

The Oklahoma Technical Assistance Center



**Evaluation of
Oklahoma Alternative Education Programs
2010-2011**

July 1, 2011

Table of Contents

Executive Summary	i
I. Overview	1
II. Evaluation Methodology	6
III. Participants and Programs	9
Participants	9
Programs	13
IV. Program Fidelity	18
V. Student Outcome Studies	22
Outcome Study #1. Participant Exit or End-of-Year Status	22
Outcome Study #2. Pre-Post Analysis of Progress	26
Outcome Study #3. Student Performance on End-of-Instruction Assessments ..	28
VI. Cost and Benefits	31
Programs and Funding	31
Number of Slots	33
Cost Effectiveness	34
VII. Student Surveys	36
VIII. OTAC Activities	49
OTAC Performance Survey	50
Distance Counseling Pilot Study	51
References	
Appendix	

Executive Summary

Statewide Alternative Education Academy Program Evaluation Report, 2010-11

Evaluation conducted by the Oklahoma Technical Assistance Center

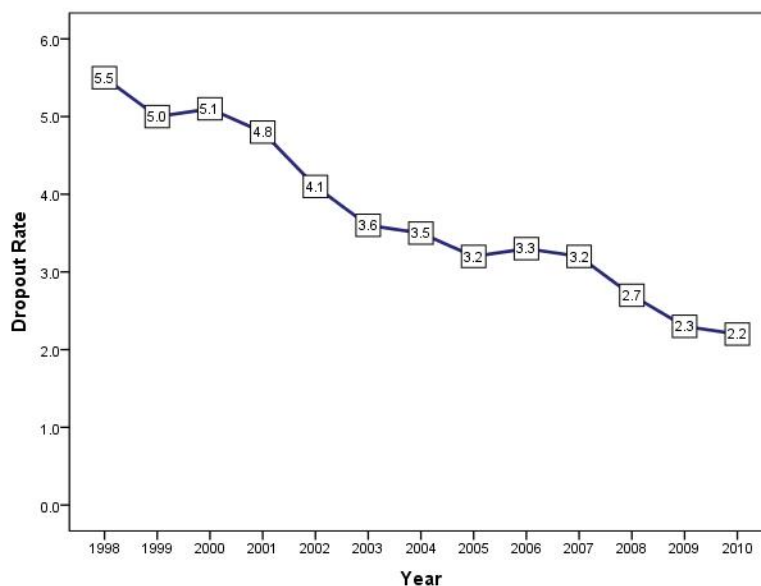
The Concept

The Oklahoma Statewide Alternative Education Academy grant program was designed to help school districts serve students who were most at risk of failing to complete high school. The authorizing legislation provided a set of 17 criteria designed to ensure that research-based principles of effective practice were implemented while giving school districts flexibility in program design. This year, **246** alternative education programs served **10,930** students.

Program History

Oklahoma has created a nationally-recognized model for alternative education. In 1996, the Statewide Alternative Education Academy Program was launched, providing permanent funding for alternative education across the state. The program was phased in over three years. Over the past 14 years, these Statewide Alternative Education Academy programs have served almost 174,000 at-risk youth in grades six through twelve. By 1998, the current level of 246 academy programs was reached. The state dropout rate decreased sharply once the Statewide Alternative Academy program became well-established; the rates have continued to decline despite increasing risk levels among Oklahoma students.

Fig. 2. Annual (Event) Dropout Rates in Oklahoma, 1998-2010



Participants

- **Grade level** - Students in grades 6-12 were served. High school students accounted for 90.2% of all academy students. More than one-third of all students (37.2%) were seniors.
- **Ethnicity** - Ethnic identification of alternative education students was very similar to that of all Oklahoma students; urban students (and thus African American students) were slightly over-represented.
- **Special populations** - The proportion of students (12%) who were on Individualized Education Plans was no different than that of the traditional school population. The percentage of students who self-reported their involvement with juvenile justice authorities (13.9%) was lower than last year's average of 14.4%.
- **Years in attendance** - Most students attended the alternative education program for one year or less although 30.0% attended for two or more years.
- **Reason for referral** - The number one reason that students were referred was due to academic deficiencies (43.6% of all academy students). The next three reasons each accounted for approximately 16 percent of program participants: excessive absences, behavioral difficulties, and personal circumstances.
- **Exit status** - More than three-fourths of students (76.9%) had a positive exit status at the end of the year. Students with negative outcomes accounted for 12.7% of alternative students; most of these were dropouts. Neutral status at exit (e.g., moved) was reported for 10.6% of the students.
- **Dropouts** - The percentage of students who dropped out of alternative education programs was 11.1%. (Three years ago, the dropout rate was 13.3%.) Dropouts were significantly older than non-dropouts. Former dropouts were the most likely to drop out of the alternative program; their dropout rate was 25.5%. Pregnant/Parenting teens had one of the higher dropout rates (15.0%). Girls were more likely to graduate than boys (34% for females, 29% for males).

Program Effectiveness

Statewide Alternative Programs collected data on five variables highly related to dropping out of school. The data collected for each student included grades, courses passed, absences, and disciplinary referrals. Two types of analyses were conducted: pre-post analyses, involving only students enrolled in alternative education programs, and treatment-comparison group analyses. The findings have been consistent for more than 13 years: **Once students were enrolled in an alternative education program, they were absent less often, made higher grades, failed fewer classes, earned a greater number of credits, and were referred less often for disciplinary problems.**

Pre-post means by group. Oklahoma Alternative Education Programs, 2010-11. Up/Down arrows indicate <i>statistically significant</i> change and direction.					
Variable		Group			
		Alternative	Change	Comparison	Change
Semester GPA	Pre	1.41	↗	1.52	↘
	Post	2.70		1.27	
Courses Failed per Semester	Pre	2.72	↘	2.30	--
	Post	0.31		2.44	
Days Absent per Semester	Pre	12.89	↘	12.41	↗
	Post	7.81		15.34	
Days Suspended per Semester	Pre	2.88	↘	1.58	↗
	Post	0.42		3.81	

Program Quality

- **Structure** - Most Oklahoma programs chose to operate a full-day educational program. Half-day programs that met either in the morning or afternoon were the second most commonly implemented structure. The 246 programs required the services of 829 teachers to provide instruction. Students earned course credit through demonstrated competency, seat time, or a combination of the two.
- **Type of Instruction** - Nearly all programs (96.0%) employed a mix of teacher-directed and computer-assisted instruction. Programs that employed a balanced approach had significantly better student outcomes than those that relied heavily on computer-delivered instruction.
- **Quality** - OTAC Field Coordinators used the information they collected throughout the year to rate each program's level of implementation of the 17 criteria for alternative education programs. Eighty-five percent of programs were rated as Satisfactory or better on all 17 criteria. The criterion on which programs were most likely to be noncompliant was counseling. Programs that had sufficient counseling services outperformed those that did not.

Costs and Benefits

- **Program cost** - **The median cost per student per day was \$11.51.** The median funding levels by program type: cooperatives, \$37,559; single district multiple sites, \$412,554; single district programs, \$24,928.
- **Savings to government** - Two very conservative estimates of the benefit to the state were calculated: Multiplying the estimated savings to taxpayers (\$200,000) by the number of *former dropouts* who had positive exits this year (525) resulted in **\$105,000,000 savings to government.** When applied to *all students who graduated* from alternative education programs this year (3,154 - nearly 1/3 of the total number served), the analysis resulted in an even larger estimate of **benefit to government: \$630,800,000.**

For more information or a copy of the complete evaluation report, contact:

*Kathleen McKean, Ph.D., Director, or Kelly Langley, Ph.D., Coordinator of Program Evaluation
Oklahoma Technical Assistance Center, 123 E. Broadway, Cushing, OK 74023
Phone 918.225.1882 or visit www.otac.info.*

Evaluation of the Oklahoma Alternative Education Academy Program, 2010-2011
Oklahoma Technical Assistance Center
July 1, 2011

This program is a life saver. I would have dropped out if I didn't get accepted here. But now, I'm two weeks away from graduating.

– Alternative Education student survey response

I. Overview

Since 1996, Oklahoma Statewide Alternative Education Academy programs have served more than **174,000** at-risk youth in grades six through twelve. This year, **246** alternative education programs served **10,930** students. This report summarizes the evaluation findings for school year 2010-11.

The Oklahoma Statewide Alternative Education Academy grant program was designed to help school districts meet the needs of students who were most at risk of failing to complete high school. The authorizing legislation provided a set of criteria to ensure that programs were designed using research-based principles of effective practice while giving school districts the flexibility they needed to develop local solutions to local problems. Oklahoma's Alternative Education State Plan (Oklahoma State Department of Education, 1995) defined alternative education as, *an educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies designed to provide effective instruction for those students whose needs are not best served within the traditional education setting* (p. 3).

Until 2011, the evaluation report for the school year has been due to the State Department of Education (SDE) by November 1. This year, the contract specified that the final evaluation report was due on July 1 – the day after the fiscal year ended. The change in the timeline affected the amount and quality of the data available for inclusion in this report. The following sections are included in this year's report; those designated by italic print were significantly affected by the change in the evaluation timeline:

- a brief history of the program
- an overview of the evaluation design
- a description of the students who participated in the program
- program effectiveness studies:
 - *a pre-post study of the changes in alternative education participants on key variables*
 - *a quasi-experimental study comparing those outcomes with those of similar students who were not served in alternative education programs*
 - an analysis of the end-of-year status of program participants
 - *an evaluation of alternative education student performance on the state End of Instruction and Oklahoma Core Curriculum Tests*
 - findings from the annual student survey
 - a cost-benefit study
- an analysis of program structures and findings regarding program quality

- a summary of the activities of the Oklahoma Technical Assistance Center individual evaluations of the 246 Statewide Alternative Education Academy programs (published on compact disk and available through the OTAC web site).

The Statewide Alternative Education Academy program was designed to permit school districts the flexibility to develop programs that were responsive to local needs. The initial legislation (70 O.S. § 1210.568) established a set of 16 criteria that served as a framework for program development. These criteria were based upon a review of research and the experiences of successful service providers in Oklahoma. A 17th criterion was added in later legislation. The 17 criteria address program structure, participant selection, staffing, and instruction as well as counseling, life skills, and arts education. Program quality is evaluated each year on the basis of this framework.

The program was fully implemented in 1998-99 at a cost of \$17.9 million. Funding has decreased over the past few years, reflecting the decrease in the state's revenues. In 2010-11, the program was funded at \$15.6 million. The originating legislation included a formula for distributing these funds to academy programs. The formula was based upon the original state needs assessment, which was developed in accordance with the Juvenile Justice Reform Act of 1994. Information was collected on the at-risk characteristics and behaviors of students as a group. It provided a "snapshot" view for each district and, when aggregated, a similar snapshot for the state.

Approximately 87 percent of the state's school districts completed the first needs assessment conducted in 1994 and the findings thus represented a conservative estimate of the numbers of students in need of alternative programming. The participating districts indicated that, according to the criteria, an estimated 22,464 students in grades six through twelve were at risk of not completing high school and that, during the same year, 12,157 students in grades six through twelve were being served through some type of "alternative" program. Current SDE estimates, based on districts' annual needs assessments, indicate that more than 40,000 students are at significant risk. *The number of students in alternative education programs has remained relatively stable since 1998; however, the estimated number of students at risk has doubled.*

Funding for the Alternative Education Academy program was based on each school district's 1994 needs assessment, specifically, the number of dropouts and juvenile arrests in 1994. The formula was designed to provide the supplementary funds necessary for operating alternative programs, providing the greatest amount of funding to districts with the largest number of at-risk youth. The formula has never been updated although meetings have been periodically held to discuss the topic. The key reasons that the formula has not been updated are as follows:

- School districts received funding on the basis of the number of dropouts and juvenile arrests prior to their initiating an alternative education program. If the formula was merely updated to the current year, using the same variables, good programs would be penalized and ineffective programs rewarded. A program that was successful would have fewer dropouts and, consequently, reduced funding. This method of updating the formula would be counterproductive.

- Other variables that might be used were studied several times. Meetings were held with groups of urban, suburban, and rural superintendents to determine the variables that should be examined. OTAC developed spreadsheets so that policymakers could review the “winners” and “losers” if the basis for funding were to be changed. OTAC also calculated the amount that would be needed so that all districts could be “held harmless” while a new formula rewarded higher-performing programs. The last time this was calculated, in 2007, the minimum amount of additional funding needed was \$3 million.
- Any formula that does not reward effective performance – for example, those based on district size – invariably harms some of the most effective programs in the state while providing additional funds to districts that have performed poorly.
- Since 2007, as state revenues declined, the topic of creating a new funding formula was shelved.

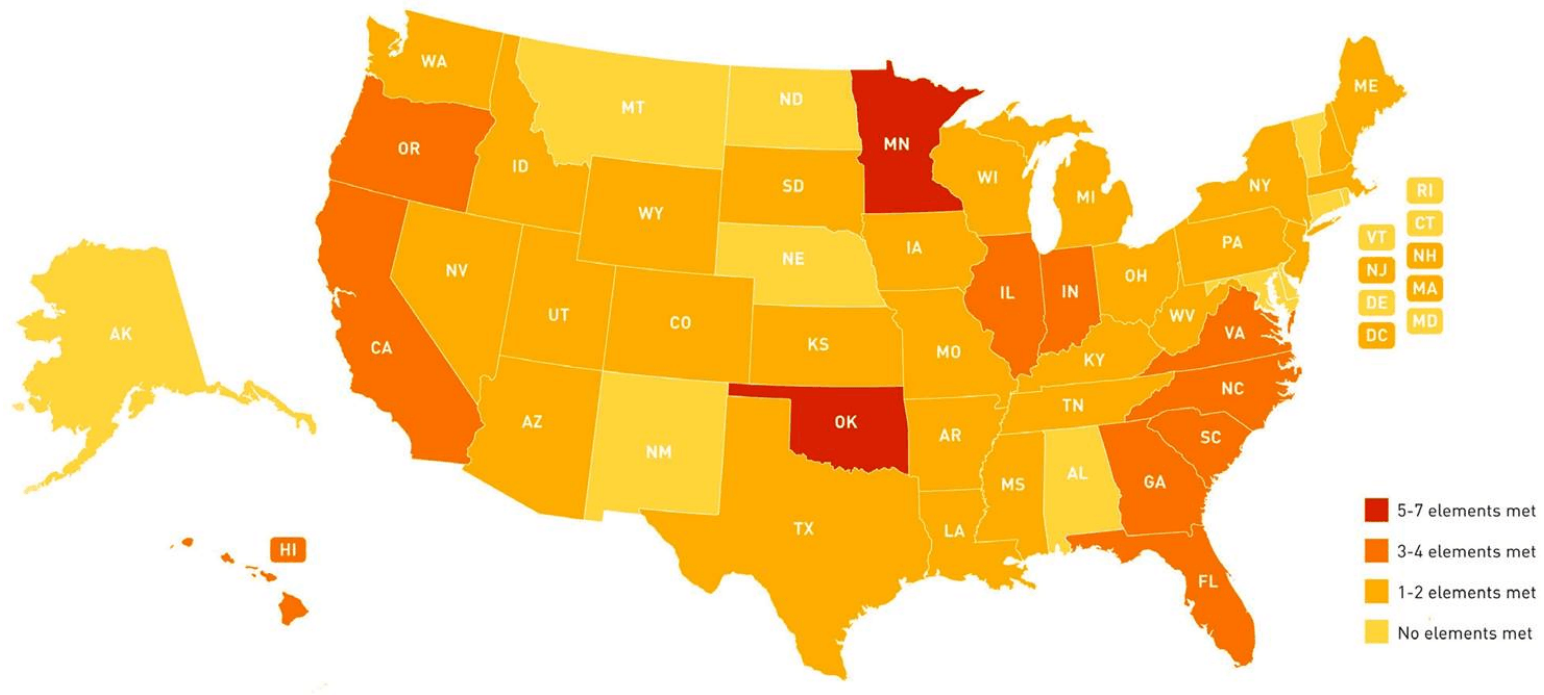
At this point, money through the funding formula does not go to the best performers nor does it go to the districts with the greatest need. There is no way to create a formula that will be fair to all schools while rewarding effective programs. OTAC’s recommendation would be to restructure the program, requiring districts to submit grant applications rather than alternative education plans. To be fair to schools that do not have many administrators or other individuals who can write grant applications, it is recommended that the application be short and that funding be dependent on the number of students served and the quality of the program. Districts might be asked to summarize:

- The current structure of the local program, including the number of students served, the number who can be served at any one time, the degree to which the population served is at risk of failing to graduate; and the state cost per student;
- A brief statement of current needs that could be addressed by the program, including the number and percentage of students who dropped out of school;
- Proposed changes to the program; and
- A budget and budget justification.

National standing. The commitment by policymakers, school personnel, and local community members has made Oklahoma a national leader in alternative education programming. In a national review of alternative programming, Oklahoma was listed as one of the top two states in providing the policies needed to assist off-track youth in their educational pursuits.¹ Of particular note in the study was Oklahoma’s eligibility policy. Unlike other states, where alternative programs serve disruptive or delinquent students, Oklahoma served almost any student who was off-track for eventual graduation. Other policies highly rated were Oklahoma’s system of accountability, support for innovation, student support services, and clarity of responsibilities. Complete ratings may be found in the appendix.

¹Almeida, Adria, and Cervantes, “Reinventing Alternative Education: An Assessment of Current State Policy and How to Improve It,” (Boston, MA: Jobs for the Future, 2010).

Figure 1. Number of Alternative Education Program Elements Implemented, by State.



"Only two states – Oklahoma and Minnesota – have set the policy conditions necessary to encourage the development and sustainability of innovative alternative education models."

-- Reinventing Alternative Education, 2010

At-Risk Youth: Oklahoma's Definition

At-Risk children and youth are individuals whose present or predictable status (economic, social-cultural, academic, and/or health) indicates that they may 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 the Census; or
2. They have not made substantial progress in mastering basic skills that are appropriate for students 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 been a school dropout or have 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 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 the students' abuse of alcohol or drugs, pregnancy, or attempted suicide.

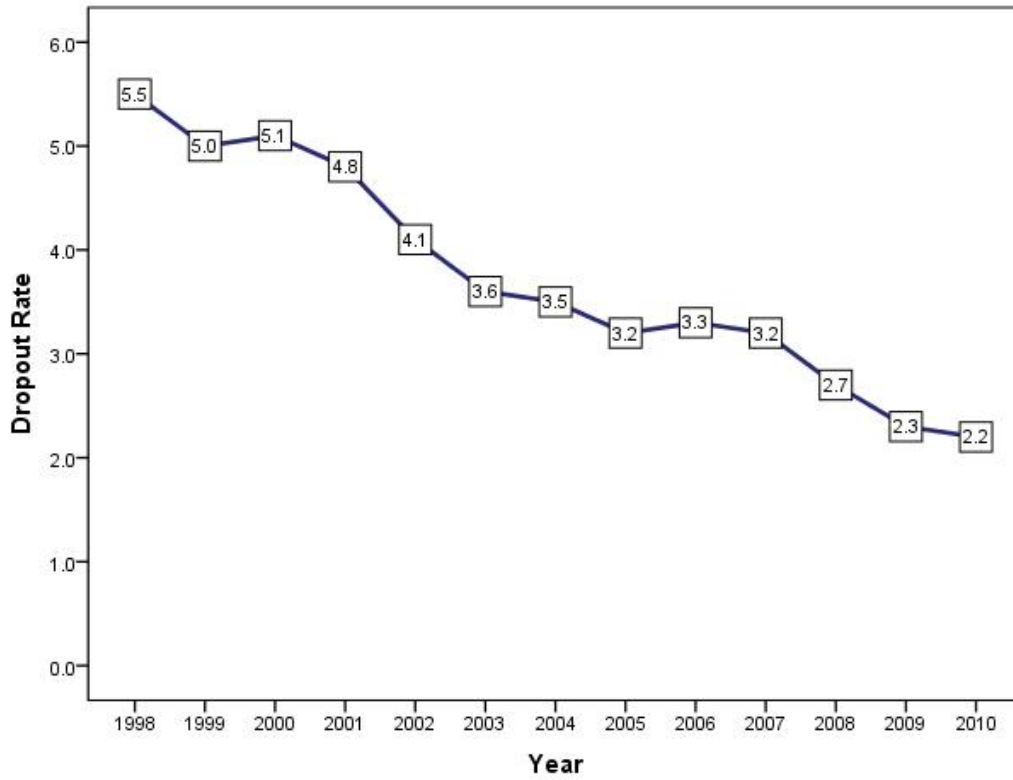
Several of Oklahoma's individual alternative education programs have received national recognition. Six Oklahoma programs have been awarded the *National Dropout Prevention Network's Crystal Star of Excellence*. Only Florida programs have earned as many awards. Oklahoma program winners are listed below.

- 1998 Lincoln Alternative Education High School, Enid
- 2000 Attucks Alternative Academy, Vinita
- 2001 Broken Bow Alternative School, Broken Bow
- 2004 Street School, Inc., Tulsa
- 2004 Union Alternative School, Tulsa
- 2010 Choctaw Alternative Transitional School, Choctaw-Nicoma Park

Overall value. Evidence of the Statewide Alternative Education Academy program's worth may be best reflected in the state's dropout rate over time. Figure 2 presents historical data provided by the State Department of Education and the State Office of Accountability. Oklahoma annually reports an event dropout rate – the number who are recorded as dropouts in a single year.² When the program began, Oklahoma reported an event dropout rate of 5.5 percent. This rate has steadily decreased, reaching an all time low of 2.2 percent in 2010. During this time period, the only coordinated state effort to reduce dropouts was the Statewide Alternative Education Academy Program.

²The status dropout rate is the cumulative number of dropouts for a particular cohort of students over the four-year span from grades 9-12. It can be estimated by multiplying the event rate by four.

Fig. 2. Annual (Event) Dropout Rates in Oklahoma, 1998-2010

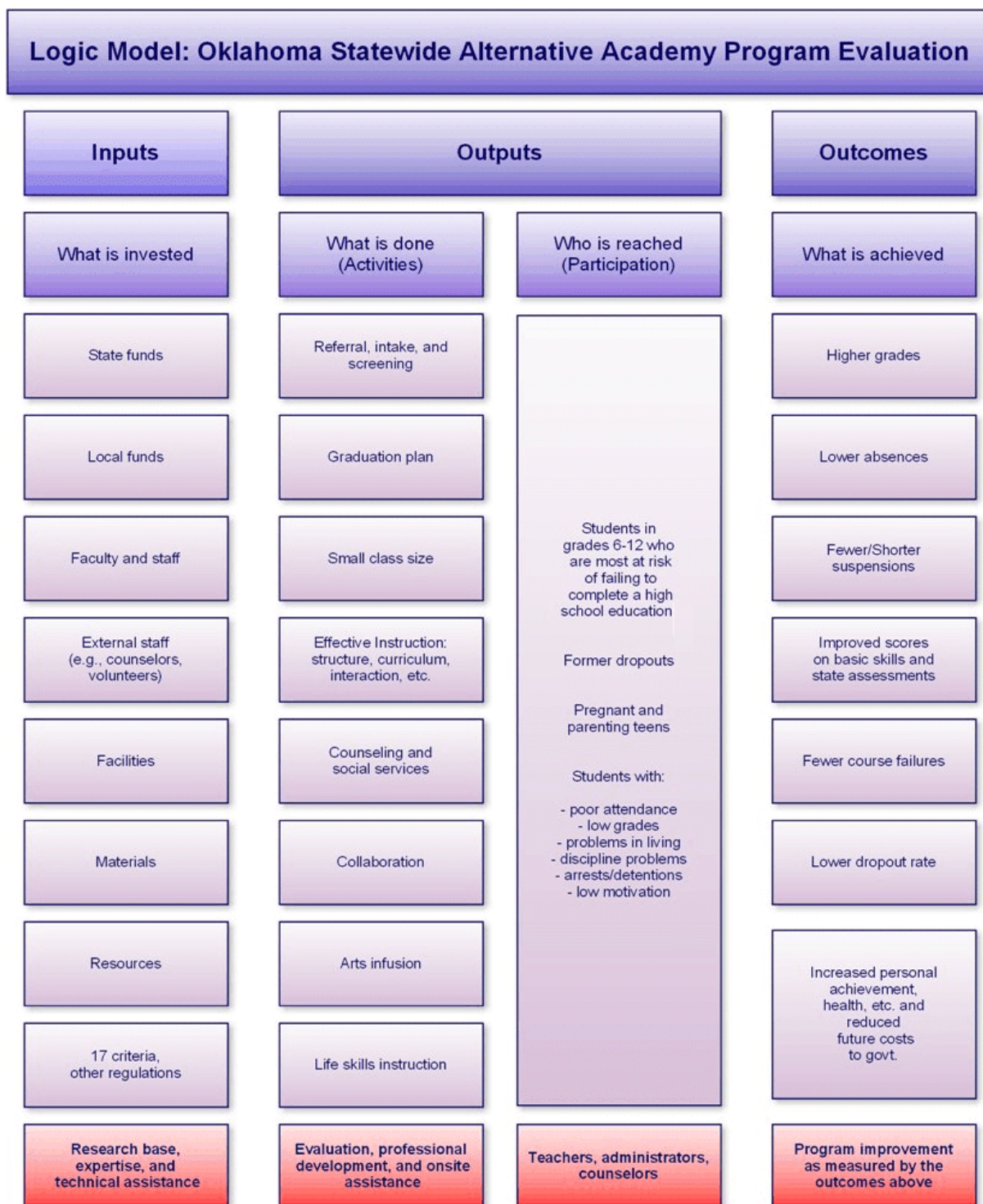


II. Evaluation Methodology

Three independent information sources were used to evaluate the effectiveness of the Statewide Alternative Education Academies: (1) observational data collected during site visits by OTAC staff, (2) student surveys, and (3) student outcome data. Local program staff recorded individual student data in a customized, secure data entry form that was made available to schools at no cost in several formats: Microsoft Access, Microsoft Excel, and Open Office. Figure 3 summarizes the evaluation logic model used, illustrating the inputs into the system, summarizing the key features of the interventions, and ending with the expected benefits of the program.³

³The bottom row of boxes in the model pertain to the evaluation of the technical assistance portion of the program rather than the alternative program itself.

Figure 3. Evaluation Logic Model



The student data gathered included demographic information, program entry and exit information, and pre-post data on educational variables strongly related to dropping out of school. These variables were identified through reviews of the relevant literature and OTAC's own studies on variables associated with dropping out. Student participation data were collected on key program components (e.g., the number and type of counseling services provided).

Most programs had collected and returned the student outcome data by mid-June 2011; however, many data sets had to be corrected because of invalid or missing information. The total evaluation data set consisted of all of the valid⁴ data available by June 15, 2011. This evaluation sample comprised 10,457 students from 246 separate programs. This represented 96 percent of the total number of students served in Statewide Academies (10,930 students from 246 separate programs).

The information collected for each student included data from the semester prior to program entry and data collected during the time the student participated in alternative education during the 2010-11 school year. The data collected for each student included grades, credits earned (for younger students, courses passed), days absent, disciplinary referrals, and achievement test scores. The students' behavioral and academic data from the semester prior to entering the program was compared to their performance while enrolled in the alternative education program. Since most alternative education programs encouraged open enrollment, measures were implemented to transform post-data from students who participated longer than one semester this year to equate to one semester of intervention.

Two types of analyses were conducted: pre-post analyses, involving only students enrolled in alternative education programs, and treatment-comparison group analyses, involving alternative education students and a similar group. Two main student outcome analyses were conducted, using multivariate analyses of variance (MANOVAs):

1. pre-post comparisons, students in alternative education programs, and
2. pre-post comparisons, students in alternative education vs. comparison students.

Students on waiting lists at the end of the spring semester comprised the comparison group. These "waiting" students were presumed to be like those in alternative programs in terms of risk level, motivation, and other salient characteristics because they underwent the same intake and screening process – they simply had not yet been enrolled in alternative programs.

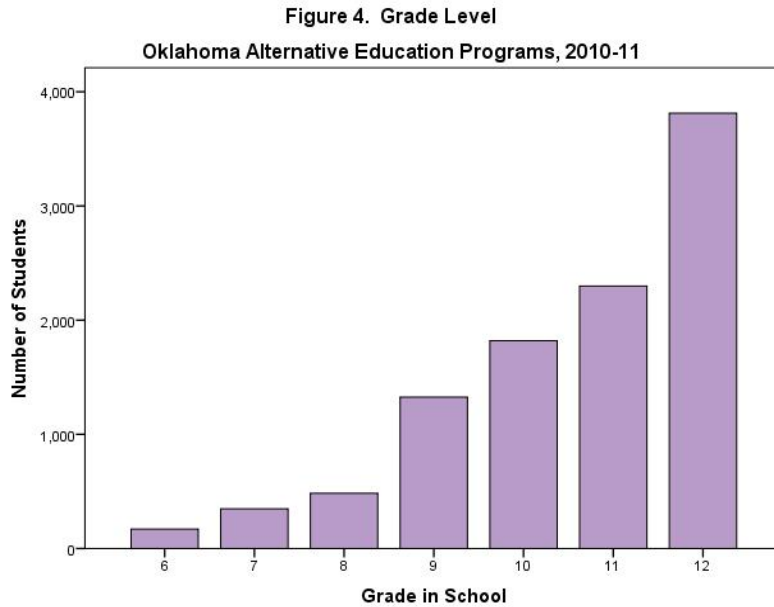
⁴A small number of schools were not included in the evaluation sample because their data were not assessed as valid. Schools whose data failed validity checks on a single variable (e.g., GPA) simply had that data field removed, but schools whose data failed several validity checks were eliminated from the state evaluation sample. Data from these schools was retained in a separate database and used, where possible, to enhance the descriptive sections of this evaluation report.

III. Participants and Programs

Participants

This year, project directors collected more extensive data on the characteristics of students in alternative education programs. These data were combined to calculate a “level of riskness” variable that was used in analyses. The characteristics of the 10,930 students who participated in the Oklahoma Statewide Alternative Education Academies were as varied as the students who attended traditional schools.

Slightly more of the alternative education program participants served this year were male (52.8%) than female (47.2%). Most students served in the alternative education programs were in the high school grades (90.2%). Seniors were the largest group served (37.2%) followed by juniors (22.4%). Middle school students (6-8) were served in alternative education programs in 86 of the districts. Middle school students accounted for 9.8 percent of all students served.



This year, students were reported to have attended the programs between one and five years although most (70.1%) were in their first year of participation. Those students who attended the programs for a second year accounted for 22.7 percent of all participants. Most alternative education programs are long-term in nature and it is not unusual for students to attend for more than one year. Students who are identified early in their high school careers often remain in the alternative program until graduation.

This year, the U.S. Department of Education’s guidance was used to collect data on race and ethnicity in Oklahoma’s alternative education programs. This guidance suggests that educational programs collect this data in the form of a two-part question. This format allowed individuals to self-identify their ethnicity and race and permitted them to select more than one race and/or ethnicity. The U.S. Department of Education proposed that this format would allow individuals to more accurately reflect their racial and ethnic background by not limiting responses to only one racial or ethnic category. The ethnic and race data collected for the alternative education programs this year are presented in Table 1.

Table 1. Participant racial/ethnic identification, 2010-11.	
Ethnicity	Percent of Participants
Hispanic or Latino origin	11.7%
Not of Hispanic origin	88.3%
Race	Percent of Participants
American Indian or Alaskan Native	20.0%
Asian	0.7%
Black or African American	18.4%
Native Hawaiian or Other Pacific Islander	0.7%
White	63.7%

As in previous years, the racial/ethnic makeup of the Statewide Alternative Education programs was similar to that of the state as a whole, according to *Profiles 2009* (State Office of Accountability), although African-American students were over-represented. Records provided by the State Office of Accountability indicated that 10.8 percent of the Oklahoma student population was African-American compared to 18.4 percent of alternative education students. This over-representation of African-American students has been a consistent finding that is related to an over-representation of urban students in alternative education. More than half of the alternative education students from Oklahoma City and Tulsa were African-American.

Table 2 presents the newly collected student demographic information used to determine risk levels. Three-fourths of the students reported at least one of the risk factors listed in Table 2 and almost half had two or more. Family issues were reported most often by the students (48.9%), followed by financial issues (28.1%). Fourteen percent of the students served in alternative education programs were pregnant/parenting teens. Although only 2.6 percent of the students were court ordered to attend alternative education classes, 13.9 percent reported that they were involved with juvenile justice authorities. Alternative programs have always been an option for students who had difficulty meeting the traditional school schedule due to physical or mental health concerns. This year, alternative education programs served more than a 1,000 of these students. *Perhaps the most unexpected finding from this data collection was that more than 500 alternative education students were homeless.*

Three-fourths of the programs (193) reported that they served students with documented disabilities. This number included those currently on Individualized Education Plans (IEPs) and those who had recently been removed from IEPs. Overall, the percentage of academy students on IEPs (12.0%) was slightly less than that of all Oklahoma schools (14.5%). This was in line with the expected proportion, since alternative education is a regular education placement that is often housed outside the traditional school building and thus lacks easy access to specialized resources needed for students with moderate or severe disabilities.

Population	Percent	Population	Percent
Court ordered	2.6%	Juvenile justice involved	13.9%
Currently/Recently on IEP	12.0%	Physical/Mental health issues	12.1%
Family issues	48.9%	Pregnant/parenting teen	14.0%
Financial issues	28.1%	Substance abuse	10.5%
Homeless	5.0%	Transfer from another alternative education program	2.1%

Table 3 lists the average ages for all students in alternative education (non-dropouts vs. dropouts) by grade level. Dropouts and students who earned GEDs were the most likely to be overage for grade. The departure from the normative ages was greatest for those who dropped out. At each grade level until grade 12, the dropouts were significantly older than the non-dropouts. By the time they were seniors, most of the alternative education population was older than their grade peers, so the differences between dropouts and non-dropouts were negligible.

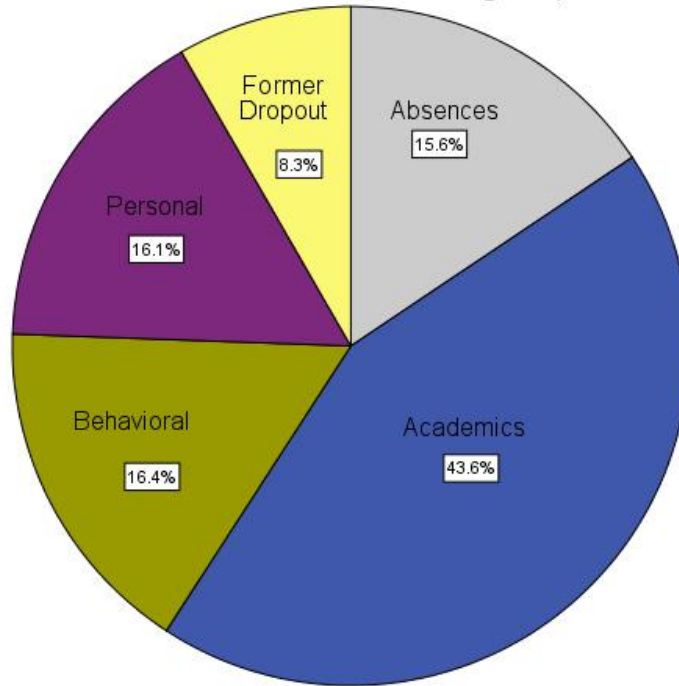
Grade Level	Mean Age: Non-Dropouts	Mean Age: Dropouts
6	11.6	12.4
7	13.0	13.3
8	13.5	13.9
9	15.2	16.0
10	16.0	16.6
11	16.7	17.2
12	17.5	17.9

When a student enrolled into an alternative education program, the program director recorded the primary reason for the referral (Figure 5). The most frequently recorded reason for referral to alternative education was academic deficiency (43.6%). Recovered dropouts accounted for 8.3 percent of the alternative education population. Table 4 presents the reason for student referral by grade level.⁵ The red numbers highlight the principle reason for referral at each grade level. In the middle grades, behavioral difficulties were the number one reason for referral with academic deficiencies a close second. In grades 9-12, the primary reason for

⁵Note that the number of students reported in the data tables vary somewhat. Some alternative education programs did not complete all fields in the student database. The numbers and percentages in the tables represent all reported data.

referral was academic deficiency while behavioral referrals decreased each as students were older. The percentage of students referred to an alternative education program due to excessive absences increased at each grade level.

Figure 5. Reason for Referral
Oklahoma Alternative Education Programs, 2010-11



Reason for Referral	Grade Level						
	6	7	8	9	10	11	12
Excessive absences	5.3%	9.9%	9.6%	14.1%	16.7%	16.4%	17.0%
Academic deficiencies	41.8%	38.8%	33.5%	39.9%	43.2%	45.8%	45.4%
Behavioral difficulties	44.1%	43.5%	44.8%	24.6%	18.3%	12.4%	7.6%
Former dropout	8.2%	7.8%	11.7%	12.4%	14.4%	18.4%	18.5%
Personal	0.6%	0.0%	0.4%	9.1%	7.4%	7.1%	11.5%
Total students	170	345	480	1277	1803	2283	3769

Programs

The funding formula for the Statewide Alternative Education Academies Program allowed for the implementation of programs across Oklahoma. Only Harper County located in northwest Oklahoma did not have a program available for students. The majority of the alternative education programs were located in the central and eastern sections of the state where population density was highest. The greatest number of funded programs were located in Oklahoma (26) and Tulsa (23) counties.⁶ Four counties had only one program available for at-risk students. These counties were located in far western sections of the state.

The location of each of the funded programs was classified as urban, medium/small city, or rural according to criteria defined by the U.S. Bureau of the Census. The majority of the alternative education programs were located in rural areas (68.3%). Rural programs tended to be “one-room schools” in which one alternative education teacher was responsible for most instruction or larger programs developed through cooperative efforts with other rural school districts. Programs located in medium and small cities accounted for 25.2 percent of all programs. The programs located in small cities usually consisted of a single classroom or site that offered services for all alternative education students in that district. More diverse programming was noted in the medium-sized cities. Many of these were located in suburban areas and provided students with multiple options, much like the broader range of services found in the urban sites (which represented 6.5% of all programs).

The majority of cooperative programs were located in rural settings (81.4%). The rural cooperatives represented 280 individual districts, approximately three-quarters of all funded rural districts and 57 percent of districts in the Statewide program. Of those rural districts that did not join a cooperative, 81 operated single-site alternative programs. The remaining three rural districts operated multi-site programs, generally middle-school and high-school alternative classrooms.

Of the 62 programs implemented in medium or small cities, 32 were single-site programs and 17 operated cooperatives. Another three districts operated programs that only district students could attend, representing a total of 13 programs. In most cases, this second program provided middle school programming.

Eighteen programs were implemented in urban areas. One was a cooperative housed at a career technology center. Putnam City implemented separate programming for high school and middle school students. Union and Western Heights each operated a academy for students in their district. The two largest districts in the state provided multiple program offerings designed to address specific student needs. Oklahoma City implemented five large programs including a middle school program that was implemented at nine district sites and Tulsa implemented seven programs.

A table, located in the Appendix, provides detailed information concerning the structure of each of the funded programs. Each of the districts designed programs that they believed met

⁶ Both Tulsa and Oklahoma City Public Schools operated other programs that they described as alternative; however, only the programs funded with Statewide Academy funds were included in this evaluation.

the needs of the district, students, and community. For this reason, no two programs were alike, although they did share common characteristics. The table includes the grades served, the number of slots (students that could be served at any one point in time), number of teachers needed to operate the program, time of day the program met, student participation structure, how credits were awarded, the hours the program met, and if a deregulation was requested from the Oklahoma State Board of Education.

One of the program components that differed from district to district was the time of day the program met. When and how long a program met often depended on the availability of community resources and classroom space. The variations in program format are presented in Table 5. Nearly half of the programs operated full-day alternative education programs. Half-day programs that met either in the morning or afternoon were the second most commonly implemented structure. Forty-three programs met in the evenings. Evening programs were popular in school districts in which resources, especially classroom space and teaching staff, were limited. Thirteen districts reported that they operated two half-day programs, with different students in the morning and afternoon. This option was usually implemented in situations where students worked or participated in another curricular option (e.g., career tech) during the other half of the school day. Four programs offered both full-day and evening programming. The final format, a resource class, was offered in Bartlesville for two of their middle school programs and by a K-8 district. The resource class was not a true alternative to traditional educational programming – it was an adjunct. These resource programs provided services for a targeted group of students for only an hour or two per day.

Schedule	Number of Programs	Percent of Programs
Full-day	122	49.6%
Half-day, morning, or afternoon	61	24.8%
Evening	43	17.5%
Two half-day programs	13	5.3%
Full-day plus evening	4	1.6%
Resource class	3	1.2%

The majority of Oklahoma’s alternative education programs (82.1%) operated five days a week. Forty-four districts (17.9%) were available four days a week. School districts were provided the option of applying for a deregulation that would allow them to operate on a schedule different from the traditional school calendar – fewer than five days per week or fewer than four hours per day. In total, 46 districts were granted a deregulation request. Of the 44 districts that operated four days a week, only 40 had deregulation requests approved by the Oklahoma State Board of Education.

Programs also had the option of applying to the Oklahoma State Board of Education for a statutory waiver that permitted them to serve fewer than ten students. This year, seven programs were granted waivers. All of the programs were located in rural areas. Five of the districts operated half-day programs and two operated full-day programs.

The number of teachers needed to operate an alternative program varied depending on the program structure and number of students served. This year, 829 teachers worked in alternative education classrooms. The number of teachers per program ranged from 1 to 34 and averaged 3.4 per site. Slightly more than a third of the programs (39.0%) were one-teacher classrooms. The number of inexperienced teachers working in alternative education classrooms was much lower than last year. In 2009-10, 66 of the teachers were novices; they had taught for three years or less. In 2010-11, the number of inexperienced teachers had dropped to 37 teachers. Four of these inexperienced teachers were the sole instructors for their alternative programs. Only 6.6 percent of all teachers (55) were new to the alternative education program in 2010-11. *This year marks alternative education's lowest teacher turnover rate.*

Table 6 provides information regarding the number of teachers employed by program structure. The programs that operated the most hours each day – a full day plus evening – averaged the greatest number of teachers (15.50). The full-day programs accounted for more than half of all alternative education teachers (50.30%). Most of these programs included both full and part-time employees. Evening programs required an average of 4.79 teachers, the majority of whom were part-time employees of the alternative education program. Many evening programs employed different content area teachers who taught on specific nights of the week. The schools that operated two half-day programs averaged 2.92 teachers while those that operated one half-day (morning or afternoon) program averaged 1.69 teachers and accounted for 12.43 percent of all teachers. The three resource room programs each required one teacher.

Schedule	Number of Teachers	Percent	Mean	Range
Full-day	417	50.30	3.42	1-13
Half-day, morning, or afternoon	103	12.43	1.69	1-6
Evening	206	24.85	4.79	1-10
Two half-day programs	38	4.58	2.92	1-9
Full-day plus evening	62	7.48	15.50	8-34
Resource room	3	0.36	1.00	1

Dr. Mary Ann Raywid has studied alternative education programs for more than 30 years and developed a typology based upon program purpose. This typology has been employed in much of the published research on alternative education programs. According to Dr. Raywid's research, alternative education programs fall into one of two categories:

Type I programs are characterized by *voluntary participation* of students. They are schools of choice whose primary purpose is to provide a curriculum and atmosphere that are conducive to students earning the credits needed for graduation.

Type II programs are characterized as *disciplinary* programs. Enrollment is not voluntary; these programs are typically alternatives to suspension. Their purpose is to segregate disruptive students.

OTAC field coordinators classified each Statewide Alternative program using the definitions and descriptions in Raywid’s typology. This year, Type I programs accounted for 43.9 percent of the alternative education programs. Only 3.3 percent of the programs met enough of the criteria to be classified as a Type II program. A substantial number, 52.8 percent, had characteristics of both types and were classified as “Mixed.”

Table 7 shows each of the program types and the percentage of programs that fell within each classification over the last five years. These data suggest a trend: fewer programs were classified as Type I and more programs adopted a “mixed” set of characteristics. Type I programs accounted for 52.5 percent of all programs in 2006-07 compared to 43.9 percent this year. This year’s percentage of Type I programs increased slightly. The percentage of Type II programs had declined throughout the history of the program until 2009-10 when a sharp increase was noted. This increase was primarily due to the implementation of five Type II programs implemented in an urban district. Only one of those programs remained in place in 2010-11.

Table 7. Percentage of program types, Oklahoma alternative education programs.					
Type	2006-07	2007-08	2008-09	2009-10	2010-11
Type I	52.5%	51.2%	46.4%	39.8%	43.9%
Type II	3.1%	2.4%	1.6%	4.0%	3.3%
Mixed	44.3%	46.3%	52.0%	56.2%	52.8%

Students have several methods of earning course credit in alternative education programs. They may demonstrate competency, accrue 70 hours of seat time, or a combination of the two. Most programs defined competency as satisfactory performance – earning a grade of “C” or better – although a few programs required “B” work before students could progress. The philosophy behind this requirement is that it is important to encourage students to do satisfactory (or better) work; that schools that accept “barely passing” work from students do not help them be college or work-ready. The information in Table 8 suggests a change in the accrual method over the last five years. The percentage of competency-based programs has increased over the last five years while the percentage of programs requiring students to complete 70 hours of seat time fell to an all time low.

Table 8. Requirements for credit accrual, Oklahoma alternative education programs.					
Accrual Method	2006-07	2007-08	2008-09	2009-10	2010-11
Competency	46.1%	47.2%	38.8%	55.0%	63.4%
Seat time	5.5%	7.3%	6.0%	3.6%	3.3%
Both	48.4%	45.5%	55.2%	41.4%	33.3%

Oklahoma law mandated that all programs provide counseling services for their students. The programs relied on both internal and external resources to meet this requirement. The largest percentage of programs (41.1%) reported that they used both school counselors and counselors from area agencies. A third of the programs (34.1%) relied solely on their school counselor. Many districts called on the services of licensed or certified counselors in their communities (21.5%). Two programs (0.8%) reported that non-certified personnel addressed this component and one program reported that other professionals, such as social workers, provided counseling services. Five programs reported that they did not provide counseling services during the year.

Life-skills instruction was also required by law. All but two of the alternative education programs included this component. In the majority of the programs (61.0%), the teacher and the counselor shared the duties of life skills instruction. In 28.0 percent of the programs, classroom teachers were solely responsible for this subject while the counselors were solely responsible in 8.1 percent of the programs. Five of the programs (2.0%) reported that “other” individuals provided life-skills instruction.

Each year the percentage of classrooms that have internet access has increased. This year, 95.1 percent of the programs (234) reported that internet access was available for students to use in the classroom. Those programs that did not have access in their classrooms usually made arrangements for students to use computers at either the traditional school (e.g., a computer lab) or town library. The 12 centers that did not have access were located in urban, mid-size, small, and rural districts.

New alternative programs tended to use course materials that were either computer-delivered or text-based. In these programs, students worked independently through these materials. These products were useful in helping districts initiate their new alternative programs; however, as the programs and teachers matured, the reliance on packaged curricula leveled off. Program faculty made efforts to expand the curriculum and develop hands-on activities that addressed PASS standards. Over time, classroom instruction become more balanced and students had more choices in the type of instructional delivery that best suited their learning style. As the budgets cuts were implemented over the last three years, OTAC Field Coordinators have noted that a number of schools have returned to packaged curricula in order to save money. Some districts used their alternative education funding to purchase packaged curricula and then made the materials available for in-school suspension or other programs at the traditional school.

Each year, OTAC staff assess instructional delivery in terms of the amount of time students spend in computer-directed, teacher-directed, or self-directed learning. This year’s

results indicated that 96 percent of the programs relied on a combination of teacher-directed instruction and computer-assisted instruction. Computer-assisted instruction accounted for at least 50 percent of instruction in 98 of the programs (39.8%) while teacher-directed instruction was the primary format (at least half of all instruction) in 79 of the programs (32.2%). Thirty-four of the programs (13.8%) indicated that half of all instruction was self-directed.

This year, programs reported the major software programs they used for instruction. Software was reported by 201 programs (81.7%). The most frequently reported programs were A+ Learning (75 programs), OdysseyWare (30 programs), e2020 (20 programs), and Passkey Learning (15 programs). Thirty-five of the alternative education program reported that they relied on two software programs for instruction. Twelve alternative programs reported three software programs and two reported four software programs.

IV. Program Fidelity

OTAC field coordinators conducted observations regarding program quality and the implementation of the 17 criteria; they also provided program staff with formative feedback and technical assistance. OTAC field coordinator observations served as the primary source of the information provided in this section. This year, OTAC field coordinators conducted **681 site visits and 182 virtual visits** to Statewide Alternative Education programs, an average of more than three visits to each program.

State law (O.S. §. 70-1210.563) lists 17 criteria that all of the Oklahoma alternative education program models were designed to meet. OTAC field coordinators used the information they collected throughout the year to rate each program's level of implementation of the 17 criteria. The ratings were made in accordance with an established evaluation rubric (a copy of the rubric is included in the Appendix). The rubric has undergone continual revision to ensure that it accurately reflects high standards and current practice. On ten of the criteria, a four-point scale is used (Noncompliance, Minimal Compliance, Satisfactory, and Notable). On the remaining seven criteria, programs are rated as to whether they met the criterion or not.

Each program's ratings has been reviewed by a member of OTAC's evaluation staff and at least one other field coordinator; this facilitates consistency in ratings across field coordinators and includes a check of the congruence between implementation ratings and student outcomes. Ratings that lacked sufficient justification were routinely flagged and reviewed. A reliability analysis was conducted on the 2010-11 ratings across all field coordinators and programs. Cronbach's Alpha coefficient (.892) revealed that the rubric, as employed by OTAC field coordinators, has strong internal consistency. Final program ratings, once reviewed and revised if necessary, are detailed in each program's evaluation report.

The ratings on the 17 criteria were aggregated to provide a total score for each of the alternative education programs. The distribution of total scores is summarized in Table 9. The minimum total rating a program could achieve was 0 and the maximum was 37. A score of 17 must be attained for a program to be minimally compliant on all 17 criteria. The total scores ranged from a low of 3 to a high of 37. The average rating was 27.8, equivalent to a Satisfactory score on all 17 criteria.

Table 9. Frequency distribution of total scores on program implementation rubric (17 criteria).

<i>Total Rating</i>	<i>Range</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
0-16	Below Standards	4	1.6%	1.6%
17-24	Marginal/Minimally Compliant	33	13.4%	15.0%
25-30	Satisfactory	151	61.4%	76.4%
31-37	Notable	58	23.6%	100.0%

Oklahoma's 17 Criteria for Alternative Education Programs

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, 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.

This year, 58 programs scored in the Notable range, 11 fewer than last year. This decrease in the number of Notable programs may be the result of the budget constraints under which the programs operated. In all, 85.0 percent of the programs implemented programs that scored as Satisfactory or better on all 17 criteria.

Only four programs scored in the Below Standards group; two of these programs, Big Pasture and Billings did not serve any students this year. The other two Below Standards districts each had a combined score of 15. One of these completely changed its site and model at semester and did not require students to attend the program. The other served nine different middle school sites and was used by many principals as an in-school suspension program.

The programs that scored in the Marginal range experienced a variety of difficulties in implementing their programs. Some of these programs lacked the resources necessary to implement a satisfactory program; many were in districts that tried to run an alternative program solely on their Statewide allocations.⁷ In some cases, district administrators clearly stated that their goal was mere compliance; they had no interest in running programs that exceeded the minimal requirements set out in law. The Marginal programs had their lowest scores on providing counseling services, providing effective instruction, and designing programs that were appropriate for middle school students to attend.

Forty-seven programs had at least one Noncompliant (or Not Met) rating. This was an increase over last year when only 25 programs failed to meet a criterion, but more comparable to 2008-09 when 63 programs had a noncompliant rating and 2007-08 when 43 programs struggled with a component. In contrast, 142 programs had at least one rating of Notable (*n.b.*, a Notable rating is possible on only ten of the 17 criteria; the others are rated Met/Not Met).

Table 10 presents the ten criteria that are rated on a four-point scale ranging from Noncompliant (0) to Notable (3).⁸ Examination of the data regarding these ten criteria indicated that academies had the most success in implementing Life-Skills instruction. Notable ratings were earned by 33.3 percent of the programs as they developed ways of integrating life skills into the curriculum and used this type of instruction to make the core curriculum more relevant. Almost a third of the programs were rated as Notable in their efforts to provide complete program effectiveness data in a timely manner (32.5%) and their endeavors to build collaborative partnerships in the community (31.7%). The criteria with the lowest percentage of Notable ratings was Effective Instruction (12.6%). Effective Instruction, it should be noted, is the most difficult criterion on which to achieve a Notable rating, as truly exceptional student outcomes (e.g., grades, credits earned, pass ratio, dropout rate) are required. Few programs

⁷ Students in Statewide Alternative Education programs generate the same amount of state aid as any other student. The Alternative Education funds are additional funds, intended to cover the extra costs associated with implementing specialized programming. These funds were never intended to be the operating budget for alternative education programs.

⁸ The last criterion, *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*, was rated on a four-point scale. (It was rated on a three-point scale in previous years.) For this reason, it is included in Table 10 but not in tables summarizing historical data.

earned Notable ratings on the criterion of Counseling and Social Services (17.9%), Individual Graduation Plans (18.8%) and Designed to Serve Most At-Risk Students (19.5%).

Criterion	Noncompliant	Minimally Compliant	Satisfactory	Notable
Intake and Screening	1.6%	6.1%	64.2%	28.0%
Collaboration	1.6%	7.3%	59.3%	31.7%
Individualized Instruction	1.2%	6.1%	72.0%	20.7%
Counseling and Social Services	5.7%	19.9%	56.5%	17.9%
Individual Graduation Plans	1.6%	6.1%	73.5%	18.8%
Life Skills Instruction	1.2%	2.4%	63.0%	33.3%
Self-Evaluation	0.8%	8.1%	58.5%	32.5%
Effective Instruction	1.2%	11.4%	74.8%	12.6%
Arts Education	0.0%	11.4%	66.3%	22.4%
Designed to Serve Most At Risk	1.6%	7.3%	71.5%	19.5%

In previous years, more than a quarter of the programs were scored as Minimally Compliant or Noncompliant on several of the criteria. Table 11 lists the percentage of programs that were rated as Noncompliant or Minimally Compliant (Marginal) on each of the first nine criteria.

Criterion	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Intake and Screening	14.2%	19.7%	17.6%	15.3%	16.4%	9.6%	7.7%
Collaboration	19.7%	26.6%	21.9%	15.3%	16.8%	12.0%	8.9%
Individualized Instruction	15.4%	22.2%	16.8%	14.1%	15.6%	9.6%	7.3%
Counseling/Soc. Services	29.6%	26.2%	21.9%	22.1%	22.0%	21.9%	25.6%
Ind. Graduation Plans	12.5%	15.5%	15.7%	12.0%	14.0%	10.4%	7.7%
Life Skills Instruction	8.7%	15.7%	10.2%	7.2%	6.8%	4.4%	3.6%
Self Evaluation	22.5%	18.1%	17.9%	19.7%	20.4%	17.1%	8.9%
Effective Instruction	23.8%	19.3%	22.3%	21.3%	19.2%	13.6%	12.6%
Arts Education	21.3%	27.8%	20.3%	19.3%	18.0%	15.9%	11.4%

This year marked the lowest percentage of Noncompliant or Minimally Compliant programs on eight of the nine criteria. Counseling and Social Services continued to be the criterion that programs had the most difficulty implementing. OTAC Field Coordinators have determined that one of the principal reasons that school districts fail to provide adequate

counseling to alternative education students is a lack of access to qualified counselors. Programs lack either the funds to hire a suitable counselor or they simply cannot locate a counselor within a reasonable driving distance. Urban and suburban programs rarely fail to meet the counseling criterion; rural programs, especially in areas of sparse population, have the greatest difficulty. In most alternative programs, counseling is provided by the regular school counselor who may not have any training in how to conduct effective group and individual counseling services for students at high risk of failing to graduate.

The following table presents the findings for the criteria that were rated on a two-point scale - Met or Not Met. Nearly all Statewide Alternative programs were able to meet these criteria. Last year, four of the criteria were met by all programs (program budget, certified teachers, clear and measurable program objectives, and effective class size). That was not the case this year when programs had the most success in placing certified teachers in the program.

Table 12. Percentage of programs that Met/Not Met criteria 10-16, 2010-11.		
<i>Criterion</i>	<i>Not Met</i>	<i>Met</i>
Courses meet curricular standards	5.7%	94.3%
Program budget	4.9%	95.1%
Student participation	4.5%	95.5%
Certified teachers	1.6%	98.4%
Clear and measurable program objectives	5.7%	94.3%
Faculty selection guidelines	4.9%	95.1%
Effective class size and student/teacher ratio	4.9%	95.1%

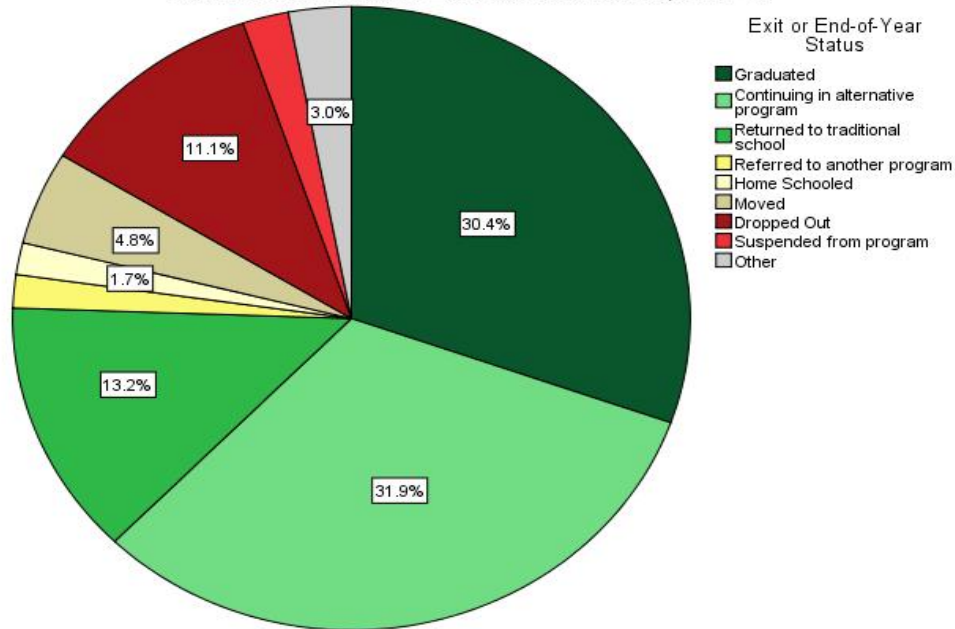
V. Student Outcome Studies

Outcome Study #1. Participant Exit or End-of-Year Status

At the end of each school year, all state-funded programs report the status of each student who was enrolled at any time during the year. The proportion of students with each exit or end-of-year status is presented in Figure 6. The outcomes depicted in green are positive outcomes: graduated from high school, promoted from middle school to high school, returned to the traditional school program, planned to continue in the alternative program next year, and earned GED. The outcomes in red are negative outcomes: students who dropped out of school or who left school for the year due to long-term suspension. The final five outcomes are neutral: early exit, moved out of the district, referred to another program, home schooled, and left for other reasons. Students in the neutral categories sometimes had positive outcomes (e.g., early exiters who graduated) and sometimes had negative outcomes (e.g., early exiters who dropped out). In other cases, there is no way to determine whether the exit was positive or negative (e.g., students who changed to “home school” status).

Figure 6. Exit or End-of-Year Status

Oklahoma Alternative Education Students, 2010-11



The outcome analyses presented below did not include students classified as early exiters – those who were in the program for three weeks or less. A total of 426 students were classified as early exiters.

Student exit status by grade level are presented in Table 13. Exit or end-of-year status is color coded as positive (green), negative (red), and neutral (yellow). More than three-fourths of program participants (76.9%) had a positive status at the end of the year. Students with negative outcomes accounted for 12.7 percent of alternative students. A neutral status at exit was reported for 10.6 percent of the students.

Table 13. Percentage of students in each end-of-year status, by grade level 2010-11.

Exit or End-of-Year Status	Grade Level							
	6	7	8	9	10	11	12	Total
Continuing in alternative	44.4%	45.3%	21.4%	47.4%	53.7%	48.8%	8.3%	33.2%
Graduated	-	-	-	0.5%	2.7%	13.8%	73.0%	30.6%
Returned to traditional school	33.1%	34.8%	54.9%	19.2%	13.0%	11.5%	3.8%	13.1%
Dropped out	5.0%	3.9%	3.9%	15.2%	13.3%	12.3%	8.3%	10.6%
Suspended from program	8.1%	4.5%	3.1%	2.1%	3.2%	2.2%	0.9%	2.1%
Moved	6.3%	5.1%	8.8%	7.0%	5.5%	4.4%	2.3%	4.4%
Referred to another program	1.3%	2.4%	1.5%	2.4%	2.3%	1.8%	0.8%	1.6%
Home schooled	1.9%	1.8%	1.8%	2.2%	2.5%	1.8%	0.9%	1.7%
Other	0.0%	2.1%	4.6%	4.0%	3.8%	3.3%	1.7%	2.9%

The percentage of these high-risk students with a negative status at the end of the school year was 12.7 percent, while the positive exit percentage was 76.9 percent. The percentages in this table cannot be directly compared to those of previous years because of changes OTAC made in the reporting categories. In the past, for example, there was a separate category for students who earned a GED. Many schools incorrectly recorded this status for students who left the program and enrolled in a GED program, so this category was removed. Students who leave high school and enroll in a GED program are, by definition, dropouts. Ensuring that all students who left and enrolled in GED programs were counted as dropouts caused a slight increase in the dropout rate and a decrease in the “referred to another program” category.

Nearly three fourths of all high school seniors (78.1%) in alternative academies graduated. In addition, 14 percent of those classified as juniors earned enough credits to graduate. (It should be noted that “juniors” included a number of students who were one or two credits short of being classified as seniors.) A few sophomores and freshmen also graduated; these cases often involved students whose grade level was misclassified and returning dropouts who were permitted to “test out” of course requirements. Testing out has the advantage of permitting students to earn credit for material they learned in the traditional school. As a part of the individual evaluation of each program, OTAC reviewed the number of credits earned and investigated the academic rigor of programs in which students earned inordinately high number of credits per semester. Findings are summarized in the individual program evaluation reports.

The highest dropout rates were recorded by freshmen (15.2%), sophomores (13.3%), and juniors (12.3%). A large body of research has indicated that, nationwide, these are the grades in which students are most vulnerable to dropping out (EPE Research Center, 2006). The key variable here may be the age of the student as it relates to his/her grade in school. The average age of dropouts was 16.9 years; this is higher than the average age for any exit status except graduating.

Table 14 reports the percentage of students in each exit category according to their reason for referral to the program. Exit status was unrelated to referral reason for most students; however, there were a few referral groups that had differential rates of positive or negative exits. Students referred because of bad behavior were the most likely to return to the traditional program; this is because they tend to be younger and are placed in alternative education programs for a limited period of time. This group of students was also more likely than others to be suspended out of school for the remainder of the school year.

As noted in previous annual reports, recovered dropouts were clearly the most likely to drop out of alternative programs. Students referred due to absences had a relatively high dropout rate (13.5%). Dropout rates were also compared across risk status groups. Interestingly, special education students were no more likely to drop out than other students. This is a key finding, as national studies have repeatedly shown that special education students are one of the highest risk groups. Oklahoma alternative education programs appear to be meeting the needs of special education students who are referred because they are at risk of dropping out of high school.

There were statistically significant differences in the exit status of boys and girls. Girls were more likely to graduate (34% for girls, 29% for boys). Boys were more likely to return to the traditional education program and were twice as likely to be suspended out of the program.

There was no gender difference in dropout rates. Pregnant and parenting teens had substantially higher dropout rates (15.0%) than students who were not pregnant or parenting (10.4%); however, pregnant and parenting teens were far less likely to be suspended. Homeless students were also more likely to drop out and less likely to be suspended. Students who had significant financial issues (e.g., those who had to work to support themselves or their families, those whose families had suffered a recent financial blow) were more likely to drop out. Students who had been involved with the juvenile justice system were more likely to drop out and more likely to be suspended. The risk status group with the largest differential was those who were ordered by a court to attend an alternative program; their dropout rate was 17.0 percent. Next highest was the group of students who has substance abuse problems (15.8% dropout and 3.5% suspension rates).

Exit or End-of-Year Status	Reason for Referral					
	Absence	Academic	Behavior	Personal	Former Dropout	Total
Continuing in alternative ed.	29.7	33.3	34.5	31.7	22.0	31.7
Graduated	33.6	32.2	12.6	39.6	33.2	30.5
Returned to traditional prog.	10.7	12.4	22.4	12.9	5.4	13.3
Dropped out	13.5	9.4	9.5	7.5	25.5	11.1
Suspended from program	2.2	1.9	4.9	.1	2.7	2.2
Moved	4.5	4.8	5.3	5.0	4.7	4.8
Referred to other program	2.2	1.6	2.8	.7	1.4	1.7
Home schooled	1.7	1.4	1.9	1.1	2.2	1.6
Other	2.0	2.9	6.1	1.3	2.7	3.0

Differences in racial/ethnic identification were noted in the end-of-year status of participants. African American and Native American students were less likely to graduate and more likely to drop out of school or to be suspended from the program.

Exits due to home schooling. Over the past two years, there has been an increased emphasis in all Oklahoma schools on reducing the dropout rate due to an increased emphasis on dropouts in the state accountability system. Interestingly, the percentage of students who were reported as leaving alternative education to be home schooled has increased steadily, moving from 0.0 percent three years ago to 1.7 percent in 2010-11. A total of 170 alternative education student left to be home schooled.

The increase in reported exits due to home schooling was not an across-the-board phenomenon. Of the 458 school districts included in the evaluation database, 60 reported that at least one alternative education student left to be home schooled. In 32 districts, this was limited to one student.

In 31 districts, at least two alternative education students were reported as leaving school due to the parent's decision to home school the student. Thirteen districts had two students leave school for this reason: Ardmore, Bowlegs, Bridge Creek, Broken Bow, Burns Flat, Cleveland, Comanche, Hobart, Putnam City, Stroud, Tecumseh, Vinita, and Wilburton. Note that many of these are very small districts and small alternative education programs, so the percentage that left to be home schooled can be high – 11 percent in Burns Flat, for example, or 10 percent in Bowlegs – even though the number is small. The school districts that reported that more than two alternative education students left to be home schooled were:

- Fairland, Kingfisher, McLoud – 3 students
- Norman – 5 students
- Durant, El Reno – 6 students
- Clinton, Putnam City – 7 students
- Bartlesville, Duncan – 14 students
- Bixby, Mid-Del – 10 students
- Tulsa – 15 students

It is unlikely that the increase in the proportion of students who left to be home schooled was due solely to legitimate home schooling. We have no way to verify that these students were, in fact, being home schooled and continuing to earn credits toward graduating from high school.

Outcome Study #2. Pre-Post Analysis of Progress, Alternative Education and Comparison Groups

Student academic and behavioral information was requested from each program. The students included in this study attended the program for the majority of the fall semester of 2010. This data included four variables highly related to dropping out of school, selected on the basis of a review of the research literature. The program directors reported that 9,470 students participated in alternative education programming for some length of time during the fall semester. Out of this sample, 4,929 participated for the full semester.

The variables included in the study this year include those listed below.

- Course grades, combined into one measure (Grade Point Average)
- Number of days absent from school
- Number of days suspended from school
 - In-school suspensions
 - Out-of-school suspensions
- Proportion of classes that are passed and failed⁹

Student academic and behavioral information was collected from (1) the most recent semester completed prior to program entry and (2) the fall 2010 semester in alternative education. Of the 4,929 students in the evaluation database, 4,307 had pre-post data for one of the variables, and 3,951 had pre-post data pairs on all four of the variables.

⁹Scores on standardized achievement tests were included in the model in previous years. Due to the truncated reporting period, this data was not available at the time of analysis.

Two major analyses were carried out:

- A pre-post study was conducted to determine whether students in alternative education programs demonstrated reliable and important changes on the set of variables and on each individual variable.
- A quasi-experimental study was conducted, comparing the pre-post changes in alternative education students with those of a comparable group of students.

Pre-post analyses. A multivariate analysis of variance (MANOVA) was conducted on the set of four key outcome variables that are highly related to dropping out of school (days absent, days suspended, GPAs, and number of courses failed). Local program personnel recorded the value for each variable in a database created specifically for this purpose. They recorded the number of days students were absent and suspended during the most recent semester spent in a traditional school program; these were the pre-program values. The pre-program data also included GPAs, the number of courses in which each student was enrolled, and the number of courses passed (for high school students, this was equivalent to the number of semester credits earned). The post-program data was collected only for the fall 2010 semester.

The first multivariate analysis of variance (MANOVA) was conducted to determine whether participants' status changed on the set of four outcome variables. Credit recovery students (those enrolled for only one or two credits) were eliminated from the evaluation database in order to determine the effects of alternative education as an alternative, rather than a supplement, to the traditional education program. A statistically significant difference was noted between students' pre-program and post-program status on the set of four variables ($\lambda = .447$, $F(4,3951) = 1222.61$, $p < .05$, $\eta^2 = .55$).

The η^2 indicated a large effect size, much larger than is usually reported in studies of educational interventions. A statistically significant difference was also noted for each of the dependent variables. Once students entered alternative education, they were absent less often, made higher grades, failed fewer courses, earned a greater number of credits, and were referred less often for disciplinary problems.

Treatment-comparison analyses. In order to obtain information on the efficacy of Oklahoma's alternative education programs, a quasi-experimental design was employed. This method allowed for examination of the efficacy of the intervention without undue cost or a heavy reporting burden on the schools. Due to the unusual timing of this year's report, there was no opportunity to collect concurrent data on a comparison group. Data for comparison groups from the past five years were reviewed and no significant year-to-year differences were noted. For this year only, therefore, a historical comparison group was used.¹⁰

Each program collected data on a sample of the students who were on its waiting list at the end of the school year. Students on the waiting list were presumed to be like those in

¹⁰Previous reports have included data from a comparison group that attended traditional schools during the same time period as the alternative education students. The truncated timeline of this year's report did not allow for the collection of concurrent comparison data nor for the collection of comparison data from a sample of students on waiting lists at the end of the school year. For this reason, the 2009-10 comparison data were used for this analysis.

alternative program in terms of risk level, motivation, and other salient characteristics because they underwent the same intake and screening process as the alternative students. They were like the alternative education students in all respects except that they were not yet enrolled in the alternative programs. The comparison sample included information on 503 waiting-list students from 75 programs and reflected small, mid-sized, and large communities. Small programs submitted information on all students on the waiting list; larger programs, with the assistance of an OTAC field coordinator, selected a random sample of those on their waiting lists. This reduced the reporting burden on large schools and ensured that urban and suburban students were not over-represented in the comparison group.

The comparison group data were reviewed to determine whether there were any systematic differences from the data sets collected in recent years. The comparison data values have been stable over the past few years. No systematic changes were noted in the geographic or demographic makeup of the programs that collected comparison data. Complete pre-post data for all four variables were available for 423 members of the comparison group. A computer-generated random sample of 423 alternative education students was selected so that the size of the evaluation sample would be equivalent to that of the comparison group. (The sample means were compared to the means for all alternative education students; the sample means were similar to those of the entire group.)

A two-group (treatment-comparison) multivariate analysis of variance (MANOVA) was conducted to determine the effects of alternative education on the set of four variables. At-risk students in alternative education programs outperformed those who were not in alternative education ($\lambda = .63$, $F(4,801) = 118.73$, $p < .05$); univariate ANOVAs showed a significant difference between the two groups on each of the four pre-post variable sets. The alternative education students improved on each of the variables while the comparison students declined or stayed the same. The changes were not only statistically significant but also quite substantial on each variable. Table 15 summarizes the differences between the treatment and comparison groups on each of the four variables.

In Table 15, green arrows indicate statistically significant positive changes (showing improvement) and red arrows indicate statistically significant negative changes. Alternative education students made statistically significant and substantial increases in grades and decreases in absences, suspensions, and course failures. The results of these analyses have been consistent year after year: ***Eligible students who were placed in alternative education programs became less at risk and eligible students who were not enrolled in alternative programs became more at risk.***

Table 15. Pre-post means by group. Oklahoma Alternative Education Programs, 2010-11. Up/Down arrows indicate *statistically significant* change and direction.

Variable		Group			
		Alternative	Change	Comparison	Change
Semester GPA	Pre	1.41	↗	1.52	↘
	Post	2.70		1.27	
Courses Failed per Semester	Pre	2.72	↘	2.30	--
	Post	0.31		2.44	
Days Absent per Semester	Pre	12.89	↘	12.41	↗
	Post	7.81		15.34	
Days Suspended per Semester	Pre	2.88	↘	1.58	↗
	Post	0.42		3.81	

The pre-program levels indicate that both groups of students were at risk of school failure or not graduating. Alternative education students made statistically significant and substantial gains on all four variables. Student grade point averages increased by more than a full letter grade, from a “D” to a “C” average. A decrease in absences was noted – absences were reduced by five days per semester. The students had been suspended an average of more than two days per semester before they entered their academies; once there, they were rarely suspended, either in-school or out-of-school. A substantial decrease was noted in the number of courses failed by alternative education students, from a mean of 2.88 to 0.42.

Conversely, the students on the waiting lists became more at risk during the year. Their grade point averages decreased from a mean of 1.52 to 1.27. The number of days they were absent rose from 12.41 to 15.34 – an increase of three days per semester. Of most concern for those students waiting to enroll in alternative education was the increase in the number of days they were suspended from school. The number of days the comparison students were suspended more than doubled from 1.58 to an average of 3.81.

Outcome Study #3. Student Performance on End-of-Instruction Assessments

Over the past five years, OTAC’s evaluation and technical assistance to Statewide Academies has increasingly emphasized student scores on the state End-of-Instruction tests (EOI) rather than student scores on assessments of basic skills. The increased emphasis is due to a change in law: Beginning with the 2008-09 freshman class, all students must pass four of seven EOIs (two of the four must be Algebra I and English II) in order to graduate from an Oklahoma high school.

Each September, OTAC asks Statewide Academies to collect and report EOI scores for every student in grades 9-12 who took a substantial portion of the corresponding course in the alternative education program. This separate data collection effort was necessary because the data used by the testing companies to disaggregate an Alternative Education group includes

students who were in other types of programs (e.g., in-school suspension programs, residential treatment programs, online courses), not just those in Statewide Academies. Because this year's alternative education evaluation report was due July 1 rather than November 1, current state assessment data were not available.

Table 16 tracks the proportion of students who scored at the Proficient or Advanced level over the last five years. The pass rates for Statewide Academy students were well below those of students in traditional education programs; this was expected, given the low basic skills levels of many (but certainly not all) Academy students at program entry. As indicated by the data in the table, student performance on these assessments has improved markedly since 2005-06, when OTAC began including this information in its program evaluation reports. The rate of improvement has leveled off in most subjects.

Table 16. Percent of alternative education students scoring in the Satisfactory or Advanced categories, 2005-10.					
Test	2005-06	2006-07	2007-08	2008-09	2009-10
English II	26.4%	32.5%	44.3%	48.6%	50.5%
English III	Not Assessed		50.1%	53.0%	58.4%
Algebra I	2.3%	3.4%	32.6%	40.2%	25.0%
Geometry	Not Assessed		26.0%	33.3%	38.4%
Algebra II	Not Assessed		7.2%	16.4%	15.4%
Biology I	12.0%	16.9%	21.3%	35.8%	34.1%
US History	26.8%	35.6%	38.2%	39.3%	37.0%

Scores on the Algebra I EOI examination dropped precipitously in 2010; no explanatory factors could be derived from the available data. The 2011 scores would help to determine whether this was due to a combination of chance factors (e.g., regression to the mean) or whether there was truly a large dropoff in the Algebra skills of Academy students. Another possible explanation is better enforcement by the State Department of Education of the requirement that all students in a course take the associated EOI assessment.

Although the percentage of students passing the EOIs has substantially increased since 2005-06, the overall pass rates remain an area of serious concern. Alternative education programs are faced with two daunting tasks: (1) dramatically improving the achievement of students who come to them well below grade level, and (2) keeping students motivated and in school even though they have failed EOIs and may despair of ever graduating.

The distribution of EOI scores by program was also reviewed to determine the degree to which *programs* were effective in preparing students to pass these tests. Table 17 summarizes these data. As is evident from the table, the number of high-performing programs has increased substantially. This provides a greater pool of successful programs that can serve as models for other alternative education programs.

Table 17. Proficiency levels by program. (Proficient = Satisfactory/Proficient or Advanced), 2006-10.								
Test	Number of programs with 100% of test-takers proficient				Number of programs with 50% or more proficient			
	Year	2006-07	2007-08	2008-09	2009-10	2006-07	2007-08	2008-09
Programs Reporting	91	191	182	197	91	191	182	197
Algebra I	0	20	13	8	1	43	39	24
Geometry	--	13	15	17	--	34	45	51
Algebra II	--	4	9	3	--	6	26	13
English II	7	26	15	26	40	84	69	86
English III	--	24	25	24	--	81	101	104
Biology I	2	6	11	21	11	25	47	48
US History	10	20	18	10	33	62	62	52

For the EOI studies, school personnel were asked to indicate whether each student was on an IEP. On the regular EOI examinations, students on IEPs scored substantially lower – 25 to 50 OPI¹¹ points on average – than non-IEP students. The degree to which Academy students on IEPs received appropriate adaptations when taking the state assessments is unknown. An analysis was conducted to determine the degree to which the presence of low-scoring IEP students in the EOI database affected the statistics for all alternative education students; the effect was important. The percentage of students passing any regular EOI was substantially higher when the IEP students were removed from consideration – ranging from a 6 percent difference to an 18 percent difference. This is much larger than the difference between the “regular” and “all” student groups reported for traditional schools. Table 18 displays the difference between the regular and IEP students in 2009-10.

Table 18. Mean OPI scores on End-of-Instruction examinations, students in Statewide Alternative Academies, 2009-10.							
Group	Biology	Algebra I	Algebra II	Geometry	English II	English III	US History
Regular AE	653.59	657.79	613.37	662.80	686.41	698.57	655.89
Special AE	613.63	624.68	603.55	637.00	637.00	672.03	624.59

Early anecdotal reports indicate that performance may have improved in 2011. Two alternative programs have already reported EOI information to OTAC. Both of these programs had initiatives designed to dramatically improve student scores on these assessments; both were successful. Table 19 summarized the number proficient last year and this year. In addition to the proficiency information presented in the table, the scores on ten Wagoner and four Okemah EOIs were in the Advanced range.

¹¹ OPI = Oklahoma Performance Index.

Table 19. Proficiency levels for two programs who voluntarily reported 2010-11 EOI information (number Proficient + Advanced / number assessed).

Subject	Wagoner 2010	Wagoner 2011	Okemah 2010	Okemah 2011
English II	1/2	3/5	1/3	5/6
English III	3/8	10/12	0/2	0/2
Algebra I	0/3	4/7	0/0	4/4
Algebra II	0/12	4/11	0/3	0/0
Geometry	1/5	6/9	2/3	1/2
Biology	2/5	3/6	2/2	1/2
US History	2/8	10/10	1/2	0/0
Total	9/43	40/60	6/15	11/16

Note: The Wagoner 2011 number proficient were counted by collecting the number correct posted for each student at the conclusion of his/her EOI assessment. The Okemah data were official scores from the Winter administration of the EOIs.

VI. Costs and Benefits

The Statewide Alternative Education Academy program has served more than 174,000 at-risk students over the past 15 years. During this time, Oklahoma’s single year dropout rate has been cut in half from 5.5 percent to 2.2 percent. This past year, \$15,612,806 was appropriated for the Statewide Alternative Education Academy program which funded 458 (85.76%) of Oklahoma’s 534 school districts. Nearly all the seventy-six districts not receiving funds were dependent school districts (EC-8); some of these did not receive funding through the formula while others have opted out of the program.

Programs and Funding

Programs. Funded districts had a high degree of flexibility designing their alternative education program. Factors that influenced program design may have included the number of students needing services, district allocations, staffing considerations, classroom/space availability, and community expectations. Four program designs have emerged during the past 15 years:

- single district programs,
- single district programs, multiple sites,
- cooperative programs and,
- cooperative programs, multiple sites.

Program names were descriptive of the program design. A single district program served at-risk students at one site (or at least all the at-risk students for whom there was space). Single district, multiple sites were programs in which the district operated at least two alternative education sites. Cooperative programs served students from several districts at one location. A cooperative program with multiple sites referred to a cooperative program in which the LEA operated more than one site. Table 20 shows the distribution of funded districts and the programs they designed.

Table 20. Distribution of funded school districts across program type.		
Program Design	Number of Districts	Number of Programs
Single district	115	115
Single district, multiple program sites	7	24
Cooperative –LEAs	93	97*
Cooperative LEA, multiple program sites	5	10
Members	238	-

*Four LEAs were interlocal cooperatives and did not receive district allocations.

The most frequently employed program design was the cooperative program. Of all the funded districts, 73.36 percent participated in this design. The mean number of districts in a cooperative program was 3.5 participating schools. These figures remained stable from the previous year.

Single district, multiple site programs were most often located in urban areas. Four of the seven single district, multiple programs were developed in the state’s largest school districts (Oklahoma City, Tulsa, Moore, and Putnam City). Multiple sites provided services to particular groups of at-risk students such middle and high school students, pregnant and parenting teens, and students in addiction recovery. The mean number of sites for single district, multiple site programs was 2.42. The mean number of sites for cooperative, multiple site programs was 2.00.

Funding. The funding formula for alternative education programs was based on a district’s 1994 juvenile arrests and dropout figures. In 2010-11, district alternative education allocations ranged from \$8,903 to \$1,793,547. More than one-half of all districts (53.3%) received the minimum allocation. Table 21 displays district funding by program design.

Table 21. Distribution of district funding by program design.				
Program Design	Total Allocation	Percent of Allocation	Range	Median
Cooperative	\$5,140,939	32.9%	\$11,840 - \$616,693	\$37,569
Cooperative, multiple programs	\$566,573	3.6%	\$98,555 - \$137,459	\$104,786
Single district	\$5,495,586	35.2%	\$98,555 - \$137,459	\$24,928
Single district, multiple programs	\$4,409,708	28.2%	\$19,319 - \$1,793,547	\$412,554

The cooperative program design was used by most districts and received the largest percentage of funding (36.5%). The cooperative LEA that received the largest allocation was Lawton, \$616,693. The district with the largest allocation for a single district design program was Broken Arrow (\$357,089).

Single district, multiple site design programs were operated in seven districts and received almost one-third of state allocations. These mostly urban programs served the largest percentage of students in the state. Oklahoma City and Tulsa received the largest allocations of this program design receiving \$1,323,037 and \$1,793,547 respectively.

This past year (2010-11), 246 alternative education programs served students. The median level of funding was \$33,207. (A table listing each districts, alternative education allocation, and number of slots, and students served is appended to this report.) Funding levels of alternative education programs remained the same as last year's (2009-10) levels.

An analysis was conducted to determine whether there was a relationship between the amount of state funding a program received and the quality of that alternative education program. A pre-post Manova was conducted on key student outcomes that included Statewide program funds as a covariate. A statistically significant interaction was not present; in other words, the amount of money a program was allocated was not a statistically significant contributor to changes in the student outcomes. In addition, community size/location (urban, suburban/small city, rural) was not significantly related to student outcomes.

Number of Slots

In the past, the cost of the alternative education academy programs has been calculated in two ways to account for the flexibility designed into alternative education programs: cost per slot and cost per student. This year, due to the earlier report date, only cost per slot will be analyzed. The term slots referred to the number of students a program could serve at any point in time, or "how many desks were in the room." The calculation of cost per slot reflected the overhead built into the program's design, i.e., the number of teachers, length of the school day, transportation, etc.

This year, Oklahoma's alternative education programs were designed to serve **7,749** at any one time (slots). This figure represents a reduction from last year,(2009-10) by 460 slots. The districts with the largest alternative education programs, more than 200 slots, were Oklahoma City (835), Tulsa (320), and Putnam City (210). These districts were among the largest districts in the state. These districts received allocations to serve the high number of students.

State law required alternative education programs to serve ten or more students. A program that could not meet the minimum enrollment requirement could apply to the State Board of Education for a statutory waiver or join a cooperative program. This year, eight districts were designed to serve fewer than ten students: Big Pasture, Billings, Grant-Goodland, Newkirk, Panama, Quapaw, Tonkawa and Preston. Three districts designed programs with less than ten slots but did not apply for a waiver: Snyder, Hydro-Eakly, and Barnsdall.

Table 22 shows the number of slots for each program design. This analysis was focused on the number of slots in particular program designs. This year, as noted above, there were 460 fewer slots than last year. All program categories planned for fewer slots, except the cooperative programs. The cooperative program design gained 54 slots this year. The design losing the highest number of slots was the single district, multiple site program. This program type was designed for 434 slots less than last year.

Program Design	Number of Slots	Range of Slots	Median Number of Slots	Percentage of Slots
Cooperative	2,485	6-186	15	32.1%
Cooperative, multiple programs	423	27-120	90	5.5%
Single district	3,152	2-135	15	40.7%
Single district, multiple programs	1,689	35-835	144	21.8%
Total	7,749	6-835		100.0%

Cost per slot. This year, *accounting for Statewide funding only*, the cost per slot per day was **\$11.51**. This figure was derived by dividing the Alternative Education Academy program budget by 175 instructional days and the number of slots 7,749. The median cost per slot per year was \$1,750 and the mean was \$1,980. The range of costs per slots was \$66 to \$7,255. These figures are similar to the 2009-10 school year.

This year produced the fewest number of programs with a cost per slot of less than \$500. Since 2008-09 the number of programs with this low cost per slot have been cut in half, from six to three. The three programs that had a cost per slot less than \$500 were Metro-Tech (\$66) Francis Tuttle's Project Hope (\$176), and Skiatook (\$353). These three programs have been identified for several years as providing the lowest costs per slots. All of these programs obtained substantial local funding in addition to their statewide allocations. Two of these programs were located in career-tech centers where students attended one-half day at the alternative program and the other half in career tech classes.

Programs with high cost per slot, more than \$5,000, were also reduced this year. Again, two years ago 11 programs had costs per slots more than \$5,000; this year there were five programs. These five programs were Lawton (\$7,255), Woodward (\$5,996), Tulsa (\$5,605), Muskogee Area Alternative School (\$5,425), and Norman (\$5,379).

Cost Effectiveness

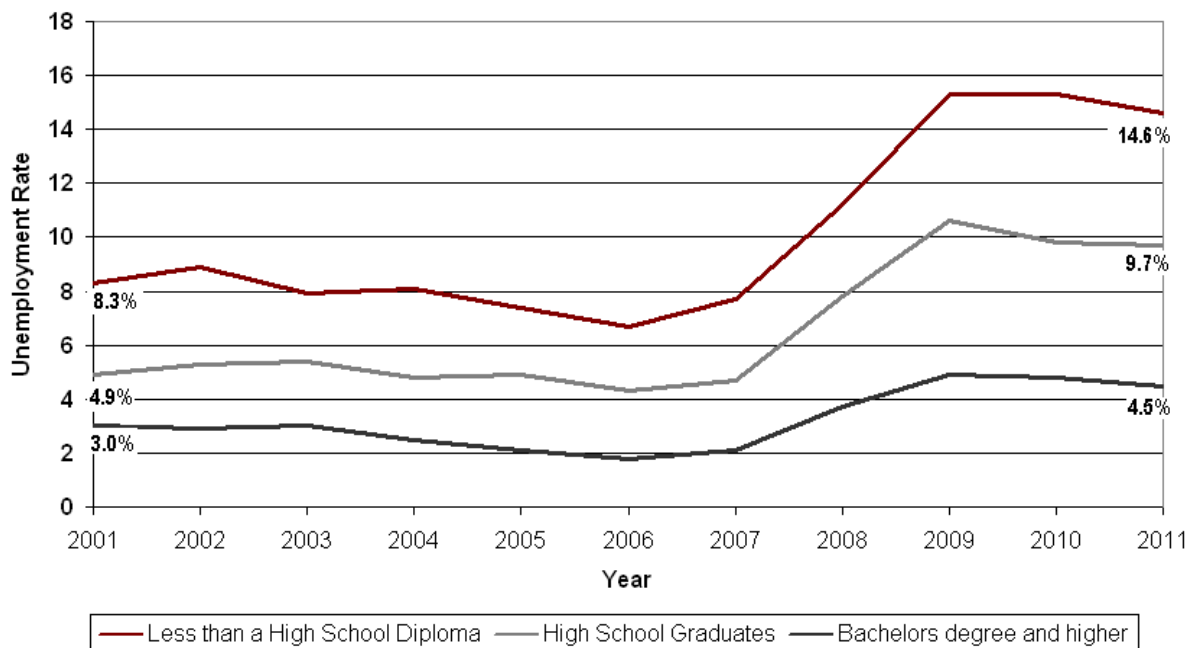
Since there is no way of knowing whether each student would (or would not) drop out of school if alternative programs were unavailable, we conducted a conservative cost-benefit analysis. Two estimates were calculated: (1) an estimate using the number of former dropouts who were recovered and graduated, and (2) an estimate using the number of high school graduates in a single year.

A total of 854 students in alternative education this year were recovered dropouts. Of the recovered dropouts, 284 graduated. Two-thirds (63.3%) had a positive exit status. Positive outcomes included graduating, continuing in the alternative program, returning to traditional school, or earning a GED. Table 23 shows the distribution of positive exit status for recovered dropouts.

Outcome	Percent of students
Graduated from high school	33.2%
Continuing in the program	22.0%
Returned to traditional school	5.4%
Earned GED	2.7%

In *The Consequences of Dropping Out of High School* (Sum, Khatiwada, McLaughlin, & Palma, 2009) the authors show that high school dropouts face higher unemployment rates than their counterparts who did graduate from high school. High school dropouts are “less likely to be active labor force participants than their better educated peers, and they frequently experience considerably higher unemployment rates when they do seek work” (p.1). Further, it is particularly hard for dropouts to find employment when “national labor markets deteriorate such as during the current recession” (p.1). Figure 7 illustrates this point with information from the Bureau of Labor Statistics ([Http://www.bl.gov](http://www.bl.gov)).

Unemployment Rate by Level of Education



If a student does not complete high school, the state can expect to provide social services, health care services, and criminal justice services for this individual's lifetime. Again, from *The Silent Epidemic* (2006), "the lifetime cost to the nation for each youth who drops out of school and later moves into a life of crime and drugs ranges from \$1.7 to \$2.3 million." Figures that apply to the broader population of dropouts are derived from the Intercultural Development Research Association (IRDA). This group estimated that every dropout cost the state and federal government approximately \$200,000 in lost tax revenue and social, health, and criminal justice costs. A review of recent research indicated that this figure has gained general acceptance among research organizations that study the dropout problem.

A very conservative estimate of program benefits can be derived by studying students who had dropped out of school but were recovered by alternative education programs. The benefits to state and federal governments for *just one portion of this subgroup of all students served* can be directly estimated. Multiplying the estimated savings (\$200,000) by the number of recovered dropouts that graduated this year provides an estimation of savings to taxpayers.

$$\$200,000 \times 284 = \$56,800,000$$

A more realistic estimate can be calculated taking into account all of the recovered dropouts who had a positive status at the end of the year. This is still a highly conservative estimate, as it concerns *only the recovered dropouts*:

$$\$200,000 \times 525 = \$105,000,000$$

If, instead of the recovered dropouts, we looked at all of the students who graduated from alternative education programs this year (nearly 1/3 of the total number served), we would have an even larger estimate of benefit to government: **\$630,800,000**.

Employing the most conservative estimates of savings to government, then, we see that the program more than paid for itself. The potential of \$105 million to state and federal governments that accrued just from successfully recovering 525 former dropouts was six times greater than the state's entire annual budget for the Statewide Alternative Education Academy program. The state's investment in the future of the 11,000 students served in this program each year yields immense benefits for the students and for the state.

VII. Student Surveys

Here no one is stupid or an outcast or anything else like that. It's the perfect class, and I wouldn't have it made without it.

- Alternative education student survey response

Students enroll in alternative education programs for a myriad of reasons: academic deficiencies, social/emotion struggles, family issues, illnesses, or because they need flexible schedules that accommodate work hours. OTAC administers a student survey each year with the goal of gaining insights into students' experiences and perceptions of alternative education. This feedback is used to track statewide trends and ensure that students receive appropriate alternative education services.

The student survey was administered online during March and April 2011. A link to the survey was sent to alternative education teachers who then gave it to their students. Students could complete the survey from any computer with internet access. In previous years, the survey was administered by an OTAC field coordinator in person to all students who were present in class on a designated day. Online administration substantially reduced the cost of the survey and enabled field coordinator visits to focus on program evaluation and technical assistance rather than data collection.

A copy of the student survey is in the Appendix. The student survey consisted of 14 questions, 11 forced-response questions, and three open-ended questions. The forced-response questions were designed to collect some basic demographic information, to ask students about their educational and life situations, and to collect information on the components of their alternative programs.

The three open-ended questions allowed students to express themselves in an unlimited format. Four of the forced-response questions included the response option, *Other, please explain*. Survey respondents frequently chose to elaborate on their forced-response answers in the space that had been provided for *Other, please explain*. All of these open-ended responses were sorted and coded for response trends.

This year, 3,361 completed surveys were submitted to OTAC, representing 31 percent of all students enrolled in alternative education during the 2010-11 school year. Students from 192 of the 246 alternative education programs (78.04% of all programs) submitted surveys. All types of programs were represented – urban, rural, and suburban schools, Type I and Type II programs, middle and high school grade levels, and day and evening programs.

Method

As student surveys were submitted, responses were automatically recorded in an Excel spreadsheet which was later converted to an SPSS data set. Forced response questions were analyzed using standard statistical methods (e.g., frequency counts, percentages, and cross tabulations). All open-ended responses were read and coded for content.

Survey Findings

The first three questions asked for basic demographic data: name of school, gender, and grade level. As noted above, students from 192 programs submitted surveys for this analysis (see Appendix for a complete list of alternative programs that submitted surveys). Gender and grade level results were consistent the total alternative education population, with slightly more males than females and the majority of students enrolled in the 11th and 12th grades. Middle school students accounted for 7.17 percent of responses and all the remaining respondents, except for the 1 percent that did not answer the question, were attending high school programs.

Table 24. Survey respondent gender.		
Responses	Frequency	Percent of Respondents
Male	1747	51.98%
Female	1583	47.10%
No Response	31	.92%

Table 25. Survey respondent grade level.		
Responses	Frequency	Percent of Respondents
6	29	.86%
7	65	1.93%
8	147	4.37%
9	294	8.74%
10	562	16.72%
11	882	26.24%
12	1347	40.10%
No Response	35	1.04%

Three survey questions asked directly about student experiences in alternative education and their views on dropping out of school.

- Have you ever seriously considered dropping out of school?
- Why are you attending an alternative program?
- If you weren't in alternative program, would you be in school?

Students responding to these questions indicated that they wanted to go to school; this was similar to past survey data. Nearly half of the respondents had seriously considered dropping out of school. In addition, nearly two-thirds regarded their participation in alternative education as a choice they made. Approximately half of the respondents answered that they would be in school even if they did not attend an alternative education program.

Table 26. Responses to, "Have you ever seriously considered dropping out of school?"		
Responses	Frequency	Percent of Respondents
Yes	1600	47.60%
No	1711	50.90%
No Response	50	1.50%

Table 27. Responses to, "Why are you attending an alternative program?"		
Responses	Frequency	Percent of Respondents
I chose to go to the alternative education program.	2143	63.76%
My parents decided I should go to the alternative education program.	403	11.99%
My principal made me go to the alternative education program.	532	15.83%
Missing Responses	283	8.42%

Table 28. Responses to, "If you weren't in alternative school, would you be in school?"		
Responses	Frequencies	Percent of Respondents
Yes	1744	51.90%
No	799	23.77%
Not Sure	773	22.99%
No response	45	1.34%

The question, *Why are you attending an alternative program*, included the response, *Other, please explain*. Seven hundred and ninety-six respondents provided 858 elaborations on their reasons for attending alternative education programs. Students reported attending alternative education programs for academic reasons such as credit recovery and help in learning. Other reasons cited by respondents included being a pregnant or parenting teen, being a returning dropout, having poor attendance, and having behavior issues such as drug abuse and fighting. Table 29 summarizes these responses.

Table 29. Open-ended responses to, "why are you attending an alternative program?"		
Reason	Frequency	Representative Responses
Academics	430	<ul style="list-style-type: none"> • <i>Credit recovery</i> • <i>Failed my freshman year.</i> • <i>It helps me learn more and get the right help when I need it, and I also learn more.</i>
Behavior	124	<ul style="list-style-type: none"> • <i>I was fighting all the time and I had to do something different before I hurt people.</i> • <i>I got kicked out of school.</i> • <i>My case worker and judge thought it would keep me out of trouble if I came to this school.</i>
Pregnancy/ Parenting Teen	109	<ul style="list-style-type: none"> • <i>I got pregnant and need[ed] to finish things fast so I could raise my child.</i> • <i>I have a child and this program allows me to stay in school and also receive parenting classes.</i> • <i>Well, I had no choice because other schools didn't accept me because I was pregnant.</i>

Table 29. Open-ended responses to, "why are you attending an alternative program?"		
Reason	Frequency	Representative Responses
Returning Dropout/Poor Attendance	97	<ul style="list-style-type: none"> • I was absent most of my 7th grade year and they decided this was a good program for me. • I dropped out for six months and fell way behind. • High school thought it would be better than dropping out of school due to absences.
Intensive Student Support	30	<ul style="list-style-type: none"> • After being released from a rehabilitation center an alternative education program was the most dependable option. • I had a head injury and was recommended to academy by doctor because he didn't want me around too many people. • I am at the shelter and this program is the one that the shelter kids go to.
Characteristics of Alternative Education	19	<ul style="list-style-type: none"> • Because it works a lot better than high school for me. I learn way more because the staff actually care. • Came from out of state. • Because it's a second chance in life.
Principal/Parent or Group Decision	31	<ul style="list-style-type: none"> • My parents, school counselor, and I all sat down and discussed how close I was to graduating. • My principal decided to put me in here so I could graduate from high school with my class. • My principal, my mom, and I decided it would be best to attend alternative school to keep me out of trouble.

*This year, for the first time, survey respondents answered questions with crude or nonsensical remarks (which were eliminated from content analyses). This behavior may have been a consequence of the anonymous nature of online surveys.

Three survey questions inquired about students' experiences attending alternative education programs. These questions asked students:

- What is important to you about alternative school?
- To earn course credit in alternative school, compared to the traditional high school, I do (more, less, or about the same) amount of work?
- What are your career plans after school?

These questions sought feedback on what survey respondents found to be important about alternative education, the academic rigor of alternative education programs, and whether students' had plans beyond high school.

The question, *What is important to you about alternative school*, offered respondents 14 responses. The list of responses was developed by OTAC evaluators on the basis of responses to previous student surveys. Students marked as many responses they believed to be important. 17,489 items were chosen by the 3,361 respondents. Student respondents chose a mean of 5.2 items in answering this question. Responses are displayed in the following table.

Table 30. What is important to you about alternative school?		
Responses	Frequencies	Percent of Respondents
Less stressful	2178	64.80%
Smaller class size	2042	60.75%
Self-paced course work	2037	60.60%
Fewer distractions	1873	55.72%
Teachers that listen	1631	48.52%
Caring teachers and staff	1611	47.93%
One-on-one attention from teachers	1477	43.94%
Flexible school hours	1296	37.75%
I can be myself	1263	37.57%
I feel like I belong	1046	31.12%
Safe environment	749	22.28%
Child care facilities	174	5.17%
Nothing is important	112	3.33%

Large majorities of student respondents described the academic environment of their programs as important: a less stressful environment, smaller class sizes, self-paced course work, and fewer distractions. Smaller proportions of respondents, between one-half and one-third, chose five components that reflected the social atmosphere of their programs: teachers that listen, caring teachers and staff, one-on-one attention from teachers, I can be myself, and I feel like I belong. A third response category was the physical feature of the programs – flexible hours, child care facilities – these were selected by smaller numbers of students.

While no respondents chose the response, *Other, please explain*, 246 students offered 250 explanations of their responses to this question. Nineteen of these were nonsensical or irrelevant. Student explanations fell into six categories: academic atmosphere, academic accomplishments, the school climate, positive feelings about alternative education, and negative feelings about alternative education. Representative statements and the total number of statements in each category follow.

Academic Atmosphere (89)

Alternative has smaller classes which I like and I can focus more better on my class work and I don't have to worry about getting interrupted or distracted.

They help me with my work but they also challenge me to make me stronger.

Faster paced yet still a set pace for those having a rough time within their own personal matters.

Academic Accomplishments (60)

They just gave me a chance to finish my credits so I can graduate and I'm very lucky for that to happen.

Because I make better grades.

Doing work online is better for me, matter of fact, I think schools should be on computers. I have never pushed myself before I went here.

School Climate (55)

I feel more comfortable asking questions and interacting more than regular school.

It is a close knit family.

Teachers treat us with respect.

Expression of Positive Feelings about Alternative Program (17)

Love the school.

Best school ever. I like everything about the alternative school, it's the best program schools have to offer.

Expression of Negative Feelings about Alternative Program (10)

Do not feel like I belong, do not have teachers that actually listen, do not have caring teachers and staff (except for a few) and do not have one- on- one attention.

I really don't like it. Don't even know why I came here.

At times, alternative education has been perceived as less academically rigorous than traditional school. This perception may be a consequence of not understanding how students can succeed in one school environment when they failed in another. Students were asked to compare the work loads of traditional and alternative education. The following table displays survey responses.

Responses	Frequency	Percent of Respondents
More work	1290	38.40%
Less work	472	14.04%
About the same	1552	46.17%
No Response	47	1.39%

The majority of survey respondents (84.57%) perceived that to earn credits in the alternative school they had to complete an equal or greater amount of work compared to their traditional school work loads.

Respondents were to describe their post high school plans. The question, *What plans to you have after you graduate*, offered eight responses that are listed in Table 32. Respondents could choose as many items as were appropriate to their situations. The 3,361 respondents chose 5,181 responses. The mean number of responses selected was 1.5.

Responses	Frequency	Percent of respondents
Attend College/Community College	1851	55.07%
Work, I already have a job	843	25.08%
Look for work	735	21.86%
Tech Center	579	17.22%
Enlist in the Military	519	15.65%
Not Sure	409	12.16%
Job Training	245	7.28%

More than half of the survey respondents planned to enroll in college classes. Only 12 percent were unsure about their plans after graduation from high school. As in the other questions with the response option *Other, please explain*, respondents elaborated upon their forced-response answers. Most of these were more precise answers about their career plans. Three hundred and thirty-six respondents wrote about their jobs and career goals. As indicated in the above table, the majority of respondents had an academic or career paths determined. Table 33 provides examples of career goals described by survey respondents.

Career Field	Specific Job
Sports	Professional athlete Race car driver Professional rodeo rider
Arts	Dancer Music Tattoo artist Screenplay writer
Skilled	Masonry Massage therapist Oil field Truck driver Electrician Dental assistant Heat and air Welding Cosmetology Auto mechanics Nursing and EMT Tile work Pastry chef Building and maintenance Home hospice Video game creator

Table 33. Representative examples of career goals written into the available survey space.

Career Field	Specific Job
Professional	Engineer Chemist Doctor/nurse Marine biologist Lawyer Minister Pharmacist Veterinarian Psychologist/psychiatrist Law enforcement Herpetologist Mortician
Miscellaneous	Own company Dad's ranch Flight attendant Lining pits for oil companies Working with horses Health care facility Fire fighter Own auto collision company Bank
Military	Military police then SWAT

Two survey questions focused on alternative education students' perceptions of graduating from high school.

- Is graduating from high school important to you?
- What can your alternative school do better to help students stay in school and graduate?

Respondents perceived graduating from high school to be important. Of the 3,361 respondents, **95.53** percent (3,211 respondents) answered that graduating was important. Of the remaining 5 percent of respondents, 44 (1.31%) replied that graduating was not important, and 69 (2.05%) were not sure. Another 37 respondents (1.10%) did not answer this question.

The first open-ended question asked how alternative education programs could better help students graduate. A total of 2,983 students responded, writing 3,044 separate responses. The largest category of responses contained positive statements that students wrote about their own alternative education programs and staff. Approximately one-half of the comments (1,566) were positive statements rather than suggestions for improvement. Most of these commenters wrote that they couldn't think of any changes that needed to be made in their alternative education programs. The respondents that did make suggestions tended to focus on ways that teachers or counselors might interact with students to get a more positive response or about relatively small changes that might be made (e.g., "get some windows"). Table 34 provides the category of feedback offered, frequency of that type of response, and representative statements for each category.

Table 34. Responses to, "What can your alternative school do better to help students stay in school?"

Response Category	Frequency	Representative Statements
Positive Feedback		
Don't need to change	921	<ul style="list-style-type: none"> • <i>I'm not sure, they are already giving us an awesome second chance.</i> • <i>I think my school does everything they can to help everyone in every way.</i> • <i>My school couldn't do better. It has 100 percent graduation rate. The school is best.</i>
Teachers care/help/motivate	463	<ul style="list-style-type: none"> • <i>Because they actually listen and they help u more and kids will actually listen n do the work.</i> • <i>Help me with my classes and push me to do more than what I normally do.</i> • <i>Because it gives you a feeling of you are wanted at school by the teachers and students.</i>
School components: self-paced, smaller classes, easier	139	<ul style="list-style-type: none"> • <i>It's self-paced so you don't have to feel dumb.</i> • <i>Cause the work is different, and kids find it easier, and can work at their own pace and set heir own goals.</i> • <i>There's smaller classes so you actually pay attention and learn.</i>
Not the school, but students' responsibility	43	<ul style="list-style-type: none"> • <i>Honestly, it can not be better. It is all based on the ambition of the pupil.</i> • <i>They're already giving us an awesome second chance. It's really up to the student.</i> • <i>Nothing, you can't make someone stay in school and graduate if they don't want to.</i>
Non-Committal Responses		
I don't know	207	<ul style="list-style-type: none"> • <i>I don't care.</i> • <i>I'm not sure.</i>
Suggestions for Improvement*		
Teachers/counselors that care/help/motivate	471	<ul style="list-style-type: none"> • <i>Have a group meeting every week and talk. Some kids have a bad home life and school is the only place they can breathe.</i> • <i>Help students with their work but do not rush them.</i> • <i>Get more involved with their students and with parents too.</i>
Academic work (easier, less and/or more work, self-paced, hands-on activities, and more and/or less computer time)	281	<ul style="list-style-type: none"> • <i>Let them choose if they want a packet or NovaNet. Offer more hands-on courses.</i> • <i>Create activities, have everybody involved, and try and get all students interested.</i> • <i>Less school hours and computer work instead of hand written work.</i>
Rules	138	<ul style="list-style-type: none"> • <i>Be more flexible with school schedules.</i> • <i>Crack down on the students more.</i> • <i>Stop searching us every morning.</i>

Table 34. Responses to, "What can your alternative school do better to help students stay in school?"

Student Population	64	<ul style="list-style-type: none"> • Stop accepting kids that are looking for an easy way out. • Have more openings to allow more students to be here. • Get rid of the students who create drama and start negative situations with other students.
Facilities	39	<ul style="list-style-type: none"> • Offer a child care center. • Bigger class so we can have more room, maybe another teacher.
Food	44	<ul style="list-style-type: none"> • Off campus lunches. • Better food.
Breaks	12	<ul style="list-style-type: none"> • Let us get a break that we can go outside and stretch our legs.
Materials	44	<ul style="list-style-type: none"> • Update the computers. • Honestly, my only complaint is our small library. • Have more computers so that everyone has a computer to work on.
Transportation	7	<ul style="list-style-type: none"> • Help me find a ride to school. • Get a parking lot so we don't have to be bused from the high school.

*In addition to the responses in the table, 59 were categorized as nonsensical or nonresponsive.

Two survey questions asked students what they would tell other students about alternative education and dropping out of school.

- What would you tell students who are thinking about dropping out of school?
- Would you recommend this program to a friend?

The question, *What would you tell students who are thinking about dropping out of school*, had the highest response rate of any question with 3,214 respondents answering. Responses to this open-ended question fell into three categories: persuasive, pragmatic, and exhortation. Persuasive responses provided rationales for not dropping out of high school, and pragmatic responses offered advice on how to stay in school, and the exhortation category included commands. Table 35 summarizes responses and provides representative statements from each category.

Table 35. Responses to, "What would you tell students who are thinking about dropping out of school?"

Responses	Frequency	Representative Statements.
Persuasive Responses		
That you'll fail in life if you drop out of school	660	<ul style="list-style-type: none"> • Dropping out of school is like jumping out of a plane with no parachute. It almost guarantees failure not to do so. • It doesn't do you any good because more than likely they won't finish anything else in life and that will just lead to trouble. • It's not as fun or easy as you think it might be. I dropped out of school and lost a lot of things; my self-worth & self-discipline, many friends, and all sources of income.

Table 35. Responses to, "What would you tell students who are thinking about dropping out of school?"

Economic Failure	553	<ul style="list-style-type: none"> • <i>That you are hurting your kids futures too cause they look to you for money and you can't get money without a job and you can't get a job without an education, and why would you make your kids complete what u didn't even try to complete.</i> • <i>I have dropped out before - it was hard. U know kids don't think about how their life will change if u drop out. You will struggle probably live paycheck to paycheck, always be stressed.</i> • <i>I dropped out for 4 years and you NEED an education to survive. Working 2-3 jobs will ruin your life and your children's parenting. If you drop out you need AT LEAST a GED.</i>
Respondent would use peer pressure to keep them from dropping out	447	<ul style="list-style-type: none"> • <i>That it is stupid and if they drop out their future will be ruined</i> • <i>That it is not a wise decision. Finishing high school is an accomplishment for everyone that's one thing no one can ever take away from you.</i> • <i>Dropping out is one of the most stupid things you could do. One thing that totally changed my mind was just a thing about having to talk to my friends about school.</i> • <i>I already did it and it doesn't feel good because you feel like they look down on you and you feel ashamed.</i>
You'll harm your family (or future family) if you drop out	17	<ul style="list-style-type: none"> • <i>That You Shouldn't Drop Out Of School Because People Will Talk About Bad About And Your Family. And You Wouldn't Be Able To Fine A Good Job.</i> • <i>That they need to stay so that they can offer their kids a better life.</i> • <i>That it not worth it, because if you really want to be someone in life and make a good future for your kids and yourself that won't be possible in the economy today without a high school diploma.</i>
Pragmatic Responses		
Enroll in Alternative Education instead	600	<ul style="list-style-type: none"> • <i>Try alternative first, it's like normal school without everything you hated about your old one.</i> • <i>Try an alternative. It gives hope for the hopeless.</i> • <i>To stay in school and try going to alternative because they help you get back on track to graduate, and have flexible hours.</i>
Persevere	418	<ul style="list-style-type: none"> • <i>I would tell them that dropping out isn't what it's cut up to be. When they get their diploma and walk across the stage it's the best feeling in life. To know that you stuck it out for twelve years and graduated is a big accomplishment.</i> • <i>Do not do it. Because, in later life you'll look back and be proud of your accomplishment in school.</i> • <i>Ask them why they would want to do that and tell them they are smarter than that and they just need to try and they will succeed.</i>

Table 35. Responses to, "What would you tell students who are thinking about dropping out of school?"		
Think before you act		<ul style="list-style-type: none"> • <i>Just to look at all of their options, and to not immediately decide they should drop out. I looked into my options the day I was planning to drop out and then I found alternative.</i> • <i>To think about how miserable you are right now. Then think how miserable you will be doing the same boring thing for the rest of your life and not able to do anything else. And which sounds more appealing that or finishing a couple years of school?</i> • <i>To not make any rash decisions right away, and make sure they are thinking about the long term not just the short term.</i>
Exhortation		
Don't drop out	446	<ul style="list-style-type: none"> • <i>DON'T!!!! there are actually people that care and that will help you. You just have to give them a chance!!</i> • <i>Don't! It's dumb! You'll never go anywhere being a quitter.</i> • <i>Don't do it. it makes you feel like a nobody. and you won't get really far.</i>

The survey also asked students if they would recommend their alternative education program to a friend. The goal of this question was to gauge the level of student satisfaction with their alternative school. Inviting a friend to share the alternative education experience was an indication that the respondent was satisfied with his or her alternative program. As witnessed from above responses, a large majority or respondents were satisfied with their alternative education programs. Results to this survey question are displayed in the table below.

Table 36. Responses to, "Would you recommend this program to a friend?"		
<i>Responses</i>	<i>Frequencies</i>	<i>Percent of Respondents</i>
Yes	3,005	89.40%
No	123	3.70%
Not Sure	183	5.40%
No response	50	1.50%

The last question of the survey asked students if there was anything else that they would like to tell us about their alternative education program. Most of the 2,631 responses reiterated the importance of caring/helping/motivating teachers, students achieving academic success, self-paced course work, small classrooms, and the need for better quality food, facilities, and materials. Representative responses to this item:

This program is a blessing to us who had no other chance, it's more than just help.

Thanks for letting me come here and helping me graduate.

The school is great, the staff here has helped me through a lot and I would not finish if it was not for the people at [school name].

[School name] is the only reason I am graduating.

They kept me in school.

[School name] changes lives.

I really like this school and if they didn't have this program I have no idea where I would be.

I need a loving environment where I wouldn't be judged or mistreated and [I] have it found it here. The staff are the parents I never had.

VIII. OTAC Activities

OTAC provided evaluation and technical assistance based on formative feedback. The uniqueness of alternative education students, programs, and teachers required specialized and often personalized professional development to meet the needs of program directors and instructors. OTAC endeavored to individualize professional development to make information relevant, research-based, and clear and concise. To meet individual needs, OTAC (1) instituted a coaching model for personalized technical assistance, one of the first organizations in the state to do so, and (2) streamed professional development through the internet as a cost-effective and efficient means of niche professional development. These two technical assistance strategies provided Oklahoma's alternative educators multiple and continuous opportunities for professional growth and just-in-time assistance.

Beyond coaching and webcasts, OTAC provided a variety of group professional development opportunities for alternative educators. OTAC sponsored the annual Student Leadership Conference, organized regional meetings for alternative educators, presented sessions at conferences, and provided Weekly Teaching Tips to alternative programs. Because many schools were on an austerity budget, OTAC surveyed program directors to determine how many would be able to bring their students to a student conference this year. Most could not, so OTAC delivered the conference virtually. OTAC has also been instrumental in developing a web-based network among alternative programs relying on webcams and communication software such as Skype and Adobe Connect.

OTAC's technical assistance and professional development activities included the following services:

Field Coordinators contacts	67,689
Site visits	863
Brief visit	84
Telephone contacts	3,146
Email contacts	31,798
Regional Meetings	10
Conferences	2
Webcasts	23
Teaching Tips	34

OTAC Performance Survey

For the past five years, OTAC has administered a Performance Survey to educators in the state’s alternative education programs. Survey questions addressed three contracted services to be provided by OTAC: (1) technical assistance, (2) professional development, and (3) program evaluation. The goal of the survey was to determine the quality and value of OTAC services to end users: alternative education administrators, counselors, and teachers. Survey responses provided feedback which allowed OTAC staff members to respond to the expressed needs of clients in a timely and pertinent fashion. The survey was most often administered in late spring, which afforded respondents the ability to reflect on the past school year’s experiences with OTAC. This year, because of the change in the date for the Statewide Alternative Education Academy Program Evaluation report, the survey was not administered. Spring data collection efforts were focused upon gathering student data in time for inclusion in the annual report. This section, then, summarizes OTAC’s performance over the long term, answering the question: to what extent has OTAC provided a consistently high level of services to Oklahoma schools?

Each year, the Performance Survey was published on OTAC’s website, www.otac.info. An email containing the link to the survey was sent to the single point of contact at each alternative education program. The survey could only be accessed by the link and visitors to the OTAC website could not “stumble” upon it. The OTAC Performance Survey consisted of 11 forced response items. Respondents were asked to rate each question on a scale of one to five, with one being the lowest and five being the highest quality rating.

In the five years the survey has been administered, mean response rates have ranged from a low of 42.62 percent of all programs to a high of 63.05 percent.

Item response means for all of OTAC’s services to alternative education programs have consistently been very high. All of the mean ratings, each year, have been greater than 4.00; in fact, most were greater than 4.50. The most valued service was the individual technical assistance provided by OTAC Field Coordinators. The least valued services were group sessions for alternative educators, whether provided in person or over the internet. OTAC’s evaluation services were regarded as objective, thorough, fair, and authentic. Tables 37-39 display survey item response means for the past five years.

Table 37. OTAC Performance Survey mean item ratings, technical assistance. Scale: 1 (low) to 5 (high).				
School Year	Percent of Surveys Completed and Returned	Provide Technical Assistance	Promote Program Improvement	Access to Field Coordinators
2005-06	46.77%	4.46	4.53	4.50
2006-07	49.80%	4.72	4.72	4.74
2007-08	63.05%	4.73	4.80	4.81
2008-09	57.50%	4.61	4.66	4.74
2009-10	42.62%	4.69	4.70	4.79

Table 38. OTAC Performance Survey mean item ratings, program evaluation. Scale: 1 (low) to 5 (high).					
Year	Percent of Surveys Completed and Returned	Objectivity	Thoroughness	Fairness	Report Description Authentic
2005-06	46.77%	4.31	4.46	4.39	4.04
2006-07	49.80%	4.54	4.56	4.54	4.19
2007-08	63.05%	4.65	4.73	4.66	4.33
2008-09	57.50%	4.52	4.63	4.59	4.31
2009-10	42.62%	4.62	4.66	4.66	4.44

Table 39. OTAC Performance Survey mean item ratings, professional development. Scale: 1 (low) to 5 (high).					
Year	Percent of Surveys Completed and Returned	Regional Meetings	Conferences	Webcasts	Site Visits
2005-06	46.77%	4.09	4.15	4.00	4.46
2006-07	49.80%	4.19	4.31	4.09	4.56
2007-08	63.05%	4.26	4.35	4.29	4.67
2008-09	57.50%	4.30	4.49	4.22	4.56
2009-10	42.62%	4.50	4.50	4.15	4.60

Distance Counseling Pilot Study

In recent years, it has become increasingly difficult for small rural school districts to provide alternative education students' access to high-quality certified counselors. The scarce availability of qualified counselors in sparsely populated areas of our state coupled with fewer dollars for local/regional service agencies to operate have diminished or eliminated counseling services altogether for substantial geographic regions of our state. Urban schools have not been exempt from the reduction in counseling and social services, but certainly rural districts have had the most difficulty adjusting to fewer social services and securing appropriately licensed or certified counselors to work with their most at-risk students.

Midway through the spring semester, an academy teacher in a small rural Oklahoma alternative education program and the program's OTAC field coordinator discussed the possibility of offering online counseling for one particular student in an academy program. Prior to this conversation, the teacher had sought help from several agencies in the area, but every facility was too far away and the agencies could not justify sending a counselor for only one student; nor could the student afford to drive more than an hour round trip to see a counselor.

Still, the teacher and OTAC field coordinator agreed that the student needed to talk with a professional counselor.

The student, an 18 year old female was asked if she would be willing to meet at least one time with a counselor using the software Skype. The student stated that she was willing to “give it a try.” A different OTAC field coordinator, who was a certified counselor, was asked to meet with the student. At the end of the first session, the counselor gave the student the following options: 1) call it quits after the first session, 2) continue to meet weekly, 3) or meet once every two weeks. The student asked to continue with counseling and elected to meet weekly. Eight 30-minute sessions were held during the months of March, April, and May using Skype video calling.

The counselor and student agreed that, for willing participants who were comfortable with technology, Skype video calling could be just as effective as in-person counseling sessions. The online format offered increased scheduling flexibility and did not restrict the counselor or student to a particular location. This method of delivery eliminated travel costs and permitted the counselor and student to immediately return to their other work at the conclusion of the sessions. The student, a graduating senior, expressed appreciation for being able to talk to a counselor, but was also glad that it could be done with minimal intrusion to her academic time.

After a few weeks of meeting and as circumstances warranted, email and screen sharing technologies that utilized free online meeting space from the counselor’s Adobe Connect room were also utilized. The student and counselor used screen sharing capabilities associated with Adobe Connect to consider relevant documents and review additional web-based resources that supported the counseling objectives.

The scale of this trial was limited to only individual counseling with a single student; however, the success with this experience suggests that partnerships between academy programs and counselors from any location with internet access should be extended, fostered, and further studied with Oklahoma’s population of at-risk students.

References

- Alliance for Excellent Education (September 2010). High School Dropouts in America. (Fact Sheet). Washington, DC: Author.
Retrieved from <http://www.all4ed.org/files/HighSchoolDropouts.pdf>
- Alliance for Excellent Education (July 2010). The Economic Benefits of Reducing the Dropout Rate for students of Color in the Oklahoma City Metropolitan Area. (Fact Sheet). Washington, DC: Author. Retrieved from http://www.all4ed.org/files/OklahomaCityOK_lebsoc.pdf
- Alliance for Excellent Education (July 2010). The Economic Benefits of Reducing the Dropout Rate for students of Color in the Tulsa Metropolitan Area. (Fact Sheet). Washington, DC: Author. Retrieved from http://www.all4ed.org/files/TulsaOK_lebsoc.pdf
- Allensworth, Elain M, & Easton, John Q. (2005). The On-Track Indicator as a Predictor of High School Graduation. Chicago: Consortium on Chicago School Research.
- Allensworth, E., & Easton, J. Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures and attendance in the Freshman Year. Chicago: Consortium on Chicago School Research.
- Almeida, C., Adria C.L., Cervantes, R., (2010) . Reinventing Alternative Education: An Assessment of Current State Policy and How to Improve It. Boston, MA: Jobs for the Future. Retrieved from <http://www.jff.org/publications/education/reinventing-alternative-education-assess/1126>
- Balfanz, R. (2008). Improving the Transition from Middle Grades to High School: The Role of Early Warning Indicators. American Youth Policy Form. Retrieved from <http://www.aypf.org/forumbriefs/2008/fb012508.htm>
- Bowers, Alex J. (2010). Grades and Graduation: A Longitudinal Risk Perspective to Identify Student dropouts. Journal of Education Research, 103, 191-207
- Bridgeland, John, M., Dilulio, John, J. Morison, Karen J., (2006) The Silent Epidemic: Perspectives of High School Dropouts. (Report). Bill and Melinda Gates Foundation. Retrieved from <http://www.civicenterprises.net/pdfs/thesilentepidemic3-06.pdf>
- Cohen, Jennifer & Smerdon, Becky A. (2009). Tightening the Dropout Tourniquet: Easing the Transition from Middle to High School. Preventing School Failure, 53, 177-184.
- EPE Research Center (2006, 2007). Diplomas Count: An Essential Guide to Graduation Policy and Rates. Available on the world wide web: http://www.edweek.org/ew/articles/2006/06/22/41s_about.h25.html and <http://www.edweek.org/ew/toc/2007/06/12/index.html>.

Herlihy, C. (2007). State and District-Level Support for Successful Transitions into High School. (Policy Brief). National High School Center. <http://www.betterhighschools.org>
http://www.betterhighschools.org/pubs/documents/NHSC_PolicyBrief_TransitionsIntoHighSchool.pdf

Heppen, J.B, & Therriault, S.B. (2008). Developing Early Warning Systems to Identify Potential High School Dropouts. (Issue Brief). National High School Center. Retrieved from http://www.betterhighschools.org/pubs/ews_guide.asp

Johnson, Roy, L. (2007). Missing: Texas Youth - Cost of School Dropouts Escalates. *IDRA Newsletter*, October 2001. Available on the world wide web:
http://www.idra.org/IDRA_Newsletter/October_2001_Self_Renewing_Schools_Persistence/Missing%3A_Texas_Youth_-_Cost_of_School_Dropouts_Escalates/

Neild, R. (2009). Falling Off Track during the Transition to High School: What We Know and What Can Be Done. *Future of Children*, 19, 53-76

Sum, A., Khatiwada, I., McLaughlin, J. (2009). The Consequences of Dropping Out of High School: Joblessness and Jailing for High School Dropouts and the High Cost for Taxpayers. Boston: Center for Labor Market Studies.

Temkin, J. (2005). Freshman grades predict graduation prospects. Retrieved October 28, 2010. Catalyst Chicago. <http://www.catalyst-chicago.org/news/index.php?item=1641&cat=27>

APPENDIX



ALTERNATIVE EDUCATION

- HOME
- ELEMENTS
- STATE COMPARISON
- STATE PROFILE
- Oklahoma
- METHODOLOGY
- FEEDBACK

OKLAHOMA



★	Broaden Eligibility
✓	Clarify Responsibilities
✓	Strengthen Accountability
✓	Support Innovation
⊖	Ensure High-Quality Staff
✓	Enhance Support Services
⊖	Enrich Funding
✗	Not Met
⊖	Partial
✓	Achieved
★	Exemplary

Oklahoma is one of two states that have met five of the seven model policy elements.

Oklahoma law states that alternative programs are for students who are at risk of high school failure for a variety of reasons, which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, adjustment problems, or juvenile justice involvement.

All programs must incorporate 17 research-based components, including an intake and screening process to determine eligibility for students, appropriately certified teachers, collaboration with state and local agencies, individualized instruction, life skills instruction, clear and measurable program goals, and a graduation plan for each student.

At the same time, Oklahoma's alternative education policy is designed to give school districts flexibility. Since 1996, Oklahoma has encouraged innovation through its Statewide Alternative

Education Academy grant program. The 250 programs across the state are widely varied in structure and serve more than 10,000 students each year.

The state's accountability system is tailored specifically for alternative schools and programs, evaluating alternative schools on each of the 17 criteria.

As one of these criteria, Oklahoma encourages home visits, parental training, and strong collaborative partnerships to support the mental health needs of students.

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Ada	9-12	25	Mixed	3	full day	35	No	Both
Altus	9-12	50	Type 1	6	full day	30	No	Competency
Alva	9-12	15	Mixed	4	full day	20	No	Competency
Anadarko	9-12	30	Type 1	6	½ day (evening)	18	# days	Both
Antlers	9-12	15	Mixed	1	½ day (day)	20	No	Competency
Ardmore	6-12	73	Type 1	7	full day	30	No	Competency
Arnett	9-12	10	Mixed	1	½ day (day)	20	No	Competency
Atoka-Coal Interlocal Cooperative	6-12	30	Mixed	2	full day	35	No	Competency
Barnsdall	7-12	8	Mixed	1	½ day (day)	19	# days	Competency
Bartlesville	7-12	100	Type 1	8	full day	30	No	Competency
Beggs	9-12	66	Mixed	4	2 - ½ day programs	16	# days	Competency
Bethany	6-12	15	Type 1	1	½ day (day)	17	# days	Competency
Bethel	9-12	15	Type 1	4	½ day (evening)	17	# days	Competency
Big Pasture	9-12	0	Type 1	0	full day	0	less than 10 students	Both
Billings	9-12	0	Type 1	0	½ day (day)	0	less than 10 students	Competency
Bixby	8-12	60	Type 1	3	full day	30	not de-regged	Both
Blackwell	9-12	30	Type 1	8	½ day (evening)	16	# days	Competency
Blanchard	9-12	15	Type 1	1	full day	30	No	Competency
Boise City	9-12	15	Mixed	1	full day	10	No	Competency
Boone-Apache	6-12	11	Type 1	1	½ day (day)	22	# days	Competency
Bowlegs	6-12	15	Type 1	1	½ day (day)	21	No	Competency
Bridge Creek	6-12	30	Mixed	8	½ day (evening)	22.5	# days	Both
Bristow	6-12	15	Mixed	2	2 - ½ day programs	20	No	Competency
Broken Arrow	10-12	104	Type 1	7	full day	30	No	Both
Broken Bow	6-12	27	Mixed	5	full day	30	No	Both
Burns Flat Dill City	7-12	15	Mixed	1	full day	20	No	Competency

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Byng	9-12	15	Mixed	1	½ day (day)	20	No	Competency
Cache	9-12	30	Type 1	2	2 - ½ day programs	22	No	Competency
Cameron	7-12	15	Type 1	1	½ day (day)	22	No	Both
Canadian	9-12	15	Mixed	4	full day	40	No	Seat
Caney Valley	9-12	15	Type 1	3	½ day (evening)	20	No	Competency
Canton	6-12	15	Mixed	1	full day	23	No	Competency
Carnegie	9-12	15	Mixed	1	½ day (day)	15	No	Both
Catoosa	7-12	15	Type 1	5	½ day (evening)	18	# days	Both
Checotah	9-12	20	Mixed	2	full day	30	No	Competency
Chelsea	9-12	15	Mixed	1	½ day (day)	20	No	Competency
Cheyenne	9-12	10	Mixed	5	½ day (day)	20	No	Competency
Chickasha	9-12	60	Type 1	4	full day	30	No	Competency
Choctaw Nation Interlocal	9-12	30	Mixed	2	full day	30	No	Seat
Choctaw-Nicoma Park	9-12	60	Type 1	8	½ day (evening)	17	# days	Competency
Chouteau-Mazie	9-12	15	Type 1	3	½ day (evening)	20	# days	Both
Cimarron	6-12	15	Mixed	2	full day	20	# days	Competency
Claremore	7-12	60	Type 1	6	full day	32.5	No	Both
Cleveland	7-12	60	Mixed	7	full day	35	No	Both
Clinton	9-12	40	Type 1	9	½ day (evening)	18	# days	Competency
Coalgate	6-12	25	Mixed	2	full day	30	No	Competency
Colcord	6-12	15	Mixed	1	full day	30	No	Competency
Collinsville	9-12	45	Type 1	9	½ day (evening)	22	No	Competency
Comanche	6-12	50	Type 2	4	full day	35	No	Competency
Commerce	6-12	15	Mixed	1	½ day (day)	25	No	Competency
Cordell	7-12	15	Type 1	1	full day	30	No	Competency
Cottonwood	8	15	Mixed	6	full day	30	No	Both

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Coweta	9-12	27	Type 1	2	full day	32	No	Competency
Crutcho	6-8	11	Mixed	1	full day	30	No	Both
Cushing	9-12	15	Mixed	1	½ day (day)	25	No	Competency
Dewey	9-12	15	Type 1	5	½ day (day)	25	No	Competency
Dickson	6-12	14	Mixed	1	½ day (day)	23	No	Both
Drumright	9-12	15	Mixed	1	½ day (day)	20	No	Competency
Duncan	6-12	75	Mixed	6	full day	30	No	Competency
Durant	9-12	45	Mixed	2	full day	30	No	Competency
Edmond	9-12	135	Type 1	10	full day	6	No	Competency
El Reno	6-12	104	Mixed	9	full day	27	No	Competency
Elgin	9-12	30	Type 1	1	2 - ½ day programs	21	No	Competency
Elk City	9-12	30	Mixed	8	½ day (evening)	16	# days	Competency
Enid	6-12	65	Type 1	5	2 - ½ day programs	20	No	Both
Erick	9-12	15	Mixed	1	full day	28	No	Both
Eufaula	9-12	30	Mixed	4	full day	35	No	Competency
Fairland	9-12	20	Mixed	1	full day	20	No	Competency
Fairview	9-12	15	Type 1	2	½ day (day)	20	No	Both
Fort Gibson	8-12	20	Type 1	2	full day	25	No	Both
Foyil	9-12	15	Type 1	1	½ day (day)	22.5	No	Competency
Francis Tuttle	9-12	186	Type 1	9	2 - ½ day programs	30	No	Competency
Frederick	6-12	12	Mixed	1	½ day (evening)	22	No	Competency
Frontier	7-12	15	Mixed	3	full day	30	No	Competency
Geary	7-12	15	Mixed	3	½ day (day)	20	No	Competency
Glenpool	9-12	15	Mixed	1	full day	28	# days	Both
Gore	7-12	12	Type 1	1	full day	25	No	Both
Grandfield	7-12	10	Mixed	2	½ day (day)	21	No	Both

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Granite	10-12	30	Type 1	2	2 - ½ day programs	20	No	Competency
Grant	6-8	6	Mixed	1	½ day (day)	15	less than 10 students	Both
Grove	6-12	15	Type 1	1	full day	25	No	Competency
Guthrie	8-12	40	Mixed	3	full day	30	No	Competency
Guymon	6-12	40	Mixed	3	full day	35	No	Competency
Harrah	9-12	30	Mixed	6	½ day (evening)	16	# days	Both
Hartshorne	9-12	35	Mixed	2	full day	25	No	Competency
Haskell	6-12	15	Mixed	1	full day	30	No	Both
Healdton	7-12	15	Type 1	1	½ day (day)	21	No	Competency
Heavener	9-12	10	Type 1	1	full day	20	No	Competency
Hennessey	9-12	15	Mixed	3	½ day (evening)	20	No	Both
Hinton	9-12	15	Mixed	1	full day	35	No	Both
Hobart	8-12	25	Type 1	6	½ day (evening)	17	# days	Competency
Holdenville	6-12	15	Type 1	3	full day	30	No	Competency
Hollis	9-12	15	Type 1	1	½ day (day)	21	No	Competency
Hominy	9-12	15	Type 1	1	½ day (evening)	20	# days	Competency
Hooker	9-12	15	Mixed	1	½ day (day)	20	No	Both
Howe	9-12	10	Mixed	2	full day	22.5	No	Competency
Hugo	9-12	50	Mixed	3	½ day (day)	20	No	Seat
Hydro-Eakly	9-12	8	Mixed	1	½ day (day)	17	No	Competency
Idabel	9-12	30	Mixed	2	½ day (day)	25	No	Competency
Jay	9-12	15	Mixed	1	full day	30	No	Competency
Jenks	9-12	105	Type 1	8	more than full day	35	No	Competency
Kellyville	9-12	30	Type 1	6	full day	18	# days	Both
Ketchum	9-12	10	Mixed	1	full day	30	No	Competency
Kiefer	8-12	15	Type 1	2	½ day (day)	22	No	Both

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Kingfisher	6-12	20	Mixed	2	full day	30	No	Competency
Kingston	8-12	30	Mixed	3	½ day (day)	22.5	No	Competency
Kinta	9-12	15	Mixed	1	full day	25	No	Competency
Konawa	8-12	15	Mixed	1	½ day (day)	20	No	Both
Lawton	9-12	85	Mixed	11	full day	25	No	Both
Lexington	9-12	15	Type 1	7	½ day (evening)	17	# days	Competency
Lindsay	9-12	24	Type 1	1	full day	22	No	Competency
Little Axe	9-12	15	Type 2	4	½ day (evening)	20	# days	Seat
Locust Grove	6-12	15	Mixed	1	½ day (day)	20	No	Competency
Lone Grove	6-12	15	Type 1	1	½ day (day)	21	No	Competency
Macomb	6-12	15	Type 1	5	½ day (evening)	17	No	Competency
Madill	9-12	15	Mixed	1	full day	30	No	Competency
Mangum	8-12	15	Type 1	1	½ day (day)	22	No	Competency
Mannford	9-12	15	Type 1	1	full day	20	No	Both
Marlow	9-12	30	Mixed	1	2 - ½ day programs	22.5	No	Competency
Maysville	7-12	10	Type 1	1	½ day (day)	22	No	Competency
McAlester	9-12	60	Mixed	10	½ day (evening)	22.5	No	Both
McCloud	7-12	15	Mixed	1	full day	35	No	Both
Metro Tech	9-12	180	Mixed	9	full day	30	No	Competency
Miami	9-12	60	Mixed	4	full day	25	No	Competency
Midwest City-Del City	9-12	100	Type 2	10	more than full day	30	No	Both
Moore High School	6-12	144	Mixed	12	full day	30	No	Both
Morrison	9-12	15	Type 1	1	full day	30	No	Competency
Muldrow	8-12	15	Type 1	1	full day	35	No	Both
Muskogee	6-12	120	Mixed	10	full day	35	No	Both
Mustang	9-12	60	Mixed	4	full day	30	No	Competency

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
New Lima	9-12	15	Type 1	1	full day	25	No	Competency
Newkirk	6-12	3	Mixed	3	½ day (evening)	16	# days	Competency
Ninnekah	7-12	15	Type 1	5	full day	30	No	Competency
Noble	9-12	15	Type 1	3	½ day (evening)	21	No	Competency
Norman	9-12	65	Type 1	7	full day	30	No	Competency
North Rock Creek	6-8	10	Type 2	4	½ day (day)	20	No	Seat
Nowata	9-12	15	Type 1	1	2 - ½ day programs	21	No	Competency
OKC Emerson Metro	3-12	835	Mixed	68	full day	30	No	Both
Okemah Public Schools	9-12	30	Mixed	2	½ day (evening)	16	# days	Competency
Olive	9-12	15	Mixed	1	½ day (day)	20	No	Both
Owasso	9-12	75	Type 1	5	full day	27	No	Competency
Panama	9-12	10	Mixed	1	½ day (day)	22.5	No	Competency
Paoli	9-12	15	Mixed	1	½ day (evening)	20	# days	Competency
Pauls Valley	7-12	35	Type 1	3	full day	32	No	Competency
Pawhuska	6-12	15	Type 1	2	full day	24	# days	Competency
Pawnee	9-12	15	Mixed	4	full day	35	No	Both
Peckham	6-8	10	Mixed	2	full day	30	No	Seat
Peggs	6-8	10	Type 1	1	full day	30	No	Seat
Perkins-Tryon	6-12	15	Mixed	3	full day	20	No	Competency
Perry	8-12	15	Mixed	1	½ day (evening)	25	# days	Competency
Pocola	9-12	10	Mixed	1	full day	25	No	Competency
Ponca City	9-12	45	Mixed	3	full day	25	No	Competency
Pond Creek-Hunter	9-12	10	Mixed	4	½ day (evening)	16	# days	Competency
Poteau	7-12	16	Type 1	1	½ day (day)	20	No	Both
Prague	9-12	15	Mixed	5	½ day (evening)	16	# days	Both
Preston	9-12	15	Type 1	1	½ day (day)	20	No	Competency

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Pryor	9-12	50	Mixed	3	2 - ½ day programs	22.5	No	Both
Purcell	6-12	15	Type 1	5	½ day (evening)	17	# days	Competency
Putnam City	6-12	210	Mixed	18	full day	32	No	Both
Quapaw	6-12	10	Mixed	3	full day	30	No	Competency
Quinton	9-12	15	Mixed	1	½ day (day)	22.5	No	Competency
Rattan	9-12	12	Mixed	1	full day	25	No	Competency
Ringling	6-12	10	Type 1	1	½ day (day)	21	No	Competency
Roff	6-12	15	Mixed	1	full day	35	No	Competency
Roland	10-12	15	Type 1	3	½ day (evening)	21	No	Both
Salina	6-12	15	Type 1	1	½ day (day)	20	No	Competency
Sallisaw	9-12	16	Type 1	1	full day	30	No	Both
Sand Springs	6-12	90	Type 1	6	full day	35	No	Competency
Sapulpa	6-12	82	Mixed	6	full day	32.5	No	Both
Sayre	6-12	15	Mixed	1	full day	23	No	Competency
Seiling	7-12	15	Mixed	1	½ day (day)	25	No	Both
Seminole	8-12	25	Type 1	5	full day	30	No	Competency
Sequoyah	9-12	15	Mixed	2	½ day (day)	22.5	No	Both
Shawnee	9-12	70	Type 1	6	full day	27	No	Competency
Skiatook	9-12	30	Mixed	4	½ day (evening)	16	# days	Both
Smithville	6-12	10	Type 1	1	full day	32.5	No	Both
Snyder	6-12	6	Type 1	6	½ day (day)	22	No	Both
South Coffeyville	9-12	15	Type 1	4	½ day (evening)	21	No	Competency
Sperry	9-12	15	Mixed	4	½ day (evening)	16	# days	Competency
Spiro	9-12	15	Mixed	1	½ day (day)	22.5	not de-regged	Both
Stigler	9-12	25	Type 1	3	full day	30	No	Both
Stillwater	6-12	120	Mixed	9	full day	32.5	No	Both

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Stilwell	6-12	40	Mixed	9	½ day (evening)	16	# days	Competency
Stonewall	9-12	15	Mixed	1	full day	35	No	Both
Stratford	9-12	15	Type 1	2	½ day (evening)	20	No	Both
Stroud	9-12	20	Mixed	9	½ day (evening)	16	# days	Competency
Stuart	9-12	15	Mixed	1	½ day (day)	22.5	No	Competency
Sulphur	9-12	15	Type 1	1	½ day (day)	20	No	Competency
Tahlequah	6-12	65	Type 1	10	more than full day	35	No	Competency
Talihina	9-12	30	Mixed	3	full day	30	No	Competency
Tecumseh	8-12	35	Type 1	2	½ day (day)	21	No	Competency
Texhoma	9-12	15	Mixed	1	full day	10	No	Competency
Timberlake	7-12	10	Mixed	1	½ day (day)	10	# days	Competency
Tipton	6-12	10	Type 1	1	full day	22	No	Competency
Tishomingo	6-12	20	Type 1	1	full day	22	No	Competency
Tonkawa	6-12	4	Type 2	1	½ day (day)	22	No	Both
Tulsa	6-12	320	Mixed	29	full day	35	No	Both
Turpin	6-12	10	Mixed	1	full day	15	No	Both
Tuttle	9-12	15	Mixed	2	full day	30	No	Competency
Union	9-12	112	Type 1	8	full day	30	No	Competency
Valliant	9-12	10	Type 1	6	½ day (evening)	17	# days	Both
Vian	9-12	15	Mixed	3	½ day (evening)	22.5	# days	Both
Vinita	9-12	30	Mixed	3	full day	25	No	Both
Wagoner	9-12	38	Type 1	4	full day	32	No	Competency
Warner	9-12	14	Type 1	4	full day	25	No	Competency
Watonga	6-12	20	Mixed	2	½ day (day)	20	No	Competency
Watts	6-12	12	Type 1	3	½ day (evening)	20	No	Competency
Waynoka	6-12	10	Mixed	3	½ day (day)	5	No	Both

District/Host Site	Grades Served	Slots	Program Type	Number of Teachers	Time of day	Total hours per week	Deregulations	Credit Awarded
Weatherford	6-12	25	Mixed	2	full day	35	No	Competency
Weleetka	9-12	25	Mixed	2	2 - ½ day programs	22.5	No	Competency
Wellston	9-12	10	Mixed	1	full day	35	No	Both
Western Heights	6-12	60	Mixed	6	full day	30	No	Both
Westville	6-12	12	Type 1	7	½ day (evening)	20	No	Competency
Wetumka	9-12	15	Mixed	5	full day	35	No	Both
Wewoka	9-12	15	Type 1	3	½ day (evening)	17	# days	Competency
Whitebead	6-8	15	Type 1	1	Resource	6	No	Competency
Wilburton	9-12	30	Mixed	2	full day	25	No	Competency
Wilson	6-12	15	Type 1	4	½ day (evening)	21	# days	Competency
Wister	9-12	15	Mixed	1	2 - ½ day programs	22.5	No	Competency
Woodland	9-12	15	Mixed	5	½ day (evening)	16	# days	Competency
Woodward	9-12	20	Mixed	4	½ day (day)	20	No	Competency
Wright City	9-12	15	Type 1	1	½ day (day)	21	No	Both
Wynnewood	9-12	15	Mixed	2	½ day (evening)	16	# days	Competency
Yukon	9-12	60	Type 1	5	2 - ½ day programs	21	# days	Competency

OKLAHOMA TECHNICAL ASSISTANCE CENTER (OTAC)
STANDARDS FOR EVALUATION – 17 CRITERIA FOR ALTERNATIVE EDUCATION ACADEMIES

<i>Criterion</i>	<i>Marginal</i>	<i>Appropriate/Accomplished</i>	<i>Notable</i>
Intake and Screening	<p>Although the program conducts intake, no screening is conducted – all referrals are accepted. Intake or screening conducted solely by administrators.</p> <p>Student participation is mandatory; however, an intake/screening process is employed to ensure a match between student and program.</p> <p>Most of the students are enrolled on a part-time basis (credit recovery).</p> <p>An intake/screening process is specified, but criteria ignored or circumvented.</p> <p>Student records incomplete, making intake difficult.</p> <p>“Placement” is short term.</p> <p>High number or percentage of students leave the program within the first month, suggesting an ineffective intake process.</p>	<p>An appropriate target population has been specified.</p> <p>The target population is at risk of dropping out or school failure.</p> <p>Both traditional and alternative educators are included in the intake and screening process.</p> <p>Student participation is voluntary, although some students may be assigned or placed (e.g. OJA).</p> <p>Student record review is part of the intake and screening process.</p> <p>Student records complete before screening.</p> <p>Some students may be screened out when program appears inappropriate.</p>	<p>Intake done by a committee which represents the behavioral, social and academic needs of the student. Team assesses and matches needs to services; screens out, and assists with referral for more appropriate services.</p> <p>School requires students to take “responsibility steps” as a part of the intake process.</p> <p>High retention rate early over the first month of participation.</p>
State and Local Collaboration	<p>Limited collaboration with other agencies, organizations, or individuals serving youth.</p> <p>Minimal reliance or involvement of services outside of school personnel.</p>	<p>Coordinates service delivery with other agencies or organizations.</p> <p>Uses available services when appropriate.</p> <p>Program utilizes an advisory group with representatives from service providers and community members.</p> <p>Incorporates on-going collaborative resources to meet the social, emotional, career awareness, and academic needs of the student.</p> <p>Staff participates in professional development opportunities directed toward “at-risk” youth.</p>	<p>Incorporates on-going collaborative resources and services to meet a <u>broad range</u> of student needs. The services are considered integral to the success of the alternative program.</p> <p>Evidence that the program incorporates individual student characteristics to help them meet graduation requirements (e.g. career tech, work study, and/or service learning).</p> <p>Regularly scheduled meetings of an advisory group are conducted to review program needs and service opportunities.</p>
Individualized Instruction	<p>Little differentiation from traditional school.</p> <p>Instruction is limited to only one approach (e.g. textbooks, computer-assisted instruction or packaged curricula).</p> <p>Instruction is individualized along only one dimension (e.g., pace).</p>	<p>Uses available resources to develop or assign work to students based on differentiated (remedial or accelerated) needs</p> <p>Students <u>actively</u> engaged in learning.</p> <p>Students make adequate progress toward graduation plan.</p> <p>The curriculum has appropriate rigor and is matched to the learner.</p> <p>Teachers use individual student data in making instructional decisions.</p> <p>Instruction meets the learning style needs of each student and includes opportunities for hands-on, project oriented activities.</p>	<p>Extends approaches to encompass a broad range of instructional options (experiential class instruction, <u>extended</u> technology (e.g. computer, video), arts).</p> <p>Each student’s curriculum is constructed individually to engage and appropriately challenge the learner.</p>

<i>Criterion</i>	<i>Marginal</i>	<i>Appropriate/Accomplished</i>	<i>Notable</i>
Counseling and Social Services	Non-certified or non-licensed individual provides regularly scheduled guidance services. Counseling is available on an "as needed" basis rather than scheduled as a part of the alternative program; most students do not participate regularly.	Students are provided routine and scheduled access to certified and licensed counselors. Group and/or individual sessions conducted at least once every 2 weeks. Appropriately focused on the mental health needs of at-risk youth and clearly targeted to meet student academic, mental health, and family needs. Referrals to other agencies as appropriate.	Program offers a broad range of weekly group and individual counseling. Additional program features (e.g. home visits, parental trainings, wide range of topics addressed,) are evident. Strong collaborative partnerships to support the mental health needs of the students are evident. Favorable rapport with the counselor is indicated on student surveys and other behavioral data outcomes.
Graduation Plan	Although an individualized plan is written for every student during the intake process, it is not regularly updated as student completes course work. Students are not provided with the opportunity to enroll in a full (6-7 class periods) schedule of classes.	Students participate in the development of their instructional plan. Individualized plan is outlined for block, semester, trimester or year. Plan should incorporate goals for behavior factors which may have impeded the student's success (e.g. absences, drug issues, suspensions) Students make adequate progress toward graduation, as indicated by outcomes evaluation.	Plan extends beyond high school graduation and assists students with a successful transition. Student options for career tech, jobs, and/or concurrent enrollment are included.
Life Skills	Life skills instruction is limited in time allotted and/or scope. It is not used to make the learning of core content more relevant to at-risk youth.	Uses available resources to develop relevant life skills instruction for students. (e.g. everyday living skills, career exploration, guest speakers, field trips, job shadowing). Skills should be implemented to include hands-on activities. May be integrated within other coursework or may appear as an academic credit on the transcript.	Identify and address specific life-skill needs of participants. Develop innovative life skills curriculum that meets the needs of participants. Evidence of opportunities outside of the classroom to put relevant life skills into practice.
Self Evaluation	Student data or program director's written evaluation is incomplete or late.	Written evaluation complete and submitted on time. Student database has minimal errors and is returned to evaluator in advance of the deadline.	Pre-data submitted by requested deadline (first semester). Post-data and written evaluation are complete, accurate, and submitted by the requested deadline. Self-evaluation process utilized to make program improvements.

<i>Criterion</i>	<i>Marginal</i>	<i>Appropriate/Accomplished</i>	<i>Notable</i>
Effective Instruction	<p>Instruction is limited to only one approach (e.g. textbooks, computer-assisted instruction or packaged curricula). Very limited opportunities for active learning. Students appear to work <u>totally</u> independently with little or no interaction with the teacher or other students. The program is a substitute for, rather than an alternative to, the traditional program. Students demonstrate little academic progress and/or insufficient improvement on key variables (GPA, attendance, suspensions, test scores, courses completed).</p>	<p>The curriculum has appropriate rigor and is matched to the learner. Students' individual coursework meets Oklahoma Priority Academic Student Skills (PASS) objectives. Student achievement is evidenced by Oklahoma Criterion Referenced Tests (CRT) or Oklahoma End of Instruction (EOI) assessments. Program effectiveness is evidenced by the data submitted to OTAC. Formal and informal assessments indicate students' progress toward their individual academic objectives. Interactive (cooperative) learning among students.</p>	<p>Student outcome data, including Oklahoma Core Curriculum Test results, show exceptional results. Authentic formal and informal assessments document students' progress toward the objectives. Assessment results are utilized to determine programming changes. Instructor(s) collaborate with each other (if applicable) and the traditional classroom teachers to align curriculum to ensure student success.</p>
Arts Education	<p>Instruction in the arts <i>is only available</i> through individual student enrollment in an arts course in the traditional school, AND most students are enrolled in at least one art course.</p>	<p>Instruction in the arts <i>is provided</i> by scheduled activities specifically for the students in the alternative education program. Instructors may include artists-in-residence, local craftsmen, and those representing other arts and humanities councils. Instruction should be activity-based and may include a broad spectrum of offerings (e.g. visual, performing and fine arts.) The arts are integrated within other coursework and may appear as an academic credit on the transcript.</p>	<p>The arts are infused into the alternative curriculum. The arts are used as an instructional strategy used to expand and enrich the alternative curriculum throughout the year. Opportunities for public presentation of student art are available (e.g., displays, art shows, performances, publication on the internet).</p>

The following criteria are rated as met / not met

Certified Teachers	Not Met							Met
Courses Meet Curricular Standards	Not Met							Met
Clear and Measurable Goals and Objectives	Not Met							Met
Effective Student/Teacher Ratio	Not Met = More than 15 to 1							Met
Faculty Selection	Not Met							Met
Budget	Not Met							Met
Student Participation	Not Met							Met
Designed to Serve Grades (check all that apply)	6	7	8	9	10	11	12	

District/LEA	Total Program Allocation	Number of Students	Number of Slots	Cost Per Slot
Ada	\$96,594	28	25	\$3,863.76
Altus	\$111,551	66	50	\$2,231.02
Alva	\$38,995	11	15	\$2,599.67
Anadarko	\$86,000	53	30	\$2,866.67
Antlers	\$23,859	15	15	\$1,590.60
Ardmore	\$206,189	106	73	\$2,824.51
Arnett	\$35,612	14	10	\$3,561.20
Atoka-Coal Interlocal Cooperative	\$77,277	63	30	\$2,575.90
Barnsdall	\$19,497	12	8	\$2,437.13
Bartlesville	\$199,421	148	100	\$1,994.21
Beggs	\$114,758	84	66	\$1,738.76
Bethany	\$11,840	11	15	\$789.33
Bethel	\$20,120	30	15	\$1,341.33
Big Pasture	\$8,903	0	0	\$4,451.50
Billings	\$8,903	0	0	\$2,967.67
Bixby	\$39,885	68	60	\$664.75
Blackwell	\$46,740	47	30	\$1,558
Blanchard	\$29,468	18	15	\$1,964.53
Boise City	\$26,709	18	15	\$1,780.60
Boone-Apache	\$23,237	23	11	\$2,112.45
Bowlegs	\$8,903	20	15	\$593.53
Bridge Creek	\$40,507	28	30	\$1,350.23
Bristow	\$41,131	42	15	\$2,742.07
Broken Arrow	\$357,089	132	104	\$3,433.55
Broken Bow	\$104,786	27	27	\$3,880.96
Burns Flat Dill City	\$32,140	19	15	\$2,142.67
Byng	\$40,062	16	15	\$2,670.80
Cache	\$22,613	29	30	\$753.77
Cameron	\$8,903	9	15	\$593.53
Canadian	\$26,709	10	15	\$1,780.60
Caney Valley	\$14,956	13	15	\$997.07
Canton	\$17,806	16	15	\$1,187.07
Carnegie	\$51,637	13	15	\$3,442.47
Catoosa	\$38,014	13	15	\$2,534.27
Checotah	\$38,638	26	20	\$1,931.90
Chelsea	\$17,449	16	15	\$1,163.27
Cheyenne	\$17,806	7	10	\$1,780.60

District/LEA	Total Progam Allocation	Number of Students	Number of Slots	Cost Per Slot
Chickasha	\$105,320	59	60	\$1,755.33
Choctaw Nation Interlocal Cooperative	\$84,756	21	30	\$1,176.65
Choctaw-Nicoma Park	\$70,599	108	60	\$2,825.20
Chouteau-Mazie	\$23,682	23	15	\$1,578.80
Cimarron	\$74,161	32	15	\$4,944.07
Claremore	\$144,937	86	60	\$2,415.62
Cleveland	\$46,740	62	60	\$779.00
Clinton	\$87,160	66	40	\$2,179
Coalgate	\$13,087	27	25	\$523.48
Colcord	\$45,226	28	15	\$3,015.07
Collinsville	\$24,928	67	45	\$553.96
Comanche	\$62,497	47	50	\$1,249.94
Commerce	\$43,936	11	15	\$2,929.07
Cordell	\$17,807	7	15	\$1,187.13
Cottonwood	\$8,903	11	15	\$593.53
Coweta	\$54,217	34	27	\$2,008.04
Crutcho	\$8,903	14	11	\$809.36
Cushing	\$48,609	15	15	\$3,240.60
Dewey	\$41,933	29	15	\$2,795.53
Dickson	\$34,899	22	14	\$2,492.79
Drumright	\$26,709	11	15	\$1,780.60
Duncan	\$124,015	75	75	\$1,653.53
Durant	\$82,884	60	45	\$1,841.87
Edmond	\$135,233	246	135	\$1,001.73
El Reno	\$98,555	133	104	\$947.64
Elgin	\$50,391	24	30	\$1,679.70
Elk City	\$75,140	43	30	\$2,504.67
Enid	\$270,465	91	65	\$4,161.00
Erick	\$17,806	9	15	\$1,187.07
Eufaula	\$51,280	23	30	\$1,709.33
Fairland	\$68,018	27	20	\$3,400.90
Fairview	\$23,859	15	15	\$1,590.60
Fort Gibson	\$34,899	27	20	\$1,744.95
Foyil	\$13,710	13	15	\$914
Francis Tuttle	\$32,762	260	186	\$176.14
Frederick	\$44,425	22	12	\$3,702.08
Frontier	\$8,903	19	15	\$593.53

District/LEA	Total Progam Allocation	Number of Students	Number of Slots	Cost Per Slot
Geary	\$12,464	13	15	\$830.93
Glenpool	\$21,811	17	15	\$1,454.07
Gore	\$8,903	12	12	\$741.92
Grandfield	\$8,903	12	10	\$890.30
Granite	\$55,109	19	30	\$1,836.97
Grant	\$17,807	8	6	\$2,967.83
Grove	\$72,913	25	15	\$4,860.87
Guthrie	\$109,058	57	40	\$2,726.45
Guymon	\$87,247	51	40	\$2,181.18
Harrah	\$31,783	30	30	\$1,059.43
Hartshorne	\$19,319	19	35	\$551.97
Haskell	\$81,372	10	15	\$5,424.80
Healdton	\$25,730	16	15	\$1,715.33
Heavener	\$21,811	9	10	\$2,181.10
Hennessey	\$30,714	17	15	\$2,047.60
Hinton	\$17,806	18	15	\$1,187.07
Hobart	\$19,319	37	25	\$772.76
Holdenville	\$37,392	34	15	\$2,492.80
Hollis	\$13,087	20	15	\$872.47
Hominy	\$40,242	12	15	\$2,682.80
Hooker	\$19,497	13	15	\$1,299.80
Howe	\$10,594	10	10	\$1,059.40
Hugo	\$56,444	43	50	\$1,128.88
Hydro-Eakly	\$8,903	15	8	\$1,112.88
Idabel	\$90,362	33	30	\$3,012.07
Jay	\$34,899	26	15	\$2,326.60
Jenks	\$145,204	140	105	\$1,382.90
Kellyville	\$24,928	38	30	\$830.93
Ketchum	\$8,903	13	10	\$890.30
Kiefer	\$39,617	13	15	\$2,641.13
Kingfisher	\$34,009	24	20	\$1,700.45
Kingston	\$31,159	43	30	\$1,038.63
Kinta	\$8,903	9	15	\$593.53
Konawa	\$27,421	18	15	\$1,828.07
Lawton	\$616,693	136	85	\$7,255.21
Lexington	\$37,392	23	15	\$2,492.80
Lindsay	\$38,637	50	24	\$1,609.88

District/LEA	Total Progam Allocation	Number of Students	Number of Slots	Cost Per Slot
Little Axe	\$23,682	27	15	\$1,578.80
Locust Grove	\$22,436	28	15	\$1,495.73
Lone Grove	\$23,058	24	15	\$1,537.20
Macomb	\$26,709	13	15	\$1,780.60
Madill	\$29,291	22	15	\$1,952.73
Mangum	\$13,087	15	15	\$872.47
Mannford	\$40,686	20	15	\$2,712.40
Marlow	\$90,631	36	30	\$3,021.03
Maysville	\$8,903	11	10	\$890.30
McAlester	\$171,734	82	60	\$2,862.23
McLoud	\$36,768	25	15	\$2,451.20
Metro Tech	\$11,840	190	180	\$65.78
Miami	\$87,247	85	60	\$1,454.12
Midwest City-Del City	\$205,030	186	100	\$2,050.30
Moore	\$440,597	202	144	\$3,059.70
Morrison	\$17,806	14	15	\$1,187.07
Muldrow	\$29,913	16	15	\$1,994.20
Muskogee	\$259,871	164	120	\$2,165.59
Mustang	\$79,145	124	60	\$1,319.08
New Lima	\$26,709	15	15	\$1,780.60
Newkirk	\$12,464	5	3	\$4,154.67
Ninnekah	\$46,206	18	15	\$3,080.40
Noble	\$61,696	27	15	\$4,113.07
Norman	\$349,611	105	65	\$5,378.63
North Rock Creek	\$26,709	3	10	\$2,670.90
Nowata	\$36,146	20	15	\$2,409.73
Oklahoma City	\$1,323,037	1113	835	\$1,584.48
Okemah	\$38,371	34	30	\$1,279.03
Olive	\$8,903	6	15	\$593.53
Owasso	\$62,319	120	75	\$830.92
Panama	\$9,348	7	10	\$934.80
Paoli	\$36,057	29	15	\$2,403.80
Pauls Valley	\$50,479	38	35	\$1,442.26
Pawhuska	\$27,420	23	15	\$1,828
Pawnee	24,304	14	15	\$1,620.27
Peckham	\$8,903	12	10	\$890.30
Peggs	\$31,161	11	10	\$3,116.10

District/LEA	Total Program Allocation	Number of Students	Number of Slots	Cost Per Slot
Perkins-Tryon	\$26,175	21	15	\$1,745
Perry	\$33,652	27	15	\$2,243.47
Pocola	\$13,087	17	10	\$1,308.70
Ponca City	\$221,233	63	45	\$4,916.29
Pond Creek-Hunter	\$26,709	14	10	\$2,670.90
Poteau	\$69,174	32	16	\$4,323.38
Prague	\$35,078	27	15	\$2,338.53
Preston	\$8,903	8	15	\$593.53
Pryor	\$77,276	73	50	\$1,545.52
Purcell	\$29,291	21	15	\$1,952.73
Putnam City	\$412,554	299	210	\$1,964.54
Quapaw	\$27,110	13	10	\$2,711
Quinton	\$8,903	11	15	\$593.53
Rattan	\$8,903	10	12	\$741.92
Ringling	\$11,217	16	10	\$1,121.70
Roff	\$44,515	17	15	\$2,967.67
Roland	\$44,515	20	15	\$2,967.67
Salina	\$42,555	20	15	\$2,837
Sallisaw	\$53,595	22	16	\$3,349.69
Sand Springs	\$121,077	114	90	\$1,345.30
Sapulpa	\$104,696	99	82	\$1,276.78
Sayre	\$19,319	17	15	\$1,287.93
Seiling	\$30,270	20	15	\$2,018
Seminole	\$69,353	63	25	\$2,774.12
Sequoyah	\$18,072	10	15	\$1,204.80
Shawnee	\$160,161	86	70	\$2,288.01
Skiatook	\$10,594	19	30	\$353.13
Smithville	\$17,806	3	10	\$1,780.60
Snyder	\$17,806	13	6	\$2,967.67
South Coffeyville	\$17,806	10	15	\$1,187.07
Sperry	\$9,971	13	15	\$664.73
Spiro	\$13,710	17	15	\$914
Stigler	\$50,390	29	25	\$2,015.60
Stillwater	\$137,459	196	120	\$1,145.49
Stilwell	\$124,461	82	40	\$3,111.53
Stonewall	\$17,806	12	15	\$1,187.07
Stratford	\$14,956	15	15	\$997.07

District/LEA	Total Progam Allocation	Number of Students	Number of Slots	Cost Per Slot
Stroud	\$53,149	49	20	\$2,657.45
Stuart	\$17,806	11	15	\$1,187.07
Sulphur	\$26,175	35	15	\$1,745
Tahlequah	\$175,118	132	65	\$2,694.12
Talihina	\$52,081	18	30	\$1,736.03
Tecumseh	\$31,159	41	35	\$890.26
Texhoma	\$17,806	16	15	\$1,187.07
Timberlake	\$17,806	9	10	\$1,780.60
Tipton	\$8,903	16	10	\$890.30
Tishomingo	\$24,304	25	20	\$1,215.20
Tonkawa	\$17,449	8	4	\$4,362.25
Tulsa	\$1,793,547	549	320	\$5,604.83
Turpin	\$44,515	12	10	\$4,451.50
Tuttle	\$37,569	15	15	\$2,504.60
Union	\$220,611	183	112	\$1,969.74
Valliant	\$22,613	16	10	\$2,261.30
Vian	\$16,827	16	15	\$1,121.80
Vinita	\$40,507	26	30	\$1,350.23
Wagoner	\$79,145	42	38	\$2,082.76
Warner	\$21,367	20	14	\$1,526.21
Watonga	\$29,913	22	20	\$1,495.65
Watts	\$15,581	15	12	\$1,298.42
Waynoka	\$17,806	4	10	\$1,780.60
Weatherford	\$47,362	21	25	\$1,894.48
Weleetka	\$35,612	26	25	\$1,424.48
Wellston	\$26,709	10	10	\$2,670.90
Western Heights	\$61,696	61	60	\$1,028.27
Westville	\$44,247	21	12	\$3,687.25
Wetumka	\$21,367	20	15	\$1,424.47
Wewoka	\$47,274	17	15	\$3,151.60
Whitebead	\$8,903	12	15	\$593.53
Wilburton	\$48,520	31	30	\$1,617.33
Wilson (Carter Co.)	\$8,903	18	15	\$593.53
Wister	\$17,806	16	15	\$1,187.07
Woodland	\$20,743	12	15	\$1,382.87
Woodward	\$119,921	39	20	\$5,996.05
Wright City	\$8,903	10	15	\$593.53
Wynnewood	\$16,203	31	15	\$1,080.20
Yukon	\$76,029	108	60	\$1,267.15

Oklahoma Technical Assistance Center
2010-11 Survey of Alternative Education Students

Please complete the survey below. Your information is confidential. Your opinions are important, and we thank you for your time.

- Do NOT use the "ENTER" key while responding to these questions.
- Doing so may cause you to lose all entered information and start over on the survey !!!
- Use your mouse or TAB key to move to the next question.
- Use your mouse to click on buttons and boxes.

1. School or Program Name (such as, Stillwater Lincoln Academy or Bristow Alternative Academy...be sure to include town name).

2. Your gender.

- Male
- Female

3. What grade are you in?

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

4. Why are you attending an alternative program?

- I choose to go to the alternative program
- My parents decided I should go to the alternative program
- My principal made me go to the alternative program

Other (Please Explain)

5. If you weren't in alternative school, would you be in school?

- Yes
- No
- Not sure

6. What is important to you about alternative school?

- | | |
|---|---|
| <input type="checkbox"/> Smaller classes | <input type="checkbox"/> Flexible school hours |
| <input type="checkbox"/> Child care facilities | <input type="checkbox"/> Caring teachers and staff |
| <input type="checkbox"/> Safe environment | <input type="checkbox"/> Fewer distractions |
| <input type="checkbox"/> Teachers that listen | <input type="checkbox"/> I feel like I belong |
| <input type="checkbox"/> Less stressful | <input type="checkbox"/> One-on-one attention from teachers |
| <input type="checkbox"/> Self-paced course work | <input type="checkbox"/> I can be myself |
| <input type="checkbox"/> Nothing is important | |

Other (Please Explain)

7. To earn course credit in alternative school, compared to the traditional high school, I do ...

- more work
- less work
- about the same amount of work

8. Is graduating high school important to you?

- Yes
- No
- Not sure

Why or why not?

9. What can your alternative school do better to help students stay in school and graduate?

10. What are your plans after school?

- | | |
|---|--|
| <input type="checkbox"/> Career Tech | <input type="checkbox"/> College/Community College |
| <input type="checkbox"/> Military | <input type="checkbox"/> Working (I know I have a job) |
| <input type="checkbox"/> Job training program | <input type="checkbox"/> Looking for work |
| <input type="checkbox"/> I am not sure | |

Other (please explain)

11. Have you ever seriously considered dropping out of school?

- Yes
- No

12. What would you tell students who are thinking about dropping out of school?

13. Would you recommend this alternative program to a friend?

- Yes
- No
- Not sure

14. Is there anything else you'd like to tell us about your alternative program?

You're Done !!! Click the button (once!) to submit your survey.

Click This Button Just Once to Submit Survey

Alternative Education Programs Submitting Student Surveys

Afton	Francis Tuttle	OKC Pathways	Warner
Altus	Frederick	OKC SeeWorth	Watts
Alva	Frontier	Okemah	Wayne
Anadarko	Garfield County	Owasso	Waynoka
Antlers	Geary	Panama	Weatherford
Arnett	Glenpool	Pawnee	Weleetka
Atoka-Coal Interlocal	Gore	Perkins-Tryon	Wellston
Bartlesville	Granite	Perry	Western Heights
Bethany	Grant	Pocola	Westville
Bixby	Grove	Ponca City	Wewoka
Blackwell	Guthrie	Poteau	Wilburton
Boise City	Harrah	Prague	Wilson (carter co.)
Boone-Apache	Hartshorne	Preston	Wister
Bowlegs	Haskell	Purcell	Woodward
Bridge Creek	Healdton	Putnam City Academy	Wyandotte
Bristow	Heavener	Putnam City MS	Wynnewood
Broken Arrow	Hennessey	Quinton	Wynona
Broken Bow	Hobart	Rattan	Yukon
Burns Flat Dill City	Holdenville	Ringling	
Byng	Hollis	Roff	
Caddo-Kiowa	Hominy	Roland	
Cameron	Hooker	Salina	
Canadian	Howe	Sallisaw	
Caney Valley	Hugo	Sapulpa	
Canton	Idabel	Sayre	
Chelsea	Kellyville	Seiling	
Cheyenne	Ketchum	Seminole	
Choctaw Nation Interlocal	Kiefer	Sequoyah	
Choctaw-Nicomia Park	Kingfisher	Smithville	
Cleveland	Kingston	Sperry	
Clinton	Kinta	Spiro	
Coalgate	Lawton	Stillwater	
Colcord	Lexington	Stilwell	
Collinsville	Lindsay	Stonewall	
Comanche	Little Axe	Stratford	
Commerce	Locust Grove	Stroud	
Coweta	Madill	Stuart	
Crescent	Mangum	Sulphur	
Crutcho	Mannford	Tahlequah	
Cushing	Maysville	Talihina	
Deer Creek	McAlester	Tecumseh	
Dewey	McLoud	Texhoma	
Dibble	Metro Tech	Timberlake	
Drumright	Miami	Tipton	
Duncan	Midwest City-Del City	Tishomingo	
Durant	Moore 6th	Tonkawa	
Edmond	Morrison	Tulsa Met Franklin	
El Reno	Muldrow	Tulsa Met Lombard-Big Picture	
Elgin	Muskogee	Tulsa Middle College	
Elk City	Mustang	Tulsa Street School	
Enid	Newkirk	Turpin	
Erick	Ninnekah	Union	
Eufaula	Noble	Valliant	
Fairview	Norman	Vian	
Fort Gibson	OKC Emerson Metro	Vinita	
Foyil	OKC Middle Schools	Wagoner	