

Alternative Education Advisory Meeting

February 16, 2021

10:00 – 11:30 am



OKLAHOMA
Education



Agenda:

- I. Minutes of last meeting (October 13, 2020)
- II. Purpose of Advisory
- III. Data Update
 - a. Overall Data SY2020
 - b. 2020-2021 2nd Quarter Survey
- IV. Updates from the Field
- V. Subcommittee Assignments: Data, Evaluation, Funding, Accountability, Post-Secondary Opportunity, Other
- VI. Reflections/Announcements
- VII. Adjournment

Alternative Education Advisory

Advisory Roles

- Review current alternative education law and make recommendations addressing opportunities and challenges in meeting the needs of at-risk learners.
- Review current evaluation method and make recommendations of possible meaningful approaches in setting and accomplishing district goals.
- Discuss possible accountability paths for non-traditional settings including alternative education.

Alternative Education Overview 1

"At-Risk" Definition

A student whose **present or expected** status indicates he/she **might fail to complete secondary education** for reasons which **may include** academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, juvenile justice involvement, or other such factors, not including disability status.

Alternative Education Overview 2

16 Components (70 O.S. § 1210-568)

1. Student-teacher ratios conducive to effective learning
2. Appropriate structure, curriculum, interaction, and reinforcement strategies for effective instruction
3. An intake and screening process to determine eligibility of students
4. Appropriately certified teaching faculty
5. Teaching faculty with successful experiences working with at-risk students

Alternative Education Overview 3

16 Components (70 O.S. § 1210-568)

6. Collaboration with state and local agencies
7. Courses that meet the curricular standards adopted by the Oklahoma State Board of Education
8. Individualized instruction
9. Clear and measurable program goals and objectives
10. Counseling and social service components
11. Graduation plan for each student

Alternative Education Overview 4

16 Components (70 O.S. § 1210-568)

- 12. Life skills instruction
- 13. Opportunities for arts education
- 14. An annual budget
- 15. Service to students in Grades who are most at risk of not completing high school for reasons other than disability (note: changed from grade 6 to 7)
- 16. Opportunities for student participation in vocational programs and extra-curricular activities, such as athletics, band, and clubs

Sample Funding per HB 2520

	2019-2020	2020-2021	2021-2022 Based on ADM (if allocation is \$10M)	New Funding Calculation Notes and Figure Explanations
Sample LEA District Allocation	\$47,984.66	\$43,622.39	$60 \times \$691.05 = 41,463$	<p>60 = Site Avg Daily Membership SY21 \$691.05 = Avg Per Pupil \$10M = Total State Allocation 12,300 = State Total ADM \$6,000 = Max Incentive</p> <p>85% of Total State Allocation/State Total ADM = Avg Per Pupil calculated as $(\\$8.5M / 12,300 = \\$691.05)$</p> <p>15% of Total State Allocation is to be allocated as incentive for participation in Coop with no district receiving more than \$6,000</p>
Coop district 1	\$8,342.21	\$7,583.83	\$6,000 incentive --ADM included with students served above (60)	
Coop district 2	\$6,272.50	\$5,702.27	\$6,000 incentive --ADM included with students served above (60)	
Totals	\$62,599.37	\$56,908.49	\$47,463 (Site + Incentive) +\$6,000 (Coop 1 Incentive) <u>+\$6,000 (Coop 2 Incentive)</u> \$59,463 (Total Allocation)	

End-of-Year Summary Data -1

Alternative Education Program Type	Number of Programs			
	2017	2018	2019	2020
Full-Time	149	155	155	157
Part-Time	106	106	109	111
Night	34	34	32	32
Career Tech (10 Full-time, 1 Part-time)	9	9	11	11
Total	298	304	307	311

End-of-Year Summary Data - 2

Program & Enrollment	Total 2018	Total 2019	Total 2020
Number of Programs	304	307	311
Number of Students Served	13,067	13,400	12,071
7th-8th Grade Students*	998 (7.64%)	1,187 (8.86%)	928 (7.69%)
9th-12th Grade Students	12,069 (92.36%)	12,213 (91.14%)	10,953 (91.91%)

Source: 2020 End-of-Year Data Survey

*6th grade students also served in 2018 and 2019; 190 served in 2020

End-of-Year Summary Data - 3

Graduation & Dropout	Total 2018	Total 2019	Total 2020
Number of Graduates	4,847	4,461	4,163
Number of Dropouts	1,626	1,582	875
Number Re-Engaged	1,049	1,148	985

Source: 2020 End-of-Year Data Survey

End-of-Year Summary Data - 4

Post-Secondary Opportunity	Total 2018	Total 2019	Total 2020
Students who attended Career Tech	1,344	1,125	1,090
Students who participated in concurrent enrollment	201	160	136
Students who did an internship	152	116	266
Students who earned work-study credit	1,094	1,128	1,076
Students who participated in service-learning activities	400	755	936

Source: 2020 End-of-Year Data Survey

End-of-Year Summary Data - 5

Attendance & Suspensions	Total 2018	Total 2019	Total 2020
Excessive Absences (more than 10 per semester)	3,222 (24.66%)	3,024 (22.57%)	2058 (17%)
Chronic Absenteeism (18 or more absences)	1,670 (12.78%)	1,593 (11.89%)	1018 (8.4%)
Suspensions	1,248 (9.56%)	1,121 (8.37%)	1170 (9.6%)

Source: 2020 End-of-Year Data Survey

End-of-Year Summary Data - 6

Graduation	Total 2020
Number on track to graduate in 4 years	6,262
Number on track to graduate in 5 years	1,861
Number on track to graduate in 6 years	769
Number of seniors who completed GED	85
Number of other students who completed GED	14

Source: 2020 End-of-Year Data Survey

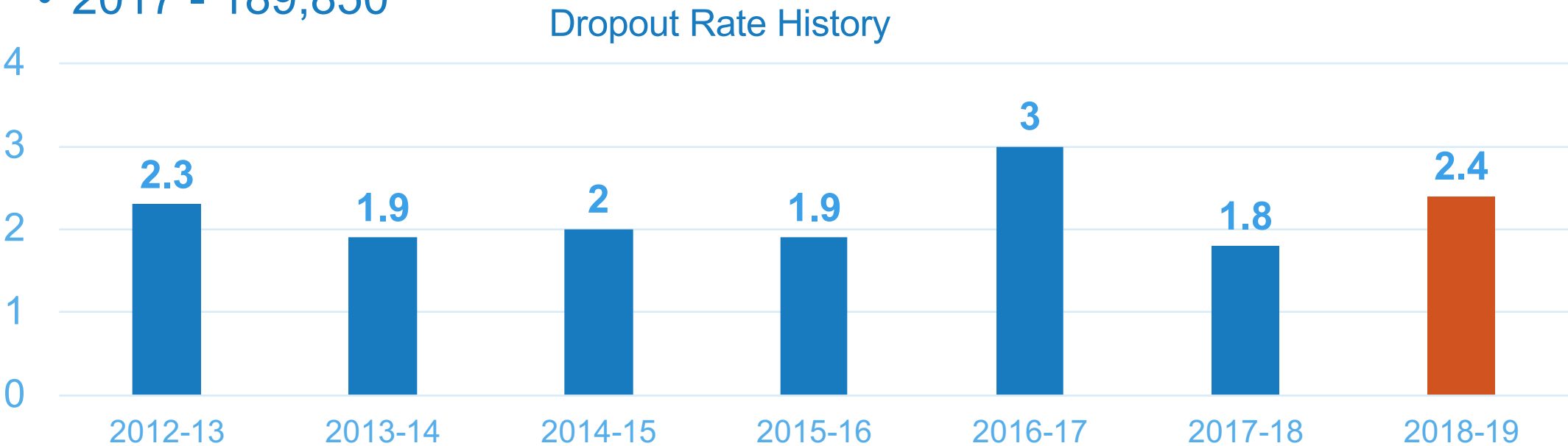
State Dropout Report

Students 9-12

- 2019 – 193,381
- 2018 – 191,146
- 2017 - 189,850

Dropouts

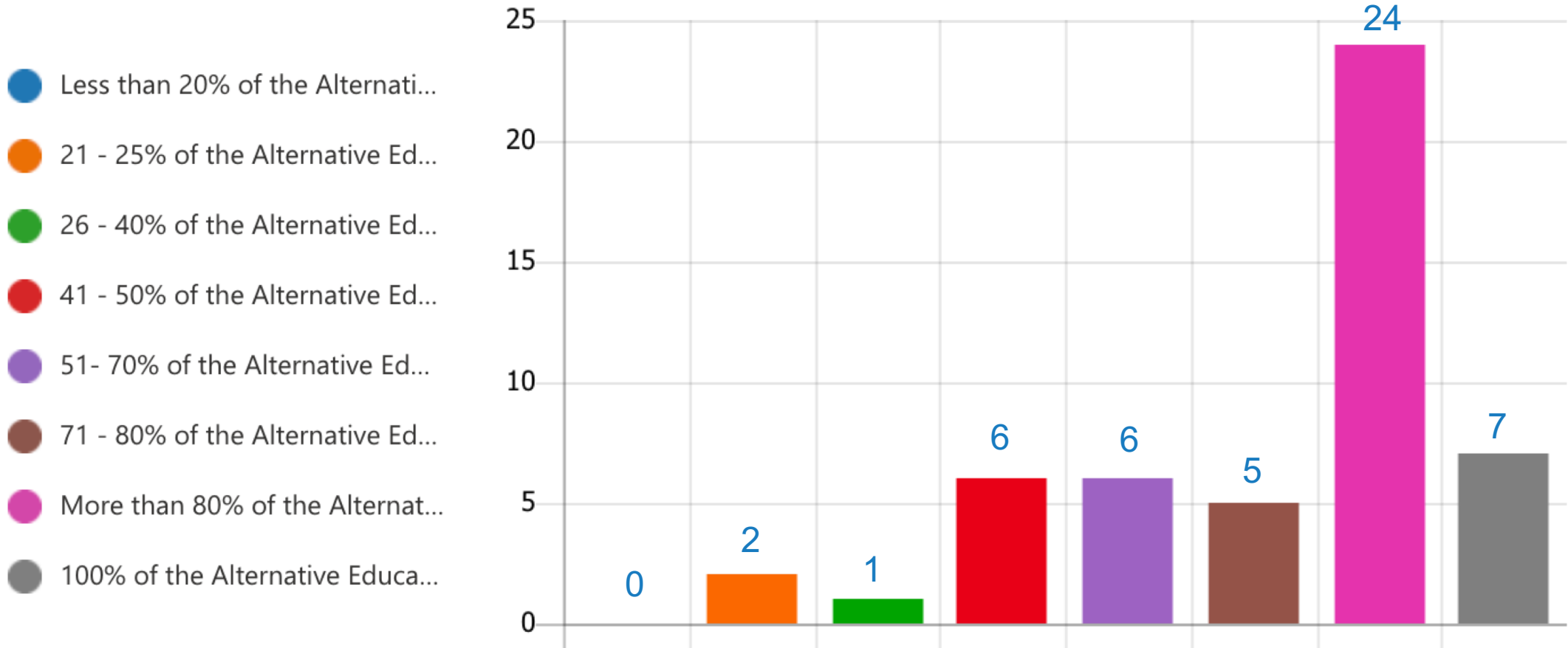
- 2019 – 4,736
- 2018 – 3,534
- 2017 – 5,668



Note: Dropout data is reported a year in arrears and is collected after quarter one of the following school year. Data reflects all students in Oklahoma, not just Alternative Education.

Quarter 2 Survey Results - 1

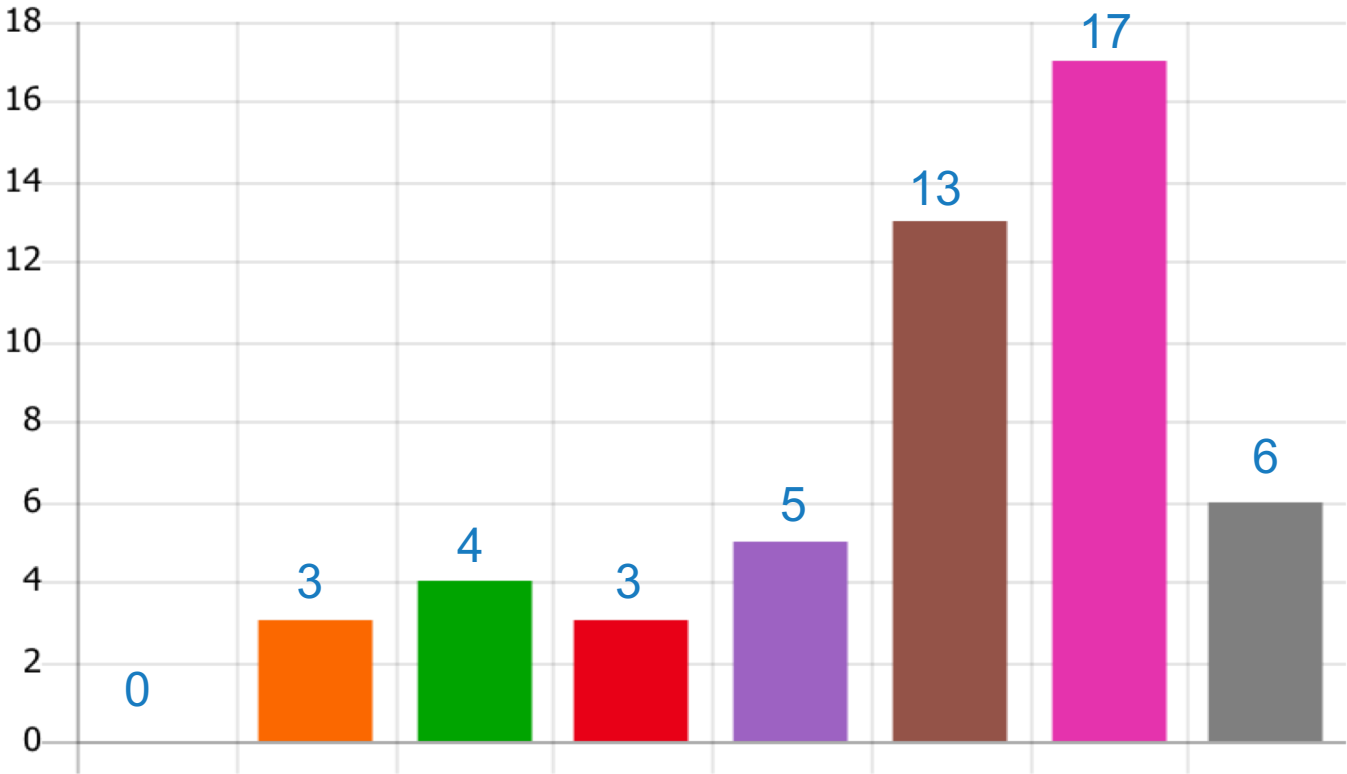
Academics--As of the day you are taking survey, what percentage of students are passing their classes or moving towards academic goals?



Quarter 2 Survey Results - 2

Attendance--As of the day you are taking this survey, what percent of students are meeting daily attendance goals set by the district?

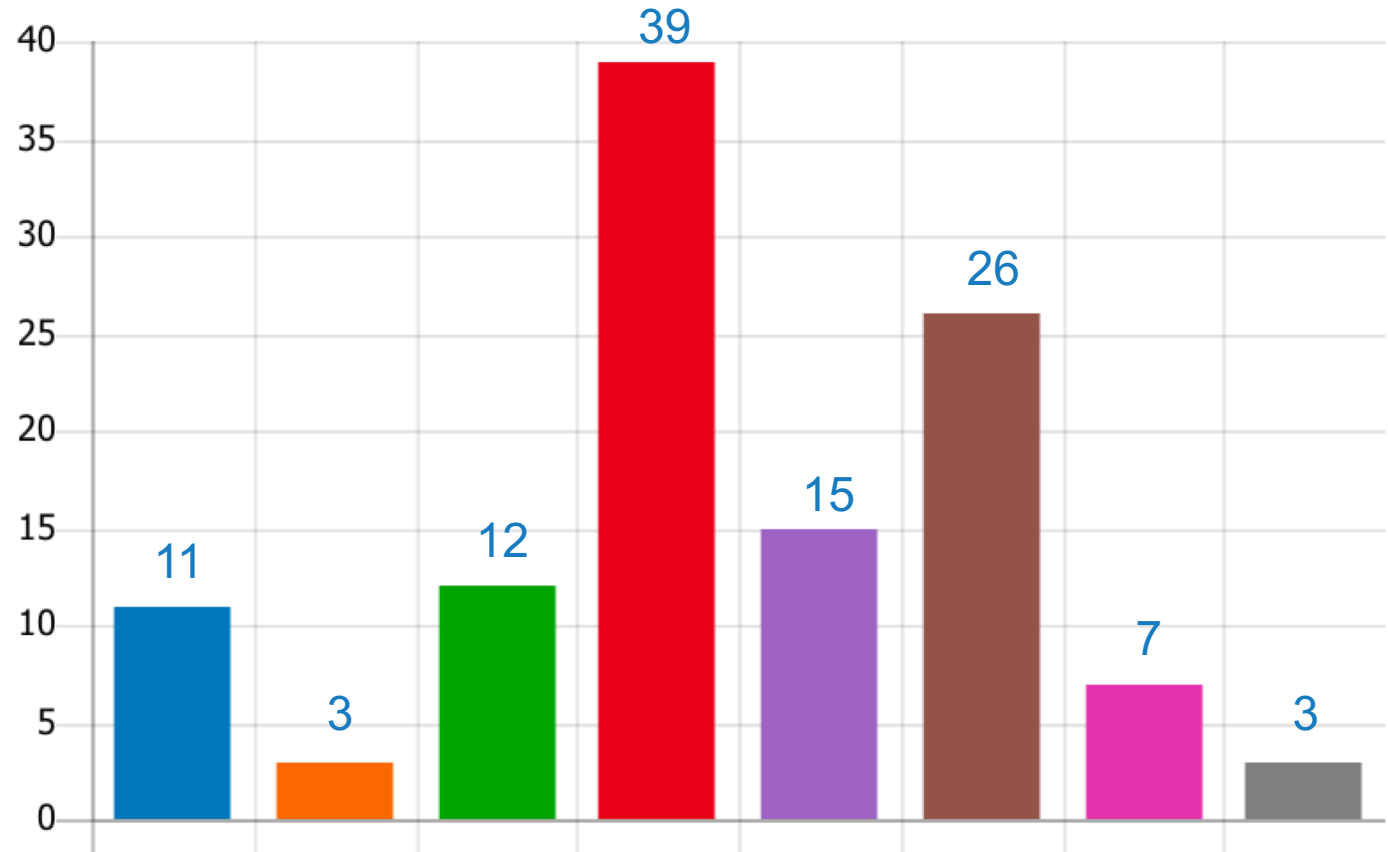
- Less than 20% of the Alternati...
- 21 - 25% of the Alternative Ed...
- 26 - 40% of the Alternative Ed...
- 41 - 50% of the Alternative Ed...
- 51- 70% of the Alternative Ed...
- 71 - 80% of the Alternative Ed...
- More than 80% of the Alternat...
- 100% of the Alternative Educa...



Quarter 2 Survey Results - 3

What student engagement components have been negatively impacted this year at your program?

- Participation in Career Tech pr...
- Participation in Concurrent En...
- Participation in extracurricular ...
- Participation in Service Learni...
- Participation in Work Study op...
- Exposure to Arts Integration
- We have NOT been negatively...
- Other



Quarter 2 Survey Results - 4

- What are your biggest concerns for STUDENTS this year?
 1. Student physical and mental well being = 35
 2. More students will become disengaged and drop out = 28
 3. Students do not have access to internet = 20
- What are your biggest concerns for STAFF this year?
 1. Staff physical health = 31
 2. Staff mental health = 21
 3. Staff preparedness for virtual instruction = 12
- What specific concerns are related to coronavirus/COVID-19?
 1. Closing, reopening schools = 31
 2. Staff and/or student access to internet = 24
 3. Tracking student/staff cases = 19

In Their Words:

Despite the pandemic, my students have been excited to be here and have really embraced the protocols that we have implemented to keep them safe. They understand the importance of coming to school and attendance has been a real positive this year.

We have been able to help students who needed to go to work create a flexible schedule so that they won't drop out.

We have had students receive enough credits to get back on track with their cohort for graduation. We have had students graduate early that wanted to.

Working with incentives for performance and attendance. Those kids who engage get QT cards and clothing cards. This is important for our demographic. We reach out to individual students in our classes on a weekly and sometimes daily basis to encourage engagement.

We have partnered with a local cabinet making business to provide our students with opportunities to work creatively with wood as well as gaining experience in the planning, organization, marketing, and financial concerns of running a successful business.

We have implemented a 30 minutes SEL advisory period in the MS much like a homeroom. Students are attending and excited. We are using 7 Mindsets curriculum.

The students have really learned how to sanitize and clean. Each student has his/her own disinfectant at the desk and spray the desk and books down daily. They are wonderful about wearing masks all the time. We are still doing art projects called "Pillsbury Dough Boys" which are paper cutouts each colors/draws for the seasons pertaining to each individual...silly, but they enjoy it and it provides a nice break. Our school is decorated for Christmas with color and lights - all done by the students.

In Their Words:

One of the neat things my students were involved in this fall is the building of wall or petition in our visitors locker room. They got to cut boards, screw the plywood to the studs, hang a door, and lastly paint what they have built.

We do a ticket jar. You can earn tickets based on your work in class, acts of kindness, attendance, or anything I feel deserves a reward. Once a week, we draw out of the jar. Then you win prizes like a bag of chips, candy, free tardy, doughnuts or lunch with me. The kids love this and it encourages them to continue to work hard.

Students that had no interest in graduation are working overtime to complete required classes.

As far as engaging students in a complete distance mode, I feel as though utilizing SMORE Newsletters has really helped with communication with our students. Talking Points is great platform to communicated and our Care and Connect face to face tutoring has been successful.

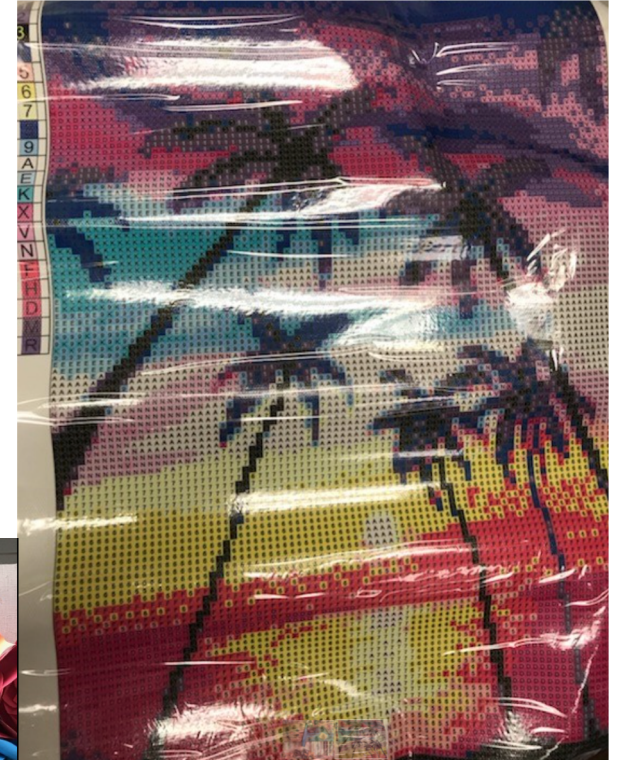
We made a LOOM video of all of our guest speakers. We uploaded the link to the video in Google Classroom. Students are able to watch or re-watch the videos and fill out reflection questions. We have had much more interest this year. We think it's because the students are more engaged due to knowing they are going to have to reflect on what was said. We always worry for the students who are not in attendance on the days the guests are speaking. With LOOM we are able to make sure we have at least 80% engagement. If a student doesn't take advantage of WorkForce or KTC at the time, they at least have the info if it becomes an option. We have seen more students applying to and attending KTC second semester as well.

Students are beginning to start a garden, have participated in arts (pumpkin carving and contest, house models), a book study (leads to talk therapy), and starting financial modules with local credit union.

We had a college fair that the students really enjoyed going to and learning about different opportunities each school offered.

Programs of Excellence - 1

- **Watonga**—Arts Education and Service Learning
- **Sayre**—Digital Arts education
- **Warner**—Arts Education and Entrepreneurship



Programs of Excellence - 2

Quinton—Life Skills Education

(Life skills through hands on experiences: laundry, gardening, art)

Kansas—Climate & Culture

(Students look up indigenous tribes on YouTube and write about findings—50% of students are from indigenous tribes.)

Inola—STEM Education and Community Partnerships

(provides a full lab dedicated for STEM education through grant with Mid-America)

Woodward—Trauma-informed focus

(Ripple effect app for teens)

Professional Development

Workshops

- Youth Mental Health First Aid
- Fall Regional Training
- New Director Training
- Site Visits
- [McKinney Vento](#)

Webinars

- 1st Wednesday of the Month - 3:30
- Oct - Digital Learning
- Nov - Implementing ICAP for Alt Ed
- Dec - Work-Based Learning & Industry Engagement
- Jan - Virtual Art Ideas
- Feb - Practical Trauma-Informed Strategies
- Mar - Supporting Children with Challenging Behaviors

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EVERY STUDENT CAN
 **LEARN**
just not on the same day
OR IN THE SAME WAY. 