s) should include all student records up to the end of the school year. District staff who use vendor products that request an *as of* date or extract date should enter the last day of the school year. Also, include students who graduated, died, dropped out or transferred to another state or to a nonpublic school over the summer on the Fall file. However, the Free and Reduced Price Meal Eligibility counts remain for those students enrolled on October 1st and whose application was certified by December 15. *Refer to the Data Elements section.*

- 2. End-of-Year (EOY) submissions:** The EOY submissions should include all student records for the entire year, whether or not the students were enrolled on the last day of school. It also includes the same summer records as reported on the Fall file.

Both the Fall and EOY submissions are identified as fiscal year (FY) or school year. Example: The 2009-10 school year would be FY 2010 and the submission would be for Fall or EOY 10. All school years, except state-approved learning year programs, must fall between July 1 and June 30.

There are two files of data submitted for Fall and EOY submissions; the School File (A file) and the Student File (B file). *Refer to Appendix J for the file layouts.*

Many data items are reported in both the Fall and EOY.¹ However, some are edited in only one of the two cycles. *Refer to the discussion of the individual data items for more information.*

Timelines for Fall and EOY MARSS submissions are posted on MDE's Website at: http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/MARSS_Student_Accounting/index.html. Districts need not submit MARSS files for every deadline, especially when no corrections or additions need to be made. Data on file at MDE by the due dates will be used to produce the next set of statewide turn-around reports, most of which are posted to MARSS WES. MDE is unable to provide reports to districts or charter schools that have not reported any data by a given due date.

Every time a district, charter school or its Regional Management Information Center (RMIC) submits MARSS data to MDE, the submission must include both the school and student files for all schools in the district.

Important Note: The submission of partial data eliminates all previously existing data and replaces only part of it. The district would then be in jeopardy of losing state and/or federal revenue by reporting partial data.

PROCESSING, REPORTING AND EDITING RESPONSIBILITIES

District Responsibilities

- Chooses method to capture data through a RMIC or vendor software. *Refer to page 4.*
- Captures and maintains data on all students for which it is the primary school of enrollment.
- Exchanges students' STATE REPORTING NUMBERS, STATUS START/END DATES and STATE AID CATEGORY with districts from which students enrolled or to which students transferred using the *Notification of Change in Student Enrollment* form. The transfer of this information should be made within ten business days [M.S. § 120A.22, Subd.7, (2007)].

¹For example, DISTRICT NUMBER, DISTRICT TYPE, STATE REPORTING NUMBER, GENDER, STUDENT GRADE LEVEL.

- Forwards data to the RMIC in the standard file format, if reporting via the RMIC. Direct reporting districts and charter schools must edit their data, correct local errors and then forward their data to MDE directly in the standard file format via the MARSS WES.
- Corrects errors found in the statewide edit and resubmits data in the normal manner.
- Reviews the various reports posted to MARSS WES, MDE Website or mailed from MDE to check that all students are accounted for and every students' data is accurate. Students that are missing or are in error impact funding. Examples of verification reports posted to MDE's Website include the District/School ADM Report and Compensatory Revenue Report.

Regional Management Information Center (RMIC) Responsibilities

- Receives data from member districts.
- Verifies that each district's data passes MDE's edit process before submitting data to MDE.
- Provides districts with reports, allowing districts to assure the completeness and accuracy of its data (e.g., MARSS Edit Summary, District ADM, Error, Fall Enrollment, Child Count Served and Nonresident Reports).
- Submits only locally error-free data to MDE.
- RMICs have no MARSS-related responsibilities to districts who choose to report directly to MDE.

MDE's Responsibilities

- Performs state level edit/error checks.
- Notifies districts via MARSS WES reports and publicly posted reports if local errors exist and/or data appears missing.
- Produces verification reports for districts.
- Provides pertinent data to MDE users for program compliance, grant applications and state aid payments.
- Certifies software vendors for compliance with MARSS reporting criteria.

CAPTURE AND MAINTENANCE OF MARSS DATA
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Districts and charter schools are required to capture and maintain data for each grade within a school and data for each student. Detailed descriptions of the required data are found in the Data Elements-Definitions section of the MARSS Manual. Each district and charter school decides how to capture and report MARSS data. They may contract with a RMIC or directly report to MDE. Districts and charter schools that report directly to MDE must meet the criteria as stated in *Appendix N, Reporting Policy for MARSS Data Collection System*.

Regional Management Information Center Computer Systems (RMIC). The RMIC will deal with moving the data from the RMIC system into MDE's edit program. Districts and charter schools need to adhere to the format and timelines required by the RMIC. Districts and charter schools using private vendor software will need to provide their RMIC with the appropriate MARSS files by the RMIC's scheduled reporting dates.

Private Vendor Software and Systems. MDE has established a process by which private vendors certify that their systems will be compatible with MARSS requirements. A complete list of vendors who have certified their products appears in *Appendix I*. Vendors are responsible for

providing a mechanism, within their system, for transferring MARSS data into files using the standard file format. This is commonly called an export or extract program. Districts and charter schools should contact their software vendor if instructions on this process are needed.

Districts and charter schools that have contracted with a vendor for software and have problems should contact the vendor directly to seek a solution. If the software has been purchased through an agreement with a RMIC, the district or charter school should contact their RMIC for problem resolution. In either case, if the product is on MDE's Certified Vendor Software List and a district or charter school suspects the product is not MARSS compatible, the district or charter school should notify MDE immediately at marss@state.mn.us. Refer to Appendix I for a list of certified vendors.

Districts and charter schools that report directly need to follow the notification procedure in MDE's Direct Reporting Policy. These districts and charter schools are responsible for assuring that their MARSS data are edited locally are error-free, in the standard format and arrive at MDE by the due date. Refer to Appendix N.

Notification of Change in Student Enrollment. In addition to the capture of MARSS data described above, districts and charter schools are required to provide a few items of data when a student withdraws from one Minnesota school district or charter school and enrolls in another Minnesota school district or charter school. This information includes the STUDENT'S NAME, STATE REPORTING NUMBER, STATE AID CATEGORY and STATUS START DATE. MDE has provided the *Notification of Change in Student Enrollment* for this purpose. A copy of the form is posted to the following Web page: http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/MARSS_Student_Accounting/MARSS_Instruction_Manual/Additional_Documentation/index.html. MARSS certified software products are able to generate the *Notification of Change* form using the student data as entered in their system.

EDITING OF MARSS DATA

Each district and charter school is responsible for the accuracy and completeness of its MARSS data. MDE provides a Web based edit program (MARSS WES) that districts must run their MARSS files through before submission. This edit program also has many detailed reports that district and charter schools are expected to review prior to finalizing its data.

VERIFICATION OF FINAL DATA

Once the MARSS data has successfully passed MDE's edit program, it will be aggregated into the MDE Information System. MDE will then provide each district and charter school with posted reports or generated summaries through MARSS WES so that the district or charter school can verify its information. Districts and charter schools are responsible for editing the completeness and accuracy of their MARSS data prior to the final file submission deadline.

STUDENTS TO INCLUDE ON MARSS FILE

With few exceptions, school districts, cooperatives, charter schools and other intermediate agencies that provide the primary service (e.g., most contact hours) to a student are responsible for MARSS reporting, irrespective of where the student resides. *Refer to Procedure Number 5* for further clarification on which district or charter school should report students who attend at other than the resident district, who are enrolled in more than one place simultaneously or who attend cooperatives.

State Approved Alternative Programs (SAAP). Students enrolled **part-time/concurrently** in both: 1) a middle school, junior high school or high school, and 2) a SAAP are reported by both the SAAP school and the traditional school. The SAAP reports the attendance and membership for the instructional time they provided for the student and the traditional school reports attendance and membership for the instructional time they provide to the student. *Refer to Procedure Number 8.*

Early Childhood (EC) Students. Early childhood (EC) students are pre-kindergarten special education students who have an IEP/IFSP/IIP or who received evaluation for special education. Districts should include on their MARSS files all students in grades EC through grade 12. These students will be included in the special education child count data. Grade EC assessment records must be reported by the resident district or the cooperative acting on behalf of the district. *Refer to Procedure Number 6.*

Early Childhood Screening. Children age three to kindergarten receiving screening services which can generate early childhood screening aid should be included on the districts' MARSS files. This is when the child's STATE REPORTING NUMBER is assigned. The school district or charter school enrolling a first-year kindergarten student must solicit the student's STATE REPORTING NUMBER from the district that provided the early childhood screening.

Postsecondary Enrollment Options (PSEO) Program Participants. Students, who participate in the PSEO program, whether full or part-time, must be included in the enrolling district's or charter school's MARSS files to generate any state aid. The district/school that signs the students' PSEO application should be the district or charter school in which the students are enrolled; this is the school that is responsible for reporting the students on MARSS.

Legislation allows districts or charter schools to contract directly with postsecondary institutions to provide postsecondary level courses for high school students. These programs are commonly called *College in the Schools* or *Concurrent Enrollment*. Participants of these programs **are not considered PSEO** students for MARSS reporting purposes. *Refer to the PSEO data elements discussions.*

Students Age 20 through 21. Students age 20 at the time of enrollment in a public school or program, but who turn 21 during the school year, are eligible to complete the school year as a secondary student as long as they remain enrolled. Students age 20 at the time of enrollment, who then turn 21 and subsequently withdraw or transfer, must re-enroll (in any public school or program) within three weeks to remain eligible to claim as a secondary student. Students age 20 at the time they enrolled in a SAAP summer term but turn 21 before the start of the September - May

school year may complete the summer term at the SAAP as a secondary student, but are ineligible to generate state aid during the traditional school year.

Students with an IEP/IFSP/IIP who have neither graduated nor met the objectives of their IEP/IFSP/IIP and who are age 20 on June 30 may continue enrollment through age 21 (to age 22) irrespective of the school or program of enrollment. The 2006 legislative session clarified the maximum age criteria for students without an IEP by adding a paragraph to Minnesota Statutes Section 120A.20, subdivision 1. For students with an IEP, maximum age is described in Minnesota Statutes Section 125A.03. (2004).

Refer below for a summary of each provision. However, once students have graduated or completed the requirements of their IEP, they are no longer eligible to generate state aid. Students who have participated in a learning year program must be graduated and withdrawn as soon as they have earned the credits necessary for their diploma or complete the requirements of their IEP. Students with a GED but no diploma and who meet the maximum age criteria are eligible to generate state aid until they earn a diploma or reach the maximum age, whichever occurs first.

No IEP – Students without an IEP and who are age 20 at the time of enrollment in a public school or program during a given school year are eligible to enroll in school and generate state aid through graduation or the remainder of the school year, whichever occurs first. Students who are age 20 at the time of enrollment during a given school year, who then turn 21 and subsequently withdraw or transfer schools, must re-enroll in any public school or program within 21 calendar days to remain eligible to generate state aid through the remainder of the school year or graduation, whichever occurs first.

Students who are age 20 may enroll in a State Approved Alternative Program's (SAAP) summer term and generate state aid. However, if they turn 21 prior to the start of the core school year, they are ineligible to generate state aid during the core school year. Students enrolled in a charter school or district in which the students' school year starts prior to September 1 in a given year and who are age 20 at the time of enrollment, but turn 21 prior to September 1, are eligible to generate state aid for that school year only between their enrollment date and August 31.

With IEP – Students with an IEP and who are age 20 as of June 30 are eligible to enroll in school and generate state aid through the following fiscal year, graduation or until the requirements of the IEP are met, whichever occurs first. Students with an IEP who turn 21 on or after July 1 are eligible to enroll in school and generate state aid through the remainder of the fiscal year, graduation or until the requirements of the IEP are met, whichever occurs first.

Minimum Age. Minnesota Statutes Section 124.20, subdivision 1 (2006), requires children to be at least five years old as of September 1 to enroll in kindergarten. It requires children to be at least six years old as of September 1 to enroll in first grade or to have completed kindergarten. School boards may adopt policies that include assessment criteria for enrolling selected students at an earlier age.

Nonpublic School Students. Shared time and contract alternative school students must also be included on the MARSS file. Students enrolled in nonpublic schools, including home schools, should not be included on the MARSS file unless they are receiving shared-time services.²

Contract alternative students are those at-risk students enrolled in a nonpublic school with which a public school district has contracted for educational services. These students must meet the graduation incentives statute criteria to be eligible.

Home School Students. Home-schooled students are considered nonpublic school students for all MARSS reporting purposes. Home-schooled students who attend at least one core curriculum class at the district or receive special education services are considered shared-time students (STATE AID CATEGORY 16, 17 or 18). Shared-time students who receive special education services must be reported by the district in which the nonpublic school is located.

Residents Attending Elsewhere. Resident students who are enrolled in other Minnesota districts or charter schools should not be included on the resident district's MARSS files. The district or charter school that provides instruction to the nonresident students (i.e., provides the teacher), will include those students on its MARSS file. Residents a) placed in an education program in another state via an IEP or care and treatment, or b) enrolled in South Dakota via a district tuition agreement or reciprocity should be reported on the resident district's MARSS file. *Refer to Procedures 16A and 24.*

State aid will be generated based on the STUDENT RESIDENT DISTRICT NUMBER and TYPE and STATE AID CATEGORY (SAC) as reported by the serving district. The resident district will be provided a MARSS Nonresident Report via MARSS WES to verify these, as well as, enrollment data. The Nonresident Report will list all resident students who attended a particular district or charter school, the SAC used to report the students, the students' ADM and indicate which district or charter school will generate state aid for the students.

Students Who Withdraw. Students must be withdrawn from the attendance rolls when it is known they are enrolled elsewhere or have been absent for 15 consecutive school days (five days during summer term of a learning program) without receiving homebound instruction, **whichever comes first.**

Examples of students who must be withdrawn:

- Transfer out of a district via an attendance option program.
- Receive instruction from another school district in a hospital or care and treatment facility (even if the resident district provides the text books and/or curriculum).

Notification of withdrawal may be made by:

- Students and/or parent/guardian to the school or district of enrollment.
- The school or district that next enrolls the student by requesting a STATE REPORTING NUMBER and/or transcript for the student.

² Shared-time refers to a student who attends a nonpublic school and concurrently receives instruction part-time through a public school. Except for special education and LEP instruction, shared-time instruction must occur at the public school site and be academic courses. Shared-time instruction must be provided by the resident district only unless an agreement has been signed. *Refer to Procedure Number 17.*

This is one of the purposes of the *Notification of Change in Student Enrollment* forms. By notifying the prior district or charter school of the date on which a student begins attending classes in the new district and/or charter school, the schools can avoid a date overlap error at the end of the school year. This notification tells the previous school the date by which it must withdraw the student.

Students Who Do Not Return in the Fall. Students who pre-register the prior school year yet never attend school the following fall **should not** be reported as enrolled on the Fall MARSS files. Students who never attend may not generate membership. However, those who did not transfer to another Minnesota school should be reported as a summer leaver. *Refer to Procedure Number 12.*

Summer School. Students enrolled in summer school should not be included on any of the district's or charter school's MARSS files. However, instruction in the summer is part of the normal school year for the following students and their summer membership should be included on MARSS:

- Early childhood (EC) and kindergarten disabled (HK) students. These students are allowed by statute to generate membership during the entire fiscal year. These students are not considered Extended School Year (ESY) for MARSS reporting purposes. June membership should be included on the prior school year's MARSS files. July and August membership is part of the following school year's MARSS files.

Examples: June 2009 is part of the 2008-09 school year.
 July and August 2009 are part of the 2009-10 school year.

- Membership of students enrolled in a state-approved alternative program (SAAP) summer term - June through August - is reported on the following school year's MARSS files. *Refer to Procedure Number 8 for eligibility.*

Example: June through August 2009 is part of the 2009-10 school year.

- Summer membership in a state-approved learning year program site generates state aid. The summer term membership -- June through August -- is reported on the following school year's MARSS files.
- Students who are required by their IEP to attend ESY must be reported on MARSS as a partial record; however, no general education revenue is generated for these students. The information is used for Tuition Billing.

Example: June 2009 is part of the 2008-09 school year.
 July and August 2009 are part of the 2009-10 school year.

Students enrolled in the following summer school programs are ineligible to generate general education revenue and should be excluded from the MARSS files:

- Care and treatment placement during July and August. June membership might be considered part of the immediately prior school year if the school calendar runs through June. The resident district is still liable for the instructional costs generated at the care and treatment facility for students who are not performing at grade level [M.S. §125A.515, Subd. 7 (2006)].

- Traditional summer school program, even when the student generates credits for graduation or grade promotion.
- Summer basic skills remedial programs.

Students in Care and Treatment. Students placed in the following facilities by someone other than the district are considered to be placed in care and treatment:

- chemical dependency and other substance abuse treatment centers
- shelter care facilities
- home, due to accident or illness
- hospitals
- day treatment centers
- correctional facilities
- residential treatment centers
- mental health programs

The district that provides the instructor is responsible for reporting these students on MARSS. If this is other than the prior enrolling district or charter school students must be withdrawn.

Students in State Approved Alternative Programs (SAAP). SAAPs are optional twelve-month instructional programs offered by schools where students achieve accelerated grade progression. The schools have applied for and received state approval to operate these programs. Students participating in SAAPs meet the statute definition of at-risk and have individualized *Continual Learning Plans* (CLPs) on file that have been approved and signed by the parent or guardian.

SAAPs have two calendars, a traditional school year (core year) calendar and learning year calendar. The core year is the instructional time during which the student would make a normal grade progression, while the learning year is the optional instructional time during which students accelerate grade progression. The SAAP optional instructional time is after the traditional school is closed for the summer, such as in late June, July and August, or the time outside the traditional school day. Since SAAP students may generate more than one ADM for each school year, it is important to correctly report SAAP school and student information on MARSS.

FUNDING

Enrollment Options Students. Minnesota Statutes Section 124D.03 (1sp2003), allows general education revenue to follow all students who transfer to a nonresident district via an attendance option program (refer to the list below). This includes students who have IEPs/IFSPs/IIIPs. Specifically, this means that general education revenue will follow **all** students who transfer to a nonresident district via the following programs, irrespective of IEP/IFSP/IIIP status:

Attendance Option Program	Statute Reference	State Aid Category (SAC)
Open Enrollment	Minn. Stat. § 124D.03 (1sp2003)	01
Parent Initiated Agreements Between School Boards	Minn. Stat. § 124D.08, Subd. 1 & 2 (1998)	11
Continued Enrollment of Juniors and Seniors	Minn. Stat. § 124D.08, Subd. 3 (1998)	04
Graduation Incentives Program	Minn. Stat. § 124D.68 (2009)	03

Refer to the discussion of STATE AID CATEGORY in the Data Elements and Definitions chapter of the MARSS manual for a more detailed description of these programs.

Enrollment Options Students with IEPs/IFSPs/IIPs. Students with or without IEPs/IFSPs/or IIPs who transfer to another district via one of the above mentioned programs will generate general education revenue for the **enrolling** district, not the resident district. Do not change the SAC for students enrolled via an attendance option program who have an IEP/IFSP/IIP. The only time an IEP/IFSP/IIP would cause a change in the SAC is a foster child who has a new IEP/IFSP/IIP written (SAC 00 to 19).

SAAP Students. Nonresident students who transfer to another Minnesota district via Graduation Incentives (GI) are always assigned a SAC of 03. However, these students may or may not generate state aid for the enrolling district. See Minnesota Statute Section 124D.68 (2009) and Minnesota Statute Section 127A.47, subd. 7 (2007).

1. Students who transfer via GI to a high school, or SAAP sponsored by an independent or special district³, will generate general education revenue for the **sponsoring school district**. These students will be included on the Enrollment Options Students section of the MARSS Nonresident Report. Tuition billing applies to students who have an IEP/IFSP/IIP.
2. Students who transfer via GI to a SAAP sponsored by a cooperative or intermediate district that has a fiscal host will generate general education revenue for the **fiscal host district**. These students will be included on the Enrollment Options Students section of the MARSS Nonresident Report. Tuition billing will apply to the students who have an IEP/IFSP/IIP.
3. Students who transfer via GI to a SAAP sponsored by a cooperative or an intermediate district that does **not** have a fiscal host will generate general education revenue for the **resident district**. These students will be included on the Tuition Students section of the MARSS Nonresident Report. Tuition billing will apply for the students who have an IEP/IFSP/IIP.
4. Students placed by the court, social services or a medical authority for care and treatment⁴ and who receive instruction from a SAAP during the placement are reported by the SAAP with a SAC of 27. In this case, the resident district always generates the general education revenue and is liable to the SAAP for tuition. These students will be included in the Tuition Students section of the MARSS Nonresident Report. They should be claimed for membership for only the actual instructional time.

³ District types are 1 for independent and type 3 for special.

⁴ M.S. § 125A.51 (1Sp2005)

Funding for Non-Attendance Options Nonresidents Including Care and Treatment.

Students placed in a nonresident district by the resident district, the court, social services or a medical authority⁵ generate general education revenue for the resident district which is then responsible for the full tuition bill.

The enrolling district is responsible for reporting students on its MARSS file. The resident district does not report the students for time they are enrolled elsewhere. The resident district will receive a MARSS Nonresident Report from the enrolling district to verify the ADM that the students generate. *Refer to the discussion of STATE AID CATEGORY* in the Definitions chapter for more information about funding for individual SACs. *Refer to Procedure Number 16 and 16A* for a discussion of reporting students placed in a nonpublic or out-of-state school.

Enrollment Between States. Minnesota residents who enroll in a South Dakota public school via Minnesota Statutes Section 124D.04 (2008) must be reported by the resident district using SAC 14. These students will generate general education for the resident district. The resident district is responsible for the tuition.

Minnesota residents enrolled in an eligible South Dakota public school under the reciprocity agreement [M.S. §124D.041 (2008)] are reported by the resident district with SAC 52. South Dakota residents enrolled in Minnesota public school under the reciprocity agreement are reported by the Minnesota district with SAC 51. Refer to the discussion of SACs and Procedure 24 for instructions on reporting students who enroll between Minnesota and South Dakota under reciprocity.

South Dakota is the only bordering state that currently meets the statute criteria allowing reciprocity with Minnesota. No other state has passed qualifying legislation.

Enrollment Option Students Placed for Care and Treatment. The tuition for students who:

1. transferred via any of the four enrollment options programs, and
2. are subsequently placed in a third district via care and treatment are the responsibility of the **resident district**.

The district or charter school to which the students originally transferred via an enrollment option program is not responsible for the tuition bill when the students are placed outside the district via care and treatment. The district providing the instruction, while the students are placed for care and treatment, reports the student on MARSS with a SAC 27 and the resident district number and type. This combination of information will direct the general education revenue to the resident district. The students must be withdrawn from the enrollment option district or charter school.

⁵ SACs 05, 06, 10, 14, 19, 27 or 28
MARSS Overview

DEFINITIONS USED IN THE DISCUSSION OF DATA ELEMENTS Student Lingo

ADA – (Average Daily Attendance). This is simply: ATTENDANCE DAYS (or hours) divided by INSTRUCTIONAL DAYS (or hours).

ADM – (Average Daily Membership). This is simply: MEMBERSHIP DAYS (or hours) divided by INSTRUCTIONAL DAYS (or hours). It is weighted based on the student's grade level to arrive at pupil units or weighted ADM. The weighting factors are set in statute. ADM/WADM are the basis for general education revenue.

Adjusted ADM. The ADM generated by residents enrolled in the resident district, residents tuitioned elsewhere and nonresidents enrolled in the district or charter school via an enrollment options program.

ALC – (State-Approved Area Learning Center). Must operate year round (school year starts in June) and serve at-risk students from two or more districts (except for Minneapolis, St. Paul and Duluth). Students must have a Continual Learning Plan (CLP) and can generate more than 1.0 ADM when membership exceeds statute minimums, refer to Learning Year Program (LYPS). They can apply to provide an independent study component.

ALP – (State-Approved Public Alternative Program). These schools serve at-risk students year round or just during traditional school year. Students must have a CLP and can generate more than 1.0 ADM when membership exceeds statute minimums, refer to LYPS. They can apply to provide an independent study program.

AMCPU - (Adjusted Marginal Cost Pupil Units). The greater of the district's current year adjusted pupil units or the sum of 77 percent of the current year adjusted pupil units and 23 percent of the prior year's adjusted pupil units.

At-Risk - Students who meet the statute-defined criteria, refer to Minnesota Statutes Section 124D.68 (2009).

AYP – (Adequate Yearly Progress). A term used to describe a school's status with respect to meeting the goals of No Child Left Behind (NCLB).

Child Count - The name applied to one of the federal reports that generate federal special education dollars. This is a count of all students who have IEPs, IFSPs or IIIPs on December 1 of any given year. It is also referred to as the Unduplicated Child Count.

CLP – (Continual Learning Plan). All students enrolled in an area learning center, alternative learning program or other learning year program need to have a CLP that addresses their educational goals for the year. It must be updated annually.

Concurrent Enrollment. This term has at least three uses:

1. Middle and high school students who are enrolled in an ALC or ALP and who attend at the middle or high school part-time. These students are reported by both the ALC/ALP and the middle level or high school for the instruction it provides.
2. It can also refer to students who take postsecondary classes in the high school.
3. It could also be used to describe students who are taking classes in two traditional schools within a single district.

Core Year. The number of INSTRUCTIONAL DAYS and LENGTH OF DAY required by a school or program for students to make regular grade progression. This is used as the ADM divisor. For learning year programs statute requires minimums based on grade level but individual schools and programs can require more.

Courses to Agreement/Concurrent Enrollment/College in the Schools. Courses taught by a secondary teacher or a postsecondary faculty member at the high school and students are earning both high school and postsecondary credit.

DAC – (District Assessment Coordinator).

Developmental Delay (DD). This is a PRIMARY DISABILITY and it can be reported for students through age six as of December 1.

Dual Enrolled. Students who are full-time at the traditional school and receive instructional services outside the normal high school day and year at an ALC, ALP or targeted services programs, (i.e., summer and after school). Each school/program reports the instructional time it provides to the student.

Early Childhood Health and Developmental Screening. The process by which children age three through five are assessed for school readiness generally prior to kindergarten enrollment. These children are reported on MARSS with STATE AID CATEGORY (SAC) 41 through 45.

EC – (Early Childhood). This is used both as a:

- grade classification of an individual student, (i.e., pre-kindergarten student – from birth to kindergarten) who either has an IEP/IFSP/IIP or received assessment for special education, and
- pre-kindergarten student (birth to kindergarten) is classified as grade EC and may have a primary disability of DD (or something more specific such as deaf).

ELL – (English Language Learners).

Enrollment Status Record. A period of time during a given school year represented by a unique and non-overlapping STATUS START DATE and STATUS END DATE.

If values for selected data elements change during the school year, the current enrollment status record must be terminated with a STATUS END code and STATUS END DATE. If students remain enrolled or re-enroll in the same school, a new enrollment status record must be initiated with a STATUS START DATE, STATE AID CATEGORY and LAST LOCATION OF ATTENDANCE code.

Data elements that change and require the initiation of a new enrollment status record are:

STATE AID CATEGORY
RESIDENT DISTRICT NUMBER/TYPE
PERCENT ENROLLED
SCHOOL OF ENROLLMENT
SPECIAL EDUCATION EVALUATION STATUS (from one of 1 through 3 to 4, 6 or 9; or from 4, 6 or 9 to 7)
GRADE LEVEL
HOMEBOUND FLAG
FEDERAL INSTRUCTIONAL SETTING
TRANSPORTING DISTRICT NUMBER and TYPE
TRANSPORTATION CATEGORY (from one of 0, 1, 2, 5 or 6 to one of 3 or 4; or from 3 or 4 to one of 0, 1, 2, 5 or 6)
PSEO FLAG

EOY. End of Year MARSS Reporting.

ESL – (English as a Second Language).

Estimates. Refer to projections.

ESV. Refer to RMIC.

ESY – (Extended School Year). A requirement on some students' IEP/IFSP/IIP that special education services are needed during the summer months. This service does not generate general education revenue. These students are reported on MARSS with STATE AID CATEGORY (SAC) 46.

Extended Time ADM. The ADM generated by a learning year student between 1.0 and 1.2. It generates extended time revenue.

Federal Instructional Setting. The code assigned to a student with an IEP indicating how much special education service the student's IEP requires on a regular basis.

Flexible Scheduling. Schools with a calendar that has one or more school days that are scheduled to be other than the standard length use the Flexible Scheduling Worksheet to calculate the average LENGTH OF DAY to report on the MARSS A File.

Flexible School Year. Schools that operate other than a traditional, five-day week, (e.g., four-day week, year round).

FY – (Fiscal Year). A fiscal year runs from July 1 through June 30. The 2009-10 school year would be FY 2010. Data submitted in the fall of the school year is known as fall of the current fiscal year. Fall data for the 2009-10 school year would be FY 2010.

Handicapped/Disabled. These two terms are used interchangeable and refer to students who have a current Individual Education Plan (IEP), Individual Family Services Plan (IFSP) or Individual Interagency Intervention Plan (IIIP).

ID Repository. This is a Web-based system for districts to look for student identification (ID) numbers after they have sent the *Notification of Change in Student Enrollment* form and were unable to obtain the ID number.

IEP – (Individual Education Program Plan). Student has been formally identified as having a disability and is receiving special education services.

IFSP – (Individual Family Services Plan). An “IEP” for very young children. It involves other agencies as well as education.

IIIP – (Individual Interagency Intervention Plan).

IS – (Independent Study). ALCs and ALPs can apply to provide an independent study program to senior high students enrolled in their programs. These students generate membership hours based on successful completion of coursework; 20 percent or more of the membership earned must be student teacher contact time. A worksheet is available to help alternative programs calculate the maximum membership hours to claim for earning an independent study credit.

Kindergarten Handicapped/Disabled. Students enrolled in kindergarten, who have an IEP/IFSP/IIIP and receive special education services. Special education services may include early childhood special education classes, speech therapy, etc.

Learning Year Program. State-approved programs that agree to operate on a year-round basis. Students must have a CLP and can generate up to 1.2 ADM when they generate more membership hours than the greater of a) the locally defined core school year, or b) the statute-defined minimum number of instructional hours. The ADM between 1.0 and 1.2 is called extended time ADM. Statute defined minimum instructional hours are:

- EC: Ineligible
- HK: 875 (with a maximum of 1.0 ADM)
- Kgn: 425
- Grades 1-6: 935
- Grades 7-12: 1,020

LEP – (Limited English Proficient). This is a classification for a student whose home language is other than English and who has been assessed as needing additional English language instruction.

Levy. The process by which local property owners are assessed taxes. The ADM and pupil unit data are used in many of the formulas.

LLA – (Last Location of Attendance). LLA is a MARSS code that indicates where a student was last enrolled. Every student record has a LLA.

LYP. Refer to learning year program site.

MARSS – (Minnesota Automated Reporting Student System).

MARSS WES – (Minnesota Automated Reporting Student System Web Edit System).

MCA – (Minnesota Comprehensive Assessment). These are tests that schools are required to administer to specific grades.

MDE – (Minnesota Department of Education).

Metered Payments. State aid entitlements are metered out or paid to districts and charter schools on the 15th and 30th of each month. Reconciliations are made on August 30, September 30 and October 30 of the following fiscal year by comparing what has been paid to the district or charter school based on projected ADM with the actual entitlement based on ADM computed from the MARSS file. When a district or charter school over-projects its ADM, these reconciliations can be negative and aid is retained from the current year's aid entitlements.

MINCRIS – Minnesota Civil Rights Database. This department database is where much of the MARSS data are summarized by school, gender, race/ethnicity and grade.

NCES – (National Center for Education Statistics). This is a federal agency to which MDE supplies data for uniform comparison of states.

NCLB – (No Child Left Behind). A federal initiative that requires states to assess student progress in schools.

NCSE – (Notification of Change in Student Enrollment). This is a means to exchange STATE REPORTING NUMBER, STATUS START DATE and STATE AID CATEGORY between districts and/or charter schools when students transfer.

OLL (Online Learning). An interactive, Web-based course or program that delivers instruction from a teacher to a student by computer. State-certified OLL programs are eligible to generate OLL aid for courses completed by students who are not enrolled in the district or charter school with the OLL program approval.

Part C. This refers to the children ages birth through two who have IFSPs. It is a reference to a federal law. (It was previously referred to as Part H.)

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

Percent Attendance. Generally, this is the student's ADA divided by the student's ADM. It's used as an indicator for meeting AYP.

Pre-School Screening. Refer to Early Childhood Health and Developmental Screening.

Private Contract Alternative. These are nonpublic schools with which a public school district has contracted to provide instructional services to at-risk students. These programs are state-designated LYPS at the program’s option; students can generate up to 1.2 ADM when membership exceeds statute minimums, refer to LYPS.

PBL – (Project-Based Learning). An instructional method by which a student earns credit by completing a series of tasks at his or her own pace. The student and teacher agree on the tasks prior to starting the project.

Projections. Every district and charter school provides estimates of resident and adjusted ADM annually. They can be updated throughout the school year. These estimates are used to compute aid entitlements throughout the school year, compute the district’s levies in the fall, preparation of the November and February state forecasts and for legislative analysis during the sessions.

Timelines are posted to:

http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/MARSS_Student_Accounting/ADM_Estimates/index.html

PS Early Childhood Screening. This is the grade level to report for early childhood/preschool children who receive screening services.

PSEO – (Postsecondary Enrollment Options).

Pull-Out Program. State-approved elementary and middle/junior high ALC program. Students are “pulled out” of their normal classroom and instructional services are provided by the ALC. Students are eligible to generate up to 1.2 ADM when they receive more than the statute-defined minimums between the traditional classroom instruction and the ALC instruction, refer to LYPS.

Pupil Units. A.K.A. Weighted ADM, WADM and PU. This is the figure that determines state aid and levies. The weighting factors are:

	FY 2008	FY 2009
EC	1.250	1.250
HK	1.000	1.000
Kindergarten	0.612	0.612 (irrespective of the schedule)
Grades 1 -- 3	1.115	1.115
Grades 4 -- 6	1.060	1.060
Grades 7 -- 12	1.300	1.300

Resident ADM. The ADM of students whose parents or they reside in the geographic area of the school district and who attend a public school somewhere in Minnesota or whose tuition is paid by the resident district for them to attend a program in another state.

RMCPU (Resident Marginal Cost Pupil Units). The greater of the current year’s resident pupil units or the sum of 77 percent of the current year resident pupil units and 23 percent of the prior year’s resident pupil units.

RMIC – (Regional Management Information Center) (formerly referred to as ESV Regions). These centers assist districts in processing student, staff and finance data for local and state reporting purposes.

SAC – (State Aid Category). This is the MARSS code that determines how or why a student is enrolled in this district. Every enrollment record has a SAC code.

School Within a School. State-approved area learning center (ALC) program by which at-risk middle, junior and/or senior high level students receive ALC services during at least 25 percent of their school day. These students are reported by the middle, junior or senior high school for the portion of the day they receive instruction there and by the ALC for the hours of membership they receive there. There should be no duplication of membership between the two enrollment records. The students' ADM should not exceed 1.0 unless they are also receiving instruction in a summer and/or after-school ALC program.

SAAP – (State Approved Alternative Programs). SAAPs include state-approved ALCs, Public Secondary Alternative Programs, Targeted Services Programs and Private Contract Alternative Programs.

SEC – (Status End Code). This is the MARSS code that indicates why a student's record is being terminated. Every enrollment record has a SEC *except* on the Fall submissions for students who are still enrolled as of the extract date.

SEES – (Special Education Evaluation Status). This MARSS data element indicates if the student has received assessment services, had an IEP or the IEP was terminated during the school year.

Setting. Refer to Federal Instructional Setting for students with an IEP/IFSP/IIIP.

Shared-Time. Nonpublic school students who receive eligible public school instructional services generate shared-time foundation aid based on the portion of the school day they are enrolled in the public school. Instruction must occur at the public school site and must be academic.

STAR – (Staff Automated Reporting System). This is the means by which public districts report staff employment and assignment data to MDE.

Targeted Services (ALC). State-approved elementary and middle/junior high level program for at-risk students during summer term or outside normal school day. The ALC must first have a school within a school program for this age level students. Students must have a CLP and receive ALC services year round. Students can generate up to 1.2 ADM when they receive more than the statute-defined minimum number of instructional hours, refer to LYPS.

Targeted Services (Title I). Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.

TEAE – (Test of Emerging Academic English). This is the annual test the English Language Learners (ELL) students must take to be considered eligible for state Limited English Proficiency (LEP) funding the following school year.

Tuition Billing. This is the process by which the resident district's revenue is moved to the serving district for eligible students with IEP's to cover the cost of the special education and other eligible instruction.

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

Unduplicated Child Count. Refer to Child Count.

WADM – (Weighted ADM). Refer to Pupil Units.

WBL – (Work-Based Learning). An instructional method by which students earn credit via a state-approved program that combines classroom instruction with on-the-job work activities.

Year Round. Year round can refer to a variety of programs. It can refer to a school year that extends across a 10 to 12 month period, but the number of INSTRUCTIONAL DAYS is no more than those in a traditional school year. Year round might also refer to students on IEPs who require extended school year or year round services.

Kindergarten students who have IEP/IFSP/IIP must be reported in grade HK only, while the IEP/IFSP/IIP is in effect and are not reported in the regular kindergarten class (grade KA, KB, etc). This is to ensure that students are not duplicated and will generate the appropriate pupil unit weighting. Kindergarten students who receive special education services through an early childhood program are considered kindergarten disabled (grade HK), refer to Procedure Number 6.