

## Alternative Education Advisory Committee Meeting

October 10, 2017 – Meeting Handout Contents

1. Agenda
2. Dropout Prevention
3. Systems on the WAVE
4. Measuring Success – Draft
5. Sample Alt Ed Program Application Materials
5. Legislation
6. Alt Ed. Evaluation Rubric
7. School Compliance Report



**Alternative Education Advisory Committee**

**AGENDA**

**October 10, 2017 9:00 am – 11:00 pm**

**OSDE Conference Room 215**

**Welcome**

**Jennifer Wilkinson**

**Director of Alternative Education**

**Goals of Advisory Committee**

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

**Discussion Items**

- **Opportunities and Challenges (Goal #1)**
  - Discuss at-risk learner data and systems available to help track that data
  - Discuss possible recommendations for change in alternative education

**Closing**      Next meeting - November 14, 2017 at OSDE 9:00 am – 11:00 am

*"When educating the minds of our youth,  
we must not forget to educate our hearts."      - Dalai Lama*

## Alternative Education Advisory Council

Name		Email
Pam Deering	CCOSA	deering@ccosa.org
Garcia Branch	CCOSA	branch@ccosa.org
Will Parker	CCOSA	parker@ccosa.org
Julia Sterr	Dept. of Human Services	Julia.Sterr@okdhs.org
Melissa White	Office of Juvenile Affairs	Melissa.White@oja.ok.gov
Kent Roof	Dept. of Career Tech Edu	Kent.Roof@careertech.ok.gov
Jennifer Allen-Barron	Oklahoma Arts Council	Jennifer.Allen-Barron@arts.ok.gov
Jessica Hawkins	Dept. of Mental Health/Sub Abuse	jhawkins@odmhsas.org
Jackie Shipp	Dept. of Mental Health/Sub Abuse	JShipp@admhsas.org
Daniel Archer	Regents for Higher Education	darcher@osrhe.edu
Debbie Blanke	Regents for Higher Education	dblanke@osrhe.edu
Barbara Smith	Dept. of Health	BarbaraDS@health.ok.gov
Denise Riley	National Alternative Edu Assoc.	etceducation@sbcglobal.net
Ryan Abernathy	Regional Food Bank	rabernathy@regionalfoodbank.org
Ray Owens	Metropolitan Baptist Church	rayowens@metropolitanbc.org
Ray Douglas	Greater Mount Olive Baptist Church	Ray.douglas@gmochurch.org
Major Jemison	St. John Missionary Baptist Church	mljemison@stjohnokc.org
Dennis Casey	House of Representatives	dennis.casey@okhouse.gov
Tammy West	House of Representatives	tammy.west@okhouse.gov
Dewayne Pemberton	Senate	pemberton@oksenate.gov
Justin Fite	Choctaw Nation Interlocal	jfite@choctawnation.com
Kathy Knox	Project Connect – CV Tech	kknox@cvtech.edu
Martin Vinyard	Tulsa Public Schools	vinyama@tulsaschools.org
Lori McGinnis	Street School	McginLo@tulsaschools.org
Sheryl Tatum	Insight School of Oklahoma	statum@k12.com
Jody Pendleton	Yukon Public Schools	Jody.pendleton@yukonps.com
Elizabeth Ressel	Comanche Public Schools	eressel@comanche.k12.ok.us
Terry Davidson	Comanche Public Schools	tdavidson@comanche.k12.ok.us
Garland Delk	El Reno Public Schools	gdelk@elrenops.org
Jimmy Acevedo	Guymon Public Schools	Jimmy.acevedo@guymontigers.com
Amie Hardy	Jenks Public Schools	Amie.Hardy@jenksps.org
Cindy Allen	Altus Public Schools	callen@altusps.com
Don Raleigh	Pryor Public Schools	raleighd@pryorschools.org
Linda Mace	Norman Public Schools	lindab@norman.k12.ok.us
Paul Tryggestad	Norman Public Schools	tryggestad@norman.k12.ok.us
Doug Stafford	Enid Public Schools	Dcstafford@enidk12.org
Lori Bell	Ardmore Public Schools	lbell@ardmoreschools.org
Christy Province	Claremore Public Schools	cprovince@claremore.k12.ok.us
Jack Pugh	Broken Arrow Public Schools	jepugh@baschools.org
Mildred Burkhalter	Checotah Public Schools	mburkhalter@checotah.k12.ok.us
Debra Watson	Shawnee Public Schools	dwatson@shawnee.k12.ok.us
Chris McAdoo	Santa Fe South	cmcadoo@santafesouth.org
Travis Graham	Calvin Public Schools	tgraham@calvin.k12.ok.us

John Cox	Peggs Public Schools	jcox@peggs.k12.ok.us
Rick Palazzo	Tulsa Tech	Richard.palazzo@tulsatech.edu
Jennifer Wilkinson	Director of Alternative Education	Jennifer.wilkinson@sde.ok.gov
Missy Corn	Alternative Education Specialist	Missy.corn@sde.ok.gov
Robyn Miller	Deputy Supt. of Educator Effectiveness/Policy Research	Robyn.miller@sde.ok.gov
Carolyn Thompson	Chief of Govt. Affairs	Carolyn.thompson@sde.ok.gov
Matt Holder	Deputy Supt. of Finance/Federal Programs	Matt.holder@sde.ok.gov
Jeanene Barnett	Deputy Supt. of Assessment/Accountability	Jeanene.barnett@sde.ok.gov
Brad Clark	General Counsel	Brad.clark@sde.ok.gov
Jason Pittenger	Executive Director of Accreditation	Jason.pittenger@sde.ok.gov



# 15 Effective Strategies for Dropout Prevention

Since 1986, the National Dropout Prevention Center/Network (NDPC/N) has conducted and analyzed research; sponsored workshops and national conferences; and collaborated with researchers, policymakers, and practitioners to further the mission of reducing America's dropout rate by meeting the needs of youth in at-risk situations, including students with disabilities.

Students report a variety of reasons for dropping out of school; therefore, the solutions are multi-dimensional. The NDPC/N has identified 15 Effective Strategies that have the most positive impact on reducing school dropout. These strategies appear to be independent, but actually work well together and frequently overlap. Although they can be implemented as stand-alone strategies, positive outcomes will result when school districts or other agencies develop program improvement plans that encompass most or all of these strategies. These strategies have been successful at all school levels from PK-12 and in rural, suburban, and urban settings. The strategies are grouped into four general categories: Foundational strategies (school-community perspective), early interventions, basic core strategies, and managing and improving instruction.

## Foundational Strategies

- ★ Systemic Approach
- ★ School-Community Collaboration
- ★ Safe Learning Environments

## Early Interventions

- ★ Family Engagement
- ★ Early Childhood Education
- ★ Early Literacy Development

## Basic Core Strategies

- ★ Mentoring/Tutoring
- ★ Service-Learning
- ★ Alternative Schooling
- ★ After-School/Out-of-School Opportunities

## Managing and Improving Instruction

- ★ Professional Development
- ★ Active Learning
- ★ Educational Technology
- ★ Individualized Instruction
- ★ Career and Technical Education (CTE)



**NATIONAL  
DROPOUT  
PREVENTION  
CENTER/NETWORK**

National Dropout Prevention Center/Network  
Clemson University, 209 Martin Street  
Clemson, SC 29631-1555  
P: 864-656-2599 F: 864-656-0136  
ndpc@clemson.edu [www.dropoutprevention.org](http://www.dropoutprevention.org)



## Effective Strategies Defined

- ★ **Systemic Approach**—This strategy calls for a systemic approach and process for ongoing and continuous improvement across all grade levels and among all stakeholders, through a shared and widely communicated vision and focus, tightly focused goals and objectives, selection of targeted research-based strategies and interventions, ongoing monitoring and feedback, and data-based decision making. It also requires the alignment of school policies, procedures, practices, and organizational structures and continuous monitoring of effectiveness.
- ★ **School-Community Collaboration**—This strategy focuses on the power of an engaged and responsive community where everyone in the community is accountable for the quality of education, resulting in a caring and collaborative environment where youth can thrive and achieve. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional communication so that dropout prevention is a communitywide and ongoing effort.
- ★ **Safe Learning Environments**—Safe, orderly, nurturing, inclusive, and inviting learning environments help students realize potential as individuals and as engaged members of society. All students need to be safe, physically and emotionally; to be expected to achieve; to be recognized and celebrated equitably for accomplishments; and to feel genuinely welcomed and supported. A safe and orderly learning environment provides both physical and emotional security as well as daily experiences, at all grade levels, that enhance positive social attitudes and effective interpersonal skills. A comprehensive discipline plan and violence prevention plan should include conflict resolution strategies and should deal with potential violence as well as crisis management. A safe, nurturing, and responsive learning environment supports all students, teachers, cultures, and subgroups; honors and supports diversity and social justice; treats students equitably; and recognizes the need for feedback, innovation, and second chances.
- ★ **Family Engagement**—Research consistently finds that family engagement has a direct, positive effect on youth's achievement and is one of the most accurate predictors of a student's success in school. Critical elements of this type of collaboration rely on effective, ongoing, and multi-dimensional, two-way communication as well as ongoing needs assessments and responsive family supports and interventions.
- ★ **Early Childhood Education**—Birth-to-five interventions demonstrate that providing a child additional enrichment can enhance brain development. The most effective way to reduce the number of children who will ultimately drop out is to provide the best possible classroom instruction from the beginning of school through the primary grades.
- ★ **Early Literacy Development**—Early literacy interventions to help low-achieving students improve their reading and writing skills establish the necessary foundation for effective learning in all subjects. Literacy development focus should continue P-12.
- ★ **Mentoring/Tutoring**—Mentoring is typically a one-to-one caring, supportive relationship between a mentor and a mentee that is based on trust. Mentoring offers a significant support structure for high-risk students. Tutoring, also typically a one-to-one activity, focuses on academic support and is an effective practice when addressing specific needs in collaboration with the student's base teacher.
- ★ **Service-Learning**—Service-learning connects meaningful community service experiences with academic learning. This teaching/learning method promotes personal and social growth, career development, and civic responsibility and can be a powerful vehicle for effective school reform at all grade levels.
- ★ **Alternative Schooling**—Alternative or non-traditional schooling and delivery model options (e.g., alternative times and environments, blended learning, virtual learning, competency-based credit opportunities) provide alternative avenues to credit earning and graduation, with programs paying special attention to the student's individual and social needs, career goals, and academic requirements for obtaining a high school diploma and transitioning successfully to life beyond graduation.
- ★ **After-School/Out-of-School Opportunities**—Many schools provide after-school, before-school, and/or summer academic/enrichment/enrichment opportunities (e.g., tutoring, credit recovery, acceleration, homework support, etc.) that provide students with opportunities for assistance and recovery as well as high-interest options for discovery and learning. These opportunities often decrease information loss and can inspire interest in arenas otherwise inaccessible. Such experiences are especially important for at-risk students because out-of-school "gap time" is filled with constructive and engaging activities and/or needed academic support.
- ★ **Professional Development**—Adults who work with youth at risk of dropping out need to be provided ongoing professional learning opportunities, support, and feedback. The professional learning should align with the agreed upon vision and focus for the school/agency, the agreed upon instructional framework of high leverage research-based practices and strategies, and the identified needs of the population served. The professional learning opportunities provided should be frequently monitored to determine the fidelity of implementation and need for additional support and feedback.
- ★ **Active Learning**—Active learning and student engagement strategies engage and involve students in meaningful ways as partners in their own learning. These strategies include student voice and choice; effective feedback, peer assessment, and goal setting; cooperative learning; thinking critically, creatively, and reflectively; and micro-teaching, discussion, and two-way communication. To be most effective, teachers must provide students with tools and strategies to organize themselves and any new material; techniques to use while reading, writing, and doing math; and systematic steps to follow when working through a task or reflecting upon their own learning.
- ★ **Educational Technology**—Instructional Technology can effectively support teaching and learning while engaging students in meaningful, current, and authentic efforts; addressing multiple intelligences; and adapting to students' learning styles. Educational technology can effectively be used in individualized instruction and can not only help prepare students for the workforce, but can empower students who struggle with self-esteem. Effective use of technologies depends upon the timely response to and application of the rapidly expanding choices and matches to identified student needs.
- ★ **Individualized Instruction**—Learning experiences can be individualized, differentiated, or personalized (combining paced and tailored learning with flexibility in content or theme to fit the interests, preferences, and prior experiences of each learner). In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization).
- ★ **Career and Technical Education (CTE)**—Quality CTE programs and related career pathways and guidance programs with P-20W orientation are essential for all students. Youth need workplace skills as well as awareness and focus to increase not only the likelihood that they will be prepared for their careers, but also that school will be relevant to what is next.

## Systems on the Wave

---

Jennifer Wilkinson, M.Ed., LPC, NCC, NCSC

---

---

---

---

---

---

---

## My DATA SYSTEM

---

---

---

---

---

---

---

---

## My Data System

---

- ☞ System is designed to gather, standardize, and report data to local school districts.
- ☞ Helps with mobile populations in record keeping.
- ☞ Provides a single location where data can be accessed, analyzed and used to certify required state and federal reports.
- ☞ Districts can access student information quickly and efficiently within 24 hours of enrollment allowing for quick and informed decisions.

---

---

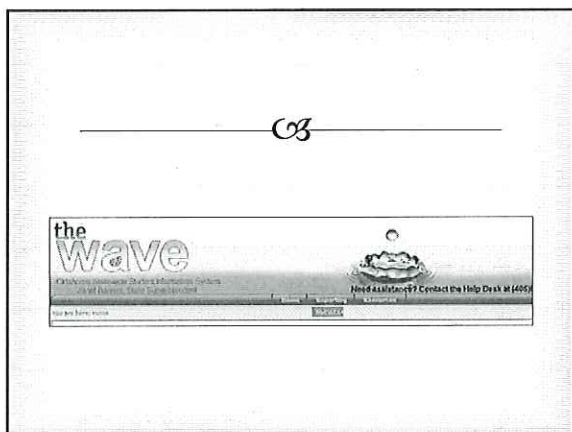
---

---

---

---

---




---

---

---

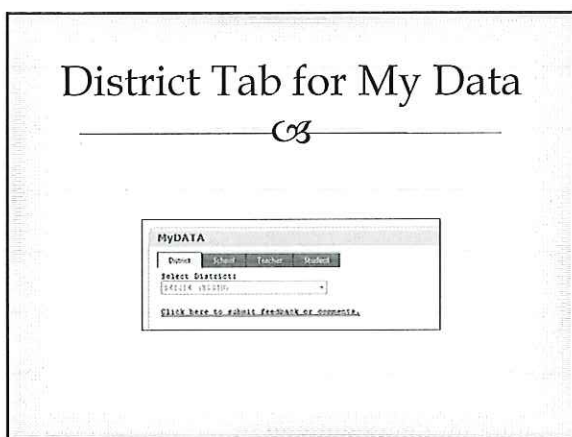
---

---

---

---

---




---

---

---

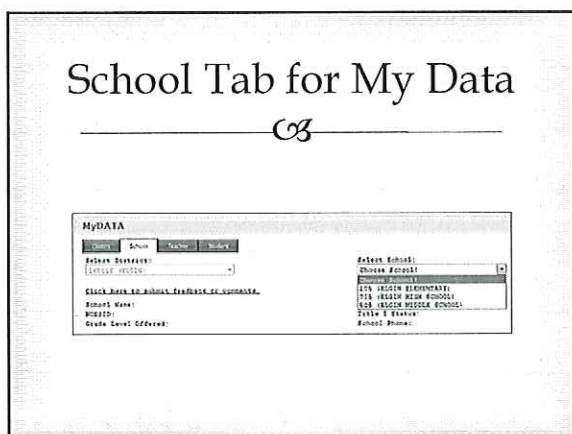
---

---

---

---

---




---

---

---

---

---

---

---

---



## Teacher Tab for My Data




---

---

---

---

---

---

---

---

## Student Tab for My Data




---

---

---

---

---

---

---

---

## Student Search Tab




---

---

---

---

---


---

---

---

## Student Search Tab

---



---

---

---

---

---


---


---

---

## Student Search Result

---





---

---

---


---

---

---

---

---



State Assessments

Current View:  School Year:

Select View:

---

---

---

---

---

---

---

---



## Report Screen



Cafeteria Management										Report: Cafeteria Management									
Select Report Period: 10/1/2017 - 10/31/2017										Select Report Type: All Reports									
Select Report Category: All Reports										Select Report Sub-Category: All Reports									
Select Report Item: All Reports										Select Report Unit Price: All Reports									
Select Report Quantity: All Reports										Select Report Total Price: All Reports									
Select Report Comments: All Reports										Select Report Print: All Reports									
Select Report Export: All Reports										Select Report Total: All Reports									
Select Report Sub-Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports										Select Report Grand Total: All Reports									
Select Report Grand Total: All Reports																			

## Other Features

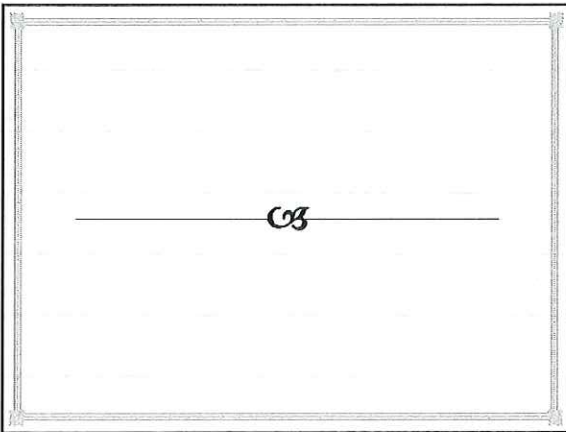


- ☞ Student Identifiers, Indicators, Other Reporting
- ☞ Error/Issues
- ☞ Data View

How Does The My Data  
System Help in your job  
Role?








---

---

---

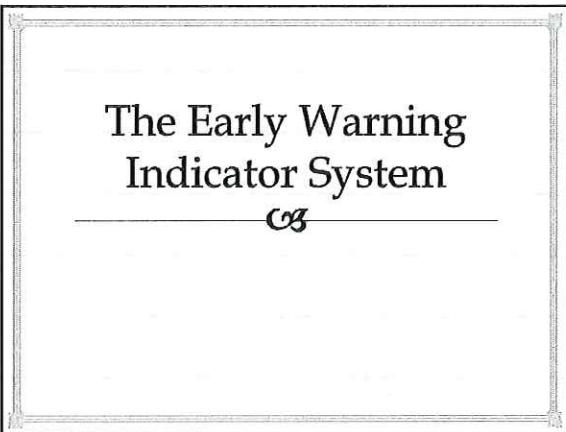
---

---

---

---

---




---

---

---

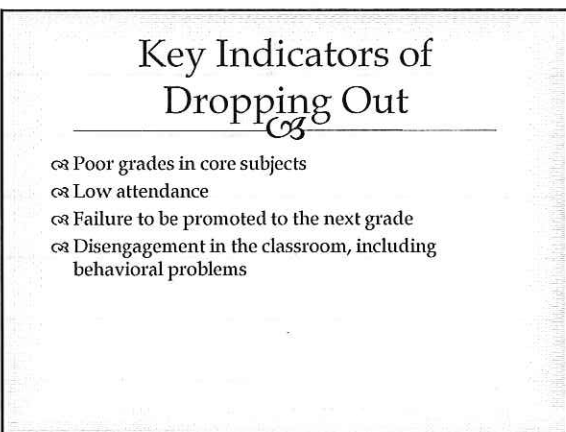
---

---

---

---

---




---

---

---

---

---

---

---

---

- ❑ Poor grades in core subjects
- ❑ Low attendance
- ❑ Failure to be promoted to the next grade
- ❑ Disengagement in the classroom, including behavioral problems

## High Schools Dropouts



- ca Estimated 30% of students who enter high school this year will not graduate in 4 years, while roughly half of all African American and Latino students entering high school will not graduate in 4 years.
- ca Health of a high school dropout suffers dramatically with a life expectancy of nearly a decade shorter than a graduate.
- ca Dropouts will cost our criminal justice system \$1.4 billion a year.
- ca US ranks 17<sup>th</sup> globally in high school graduation and 14<sup>th</sup> globally in college graduation rates among developed nations.
- ca 90% of our jobs will require some post-secondary education.

---

---

---

---

---

---

---

---



To be effective in preventing dropout, school systems must focus dropout prevention efforts in the beginning of the middle grades.

Betterhighschools.org

---

---

---

---

---

---

---

---

## Proven Dropout Prevention Programs



- ca Attendance and Behavior Monitors
- ca Tutoring and Counseling
- ca Establishment of Small Learning Communities for Greater Personalization
- ca Engaging Catch-Up Courses
- ca Ninth Grade Academics
- ca Homerooms
- ca Benchmarking
- ca Progress Monitoring
- ca Tiered Interventions
- ca A Focus on Equal Access to Rigorous Coursework and High Expectations
- ca Career/College Awareness
- ca Community Engagement
- ca Eighth to Ninth Grade Transition Programs

---

---

---

---


---

---

---

---

The Early Warning Indicators (EWI) Application explores the predictive power of early warning data and offers the information for educators to take the necessary steps in assisting these at-risk students to ensure they graduate.



---

---

---

---


---

---

---

---

## Early Warning Indicators



Early Warning Indicators

Early Warning Indicators

Schools:

Student:

View:

[View Student At Risk Summary](#)

Please [click here](#) to submit feedback or comments

---

---

---

---


---

---

---

---

## Early Warning Indicators



Early Warning Indicators

Schools:

Student:

View:

[View Student At Risk Summary](#)

Please [click here](#) to submit feedback or comments

---

---

---

---

---

---

---

---

## Early Warning Indicators

**Early Warning Indicators**

Schools:

Student:

Year	Score
2014	100
2013	95
2012	90
2011	85
2010	80
2009	75
2008	70
2007	65
2006	60
2005	55
2004	50
2003	45
2002	40
2001	35
2000	30
1999	25
1998	20
1997	15
1996	10
1995	5
1994	0
1993	0
1992	0
1991	0
1990	0
1989	0
1988	0
1987	0
1986	0
1985	0
1984	0
1983	0
1982	0
1981	0
1980	0
1979	0
1978	0
1977	0
1976	0
1975	0
1974	0
1973	0
1972	0
1971	0
1970	0
1969	0
1968	0
1967	0
1966	0
1965	0
1964	0
1963	0
1962	0
1961	0
1960	0
1959	0
1958	0
1957	0
1956	0
1955	0
1954	0
1953	0
1952	0
1951	0
1950	0
1949	0
1948	0
1947	0
1946	0
1945	0
1944	0
1943	0
1942	0
1941	0
1940	0
1939	0
1938	0
1937	0
1936	0
1935	0
1934	0
1933	0
1932	0
1931	0
1930	0
1929	0
1928	0
1927	0
1926	0
1925	0
1924	0
1923	0
1922	0
1921	0
1920	0
1919	0
1918	0
1917	0
1916	0
1915	0
1914	0
1913	0
1912	0
1911	0
1910	0
1909	0
1908	0
1907	0
1906	0
1905	0
1904	0
1903	0
1902	0
1901	0
1900	0
1899	0
1898	0
1897	0
1896	0
1895	0
1894	0
1893	0
1892	0
1891	0
1890	0
1889	0
1888	0
1887	0
1886	0
1885	0
1884	0
1883	0
1882	0
1881	0
1880	0
1879	0
1878	0
1877	0
1876	0
1875	0
1874	0
1873	0
1872	0
1871	0
1870	0
1869	0
1868	0
1867	0
1866	0
1865	0
1864	0
1863	0
1862	0
1861	0
1860	0
1859	0
1858	0
1857	0
1856	0
1855	0
1854	0
1853	0
1852	0
1851	0

*[Faint handwriting on lined paper]*

## Early Warning Indicators

**Early Warning Indicators**

File Edit View Help

Schools: Select a School...

Student: - Select a Student -

View: Active Early Warning Indicators  
Active Early Warning Indicators  
All Students

Please click

---

---

---

---

---

---

## Student At-Risk Summary

[illegible]

*[Faint handwriting visible through the paper]*



—3—

Personnel Detail									
First Name	Last Name	Class	Sex	Age	DOB	SSN	Grade	Rate	Notes
John	Smith	100	M	35	12/12/77	123-45-6789	100	\$10.00	John Smith
James	Johnson	100	M	32	03/03/83	987-65-4321	100	\$10.00	
David	Williams	100	M	28	07/07/91	555-44-3333	100	\$10.00	
Emily	Miller	100	F	25	01/01/94	222-33-4444	100	\$10.00	
Michael	Wilson	100	M	30	09/09/88	111-22-3333	100	\$10.00	
Robert	Brown	100	M	38	05/05/81	888-77-6666	100	\$10.00	
Michelle	Green	100	F	27	11/11/92	666-55-4444	100	\$10.00	
Christopher	White	100	M	33	08/08/86	444-33-2222	100	\$10.00	
Stephanie	Black	100	F	29	04/04/90	333-22-1111	100	\$10.00	
Matthew	Gray	100	M	31	06/06/89	777-66-5555	100	\$10.00	
Olivia	King	100	F	26	10/10/93	999-88-7777	100	\$10.00	
Benjamin	Scott	100	M	34	02/02/85	101-01-1010	100	\$10.00	
Victoria	Lee	100	F	24	08/08/95	202-02-2020	100	\$10.00	
William	Clark	100	M	36	01/01/84	303-03-3030	100	\$10.00	
Isabella	Wright	100	F	23	05/05/96	404-04-4040	100	\$10.00	
Alexander	Young	100	M	37	09/09/82	505-05-5050	100	\$10.00	
Charlotte	Allen	100	F	22	12/12/97	606-06-6060	100	\$10.00	
Thomas	King	100	M	39	03/03/80	707-07-7070	100	\$10.00	
Ava	Scott	100	F	21	07/07/98	808-08-8080	100	\$10.00	
Joseph	Green	100	M	32	11/11/87	909-09-9090	100	\$10.00	
Mia	White	100	F	20	04/04/99	010-10-0100	100	\$10.00	
Charles	Black	100	M	35	08/08/83	101-11-1011	100	\$10.00	
Amelia	Gray	100	F	19	12/12/00	202-12-2022	100	\$10.00	
Samuel	King	100	M	33	06/06/86	303-13-3033	100	\$10.00	
Harper	Young	100	F	18	10/10/01	404-14-4044	100	\$10.00	
Lucas	Allen	100	M	31	02/02/88	505-15-5055	100	\$10.00	
Evelyn	Clark	100	F	17	09/09/02	606-16-6066	100	\$10.00	
Henry	Wright	100	M	30	01/01/89	707-17-7077	100	\$10.00	
Avery	Young	100	F	16	05/05/03	808-18-8088	100	\$10.00	
Sebastian	Allen	100	M	29	08/08/91	909-19-9099	100	\$10.00	
Sophia	Clark	100	F	15	11/11/04	010-20-0100	100	\$10.00	
Julian	Wright	100	M	27	03/03/96	101-21-1011	100	\$10.00	
Madison	Young	100	F	14	07/07/05	202-22-2022	100	\$10.00	
Isaac	Allen	100	M	26	10/10/93	303-23-3033	100	\$10.00	
Chloe	Clark	100	F	13	02/02/06	404-24-4044	100	\$10.00	
Leo	Wright	100	M	25	06/06/94	505-25-5055	100	\$10.00	
Grace	Young	100	F	12	09/09/07	606-26-6066	100	\$10.00	
Max	Allen	100	M	24	12/12/95	707-27-7077	100	\$10.00	
Lily	Clark	100	F	11	04/04/08	808-28-8088	100	\$10.00	
David	Wright	100	M	23	08/08/97	9			

Blank lined paper for writing.

 $\mathfrak{A}$ [illegible]

Blank handwriting practice lines.

 $\mathfrak{A}$ 

Student Name: JOSHUA BARTLE

Current Grade: 8th

Page 12

Export Time: 4/24/14 1:14 PM

Save Records to Display

Intervention Provided

Duration From Day

Duration To Date

Frequency

Length

Select All

Attendance

Grades

Discipline

Mobility

Credits

GPA

Assessment

Please select at least one intervention applies to

Save

[illegible]

How Does The early  
warning indicator System  
Help in your job Role?



---

---

---

---

---

---

---

Contact Information



Jennifer Wilkinson, M.Ed., LPC, NCC, NCSC  
Director of Alternative Education  
[Jennifer.Wilkinson@SDE.OK.GOV](mailto:Jennifer.Wilkinson@SDE.OK.GOV)  
(405) 522-0276

---

---

---

---

---

---

---

# Measuring Success: Accountability for Alternative Education

## Policy Brief

Carinne Deeds and Jennifer DePaoli

### Executive Summary

Discussion of alternative education is growing across the country as states and districts look for ways to better serve students whose needs are not met in traditional high school settings. Alternative settings, however, vary greatly in how they operate, whom they aim to enroll, and the methods they use to educate students. The variation of approaches taken in alternative settings has led to significant differences in the quality of these settings, and presents challenges in how to best hold alternative schools accountable. Though many innovative and effective models exist, according to the 2017 Building a Grad Nation report, alternative schools are overrepresented in identified low-graduation-rate high schools and enroll a disproportionate number of Black, Hispanic, and low-income students. If these schools intend to offer a high-quality pathway for students at the greatest risk for dropping out – or in some cases, students who have already disconnected from school – it is critical that meaningful accountability measures are put in place for alternative settings to ensure they are serving their purpose and are provided with necessary support and resources. Ultimately, accountability for alternative settings provides an opportunity to focus on the continuous improvement of these settings to better ensure that every student is given the chance to thrive.

The Every Student Succeeds Act (ESSA) provides states the chance to establish robust accountability systems for this growing sector of schools and programs. This brief aims to address four key opportunities states have under ESSA to better understand and ultimately improve alternative education:

- I. **Definition:** What is alternative education?
- II. **Accountability System:** What structures can states put into place to ensure alternative settings are appropriately held accountable?
- III. **Accountability Measures:** What measures can states consider that accurately reflect the quality of alternative settings?
- IV. **Continuous Improvement:** How can states use accountability for alternative settings as a tool for continuous improvement?



## Introduction

According to the 2017 Building a Grad Nation Report, our current national four-year graduation rate of 83.2 percent is an all-time high, and analysis shows that when including five- and six-year graduation rates, the national rate is closer to 87 percent. However, there is still a troubling number of low graduation rate high schools,<sup>1</sup> and data show that alternative high schools are overrepresented in this list.<sup>2</sup> Among these schools, there is also great variation in their intent, purpose, and quality, and these differences pose significant challenges to holding these schools accountable while still providing an appropriate level of flexibility given the student populations they serve. The Every Student Succeeds Act (ESSA) is an opportunity to examine the important role these alternative settings play in ensuring that *all* students have a pathway to a secondary credential and are ultimately prepared for postsecondary education, careers, and life.

It is also an important time for states to reflect on the general purpose of accountability and its role in ensuring quality and continuous improvement of educational institutions, including alternative settings. Although the significant attention to accountability over the past decade has made positive impacts on school performance overall, uniform standards have meant a lack of effective assessment for schools serving students with unique needs. Ultimately, states must provide a sufficiently nuanced and specialized approach to accountability for alternative education settings that accurately reflects the extent to which those institutions are effectively serving their unique student populations, while *also* ensuring that those settings are held to equally rigorous standards of quality as traditional settings.

This brief aims to address four key opportunities states have under ESSA to better understand and ultimately improve alternative education:

- I. **Definition:** What is alternative education?
- II. **Accountability System:** What structures can states put into place to ensure alternative settings are appropriately held accountable?
- III. **Accountability Measures:** What measures can states consider that accurately reflect the quality of alternative settings?
- IV. **Continuous Improvement:** How can states use accountability for alternative settings as a tool for continuous improvement?

## Methodology

The American Youth Policy Form (AYPF) and Civic Enterprises have, for many years, sought to understand how to better serve the nation's most traditionally underserved students. To that end, AYPF has worked with numerous states across the country, along with national, state, and local experts in the alternative education field, to develop a robust knowledge base on many of the challenges and opportunities presented to alternative settings. Civic Enterprises, through their role in the development of the annual Building a Grad Nation report, aims to provide accurate data and analysis to better understand the issues surrounding high school graduation, address issues of equity, and contribute to the evidence base on best practices and policy for keeping young people in

<sup>1</sup> The Every Student Succeeds Act designates any public high school in a state that fails to graduate one-third or more of its students as a school that qualifies for comprehensive support and improvement. These schools are commonly referred to as "low graduation rate high schools."

<sup>2</sup> According to data from the 2014-15 school year, as presented in the 2017 Building a Grad Nation report, 12 percent of all high schools would be identified as low graduation rate high schools, compared to 60 percent of alternative high schools. These data are explored further in Section IV of this report.



school and on track to graduate. Together, AYPF and Civic Enterprises have harnessed a shared knowledge of and mutual commitment to the nation's traditionally underserved youth in developing this policy brief.

In addition to AYPF's direct work with states, AYPF recently conducted a scan of all 50 states plus the District of Columbia and Puerto Rico to learn more about the ways in which alternative education is handled around the country. In this scan, AYPF staff and consultants reviewed state definitions of alternative education and the ways in which states have been holding alternative settings accountable *before* the implementation of ESSA. The preliminary results of this scan were analyzed to inform the development of this policy brief. The final results from the scan will be available by the end of 2017.

AYPF is currently in the process of scanning every state plan under ESSA for the purposes of better understanding how alternative settings will be held accountable. The final results from that scan will be available in early 2018. Analysis of the state plans that were currently available at the time of writing were used to inform the development of this policy brief.

Although the 2017 Building a Grad Nation report does not exclusively address alternative education, much of the data used in this policy brief was drawn from that report, which predominantly utilized high school data from the 2014-2015 school year.

## I. Defining Alternative Education

There is currently no federal definition of alternative education, other than the designation for data collection purposes put forth by the National Center for Education Statistics, which states that an alternative school is a public elementary/secondary school that:

- Addresses the needs of students that typically cannot be met in a regular school,
- Provides nontraditional education,
- Serves as an adjunct to a regular school, or
- Falls outside the categories of regular, special education, or vocational education.

### ALTERNATIVE EDUCATION LANDSCAPE

- 6% of high schools in the U.S. are classified as "alternative"
- 85% of alternative schools are traditional comprehensive high schools; 15% are charter schools

*Source: 2017 Building a Grad Nation Report*

Not all states have an official definition of alternative education, and there is significant variation among those that do. In the absence of a federally codified definition, states should first define what they mean by alternative education in their own contexts, and then ensure that definition is codified in order to be actionable. Given the significant diversity of alternative education environments, definition and codification are important to ensure that the purpose, needs, and progress of educational institutions that are truly different from traditional schools are captured.

### Definition

A clear definition of alternative education is an important first step to designing a meaningful accountability system for alternative education settings. The fact that alternative education is defined differently across states indicates that various rationales exist for creating a separate classification for alternative schools, however, ideally any definition will be reflective of the populations those schools serve. Although most states generally associate alternative education with serving "at-risk" youth in some capacity, states have taken a range of approaches in selecting criteria for classifying alternative education settings. Ultimately, definitions should be codified and actionable in order for states to determine if alternative schools may be examined separately, receive special

Commented [CD1]: Will reference results from AYPF's pre-ESSA 50 state scan.

attention in evaluation, receive differentiated services, or even be held accountable via a separate accountability system. Below are a few examples of criteria states currently use to classify alternative settings.

#### Population Served

Alternative education settings typically are designed to serve the students listed below, or students whose needs are unlikely to be met in traditional schools. Students in alternative settings generally meet one or more of the following “at-risk” criteria:

- Chronically absent
- Pregnant/parenting
- Have disciplinary infractions
- Re-engaging with school
- Primary caregivers
- Returning from incarceration/adjudicated
- Wards of the state (youth in foster care/homeless youth)
- In need of extra assistance (overage/under-credited)
- Newcomer/refugee
- Mental health needs<sup>3</sup>

ESSA requires that states provide “all children significant opportunity to receive a fair, equitable, and high-quality education”<sup>4</sup> and specifically allows state agency discretion with regard to schools that predominantly serve students who are “returning to education after having exited secondary school without a regular high school diploma” and students “who, based on their grade or age, are significantly off track to accumulate sufficient academic credits to meet high-school graduation requirements.”<sup>5</sup>

#### Setting Type

States may further classify alternative education based upon the type of setting in which those students are served. The two primary setting types are 1) programs,<sup>6</sup> which are typically subsets of other, larger schools, and 2) schools, which are independent institutions, generally within the school district and/or a charter school. Some states, like Connecticut, are inclusive of both programs and schools in their definition of alternative education. Others are exclusive to one or the other. For example, Kentucky state statute defines alternative settings as programs, but they are counted as schools for federal reporting purposes. It is also important to note that in many states, being designated a “program” means that there is not a school report card or similar form of public-facing accountability. Given the complexity of the program/school issue, it is important that states are clear in their definitions of alternative education which setting types are included and, ultimately, how those settings will be held accountable for the outcomes of their students at various levels.

Additionally, in defining the purpose of and parameters with regard to alternative education, it is important for states to consider the length of time students typically spend within various alternative settings in the state. For example, many alternative schools are designed to provide a long-term education for students, whereas others may be designed for students in the short term (e.g., for credit recovery, discipline, or other immediate services). Even alternative schools that are *not* designed to be short-term placements and that would like to retain students through graduation also see considerable student mobility. Although not necessarily the fault of the school, student mobility does speak to the need to better fit alternative education to students’ needs, rather than cycle students,

<sup>3</sup> This does not equate to students with disabilities.

<sup>4</sup> SEC. 1001.

<sup>5</sup> SEC. 1005(d)(1)(C)(i)

<sup>6</sup> There is now an NCES code for programs for research purposes, but the code is rarely used.



who are often already experiencing instability, through multiple placements. If states do draw a line between the two, it won't be easy to determine where that line belongs. States should consider students' length of stay in alternative settings as they seek to define the purpose of alternative education and the parameters of defining those institutions. Like school/program classifications, the amount of time students spend in alternative settings will have implications for how those settings are held accountable for the outcomes of those students.<sup>7</sup>

#### Instructional/Environmental Characteristics

States also may include parameters about learning environments in their classifications of alternative schools. Characteristics of alternative school learning environments typically include:

- Online or virtual learning environment
- Flexible schedules
- Small student-teacher ratios
- Career-oriented themes
- Specific mission
- Reengagement functions
- Additional supports and/or connection to outside services or other systems<sup>8</sup>

It is important to note that these categories – population served, setting type, and environmental characteristics – are not mutually exclusive, meaning state definitions may be based on one or multiple of the above criteria. For example, Massachusetts includes population served and setting type in its definition of alternative education, and clearly defines instructional/environmental characteristics of alternative settings under a subsection of the definition ("Common Elements"). The variety in state definitions indicates that one size does not fit all contexts when it comes to setting the parameters with regard to alternative education. It is critical, however, that states are clear about who alternative education is meant to serve and its functional parameters.

---

*Note: Alternative settings serve young people starting in K-8, but the vast majority of schools and programs serve older youth. The subsequent discussion of accountability will focus specifically on alternative high schools/programs.*

---

#### Policy mechanisms for codifying definition

States with official definitions of alternative education have historically codified those definitions using one of two policy mechanisms: legislation or state regulations. Colorado, for example, has had statewide legislation since 2002 that includes a specific definition of alternative education. The parameters of alternative education have evolved since then, but the definition has remained the same and has been operationalized throughout the state. Instead of legislation, some states codify definitions by way of the state education agency (SEA). In Nebraska, for instance, alternative schools, classes, or educational programs are statutorily required, but the definition of alternative education is not included in state law. The Nebraska Department of Education has instead decided to produce a

---

<sup>7</sup> ESSA SEC. 1005(c)(4)(F) specifies that the performance of students who have not attended the same school within a local educational agency for at least half of a school year may not be used in the system of meaningful differentiation of schools.

<sup>8</sup> According to an Institute of Education Sciences (IES) scan of alternative education definitions, 39 states include guidance on services that should or might be provided (as of 2014). Services and supports include remedial education, content area instruction, tutoring, counseling services, behavior supports, and several others.

formal definition of alternative education through administrative code. Finally, states may codify definitions through rules or regulations of the State Board of Education, as Idaho and several other states have done.

#### Key Considerations for States under ESSA: Definitions

States need to consider the following in establishing a definition for alternative education:

- The student population alternative education is intended to serve.
- The educational setting types that are included in the definition and how those settings will be held accountable for the outcomes of their students.
- The length of time students typically spend within various alternative settings.
- The ways in which that definition can be codified in order to be actionable.

## II. Accountability Systems

This brief primarily focuses on the opportunities for states to develop robust systems of accountability for alternative settings as they construct their ESSA state plans (what we define below as “federal accountability mechanisms”). However, it is important to acknowledge that states may develop relevant models for evaluation and accountability of alternative settings at various levels. Ultimately, accountability can be more than an assessment of which schools are successful and which need work. Rather, effective and responsive accountability systems can and should be used as a tool for institutional and systemic improvement. Below are the mechanisms typically used to hold alternative settings accountable to the federal government, to states, and to the public.

- **Federal accountability mechanisms:** Accountability at the federal level is tied to the allocation of federal dollars used for school improvement purposes. Under ESSA, states must develop a state plan to hold all schools accountable, including those classified (formally or informally) as alternative schools or programs. In designing their required state ESSA plans, or revising them in the future, states have the opportunity to ensure that their accountability systems meaningfully measure success in alternative settings, and are instructive to the state and to the federal government on how to better serve students in alternative settings. ESSA also specifies a number of federal reporting requirements, outside of states’ ESSA plans. Although states and districts may report certain data to the federal government to satisfy these requirements, those requirements will not be discussed in this brief.
- **State accountability mechanisms:** States may have methods of identifying low-performing schools or programs outside of their state accountability plans under ESSA. For example, Arkansas currently has one single system of accountability for all schools in the state, including alternative programs, but has developed a separate set of alternative education effectiveness measures to determine the quality of its alternative settings. These effectiveness measures are not part of Arkansas’ state ESSA plan, but are still useful for state, district, and school leaders in understanding the needs and progress of various institutions. These statewide accountability mechanisms may also be used to inform funding allocations and other internal decisions.
- **Public accountability mechanisms:** ESSA specifies that schools must make certain information available to the public. Whereas federal and state accountability mechanisms are tied to funding, school report cards

*States should use accountability systems as a mechanism for identification and allocation of attention to the schools and programs with the greatest need for improvement.*



and other public accountability mechanisms exist in order to provide clear and concise information to the public that specifically helps parents better understand school performance. This public reporting is required under ESSA, but states have some leeway in determining how the required information is presented. Ultimately, the law indicates the information should be presented in an understandable form and be widely accessible to the public.<sup>9</sup>

This brief primarily addresses opportunities for states to hold their alternative settings accountable under ESSA, although most of the information shared and conclusions drawn are applicable in a general sense, as education leaders consider the ways in which accountability systems can facilitate continuous improvement.

### Current State of Alternative Education Accountability

According to the American Youth Policy Forum's 50-state scan of alternative education, states are taking a variety of approaches to accountability for alternative settings. Although this scan was conducted prior to the submission of ESSA state plans, there continues to be significant diversity in the ways in which states plan to hold alternative settings accountable under their ESSA plans. In some states, alternative settings are held accountable to the same system and in the same way as traditional settings, whereas in other states, alternative settings fall under their own, separate accountability system, with many shades of grey in between.

It is important for each state to consider its own landscape of alternative education in designing a comprehensive accountability system that is reflective in some way of the needs and progress of alternative settings and their students in each state. These systems can help states fully and accurately understand the extent to which alternative settings are providing a high-quality education to their students.

*States must provide a sufficiently nuanced and specialized approach to accountability for alternative education settings that accurately reflects the extent to which those institutions effectively serve their unique student populations, while also ensuring that those settings are held to equally rigorous standards of quality as traditional settings.*

### System Approaches

Identified below are the three primary ways, according to the American Youth Policy Forum's 50-state scan of alternative education, that states have elected to handle federal accountability for alternative settings.

#### Single System of Accountability for All Schools

Most states have one single system of accountability that applies to all schools statewide, without flexibility or modifications for alternative settings. This approach may put limitations on how fairly and accurately the progress and quality of alternative settings can be measured.

#### Single System of Accountability, with Modifications

Many states that have single systems of accountability for all schools in the state have provided some sort of flexibility for alternative settings, such as the ability to include additional/optional measures for alternative schools or placing different weights on various measures. For example, the Louisiana Department of Education is currently working to revamp the weighting system for alternative school accountability. In addition, their forthcoming point-based system may make it easier to adjust the weights of measures to provide flexibility for alternative settings. Idaho also has one single system of accountability for all schools, but under their submitted ESSA state plan, the

**Commented [CD2]:** This section will include an example (Massachusetts uses a single system and yet they make considerable efforts to foster strong alternative schools)

<sup>9</sup> As mentioned in Section I, this information is not required for programs.



bottom 5 percent of traditional schools *and* the bottom 5 percent of alternative schools will be identified separately for improvement.

#### Separate System of Accountability for Alternative Education

Some states have chosen to develop a differentiated system of accountability for alternative settings. In establishing a separate system of accountability, having a clear definition of alternative settings is particularly important to avoid potential loopholes through which struggling schools could be considered “alternative” without actually serving the requisite populations.

For states that do utilize a separate system of accountability for alternative settings, or who plan to do so in the future, these systems should be reflective of the unique nature of alternative settings and the students they serve. Alternative settings should provide a different mode of getting to the same high quality secondary credential by utilizing slightly different weighting systems or allowing for flexibility within the different indicators required by ESSA (discussed in Section III).

**Commented [CD3]:** This section will include an example (New Mexico?)

#### Key Considerations for States under ESSA: Accountability Systems

In establishing a system of accountability for alternative education, states need to keep the following considerations in mind:

- Accountability systems should serve as a mechanism for identification and allocation of resources and support to the schools and programs with the greatest need for improvement.
- The state alternative education accountability system should reflect of the needs and progress of alternative settings and their students.
- States must provide a sufficiently nuanced and specialized approach to accountability for alternative education settings that accurately reflects the extent to which those institutions effectively serve their unique student populations, while also ensuring that those settings are held to equally rigorous standards of quality as traditional settings.
- States can develop a separate and distinct system of accountability for alternative settings that may or may not be included for federal accountability purposes (i.e., ESSA state plans).

### III. Measures

Regardless of the approach states take in developing accountability for alternative settings, there is significant opportunity within ESSA to be responsive to the unique conditions of alternative education. Below is a summary of these opportunities, based upon the four indicators required for high schools.

1. **Academic Achievement:** ESSA requires states to measure academic proficiency in reading/language arts and mathematics, based on students’ performance on state assessments. States may also choose to measure academic growth in these subjects over time. Because students in alternative settings are often, by definition, academically behind on standardized benchmarks, the opportunity to measure students’ academic growth on key subjects is particularly important, as absolute proficiency may be an inadequate measure of their progress. States may consider weighting growth more heavily for alternative settings than traditional settings for this reason, if they have a separate method of holding schools accountable. Even in a single, traditional system of accountability, measuring student growth can be critical in more holistically measuring the academic progress of all students, including those in alternative settings. ESSA

**Commented [CD4]:** Currently in development: table with descriptions and examples of various measures within each indicator (measures that are particularly relevant to alternative education)

does not specify parameters around the weights that states must use for growth versus proficiency.

States should consider the various available growth models for academic achievement and should select and adapt them based on the alternative education context within each state.

2. **Graduation Rate:** ESSA requires states to include the four-year Adjusted Cohort Graduation Rate (ACGR) and long-term graduation rate goals for all students and subgroups in their accountability framework. States may choose to include extended-year adjusted cohort graduation rates (EYGRs), but they must set more rigorous goals for these rates. EYGRs (four-, five-, six-, and seven-year rates) may be included and given different weights within the graduation rate indicator, as seen in Arizona. Including extended-year graduation rates can provide greater flexibility for alternative settings that serve students who are less likely to graduate in four years due to mobility/transfer<sup>10</sup> and other external factors. Inclusion of EYGRs can also be an incentive for schools to re-engage students who have fallen off track.
3. **English Language Proficiency:** ESSA requires states to include an indicator that measures progress in English Language Proficiency (ELP), as measured by state ELP assessments. More research is necessary on how English learners can best be served in alternative settings. Participation of alternative settings in assessments of English proficiency, the use of growth measures to demonstrate progress toward English learner reclassification, and access to ESL teachers are all important elements to consider.
4. **School Quality or Student Success:** ESSA requires that states choose at least one indicator of school quality or student success (commonly referred to as the “nonacademic indicator” or “5<sup>th</sup> indicator”) that allows for meaningful differentiation in school performance and must be “valid, reliable, comparable, and statewide.”<sup>11</sup> This indicator is to be given less weight than academic measures in accountability calculations. Potential measures<sup>12</sup> under this indicator may include:
  - a. Student engagement (e.g., chronic absenteeism, attendance improvement, participation in extracurricular activities)
  - b. Postsecondary readiness (e.g., college credits or industry certificates/credentials earned, successful postsecondary enrollment and persistence)
  - c. Student access to and completion of advanced coursework (e.g., access to dual credit, CTE, AP, IB courses)
  - d. School climate and safety (e.g., climate surveys, suspension/expulsion rates)
  - e. Educator engagement (e.g., teacher attendance, attrition)<sup>13</sup>

<sup>10</sup> According to ESSA, graduation rates must include all students who have attended the same school within a Local Education Agency for at least half of the school year. States should consider how to account for alternative settings that are intended to be short-term placements or credit recovery options that do not intend to graduate students. This particularly affects youth who transfer in and out of the juvenile justice system.

<sup>11</sup> Sec 1005(c)(4)(B)(v)(I)

<sup>12</sup> Many measures states are currently using or are planning to use under ESSA, including some of the measures discussed in this brief, are measures of inputs, not outcomes.

<sup>13</sup> Sec 1005(c)(4)(B)(v)(II)



#### Key Considerations for States under ESSA: Measures

In establishing appropriate measures for holding alternative education settings accountable under ESSA, states need to keep the following in mind:

- Regardless of their systems of accountability, states should consider flexibility within ESSA's required indicators – both with the measures themselves and the weighting within the measures – as they develop their ESSA state plans.
- States should consider the various available growth models for academic achievement and should select and adapt them based on the alternative education context within each state.
- Extended-year graduation rates can provide flexibility for alternative settings, especially those educating students who are less likely to graduate in four years due to extenuating circumstances.
- States should consider how to account for short-term alternative settings, such as credit recovery programs or juvenile justice facilities, that do not intend to graduate students.
- Participation of alternative settings in assessments of English proficiency, the use of growth measures to demonstrate progress toward English learner reclassification, and access to ESL teachers are particularly important measures to consider for alternative settings.
- The non-academic indicator must be weighted less than academic indicators to ensure focus remains on holding schools accountable for academic outcomes. However, it provides an opportunity to develop a more holistic approach to accountability and should be considered as a means to understanding how alternative settings are engaging students and providing them with a learning environment that is aligned with the state's definition for alternative education.

## IV. Continuous Improvement

Accountability systems developed by states must be a reflection of ESSA's mission to provide a high-quality education to all students and should therefore exist to identify schools that are not adequately educating their students, for the purpose of continuous improvement. State approaches to accountability could have significant implications for the identification and improvement of alternative settings.

### Identification

Under ESSA, states must identify schools for comprehensive support and improvement<sup>14</sup> no less than every three years. Schools are identified for comprehensive support and improvement in two ways, both of which have implications for alternative settings:

- Using their accountability systems developed under ESSA, states must identify no less than the lowest-performing 5 percent of schools receiving Title I funds.
- States are also required to identify all high schools that fail to graduate one-third or more of their students.

Both of these methods of identification could potentially affect alternative settings. For instance, if academic proficiency measures are weighted heavily as compared to other measures like academic growth, alternative settings may naturally be likely identified, as these settings are designed to serve students who are already off track to meet academic proficiency targets. Similarly, four-year graduation rates alone do not sufficiently reflect the

<sup>14</sup> Schools are identified for comprehensive support and improvement when, in addition to the two instances listed above, the performance of any subgroup would lead to identification for comprehensive support and improvement. States must also identify schools for targeted support and improvement, which is distinct from comprehensive support and improvement. These processes are not discussed in this brief.

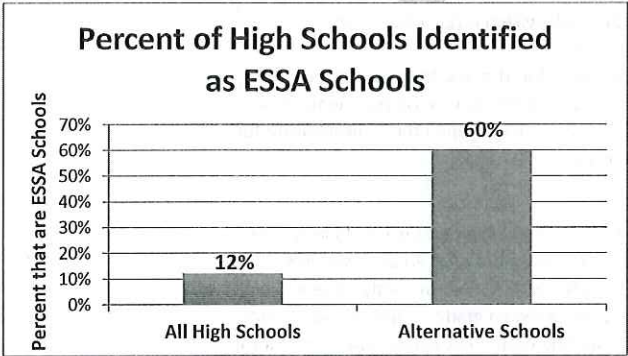


progress toward graduation that students make in alternative settings, which generally serve students who are already behind a traditional graduation timeline.

According to the 2017 Building a Grad Nation Report, alternative schools are overrepresented among low graduation rate high schools (defined in the report as “ESSA schools”). The report takes a deep dive into the makeup of ESSA schools and closely examines alternative schools in that context. As of the 2015-2016 school year, based on the four-year adjusted cohort graduation rate<sup>15</sup>:

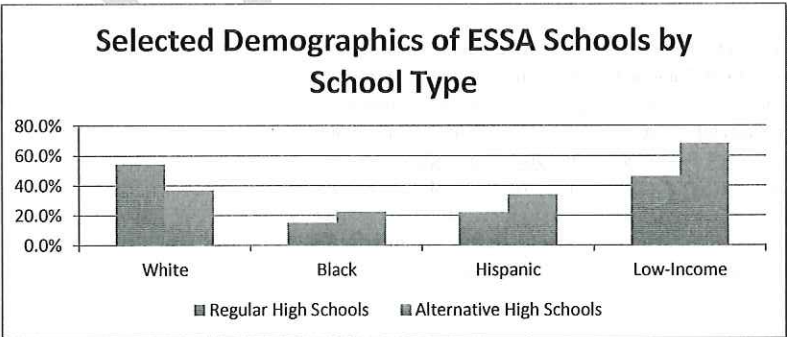
- 6 percent of all high schools are alternative, but 30 percent of ESSA schools are alternative.
- 12 percent of all high schools would be identified as in need of support and intervention under ESSA, but 60 percent of alternative schools would be identified (Figure 1).

Figure 1



- 5 percent of regular district alternative schools are ESSA schools; 80 percent of alternative charter schools are ESSA schools.
- 56 percent of district alternative schools are ESSA schools; 80 percent of alternative charter schools are ESSA schools.
- Black/Hispanic/low-income students are overrepresented within alternative ESSA schools (Figure 2).

Figure 2



<sup>15</sup> The law does not specify that states must use the four-year adjusted cohort graduation rate to make this determination.

The overrepresentation of alternative schools in low graduation rate or “ESSA schools” means either that these alternative schools are not high quality and are not doing enough to get young people to graduation, or that these mechanisms for measurement are not reflective of the progress actually made within alternative schools. This is an important opportunity for states to strategically focus attention on the schools that truly need the most support, and to use multiple, relevant measures to determine where and how best to intervene.

For instance, many alternative schools are not designed to lead students to graduation, rather, they are institutions to which students are assigned for a specified, short-term window of time allowing them to temporarily enroll while they reconnect with a traditional school. Additionally, alternative schools in general are not positioned to graduate a large majority of students in a four-year time frame, as the students served in those settings are often already behind academically and in many cases have previously withdrawn from school. States can use this moment as an opportunity to reflect on the ways in which alternative schools will be impacted based upon these mechanisms for identification and the ways in which interventions can be developed or selected accordingly.

*The overrepresentation of alternative schools in low graduation rate high schools means either that these alternative schools are not high quality and are not doing enough to get young people to graduation, or that these mechanisms for measurement are not reflective of the progress actually made within alternative schools.*

### Intervention

Although schools will not be identified for improvement until the 2018-19 school year, states should keep a few considerations in mind when planning for appropriate interventions for improvement of alternative settings. First, ESSA permits the use of differentiated evidence-based interventions in schools that predominantly serve students who are returning after having exited without receiving a diploma or who, based on grade or age, are significantly off-track to meeting high school graduation requirements. Second, the law notes that states may permit local education agencies to forego the implementation of improvements activities in schools that serve fewer than 100 students.<sup>16</sup> This caveat may affect a large number of alternative schools, as alternative schools more commonly enroll fewer students. Finally, ESSA requires interventions for school improvement to meet one of the established levels of “evidence-based” based on the following categories:

- Strong evidence: At least one well-designed and well-implemented experimental study
- Moderate evidence: At least one well-designed and well-implemented quasi-experimental study
- Promising evidence: At least one well-designed and well-implemented correlational study with statistical controls for bias

ESSA’s evidence-based requirement raises the bar from the standard set by No Child Left Behind, so many of the interventions that were acceptable under NCLB may not meet the definition of evidence-based laid out in the new law. To help schools and districts choose appropriate evidence-based interventions, states can set clear parameters on acceptable interventions, work with thought leaders to develop a list of evidence-based interventions, and approve only those partners/vendors whose interventions meet ESSA criteria. The [What Works Clearinghouse](#), [Evidence for ESSA](#), and tools and resources from the [Regional Education Labs](#) can be useful as states consider interventions that are most likely to improve student outcomes. However, it will be important for states to consider the differences between the needs of and interventions designed for alternative schools versus evidence-based interventions in traditional schools, although little research has been done to this level of specificity.

<sup>16</sup> Sec 1005(d)(1)(C)



Creating a system of continuous improvement is an often overlooked but critically important piece of the continuum in ensuring that all students receive a high-quality education. These considerations can help build states' capacity to function as continuous learning organizations that are better positioned to effectively serve all students.

#### Key Considerations for States under ESSA: Continuous Improvement

In developing a robust and effective system of continuous improvement for alternative settings, states should keep in mind that:

- Alternative settings will likely be disproportionately represented in low graduation rate high schools and the bottom 5% of high schools identified for improvement under ESSA.
- Whether embedded within an ESSA state plan or provided through a separate system of accountability within a state, states should ensure that there is a mechanism in place to appropriately identify which alternative schools are serving their students well and which are not, for the purposes of providing an improvement strategy to ineffective alternative settings.
- It is important to consider the differences between the needs of and interventions designed for alternative schools versus evidence-based interventions in traditional schools, although little research has been done to this level of specificity.
- Systems of continuous improvement can help build states' capacity to function as continuous learning organizations that are ultimately better positioned to effectively serve all students.

#### Areas for Further Exploration

- What about schools with fewer than 100 students – what does this mean for alternative schools, given that many alternative schools have small student populations by design? Under current circumstances, many alternative schools intentionally remain out of the purview of accountability systems, but if states can create an effective accountability system for alternative schools, the small schools should get the benefit of continuous improvement as well. If most alternative schools are exempt from federal accountability due to this loophole, it could potentially free up energy to use a more flexible system in a state. On the other hand, exemption from accountability could lead to these schools being ignored.
- Are alternative schools best compared to their peers? Or can we compare them to how similar students perform in traditional schools? For instance, if a student starts an alternative school two years behind in credits, but earns more than one year of credit in one school year, that might demonstrate that alternative schools are actually doing a better job than regular schools of moving students toward graduation. Additionally, different systems of accountability across states will inevitably lead to a concern of comparability between alternative settings, given that not all states will hold alternative settings accountable in the same way.
- What about the issue of “hiding dropouts” by sending struggling students to alternative schools? The goal of accountability is not just to increase graduation rates, but to ensure that systems are in place to ensure that every young person, regardless of where she is educated, is provided with a high-quality education that adequately prepares her for the next step in life.

## About the Authors

[Insert short bios and information about AYPF, Civic Enterprises]

DRAFT



## Acknowledgements

[Insert thank yous to reviewers, etc.]

DRAFT

## **Opportunities:**

Credit recovery

Ability to diversify curriculum options

Counseling: individual, group, outside agency, equine therapy, mental health services

Students bond like a family

Attending career tech center: construction/woodshop, heating/air, carpentry

Variety of credits: service learning, work-study, life skills, internships

Smaller school setting

Flexible schedules

Grants

Vocational rehabilitation

Ability to attend main campus activities

Community participation: state tribes like the Choctaws, regional food bank

Cooperative availability

State resources: Youth and family resources, OK arts council (artists in residence)

Student-teacher ratio

Flexibility in meeting student needs

Certification: adjunct teachers, alternative education state law

SDE facilitate sharing of current students schedules/transcripts (My Data, EWI)

Five and 6-year graduation cohorts

PR for alternative education

New Skills of Youth

Pathways Middle College design

Differences in alternative education programs

Charter and virtual educational options

Better use of new technology, tools, and data

Design early intervention and prevention programs

Sharing best practices through OAEA

Connect legislators to local alternative education programs

Providing students a voice in their education path

## **Challenges:**

Attendance

Lack of parental support

Dysfunctional student home life

Instructors for all courses

Differences in alternative education programs

Funding

Transportation

Mental health needs on the rise: drug/alcohol issues, depression, and anxiety

Teacher turnover

Homelessness

PLATO

Dumping ground

Lack of nutrition programs in career tech alternative education programs and alternative education programs

Lack of transcripts/records

Definition of an alternative education student

Separation from traditional school campus

Lack of opportunities for programs like internships in small communities

Community and traditional setting teacher/administration perception

Training in traditional setting to better support at-risk learners as prevention

Multiple academic needs/levels in alternative education setting with limited resources

Ability to serve middle school students

"18" age limit when we serve through "21"

Limited counseling resources

## **More Information:**

Pathways Middle College system

## **Future Ideas:**

More internships/mentorships

Middle school student services and programs

More grade-specific services

Specialized teacher training for alternative education

Administrator awareness/perception



## Alternative Education Possible Changes

### Definition of Alternative Education Student:

At-risk children and youth are individuals whose present or predictable status (economic, social-cultural, academic, and/or health) indicates that they might fail to successfully complete their secondary education and acquire basic life skills necessary for higher education and/or employment. More specifically, children and youth may be deemed at risk if:

- They are a member of a household or family whose income is at or below the poverty level under criteria used by the United States Bureau of Census; or
- They have not made substantial progress in mastering basic skills that are appropriate for students of their age; or
- They have grades that consistently indicate major underachievement; or
- They have been determined to be at risk based on assessment by school staff familiar with the students' health, social, or family status as these influences may be impairing the students' success in school. Influences may include but are not limited to:
  - Evidence of abuse of the student;
  - The students' use of alcohol or drugs;
  - Pregnancy; or
  - Attempted suicide.

**"At-risk student"** means a student whose present or expected status indicates they might fail to complete their 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.

### **Legislative Changes:**

#### ➤ Funding update -

Some examples are...

- 3 year average of students served
- Grant process for alternative education programs for MS/JH and HS students
- Varied coop opportunities across the state

#### ➤ Alternate model report card for alternative education

### **State Board Changes:**

- Inclusion of internships and mentorships (an example Jobs for America's Graduates (JAG))
- Work Study code in course code guide (career exploration, nonteaching code work supervision)

### **Alternative Education Office Changes:**

- Site visit rotation every 2 years w/ report card type annual evaluation based on data
- Professional development for traditional, alternative education, and community

## **Section 12. School Day - Six Hours - Exceptions.**

A. Except as otherwise provided for by law, a school day shall consist of not less than six (6) hours devoted to school activities. A district board of education may elect to extend the length of one (1) or more school days to more than six (6) hours and reduce the number of school days as long as the total amount of classroom instruction time is not less than one thousand eighty (1,080) hours per year as required pursuant to Section 1-109 of this title.

B. A school day for nursery, early childhood education, kindergarten, and alternative education programs shall be as otherwise defined by law or as defined by the State Board of Education. Not more than one (1) school day shall be counted for attendance purposes in any twenty-four-hour period.

C. Students absent from school in which they are regularly enrolled may be considered as being in attendance if the reason for such absence is to participate in scheduled school activities under the direction and supervision of a regular member of the faculty or to participate in an online course approved by the district board of education. The State Board of Education shall adopt rules to provide for the implementation of supplemental online courses which shall include, but not be limited to, provisions addressing the following:

1. Criteria for student admissions eligibility;

2. A student admission process administered through the district of residence, which provides the ability for the student to enroll in individual courses;

3. An electronic student transfer system which does not require the student desiring to transfer to another district for enrollment in an online course to personally appear in the district to which the transfer is sought;

4. A process by which students are not denied the opportunity to enroll in educationally appropriate courses by school districts;

5. Creation of a system which provides ongoing enrollment access for students throughout the school year;

6. A grace period of fifteen (15) calendar days from the first day of an online course for student withdrawal from an online course without academic penalty;

7. Mastery of competencies for course completion rather than Carnegie units;

8. Student participation in extracurricular activities in accordance with school district eligibility rules and policies and any rules and policies of a private organization or association which provides the coordination, supervision, and regulation of the interscholastic activities and contests of schools;

9. Parent authorization for release of state test results to online course providers, on a form developed by the State Department of Education;

10. A review process to identify and certify online course providers and a uniform payment processing system.

D. Each district board of education shall adopt policies and procedures that conform to rules for online courses as adopted by the State Board. Such policies shall include criteria for approval of the course, the appropriateness of the course for a particular student, authorization for full-time students to enroll in online courses, and establishing fees or charges. No district shall be liable for payment of any fees or charges for any online course for a student who has not complied with the district's policies and procedures. School districts shall not deny students the opportunity to enroll in educationally appropriate courses and shall provide an admissions process which includes input from the student, the parent or guardian of the student, and school faculty.

E. Districts shall require students enrolled in online courses to participate in the Oklahoma School Testing Program Act. Students participating in online courses from a remote site will be responsible for providing their own equipment and Internet access, unless the district chooses to provide the equipment. Credit may not be granted for such courses except upon approval of the State Board of Education and the district board of education.

F. The school day for kindergarten may consist of six (6) hours devoted to school activities. **(70-1-111)**

**Note:** Amended by SB 280, Sec. 1 of the 2011 Reg. Sess. Effective July 1, 2011.

A day devoted to parent-teacher conferences is counted as a school day even though pupils are not in attendance.

*August 10, 1983 (AG Op. No. 83-152).*

## **Section 31. Application and Filing of Four-Year Improvement Plans For Accreditation.**

A. As part of the requirements for receiving accreditation by the State Board of Education, each school district board of education shall adopt a Comprehensive Local Education Plan once every six (6) years. The plan at a minimum shall contain the following:

1. A school improvement plan as provided for in Section 5-117.4 of this title;

2. A capital improvement plan as provided for in Section 18-153 of this title;

3. An alternative education plan, as provided for in subsection B of Section 1210.566 of this title; and

4. A reading sufficiency plan as provided for in Section 1210.508C of this title.

B. The State Board of Education shall promulgate rules for monitoring compliance with the provisions of this section by school districts. The State Department of Education shall provide training for regional accreditation officers in alternative education program compliance. **(70-3-104.2)**



## **Section 911. Alternative Education Programs.**

A. Contingent upon the provision of appropriated funds designated for Alternative Education Academies pilot programs, the State Board of Education is authorized to award one or more competitive grants for alternative education programs to school districts, nonprofit organizations, or entities formed by interlocal cooperative agreements pursuant to Section 5-117b of this title. The grant awards shall be made to school districts located in counties with a high number of dropouts as reported by the Office of Accountability for the school year preceding the year for which the grant is being sought and a high number of referrals to the juvenile justice system or, if the grant award is to a nonprofit organization or entity formed by an interlocal cooperative agreement, the program to be funded shall serve students in school districts located in counties with a high number of dropouts and a high number of referrals to the juvenile justice system. Programs eligible for funding shall include but not be limited to programs provided:

1. Directly by a school district;
2. Pursuant to an interlocal cooperative agreement with another school district or districts or a technology center school district; or
3. Pursuant to contract with a nonprofit organization.

B. In order to be eligible for an Alternative Education Academy Grant, a program shall:

1. Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the curricular standards adopted by the State Board of Education and remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each child in the program;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation; and
16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title.

C. Grant recipients shall have priority, if recommended by the Alternative Education Academy Grants Technical Assistance Center as provided for in subsection F of this section, and if funds are available, for annual renewal of grants by the State Board of Education in amounts and on conditions as provided in this section. If a district receives grants for an Alternative Education Academy program for three (3) consecutive school years and if the program upon evaluation by the Technical Assistance Center meets the criteria set forth in subsection B of this section, funding shall be as follows:

1. Funding for the fourth consecutive school year shall be in an amount of fifty percent (50%) of the average amount of grants awarded for the program pursuant to this section for the first three (3) consecutive school years;
2. Funding for the fifth consecutive school year shall be awarded only if the program has been state-validated and replicated by another district; if funding is awarded, it shall be in the amount of twenty-five percent (25%) of the average amount of grants awarded to the program pursuant to this section for the first three (3) consecutive school years;
3. All grants for the fourth and fifth school years as provided above shall be matched with local funds or in-kind contributions. Programs which received grants continuously for five (5) consecutive school years shall not thereafter be eligible for grants pursuant to this section.

D. School districts that receive Alternative Education Academy Grants shall not use the grant funds to supplant budgeted district expenditures for existing alternative education programs. Provided, programs that have been funded in prior years by Alternative Approaches grants pursuant to Section 1210.561 of this title may be funded through Alternative Education Academy Grants if included in the grant request and approved.

E. By September 15 of each school year, all revenue received and expended for students participating in alternative education academies created in subsection A of this section shall be reported to the State Department for Education by major object codes and by program classifications pursuant to the Oklahoma Cost Accounting System as adopted by the State Board of Education pursuant to Section 5-135 of this title.



- F. Recipients of Alternative Education Academy Grants shall be subject to statutes and rules applicable to alternative education, including any exemptions from statutory or regulatory requirements authorized by statutes or rule.
- G. 1. From funds appropriated for Alternative Education Academy Grants, the State Board of Education shall contract for technical assistance for operation of an Alternative Education Academy Grants Technical Assistance Center. The technical assistance provider shall be an entity located in Oklahoma that is officially recognized by the United States Department of Education to assess and facilitate dissemination of validated educational programs in Oklahoma. The technical assistance provider shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the contract.
2. The duties of the technical assistance provider shall include, but shall not be limited to:
- a. recommending programs to the State Board of Education for Alternative Education Academy Grants,
  - b. providing initial and ongoing training of personnel who will educate at-risk populations through programs funded pursuant to this section,
  - c. providing technical assistance to districts identified by the State Department of Education as eligible for initial grants pursuant to subsection A of this section,
  - d. providing technical assistance to grant recipients to enhance probability of success of grant-funded programs,
  - e. evaluating grant-funded programs for possible state validation as defined in Section 1210.561 of this title,
  - f. reporting to the State Board of Education the name and description of any program which receives state validation, and
  - g. providing in-depth program analysis and evaluation of grant-funded programs to the State Board of Education and the Legislature no later than November 1 following the end of the school year in which one or more grant-funded programs were implemented.
- H. The State Board of Education shall promulgate rules as necessary to administer the Alternative Education Academy Grants and the process by which the grant funding shall be allocated.
- I. Any school district which does not participate in the Alternative Education Academy Grants created in this section may provide an alternative education program pursuant to the provisions of this section. (70-1210.563)

### **Section 912. Alternative Education Academy Grants.**

No later than August 1, 1994, the State Department of Education shall identify eight school districts eligible to receive Alternative Education Academy Grants based on the criteria set out in subsection A of Section 62 of this act. The Department shall notify the eligible districts and require the districts to submit plans for Alternative Education Academy programs no later than November 1, 1994. The initial programs shall be implemented no later than the beginning of the second semester of the 1994-95 school year. The technical assistance provider shall provide assistance

to the identified districts in assessing needs and designing programs. Two or more of the identified districts may submit one program plan if the plan will serve students in the cooperating districts. Identified districts that do not submit plans for and implement effective programs as determined by the technical assistance provider shall be penalized in an amount equal to five percent (5%) of the amount of State Aid the district received for the 1994-95 school year. The penalty shall be enforced by reducing State Aid to the district during the following school year. The State Board of Education shall promulgate rules establishing an appeal process to the Board for districts which have been assessed a penalty. (70-1210.564)

### **Section 913. Alternative Education Pay Incentives - School Counselor Certificates Not Required.**

- A. A certified teacher in a program funded by an Alternative Education Academy Grant shall be paid a five percent (5%) increment above the designated step for that teacher within the adopted salary schedule of the district.
- B. Persons providing counseling or social services in a program funded by an Alternative Education Academy Grant shall not be required to be certified as school counselors by the State Board of Education. (70-1210.565)

### **Section 914. Implementation Requirements for State Board of Education and Local District.**

- A. Each year by December 1, every school district that serves middle school, junior high and secondary school



students shall conduct and report to the State Department of Education a needs assessment to identify those students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title, including students under the age of nineteen (19) who reside in the district and have dropped out of school or are or have been suspended from school. Districts shall utilize data and information from juvenile justice agencies and the Office of Accountability in conducting the needs assessments. The results of the needs assessments shall be reported to the State Department of Education in a format specified by the Department.

B. By May 1, 1994, every school district as specified in subsection A of this section shall develop and submit to the State Department of Education a proposed plan approved by the district board of education, for meeting the needs of the students at risk of not completing a high school education as identified through the needs assessment required in subsection B of this section by establishing, continuing or expanding alternative education programs. The district shall include parents, students, teachers, law enforcement representatives, judicial system representatives, social service representatives, technology center school district representatives, and others deemed appropriate by the board of education in the development of the proposed plan. If the school district overlaps technology center school district or districts, the plan shall be coordinated with the board of education of each overlapped technology center school district.

C. The proposed plan shall be placed on file at the office of the school district superintendent where it shall be made available to the public on request.

D. By September 1, 1994, the State Board of Education shall prepare and submit to the Legislature and the Governor a proposed statewide plan, including a statement of needed funding, for the provision of alternative education to students in grades six through twelve who have been identified by school districts in their needs assessments as being at risk of not completing a high school education for a reason other than that identified in Section 13-101 of Title 70 of the Oklahoma Statutes. The plan should include provisions for cooperative agreements to provide services for students in alternative education programs and coordination with the State Board of Vocational and Technical Education. (70-1210.566)

### **Section 915. Alternative Education Programs - Statewide System.**

A. Beginning with the first semester of the 1996-1997 school year, the State Board of Education shall implement a statewide system of alternative education programs which shall be phased-in within seven (7) years. The statewide system shall include but not be limited to Alternative Approaches grant programs, funded pursuant to Section 1210.561 of this title, and alternative academies or alternative programs implemented pursuant to this section.

B. Beginning with the first semester of the 2002-2003 school year, all school districts of this state shall provide alternative education programs that conform to the requirements of statutes and rules applicable to alternative education.

A program shall:

1. Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each student in the program which will allow the student to participate in graduation exercises for the school district after meeting the requirements of the school district as specified in the individual graduation plan for that student; provided, for students who enter the ninth grade in or prior to the 2007-08 school year, the plan shall specifically address whether the student is required to meet the graduation requirements established in Section 11-103.6 of this title;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;
16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than that identified in Section 13-101 of this title; and



17. Allow students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

C. The alternative education program of a school district shall be operational and serving students by September 15 of each school year.

D. Each alternative education program of a school district shall receive funding based on the combined number of dropouts and students within the district who have been referred to a county juvenile service unit, a county juvenile bureau or who have been committed to the custody of the Office of Juvenile Affairs. Each alternative education program shall receive incentive funding as follows:

1. For the first year of operation, One Thousand Dollars (\$1,000.00) per student;

2. For the second year of operation, Seven Hundred Fifty Dollars (\$750.00) per student; and

3. For the third year of operation and each year thereafter, Seven Hundred Dollars (\$700.00) per student.

Statewide alternative education funding shall not be used to supplant existing school district resources or to support programs that do not meet all the criteria for the statewide alternative education system. No alternative education program shall receive less than a total of Ten Thousand Dollars (\$10,000.00) per school year.

E. By September 15 of each school year, all statewide alternative education funds received and expended for students participating in an alternative education program shall be reported to the State Department of Education by major object codes and by program classifications pursuant to the Oklahoma Cost Accounting System as adopted by the State Board of Education pursuant to Section 5-135 of this title.

F. Elementary school districts, as defined in Section 5-103 of this title, may request a waiver from the State Board of Education from the requirements of this section to implement and provide an alternative education program. Any elementary school district that has not received funding pursuant to the provisions of subsection D of this section shall be automatically granted a waiver. If a school district is granted a waiver, no statewide alternative education funding shall be allocated to the district.

G. 1. The State Board of Education shall contract for technical assistance for operation of an Alternative Education Technical Assistance Center. The technical assistance provider shall be an entity located in Oklahoma that has been officially recognized by the United States Department of Education to assess and facilitate dissemination of validated educational programs in Oklahoma. The technical assistance provider shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the contract.

2. The duties of the technical assistance provider shall include, but shall not be limited to:

a. providing initial and ongoing training of personnel who will educate at-risk populations through alternative education programs,

b. providing technical assistance to school districts to enhance the probability of success of their alternative education programs,

c. evaluating state-funded alternative education programs,

d. reporting to the State Board of Education the evaluation results of state-funded alternative education programs, and

e. providing in-depth program analysis and evaluation of state-funded alternative education programs.

3. The State Board of Education shall not provide funding to an alternative education program that does not receive a recommendation for continued funding in the evaluation provided for in this subsection. Provided, any school district not receiving such a recommendation for continued funding may request a hearing before the Board with a review of the evaluation prior to the Board's final determination.

H. All alternative education programs shall be subject to statutes and rules applicable to alternative education, including any exemptions from statutory or regulatory requirements authorized by statutes or rule.

I. An alternative education program may be offered by an individual school district or may be offered jointly by school districts that have formed interlocal cooperative agreements pursuant to Section 5-117b of this title. Any school district submitting a plan for an alternative education program serving fewer than ten students shall enter into a cooperative agreement with another school district to jointly provide the program unless the program has been granted a waiver from this requirement by the State Board of Education.

J. Any materials or equipment purchased by a school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by

the district or any subsequent alternative education program offered to students enrolled in that district. Such materials and equipment shall be made available exclusively to alternative education students during the hours that the alternative education program is operating; provided, the material or equipment may be used for other purposes when the alternative education program is not operating.

K. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon the provision of appropriated funds designated for such purpose, all school districts in the state providing alternative education programs as required in subsection B of this section shall expand the programs to include middle-schoolgrade students. The program shall conform to the requirements of subsection B of this section.

L. Upon implementation of this subsection as provided for in subsection M of this section and contingent upon



the provision of appropriated funds designated for such purpose, each urban school district identified by the State Department of Education as having a high population of elementary grade students who are at-risk and in need of alternative education shall provide elementary level alternative education programs. The State Department of Education shall establish requirements for the programs. For purposes of this section, "urban school district" means a school district with an average daily membership of thirty thousand (30,000) or more.

M. Implementation of subsections K and L of this section shall be delayed until the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for the 1998-99 school year or any school year thereafter for Oklahoma, as reported by the National Center for Education Statistics annually in the Digest of Education Statistics, reaches at least ninety percent (90%) of the regional average expenditure for that same year, and funds are provided. For purposes of this subsection, the regional average expenditure shall consist of the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for each of the following states: Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, and Texas, averaged together. By January 1 of each year, the State Board of Education shall report whether or not the ninety-percent expenditure level has been reached based on information reported annually in the Digest of Education Statistics by the National Center for Education Statistics. Subsections K and L of this section shall be implemented on July 1 after the first January 1 report verifies that the ninety-percent expenditure level has been reached and funds have been provided for the specific purposes of this section. (70-1210.568)

### **Section 916. Submission of Student Needs Assessment and Alternative Education Plan.**

A. Each school district shall be required to update and submit on an annual basis the student needs assessment and alternative education plan outlined in Section 1210.566 of this title. The alternative education plan of each school district shall provide for specific professional development programs for the teachers teaching in or working with an alternative education program. The annual needs assessment data shall be incorporated by the State Board of Education into an annual report which shall be submitted to the Speaker of the House of Representatives, the President Pro Tempore of the Senate and the Governor. The report shall include a listing by school district of the number of students funded and the reported number of students served in an alternative education program.

B. By July 1 of each year, each school district shall submit an expenditure report to the State Department of Education listing all of the expenditures made by the school district for the alternative education program for the previous year.

C. Upon implementation of this subsection as provided for in subsections D and E of this section, each urban school district as defined in Section 1210.568 of this title and as identified by the State Department of Education as having a high population of elementary grade students who are at-risk and in need of alternative education shall expand the annual student needs assessment and alternative education plan as required in subsection A of this section to include a needs assessment and education plan for elementary students who are at-risk and in need of alternative education.

D. Implementation of subsection C of this section shall be contingent upon the appropriation by the Legislature of state funds for the specific purpose of implementing subsection C of this section. Nothing in this section shall prevent the State Board of Education or a school district board of education from utilizing private, local, or federal funds to implement subsection C of this section.

E. Implementation of subsection C of this section shall be delayed until the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for the 1998-99 school year

or any school year thereafter for Oklahoma, as reported by the National Center for Education Statistics annually in the Digest of Education Statistics, reaches at least ninety percent (90%) of the regional average expenditure for that same year, and funds are provided. For purposes of this subsection, the regional average expenditure shall consist of the current expenditure per pupil in average daily attendance in public elementary and secondary schools in unadjusted dollars for each of the following states: Arkansas, Colorado, Kansas, Missouri, New Mexico, Oklahoma, and Texas, averaged together. By January 1 of each year, the State Board of Education shall report whether or not the ninetypercent expenditure level has been reached based on information reported annually in the Digest of Education Statistics by the National Center for Education Statistics. Subsection C of this section shall be implemented on July 1 after the first January 1 report verifies that the ninety-percent expenditure level has been reached and funds have been provided for the specific purposes of the section. (70-1210.569)

### **Section 917. Abbreviated School Day and Certification Requirements for Alternative Schools.**

A. Upon application of a district board of education, the State Board of Education shall authorize an abbreviated day schedule for an alternative school or alternative education program that is or will be administered by the district pursuant to the provisions of this act or for the education provided for students in a residential or treatment



facility located within the district. A student assigned to the alternative school, an alternative education program or receiving educational services in a residential or treatment facility within the district who attends for a full abbreviated day shall be counted in attendance for purposes of computing average daily attendance and average daily membership for the district.

B. A district board of education may authorize enrollment on a part-time basis utilizing Internet-based courses for students who have dropped out of school or are or have been suspended from school. State Aid shall be calculated for such students based upon the percentage of the total school day in which the student is enrolled multiplied by the appropriate grade level weight pursuant to Section 18-201.1 of this title, provided such student was enrolled at any time in a public school in this state during the previous three (3) school years.

C. A district board of education shall hire only licensed or certified teachers to teach in an alternative education program or alternative education school offered by the district or to teach students who are in a residential or treatment facility.

D. No later than August 1, 1994, the State Board of Education in consultation with the Oklahoma Commission for Teacher Preparation shall promulgate rules by which a certified teacher who is qualified to teach in an alternative education program or alternative school as determined by the district board of education offering the alternative education program or alternative school or who teaches students in a residential or treatment facility may be certified to teach subjects in which the teacher does not hold certification. The rules shall provide:

1. The certification may be granted only upon application of a district board of education offering an alternative education program or alternative school pursuant to the provisions of this act or upon application of a district board of education offering a residential or treatment facility; and

2. The teacher's certification in subjects in which the teacher does not otherwise hold certification pursuant to the provisions of this section shall be valid only for purposes of teaching in the alternative education program or alternative school offered by the district board or in a residential or treatment facility located within the district making application. (70-1210.567)

## **Section 918. Alternative Approaches Grants.**

A. Contingent upon the provision of appropriated funds designated for Alternative Approaches grants, the State Board of Education is authorized to award one or more such competitive grants to local education agencies, nonprofit organizations, or entities formed by interlocal cooperative agreements pursuant to Section 5-117b of this title. The grant awards shall be made to school districts located in counties with a high number of dropouts for the school year preceding the year for which the grant is being sought, and a high number of referrals to the juvenile justice system. If the grant award is to a nonprofit organization or entity formed by an interlocal cooperative agreement, the program shall serve students in school districts located in counties with a high number of dropouts and a high number of referrals to the juvenile justice system. The funds shall be awarded to programs specifically providing targeted services to high challenge children. High challenge children are those at risk of failing to complete a satisfactory education. Alternative

Approaches grants shall include high challenge grants for programs serving elementary and middle grade students and grants for middle grade level and other specified alternative education programs. Competitive grants shall be of statewide significance and shall be replicable across the state. Beginning July 1, 1993, at least twenty percent (20%) of the total dollar amount of Alternative Approaches grants shall be awarded to districts replicating state-validated programs. State validation is a process carried out by the Alternative Approaches Programs Technical Assistance Center by which grant-funded programs are evaluated for effectiveness in reaching the targeted population, local and state significance, and replicability. The Technical Assistance Center shall report to the State Department of Education the name and description of any program which receives state validation.

B. To be eligible for a High Challenge grant, a program shall meet research-based criteria set by the State Department of Education. The Alternative Approaches Technical Assistance Center shall provide the Department with research and recommendations on effective programming for high challenge children.

C. The State Board of Education is further authorized to award one competitive grant for operation of an Alternative Approaches Programs Technical Assistance Center. Said programs shall not supplant programs or activities funded by the United States Government pursuant to Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended. The Alternative Approaches Technical Assistance Center grant recipient shall have priority, if its operations are deemed satisfactory by the State Board of Education and if funds are available, for annual renewal of the grant.

D. Service program grant recipients shall have priority, if recommended by the Technical Assistance Center and if funds are available, for annual renewal of grants by the State Board of Education in amounts and on conditions as provided in this section. If a district has received grants for an at risk or high challenge program for three consecutive school years and if the program upon evaluation by the Technical Assistance Center meets the criteria set forth in subsection A of this section and satisfies criteria set forth in rules adopted by the State Board of Education pursuant to subsection E of this section, funding shall be as follows:



1. Funding for the fourth consecutive school year shall be in the amount of fifty percent (50%) of the average amount of grants awarded for the program pursuant to this section for the first three (3) consecutive school years; and
2. Except as otherwise provided, funding for the fifth consecutive school year shall be awarded only if the program has been state-validated and replicated by another district; for programs that have received funding for three (3) years prior to July 1, 1992, funding will be awarded only if the program is state-validated and the grantee documents attempts to have the program replicated; if funding is awarded, it shall be in the amount of twenty-five percent (25%) of the average amount of grants awarded to the program pursuant to this section for the first three (3) consecutive school years.

All grants for the fourth and fifth school years as provided above shall be matched with local funds or in-kind contributions. Programs which received grants continuously for five (5) consecutive school years shall not thereafter be eligible for grants pursuant to this section.

E. Rules adopted by the State Board of Education shall incorporate or provide for, but not necessarily be limited to:

1. Definition of the children deemed high challenge for whom services are sought; provided the definition shall be consistent with the description of high challenge children set forth in subsection A of this section;
2. The possibility of awards for one or more of a variety of program proposals targeted for services to limited portions of the high challenge population according to such distinctions as age groupings, rural or urban settings, other cultural characteristics, or innovative service delivery strategies;
3. Requirements that service program grant recipients have clear and measurable goals and objectives; show evidence of having given reasonable consideration to coordination with other community agencies and resources, where appropriate, in the development of their proposals; and agree to comply with all requirements of the Technical Assistance Center regarding use of assessment instruments, provision of data, and provision of information necessary for program evaluation;
4. Requirements that the recipient of the Technical Assistance Center grant show command of relevant research and demonstrate capability for: Providing technical assistance, including operation of clearinghouse functions; coordinating with agencies such as the Oklahoma Arts Council; performing assessment of high challenge children; evaluating programs for effectiveness; making program cost assessments; promoting replication of successful programs; and capability for assisting program providers in attaining national validation of their programs and qualifying for federal funding;
5. Utilization of a selection committee to review applications for program and Technical Assistance Center grants and make recommendations to the State Board of Education, said selection committee to include, to the greatest extent feasible under constraints of time and funding, nationally recognized experts in the education of high challenge children ;and
6. Revocation of any high challenge or at risk grant awarded to, and ineligibility for award of any future high challenge grant pursuant to this act to, any grant recipient who has employed prior to May 24, 1991, any person who served as a volunteer assisting with the initial preparation of proposed rules for high challenge (formerly designated as at risk) grant programs or any person serving as a member of a selection committee during or within two (2) years following such person's service pursuant to paragraph 5 of this subsection. (70-1210.561)

### **Section 919. Criteria for Alternative Education Grants.**

Alternative Approaches grants for alternative education shall be limited to middle grade level alternative schools provided by a school district and to secondary grade level programs provided pursuant to a contract with a nonprofit organization. Notwithstanding self-identification of a program as an alternative education program, a program shall not receive state-funded grants to provide alternative education administered through the State Department of Education unless the program meets the criteria for Statewide Alternative Education programs as specified in Section 1210.568 of this title. (70-1210.562)

#### **210:35-29-7: Abbreviated day schedule**

Abbreviated day schedules may be adopted by alternative education schools and alternative education programs, pursuant to 70 O.S. § 1210.567. Students attending approved abbreviated day alternative education schools and alternative education programs for the full abbreviated day shall be counted in attendance for purposes of computing average daily attendance and average daily membership for the district. Abbreviated day schedules for alternative education schools and programs must conform to one of the definitions of "abbreviated school day" listed at 210:35-29-2.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Amended at 32 Ok Reg 933, eff 8-27-15]

#### **210:35-29-8: Requirements for alternative education programs**

(a) **General requirements.** To qualify as an approved alternative education program, a school district's alternative school or alternative education program must meet all requirements listed at 70 O.S. § 1210.568, including:

- (1) Student-teacher ratios conducive to effective learning for at-risk students;
  - (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 experiences or personal traits that qualify them for successful work with at-risk students;
  - (6) Collaboration with state and local agencies;
  - (7) Courses that meet the curricular standards adopted by the State Board of Education and additional remedial courses;
  - (8) Individualized instruction;
  - (9) Clear and measurable program goals and objectives;
  - (10) Counseling and social service components;
  - (11) Graduation plan for each student;
  - (12) Life skills instruction;
  - (13) Opportunities for arts education;
  - (14) A proposed annual budget;
  - (15) An evaluation component that includes an annual written self-evaluation;
  - (16) Service to students in grades six (6) through twelve (12) who are most at risk of not completing high school for reasons other than disability; and
  - (17) Opportunities for student participation in vocational programs and extra-curricular activities such as athletics, band, and clubs.
- (b) **Submission of alternative education plan.** Each school district shall submit and certify an Alternative Education Implementation Plan to the State Department of Education by September 15 of each year. This plan shall outline how the district will meet the criteria listed in subsection (a) to serve its at-risk students. The plan must be submitted and certified by school districts providing their own alternative education programs, as well as districts which offer alternative education through interlocal cooperative arrangements, and districts which have no alternative education program and receive no alternative education funding.

(c) **Deregulation not necessary for conforming alternative education programs.** A school district need not apply to the State Board of Education for a deregulation in order to implement an alternative education program that meets all requirements listed in this subchapter and at 70 O.S. § 1210.566 through 70 O.S. § 1210.568.

[Source: Added at 32 Ok Reg 933, eff 8-27-15]



## **210:35-29-2. Definitions**

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

**"Alternative Education"** means an educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies to stimulate learning with students who have not utilized their capacity to do so within traditional educational settings. Alternative education programs must meet all requirements listed at 70 O.S. § 1210.568 and at section 210:35-29-7 of this title.

**"Abbreviated school day"** means, for purposes of an alternative education program approved by the State Board of Education:

- (A) A school day which consists of not less than four (4) hours and twelve (12) minutes per day devoted to academic instruction for the locally approved 180 day school calendar; or
- (B) A school day which may consist of less than four (4) hours and twelve (12) minutes per day devoted to academic instruction, provided that students in alternative education programs receive at least seven hundred fifty-six (756) hours of academic instruction per school year. A school district that chooses the total instructional hours scheduling approach for its alternative education program must notify the State Board of Education by September 15 of each applicable school year.

**"Academic instruction"** means, for purposes of an alternative education program approved by the State Board of Education:

- (A) Instruction in any subject offered by the school district for core or elective credit, whether part of the standard educational program or offered specifically to students in the alternative education program;
- (B) Instruction in any subject offered for credit through a technology center or through concurrent enrollment at a college or university; and
- (C) Participation in programs and activities that are part of the school district or interlocal cooperative's approved Alternative Education Implementation Plan and are intended to fulfill the requirements for alternative education programs, including counseling, life skills instruction, concurrent enrollment, work study, and other content approved by the State Board of Education.

**"At-risk student"** means a student whose present or expected status indicates they might fail to complete their 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.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 19, eff 10-7-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 32 Ok Reg 933, eff 8-27-15]

## **210:35-29-6: Personnel: certification, criminal record searches**

Special rules that pertain to alternative education academies, programs and schools are:

- (1) Teachers must be certified teachers but are not restricted to grade-specific or subject-specific areas. Assignment out of regular subject area(s) or grade level(s) certification requires State Department of Education approval. [70 O.S., Supp. 1994, Section 1210.567]
- (2) Administrators must be certified school administrators but are not restricted to specific grade levels. Assignment out of grade levels certification requires State Department of Education approval.
- (3) A criminal record search must be conducted on all personnel currently employed or to be employed in alternative education academies, programs, and schools.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95]



## ALTERNATIVE EDUCATION APPLICATION COVER SHEET

STUDENT'S NAME: \_\_\_\_\_

STUDENT'S AGE: \_\_\_\_\_

CURRENT CREDITS: \_\_\_\_\_

AT-RISK POINTS: \_\_\_\_\_

PROGRAM APPLIED FOR: \_\_\_\_\_

DATE APPLICATION SENT: \_\_\_\_\_

ELL: Yes: ☐ No: ☐ 504: Yes: ☐ No: ☐

IEP: Yes: ☐ No: ☐

**\*This block for Teacher of Record only:**

If yes, please give details and attest to appropriateness of placement in Alternative Education: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher of Record Signature: \_\_\_\_\_

Alternative Education Placement is Appropriate: Yes \_\_\_\_\_ No \_\_\_\_\_

**B. A. Staff Only - Date & sign that T.O.R. has been contacted in reference to scheduling change of placement meeting**

### PACKET CHECKLIST

STUDENT CONTRACT	_____	PARENT CONTRACT	_____
CRITERIA RANKING SHEET	_____	TRANSCRIPTS	_____
CURRENT GRADES	_____	ATTENDANCE	_____
BEHAVIORAL SUMMARY	_____	OBSERVATION CHECKLIST	_____
STANDARDIZED TEST SCORES	_____	COUNSELING AGREEMENT:	_____
ACT SCORES	_____	COPY OF IEP/504	_____

\*Prior to submission, Site will check to determine if student is on an IEP or 504. This also allows Teacher of Record to review appropriateness of Alternative Ed. Placement, and ensure modifications are changed in the event student is accepted.

# High School Criteria for At-Risk Identification

Student's Name \_\_\_\_\_ Birthdate \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

1. Low socio-economic or minority status 1
2. G.P.A. below 2.0 (If so, please write current G.P.A. \_\_\_\_\_) 1
3. Inappropriate age for grade placement 2
4. Credit deficiencies for graduation with entering class
  - 2 credits or less 1
  - 3 – 5 credits 2
  - 6 – 7 credits 3
  - 8 credits or more 4
5. Behavioral Intervention: (Previous Semester)
  - Full Day in-school suspension 2 to 5 times 1
  - Full Day in-school – more than 5 times 2
  - Home Suspension – 1 to 2 times 3
  - Home Suspension – 3 times or more 4
6. Attendance: (Previous semester) excluding Medical, AISP or Suspension
  - Absent 10 – 12 days 1
  - Absent 13 or more days 2
7. Teacher or Counselor Referred 1
8. Personal Crisis or Trauma  
(i.e. drug/alcohol abuse, suicide attempts, placement outside of home, abuse/neglect) 3
9. Transience (the past 3 years)
  - 2 schools 1
  - 3 schools 2
  - 4 or more schools 3
10. OJA (Oklahoma Juvenile Authority) involvement  
(If yes, please list in what capacity or violation) \_\_\_\_\_ 1
11. Previously or currently involved legal/court proceeding  
(If yes, please list when and violation) \_\_\_\_\_ 1
12. Previously or currently enrolled in an Alternative Education Program 2

TOTAL POINTS \_\_\_\_\_

# Edmond Public Schools Alternative Program

## Application Packet

The following information is needed in order to admit students to the Alternative School. Please see that the referring school counselor has these records prior to the screening interview. If the student is not accepted for any reason, all school records will be returned to the referring school.

Today's Date: \_\_\_\_\_

Student's Full Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Current Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Race:

Caucasian

Native American

African American

Hispanic/Latino

Asian American

Multi-racial

Other (please list) \_\_\_\_\_

Social Security#: \_\_\_\_\_

Credits (Units) earned: \_\_\_\_\_ At Risk point total: \_\_\_\_\_

Currently Enrolled? ☐ Yes ☐ No Current Grade: \_\_\_\_\_

Parent or Guardian Name(s): \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_ Mobile: \_\_\_\_\_

Emergency Contact Name: \_\_\_\_\_ Number: \_\_\_\_\_

### Previous Semester Information:

G.P.A. \_\_\_\_\_ Last School Attended: \_\_\_\_\_

Number of Classes Attempted: \_\_\_\_\_ Number of Classes Passed: \_\_\_\_\_

Number of Absences: \_\_\_\_\_ Number of Days In-School-Suspension: \_\_\_\_\_

Number of Days Out-Of-School-Suspension: \_\_\_\_\_

Oklahoma Juvenile Authority (involved in the legal system)? ☐ Yes ☐ No

Primary Reason for Referral:

Excessive Absences

Academic Deficiencies

Behavioral Difficulties

Pregnant/Parenting Teen

Emotional/School Adjustment

Recovered Dropout

Juvenile Justice Referral

Credit Recovery

Other (please explain) \_\_\_\_\_



# Edmond Public Schools Alternative Program

## Student Behavior Observation Checklist

To be completed by the Student:

Today's Date: \_\_\_\_\_

Your name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Social Security Number: \_\_\_\_\_

### ACADEMIC PERFORMANCE:

- \_\_\_\_\_ Declining Grades
- \_\_\_\_\_ Lack of motivation
- \_\_\_\_\_ Overachievement
- \_\_\_\_\_ Challenging authority
- \_\_\_\_\_ Rigid obedience
- \_\_\_\_\_ Expression of concern from peer(s)
- \_\_\_\_\_ Rigidity
- \_\_\_\_\_ Difficulty accepting mistakes
- \_\_\_\_\_ Change in friends
- \_\_\_\_\_ Other \_\_\_\_\_

### CLASSROOM ATTENDANCE:

- \_\_\_\_\_ Absenteeism
- \_\_\_\_\_ Truancy
- \_\_\_\_\_ Patterns of Absences
- \_\_\_\_\_ Tardiness
- \_\_\_\_\_ Frequent requests to leave
- \_\_\_\_\_ Other \_\_\_\_\_

### PHYSICAL CONCERNS:

- \_\_\_\_\_ Poor balance
- \_\_\_\_\_ Physical injuries
- \_\_\_\_\_ Change in weight
- \_\_\_\_\_ Glassy, red eyes
- \_\_\_\_\_ Change in dress
- \_\_\_\_\_ Other \_\_\_\_\_

### CONDUCT:

- \_\_\_\_\_ Disruptive in class
- \_\_\_\_\_ Forgetful
- \_\_\_\_\_ Defiance
- \_\_\_\_\_ Vandalism
- \_\_\_\_\_ Sleeping in class
- \_\_\_\_\_ Defensive
- \_\_\_\_\_ Inattentive
- \_\_\_\_\_ Extreme negativity
- \_\_\_\_\_ Cheating
- \_\_\_\_\_ Hyperactive, nervous
- \_\_\_\_\_ Mood swings, inconsistency
- \_\_\_\_\_ Withdrawal from peers

### DISCIPLINE REFERRALS:

- \_\_\_\_\_ Number of discipline referrals from the previous semester. (Please attach to this form.)

List specific behavior objectives you need to achieve while assigned to Edmond Public Schools Alternative Program:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Student Behavior  
Observation Checklist

# Oklahoma Definition of an At Risk Student

At risk children and youth are individuals whose present or predictable status (Economic, Socio-cultural, Academic, and/or Health) indicate they might fail to successfully complete their secondary education and acquire basic life skills necessary for higher education and/or employment. More specifically, children and youth may be deemed at risk if:

1. They are a member of a household or family whose income is at or below the poverty level under criteria used by the U.S. Bureau of Census:

or

2. They have not made substantial progress in mastering basic skills that are appropriate for students of their age;

or

3. They have grades that consistently indicate major underachievement;

or

4. They have been retained in a grade for one or more years;

or

5. They have dropped out of school or have had excessive absences during a school year;

or

6. They have been determined to be at risk based on assessment by school staff familiar with the student's health, social, or family status as these influences may be impairing the student's success in school. Influences may include, but are not limited to, evidence of abuse of the students, the student's use of alcohol or drugs, pregnancy or attempted suicide.

Edmond Public Schools  
Alternative Program  
AT RISK STUDENTS



# Student Contract

Edmond Public Schools  
Alternative Program  
STUDENT CONTRACT

I, \_\_\_\_\_, desire to enter Edmond Public Alternative Program  
and agree to the following terms for my entry.

1. I will attend school daily, and be on time.
2. I will follow all school rules.
3. I will accept set consequences for any rule violation.
4. I will complete all school work with a \_\_\_\_% accuracy.
5. I will complete all school homework before going home.
6. I will avoid violence.
7. I will not possess or use alcohol, drugs, or tobacco.
8. I will avoid the use of profanity.
9. I will respect other students, faculty, staff, and myself.
10. I will ready myself to learn on a daily basis.
11. I will set positive goals for myself and will develop plans for reaching them.
12. I will keep my parents informed of all school activities and meetings.
13. I will follow the weapons / guns policy of the Edmond Public Schools.

**I UNDERSTAND THAT FAILURE TO HONOR THIS CONTRACT MAY RESULT IN MY  
REMOVAL FROM THE EDMOND PUBLIC SCHOOLS ALTERNATIVE PROGRAM.**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Addendum \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Internal and External Behavior Problems

Students may exhibit behavior problems externally or internally.

Externalizing refers to all behavior problems that are directed outwardly, by the student, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses (too much behavior) and are considered inappropriate by teachers and other school personnel. Examples of externalizing may include such things as:

- displaying aggression toward objects or persons
- arguing
- forcing the submission of others
- defying the teacher
- being out of seat
- not complying with teacher's instructions or directives
- having tantrums
- being hyperactive
- disturbing others
- stealing
- not following the teacher or school-imposed rules, etc.

Internalizing refers to all behavior problems that are directed inwardly (away from the external social environment) and that represent problems with self. Internalizing behavior problems may include:

- low or restricted activity levels
- not talking with other children
- being shy
- timid and/or unassertive
- avoiding or withdrawing from social situations
- preferring to play or spend time alone
- acting in a fearful manner
- not participating in games or activities
- being unresponsive to social initiations by others
- not standing up for one's self



# Parent Contract

I, \_\_\_\_\_, desire my son / daughter, \_\_\_\_\_, to be admitted to Edmond Public Schools Alternative Program.

I believe that this educational setting is appropriate for my child at this time, and is in his / her best interest.

## I agree to the following conditions for placement:

1. I will see that my child attends school daily, and enters on time.
2. I will support and reinforce the school rules regarding behavior and dress.
3. I will attend monthly scheduled conferences with my child's alternative school team. (My student will be responsible for notifying me.)
4. I will monitor my child's whereabouts and activities outside of school.
5. I will remain readily accessible for school contact by keeping an updated phone number and address on file in the school office.

**I UNDERSTAND THAT FAILURE TO HONOR THIS COMMITMENT MAY RESULT IN MY CHILD'S DISMISSAL FROM THE EDMOND PUBLIC SCHOOLS ALTERNATIVE PROGRAM.**

Parent / Guardian Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

Edmond Public Schools  
Alternative Program  
PARENT CONTRACT

Boulevard Academy  
Consent for Counseling

Edmond Public Schools students attending Boulevard Academy are required to participate in educational and counseling groups that focus on anger management, drugs and alcohol, conflict resolution, self-esteem, emotional control and other life skills. These sessions are of great benefit to the students. All students are required to participate.

In addition, Edmond Family Services is contracted with Edmond Public Schools and will provide individual treatment to Boulevard Academy students. These services will be provided at the request of the student.

By signing this consent form:

1. I authorize counseling services to be provided to my child upon request and I will sign the appropriate treatment forms & plans with Edmond Family Services or any other agency. These sessions can include but are not limited to mandatory group sessions, pull-out group sessions and individual treatment plans.
2. I understand that these services can be provided by the school counselor, Edmond Family Services or any other agency acting on behalf of Edmond Public Schools.
3. I will meet personally with the service providing agency as required for treatment of my child.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

By signing this consent form:

1. I understand that I will be required to participate in counseling as described above.
2. I understand that my lack of participation in mandatory group counseling can affect my status as a Boulevard Academy student.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date





## Alternative Education Evaluation Rubric

Program Name: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

District (LEA): \_\_\_\_\_ Sending Schools: \_\_\_\_\_

Total Points: \_\_\_\_ out of 123 points

Rating: \_\_\_\_\_

*(Noncompliant: 0-12 points, Minimally Compliant: 13-36 points, Effective: 37-84 points, Highly Effective: 85-123 points)*

Criteria Rated as Met or Not Met      Rating is 2 points for yes or zero points for no.

All Classes are Conducted by Certified Teachers	YES	NO
Courses Meet Curricular Standards	YES	NO
Clear and Measurable Goals and Objectives	YES	NO
Effective Student/Teacher Ratio	YES	NO
Budget	YES	NO
Student Participation	YES	NO

**Appropriate Program Design to Serve At-Risk Students**

Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
The program failed to meet the required minimum daily instructional time of 4 hours 12 minutes/5 days a week or 756 hours in a 180 day school calendar.	The program served relatively low-risk students even though the district dropout rate continued to be high.	The intervention was appropriately designed to serve the students who were at greatest risk of not completing high school for reasons other than a disability.	Students at high-risk of dropping out and whose needs were not met by other district services were served (coverage/underserved students).
Alternative education students were not provided with standard services (ex. library access, school nutrition, transportation).	Too many or too few students were served.	The program served an appropriate number of students.	Students, including re-engaged students (former dropouts), were actively recruited for participation in the program.
The program was used in place of special education.	The program was limited to credit recovery or remediation.	The duration of the intervention was typically one or more semesters for the majority of students served.	Facilities, instructional materials, and staffing levels supported program quality and demonstrated a reasonable contribution of local funds beyond the state allocation.
The program design did not meet the needs of those most highly at-risk, as evidenced by high program dropout rate or a high district dropout rate.	Special education students were over-represented or excluded in the program.	The program was designed to provide differentiated services to students with a variety of needs and relates to the vision and mission of the program.	Student success is central to the vision and mission of the program, which includes the development of effective and affective skills, social competencies, and career readiness skills.
Fits the description of a virtual education program rather than an alternative education program.	The program design did not meet the needs of those most highly at-risk, as evidenced by a high program dropout rate or a high district dropout rate.	The program was designed to ensure substantial daily, personal interaction with teacher(s).	Program promotes a safe and secure environment while developing the emotional and physical wellness of all students.
	Program resources were inadequate to implement the program as designed.		

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-6 points, Effective: 7-10 points, Highly Effective: 11-15 points)

**Notes:**

**Faculty Selection**      **Rating:** \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
Faculty were assigned to the program because of availability or administrative convenience.	Teachers were selected based on curriculum certification rather than on proven success with students at-risk of school failure.	Faculty were selected on the basis of a record of successful work with at-risk students or personal and education factors that qualify them for work with at-risk students.	Meets all criteria for Effective; in addition, staff worked to improve their understanding of the philosophy of alternative education programming, required criteria, and instructional approaches.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1 point, Effective: 2 points, Highly Effective: 3 points)*

**Notes:**



# Intake and Screening

Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
There was no clearly targeted population identified for services.	The targeted population is at little risk of dropping out or school failure.	The targeted population is at significant risk of dropping out or school failure.	The program recruited students at very high-risk of dropping out or school failure.
No formal intake and screening process is in place.	An appropriate intake and screening process is written, but it is often circumvented.	Both traditional and alternative educators are included in the intake and screening process.	Committee and individual intake and screenings were conducted.
Students were placed on short-term basis for disciplinary reasons.	Student intake is permitted only at the beginning of grading periods.	Students may be asked to demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting, etc.).	All students demonstrate responsibility as a part of the intake and screening process (responsibility steps, contracting, etc.).
Most students have no real choice about attending the program.	All referrals automatically accepted.	A review of the students' records is part of the intake and screening process.	The program ensures that all records are complete prior to enrollment in the program.
Students screened out because they are not likely to be a success in the program.	The high proportion of special education students placed in the program requires review.	Most students voluntarily enrolled in the program (legal assignments excluded).	The program is accurately described as a "school of choice".
A change of placement meeting was not conducted for those special education students referred to the program.		Students are screened out only when the program is not the best fit for the student.	

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-5 points, Effective: 6-12 points, Highly Effective: 13-15 points)

## Notes:

**State and Local Collaboration**

Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
No collaboration with community agencies.	Due to the location and/or time of the program, limited community partnerships were formed.	Coordinates services across multiple organizations to meet student needs.	Community services were considered integral to the success of the alternative program.
No outreach to local or regional organizations.	Limited effort to actively engage the students with community agencies, organizations, or individuals.	Students engage in activities that provide benefit to the community.	An active, community-based advisory group participates in the development, implementation and improvement of the program.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1-2 points, Effective: 3-4 points, Highly Effective: 5-6 points)*

**Notes:**

**Graduation Plan**      **Rating:** \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
There was no evidence that individual graduation plans were written.	Graduation plans were limited to graduation checklists.	Upon admission to the program, a graduation plan was designed with each student.	Options for career tech, jobs, and/or concurrent enrollment were included in students' graduation plans.
Graduation plans were not regularly updated.	The graduation rate of seniors is low, indicating that plan implementation was ineffective.	Plan was updated throughout the year and reviewed with the student when each course was completed.	Goals for behavior factors that impeded students' success (ex. absences, drug issues, suspensions) were included in the plans or separate documents.
Too few students make adequate progress toward graduation.	A graduation plan was completed, then reviewed quarterly; however, it was limited to little more than a required graduation checklist.	Students and teachers were engaged in the development, review, and revision of graduation plans and were cognizant of student status and progress toward graduation.	Graduation plans extended beyond high school graduation and assisted students with successful transitions.
	The program did not afford students the opportunity to earn credits at an appropriate rate.	Students made adequate progress toward graduation.	Students made exceptional progress toward graduation.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1-4 points, Effective: 5-8 points, Highly Effective: 9-12 points)*

**Notes:**



**Individualized Instruction** Rating: \_\_\_\_\_

Noncompliant – 0 points each There was no differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs.	Minimally Compliant – 1 point each There was little differentiation in the instructional approaches of the alternative program and those used in the traditional school or computerized learning programs.	Effective – 2 points each Instruction is differentiated utilizing a variety of methods.	Highly Effective – 3 points each Individualized instruction includes learning activities and techniques that actively engage students. Approaches may include textbooks, packaged courses, computer-assisted instruction, teacher-designed curriculum, hands-on activities, and project-based learning.
	No provisions were made for students who were able to earn credits at an accelerated rate.	Students actively engaged in learning and making adequate progress toward graduation.	Extends approaches to encompass a broad range of instructional options (experiential learning, extended technology, fine arts).
	Progress inadequately monitored and/or teacher rarely intervenes to increase productivity.	Interactive (cooperative) learning opportunities are incorporated in the program.	The program demonstrates an understanding and sensitivity to academic, behavioral, cultural, developmental, gender, and societal needs of the students.
	Opportunities for interactive (cooperative) learning among the students was limited.	The program shows an understanding to academic, behavioral, cultural, developmental, gender, and societal needs of the students.	The program actively promotes student engagement and affords students with the opportunity to have a role in shaping the learning environment to facilitate feelings of connectedness.

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-4 points, Effective: 5-8 points, Highly Effective: 9-12 points)

**Notes:**

**Effective Instruction** Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
The pace of credit acquisition at such a level as to bring the curricular rigor into question.	The program lacks adequate rigor; this may be indicated by student scores on state assessments.	The curriculum has the appropriate rigor and is matched to the needs of learners.	Students demonstrated exceptional academic progress and/or exceptional improvement on key variables (GPA, attendance, suspensions, test scores, courses completed).
Students demonstrated inadequate academic progress and/or improvement on key variables.	Students demonstrated marginal academic progress and/or improvement on key variables.	Students demonstrated satisfactory academic progress and/or exceptional improvement on key variables.	Teachers and other program staff made exceptional efforts to maximize academic success.
No teacher available during a significant portion of instructional time.	Although teacher(s) were available to answer questions, students were expected to learn on their own.	Teachers and other program staff worked to ensure academic success.	Increasing teacher and staff capacity through training to ensure the use of research-based strategies that align with the needs of the program student population is used strategically in the program.
There is little difference in the instructional approaches used in the alternative and traditional programs.	Teacher(s) lack the content knowledge to provide effective instruction in one or more areas.	A variety of professional development approaches, including technology, to accomplish the goals of improving instruction and increasing student achievement are used in the program.	Community partners are utilized when integrating life skills, soft skills, college and career readiness, and service learning into the program.
	The instructional approach is different than that used in the traditional school, but students do not respond to it positively.		

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-5 points, Effective: 6-8 points, Highly Effective: 9-12 points)

**Notes:**



**Counseling and Social Services**

**Rating:** \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
No counseling services provided.	Counseling services not available to all students equally.	Group and/or individual counseling sessions were readily available to all students every 2 weeks and include discussion on possible next steps after graduation.	A broad range of weekly group and individual counseling services were provided that encompass academic, career, and social/emotional well-being.
Counseling services provided on an “as needed” basis.	Counseling services too infrequent to be effective.	Certified/licensed counselors routinely scheduled sessions that encompass academic, career, and social/emotional well-being.	Additional counseling and social services features were evident (ex. home visits, parental trainings, wide range of topics addressed).
	The program lacked resources to provide counseling services, but regular guidance sessions were provided to students.	Social services were arranged to meet students’ academic, mental, health, and/or family needs.	Students understand the relationship between success in school and transition to their next steps.
	The program had contracted for counseling service but contract was not fulfilled.	Referral to other service agencies was made when deemed appropriate.	An environment for academic preparation that promotes a wide range of post-secondary options including career tech, the armed services, and college is created at the program.

(Rating - Noncompliant: 0 points, Minimally Compliant: 1-4 points, Effective: 5-8 points, Highly Effective: 9-12 points)

**Notes:**



**Life Skills Instruction** Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
No life skills instruction was provided.	Life skills instruction was limited in time allotted for instruction and/or scope.	A comprehensive life skills curriculum was implemented that was age appropriate and aligned to student interest.	Opportunities outside the classroom which put relevant life skills into practice were evident.
	A life skills curriculum was implemented but it was not appropriate for the ages or interests of the students in the program.	Life skills instruction was used to make the learning of core content more relevant for at-risk youth.	The instructor incorporated life skills instruction and activities into regular course content.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1-2 points, Effective: 3-4 points, Highly Effective: 5-6 points)*

**Notes:**

**Arts Education**

Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
No art or music instruction was offered as a part of the program.	The program staff ensured that students met the arts graduation requirements.	Fine arts education was infused into the curriculum.	Arts education incorporated artists or musicians (ex. artists-in-residences, local artists or crafters).
		Arts education included activity-based approaches through a broad spectrum of offerings (fine, performing, and literary arts).	Arts-related instructional strategies were used throughout the year to expand and to enrich the curriculum.
			Students were provided with opportunities to publish or perform (ex. displays, art shows, performances, or publications on the internet).

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1 point, Effective: 2-4 points, Highly Effective: 5-9 points)***Notes:**

**Self-Evaluation**

Rating: \_\_\_\_\_

Noncompliant – 0 points each	Minimally Compliant – 1 point each	Effective – 2 points each	Highly Effective – 3 points each
Inadequate student records are maintained.	Adequate student records are maintained but are not used to inform instruction, programming, and updated vision/mission.	The program keeps up-to-date records indicating whether each student is making sufficient progress toward graduation.	The program prepares its own routine, annual evaluation report to determine program success and plans for continued program improvement.
The program has a high dropout rate.	The program rarely makes changes in response to feedback, especially feedback related to student outcomes.	Student progress is monitored weekly (or more often).	The program routinely reports its progress to stakeholders (advisory board, local board of education, parents, students).
The program lost a high number of students shortly after enrollment (within 1 <sup>st</sup> 3 weeks).		Student data summaries are provided as requested by SDE.	Program staff use evaluative feedback, including student outcome data, for program improvement.

*(Rating - Noncompliant: 0 points, Minimally Compliant: 1-2 points, Effective: 3-6 points, Highly Effective: 7-9 points)***Notes:**