



**Alternative Education Advisory Committee
AGENDA**

**February 13, 2018 9:00 am – 11:00 am
OSDE Conference Room 215**

Welcome

Missy Corn

Goals of Advisory Committee

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

Discussion Items

- **State Aid Task Force Update (Goal #1)**
- **Website Update (Goal#1)**
- **Presentation of working groups – evaluation and data (Goal #2)**
- **Discussion about definitions for credit recovery and alternative education (Goal #1)**
- **Presentation about Online Supplemental Program by Dr. Lisa Daniels (Goal #1)**

Closing

Next meeting – May 15, 2018 at OSDE 10:00 am – 12:00 pm

“If the world is cold, make it your business to build fires.” - Horace Traubel

Data Working Group

January 23, 2018

Presenter is Sheryl on February 13th at the advisory committee meeting.

Attendance: Jimmy Acevedo, Sheryl Tatum

GOALS:

1. Study current data trends in alternative education.
2. Identify what student and program data should be collected.
3. Analyze data for training, programs, and incentives to improve outcomes.

How do we want to collect data?

- Individual student data---previous years
- Program data—currently
- Add questions to collect demographic data like gender and race/ethnicity
- Group would like data collected in the WAVE or SSO

Looking at the Oklahoma past and present data collections, Arkansas data, and the Massachusetts self-assessment, which one would best fit Oklahoma Alternative Education Program needs?

- Group would still like for someone to physically visit program - one visit every other year would be satisfactory
- Group would like to have more professional development geared toward alternative education issues and data that is collected.

Can district information systems identify alternative education and credit recovery students?

- Dawn Williams from Data explained that it would cost districts to add this component to their student information systems if not already available.
- Most of the data discussed she believes is already in the system, but would need a report or program to retrieve in a user-friendly manner.
- PowerSchool already has this option for identifying alternative education students.

Should we track how many credits each student receives in a year?

- Does the WAVE or SSO do this?
- Can student information systems track this? It would depend how the student schedules are input into the system – manual upload of courses may present a barrier for pulling this information in small programs.

Recommendations:

- Group would like to have data collected by the WAVE or Single Sign On yearly with a site visit every other year. It was frustrating and time consuming when we collected the extensive, individual student data because most of the data was already in the student information system. What specific data to collect depends on if we are able to connect to the WAVE or SSO.
- Group would like professional development geared to alternative education programs and the data that is collected.

Evaluation Working Groups

January 24, 2018

Presenter is Justin Fite on February 13th at the advisory committee meeting.

Attendance: Debra Watson, Justin Fite, Elizabeth Ressel, Sheryl Tatum, Jody Pendleton, Travis Graham, William Stubbs

GOALS:

1. Create an evaluation tool that can be used to evaluate alternative education programs for middle school/junior high that promotes improvement and innovation with compliance and eligibility.
2. Create an evaluation tool that can be used to evaluate alternative education programs for high school that promotes improvement and innovation with compliance and eligibility.

Evaluation Rubric

- Current evaluation rubric is geared toward high school, not K-6 and K-8.
- Do we need separate rubrics for middle school/junior high programs and high school programs?
 - Working group would like to see different rubrics for middle school/junior high and high school. Feel it would provide more guidance for best practice/strategy and set expectations for the different age groups and goals.
 - Jennifer and Missy will design a middle school/junior high and high school rubric over Spring Break and bring it to the working group for discussion.
- Working group looked at the Massachusetts alternative education rubric, which is subjective with a total student data component. Arkansas rubric and data was provided but no discussion occurred.
- 2017-- Oklahoma had 294 alternative education programs, which is a significant increase from 2010 when the state had 247 alternative education programs.
- Increase in programs - Why? Districts are pulling out of cooperative programs. Accountability? Funds? Needs? Representative Casey had several suggestions for coop incentives at the last whole meeting.
- Some districts would like the option to exempt from alt ed. Dependent districts currently have that option but would need a process and timeline.
- Working Group likes our rubric but would like to see some changes.
 - A separation of the middle school/junior high rubric and the high school rubric.
 - 3 column rating system – not 4 columns and does like the rating system (program doesn't meet law – 0 points, program meets the law – 1 point, program exceeds the law – 2 points)

- Streamline the sections better. There is duplication and breaks in flow (PD and teachers, effective and individualized instruction)

Credit Recovery vs. Alternative Education

- Working group would like definitions of credit recovery and alternative education.
- We discussed that credit recovery students are not receiving the 17 criteria but districts are using the alt ed funds.
- Diversity of need needs further discussion. Funding online supplemental or credit recovery – different types of students.

Data

- Jennifer stated alternative education perception is an issue.
- SDE is currently asking for a significant increase for alternative education, what types of data are needed to justify this increase?
- Gap between evaluation and data reports—needs to reflect increase in reading improvement, attendance. Working group would like to see focus on growth of students.
- Current data collection –last year about 20 questions from survey monkey; about 31 questions this year will be in google doc format.
- Should we fill out individual student data instead of group data?—
 - Looking at the WAVE or SSO to pull this information for us----attendance, GPA, state scores
 - Requires funds at the state and local level.
- Working Group would like WAVE to add marker for alternative education --- Power School already has an alt ed option. Unsure of other providers.

Site Visits

Working Group would like two-year rotation for site visits.

- See programs with problems every year they score poorly
- New programs –see first year
- New directors-see first year

Do we drop 6th grade?

- Working Group would like to drop 6th grade programs.
 - More aligned with dropout report law.
 - This will add a handful of funds from K-6 districts back into the large funding stream.

Recommendations:

- Group would like to have data collected by the WAVE or Single Sign On yearly with a site visit every other year. It was frustrating and time consuming when we collected the extensive, individual student data because most of the data was already in the student information system. Specific data collected determines data collection approach.
- Group would like professional development geared to the alt ed programs and the data collection. Would love to have their conference back.
- Remove the 6th grade requirement. This would eliminate the need for K-6 dependent districts to comply and would match the dropout report grade requirements.
- Establish a rule for K-8 dependent districts that wish to exempt provided a due date and process for the exemption in the spring semester before the school year they wish to exempt.
- Definition of Credit Recovery Students – Student who has failed a semester or less but does not fit or need the criteria for alternative education programming by definition to be successful in the secondary school setting. These students do not fit the definition of alternative education.
- Definition of Alternative Education Students - At-risk children and youth are individuals whose present or predictable status (economic, emotional/social, academic, and/or health) indicates that they might fail to successfully complete their secondary education and acquire basic life skills necessary for higher education and/or employment.

“At-risk student” means a student whose present or expected status indicates they might fail to complete their secondary education for reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, overage or underserved students, students in state custody, juvenile justice involvement, or other such factors, not including disability status.

17 Quick Tips for Your Credit Recovery Program

Monday, November 3, 2014

At Edmentum, we have helped thousands of schools get their students get back on track, and we know that running an effective credit recovery program is not easy. However, it is vital to your students' success, so we wanted to help by putting together 17 tips for your credit recovery program. In order to make our tips most relevant to you, we have split them into tips for the district level and tips for the school level. Enjoy!

Tips for Districts

1. Have clear, well-defined standards to your credit recovery programs.
2. Verify to make sure your program will meet your state standards for credit recovery (if applicable).
3. Determine the preferred mode of delivery for your credit recovery program(s) (direct instruction, computer assisted instruction, an online program either fully virtual or with blended implementation, etc.).
4. Make sure that you budget for creating/adapting curriculum or work with a vendor to provide proven, pedagogically sound resources for your schools.
5. Parental involvement is a must, so be sure you have a process that engages parents and requires parental consent for participation in your program.
6. Have criteria to determine eligibility for participation in the credit recovery program.
7. Make sure you have the systems and technology in place to track your student and program data. Utilize your data to make informed decisions, including:
 1. Determining who is most at risk for dropping out and who is most in need of credit recovery programs.
 2. Tracking the performance of the students participating in the program, as well as the program as a whole.
8. Ensure teachers and administrators have the professional development and resources they need to be successful. It is a good idea to recommend that teachers get certified in the subjects they are overseeing.

Tips for Schools

1. Offer support classes or after-school courses for credit recovery for students at high risk (e.g., below 2.0 grade point average). Make sure these offerings are flexible enough fit in students' busy schedules.
2. Make sure your program allows for individualized instruction and has adequate student support.
3. Monitor your student performance data often to ensure students have mastered the material before moving forward in the program and especially before being awarded credit. This will also help you identify who is continuing to struggle on what topics, so you can spend your time on the material and with the students who need it most.

4. Make sure you budget for creating/adapting curriculum, or work with a vendor to provide proven, pedagogically sound resources for your students.
5. Convene a panel of principals and teachers to peer review each credit recovery course to ensure it aligns with your state and district standards. You will also want to make sure the content is engaging and interactive.
6. Have an approval process for participation in your credit recovery program. This could be as simple as using a small group (school leadership team, school improvement team, grade level team, or other school committee). It is also helpful to include the guidance counselor responsible for the student and a teacher from the appropriate subject area.
7. Continue to review data to help inform traditional classroom instructional decisions that will, over time, reduce the number of students needing credit recovery options.
8. Track the performance of the students participating in the program, as well as the program as a whole. You want to make sure you can pin point where the program is working and where the program has room to improve.
9. Parental involvement is a must; be sure you have a process that engages parents.

Need more than just these quick tips? We can help! Find out more information [here](#) about how we can help you implement a successful credit recovery program.

Bonus Items!

What questions do you need to ask when planning your credit recovery program?

1. Planning

When you are planning your online learning program, make sure you consider the following:

- What are the goals of the program?
- How you will measure the success of the program?
- How will your program be structured?
Think about the timeline, the location, and the resources for students.
- What are the policies of the program?
Determine who students should contact with course-related questions versus program-related questions, and determine how the grading of tests and assignments will work.
- How will you make the district/other schools aware of your program?
Leveraging your school's success across the district is important. Make sure you are keeping the right people aware of your program.
- How will curriculum decisions be made?
Who will determine the curriculum, and who will be in charge of customizing coursework? Determine how credit will be awarded.
- How will assessment decisions be made?
Determine when students will be assessed. Will these assessments be district or classroom based?

2. Identification

How will you define which students will be brought into the online learning program?
Make sure you define a process for these students to be nominated or assigned into the program. Also, make sure you determine the line between students who need credit recovery and students who simply need to retake the class.

3. Expectations

Make sure everyone involved in the program (administrators, teachers, learners, and parents) know the expectations of the program. Some programs have found success using student contracts, asking both parents and students to read and sign the program expectations. Follow through with the communicated expectations, requiring everyone to follow the processes determined.

4. Monitor Progress Regularly

Set dates to monitor students' progress. Set up one-on-one time with each student at regularly scheduled intervals. Meet with the team of instructors and administration involved with the online learning program to regularly go over student progress and determine any improvements that should be made the following semester/year.

5. Invest In and Support Your Learners

This best practice can seem obvious but can sometimes be overlooked. Here are some ways you can make sure you are supporting and investing in your learners:

- Provide a consistent time for learners to access content.
- Provide opportunities for student peer support.
- Create a portfolio for learners to maintain.
- Create an incentive plan for learners who master specific modules or meet agreed-upon milestones in an appropriate timeframe.
- Have learners take notes in a dedicated course notebook for future use and for reviewing prior to tests.
- Have specific content teacher(s) available for content questions via email, through LMS messaging, on site, or at another designated location.
- Model, post, and teach procedures for common tasks, such as asking for help, logging in, and logging out.

6. Allow for Customization

Make the program work for your school.

- Rearrange the modules in courses to reflect your school's course syllabus.
- Consider using the general class discussion board or threaded discussions with your online classes to elicit deeper student conversations around topics; this is a natural extension of learners' use of social media platforms.

- Import your own documents, links to websites, or slideshow presentations to supplement classroom assignments and expectations.

Want to learn how Edmentum can help you provide proven, engaging courseware for your credit recovery program? Learn about Plato Courseware [here](#).

References

<http://thejournal.com/articles/2012/03/08/online-credit-recovery.aspx>

http://www.centerii.org/handbook/resources/4_c_h_credit_recovery_programs_hs.pdf

<http://blog.edmentum.com/six-best-practices-credit-recovery>

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[Credit Recovery](#)

[Individualized Learning](#)

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[Beth Holine](#)

[Beth Holine joined Edmentum in 2011 as a Marketing Specialist. In her role, she works to provide teachers and educators with innovative, useful resources. Beth has a B.S. in Psychology from the Iowa State University.](#)