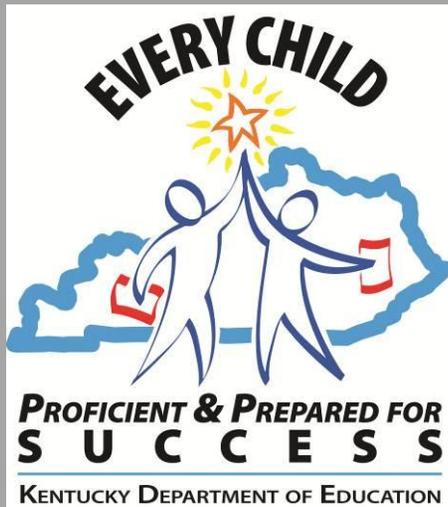


Kentucky Department of Education

Profile of Kentucky's Alternative Programs



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Pursuant to KRS 160.380

"Alternative education program" means a program that exists to meet the needs of students that cannot be addressed in a traditional classroom setting but through the assignment of students to alternative classrooms, centers, or campuses that are designed to remediate academic performance, improve behavior, or provide an enhanced learning experience. Alternative education programs do not include career or technical centers or departments. This current definition became effective July 12, 2012.

An A5 alternative program is a district –operated and district –controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. The population composition and characteristics changed frequently and were controlled by the local school district student assignment practices and policies.

An A6 alternative program is a district operated instructional program in a non-district operated institution or school. An A6 is also referred to as a program for state agency children that are operated by Kentucky Education Collaborative for State Agency Children (KECSAC). These students may also be involved with Department of Juvenile Justice, foster care, or behavioral health agencies.

Based on an analysis of data from the sources listed below, approximately **21,578** students were enrolled in alternative programs in Kentucky during the 2011-2012 school year. The estimate was determined by using the following data on student enrollment:

- Infinite Campus (schools with a school/location number): **19,200** enrolled students
- Alternative School Survey (self-reported schools without a school/location number): **2,378** reported students

Note: The data above has not been through an extensive validation process

Sources used for charts and analysis of data in this report:

- Infinite Campus (IC) 2010-2011, 2011-2012 and 2012-2013
- Alternative School Survey (2011-2012 and 2012-2013)
- January 2013 Statewide Reporting and Information Management (SRIM)
- KDE Alternative Programs webpage

What questions are we trying answer?

- What information can be gathered and analyzed from the Alternative Program Survey to help guide next steps in the development of guidelines and best practices?
- What levels, trends, and comparisons from Infinite Campus (2010-2011 to 2012-2013) can be used to inform next steps in the development of guidelines and best practices?

What does the data tell us?

Infinite Campus Data on Programs with School/Location numbers

- Student enrollment in alternative programs has remained consistent across the last three school years
- 12th grade consistently has the highest enrollment of students
- 11th grade shows the lowest enrollment of students
- Enrollment at the middle school level increases with each grade level (grades 6 to 8)
- Male students accounted for **62%** of the enrollment of students for all 3 years of the data
- Trend data over the three school years indicates an increase in enrollment of students with disabilities (SWD) from **14%** to **20%**
- Trend data indicates that white students have average enrollment of **66%** and African American students at **24%** with native Hawaiian-Pacific Islander, Asian, American Indian-Alaska Native, Hispanic-Latino, and two or more race categories are minimal
- Trend data over the three school years indicates enrollment for students receiving free or reduced lunch has remained between **79%** to **84%**

Alternative Programs without School/Location numbers self-report survey data

- In 2011-2012, there were **63** alternative programs without a school/location ID and **52** programs in 2012-2013
- Programs without school/location ID do not currently enter data into Infinite Campus as a separate alternative program
- Enrollment for 2011-2012 was **2378** and enrollment for 2012-2013 was **1617**
- Survey data reflects the following demographic data for enrollment in alternative programs:
 - **68%** males
 - **15%** minorities
 - **19%** students with disabilities
 - **59%** free or reduced lunch
- **81%** of programs report having some type of referral process in 2011-2012 with an increase to 100% in 2012-2013
- **42%** report using a form of social skills curriculum/instruction for students in 2011-2012 with an increase to **67%** in 2012-2013

- Curriculum and Instruction:
 - **63%** use textbook based
 - **30%** use district based
 - **41%** use some kind of software based curriculum
 - **81%** use some web-based component
 - **25%** use exclusively web-based
 - **6%** use textbook only
 - **20%** use a combination of all four of the formats
- **18%** report voluntary placement, **21%** report involuntary placement and **61%** report both
- **80%** report having an exceptional education teacher on-site to serve SWD
- **46%** report academically assessing students upon admittance to their program
- **89%** report using academic assessment periodically for progress monitoring
- **139** districts completed the 2012-13 survey by close of 1-22-13
- Some programs report they were recognized as a best practice site by KECSAC and KDE

What does the data not tell us?

Infinite Campus Data on Programs with School/Location numbers

- Accurate and verified number of ALL alternative programs in Kentucky
- Accurate and verified enrollment data
- Programs without a school or location code are not tracked within Infinite Campus
- Consistent achievement data
- Average length of stay for students
- Assessment of students- how and when
- #'s of different types of programs (i.e. behavior, credit recovery, academic)
- Specific student level information relating to academic and program needs
- Why 12th grade students consistently have the highest enrollment
- Effect programs are having on graduations rates and/or college and career readiness

Alternative Programs without School/Location numbers self-report survey data

- Are 504, IEP and PSP plans being fully implemented
- Instructional rigor
- Student achievement
- Length of stay
- Experience / certifications of teaching staff
- Transition into and out of the programs

What does the data show are causes for celebration?

- Data for programs with a school number/location code can be accessed via Infinite Campus
- Districts without an alternative program have been identified (See map page 16)
- Monitoring for alternative programs has been included as part of the Consolidated Monitoring Process
- Social Skill instruction/curriculum report usage increased from 42% in 2011-2012 to 67% in 2012-2013

What does the data show are opportunities for improvement?

- The development of a process to ensure high levels of accuracy of data collection and analysis for all alternative programs
- Develop standards and guidelines to ensure accuracy, alignment and verifiable data collection and reporting
- Analysis of demographic data at a disaggregated level
- Ensure 504, IEP and PSP plans are being fully implemented
- Process for collection of data (electronic surveys, on-site visits, IC data)
- Refinement of survey questions
- Ensure all KDE policies and procedures are followed with the collection and dissemination of any data
- Redesign KDE Alternative Programs webpage to align with alternative program strategic plan (incorporates 704 KAR 19:002)
- Navigate the use/reference of A5/A6 and school code as they relate to alternative programs
- Identify best practice strategies being used by programs at both the national and state level
- Market innovations and influence perception of alternative programs
- Self-reporting surveys need to be electronic and earlier in the school year to ensure 100% completion by January 1st
- Identify a process to track sources of funding and impact on student success
- Ensure alignment with student's ILP and transition for College and Career Readiness

What are next steps?

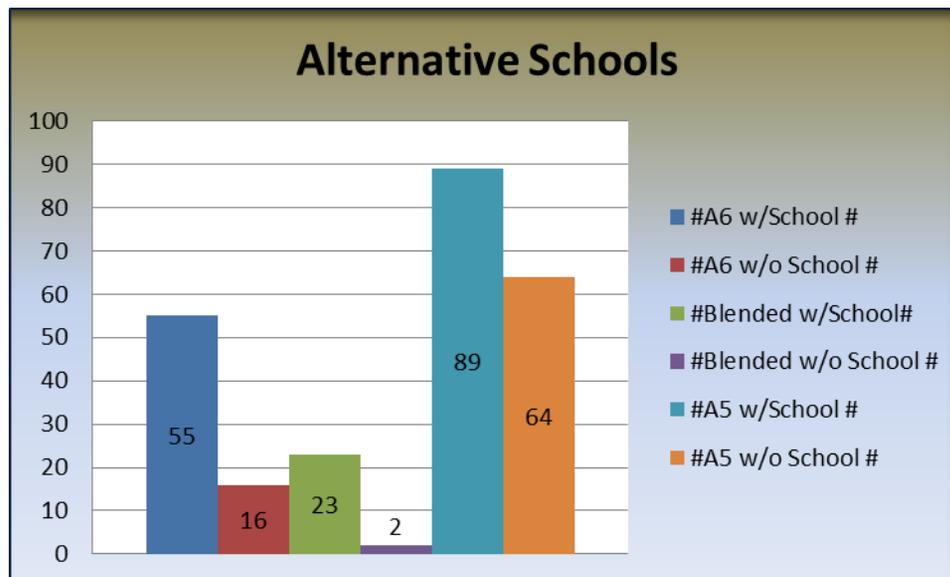
- *Alternatives for Learning Branch* develops strategic plan, 30-60-90 planning, processes, and PDSAs for Alternative Programs
- With the passage of 704 KAR 19:002, develop guidelines to support district implementation which includes deployment of ILP-A & data standards.
- Develop and deploy training relating to district implementation of 704 KAR 19:002- this should include a variety of methods for delivery
- Develop process for regularly internal review of data
- Refine website to include guidelines, data standards, Q&A relating to 704 KAR 19:002
- Refine the process for development of the annual *Profile of Kentucky's Alternative Programs Report*
- Determine process for tracking per pupil and program funding
- Development of a process for regularly alignment and verification of programs codes/classification between SRIM and IC
- Work with alternative programs that already are identified with a school/location code but are not using Infinite Campus for their data, to train them on using IC for data entry and tracking
- KDE works to ensure all off-site programs have a school/location code

Alternative Programs in Kentucky

An A5 alternative program is a district –operated and district –controlled facility with no definable attendance boundaries that is designed to provide services to at-risk populations with unique needs. The population composition and characteristics changed frequently and were controlled by the local school district student assignment practices and policies.

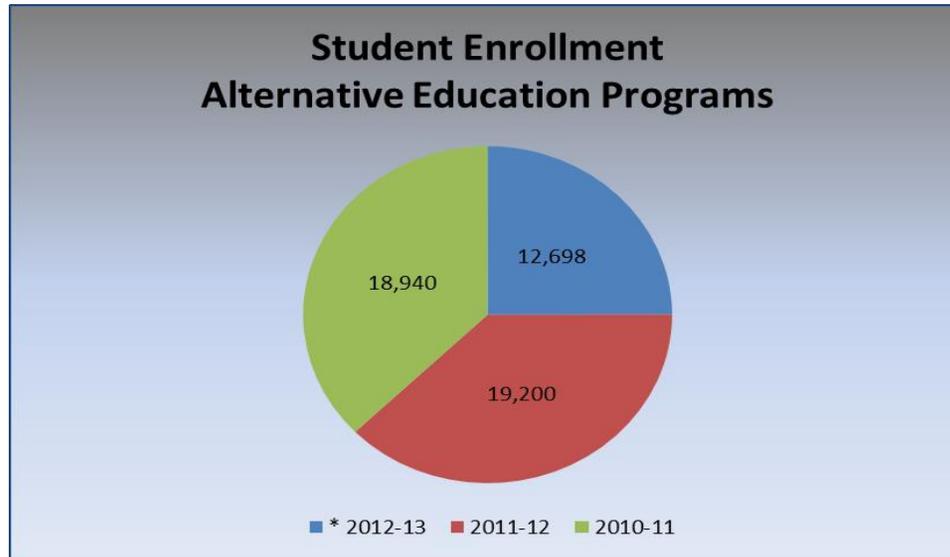
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Blended programs, referred to as Day Treatments, are programs that serve both A5 and A6 students within the same alternative school.



Alternative Programs Student Enrollment

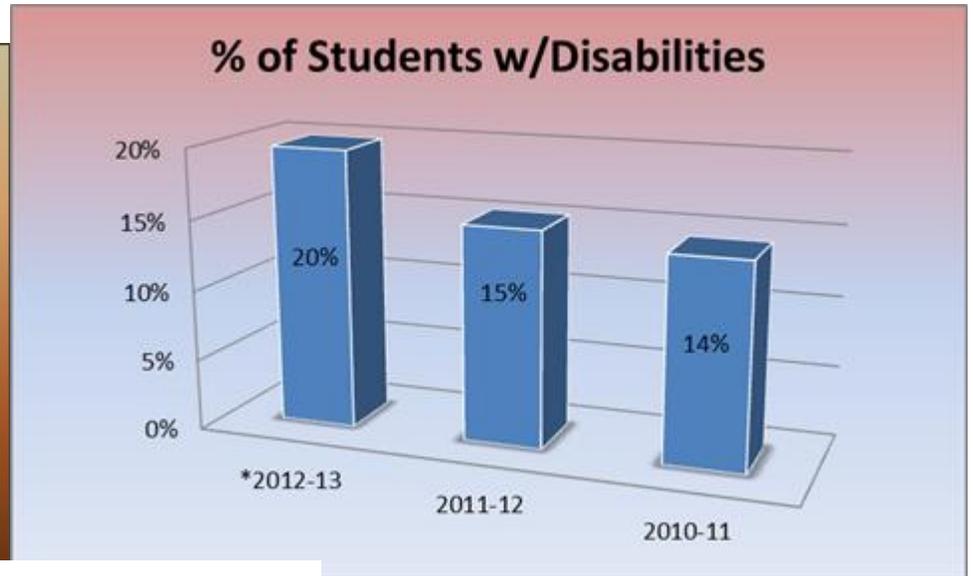
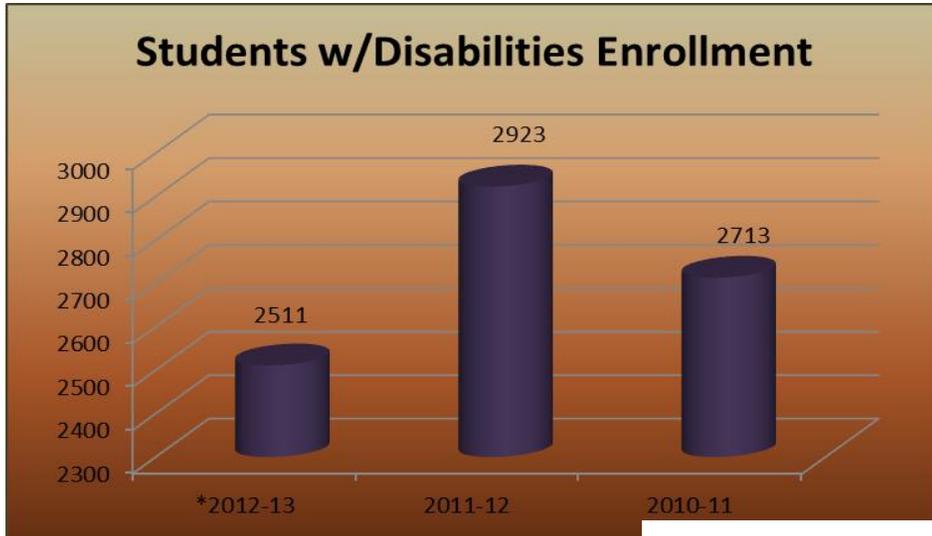
The charts below detail the number of students receiving educational services in either an A5 or an A6 alternative program over the past three years. The student numbers in the chart are a representation of alternative programs that have a school/location code and can be identified in the student information system, Infinite Campus. The data reflected below is an unduplicated count of students enrolled into an alternative program within the school year specified.



*2012-13 reflects data through December 2012

Students with Disabilities in Alternative Programs

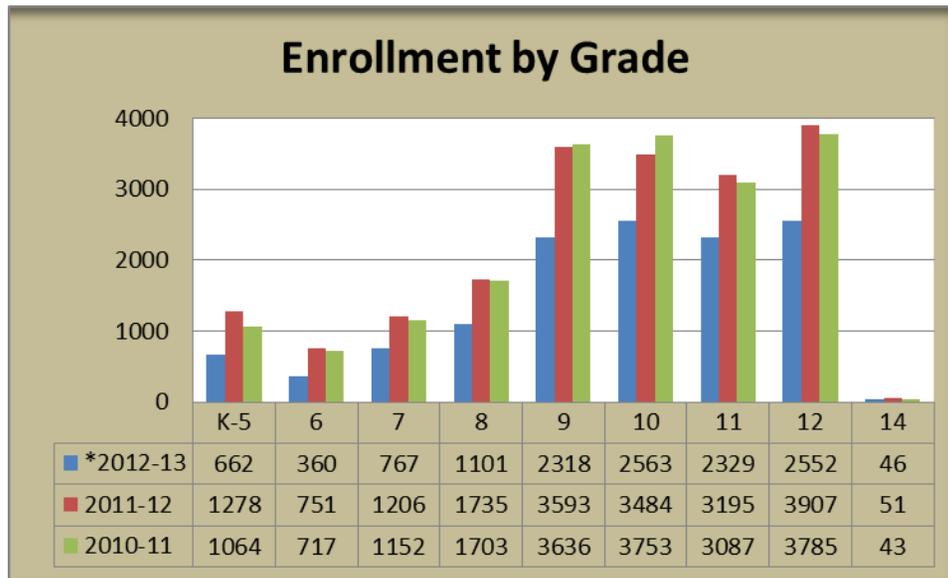
The charts below detail students enrolled in an alternative program with a school/location code that has been identified under IDEA as a student with a disability. The data reflects an unduplicated enrollment into an alternative program at any point within the specified school year. Eighteen percent of all students that were enrolled in an alternative program with a school/location code during the 2012-2013 school were classified as having a disability.



*2012-13 reflects data through December 2012

Alternative Program Enrollment by Grade

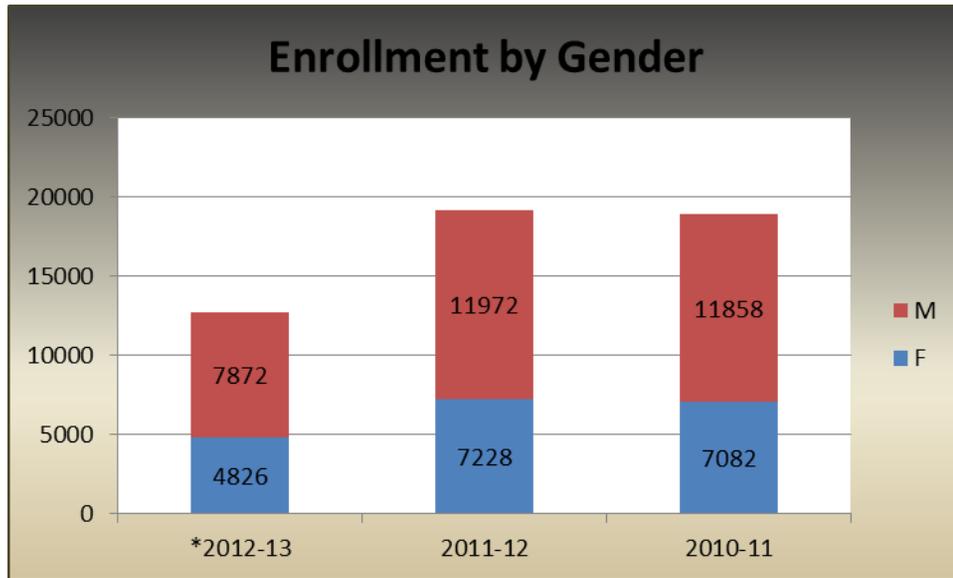
The chart below details the grade levels for all students enrolled in an alternative program with a school/location code. The data reflects an unduplicated enrollment into an alternative program at any point within the specified school year. Twenty-one percent of the students served in alternative programs have been 12th graders during the 2012-2013 school year.



*2012-13 reflects data through December 2012

Alternative Program Enrollment by Gender

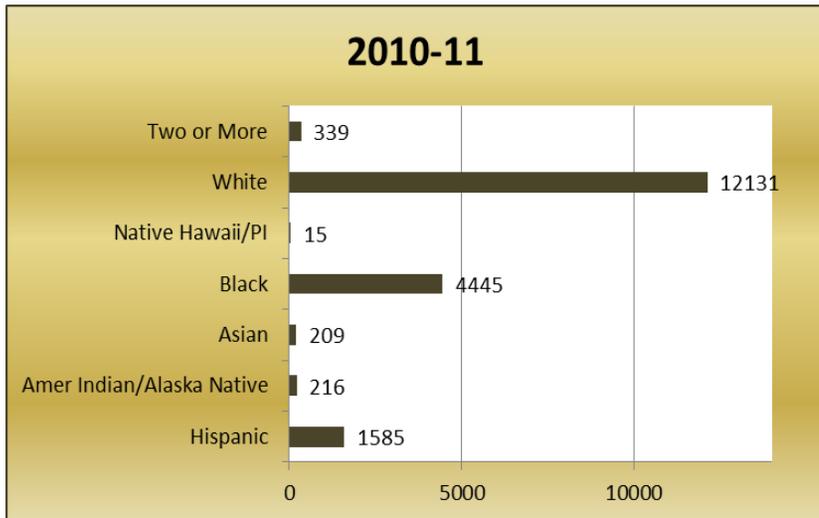
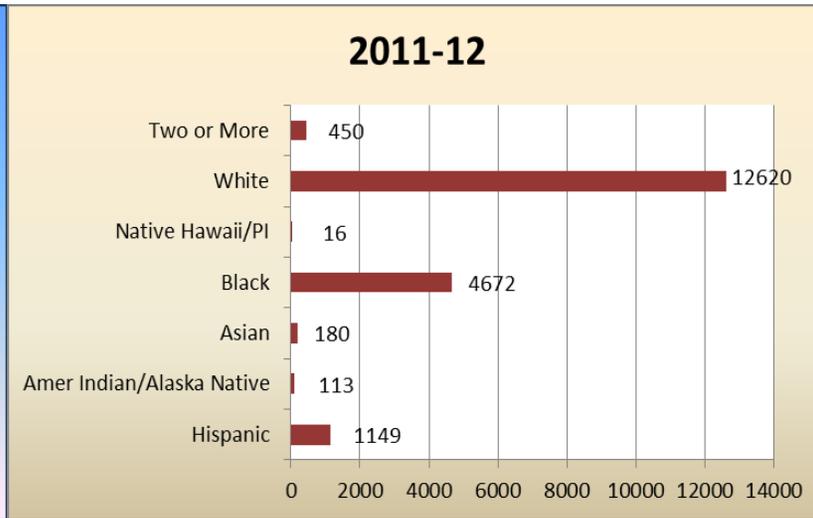
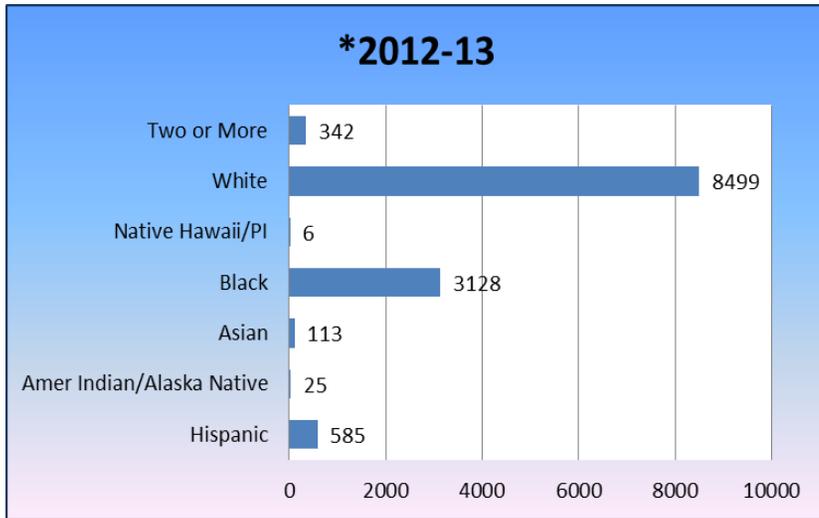
The chart below details the gender of students enrolled in an alternative program with a school/location code. The data reflects an unduplicated enrollment into an alternative program at any point within the specified school year.



*2012-13 reflects data through December 2012

Alternative Program Enrollment by Race/Ethnicity

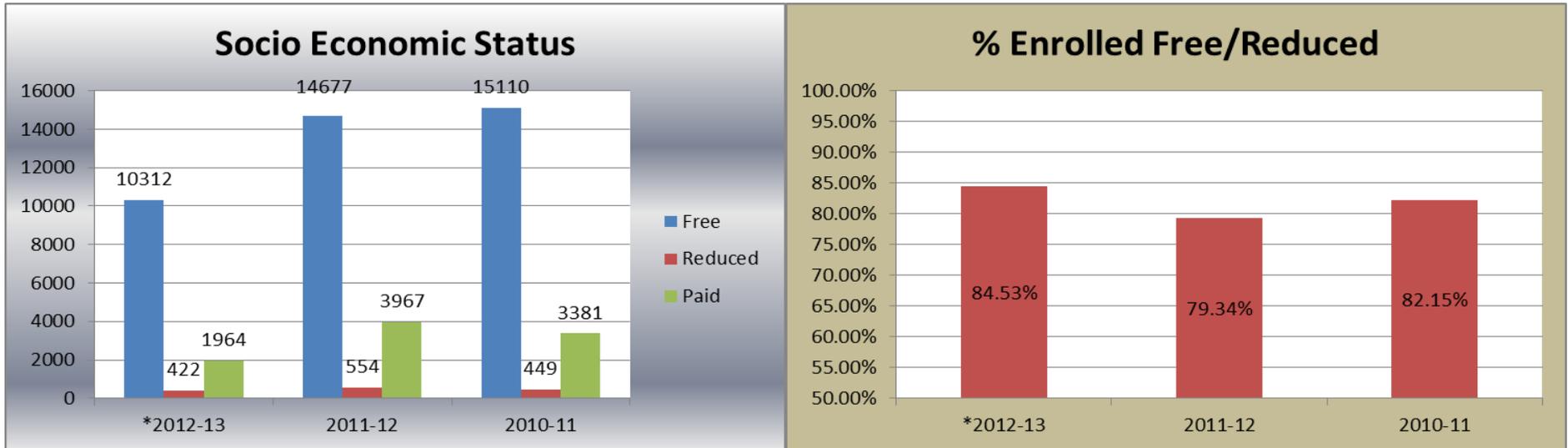
The charts below reflect the ethnicity of students in alternative programs with a school/location code over the past three years. The ethnicity categories are the same as the U.S. Census Bureau. The data reflects an unduplicated enrollment into an alternative program at any point within the specified school year. During 2012-2013, the White population is at sixty-seven percent and the Black/African American population is at twenty-five percent.



*2012-13 reflects data through December 2012

Alternative Program Enrollment by Socio Economic Status (Free or Reduced Lunch)

The charts below reflect the percentage of students indicated as at-risk based on socio-economic status (free or reduced lunch) in alternative programs with a school/location code over the past three years.

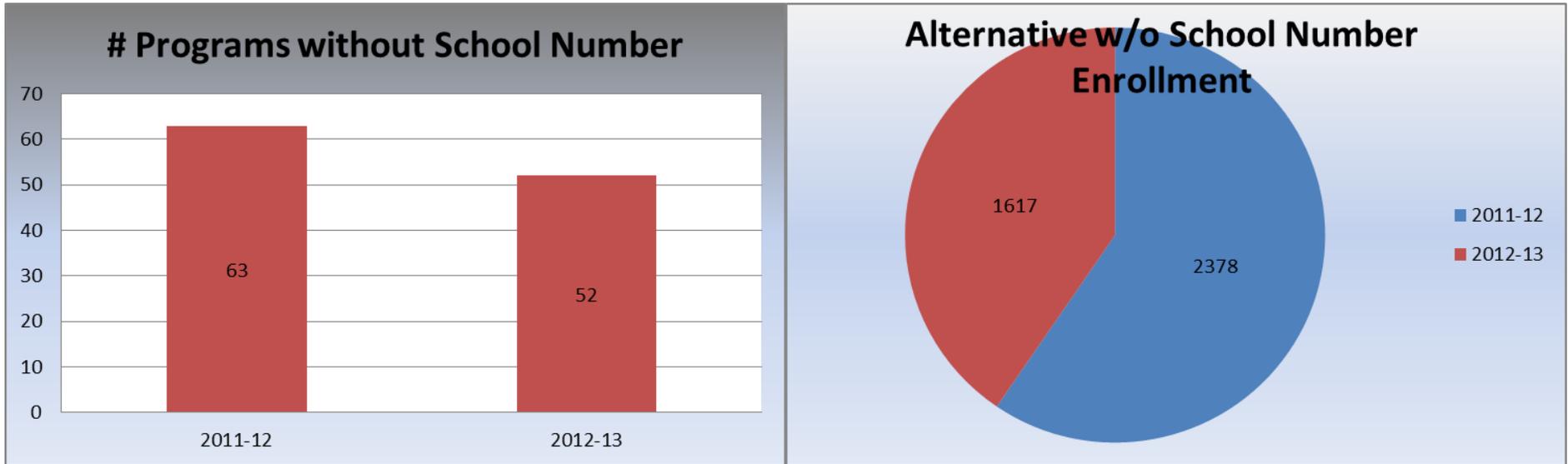


*2012-2013 reflects data through December 2012

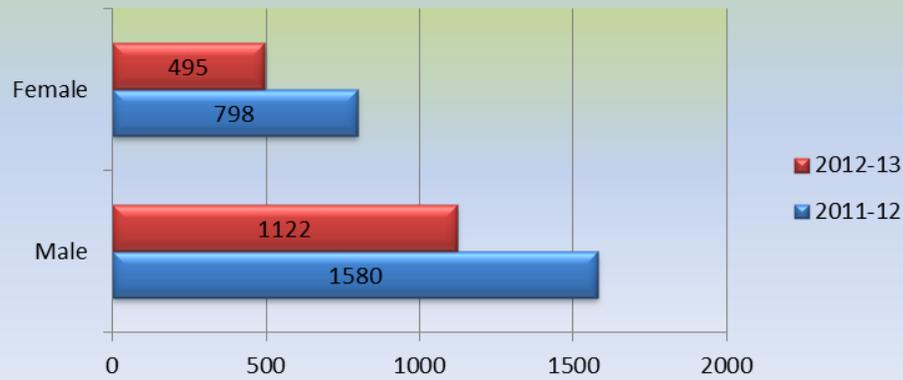
*All state agency children are eligible for free lunch

Alternative Programs without School Numbers Student Enrollment

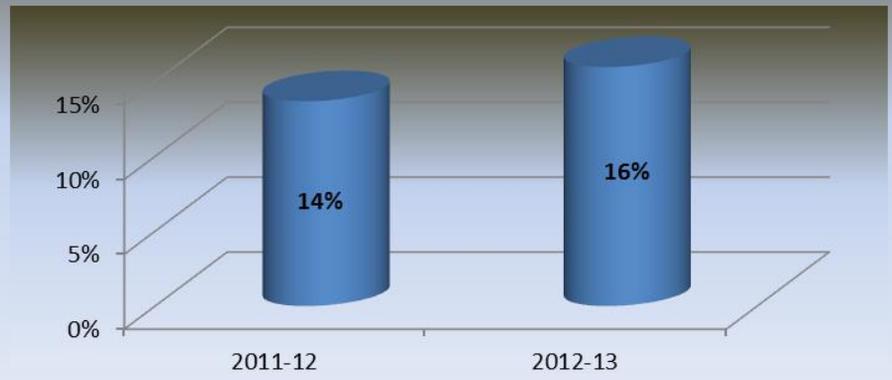
The charts below desegregate the number of students receiving educational services in an A5 alternative program without a school/location number over the past two years. The data is based on the Alternative Program Survey, at the time of this report, only 80% of districts had responded to the 2012-2013 survey.



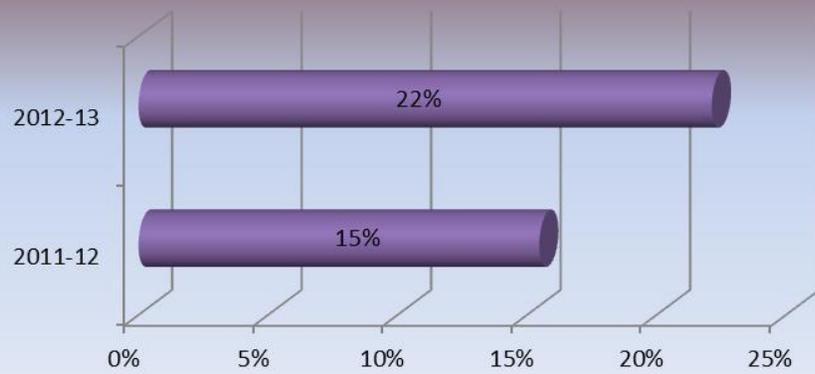
Alternative w/o School Number by Gender



Alternative w/o School Number %Minority



Alternative w/o School Number % Students w/Disability



Alternative w/o School Number % Free/Reduced

