Alternative Learning Programs Evaluation: 1998-99

March 2000

Public Schools of North Carolina
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Acknowledgments

The Alternative Learning Programs Evaluation is conducted by the North Carolina Department of Public Instruction (NCDPI), Division of Accountability Services, Evaluation Section. This report is the collaborative work of several individuals. Dee Brewer, Senior Research and Evaluation Consultant with NCDPI oversees the ongoing evaluation of Alternative Learning Programs in North Carolina. She provides leadership for the implementation of the evaluation design and for the organization and writing of reports. Andrea Barefoot, Education Evaluation Consultant with the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University serves as the liaison between NCDPI and the contractual services to conduct this evaluation. She also conducted the analyses here, authored the technical sections of the report and provided editorial assistance. Anh Tuyet Aragon and Kathleen Snyder both with CUACS, managed data collection and data entry for the evaluation. Anthony Wells created the charts in this report. Dr. Carolyn Cobb, Chief Consultant of the Evaluation Section of NCDPI provides leadership and assistance to the evaluation team in all aspects of the evaluation. She also edits and contributes to the writing of reports, including primary authorship of the Synthesis. Both Dr. Cobb and Ms. Brewer have provided primary leadership for the overall evaluation design and strategy.

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Issues and Recommendations

A Synthesis across Three Reports

These recommendations are drawn from three alternative learning program (ALP) evaluation reports submitted to the State Board of Education in March 2000, as well as from legislative action related to ALPs in the 1999 Legislative Session and other (SBE) policy decisions in the 1998-99 school year. Some of these legislative and policy changes relate to recommendations in ALP evaluation reports from previous years. The three evaluation reports submitted to the State Board of Education are (1) Alternative Learning Programs Evaluation, 1998-99, (2) Case Studies of Best Practices in Alternative Learning Programs, 1998 and 1999, and (3) Qualifications of Teachers and Administrators in Alternative Learning Programs, 2000. The first two reports address the evaluation that was conducted during the 1998-99 school year. The third report is part of the 1999-2000 evaluation but is being presented prior to the 2000 ALP evaluation report in order to send it to the General Assembly before the 2000 legislative session begins.

Because change is an incremental process and the development of ALPs to meet diverse student needs is still in an early stage in many LEAs, most recommendations from previous evaluations continue to be relevant. In addition, the State Board of Education and the General Assembly passed several policies in 1998-99 that address some of the previous recommendations as well as the issues identified in the current evaluation. The issues and recommendations discussed here will update the status of previous recommendations and address any new areas identified.

Alternative Learning Programs Defined

The evaluation of ALPs uses a specific definition to identify ALPs for inclusion in the annual statewide evaluation. Each year LEAs identify programs they refer to as "alternative" that do not meet this specific definition. Although districts are required to track special state funds spent on ALPs, these programs can still differ from the state definition used for the evaluation. These may be needed programs, but they do not reflect the same kind of interventions typically found in programs that deliver core instruction to at-risk youth separately from the regular school program.

In the 1999 legislative session, GS155C-47 (32a) required that the state develop a definition for ALPs. The State Board of Education approved a definition for alternative learning programs, along with a definition that distinguishes "programs" from official "schools" and a revised definition of "at-risk students" (SBE Policy Manual, January 1999). The adopted definition is similar to the one used in the ALP evaluation for the last four years.

> **Recommendation One**: ***The common definition of alternative learning programs should ensure better consistency of program type and help guide local education agencies (LEAs) in developing a continuum of services for at-risk students. LEAs should carefully consider this definition as they develop and refine their ALPs.***

State Board of Education ALP Definition. Alternative Learning Programs are defined as services for students at risk of truancy, academic failure, behavior problems, and/or dropping out of school, and they better meet the needs of individual students. They serve students at any level who are suspended and/or expelled, have dropped out and desire to return to school, have a history of truancy, are returning from juvenile justice settings, and whose learning styles are better served in an alternative setting. They provide individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives. An alternative learning program must provide the primary instruction for selected at-risk students, enroll students for a designated period of time, usually a minimum of one academic grading period, and offer course credit or grade-level promotion credit in core academic areas. Alternative learning programs may also address behavioral or emotional problems that interfere with adjustment to, or benefiting from, the regular education beyond regular school hours, provide flexible scheduling, and/or assist students in meeting graduation requirements other than course credits. Alternative learning programs for at-risk students typically serve students in an alternative school or alternative program within the regular school.

Availability of Alternative Learning Programs

Effective with the 2000-2001 school year, every LEA must establish at least one ALP, unless they can document the lack of need and receive a waiver from the State Board of Education. The 1998-99 evaluation found that 11 LEAs (Appendix D) reported not having an ALP consistent with the definition used in the evaluation. The definition of ALPs now in SBE policy should help to ensure that appropriate services are available for the most at-risk students and that funds are spent on somewhat similar types of programs.

> **Recommendation Two:** ***The definition provided in SBE policy should be the basis for judging whether this mandate is met and for tracking At-Risk Student/ Alternative School and Programs funds that are directed to ALPs. However, the current types of ALPs do not address the multiplicity of student needs. Further, the current number of ALPs is inadequate for the number of students who need them. Given the lack of adequate funding cited by many ALPs and the costs of providing services to at-risk students, providing additional services and programs will require persistence, reprioritizing, creativity, and a continuing commitment from state and local educators and policymakers.***

Coordination between Regular Schools and ALPs

Previous evaluation reports have consistently noted the lack of coordination and communication between the home or referring school and the ALPs. At present, home schools assume no accountability and limited if any responsibility for students once they leave the home school. Further, they provide little if any transition support when students return to their home school. Therefore, students who enroll in ALPs and apply themselves to improve behavior and catch up academically, often return to the same conditions in their home schools that caused them to fail in the first place. It is no surprise that many students either do not want to return to their home schools, if they do, continue to have problems, and either fail again, returning to the ALPs, or drop out of school entirely. The case studies conducted in 1998 and 1999 reinforce this concern.

Although alternative educators typically express concern about the lack of communication, support and coordination with the regular/feeder schools, some regular school educators have expressed concern about lack of communication from the ALP. Complaints from regular educators, however, are infrequent and generally concern the lack of feedback when a student who is referred to an ALP is not accepted. Some regular educators express the desire to know why the student was not accepted by the ALP.

Similarly, ALP staff and students feel that many regular school educators perceive them negatively and often resent money spent on these students. Many ALP programs cited comments made by non-ALP educators that indicated "good money was being thrown at bad students" or that "students want to go there because it's fun."

Clearly, this issue will be a long-term one and will require continued attention and monitoring by the LEA. The 1999 legislation addresses procedures to be used by schools referring students to ALPs, effective January 1, 2000. These procedures require documentation of how the student is identified as being at-risk of academic failure or as being disruptive or disorderly. The reasons for the referral and all relevant student records must also be provided to the ALP.

> **Recommendation Three:** ***LEAs need to work with their referring schools and ALPs to develop structures and procedures that will lead to better communication and collaboration among all schools in meeting the needs of at-risk students. Though not a requirement specified in the legislation, evaluation results continue to point to the needs for (a) communication with referring parties when students are not admitted to ALPs about the reasons why they were not admitted and development of appropriate interventions for those students within the regular school, (b) transition plans, after-care, and follow-up when students are returned to the home school, and (c) constructive ways to address prevalent negative perceptions and images of the ALP by other educators and the community. Further, (d) standards and academic expectations for ALP students should be clearly communicated to all educators in an effort to ensure that academic rigor, with appropriate supports, are built into the program.***

Multiple Models of ALPs and a Continuum of Services

The 1998-99 ALP Evaluation as well as previous evaluations found that students with multiple needs are frequently placed in one program. While small, flexible programs might be able to adjust their instruction and interventions according to diverse needs, it is increasingly difficult for programs to accommodate the growing range in the degree, variety, and severity of student needs in one setting. At the same time, a variety of types of interventions often are not available in a given LEA. Thus, an ALP may become the target placement for a greater variety and severity of needs than originally intended because it is the only option that exists. Indeed, several of the ALP best practice case study sites revealed a change over time in the nature of the student population from that for whom the ALP was originally designed. Because the ALP student population is characterized by so many factors that put them at risk, there is great need for comprehensive support services to address the personal and social problems that impede student success in school and in the community. Few ALPs have the needed student support staff.

These diverse needs call for multiple types of services and programs, comprehensive support services, and more than one type of ALP. Given that LEAs already have limited funds for ALPs and related services, providing additional programs and services presents a daunting task. The need for a continuum of services for at-risk students was identified in the May 1999 evaluation report entitled, Alternative Education for Suspended and Expelled Students (May 1999). This group of students has become an increasing concern for educators and policymakers as they attempt both to provide an education for suspended and expelled students and to keep the schools and community safe. The report recognized that, while ALPs might be one appropriate placement for such students, many ALPs were not designed for suspended and expelled students and many of these students would not be appropriately placed in any ALP.

Recommendation Four: ***Expanded services are needed for mild to severe discipline and behavior problems of various types both within and outside of the school setting. Multiple ALPs and/or programs within the ALP may be needed.***

Continuum of Services Development at the State and Local Levels. At the direction of the State Superintendent, a DPI working group developed a draft continuum of services, as a beginning framework of potential services for a variety of student needs. The School Improvement Division convened a task force comprised of multiple state agencies (including offices from the Department of Health and Human Services, the Office of Juvenile Justice, and the Center for the Prevention of School Violence), LEA staff, and community representatives to address these issues. This task force is now being co-facilitated with the Office of Juvenile Justice and is focusing on the needs of the more serious problems of students that schools and the community are increasingly facing (e.g., expelled students, substance abuse, abused and neglected students, and students returning from state institutions). Thus, the state will develop a broad-based continuum of existing and needed state services.

Recommendation Five: ***LEAs should work with their local community agencies and civic groups to develop a continuum of existing services, as well as to identify needed services not currently available, for a wide range of types and severity of at-risk needs. One good model is the continuum completed by the Asheville City Schools in collaboration with multiple community groups and agencies. The state continuum will also provide guidance as LEAs consider needed options.***

Services for Students with Severe Needs. As noted above, schools are increasingly facing the challenge of providing an appropriate education for students who have substantial emotional and behavioral, as well as academic, needs. Long-term suspended and expelled students are among those challenges. A subcommittee of the Juvenile Justice Council, chaired by Judge Kenneth Titus, has been charged with determining needs for suspended and expelled students. Since the DPI/OJJ collaborative task force includes the relevant personnel and is also addressing this issue, Judge Titus is attending these meetings and will incorporate resulting recommendations when his subcommittee reports back to the Juvenile Justice Council. These recommendations should address state-level needs for programs and funding, as well as provide guidance to LEAs, training schools, and detention centers in developing appropriate programs and services.

Finally, LEAs should be working with Local Juvenile Crime Prevention Councils (JCPCs), which are mandated in each county and include diverse community organizations, in developing programs for early intervention and to serve seriously disruptive and adjudicated youth. It is important that each agency involved understand the roles and responsibilities, services and limitations, of all other youth-serving agencies. There should be *clear points in the process* where the delivery of services to a given youth "*passes*" *from one agency to another*, in terms of *primary responsibility*. Roles, responsibilities, and appropriate supports should also be clearly understood in *transitions* of youth from one setting to another. Further, the continuum should be designed as a "*two-way street*", clearly designating procedures, processes, roles, responsibilities, and necessary supports, when a youth manages to re-enter the mainstream.

> **Recommendation Six**: ***Complete the state-level continuum and recommendations for services and programs for at-risk youth, especially for suspended and expelled youth. LEAs should examine services locally, including working with the Local Juvenile Crime Prevention Councils to identify existing services and develop programs where gaps exist. Such services would be part of a larger continuum of services.***

Comprehensive Services

The need for instructional support services(i.e., counseling, social work, and psychological services) for alternative learning program students has been noted in previous evaluation reports. The survey of ALP administrators in the current evaluation illustrated just how limited these services are for students. Out of 90 responding administrators, there are a total of 29 full-time and 17 part-time counselors and 16 full-time and 16 part-time social workers. School psychologists are virtually non-existent, with only two full-time and 15 part-time personnel serving 90 ALPs. Further, there was only one full-time nurse. Given the multiple needs of ALP students, especially behavioral and emotional problems, this lack of support services is striking.

> **Recommendation Seven:** ***Districts need to examine use of funds for instructional support services to ensure that services are available to ALPs. Full-time counselors likely need to be placed in every ALP. Adequate access to social work and psychological services is also critical in order to address, behavioral, emotional, and social needs of students. Physical needs may dictate better access to health services, either through full-time nurses in the district or with cooperative agreements with Health Departments.***

Staff Qualifications and Training Needs

Licensure of staff in the ALPs. Based on the preliminary results from the teacher and principal surveys in the Qualification of ALP Personnel Evaluation, teachers in ALPs hold credentials similar to all teachers statewide and most are licensed in the areas they teach. Still, a significant number of teachers – mostly in the core academic areas - are teaching in areas where they do not hold appropriate credentials. If the essential gains in academic areas for ALP students are to be made, appropriately trained grade level and subject matter teachers must be available. Also, slightly fewer teachers in middle schools hold appropriate credentials. These are grade levels that seem to hold special challenges for ALP and other educators.

While we want the best and brightest teachers in every classroom, it is especially important for ALPs. As one local school board member stated, "Kids who are performing well usually have the things these kids don't." Many, though certainly not all, have the capacity to learn in regular classrooms in less than ideal conditions and have parents who provide educational support and experiences outside of school that most ALP students do not receive. Students in ALPs often, in addition to lacking motivation to learn, have very different learning styles and do not have the same types of educational support from their families and communities. As one young ALP student told researchers, "I never gave up on school. My teachers gave up on me."

Recommendation Eight: ***Attracting fully licensed teachers in general is a challenge that most LEAs face. Attracting licensed teachers to ALPs is even more formidable. The LEAs and the state must continue to find ways to attract teachers to this challenging population, especially in the core academic areas, and to get those already teaching in ALPs fully credentialed.***

ALPs need teachers with strong content knowledge, who are creative and persistent to the extent necessary to find the ways needed to teach each and every child whatever is needed. ALPs, including high school programs, need teachers who are strong in teaching the basic skills including reading, mathematics (even basic math facts of addition, subtraction, multiplication, and division), and writing. Further, in touring training schools and detention centers and in discussions with staff in the Office of Juvenile Justice, the number one concern is that students, young and old, do not know how to read.

Recommendation Nine: ***Appropriate reading assessments and reading specialists should be a priority for ALPs, regardless of the age of the youth served. It is essential that every child be given the opportunity to learn to read by being taught at the appropriate level of instruction and with a variety of appropriate instructional strategies. Reading skills will enhance the child's ability to learn other basic skills in mathematics and writing.***

Performance Appraisal Ratings of ALP Teachers. As noted previously, 1999 legislation encouraged LEAs to assign only teachers with at least an "above standard" performance appraisal ratings to ALPs. In the preliminary data from 90 principal/director surveys (45% return), three-fourths of the ALP teachers earned a rating of "above standard" or higher. Only about 4 percent were rated below standard or unsatisfactory. Most principals (90%) used the Teacher Performance Appraisal Instrument (TPAI) in their evaluations, although 45 percent of the principals felt that this instrument was not appropriate for ALP teachers. This response raises the question as to whether LEAs are requiring use of the TPAI for ALP teachers.

Recommendation Ten: ***LEAs, assisted by appropriate state and university personnel, should study the issue of the kinds of instruments and procedures that are appropriate for conducting performance appraisals for ALP staff. Clearly, there are skills required that go beyond those identified on the TPAI.***

Professional Development for Teachers in ALPs. However, even when teachers do hold a license in the grade levels and subjects they teach in the ALP, finding staff who are truly prepared to work with this student population continues to be a challenge for LEAs. The extensive needs for training are reflected in the percentage of teachers indicating they need training in so many areas. The survey is corroborated by the case study comments of many teachers indicating that no teacher preparation program came close to preparing them for these kinds of students.

Out of 25 topics listed, even the least frequently needed training area was needed by almost one-third of the teachers (i.e., teaching through group discussion). However, it is notable that the areas where training was most highly needed are in working with the more severe problems of students (e.g., substance abuse, abused and neglected students, and students returning from training institutions), as well as strategies to help students scoring below Level III on state tests. This may reflect the changing nature of the students being referred to ALPs.

Principals and directors of ALPs were asked about the number one factor they consider in hiring staff for ALPs. Over one-half indicated the ability to teach diverse learners (and most teachers had received training in this area) and one-fifth noted the ability to manage student behavior, followed closely by being a caring person. Interestingly, content knowledge was indicated by only three percent.

Recommendation Eleven: ***ALP teachers and administrators need high quality and different kinds of training in order to be effective with students enrolling in these settings. Both the state and LEAs must develop extensive training opportunities for staff in ALPs based on the student populations they serve and identified needs of staff. Given the nature of the needs expressed on staff surveys, LEAs and ALPs should work to identify and tap sources of expertise within other youth-serving agencies that work similar populations of youth including aggressive and violent, adjudicated, substance abusing youth and those with moderate to severe social and emotional problems, such as abused and neglected youth or those in state or local mental health facilities.***

Given the need to help students improve in core academic areas and on the state assessments, LEAs should ensure that ALP staff receive the opportunity to attend any training offered other educators on working with Level I and II students, preparing students for grade-level promotion standards, and the like. Still, ALP teachers may need training that is different in some respects because of the other problems these youth are experiencing. Very few students currently enrolled in ALPs are there because of academic difficulties alone. They most often have a host of problems that together negatively impact their ability to learn.

Professional Development for ALP Administrators. The vast majority of ALP administrators reported they consider themselves appropriately prepared in academic, behavioral, and leadership areas. The area in which the lowest percentage reported considering themselves adequately prepared was "accountability / evaluation / program improvement". Still, 80 percent consider themselves to be well trained in this area. Even with these ratings, a large percentage expressed needs for training, especially in systems to provide consistency, high expectations, and instructional strategies for diverse learning styles. At least 40 percent of principals identified training needs in creative fiscal management, working with suspended and expelled youth, recruiting effective staff, working with community agencies, and involving parents.

Recommendation Twelve: ***Like teachers, ALP administrators need professional development specifically designed to meet their needs. LEAs might work creatively with other agencies in ways described for teachers to produce some of the needed training for ALP administrators. The new state association of alternative educators is also beginning to provide meaningful staff development for ALP administrators and teachers.***

Recommendation Thirteen: ***Universities need to be part of the training provided, as well as assessing how well they are preparing teachers to deal with the extensive needs of students, even those who do not end up in ALPs. Spending time in ALPs, talking to teachers, administrators, and students there would provide valuable information and insight into the kinds of training needed, both pre-service and in-service. University programs need to begin to address the changing needs of the student population in schools to better prepare all teachers, so that keys to success can be found for teaching a greater number of these students, without shipping them off to ALPs.***

Attracting and Maintaining Quality Staff to ALPs

In open-ended survey questions, both principals and teachers were asked what strategies were needed to recruit and retain quality staff in ALPs. Most of the teacher respondents (43%) indicated financial concerns: salaries, bonuses, and incentives. The next highest rated suggestion was training and stress relief (10%). Slightly over-one third of the principals noted a combination of salaries and flexibility are needed to attract and retain quality staff.

Recommendation Fourteen: ***Teacher quality is the key to educating at-risk youth. Repeatedly over the years of the statewide evaluation of ALPs, legislators as well as ALP staff have suggested increasing salaries and offering bonuses or "combat pay" as a strategy for addressing the teacher quality issue. Because the needs of ALP students are so great, ALP staff, both administrators and teachers alike, are at great risk of burn out. ALP teachers have made other suggestions for addressing the teacher quality issue. They have suggested some schedule of rotation out of ALPs into other interesting assignments while they rejuvenate themselves before returning. Several times the suggestion has been made by ALP staff that other high-quality, regular classroom teachers serve even short periods of time, even a grading period during the year, as a way of increasing the respect for and understanding of these programs and the strengths and needs of the students they serve.***

Funding for ALPs

ALP staff frequently cited the need for better funding, either explicitly or implicitly (e.g., noting the need for better facilities). Expectations and demands on education are greater than ever to serve student populations that are increasingly diverse and which include students who come to us with multiple problems beyond academic ones. With these expectations, the funding demands are increasing. Local, federal and grant funds are among those that may be sought. Creative funding and maximizing effective use of existing funds is essential. Coordinating and eliminating overlap in programs and services is essential. It is imperative that schools develop strong relationships with all family and youth serving agencies and organizations to shape a cohesive support system, pooling money, personnel, transportation systems, and other resources to solve common concerns. Currently only slightly over half

(57%) of ALP administrators indicated that they are knowledgeable about the full range of programs and services funded from their LEA At-Risk Students/Alternative Schools and Programs funds. Still fewer, only about a third have input into decisions about setting priorities for how local at-risk dollars are spent.

> **Recommendation Fifteen**: ***ALP administrators should be an essential part of any LEA team looking at overall expenditures for at-risk students. They have valuable and unique experience and expertise to offer in programming for at-risk students. LEAs should include ALP administrators in developing a plan for the full-range of services and programs as well as decisions about priorities for local at-risk expenditures. Over the four years of the evaluation, ALP administrators have consistently expressed concerns over funding issues, saying they feel "like a red-headed stepchildren". As a result of these concerns, and their unsuccessful attempts to influence local funding decisions, they have recommended that a funding stream be created which is exclusively dedicated to ALPs.***

The General Assembly has increased its appropriations to the At-Risk Students and Alternative Schools Fund every year since the consolidated fund was created. However, the current level of funding is not adequate to support and expand ALPs in ways that are needed in order to serve the growing population of students at-risk of academic failure and juvenile crime. There is growing support for providing educational opportunities for suspended and expelled students. Additionally, there are student accountability standards that will require more than ever from students as they progress through the levels of schooling.

> **Recommendation Sixteen**: ***There is recognition of the need to offer a full continuum of services to meet the needs of at-risk students, from academic to behavioral to social/emotional. Once this continuum of services is defined and related costs are determined, a schedule for funding, including priority starting points, should be developed.***

Accountability for Alternative Schools and Programs

Previous reports have addressed the issues of poor tracking and evaluation of student progress for students enrolled in ALPs. Achievement of students in alternative programs in grades 3-8 has been remarkably stagnant based on the statewide End-of-Grade (EOG) Test analyses for these students. End-of-Course (EOC) Test results (i.e., achievement at Level III or IV) for three high school courses have improved each year of the evaluation, but are still well below the state average. Documentation for other types of outcomes is minimal, other than through impressions and self-reports from ALPs. These students deserve the same kind of accountability from educators as other students. Having asserted this strong need, the evaluators also recognize that these students are among the most challenging students to educate and to keep in school and that accountability must also include other types of measures.

It is interesting to note the increase in the percent of students being enrolled in high school alternative schools for academic reasons that is reflected in the evaluation report for 1998-99. This increase may be a sign of more attention to academic needs of students or it may indicate an increase in the practice of removing poor-achieving high school students from the regular high school accountability model.

Accountability for Alternative Schools. The State Board of Education adopted revisions to the ABCs Accountability Model during the 1998-99 school year that specifically address accountability for alternative schools (SBE Policy Manual, June 1999). Alternative schools have a designated school code and a state-assigned principal. There were 67 such alternative schools in 1998-99. The new accountability policy being implemented in the 1999-2000 school year addresses most of the previous recommendations. The policy requires that alternative schools participate in the ABCs accountability program in a manner specifically designed to accommodate the diversity among the schools and the student populations served. The alternative school accountability system is based on six components; three of which are mandated and three are locally developed. The three mandated components are achievement-based, using state test scores specifically designated by the SBE. The three locally developed components are based on the specific purposes and mission of the alternative school and must be approved by the LEA superintendent and the local board of education. Achieving three or four of these components is equivalent to meeting "expected growth" in the regular ABCs Accountability Model.

Alternative educators have expressed appreciation to the Compliance Commission and the Reporting Section of the DPI Division of Accountability Services for their determined efforts to develop a suitable ABCs Accountability Policy for alternative schools. Alternative educators have voiced the desire to be included in the ABCs Accountability process, providing the accountability requirements for alternative schools include some provision to allow measures based on the specific mission of each school. The policy now in place does just that. Further, alternative educators expressed a desire to be eligible for incentive awards for progress made, as are regular educators in the standard ABCs Accountability Model, which the current policy also affords.

Since this is the first year of implementation for the ABCs Accountability Policy for alternative schools, several aspects of the accountability policy for alternative schools bear monitoring. They include the following:

(a) It is possible for an alternative school to meet expected growth without ever addressing any of the three state assessment-based components. Thus, academic progress of students might continue to remain below acceptable levels.

(b) On the other hand, sufficient data/days in membership rules do apply to the three mandated achievement-based components for alternative schools. That means, for example, if an alternative school does not have the sufficient number of test scores for the ABCs Accountability Model, they may be limited in their ability to demonstrate enough progress to warrant exemplary incentive awards since three of the six accountability components are based on state test scores. By nature of the populations they serve, there are problems getting both previous year's and current year's test scores for many ALP students. There are often problems that impact the ABCs results such as a high rate of absenteeism, mobility of student population, and incorrect or incomplete data on answer sheets so that matched data are not available. For alternative schools serving grades 3-8 the impact on insufficient test data/days in membership is especially significant since the End-of-Grade score that is earned by the alternative school counts three times (for all three state test components) in their ABCs Accountability Model. If a school did not have sufficient EOG data meeting these criteria, the most they could earn in their accountability policy is three of the six components, which limits them to the "meets expectation" category. That would be the highest level of financial incentives possible in such a scenario.

(c) Membership rules for End-of-Grade tests require that the student be in membership in the school for 91 days in order for the student's score to count in the growth component of the school's accountability results. The requirement is 160 days for the NC High School Comprehensive Test (HSCT). In either case, whether in a regular school or alternative school, if the membership rule is not met, a student's EOG or HSCT scores will only be reflected in the performance composite, not the growth aspect, of the school's accountability results. Again, since the growth component of accountability program determines eligibility for incentive awards, alternative schools could be at a disadvantage. In the case of high school End-of-Course tests, the student's scores count wherever the student is tested (unless the student is dual enrolled). If a low-performing student is sent from a regular high school to an alternative school during the last few weeks of school, the student's score will be reflected in the accountability results for the alternative school. There is a potential for regular schools to attempt to "game the system" that is further exacerbated in the high stakes environment. Like regular schools, the less time alternative schools have to work with students, the less progress the students will demonstrate on state tests. Further, like regular schools, increased numbers of lower performing students tested in alternative schools increase the likelihood of lower test results for the school. As one LEA superintendent so aptly put it, "I might be willing to sacrifice [the accountability results of] one alternative school in order to make all my other schools look good."

(d) Two requirements are in place, as part of the new accountability policy, to help monitor the number, percent, and demographics of students referred to alternative schools. Alternative schools are to report to their local boards of education both the number/percent and demographics of students referred to alternative schools by each sending school (calculated by month) and the number/percent and demographics of students who return to their home schools (calculated by month).

> **Recommendation Seventeen**: ***Adding a requirement that the information referenced in(d) above be a reported item as a part of the ABCs report card or be reported as part of the ALP evaluation results or both, may encourage best practices and cooperation between regular and alternative schools to make decisions based on the best interests of students. Further, results in the ABCs Accountability Program should be monitored for alternative schools to make certain that staff have at least equal opportunity to earn incentive awards as regular schools. Other aspects referenced above need to be monitored over time and refinements may need to be made to ensure both students and alternative schools have a fair and effective accountability system.***

Accountability for Alternative Programs. While these requirements go a long way toward addressing accountability for officially designated schools, most ALPs are not official schools. Accountability for students in these programs is tied to the school in which the program is located. There are, however, alternative programs that serve several "feeder" schools. In those cases, districts determine whether each ALP student's state test scores are returned for inclusion with the home-base school or are included with the accountability results of the school within which the alternative program is housed.

Legislation in the 1999 Session helps to address concerns about the effectiveness of ALPs by specifying new aspects of the required 15 components for each local safe school plan. These changes include requiring LEAs to identify measures of the effectiveness of efforts to assist academically and behaviorally at-risk students and an analysis of such measures for students referred to ALPs.

Recommendation Eighteen: ***LEAs should develop procedures to assess the effectiveness of all ALPs, including both schools and programs. Any future statewide evaluations of ALPs should attempt to identify the measures used in each LEA and the results of their analyses.***

Student Accountability Standards: Impact on ALP Students

The Question Lingers: Who Is Responsible/Accountable for ALP Students? The new student accountability standards ratchet the stakes for students in ALPs. A student can get shuffled back and forth between his or her home-base school and the ALP, making no progress in either setting, and the only one left holding the bag is the student. Further, the potential for gaming the system is already described in the previous section on the new accountability policy for alternative schools. More than ever there is a need for a longitudinal database (SIMS replacement) for every student, making it easier to track individual progress over time, and documenting intervention strategies that have been tried with students. Valuable instructional time is lost each time a different teacher has to begin anew with a student figuring out where to start. Each student needs well-designed, individualized intervention plans that are used to guide educational decisions, and we need to stick with each student until we get somewhere. Each year the ALP evaluation results point to the fact that the longer students are enrolled (up to a year), the better their school-related outcomes. Student progress needs to be stabilized before they are returned to the regular school setting. Some students may need to remain in the ALP setting. When students are returned to their home-base schools they need appropriate supports so that they may continue their progress instead of throwing them back into the same conditions in which they failed the first time. We will never solve the problem of improving outcomes for at-risk youth until we address the joint responsibility that is needed between regular schools and ALPs for each student to succeed.

Recommendation Nineteen: ***The SIMS replacement will greatly help the tracking of individual progress of students in and out of ALPs. The requirement as of January 1, 2000, that regular schools and ALPs work more closely to develop intervention plans for ALP students will help also. It is recommended that longer placements be considered working toward stabilizing students in pre-defined areas of need, before students transition back into the regular school. There is growing support from alternative educators and other central administrators working to improve services to at-risk youth for students referred to ALPs to continue to be carried on the rolls of the home-base schools. Many believe that is the only way that regular schools will have a vested interest in sharing resources and providing needed supports for students with whom they are unsuccessful.***

Mastery Learning. A number of ALPs offer course credit to students when they obtain a designated score on End-of-Course tests, sometimes with little instruction in the course and without the "seat time" requirement, which are conditions of course credit in regular schools. The practice of "flexing" instructional time is enticing because it helps students who are sometimes seemingly hopelessly behind in graduation credits have some hope of catching up to earn a high school diploma without spending lots of additional semesters or years in school. While this strategy is an attempt to address a serious problem, it is creating other even more disconcerting problems. First, EOC tests are not designed for the purpose of determining credit for a course without course completion. Second, ALP students, already disadvantaged, are further disadvantaged by limiting the range of the course content they are taught and the opportunity for interactions, discussions, and experiences that enhance learning and understanding. Instead of trading one set of problems for another, ALPs must find strategies for providing flexible options that still encompass meaningful learning. Further, what is "mastery learning"

without a common definition and consistent, rigorous standards for how "mastery" will be demonstrated in each subject or content area? "Seat time" requirements for course credit are set in State Board policy for students in regular schools. Certainly, we do not want to create a double set of standards for learning that requires less of students in ALPs than in regular schools. Instead we need to provide the resources, technical expertise, and leadership so that all youth have appropriate opportunities to earn a high school diploma.

> **Recommendation Twenty**: ***It is recommended that creative strategies be identified for helping students who are seriously behind in graduation credits earn sufficient credits to "catch up" so that they can graduate with a high school diploma within a reasonable amount of time. Allowing students to progress at their own rate but in an accelerated fashion with expanded opportunities to learn is important. Web-based learning is one possibility. Further, it is recommended that the possibility be explored of designing a standard set of rigorous, criterion-referenced tests, aligned with the NC Standard Course of Study, for use in ALPs. This customized assessment system would be used to appropriately determine student mastery of broad-based content knowledge to insure that students graduate with a solid academic foundation.***

ALP Transportation Issues. Another issue potentially impacting progress on student accountability standards for ALP students has to do with transportation issues. Because school buses are expensive, LEAs usually stagger school start times in order to use a limited number of buses to cover more than one bus route. Further, school districts receive transportation funds based on efficiency ratings that are calculated by the state and have to do with the number of miles students live from their schools. LEAs tend to avoid practices that negatively impact their transportation funding. In cases where providing transportation for ALP students would require more school buses or would negatively impact efficiency rating, some LEAs make one of two choices that may save them transportation funds, but may not be in the best interest of students attending ALPs. Some choose either not to provide transportation for students attending ALPs or they choose to use fewer buses, which makes for very long bus rides. In the first case, not providing transportation for ALP students can lead to higher rates of absenteeism. In the second case, where there are very long bus rides, ALP students at times report spending more time riding the bus to and from school than they spend in the classroom. Their instructional day is cut short. Both practices will negatively impact the amount of instructional time for ALP students and therefore limits opportunities to learn.

> **Recommendation Twenty-One**: ***State law requires LEAs that provide transportation to one student to provide transportation to all students. Some LEAs do not provide transportation for ALP students. It is recommended all LEAs be required to provide transportation services to students attending ALPs. It is further recommended that changes be made such that LEA efficiency ratings are not impacted negatively by increased mileage necessary to provide transportation to all ALP students. It is also recommended that maximum times be set for lengths of bus rides for students and that strategies be developed to work within those limits so that students do not have to cut their school day short or exhaust themselves with excessively long bus rides.***

Programmatic Features of Successful ALPs

While there is no one "best model" for ALPs and different purposes may dictate different best practices, some features were consistent among ALPs that seem to be making a difference in students' lives. These programs usually began with a fairly clear understanding of particular needs to be addressed by the program and a deep concern for the students whom the education system had failed. A focused mission and program philosophy guided the development of most of the programs, typically with unwavering commitment to the program purpose in spite of persistent and difficult obstacles. Visionary, entrepreneurial, creative, "mover-shaker" types of leaders guided most of these ALPs. Some unique features that the evaluators termed "bright ideas" are also mentioned. Finally, some issues and recommendations continue to emerge from the data collected over the four years of the evaluation.

Small Size, More Individual Attention. While many ALPs strive to provide education based on the individual needs of students, it seems almost axiomatic to say that small size makes this possible. While over one-third of teachers returning surveys in the study on qualification of ALP staff indicated they teach 15 or fewer students per day, one-fourth of the teachers have over 32 students per day (ranging up to 185 student per day). The most teachers (36%) noted low student-teacher ratios as the most significant factor in making ALPs effective.

Some of the most exciting programs are small and provide individual and intensive interventions in both academic and behavioral/emotional areas. Since students enrolled in ALPs typically have multiple problems, including poor decision-making and problem-solving skills, individual counseling and small group work is part of the educational program. As students with more serious needs are enrolled, size likely becomes even more of a factor in effectiveness. This does not mean that programs with larger numbers are automatically ineffective. This issue relates to the purpose of the ALP and the types of students that it serves, as well as the need for a continuum of services within the LEA and its community.

Continued Focus on Academic Rigor. The continued poor performance of ALP students as a whole on statewide assessments reinforces the consistent, persistent need for high academic expectations and intervention and acceleration programs of an intense nature. Strong instructional efforts must be paired with, not replaced by, services to address problems in other aspects of a student's life. Teacher survey results corroborate other findings on the academic needs of ALP students; they rated the vast majority of their students as below grade level. We must not back away from serious attention to academic success for these students. *Any hope for future success in work or a post-secondary education setting is best assured by academic success and high school graduation.* A sense of hope requires the belief that one can influence the future; the ability to influence one's own future requires a sense of self-efficacy; and a sense of self-efficacy requires successful completion of the tasks at hand, including succeeding in school. The attitude reflected by "Our students cannot be expected to achieve because they have so many problems and have such low self-esteem" is not one likely to promote optimal success with students. Rather, ALP and other educators need an attitude of "Unless our students meet the academic standards, they will be less successful in resolving other life problems and improving their self-esteem." And the case studies show that there are ALPs that embody that attitude.

Hands-On / Experiential Learning, Based on Rigorous Content with Focused Instruction. As

students experience academic failure they usually become increasingly more difficult to motivate. Students in ALP settings are often on the extreme end of the continuum in terms of failure experiences. One project director described the students enrolled in her program as having "a gnawing sense of inadequacy and failure within the regular classroom; a sense of futility, ineptitude, and purposelessness, frequently exacerbated by constant negative feedback from parents, teachers, and peers." Such feedback sometimes results in angry, defensive behavior. One LEA superintendent interviewed, who had years of experience with at-risk youth, put it this way, "If it looks like school or smells like school, they don't want anything to do with it." A regular school principal added that students would rather appear "bad" than "stupid". Re-engaging these students in fruitful learning is challenging at best. ALP educators tell us that what works is to find ways to connect learning to individual student interests, to break learning down into manageable units, and to combine direct instruction of the content with hands-on demonstrations of learning. Thoughtfully enriching units of instruction with "experiences" to bring the essential learning outcomes "alive" is also effective. Exploratory and problem-solving strategies can make content and concepts more meaningful.

Strategies for experiential learning include using technology to conduct virtual tours of famous art galleries or historical battlegrounds as well as actually taking students to those places. Bringing local writers, artists, musicians, architects, mechanics, plumbers into the classroom to talk to students about how they do their work may help students see meaningful applications of the things they are learning in their classrooms. The use of field trips, classroom "activities", and even using technology, is means, not ends, to motivate students, address diverse learning styles, and create meaning. The teacher must have a clear understanding of, and focus on, specific and important learning targets coupled with a strong foundation in rigorous content to drive the selection of appropriate methods for hands-on or experiential learning.

Personal Connections with Students. It is clear from the case studies that one of the important features of successful ALPs is the connection between the adults and students. Comments from students in particular focused on the caring nature of the relationships in the ALP, the willingness of staff to go the extra mile, and the sense that staff believed in them. These comments obviously result from staff effort that exceeds a typical workday or merely content instruction. Factors likely to increase the possible personal connections between staff and students should be carefully considered by LEAs in designing ALPs. Such factors might include low staff-student ratio, smaller program size, programs focused on particular types of needs, and – especially – the recruitment of special people. Comments by LEA administrators, regular school educators, and school board members all pointed to the importance of finding the "right people."

To Be of Use. To young people who have experienced limited success in school and feel a sense of inadequacy in most areas of their lives, being useful to other people may be one important way to build confidence and a sense of efficacy. While there is limited data from the current evaluation, the ALPs incorporating service learning or other strategies that link students to service for others are worthy of consideration by other ALPs.

1998-99 Evaluation Report
Alternative Learning Programs

Executive Summary

Background and Report Contents

G.S. 115C-12 (24) requires that the State Board of Education (SBE) conduct an annual evaluation of Alternative Learning Programs (ALPs). In addition to standard ongoing data collection, the evaluation strives to explore a unique aspect of ALPs each year. The 1999 Session of the General Assembly amended the ALP legislation to require the SBE to review qualifications of teachers assigned to ALPs and to include the results in its annual report. In addition to the ongoing data collection reflected in this report and the study of ALP teacher and administrator qualifications (during the 1999-2000 school year), the 1998-99 evaluation included case studies conducted in 10 ALPs to document best practices, issues, and concerns for the education of at-risk students. The qualifications of ALP staff and the case studies are reported in separate documents.

This report summarizes the findings of ongoing data collection for the fourth year of the evaluation, 1997-98. Trend data for the four years is presented when available. This report contains information on the following:

- Descriptive information about ALPs, including numbers, growth over time, and funding.
- Descriptive information about students in ALPs, including demographics, reasons for admission, grades repeated, and plans after high school. In some cases comparisons to students statewide are available.
- Student performance and outcome data for ALP students, including achievement on state tests and other school-related variables such as graduation credits, promotions, homework, credits earned, end-of-year status, suspensions, expulsions, and dropouts.

Number of ALPs (Based on Evaluation Definition)

ALPs identified in 1998-99 included the following information:

- 176 ALPs total, up from 172 the previous year,
- 60 out of 67 officially classified alternative schools.

Students Served in ALPs

A total of 16,107 students were reportedly served in ALPs during 1998-99, compared to 14,821 in 1997-98, 13,590 in 1996-97, and 11,900 in 1995-96. Overall enrollment has increased 35percent since 1995-96,while the number of ALPs has increased only by two percent. This finding suggests that the size of ALPs may be increasing. As in the previous years of this study, the highest percentage of students (26 percent) was enrolled in the ninth grade. Black and male students continue to be over-represented in ALPs compared to the general student population.

ALP students are at-risk of school failure, both academically and behaviorally. They exhibit higher than average risk factors such as low academic achievement, a high rate of suspensions, more grades repeated, a higher rate of dropouts, and fewer families with two parents.

ALP Funding

Of the $144,452,872 appropriation to the 1998-99 At-Risk Student Services / Alternative Programs and Schools funding category, a total of $25,028,337 (19.2 %) was spent on ALPs compared to 17.2 percent of the 1997-98 appropriation. The amount LEAs have spent on ALPs from the fund has increased each year about two percent since 1996-97 when it became possible to track their expenditures that way. Over sixty percent of the ALP expenditures for 1998-99 were for teachers, teacher assistants, and tutors, which are directly related to classroom instruction and learning. Ninety-seven LEAs reported expenditures for School Resource Officers (SROs), leaving twenty districts that did not report SRO expenditures.

Key Findings

With this evaluation, data on numerous factors are available for at least three years; in other cases two or four years are available and shown.

1. **Positive End-of-Year Status for ALP Students.** Desirable or positive end-of year status was found for eighty-five percent of middle school ALP students and seventy-four percent of high school students, roughly the same as the previous two years. Positive end-of-year status includes outcomes such as the

Key Findings (continued)

student still being enrolled in the ALP, having returned to the regular (home) school, graduated, or entered a community college program. Still, too many are dropping out (15.8% ALPs compared to 4.1% state, in 1997-98.) More than *one in five* ALP students dropout at both grades 9 and 10.

2. **Lower State Test Scores.** Again this year, while ALPs are keeping many students in school who might otherwise drop out, they appear to be less successful with them academically. Performance on state end-of-grade and end-of-course tests is well below the state average. ALP students in grades 4 through 8 have not made notable gains in proficiency (with grades 6-8 providing the most confident results). However, ALP students taking three EOC tests (Algebra I, English I, and Biology) have made steady gains in proficiency each year of the evaluation. This increase may reflect a change in the students placed in ALPs or increased attention to their academic performance, or both.

3. **Gender and Ethnicity EOC Score Differences.** As in previous years of this study, there are substantial differences across gender and ethnic groups in performance on end-of-course tests, generally with White males and females scoring higher than Black males and females. However, across the four years of this evaluation, nonwhite males and females have had increasing proportions scoring at achievement level III or above on Algebra I and English I EOC tests. After a large gain between 1996 and 1997, nonwhite students have *maintained or declined* slightly on the Biology EOC test. Females, both white and nonwhite, showed dramatic improvement between 1998 and 1999 on the Algebra I EOC test, more than doubling their proficiency rates.

4. **Length of Enrollment May Help**. In the last three years of this study, students who are enrolled in ALPs for more than three grading periods have more positive outcomes than those who are enrolled only one grading period. This analysis was also conducted individually for academically related variables such as non-promotions, absences, and percent of courses passed, as well as for clustering of positive outcomes versus undesirable outcomes. In all cases, length of enrollment made a positive difference. What is not known, however, is whether or not the students who were enrolled for longer periods of time were somehow different from the beginning than those enrolled for shorter periods of time. Still, this finding warrants consideration by LEAs as they consider the nature and duration

of their interventions for at-risk students.

Summary

Trends found in this fourth year of evaluation are generally consistent with previous years, with a few exceptions noted. A greater percentage of students in both middle and high school ALPs appear to be enrolled for academic reasons than in previous years, perhaps reflecting the impact of the state's ABCs Accountability Model. Middle schools continue to present special challenges based on lack of academic progress, a larger percent of students suspended, and greater enrollment for discipline reasons. High school ALP students have made gains each year in proficiency on three EOC tests, but they still perform well below the state average.

The Department of Public Instruction leadership has made specific staff assignments for programmatic responsibility for ALPs within the Division of School Improvement. Evaluation data and their implications will be shared and studied with this staff as they seek to assist LEAs in development and improvement of ALPs across the state. Improvement is a continuous process for programs serving this challenging population of students.

Recommendations presented in this report are drawn not only from data herein, but also from the reports on case study schools and qualifications of ALP staff.

• Introduction

Alternative Learning Program (ALP) Evaluation Plan

This report represents findings from the fourth year (1998-99) of a multi-year legislatively required evaluation of alternative learning programs in the state, regardless of their funding sources. Each year new information is being added to the understanding of Alternative Learning Programs (ALPs). The evaluation plan represents an orderly progression of knowledge from assessing the nature of the programs to assessing the quality of programs and the outcomes for participants, and then to the identification of best practices to assist all ALPs (and regular schools) to improve ultimate outcomes for students.

In the first year of the evaluation, 1995-96, baseline information was provided in three areas. First, there was *descriptive* information about how many ALPs existed, where they were located and basic characteristics about the programs, the teachers, and the students in the ALPs. Second, *outcome data* included achievement data from state End-of-Grade (EOG) and End-of-Course (EOC) tests; dropout data from the state's Student Information Management System (SIMS); and other outcomes for ALP students at the end of the year, such as graduation and promotion rates. Third, on-site *case studies* yielded qualitative information about four very different types of ALPs (in different parts of the state). These ALPs were selected to provide more in-depth understanding about how these programs work, the ways they are similar and different, as well as their strengths and their needs.

In the second year of the evaluation, 1996-97, in addition to student outcome and achievement data, the evaluation added *student opinion data* about regular schools and alternative learning programs (ALPs). *Feeder school principal opinion data* about the effectiveness of ALPs and their impact on regular schools and a *one year follow-up on students* who were in ALPs the previous year to see what had happened to them were added as well.

The report for the third year of the evaluation, 1997-98 continued the collection of the *achievement and other school-related outcome data* continued *(e.g., promotion, graduation, dropout, discipline)*. In addition, the Program Survey from the first year was re-administered to provide *descriptive data* needed to determine any changes and trends that were occurring in alternative learning programs statewide.

This report, for the 1998-99 academic year, continues the reporting of student demographic information as well as achievement and other school-related outcome data. There are two additional sections of the report. One focuses on the identification of *best practices in alternative education* stemming from the identification of ALPs with particularly desirable outcomes for students (e.g., staying in school; being promoted; achieving at or above grade level on state tests). In addition to data from the 1998-99 school year, two surveys were administered in January 2000 to study issues related to teacher and administrator credentialing as well as to identify training and professional development needs of staff in ALPs. Findings of these surveys are reported in a companion document to the 1998-99 Evaluation report.

Alternative Learning Program (ALP) Defined

Alternative Learning Programs (ALPs) include schools and programs with a wide array of activities, locations, and student characteristics. ALP efforts may have an academic, therapeutic, and/or behavioral/discipline focus. The criteria established to identify ALPs for the evaluation were taken from the language in the original legislation passed by the 1995 Session of the North Carolina General Assembly (amended G.S. 115C-238.47). In order to focus the evaluation, ALPs are included that meet the following definition:

> *A program that serves students at any level, serves suspended or expelled students, serves students whose learning styles are better served in an alternative program, or provides individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives.*

The evaluation is limited to ALPs that:

- provide primary instruction for students enrolled,
- offer course credit or grade-level promotion credit in core academic areas,
- are for selected at-risk students,
- are outside the standard classroom,
- are for a designated period of time (not drop in), and
- assist the student in meeting requirements for graduation.

Number of ALPs in the Evaluation

Of the 176 ALPs identified in the 1998-99 school year, 151 continued from the 1997-98 school year, 27 were new programs, 21 programs did not continue in operation. Of the programs dropped from the evaluation, some were closed by the LEA while others changed their operations so as to no longer fit the evaluation's criteria for inclusion. Table 1 shows the trends over five years (including figures for 1999-2000) for the number of ALPs in the evaluation, the number of programs continued from the previous year, and the number of new ALPs reported each year. The number of ALPs remained relatively steady from 1995-96 through 1998-99. From figures as of January 11, 2000, a significant number of new ALPs have been identified for the current school year. This increase could be a result of legislation from the 1999 Session of the General Assembly that requires all LEAs to have an ALP by July 2000.

Table 1. Number of ALPs in the Evaluation

Year	Total # of ALPs	Dropped from Evaluation	Continued from Previous Year	New ALPs in our Evaluation
1999-00*	193	20	156	37
1998-99	176	21	151	27
1997-98	172	23	147	25
1996-97	170	13	158	12
1995-96	171	not applicable	unknown	unknown

*As of January 11, 2000

Alternative Schools versus Programs

Although both are referred to as alternative learning programs (ALPs), there are important distinctions between alternative schools and alternative programs. One of the most important distinctions has to do with funding. Alternative schools are funded through ADM funds (average daily membership of students attending the school during the first two months of school). A principal is assigned to the school if it has seven or more teachers and/or 100 or more students. Alternative schools exist in separate buildings, often on separate campuses, and may maintain their own transportation systems. Alternative schools are assigned a school code by DPI. In the new ABCs Accountability Program, the school is the unit of accountability. As of the 1999-2000 academic year, a new accountability policy is in place for alternative *schools*. Decisions about how to hold alternative schools were difficult because of the mobility or lack of stability of the student population, as well as the fact that many of the ABCs components do not exist in all alternative schools (e.g., all courses may not be offered). The accountability policy for alternative schools therefore is somewhat different from the ABCs Accountability Program for regular schools and relies on the local board of education to approve half of the accountability indicators.

Alternative *programs*, on the other hand, are generally dependent on the schools within which they are housed for their funding and all other resources (e.g., staffing, materials). Occasionally there are special funds from grants and other such sources, but funds are not predictable over time. Students in alternative *programs* are included in the accountability results of the school in which the program resides.

There are a few alternative programs that are housed in stand-alone facilities. In these programs, achievement, attendance, and other data regarding student progress are returned and included in the accountability results for students' home (regular) schools. The funding for these programs is for the most part unique in each school system.

There were fifty-six ALPs that were officially classified by the NC Department of Public Instruction (NCDPI) as schools in 1996-97 (unknown for 1995-96). In 1997-98, 59 ALPs were officially classified as schools. Fifty-six of those alternative schools are in this study. There were 67 alternative schools in 1998-99; 60 are included in this evaluation. The alternative schools excluded from the study are focused on special populations, such as behaviorally and emotionally handicapped students; such schools do not meet the criteria for the evaluation. There has been a steady increase in alternative schools over the last three years.

LEAs with No Alternative Learning Program (ALP)

Table 2 shows LEAs with no ALP, as well as those sending students to another district, for each year of the evaluation. Due to some confusion over the exact status in previous years, a special effort was made to verify the LEAs without an ALP for 1999-2000. The 11 districts shown for the 1999-2000 school year, include eight with no ALP and three with a program they designate as an ALP that does not meet the definition used in this evaluation. Appendix D lists these 11 districts.

Table 2. LEAs Without an ALP

Year	No ALP in LEA	ALP in Another LEA	No Response
1999-00*	11	0	0
1998-99	9	2	8
1997-98	11	2	7
1996-97	11	14	6
1995-96	9	7	4

*As of January 11, 2000

Funding and Use of Funds

Table 3. Statewide ALP Expenditures from At-Risk Student Services / Alternative Schools and Programs Expenditures for July 1, 1998 - June 30, 1999

Expenditure Description	Spent as of 6/30/99	Percent of Total Funds Expended
Teachers	$12,941,214.73	51.72%
Employer Benefits	4,079,644.85	16.30%
Teacher Assistants	1,750,674.55	6.99%
Contracted Services	755,452.96	3.02%
Instructional Support	1,371,679.62	5.48%
School Resource Officer [2]	943,853.51	3.77%
Instructional Supplies	357,376.55	1.43%
Computer Equipment	243,978.00	0.97%
Tutors	668,370.04	2.67%
Equipment	204,646.42	0.82%
Custodians	378,992.65	1.51%
Clerical Assistants	325,893.24	1.30%
Assistant Principal	210,715.91	0.84%
Workshops/Sub Pay	266,538.32	1.06%
Computer Software	69,233.35	0.28%
Supplies & Materials	22,987.44	0.09%
Bus Drivers/Trans Safety Assistant	107,588.44	0.43%
Textbooks	884.94	0.00%
Audio-visual/Library Books	3,746.78	0.02%
Other [3]	324,865.44	1.30%
Total	**25,028,337.74**	**100.00%**
Percent of Total At-Risk Expenditures	**19.22% of total**	

Notes

[1] The Total Budget includes carryover from FY 1997-98. The Total Budget also includes $14,884,067 that was carried over from FY 1998-99 to 1999-00 to be spent by August 31, 1999.
[2] School Resource Officer expenditures include salary, contracts, supplies/materials, travel, and equipment.
[3] Other includes: Electric, utilities, rentals, energy cost, travel, telephone, postage, advertising, printing/binding reproduction costs, field trips, oil, tires/tubes, vehicle repair parts, fuel, other transportation services, sal-food services, sal-work study student and other insurance judgments.

Source: NCDPI, Division of School Business, Reporting/Auditing Section, February 7, 2000.

During the 1995-96 school year, funding for Alternative Learning Programs was provided through the consolidation of seven allotment categories into one, called the At-Risk Student Services / Alternative Schools and Programs Fund. In 1996-97, the Division of School Business of the North Carolina Department of Public Instruction, created a new expenditure category, PRC 68, to allow

tracking of school expenditures specifically for Alternative Learning Programs from the larger At-Risk Student Services allocation (PRC 69).

In 1996-97, the total appropriation to the At-Risk Student Services/Alternative Schools and Programs Fund allocation was $117,471,232. Of those funds, $98,513,307 was spent, leaving $18,957,925 (16%) to carry over until August 31, 1997. Of the $98,513,307 of the allotment that was spent, $14,531,011 (14.75%) was spent on ALPs.

In 1996-97, sixty percent of the ALP expenditures (excluding benefits) was for teachers, teacher assistants, tutors, and instructional support positions that directly impact learning in the classroom. Thirteen percent (excluding benefits) of expenditures was for administrative and support positions including assistant principals, school resource officers, clerical support, custodians, bus drivers/safety assistants, and contracted services. Eighty-eight percent of total expenditures was for personnel, including benefits.

In 1997-98, the total appropriation to the At-Risk Student Services/Alternative Schools and Programs Fund was $137,774,727, an increase of $20,303,495 over the previous year. Of those funds, $122,006,247 was expended. The remainder of unspent funds carried over until August 31, 1998. Of the $122 million expended, $20,989,438 were spent on ALPs (17.20% of the total fund). This represents an increase of about two and a half percent over last year's expenditures for ALPs. The remaining 82 percent of the fund was spent on other at-risk student services.

In 1997-98, sixty-seven percent of ALP expenditures (excluding benefits) was for teachers, teacher assistants, tutors, and instructional support positions that directly impact learning in the classroom. Eleven percent (excluding benefits) of expenditures was for administrative and support positions including assistant principals, school resource officers, clerical support, custodians, bus drivers/safety assistants, and contracted services. Ninety-five percent of total expenditures was for personnel, including benefits (a 7% increase over the previous year).

In 1998-99, the total appropriation to the At-Risk Student Services/Alternative Schools and Programs fund was $144,452,872.00 (Table 3). This figure includes carryover that was to be spent by August 1999 and totals an increase of $6,678,045 over the previous year's appropriation to the fund. Of that the total appropriation, $25,028,337.74 (19.22%) was spent on ALPs. This represents an increase of about 2 percent over the previous year's expenditures for ALPs. The remaining 80.78 percent of the fund was spent on other at-risk student services not associated with ALPs, such as remediation, dropout prevention, drug abuse, and school safety. A table including line item expenditures statewide for ALPs and those for other At-Risk Student Services can be found in Appendix E. A breakdown by LEA allotments and expenditures from this fund can be found in Appendix F.

Ninety-seven LEAs reported expenditures for School Resource Officers (SROs) out of the At-Risk fund for 1998-99, leaving twenty districts reporting no expenditures for SROs. A breakdown of LEA allotments that includes School Resource Officers can be found in Appendix G.

• Methodology

Data Sources

The evaluation was implemented using a combination of sources and measures (Table 4). The data collection process begins with a solicitation to superintendents in each LEA statewide to identify ALPs and contact persons. One hundred seventy-six ALPs were identified in the 1998-99 school year. All identified ALPs were asked to complete a Student Data Roster listing each student who enrolled in the ALP during 1998-99 and to provide basic demographic information, primary reason for entry, and status for special populations.

In response to requests from the ALPs to reduce the effort in completing surveys and forms for evaluation, a sample of ALPs was drawn for more intensive study rather than asking more detailed information of all programs. The programs were drawn as a stratified random sample with region being the stratification by which programs were randomly drawn. Forty-four programs were included in the sample.

North Carolina End-of-Grade and End-of-Course test results as well as information about students who had dropped out of school were also utilized. Students in the ALP were matched against the Department of Public Instruction's data files based on student identifier information.

Table 4. Data Sources for 1998-99 ALP Evaluation

Instrument	Description	Respondents	Data Collection Schedule
Superintendent Identification/Verification Information	Identify district ALPs and contact person(s).	LEA Superintendents	September 1998
Survey for Basic Program Information	Collected basic information about identified ALPs.	ALP administrator	September 1998 or when new ALP was identified
Student Data Roster	All identified ALPs asked to send in list of all students enrolled during school year. Data elements include: name, ID number, gender, race, age, grade, primary reason for entry, handicapping conditions, other special status conditions.	ALP teachers and personnel	End of first and second semesters
Student Data Form	Form completed for every student enrolled in each sample ALP. Data elements include: name, ID number, living arrangements, grades repeated, suspensions, reasons suspended, expulsions, dates of entry to ALP, days enrolled and absent from ALP, status on exiting ALP, promotion, graduation credits completed, courses passed, courses failed.	ALP teachers and personnel.	June 1999
Case Study Visits to ALPs	Site visits to complete interviews and observations.	Central office staff, ALP staff, regular school staff, parents, and students	May 1998 and May 1999
Survey of ALP Teaching Staff	Collected information about instructional responsibilities, qualifications, and needs of ALP teachers.	ALP teaching staff	January 19, 2000
Survey of Principals and Directors of ALPs	Collected information about administrative responsibilities, staff qualifications, and ALP needs.	ALP principals and directors	January 24, 2000

ALP Survey Return Rates

All ALPs completed and returned the Student Data Rosters and Student Data Forms (table5).

Table 5. Return Rates by Program for 1998-99 Data Sources

Data Source	Total Number of Programs[1]	Number of Programs Returning	Percent of Programs Returning
Student Rosters	176	175 1st semester 168 2nd semester	99% 1st semester 95% 2nd semester
Student Data Forms	44*	44	100%

* sample of programs (total=44)

[1] The year-end total of ALPs was 176. Because ALPs could begin in the second semester, the year-end total is greater than the first semester total.

Achievement Test Results: Matching Process

All of the data related to achievement measures included in this report were obtained from (a) the student answer sheets on the NC End-of-Grade (EOG) Tests for grades 3 through 8, and (b) the NC End-of-Course (EOC) Tests for selected high school courses. The lists of ALP students available from the Student Data Rosters were matched against these two state databases. In 1998-99 End-of-Course tests were administered statewide in Algebra I; Algebra II; Economics, Legal, and Political Systems (ELP); US History; Biology; Chemistry; Geometry; Physical Science; Physics; English I; and English II. For purposes of this study, three End-of-Course tests were selected for analysis: Algebra I, English I, and Biology. These courses were selected in an effort to capture the largest percentage possible of students enrolled in ALPs and to get some idea of achievement in mathematics, language arts, and science areas.

EOG Matching. Some of the ALP analyses require calculating expected growth on reading and mathematics scores from 1998 to 1999. That calculation requires that students found in the 1999 EOG testing database also have a score for the 1998 EOG administration. LEAs now match pre- and post-test scores for each of their students as part of their ABC Accountability responsibilities. ALP students who are on record as **only** having taken the 1998 **or** the 1999 EOG tests cannot be used since both scores are necessary to calculate growth. Such students are excluded from the analyses.

Matching procedures are intricate. For a number of reasons, data for all students are not found in any statewide database. Careful, systematic procedures are used in order to match the maximum number of data elements possible. Approximately 58 percent of all ALP students in grades 4 - 8 were found in the databases for both years. A number of issues act together to prevent locating 100 percent of ALP students, including data entry errors in social security numbers and names, and students' use of different names in different contexts (writing "Bill" in one place, "William" in another, for example). Even though all ALP students were not found, the number of students with a full set of matched data

for 1998 and 1999 gives a picture of growth in ALP student achievement and is the best indicator available at this time.

Table 6. Number of ALP Students Matched to EOG Data

Grade	Total ALP Enrollment 1998-99	Number of Students Matched 1998-99	Percent Matched 1998-99
4	24	14	58
5	62	42	68
6	1323	813	61
7	1949	1114	57
8	2543	1418	58
TOTAL	5901	3401	58

EOC Matching. The matching process for End-of-Course tests has yet another complication. Every student enrolled in Algebra I, English I, and/or Biology should have been administered those respective End-of-Course tests. However, there is no master list indicating which ALP students were enrolled in Algebra I, English I or Biology. Therefore, when a given ALP student is not located in the End-of-Course database, it is impossible to know whether the reason for the missing test score is (a) the student was not enrolled in the subject, (b) the student was absent for an extended period and missed the test, (c) the student was officially excluded from the test because of a handicapping condition, (d) or the student missed the test for other reasons (e.g., invalid test administration, improper exclusion). Since the total number of students that should have been tested is not known (the denominator), it is impossible to calculate the precise percentage of ALP students matched against the 1999 statewide EOC database. As with EOG tests, the number of ALP students matched with their respective EOC test scores likely underestimates that actual number of ALP students enrolled in these subjects. However, the number matched should be large enough to be considered indicative of the results for all ALPs on these tests.

Table 7. Number of ALP Students Having 1998-99 EOC Test Scores

Course	Number ALP Students
Algebra I	1107
English I	1505
Biology	1146

• Student Description

Introduction

The section on *Student Description* provides basic information about Alternative Learning Program enrollments, reasons for entry to an ALP, student demographics, and any identified special conditions.

The majority of information for this section comes from the Student Data Roster. Every student who enrolled in one of the 176 identified ALPs during 1998-99 was listed on a Student Data Roster, which provided basic demographic information, primary reason for entry to the ALP, and any identified special conditions. Parent education level comes from State End-of-Grade test (grades 3-8) and End-of-Course test (grades 9-12) data. The data for the description of living arrangements comes from the Student Data Form which was completed by 44 ALPs.

ALP Enrollment by Grade

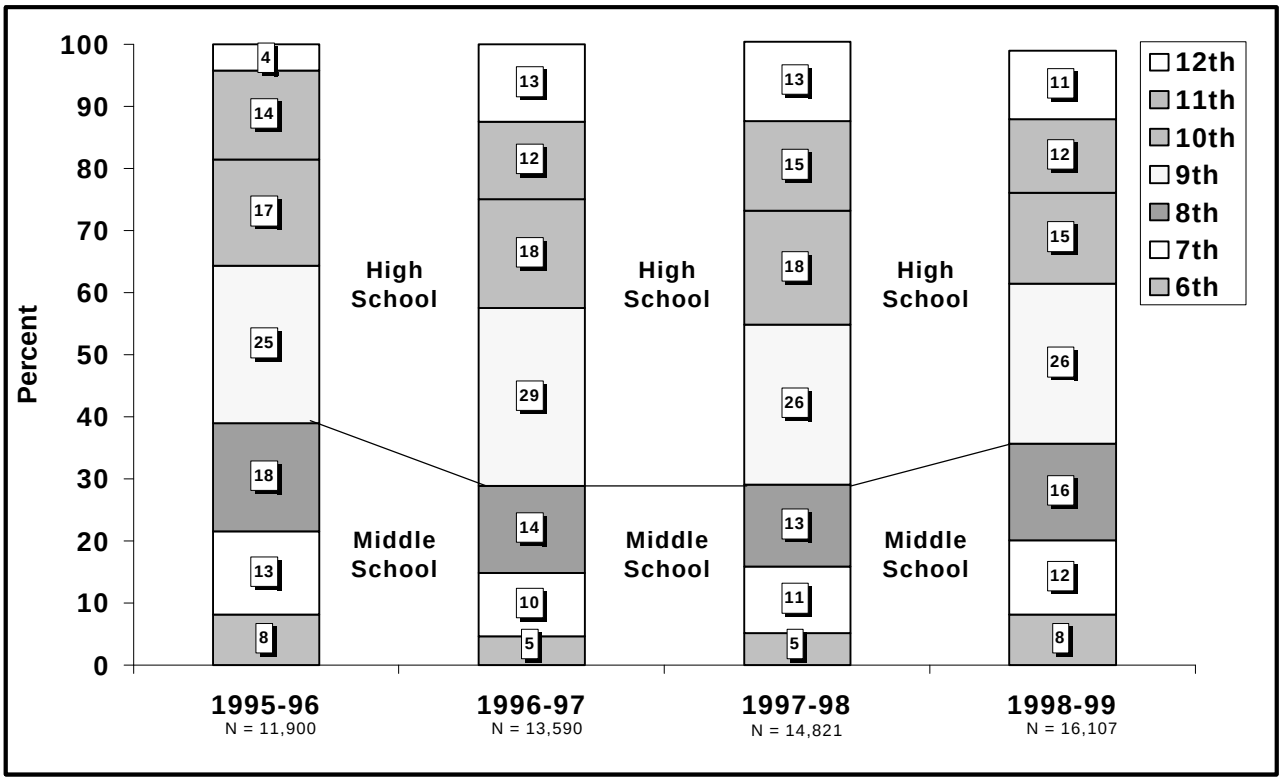

Figure 1. Percent of students enrolled in ALPs during 1998-99, by grade level (6-12).

- A total of 16,107 students were reported as enrolled in 176 identified Alternative Learning Programs). Grades 1 through 5 had small numbers of students and are not shown in Figure 1. They are:

Grade	N
1	6
2	14
3	33
4	24
5	62

- The ninth grade has by far the most students (more than one-fourth of all students) enrolled in Alternative Learning Programs.

- The number of students served by ALPs has increased each year since 1995-96. In 1998-99, 16,107 students attended ALPs, this is 35% more than in 1995-96 (11,900).

Primary Reason in ALP

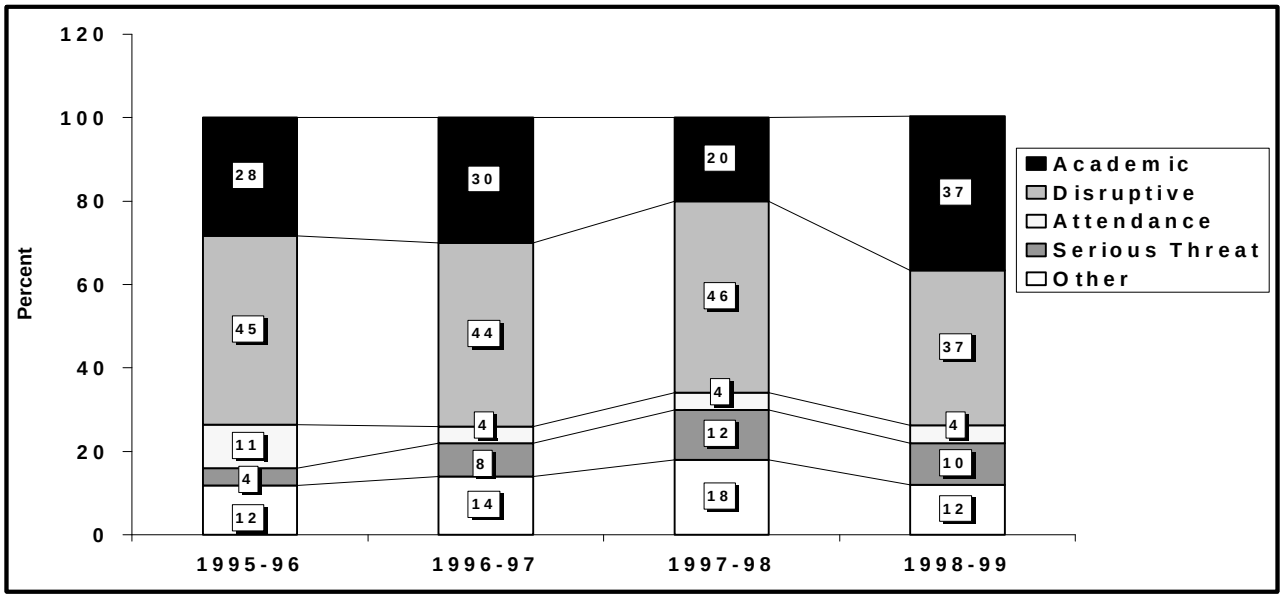

Figure 2. Primary reason for entry into ALP for middle school.

Figures 2 and 3 show the following trends:

- Thirty-seven percent of middle and high school Alternative Learning Program students were placed *primarily* because of academic reasons in 1998-99, almost double the 20% placed for academics in 1997-98. This increase may reflect increased academic focus for schools on the ABC's accountability model.

- Disruptive behavior shared equal weight with academics, with 37% of students placed for this reason. This percentage is down 7 to 9% from previous years due largely to a greater emphasis on academic reasons.

- Posing a serious threat decreased from 12% in 1997-98 to 10% in 1998-99 among middle school ALP students as primary reason for entry.

- ALP students in middle school grades were enrolled because of posing a "serious threat" more often than students in high school grades (10% and 3% respectively).

- The "other" category includes two percent enrolled for substance abuse problems and less than two percent of ALP students enrolled due to work, academic acceleration, pregnancy, and personal problems. The remainder were enrolled for reasons unknown.

Primary Reason in ALP (continued)

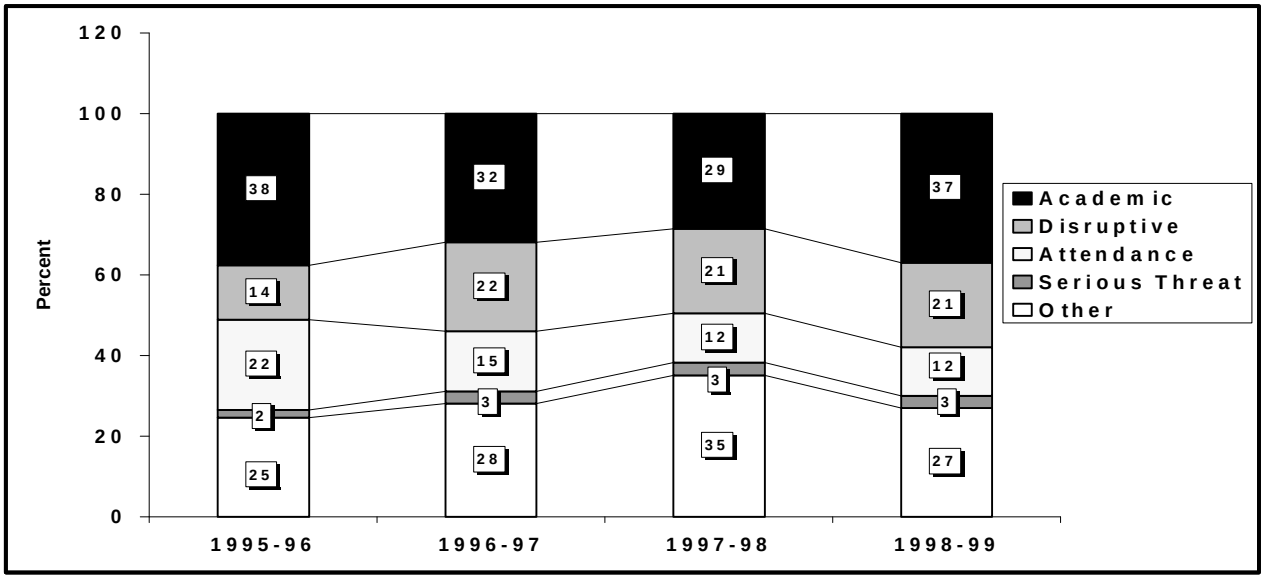

Figure 3. Primary reason for entry into ALP for high school.

- The most frequent reasons for placement of middle school ALP students were academic (37%) and disruptive behavior (37%), while the most frequent reason for placement in high school was academic (37%). As for middle schools, this is the largest increase over 1997-98 among reasons for placement.

- Attendance is more of a problem for ALP students in high school than middle school, serving as the primary reason for about 12 percent of high school ALP enrollments compared to only 4 percent of middle school ALP enrollment.

- Among high school ALP students, the "other" category is the second largest reason for placement. It includes about three percent of students enrolled for personal problems, four percent enrolled due to pregnancy, three percent for substance abuse problems, two percent for academic acceleration, and less than one percent (0.5%) because of employment. The primary reason for enrollment is unknown for the remainder.

Ethnicity

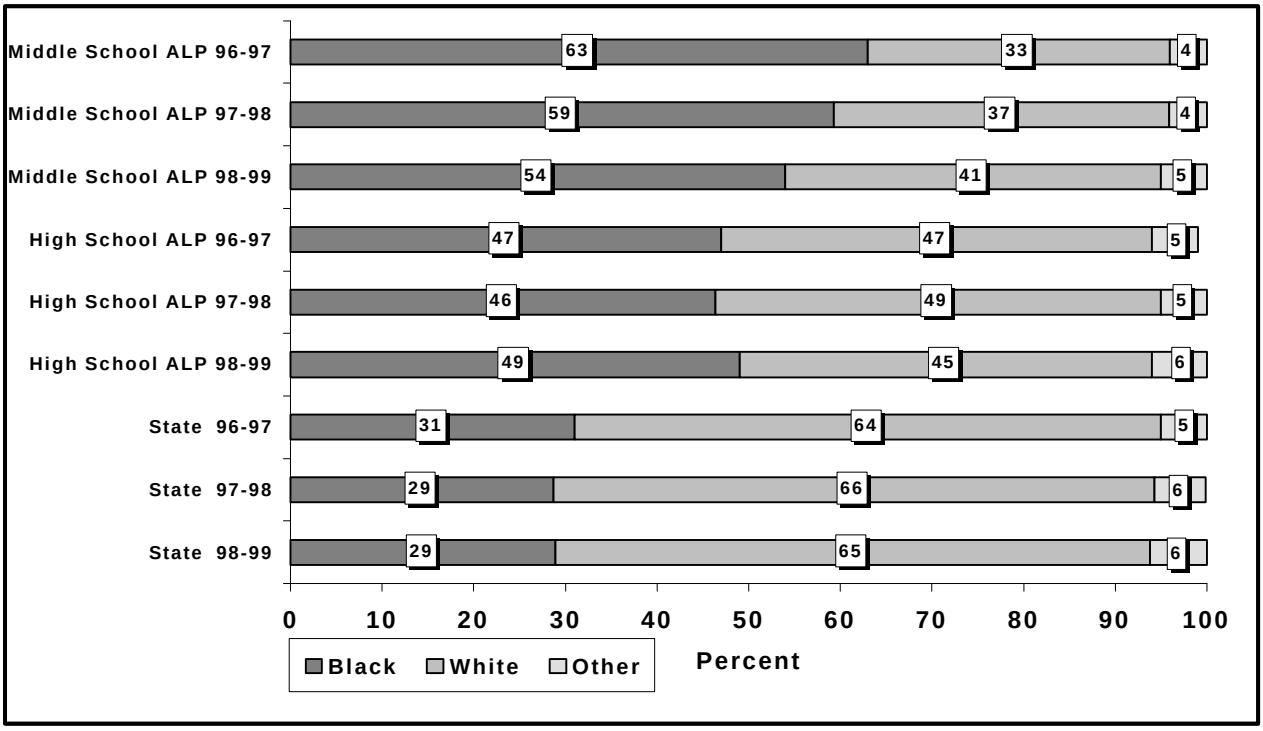

Figure 4. Ethnic composition of students in ALP and State, by grade-level cluster.

- For both middle and high school ALPs, there are more Black students enrolled (54% and 49% respectively) than in the general student population (29%) in the state.

- In the high school grades (9-12), Black and White students comprise about equal proportions of enrollment. In the middle school grades (6-8), Black students compose slightly more than half in ALPs (54%). However, the percentage of Black students has declined each year, and white student percentage has increased.

Gender

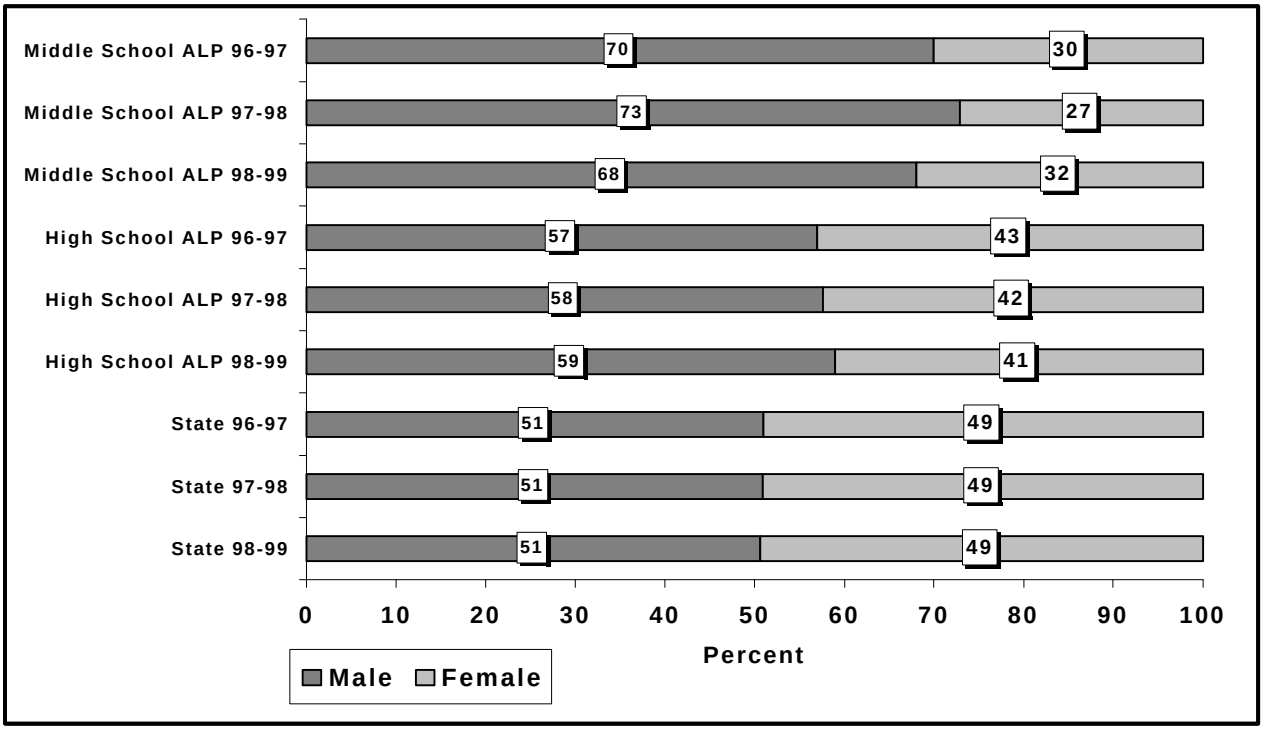

Figure 5. Gender of students for State and ALPs, by grade-level cluster.

- There are more male students in Alternative Learning Programs than there are in the general student population, especially in middle school ALPs.

- In the high school grades (9-12), the gender breakdown is closer to the state as a whole. ALP male students are only slightly more represented. In middle school grades (6-8), ALPs are approximately two-thirds male.

- The proportion of female students in ALPs in the middle grades increased five percentage points from the 1997-98 to the 1998-99 school year. At the high school level, the proportion of female students decreased by one percentage point. Statewide, the ratio of female students remained constant.

Exceptional Child Status

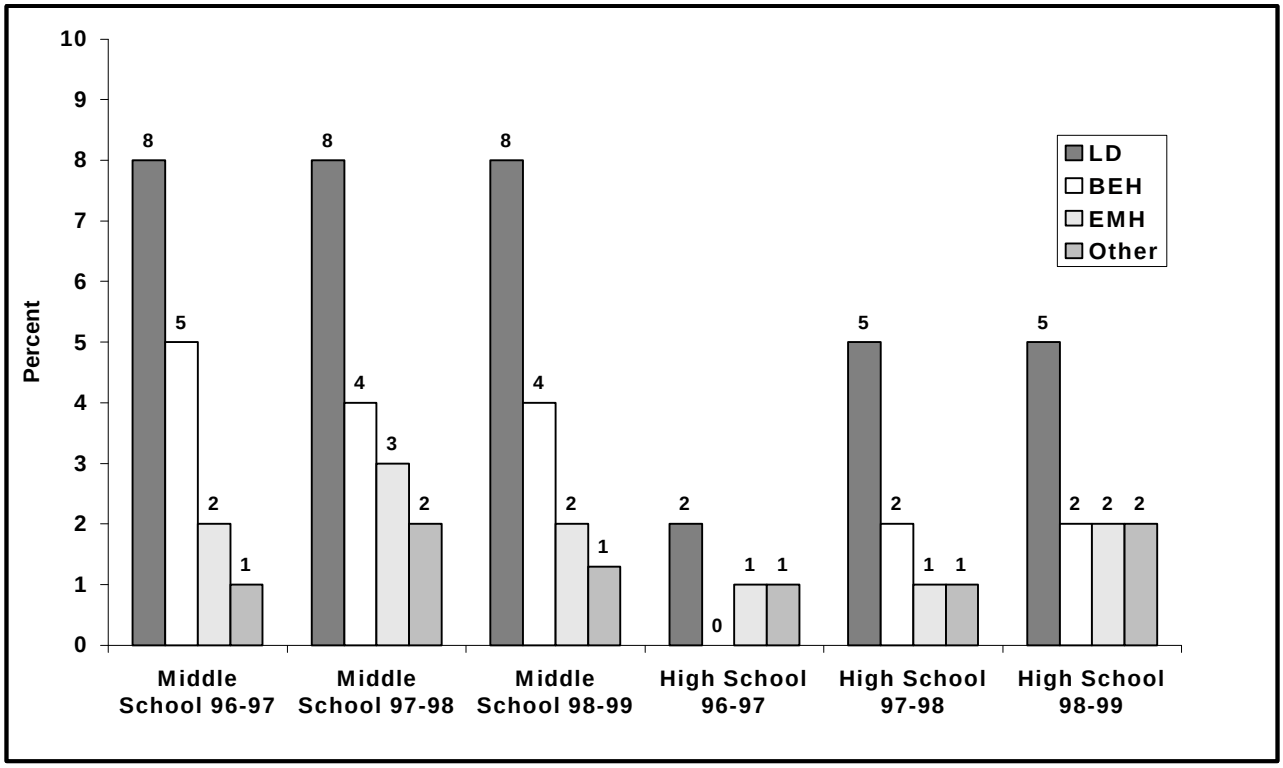

Figure 6. Exceptional child status for ALP students, by grade-level cluster.

- Few identified Exceptional Children are enrolled in Alternative Learning Programs. However, most of the Exceptional Children who are enrolled in ALPs are found in middle school programs.

- The distribution of exceptional middle school students across categories is similar for the 1996-97, 1997-98, and 1998-99 school years. Learning disabled students represent the largest category of Exceptional Children students in middle school and high school ALPs

Special Classification Status

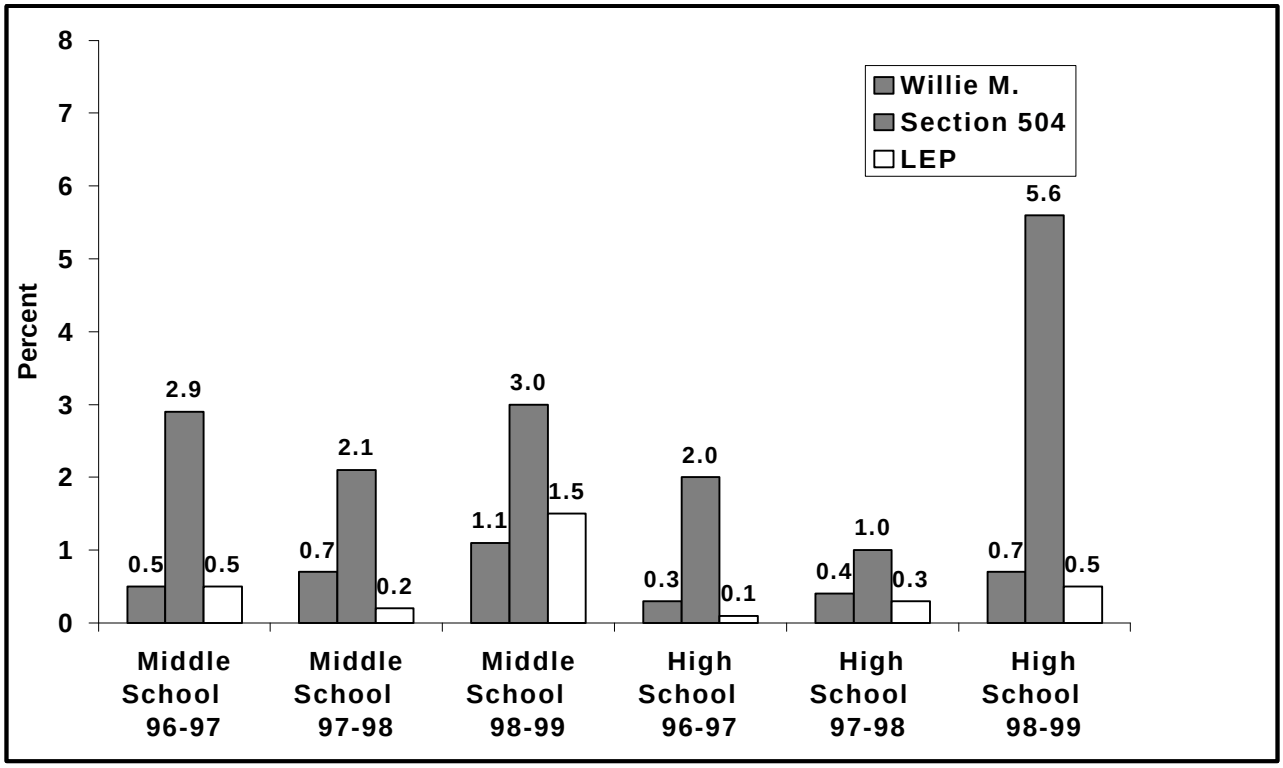

Figure 7. Special status for ALP students, by grade-level cluster.

- Very few students in three special status categories were enrolled in ALPs in 1996-97 through 1998-99. Those categories include *Willie M.*, Section 504, and Limited English Proficient (LEP). Of those three categories however, Section 504 students represent the highest percentage enrolled for both middle and high school ALPs.

- The proportion of students in Section 504 increased slightly from 1998 to 1999 at the middle school grades. At the high school level, the proportion of students in Section 504 increased by 4.6 percentage points from 1998 to 1999.

Parent Educational Level

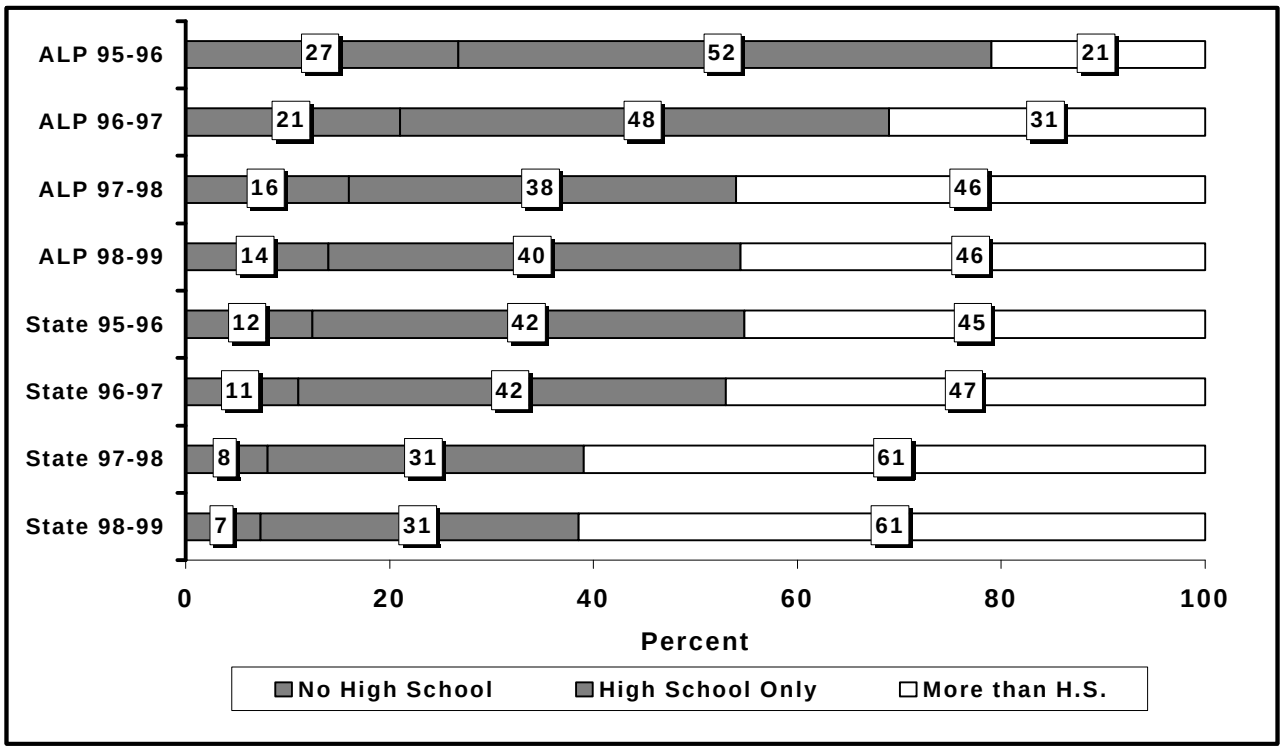

Figure 8. Parent education levels for students taking EOC tests (grades 9-12) for State and ALPs.

- For all four years of this study, parents of Alternative Learning Program students taking EOC tests had less education than parents of students in the general student population.

- The percentage of parents of ALP students with no high school diploma is double the rate for parents of high school students statewide (7 vs. 14%).

- In the general high school student population in the state, 38 percent of the students had parents with a high school diploma or less compared to fifty-four percent of the parents of ALP students.

- The biggest absolute gap between parents of ALP students versus those of students statewide was in the post-high school degree category. More than half (61%) of parents of students in the general population had post-high school education, while (46%) of parents of students in Alternative Learning Programs had post-high school education.

Plans After High School

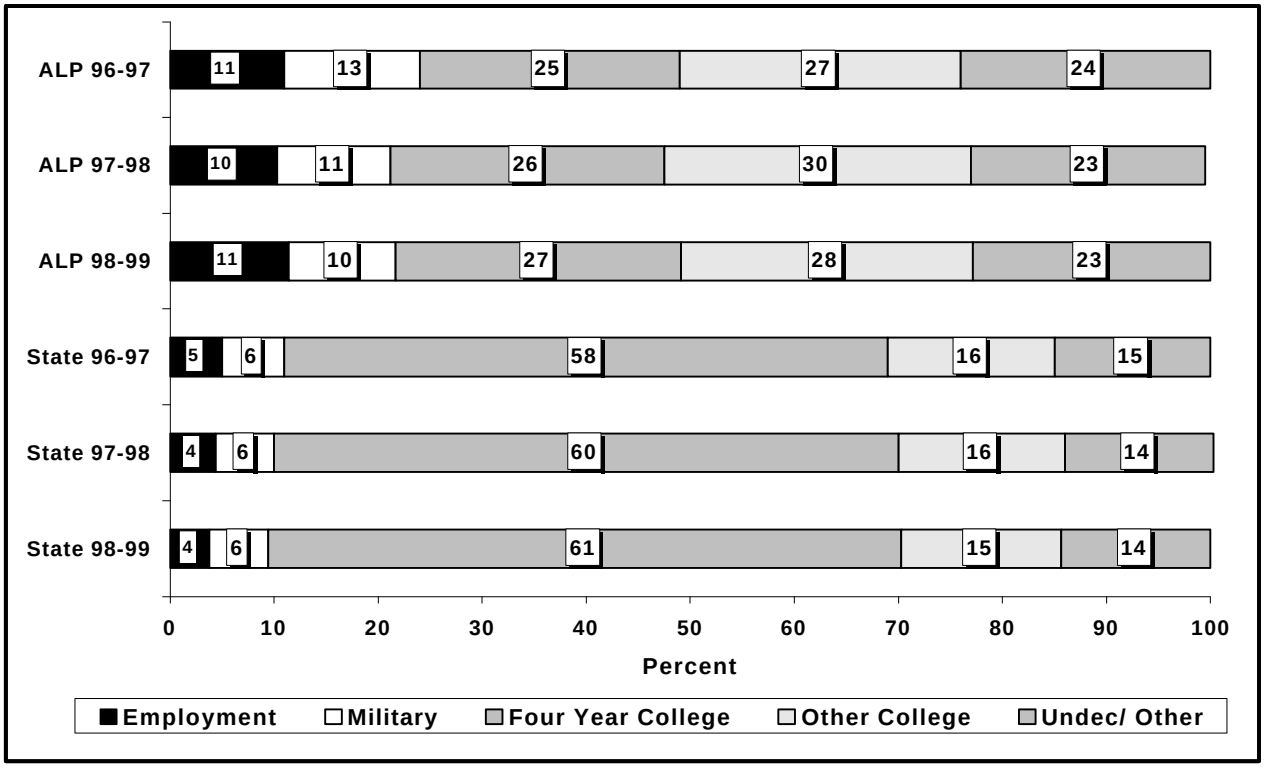

Figure 9. Students' plans after high school, among students taking EOC tests (grades 9 - 12), for State and ALPs.

- Students taking the EOC tests were given a choice from among five possible post-high school pursuits. Although there is a notable difference between ALP students and students statewide, the pattern of choices within each group is stable across the three years.

- In 1998-99 sixty-one percent of students statewide reported their intentions to attend a four-year college or university after high school, compared to 27 percent of ALP students. While only about 15 percent of students statewide intended to go on to a business, technical, or junior college, 28 percent of ALP students had such plans.

- Greater proportions of ALP students than students statewide expected to be employed (11% versus 4%), had plans to go into the military (10% versus 6%), or were undecided (23% versus 14%).

ALP Students' Living Arrangements

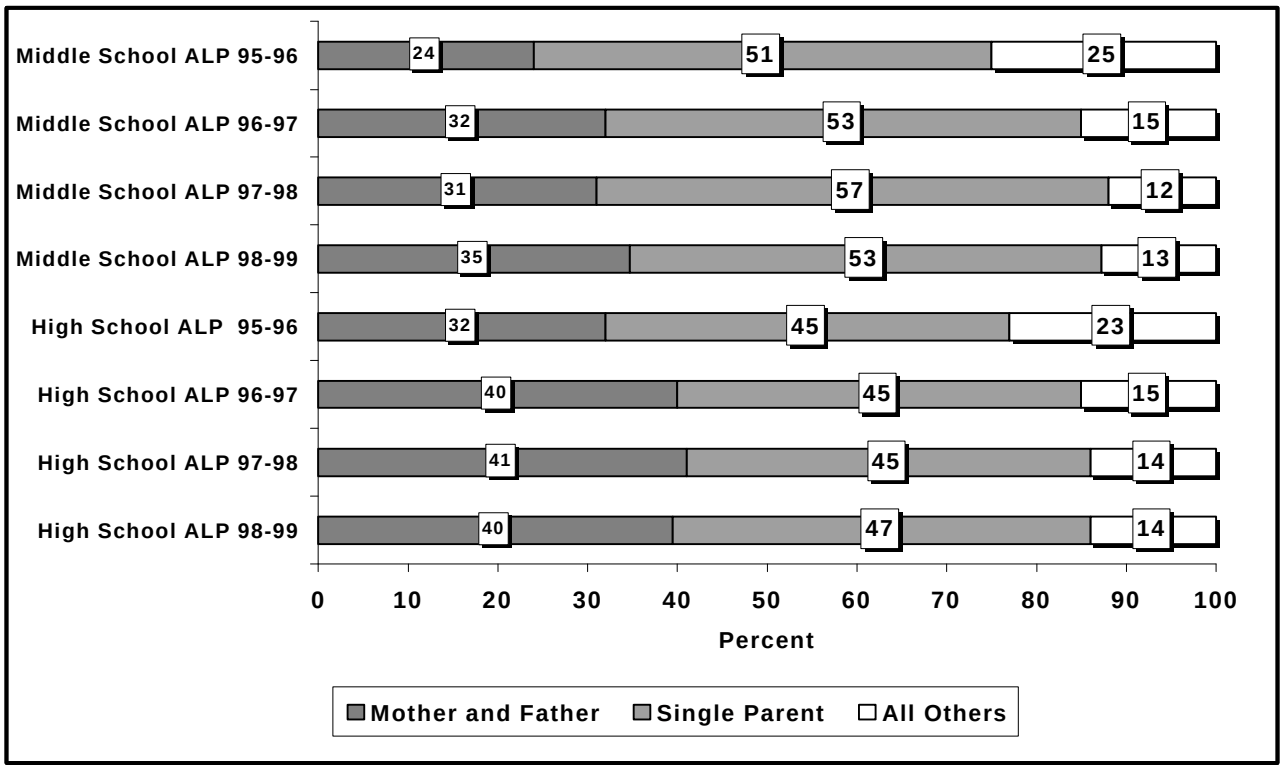

Figure 10. Living arrangements for ALP students, by grade-level cluster.

- Across the 4 years of this study, less than half of students enrolled in Alternative Learning Programs live with two parents (either biological or step). This trend is somewhat more pronounced for middle school ALP students (approximately one-third) compared to forty percent of high school students.

- In middle school grades, more than half of the ALP students live with a single parent, 47 percent in high school ALPs. This compares to an overall state average of approximately 25 percent of children in single parent homes. This pattern has held across the four years of this study.

Grades Repeated

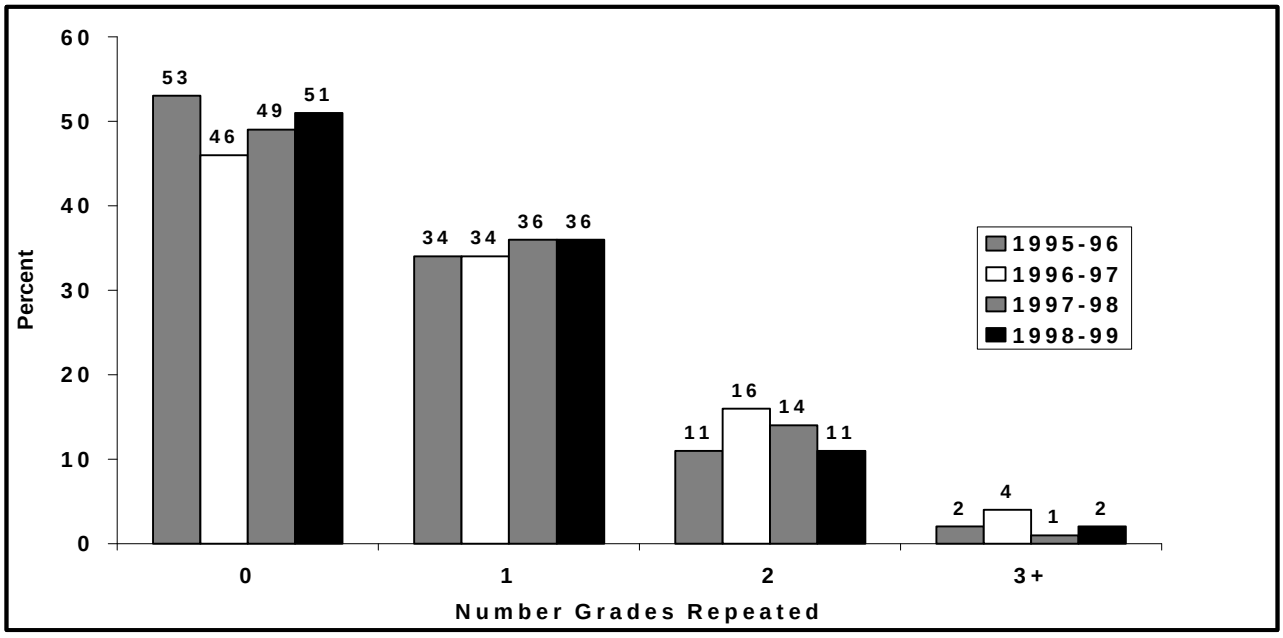

Figure 11. Number of grades repeated for students enrolled in middle school ALPs.

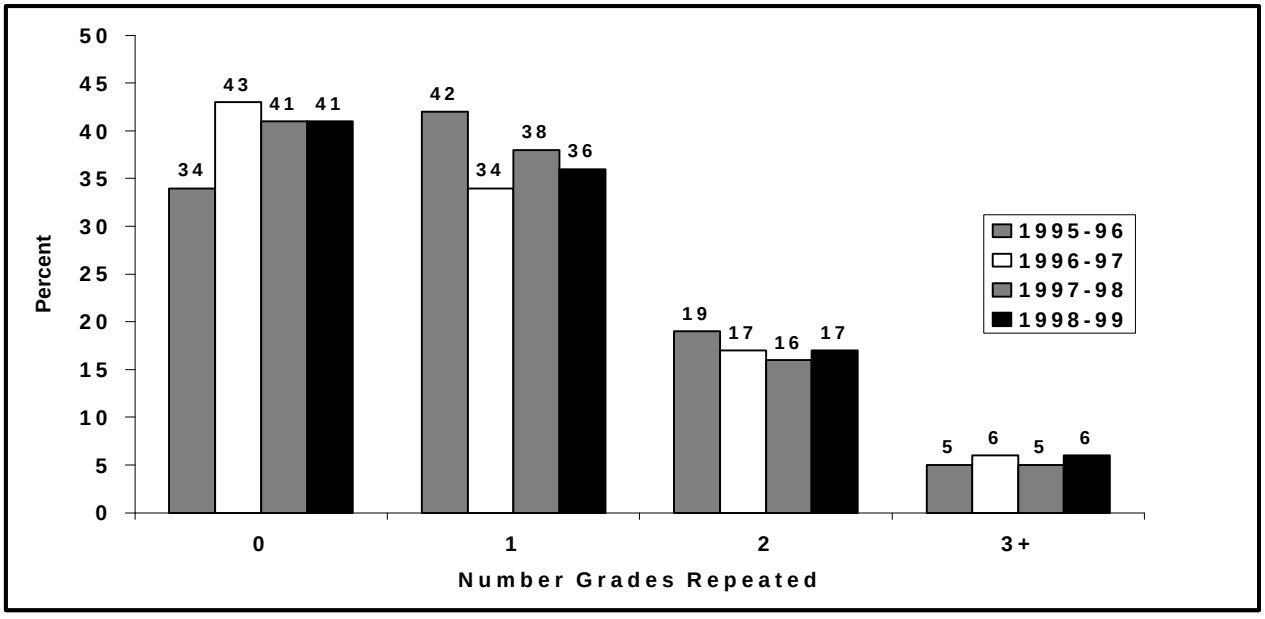

Figure 12. Number of grades repeated for students enrolled in high school ALPs.

Grades Repeated (continued)

- Figures 11 and 12 show that the patterns of number of grades repeated were similar across all four years in middle school and high school Alternative Learning Program students.

- Approximately half of middle school and 60 percent of high school ALP students had repeated *at least one grade*.

- Slightly over one-third of ALP students in middle school and high school had repeated one grade. However, more than one in five ALP students in high school had repeated 2 or more grades.

- Looking at students who are older than their grade-level peers, similar patterns emerge (analyses not shown). In 1998-99, approximately one percent of ALP students in middle school were three or more years older than typical age for their grade; while three percent of high school ALP students were three or more years older than their grade-level peers. High School students have been in school more years and therefore have greater opportunity to repeat grades and be older than other students.

Summary for Student Description

Students in Alternative Learning Programs overall are more likely to be male and Black than in the general student population. These data continue to support concern for the academic performance of selected gender and ethnic groups. Other information indicates the high level of risk factors for students in the ALPs. Students in ALPs are more likely to live with a single parent than are students in the general student population. Primary reasons for being in an ALP are more frequently related to academic difficulty or disruptive behavior. Half of the students enrolled in ALPs have already repeated at least one grade. Based on parent education level and single parent status indicators, ALP students appear more likely to live in lower income families than students in the general student population. Thus, ALPs do appear to be serving students who are most at risk of school failure.

• Current School Performance of Students

Introduction

The information in the *Current School Performance of Students* section is derived primarily from the Student Data Form and student information on the State End-of-Grade tests for grades 4-8 and End-of-Course tests for grades 9-12. The form was completed at the end of the 1998-99 school year by the classroom teacher or ALP administrator for each student enrolled in the ALP during the year.

Student Data Forms (see Appendix I) include the following information:

- Non Promotions for State and ALP Students
- Percent of Students Not Completing Competency Requirements
- Percent of Absences
- Total Graduation Credits
- Percent of Courses Passed
- Percent of Students Suspended
- Reasons for Suspension
- Status at the End of the School Year
- Desirable versus Undesirable Status

A random sample of ALPs was drawn previously to obtain more detailed data included in this section. However, out of 60 ALPs in the original sample, only 44 programs remain. Each of the 44 returned information for the 1999-2000 school year. While the results likely are still indicative of the status of all ALPs in the study, caution should be used when interpreting results.

Non-Promotions by Length of Time in Program

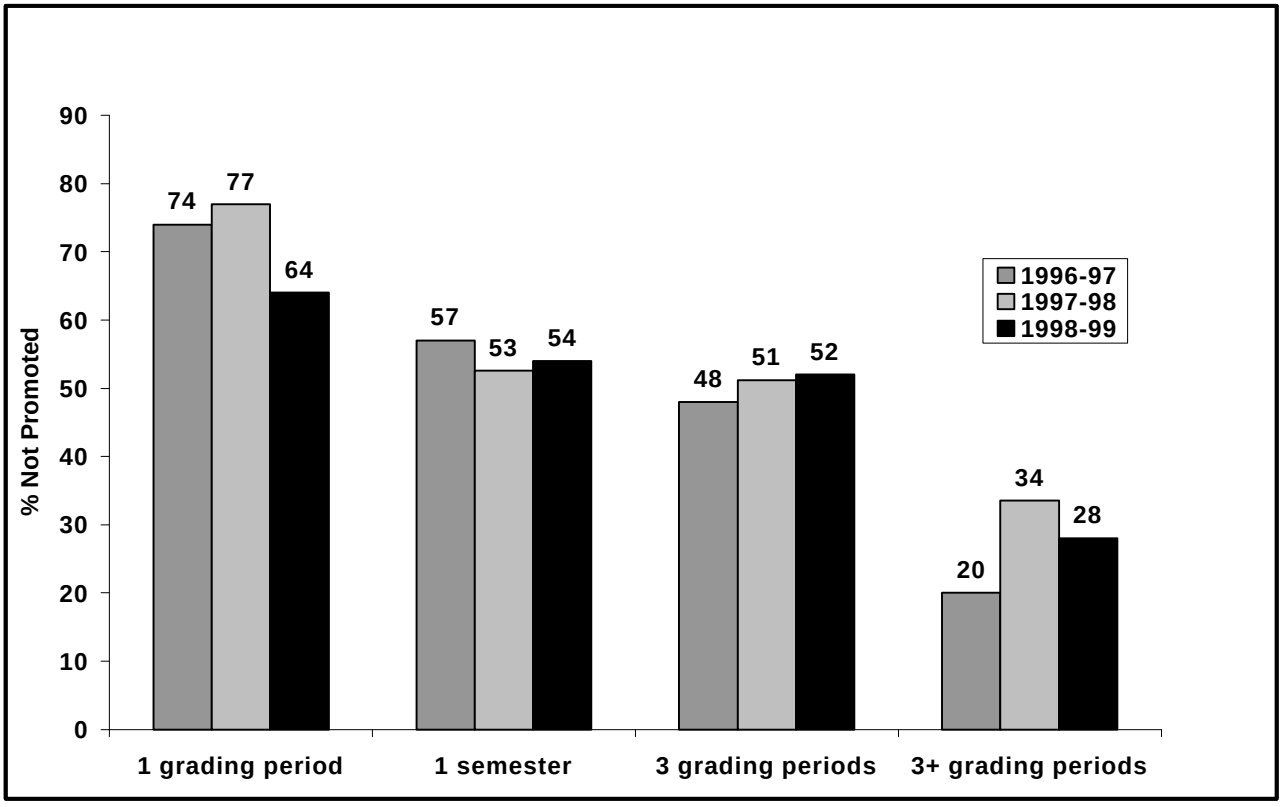

Figure 13. Percent of students not promoted, by length of time in ALP.

Note: Four grading periods equal one school year.

- Students enrolled in Alternative Learning Programs for greater lengths of time were more likely to be promoted. While 64 percent of ALP students enrolled for one grading period or less were not promoted, that figure progressively drops to 28 percent not promoted for those students enrolled for more than 3 grading periods.

- Non-promotion rates by length of time in ALP are fairly similar across the three school years. Although, among students spending the most time in ALPs, more were promoted in 1999 than in 1998.

- The reason for the difference in promotion rates for different lengths of time in the programs is open to question. A longer time in the program may provide more academic success; and/or standards for promotion differ for ALPs (i.e., those students who are there all year) and regular schools (students placed for one grading period).

Non-Completion of Competency Requirement

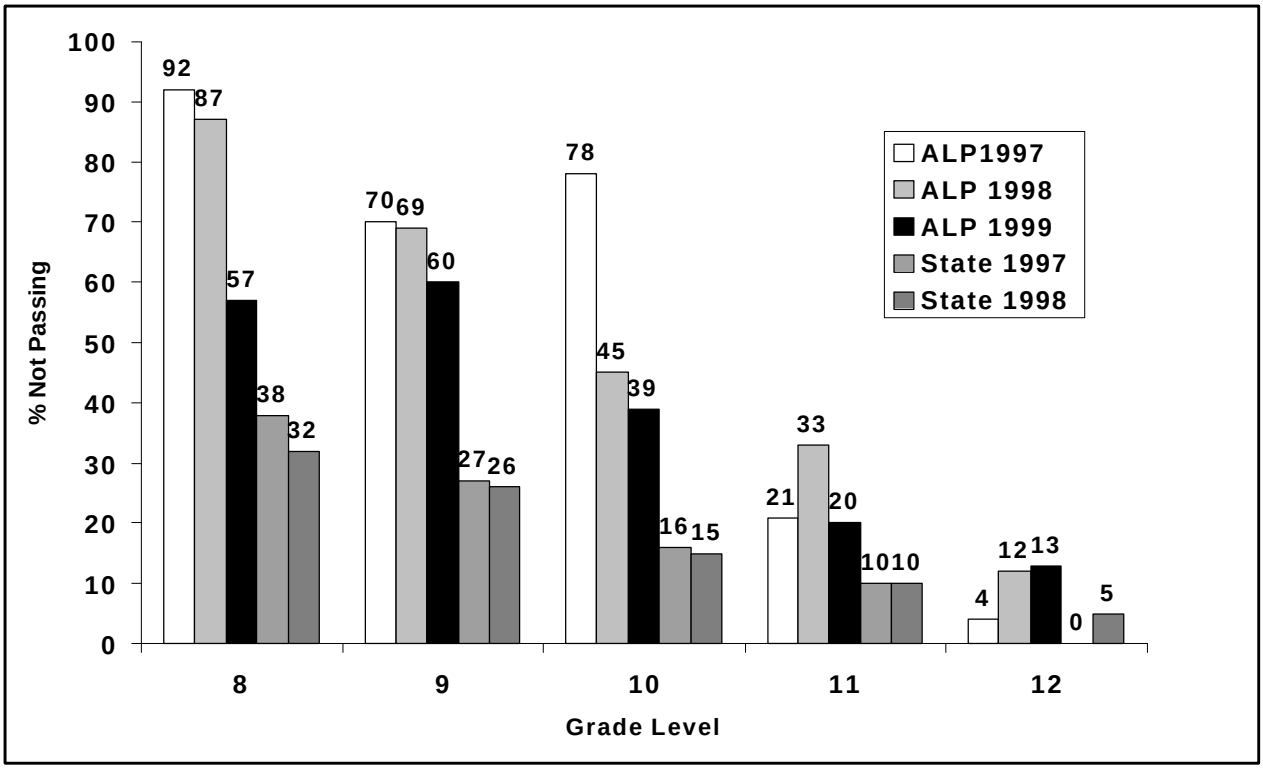

Figure 14. Percent of students not completing competency requirement for ALP and State, by grade level.

Note: State non-completion data for twelfth graders collected for years prior to 1997-98 is not comparable to 1997-98 data. State Competency data is not available as of January 13, 2000.

Non-completion rates for Alternative Learning Program students were obtained from the teachers or ALP administrators at the end of the school year. The figures for the State come from the competency tests after they are scored in the summer and are completed for each grade. Percent of non-completion was based on known passing or failing with missing data excluded. Students with missing competency status might be less likely to have completed their competency requirement, so the results reported in this figure for both ALP and state non-completion may be underestimated.

- ALP students failed to complete the competency requirements at a much higher rate than the general student population.

- It is not until the 10th grade that a majority of ALP students have passed the competency requirements. By the 12th grade, most (87%) of the remaining ALP students had completed the competency requirement. *However, many students drop out of school during high school. This makes the rate for non-completion look lower than it probably is, since data for dropouts is not included.*

Absences in ALP by Length of Time in ALP

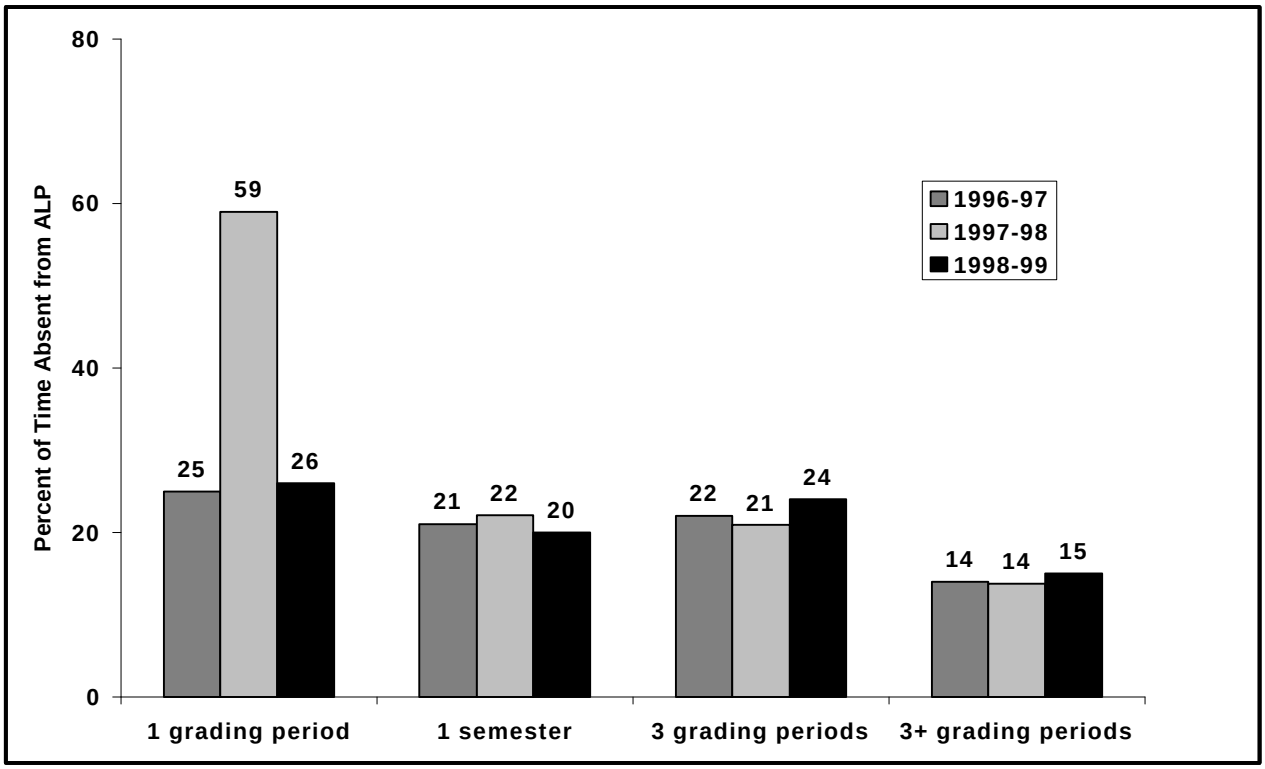

Figure 15. Percent of absences in ALPs, by length of time in ALP.

Note: Four grading periods equal one school year.

Absences during ALP enrollment were calculated as a percentage of days absent divided by the total number of days enrolled in the Alternative Learning Program. Because the number of days enrolled varied substantially, percentages rather than number of days absent, were used as the measure.

- Absences while enrolled in the ALP is high. For those enrolled for a length of three grading periods or less, absences are between 20 and 26 percent of the time enrolled. Those who are enrolled for one grading period, are absent somewhat less, but still 15 percent of enrolled days. This is still a serious cause for concern for students who are behind academically. Even among students enrolled for three or more grading periods, 15 percent represents 25 instructional days absent.

Total Graduation Credits by Grade Level

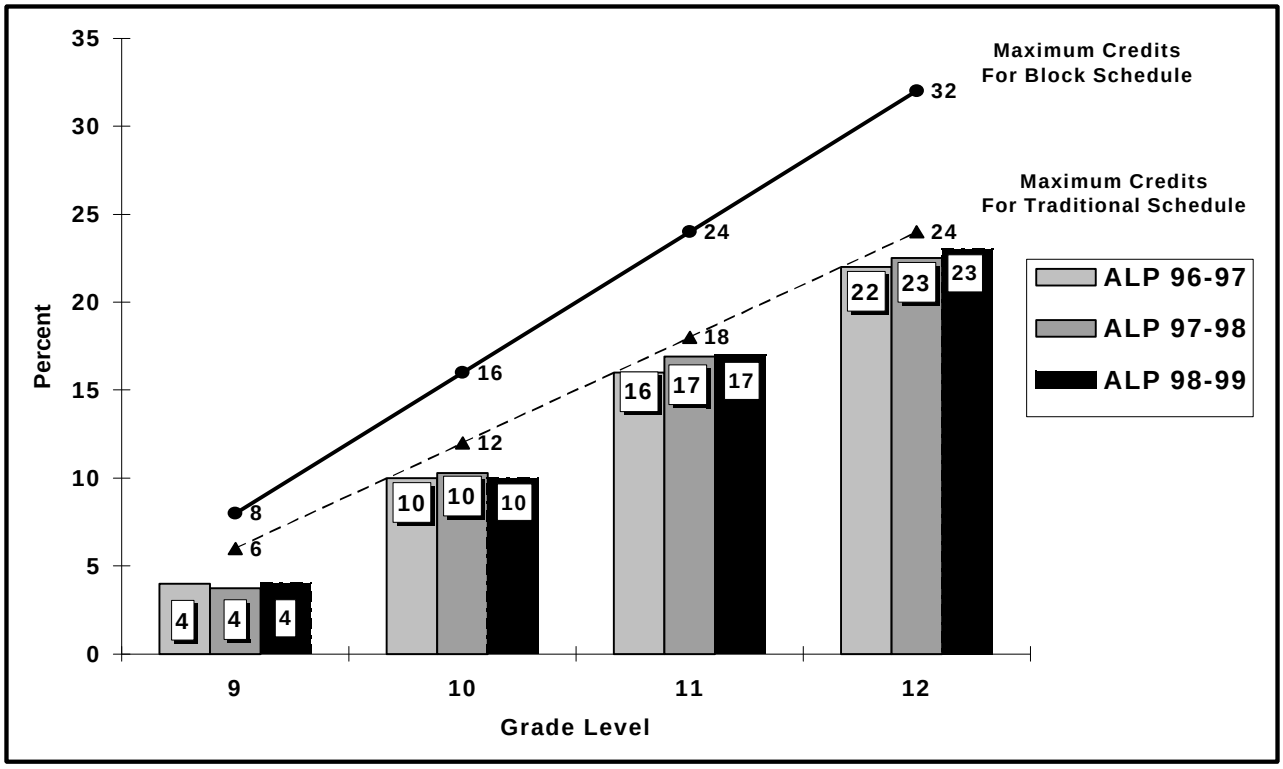

Figure 16. Total graduation credits earned, by grade level.

The total number of actual credits earned for Alternative Learning Program students is shown in Figure 16. To indicate how these students compare to other students, the maximum number of cumulative credits possible at each grade level is shown on the line graphs for a traditional schedule (6 credits per year) and a 4 x 4 block schedule (8 credits per year).

- High school students enrolled in ALPs earn credits at a consistent rate across grades (Figure does *not* depict a single cohort over time), earning a credit or two below the maximum credits attainable under a traditional schedule.
- By twelfth grade, ALP students on average have earned more than the 20 credits required for graduation under a traditional schedule.
- That the difference between credits earned by ALP students and the maximum possible credits attainable lessens at the eleventh and twelfth grades may be due in part to high drop-out rates in ninth and tenth grades.

Percent of Courses Passed by Grade Level

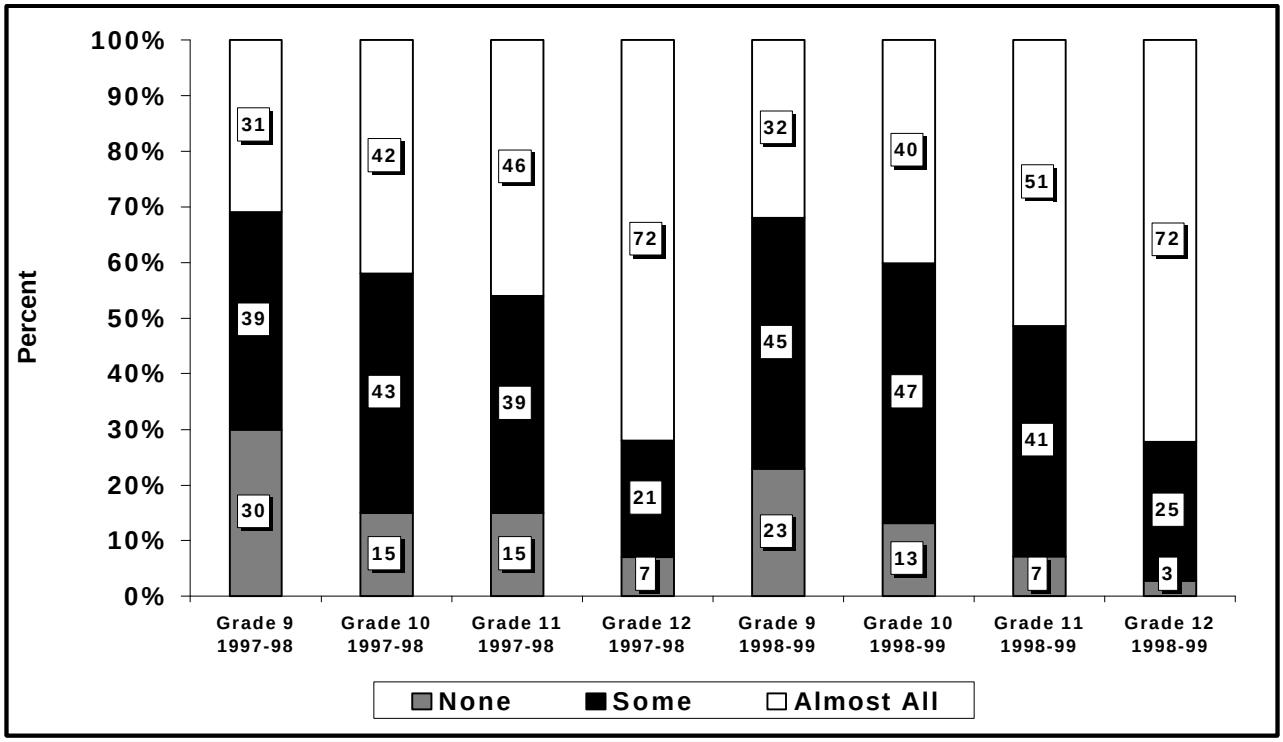

Figure 17. Percent of students passing courses for 1998-99, by grade level.

Note: "Almost all" is defined as passing 90 percent or more of courses attempted.

- In 1998-99, there are fewer ALP students failing all their courses than in 1997-98. The failure rate at ninth grade decreased by 7 percentage points from 1998 to 1999.

- In 1997-98 and 1998-99 by twelfth grade, 72 percent of students enrolled in ALPs passed almost all of their courses. The percent passing none of their courses decreased by four percentage points from 1998 to 1999.

- This better result for each successive grade may result in part from more academically at-risk students dropping out.

Percent of Courses Passed by Length of Time in ALP

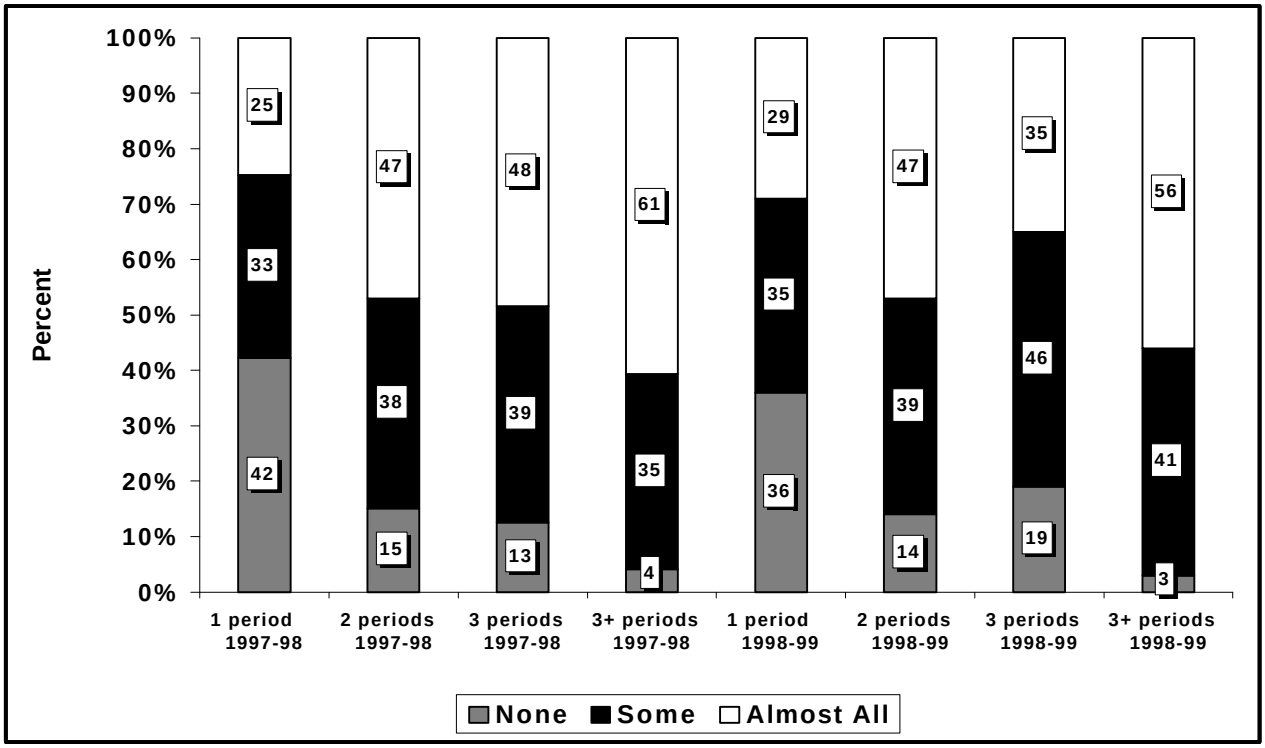

Figure 18. Percent of students passing courses by length of time in ALP.

Note: "Almost all" is defined as passing 90 percent or more of courses attempted.

- Overall, the greater the number of grading periods in which Alternative Learning Program students were enrolled, the more likely they were to pass almost all (90-100%) of their courses. Although 1996-97 data are not shown, this pattern holds for all three years.

- Twenty-nine percent of students enrolled in an ALP for 1 period pass almost all of their courses, compared to fifty-six percent of students enrolled for greater than 3 periods.

- While a greater percentage of students enrolled in an ALP for two periods passed almost all of their courses than those enrolled for 3 periods (47% and 35%, respectively), in 1998-99, the pattern for three years suggests that course passing may be similar for students enrolled 2 or 3 grading periods.

Expulsions

While expulsions do not occur often, they are an important event. Students expelled from school are not allowed to re-enroll in any regular school in the LEA. Information about expulsions during the school year was obtained from the Alternative Learning Program teachers or staff. Expulsions may have occurred in the home school and the ALP may not have been aware of it, which would make the numbers reported here an underestimate. In 1998-99, reasons for expulsion were unknown for one-third of students in the sample.

Table 8. Expulsions

Reason for Expulsion	Percent		
	1996-97	1997-98	1998-99
Threaten/commit harm to another person	17	6	14
Drug related offenses	10	6	0
Possession of a Weapon	10	2	7
Tobacco use	1	4	0
Self Request	1	0	0
Behavior, Disturbances, Defiance, Repeat Offenses	21	19	43
Unknown	40	63	36
Total	**100**	**100**	**100**

- There were 28 reported expulsions in the sample of 44 Alternative Learning Programs for 1998-99, which is an expulsion rate of 1.0 percent. This rate is somewhat lower than the 1.8 percent rate of expulsions in the sampled programs reported in 1997-98.

- Some of the reported expulsions may have been confused with long term suspensions, given the description of the reasons for expulsion (disturbances, repeat offenses, and defiance).

- For those expulsions where the reason for expulsion was provided, behavioral disturbance was the most common serious offense. Reported expulsions due to weapons possession increased between the 1998 and 1999 school years, but remained below 1996-97.

Expulsion data for the 1995-96 school year is not presented since data regarding expulsions were not collected in a manner to allow comparison with later years.

Suspensions

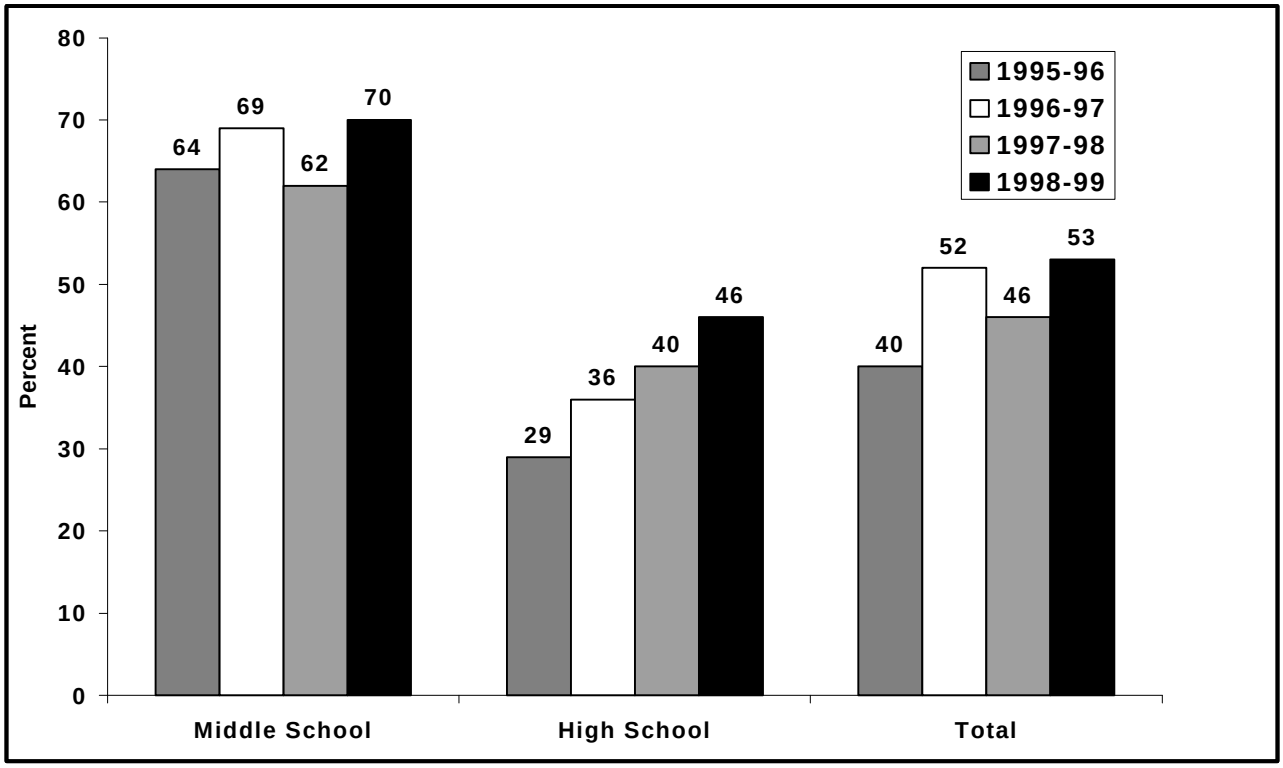

Figure 19. Percent of ALP students suspended during the school year, by grade-level cluster.

Note: As for expulsions, long-term suspensions could have occurred in the home school that ALP staff would not know about. Therefore, these numbers may be an underestimate.

- Greater than 50 percent of students enrolled in the sampled Alternative Learning Programs were suspended from school at some time during the 1998-99 school year. Some students were suspended more than once.

- Greater than two-thirds of the ALP students in middle school grades were suspended during the 1998-99 school year. This percentage has remained relatively stable across years.

- Nearly 50 percent of the ALP students in high school were suspended during the 1998-99 school year. The percent of high school students suspended has increased for each successive year.

- In 1998-99, the percent of ALP students that were suspended increased from 1997-98 in both the middle and high school grades.

Primary Reasons for Suspension

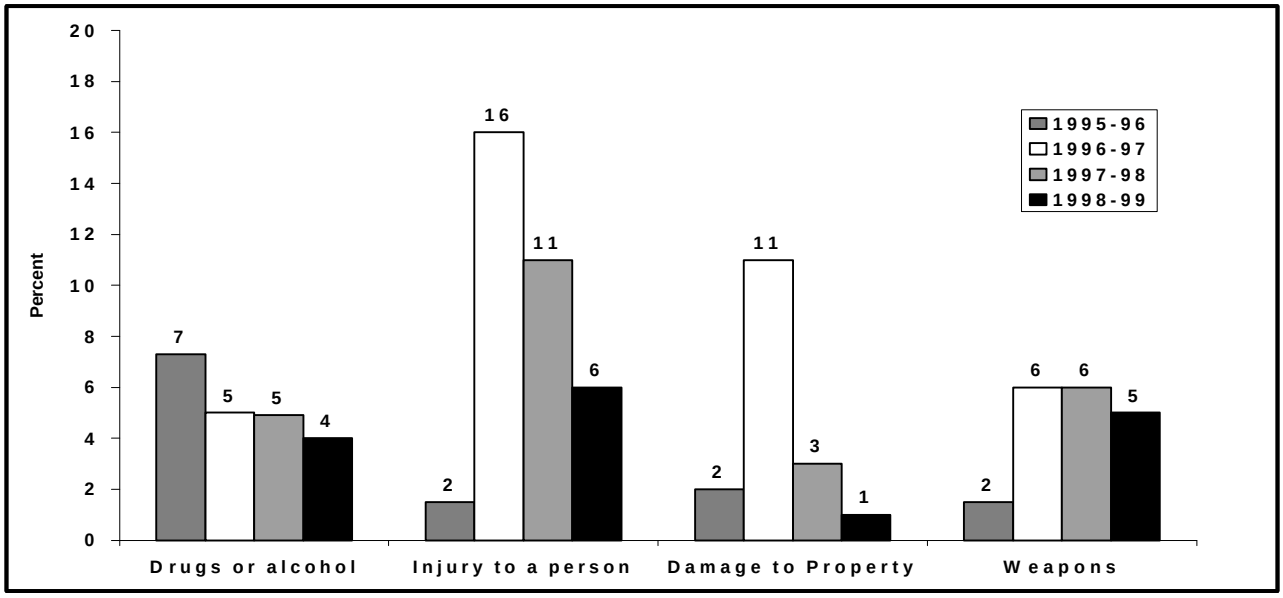

Figure 20. Primary reason for suspension for middle school.

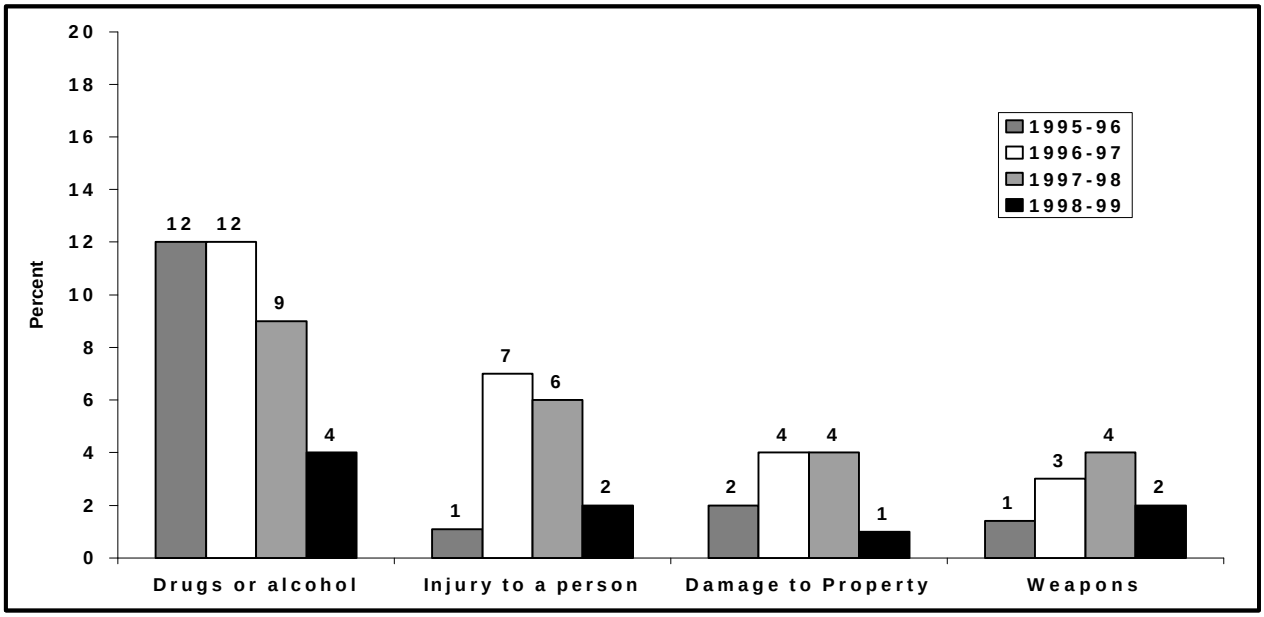

Figure 21. Primary reason for suspension for high school.

Primary Reason for Suspension (continued)

- Injury to others was the primary reason for suspension of middle school ALP students while drug/alcohol violations were the primary reason for suspension for high school ALP students in the 1998-99 school year. Percentages of students suspended for both of these reasons declined from 1998 to 1999.

- From 1997-98 to 1998-99 percentage of students suspended for these four reasons decreased to varying degrees among high school and middle school ALP students.

Dropouts

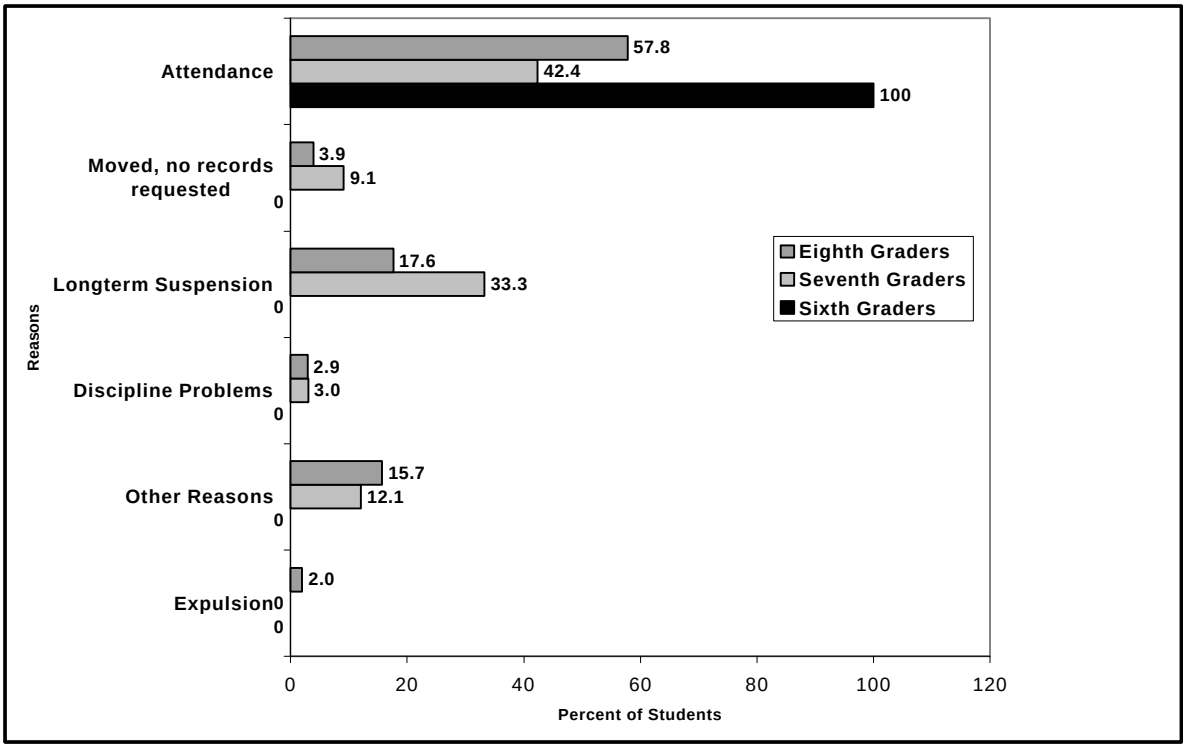

Figure 22. Reasons given by middle school ALP students for dropping out of school during 1997-98, by grade.

Note: data are presented for the 1997-98 school year, which are the most recent data available from the State Dropout Database. Percents reported here are the percent among ALP students dropping out. Four sixth grade, 33 seventh grade, and 102 eighth grade ALP students dropped out of school in 1997-98.

- At both middle and upper grades, the reason most often given by ALP students for dropping out of school is, by far, excessive absences.

- *Moved, no records requested* is an unknown status, reported here as a conservative estimate of those students dropping out of school.

- Long-term Suspension is given as an explanation for seventh grade dropouts at more than three times the rate of high school students. The percentage of seventh graders dropping out for this reason rose dramatically from 1996-97 (33% vs. 6%).

- Included in the Other Reasons category are need to care for children, choice of work over school, incarcerated in adult facility, marriage, unstable home environment, academic problems, pregnancy, and runaways.

Dropouts (continued)

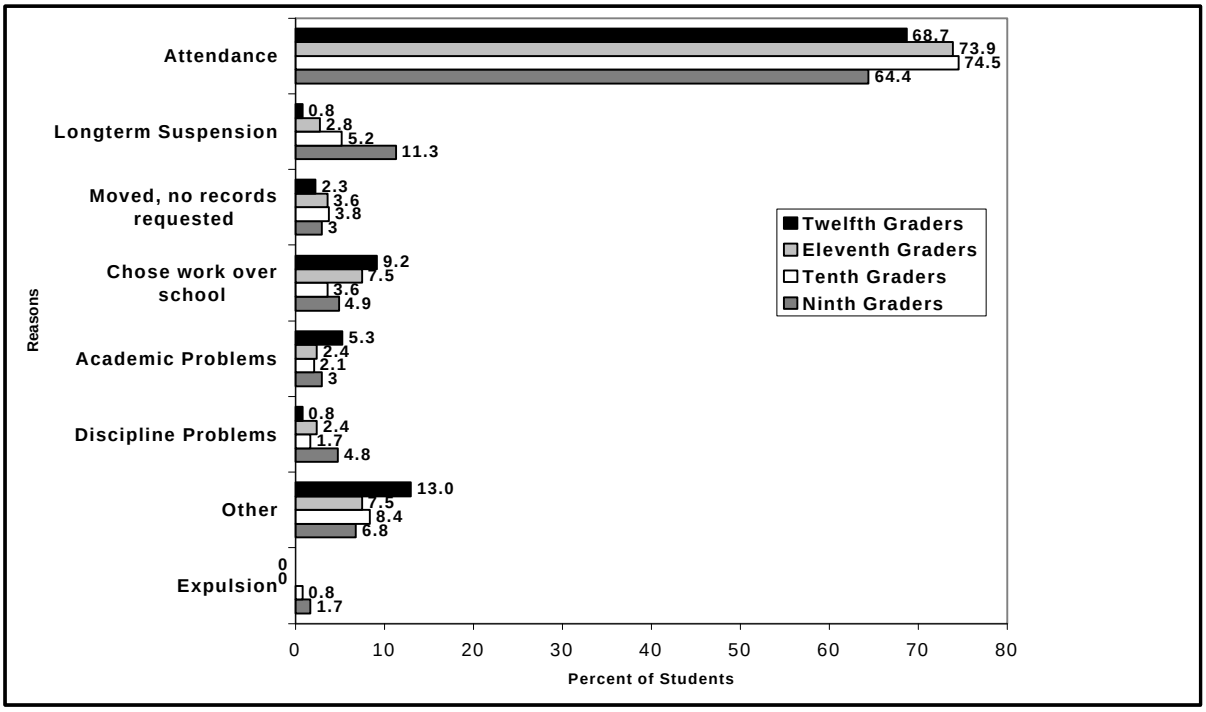

Figure 23. Reasons given by high school ALP students for dropping out of school during 1997-98, by grade.

Note: data are presented for the 1997-98 school year, which are the most recent data available from the State Dropout Database. Percents reported here are the percent among ALP students dropping out. Six hundred thirty ninth grade, 478 tenth grade, 253 eleventh grade, and 131 twelfth grade ALP students dropped out of school in 1997-98.

- For high school ALP students in 1997-98 (the most recent year for which data are available), attendance is by far the most often cited reason for dropping out (approximately two-thirds of students).

- Included in the Other Reasons category are need to care for children, incarcerated in adult facility, marriage, unstable home environment, pregnancy, runaways, employment, suspected substance abuse, community college dropout, and health problems.

Dropout Rates for ALP and State

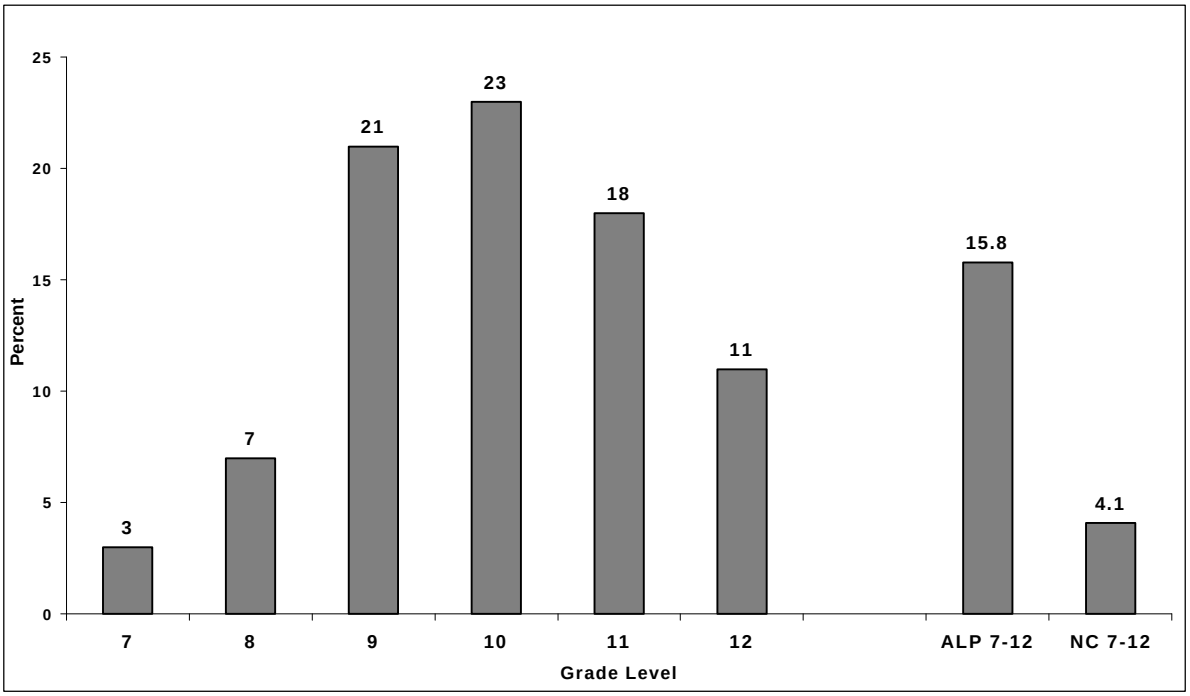

Figure 24. Percent of ALP students dropping out by grade level, and 1997-98 dropout rate for ALP and State.

Note: data are presented for the 1997-98 school year, which are the most recent data available from the State Dropout Database.

- More than one in five ALP students at grades 9 and 10 dropped out of school during the 1997-98 school year (the most recent year for which data are available).

- Across grades 7-12, 15.8 percent of ALP students dropped out during the 1997-98 school year, compared to 4.1 percent of students at grades 7-12 statewide. The dropout rate for ALP students is more than three times the rate of students in grades 7-12 across the state.

- Although 1997 data are not shown, they are almost identical to these 1998 data.

End-of-Year-Status

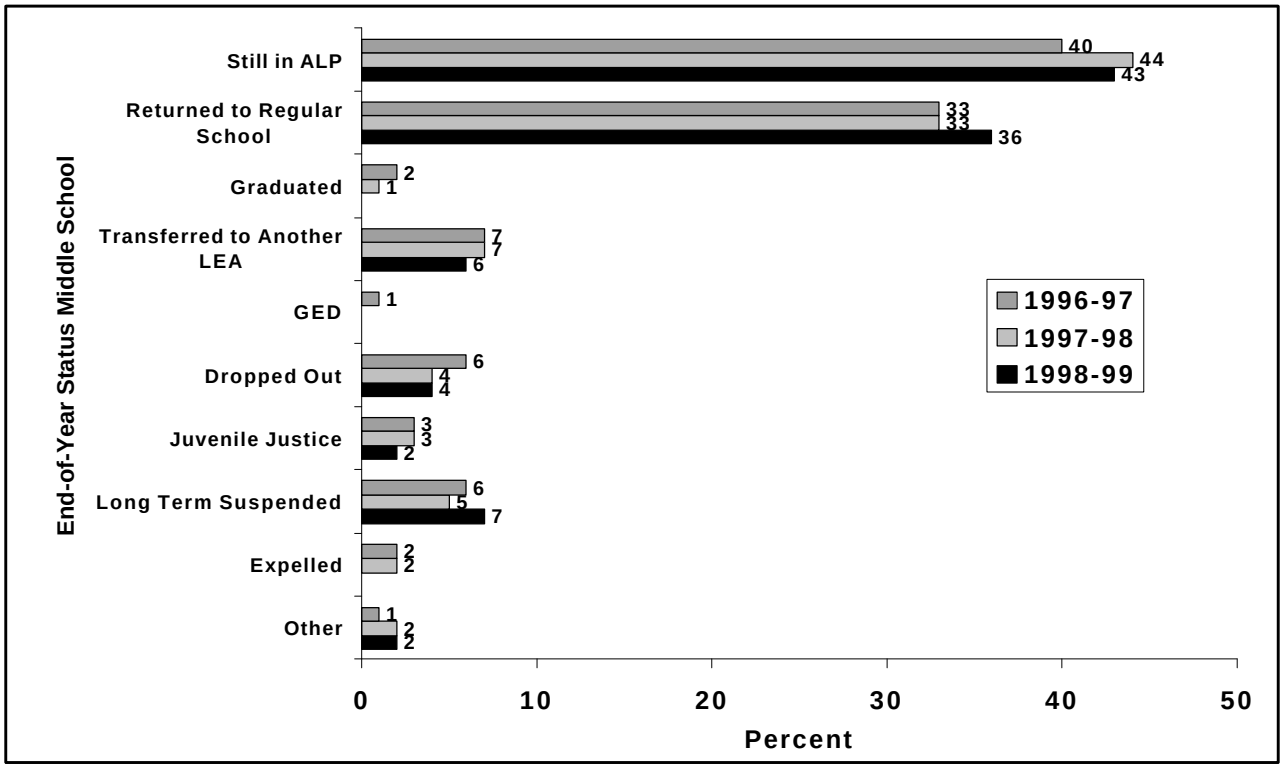

Figure 25. Status at the end of the school year for middle school students enrolled in ALPs.

- The most common status at the end of the school year for middle school ALP students was to continue to be enrolled in the Alternative Learning Program. This is true for 1996-97 through 1998-99.

- The second most common status for ALP middle school students at the end of the school year was returning to the home school.

- Dropping out occurred at a much lower rate than in the high school grades, but many of those enrolled in middle school grades were not sixteen, and therefore were still subject to compulsory attendance laws.

End-of-Year Status (continued)

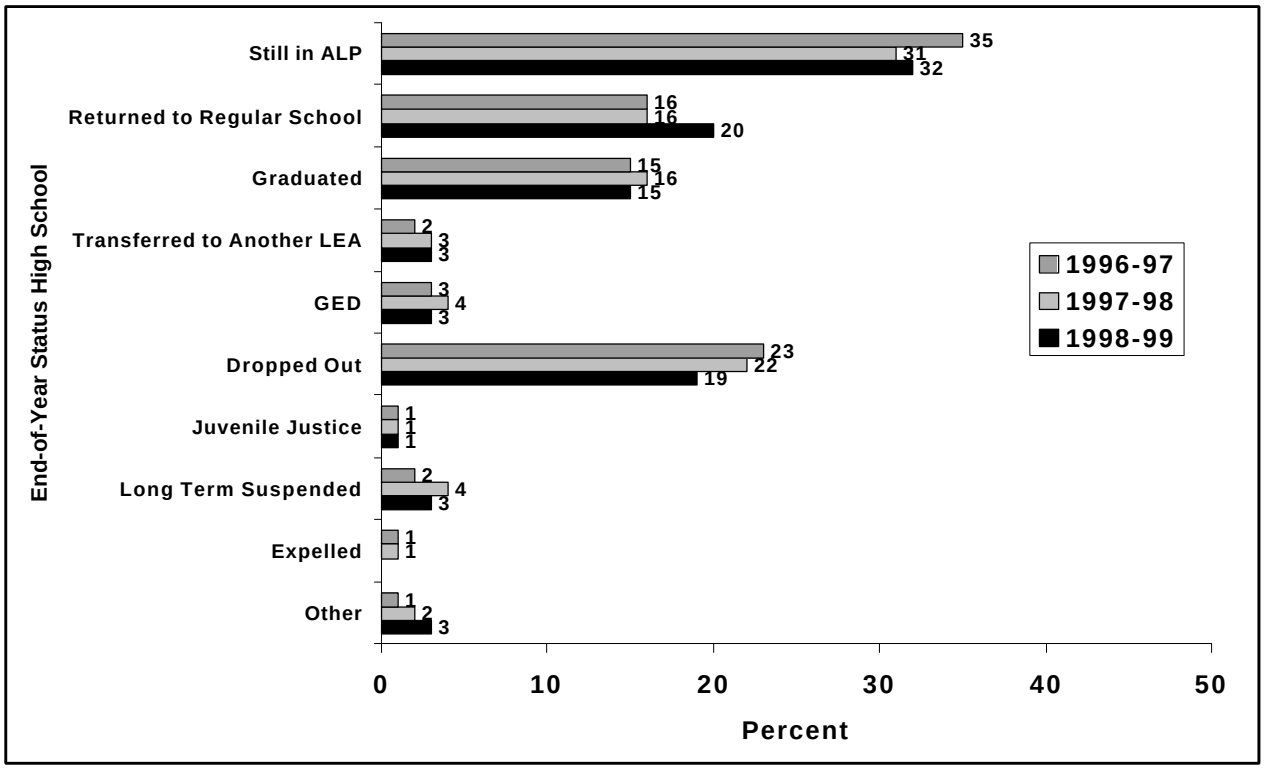

Figure 26. Status at the end of the school year for high school students enrolled in ALPs.

- The most common status at the end of the school year in high school grades was for students to continue to be enrolled in the Alternative Learning Program. This was true for 1996-97 through 1998-99.

- In 1998-99, the next most common status at the end of the school year for students in high school grades was about equally split between returning to regular school and dropping out. In 1998, the percent of students that dropped out declined slightly and the percent of students returning to regular school increased. Ninth and tenth grade students contributed most heavily to the drop-out rate compared to other grade levels.

Desirable End-Of-Year-Status by Length of Time in ALP

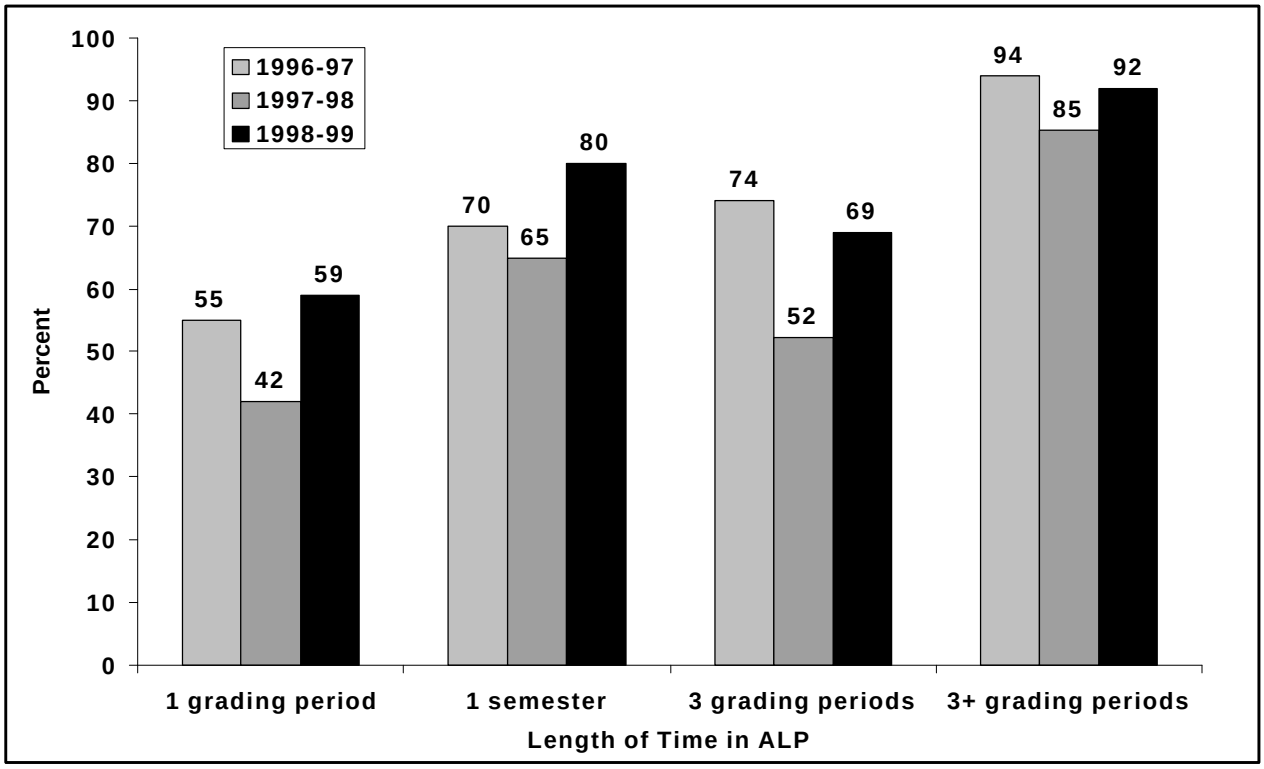

Figure 27. Desirable end-of-year status for students enrolled in ALPs, by length of time in program.*

- Desirable end-of-year status for students enrolled in Alternative Learning Programs generally increased with length of time in the ALP for 1996-97, with exception of 3 grading periods in 1997-98 and 1998-99. The most desirable end-of-year status for students enrolled in ALP both years was when the length of time in a program was more than three grading periods.

- However, the percentage of students with desirable End-of-Year status increased for all enrollment lengths.

* Desirable Status: Still in Alternative Learning Program, returned to regular school, graduated, transferred to another LEA, GED. Undesirable Status: Dropped out, juvenile justice system, long term suspension, and expulsion.

Desirable versus Undesirable End-Of-Year-Status for ALP Students

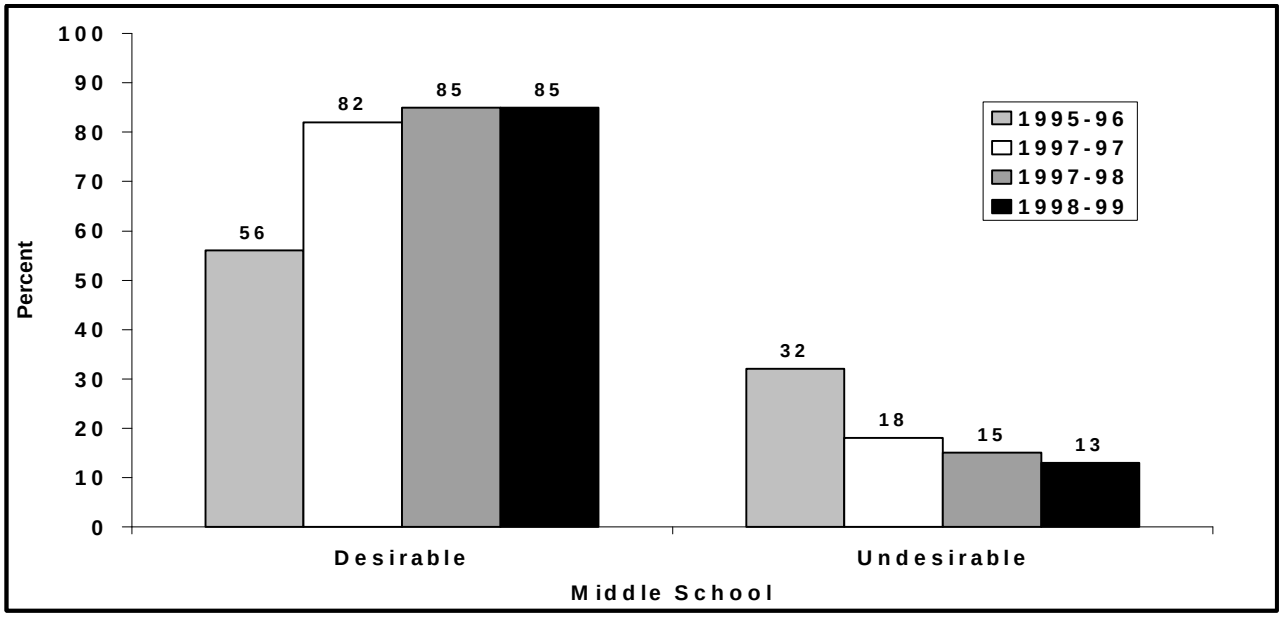

Figure 28. Desirable versus undesirable end-of-year-status for middle school students enrolled in ALPs.*

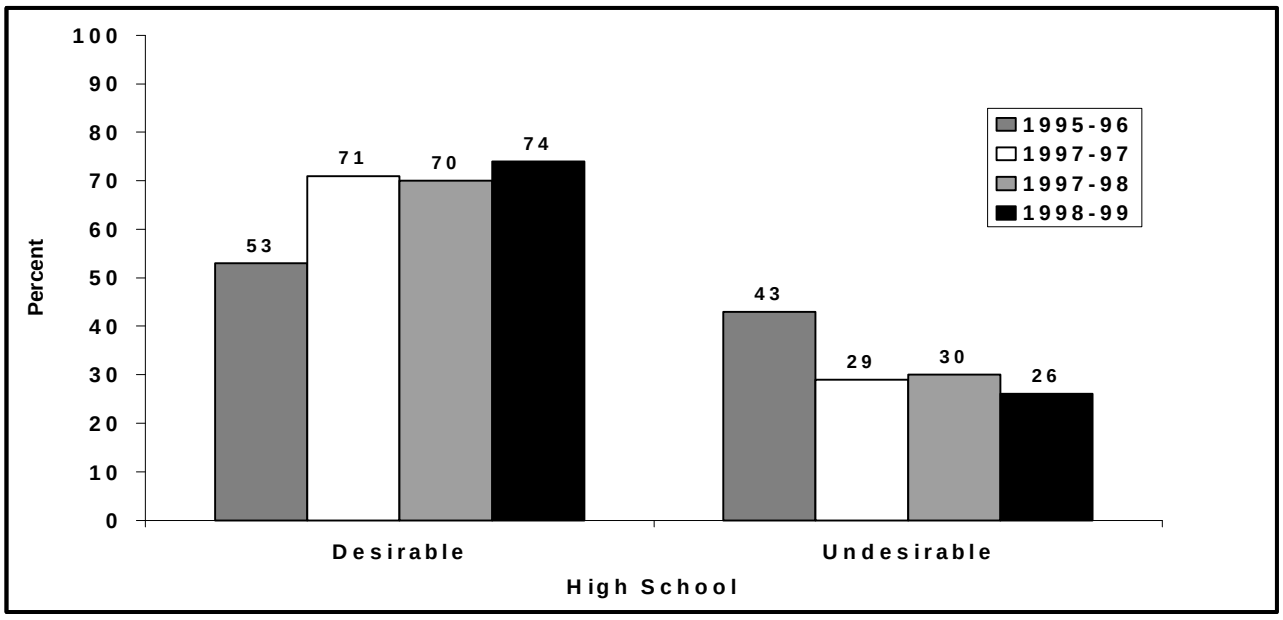

Figure 29. Desirable versus undesirable end-of-year-status for high school students enrolled in ALPs.*

* Desirable Status: Still in Alternative Learning Program, returned to regular school, graduated, transferred to another LEA, GED.
Undesirable Status: Dropped out, juvenile justice system, long term suspension, and expulsion.

Desirable versus Undesirable End-Of-Year-Status for ALP Students (continued)

- For most Alternative Learning Program students enrolled in high school as well as middle school grades, the status at the end of the school year for the three years of the study was positive or desirable (e.g., they were still in school or had graduated).

- Middle school ALP students had somewhat better end-of-year outcomes than high school students.

  The proportion of students with an undesirable status has tended to decline since the 1995-96 school year. The higher dropout rate for ninth and tenth grade students in the high school grades accounts for much of the difference between the two grade-level clusters.

- The End-of-Year Status Other (which is not included in Desirable or Undesirable) includes: Truancy, Home School, Wilderness Camp, Hospitalized, Deceased, and Self-Contained Programs.

Extracurricular Activities for High School Students

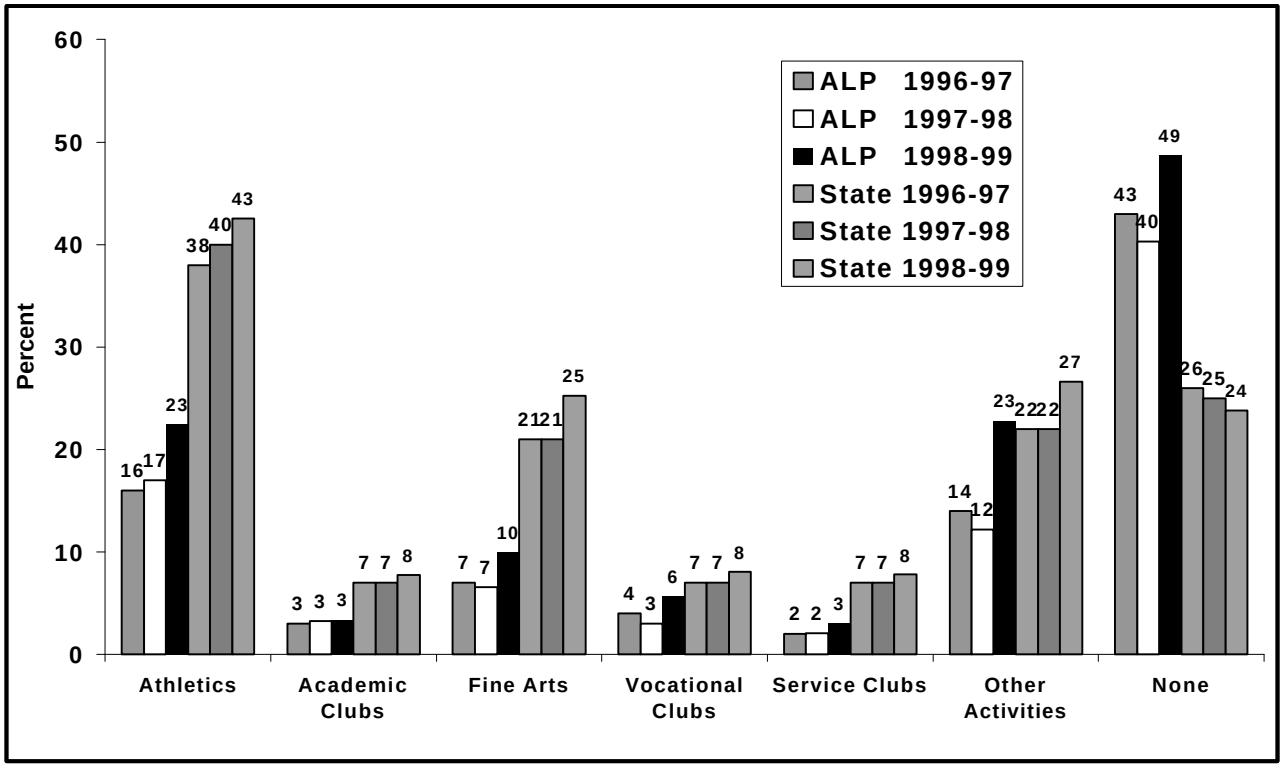

Figure 30. Students' extracurricular activities, among students taking EOC tests (grades 9 - 12), for State and ALPs.

- There are significant differences in the extracurricular experiences of high school students across the state and in ALPs, with ALP participation being lower across the board. While ALP students may participate in fewer activities than their counterparts across the state, it is also the case that many ALPs do not make available a wide range of extracurricular activities to their students. Therefore, the lower participation rate for ALP students may be a lack of opportunity rather than a matter of choice.
- In 1996-97 through 1998-99, the largest extracurricular activity reported on EOC tests by students across the state is athletics (38-43%), although ALP students participate in athletics at half this rate (16-23%).
- Significantly more ALP students (49%) than students across the state (24%) report participating in no extracurricular activities.
- Patterns of participation are very similar for the three years for both ALP students and students across the state.

Homework

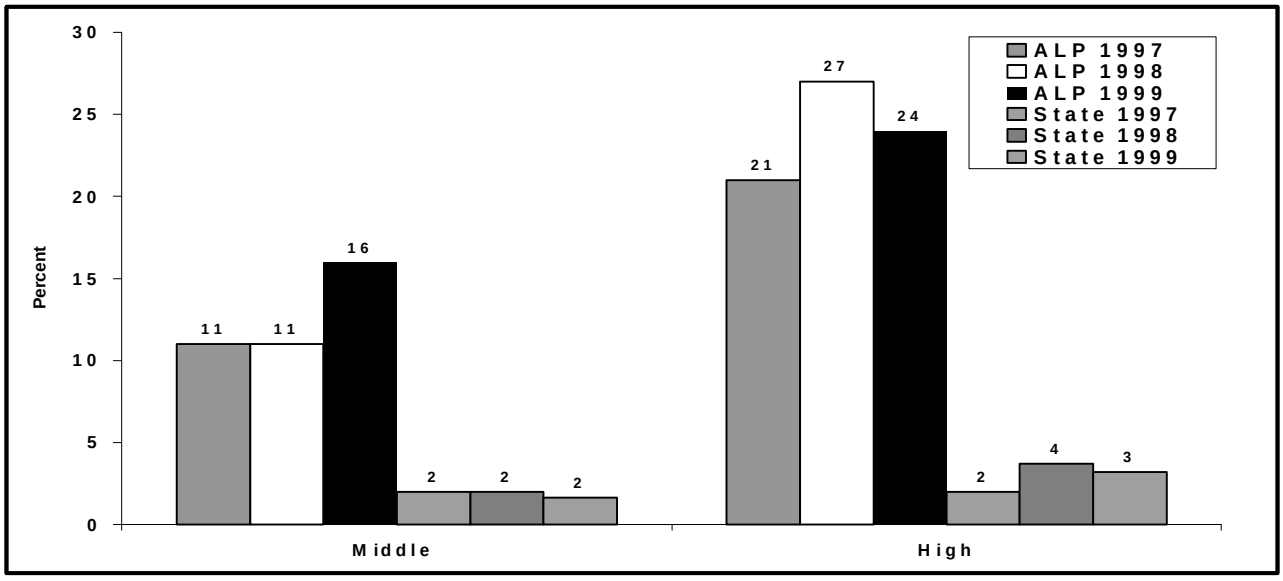

Figure 31. Students taking EOG and EOC tests who have *no* homework assigned, for State and ALPs.

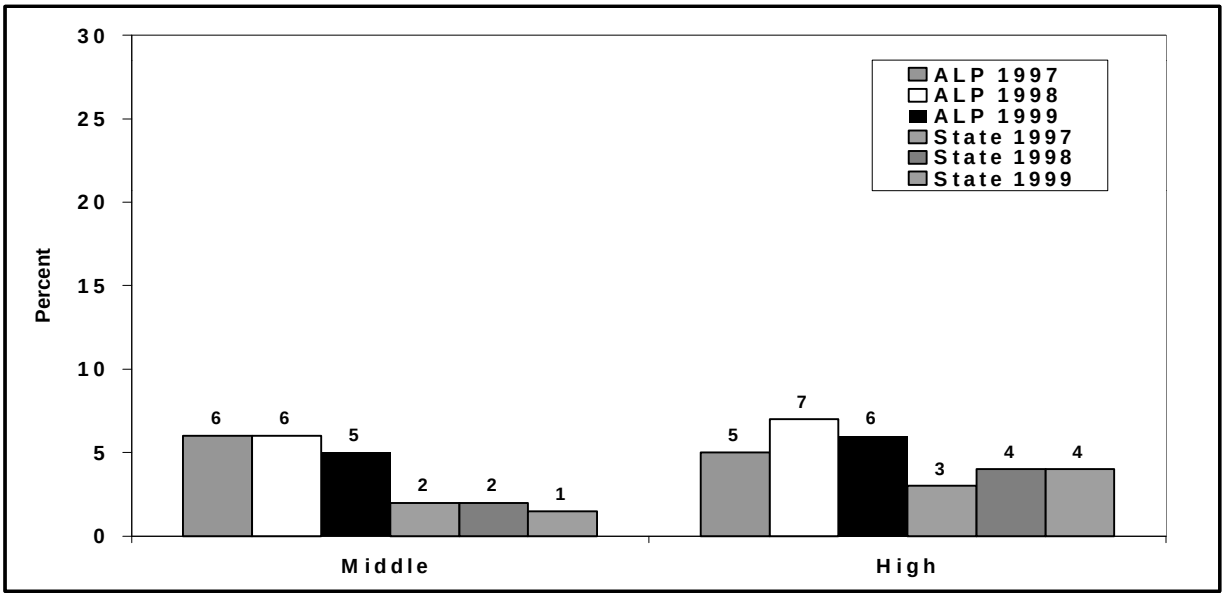

Figure 32. Students taking EOG and EOC tests who do not do assigned homework, for State and ALPs.

Homework (continued)

- In 1998-99 about 16 percent of middle school students (grades 6 - 8) and 24 percent of high school students (grades 9 - 12) in Alternative Learning Programs report having no homework assigned. Having no homework is a rare event (2-3%) for students in the general population. Some ALPs may not assign homework due to the nature of students, problems, or in an effort to keep them from dropping out of school because of pressure from academic expectations. Teachers also report that many ALP students live in chaotic home environments where the conditions are not conducive to good study and work habits.

- In 1998-99, five percent of ALP middle school students report not doing homework that is assigned, compared to one percent of students across the state. In contrast, in the high school grades, six percent of high school students report not doing assigned homework compared to four percent of students across the state.

Homework Assignments

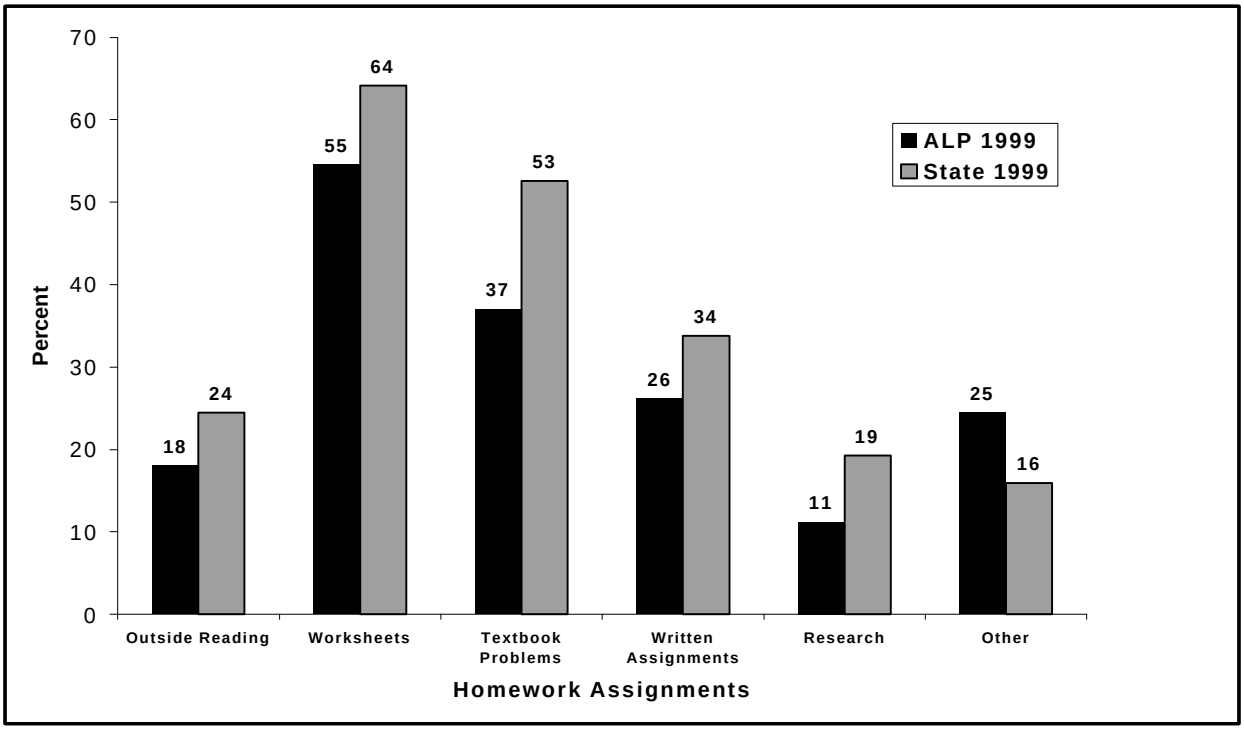

Figure 33. Students' homework assignments, among students taking EOC tests (grades 9 - 12), for State and ALPs.

- There are small differences in the type of homework assignments of high school students across the state and in ALPs, although ALP participation is lower across the board.
- In 1998-99, the two most common types of homework assignments reported on EOC tests by students across the state are worksheets (64%), followed by textbook problems (53%). This is also true for ALP students, however the percent of students is slightly lower (55% and 37% respectively).

Summary for Current School Performance

There are both positive and negative performance indicators for students enrolled in Alternative Learning Programs. ALP students who remain in school appear to make steady progress toward graduation, though at a slower rate than the regular student population. The majority of students enrolled in ALPs have desirable end-of-year-status. That is, most of them stay in school, graduate, or undertake a GED program. Further, the longer their enrollment in ALPs, the greater the probability of desirable end-of-year status. Students who are enrolled in ALPs beyond ninth grade pass most of the courses they take during that school year, but remain at least one to two credits behind (maybe more if block scheduled) the number of possible credits at each grade level.

Middle School students enrolled in ALPs also are suspended at a higher rate, than high school students. Middle school students are suspended more often for committing injury to another person or having a weapon. ALPs for the middle school (grades 6 - 8) seem to have higher referral rates for disruptive students than in high school ALPs, where attendance and personal problems are a larger part of the reasons for enrollment (see previous section). Several pieces of evidence (i.e., percentage of long-term suspensions and greater emphasis on injury to others) suggest that disruptive and more violent behavior is proportionately more of a problem among middle school than high school ALP students.

The ninth grade has the highest number of students enrolled in ALPs; plus ninth and tenth grades have the largest number of dropouts of any grade for ALPs. Some of the indicators improve as grade-level increases, and it is likely that this trend is heavily influenced by the increase in students dropping out at ninth grade. During the 1997-98 school year, 15.8 percent of ALP students in grades 7-12 dropped out of school. This compares with a 4.1 percent dropout rate for students grades 7-12 statewide. The ALP dropout rate for 1997-98, the most current data available, is more than three times the rate for students statewide.

More students enrolled in ALPs report having no homework assigned to them than do students statewide. Also, more ALP students enrolled in middle school report not completing assigned homework than students across the state. However, more students across the state enrolled in high school report not completing assigned homework than ALP students. Some ALPs reduce the amount of homework assigned, or do not assign homework, as part of a strategy to keep students in school by reducing academic demands on their students. Teachers in ALPs also report that it is frequently difficult for ALP students to complete homework in home environments not well suited for studying. It appears ALP teachers may anticipate student difficulties in completing work at home and simply stop assigning homework.

Many ALPs do not offer a selection of extracurricular activities to their high school students. Then it is not surprising that students across the state have higher participation rates in extracurricular activities than do students in ALPs. Of those ALP high school students taking part in extracurricular activities, the majority participate in athletics programs.

• End-of-Course Test Results

Introduction

The North Carolina State Testing Program added state-developed end-of-course multiple choice testing for high school subjects in 1985-86 with Algebra I testing. As part of the ABCs Accountability Model, the program currently tests students in ten required courses: Algebra I, Algebra II, Biology, Chemistry, ELP (Economic, Political, and Legal Systems), English I, Geometry, Physical Science, Physics, and U.S. History.

Results on the End-of-Course tests are scaled to facilitate interpretation and comparison. Certain scale scores corresponding to a specific level of content knowledge from the North Carolina Standard Course of study have been identified to describe grade-level performance in a given subject. Achievement is divided into four levels, with performance at Level III and Level IV defined as at-or-above proficient. Students performing at-or-above proficient *consistently demonstrate mastery of the course subject matter and skills* of the course and are prepared for further, more advanced study.

In this evaluation, ALP and statewide proficiency scores are compared for the three most widely-completed tests: Algebra I, Biology, and English I. The results in this section are based on Spring 1999 EOC tests. Results are reported in terms of the percentage of students who scored at Achievement Level III or above on the test; EOC scale scores are not reported here.

Algebra I EOC Performance

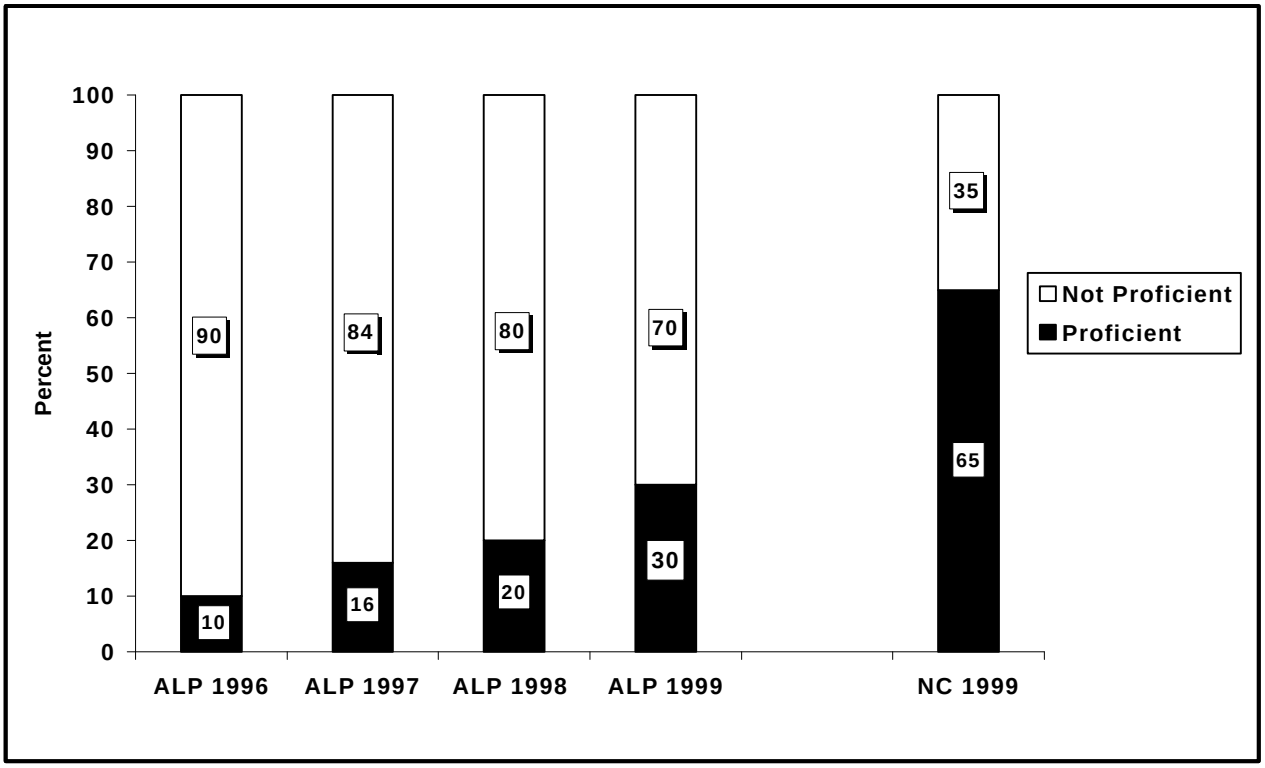

Figure 34. Percent of students scoring at achievement level III or above on 1996 to 1999 Algebra I EOC test, for ALPs and State.

- The proficiency rate for ALP students on the Algebra I EOC test tripled from 1996 to 1999 (10 to 30 percent), but remains substantially below the proficiency rate for the state (65 percent).

Algebra I EOC Performance Change for ALP and State

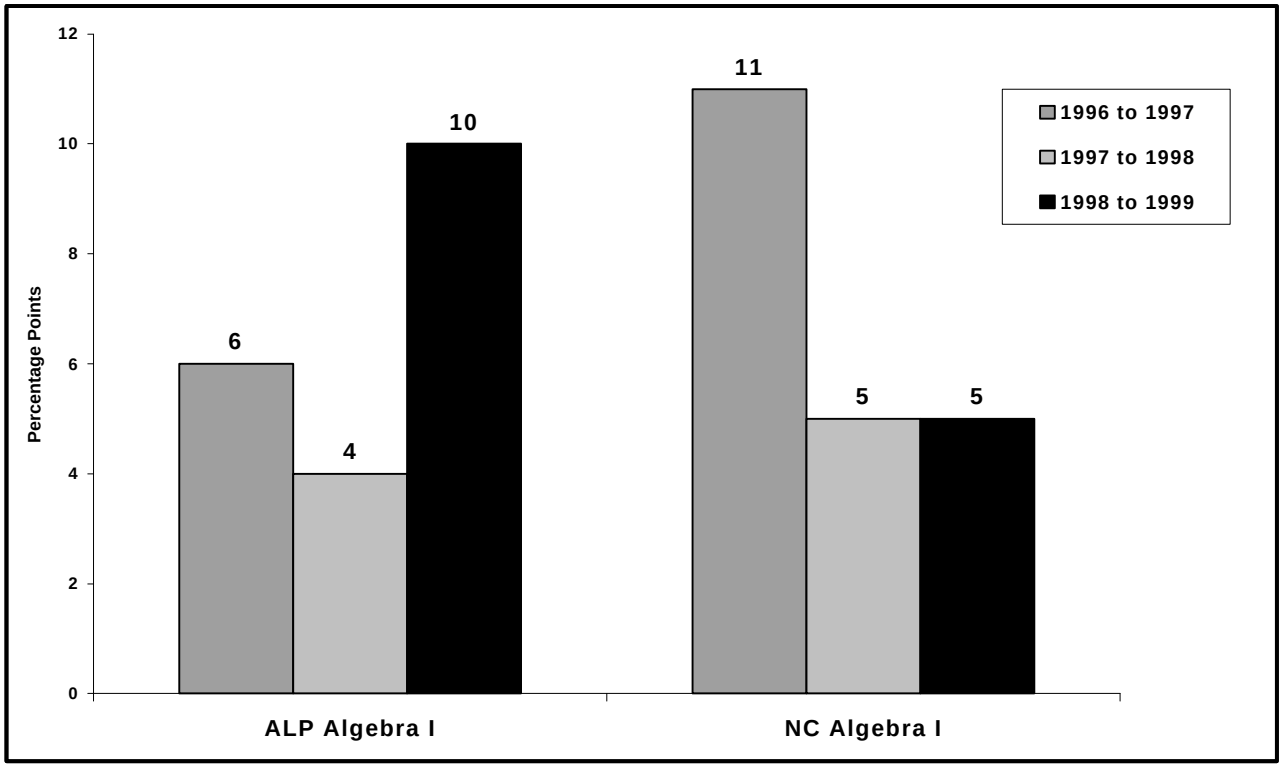

Figure 35. Performance change on 1996 to 1999 Algebra I EOC test, for ALPs and State.

- Across the state, percent proficient in Algebra I end-of-course testing increased 11 percentage points from the 1996 to the 1997 school years, and 5 percentage points from both 1997 to 1998 and from 1998 to 1999. In ALPs, percent proficient increased 6, 4, and 10 percentage points respectively for those three years.

- There was a greater increase in percent proficient from 1998 to 1999 in ALPs than statewide.

Algebra I EOC Performance by Ethnicity and Gender

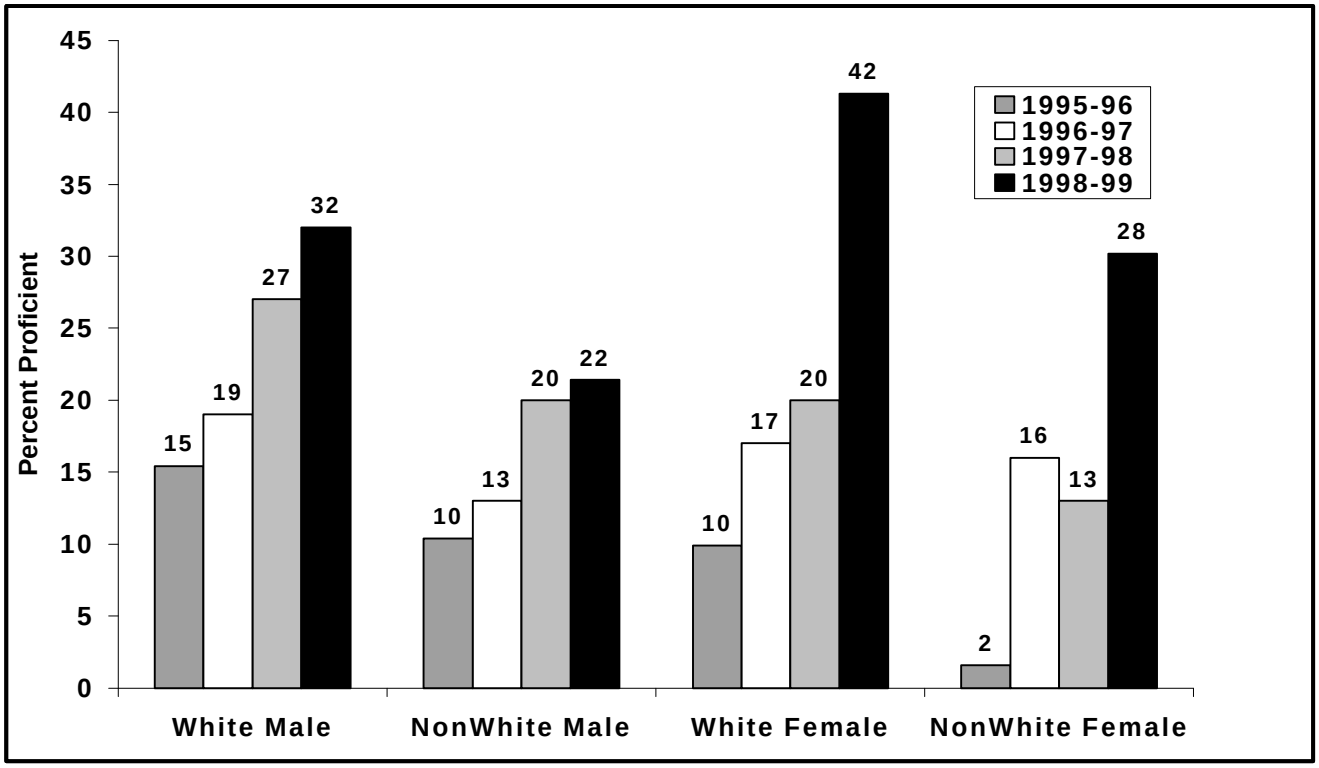

Figure 36. Percent of ALP students scoring at achievement level III or above on 1999 Algebra I EOC test, by ethnicity and gender.*

- In 1998-99, 42 percent of white females scored at achievement level III or above on the Algebra I EOC Test. Their performance was followed by White males (32 percent proficient) and nonwhite females (28 percent proficient). Nonwhite males had the lowest proficiency level at 22 percent.

- All groups have increased in percent at achievement level III or above on Algebra I EOC test in 1998-99. However, females - both white and nonwhite - increased performance the most, more than doubling their proficiency level. Still, less than one half of ALP students have demonstrated at-or-above grade level performance in Algebra I in any of the four years of this study.

* The N count for Algebra I in 1997-98 was 1123 and in 1998-99 was 1107.

English I EOC Performance

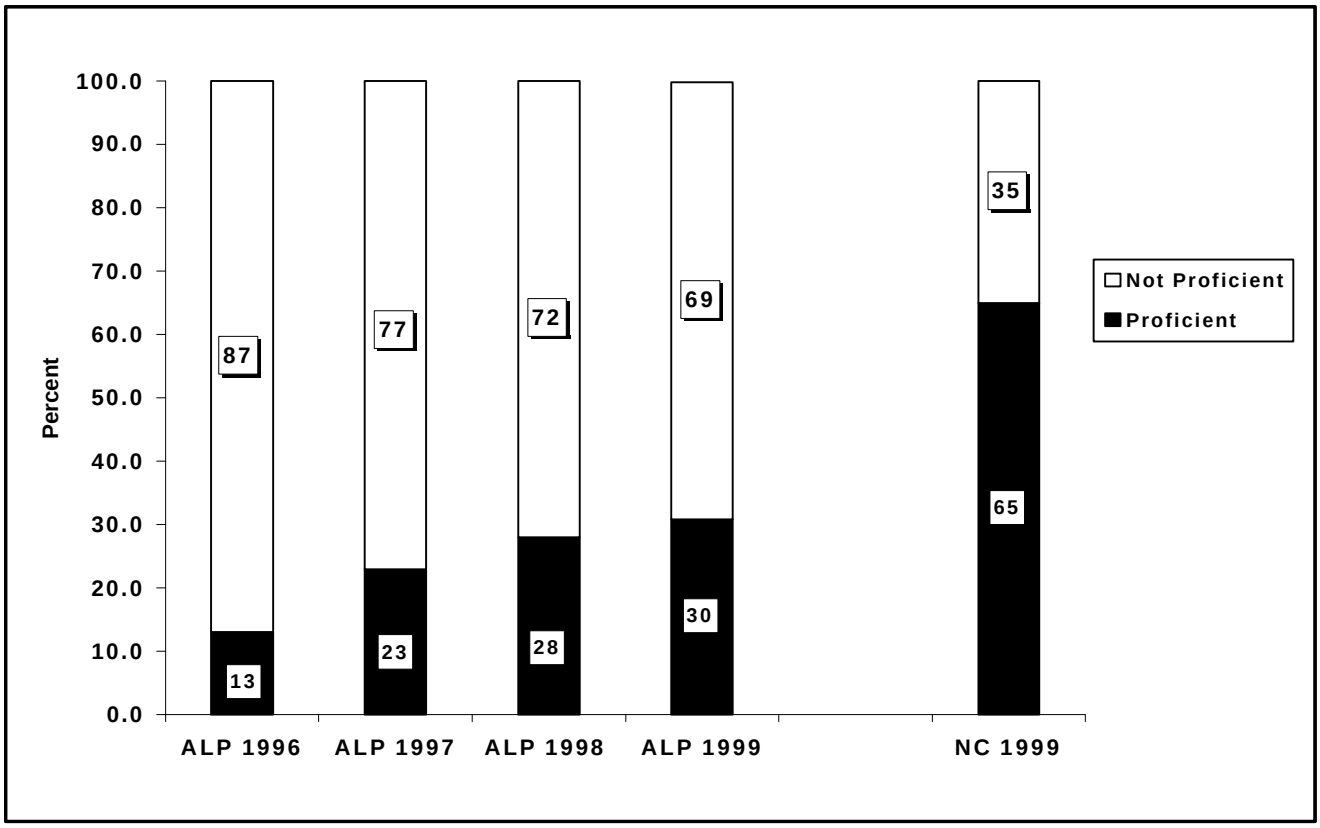

Figure 37. Percent of students scoring at achievement level III or above on 1996 to 1999 English I EOC tests, for ALPs and State.

- The percent of ALP students scoring at achievement level III or above on the English I EOC test more than doubled from 1996 to 1999, but remains substantially below the rate for the state.

- Most of the growth in proficiency level occurred between 1996 and 1997.

English I EOC Performance Change for ALP and State

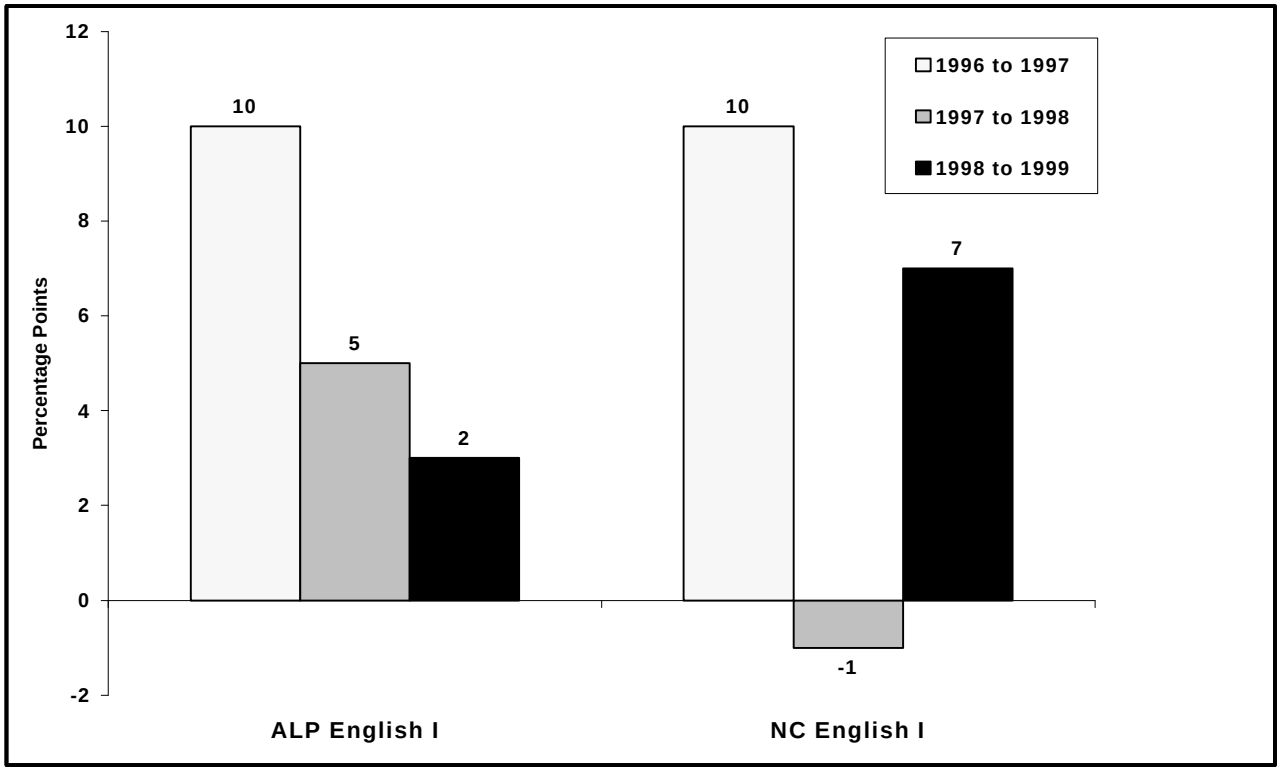

Figure 38. Performance change on 1996 to 1999 English I EOC test for ALPs and State.

- For ALP students and for students across the state, the percent scoring at achievement level III or above on the English I end-of-course test increased almost 10 percentage points from 1996 to 1997. From 1997 to 1998, percent at achievement level III or above declined slightly statewide but among ALP students increased nearly five points. From 1998 to 1999 students scoring at level III or above statewide increased by 7 points, while ALP scores increased by two points. Overall, the percent of ALP students scoring at or above achievement level III on the English I EOC test is still well below the state.

- The 1997 to 1998 increase for ALPs was about half of the 1996 to 1997 change. Statewide the change in percent over the same period was negative. The change from 1998 to 1999 increased for both ALPs and statewide.

English I EOC Performance: by Ethnicity and Gender

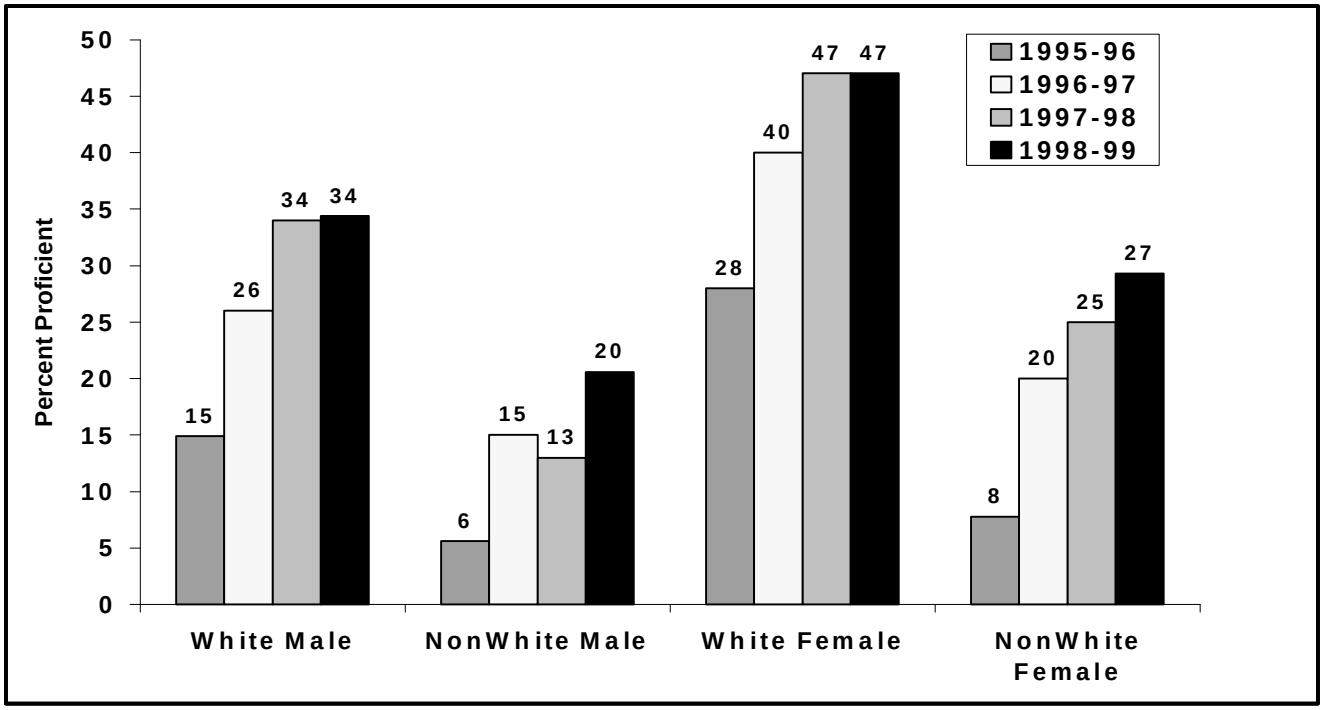

Figure 39. Percent of ALP students scoring at achievement level III or above on 1999 English I EOC Test, by ethnicity and gender.*

- The pattern of performance on the English I EOC test across ethnic-by-gender groups for ALP students vary widely, but with the same pattern shown for Algebra I. All subgroups have gained in proficiency since 1995-96.

- In 1998-99, 47 percent of white females in ALPs scored at achievement level III or above, while 27 percent of nonwhite females achieved this level. Similarly, White males scored at achievement level III or above at higher rates than did nonwhite males (34% versus 20%), although at lower levels than White females.

- Both nonwhite males and females made gains between 1998 and 1999, with white males and females remaining steady.

* The N count for English I in 1997-98 was 1240 and in 1998-99 was 1504.

Biology EOC Performance

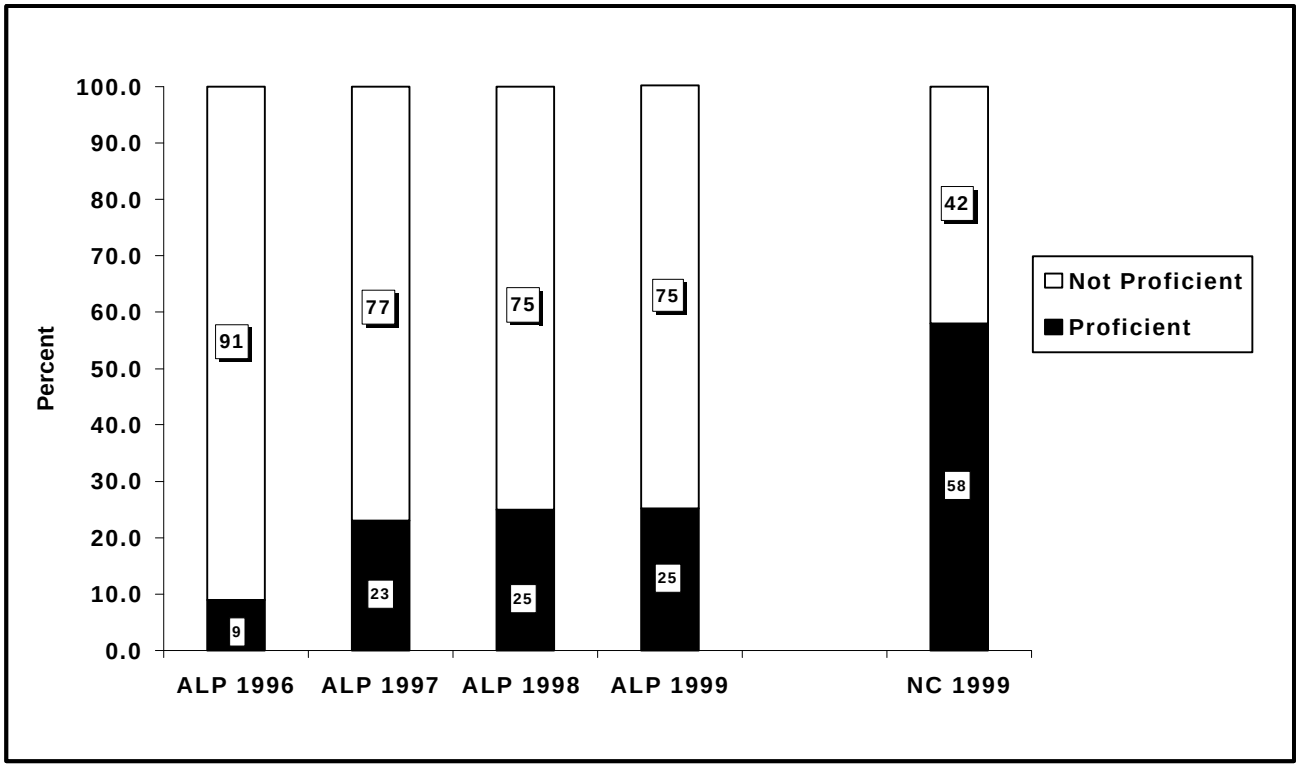

Figure 40. Percent of students scoring at achievement level III or above on 1996 to 1999 Biology EOC test, for ALPs and State.

- The percent of ALP students scoring at achievement level III or above on the EOC Biology test nearly tripled from 1996 to 1999, but remains substantially below the rate for the state.
- Proficiency on Biology is lower than Algebra I and English I for both ALP students and all students statewide.
- Most of the growth in performance for ALP students on the EOC Biology test occurred between 1996 and 1997, with small or no growth from 1997 to 1999.

Note: Proficiency on EOC tests indicates performance at Achievement Level III or Level IV.

Biology EOC Performance Change for ALP and State

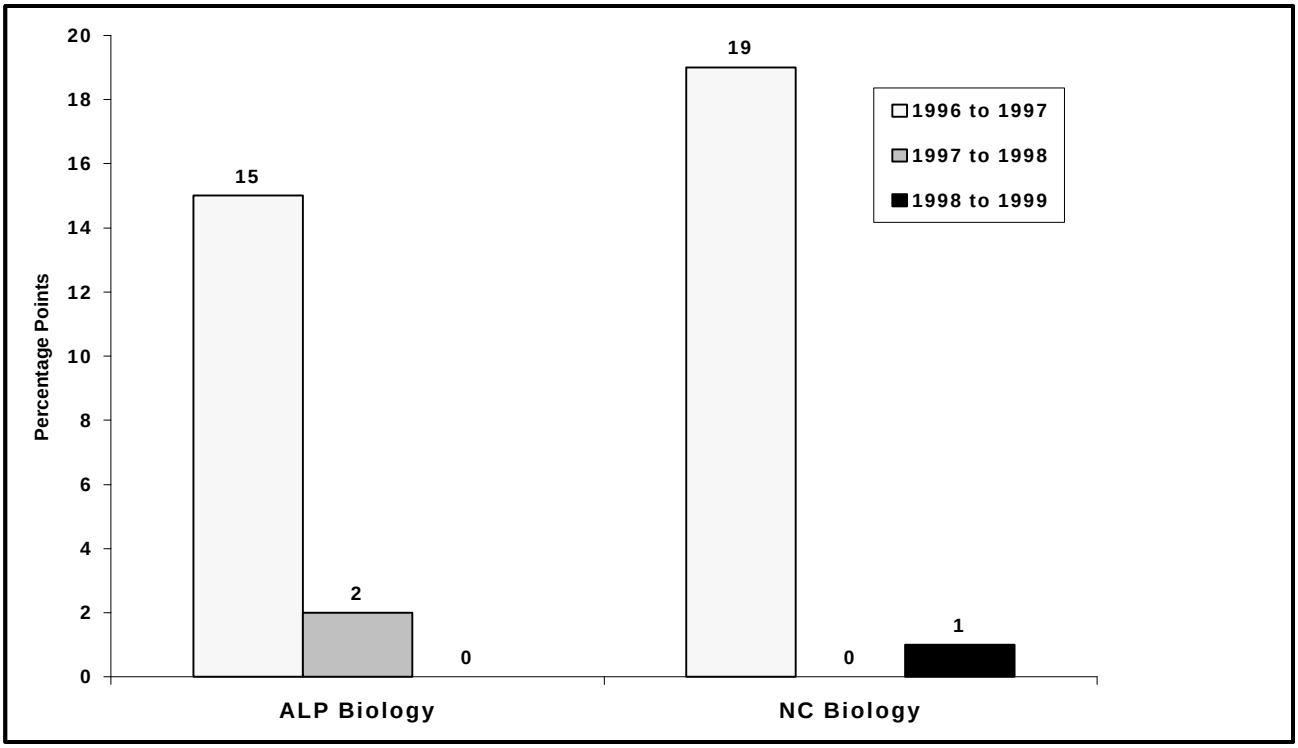

Figure 41. Performance change on 1996 to 1999 Biology EOC test, for ALPs and State.

- Both the state and the ALP change in percent at achievement level III or above on the EOC Biology test increased 1996 to 1997, but had minimal change, if any, from 1997 to 1998 and 1998 to 1999.

Note: Proficiency on EOC tests indicates performance at Achievement Level III or Level IV.

Biology EOC Performance: by Ethnicity and Gender

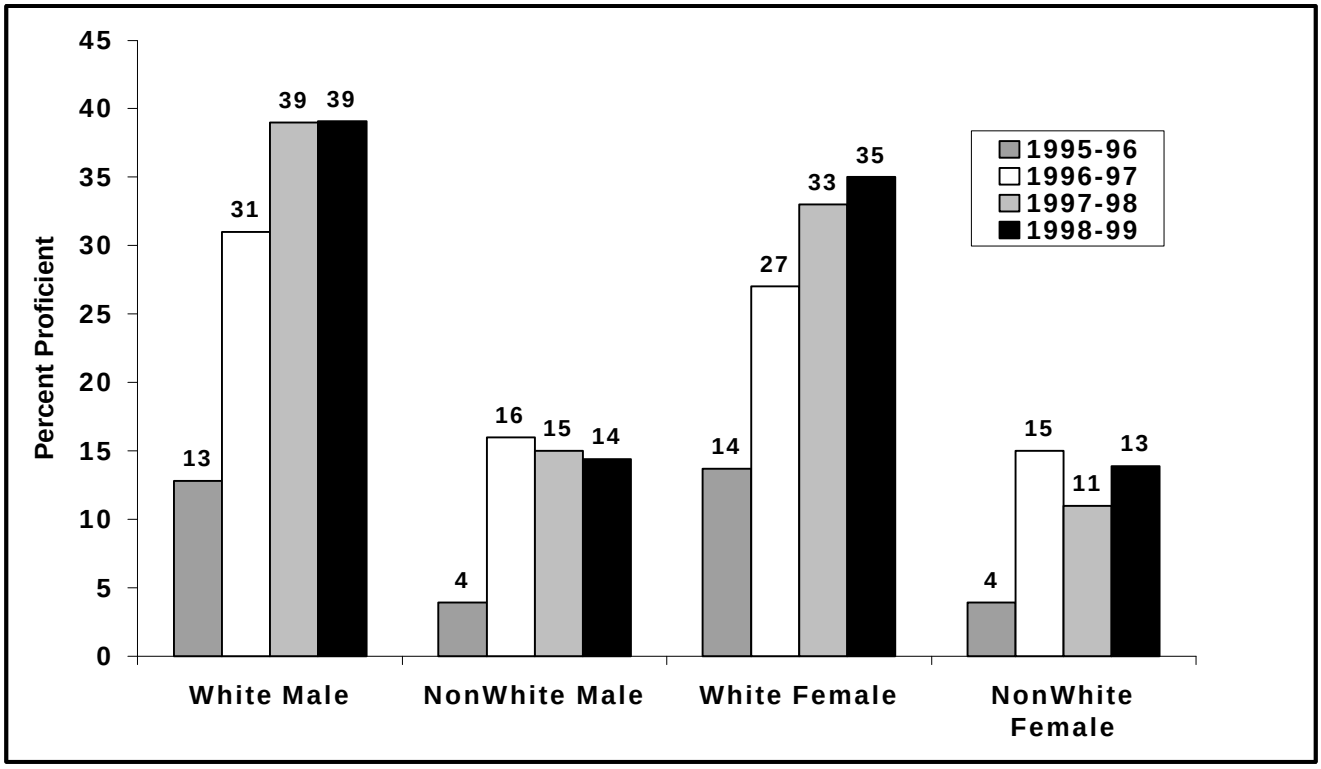

Figure 42. Percent of ALP students scoring at achievement level III or above on 1999 Biology EOC test, by ethnicity and gender.*

- The pattern of performance across ethnic-by-gender groups for ALP students varies widely, and differs somewhat from the patterns for Algebra I and English I. White females had the largest proficiency rate for Algebra I and English I, but are slightly below white males on Biology. Nonwhite females, closer to white male performance on Algebra I and English I, have much lower proficiency level on Biology.

- In 1998-99, nearly 40 percent of White males and over one-third of White females enrolled in an ALP scored at achievement level III or above in Biology. Proficiency rates for nonwhite males and nonwhite females were similar (14% and 13% respectively) and much lower than that of white subgroups.

- Over the four years only among White students has percent at achievement level III or above on Biology EOC test stabilized or continued to increase. In 1999, nonwhite males and nonwhite females were near their 1997 proficiency levels.

* The N count for Biology in 1997-98 was 1861 and in 1998-99 was 1146.

Summary for End-of-Course Tests

Algebra I, English I, and Biology are three courses that are required for graduation from high school. Far fewer Alternative Learning Program students who take State End-Of-Course Tests in those three subjects score at achievement level III or above than the overall student population. In 1999, on the State End-of-Course Test for Algebra I, 30 percent of ALP students scored at achievement level III or above, up ten percentage points from 1998, but not quite half the rate for all students across the state who took the test. For English I, 30 percent scored at achievement level III or above, up two points from 1998 but not quite half the rate for students statewide. For Biology around 25 percent scored at achievement level III or above, remaining constant from the previous year and about forty percent of the rate for all students statewide.

In the 1998-99 school year, White males and females had the highest performance among ALP students for tests in Algebra I, English I, and Biology. The largest differences by race were found on the Biology EOC test.

In 1999, a greater proportion of White females performed at achievement level III or above on the Algebra I and English I test than did White males (42% versus 32% for Algebra I, 47% versus 34% for English I). On Biology tests, White males scored at achievement level III or above at a rate higher than White females (39% versus 35%). The gap in performance between White males and females on Algebra I increased in 1999, while decreasing on Biology tests. The performance gap on English I has remained constant.

Across the four years of this evaluation, White and nonwhite males and females have had increasing proportions scoring at achievement level III or above on all three tests, with a few exceptions. Nonwhite females lost three percentage points on Algebra I from 1997 to 1998. Nonwhite males lost two percentage points on English I from 1997 to 1998. Nonwhite females lost four percentage points, and nonwhite males lost one percentage point in proportion at achievement level III or above on Biology from 1997 to 1998. Also, they lost one percentage point on Biology from 1998 to 1999. Still, across the four years of this study, there is a significant gap in the performance of White and Nonwhite students across all three EOC tests, with Nonwhite students scoring lower than White students.

The overall increase in proficiency since 1996 on all three EOC tests exceeds the gain for students statewide. This change may reflect a change in the students placed in ALPs or an increased focus on academic performance for these students. Certainly, without passing these courses, ALP students will not obtain a high school diploma.

• End-of-Grade Test Scores

Introduction

Each student in grades three through eight is expected to take the reading and mathematics End-of-Grade Tests at the end of the school year. Only certain handicapped students whose Individualized Education Programs so specify and certain approved Limited English Proficient students (in the first two years) are exempted from these tests.

Results on the tests are reported in developmental scale scores, ranging from a low of approximately 100 to a high of approximately 200 across all grades. Statewide gains in scale score points are established from one grade level to the next. Grade-level proficiency is determined by the percentage of students performing at Achievement Levels III and IV.

In addition, the growth formula for the new ABCs Accountability Model provides expectations by grade and by school for "expected growth" across grades based on where the students (cohorts) in the school scored the previous year.

The results in this section are based on Spring 1999 EOG Tests. Where growth — actual or expected (predicted) — is reported, the difference between 1998 EOG scores and 1999 EOG scores is used for the calculations.

Because the useable number of matched scores for third graders was so small, third grade results cannot be reliably reported. Scores are reported for fourth and fifth graders but these results are suggestive only, due to small numbers of ALP students in these grades. In 1999, 14 fourth graders and 42 fifth graders were matched in the testing data. By comparison, in 1998, 19 ALP fourth graders and 13 fifth graders were matched. In 1997 and 1998 scores were available for 362 sixth graders, 724 seventh graders, and 704 eighth graders.

While the growth formula was developed to be applicable to "schools", it is used here for ALP students statewide by grade level as if they were one school. This use may not technically meet the assumptions underlying the model but provides at least an estimate of growth for ALP students compared to all students.

Mathematics EOG Scale Scores for ALP and State

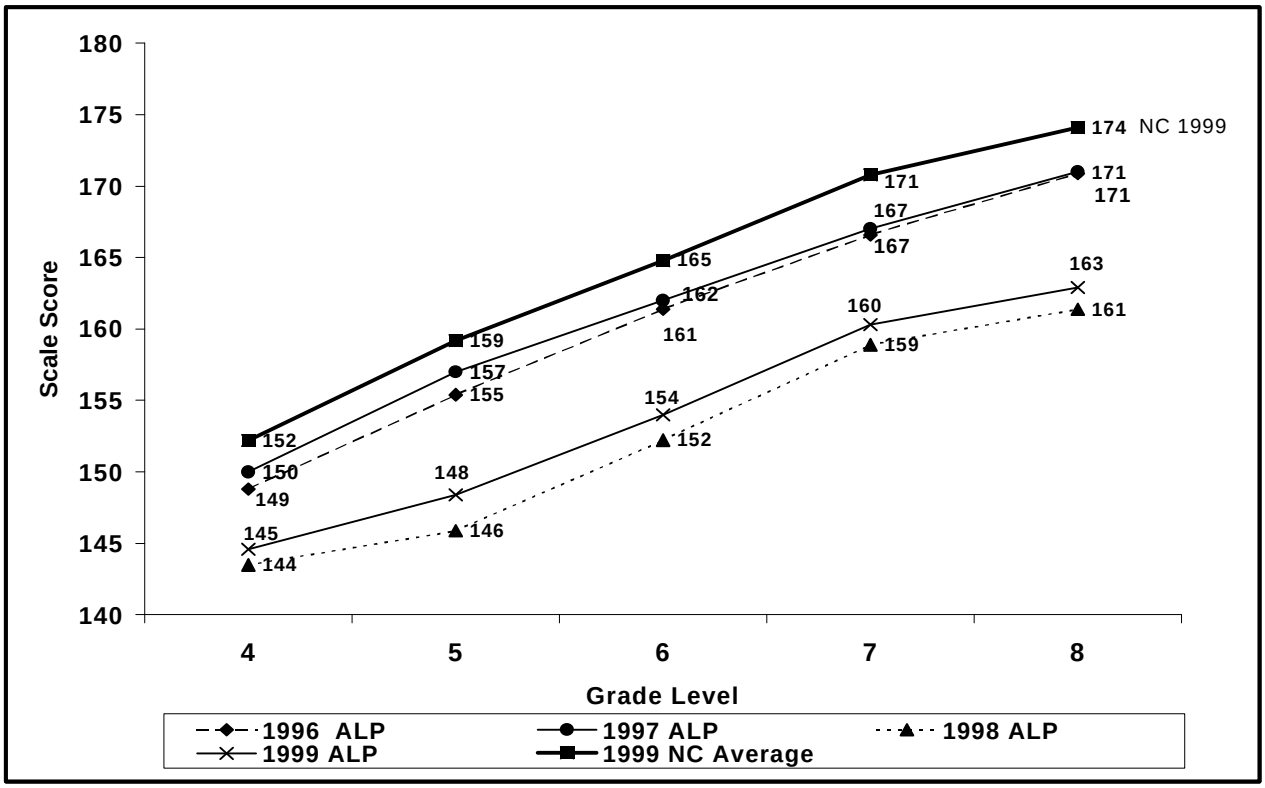

Figure 43. Average EOG Mathematics scale scores for ALPs and State, by grade level.

- Average Mathematics EOG scale scores for Alternative Learning Program students were more than 10 scale score points below the state average across grade levels in 1998-99. This gap is comparable to the 1997-98 difference between ALP students' scores and scores statewide.

- ALP students in 1998-99 did not do as well on Mathematics EOG tests as ALP students the in 1996 and 1997 although they improved slightly from 1998.

- The pattern of Mathematics achievement for ALP students across grades is similar to that of the general student population, only it is lower.

- Because of small numbers of ALP students at grades 4 and 5 these data are inconclusive and are presented for information only.

Reading EOG Scale Scores for ALP and State

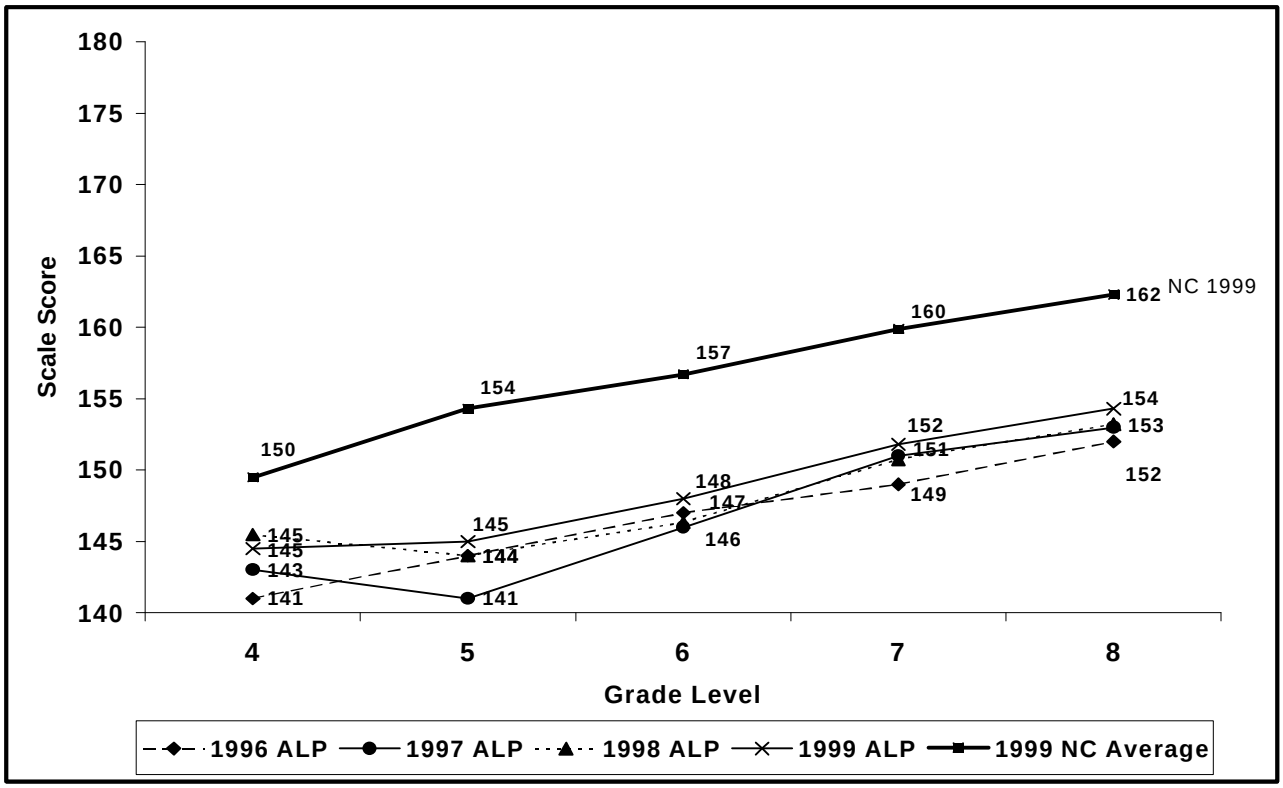

Figure 44. Average EOG Reading scale scores for ALPs and State, by grade level.

- Average Reading EOG scale scores for Alternative Learning Program students ranged from five to nine scale score points across grades below the state average across grade levels in 1998-99. In 1997-98, the gap between ALP and statewide Reading scores ranged from four to 10 scale score points.

- In 1998-99, scores for ALP students across grades were generally as high as or higher than any scores the previous three years.

- Because of small numbers of ALP students at grades 4 and 5 these data are inconclusive and are presented for information only.

1996 to 1999 Mathematics EOG Proficiency

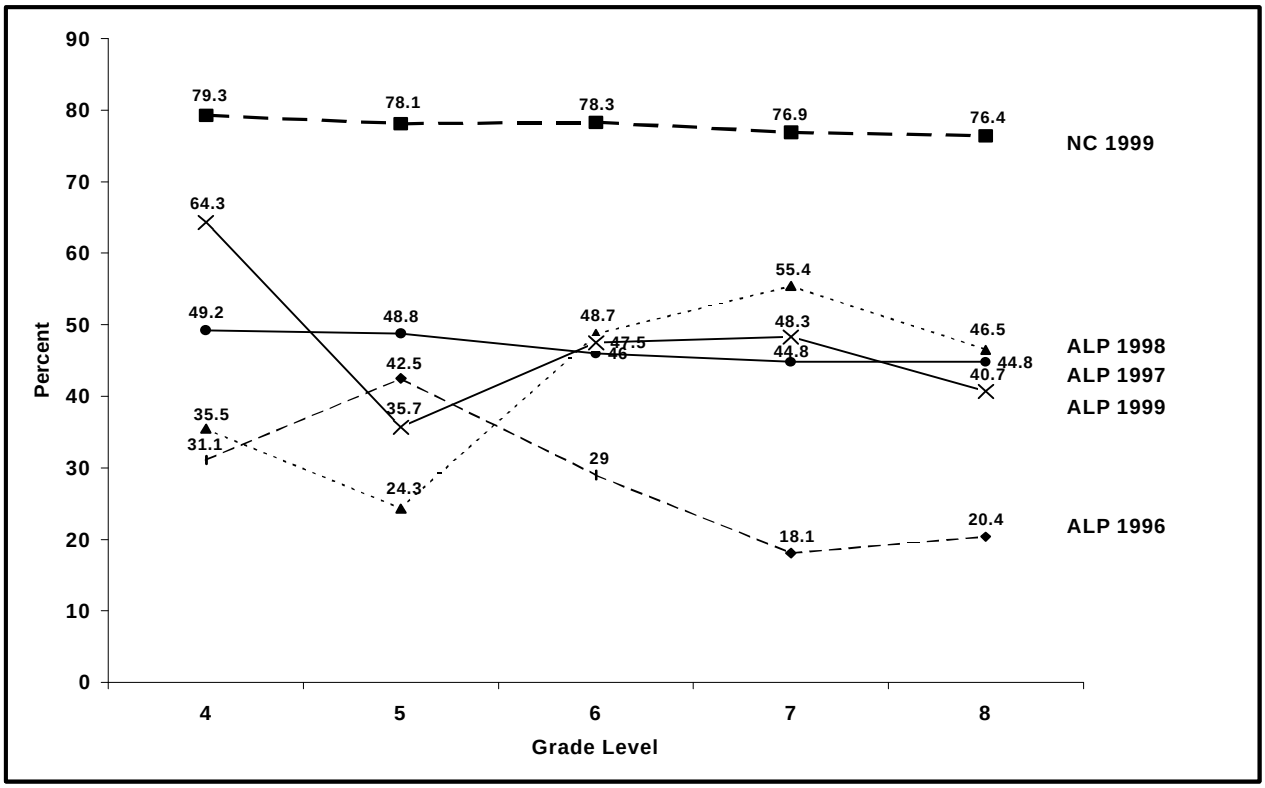

Figure 45. Percent of students scoring at or above proficient on 1996 to 1999 Math EOG tests, for ALPs and State.

- The gap between the proficiency of ALP students versus students across the state is substantial all four years of the study.
- The proficiency rate for ALP students on the mathematics EOG test substantially increased from 1996 to 1997 across grades.
- The proficiency rate for ALP students on the mathematics EOG test increased from 1998 to 1999 in grades 4 and 5, but was at or below the 1998 rate for grades 6-8.
- Because of small numbers of ALP students at grades 4 and 5 these data are inconclusive and are presented for information only.

Note: Proficiency on EOG tests indicates grade level equivalent performance or higher.

1996 to 1999 Reading EOG Proficiency

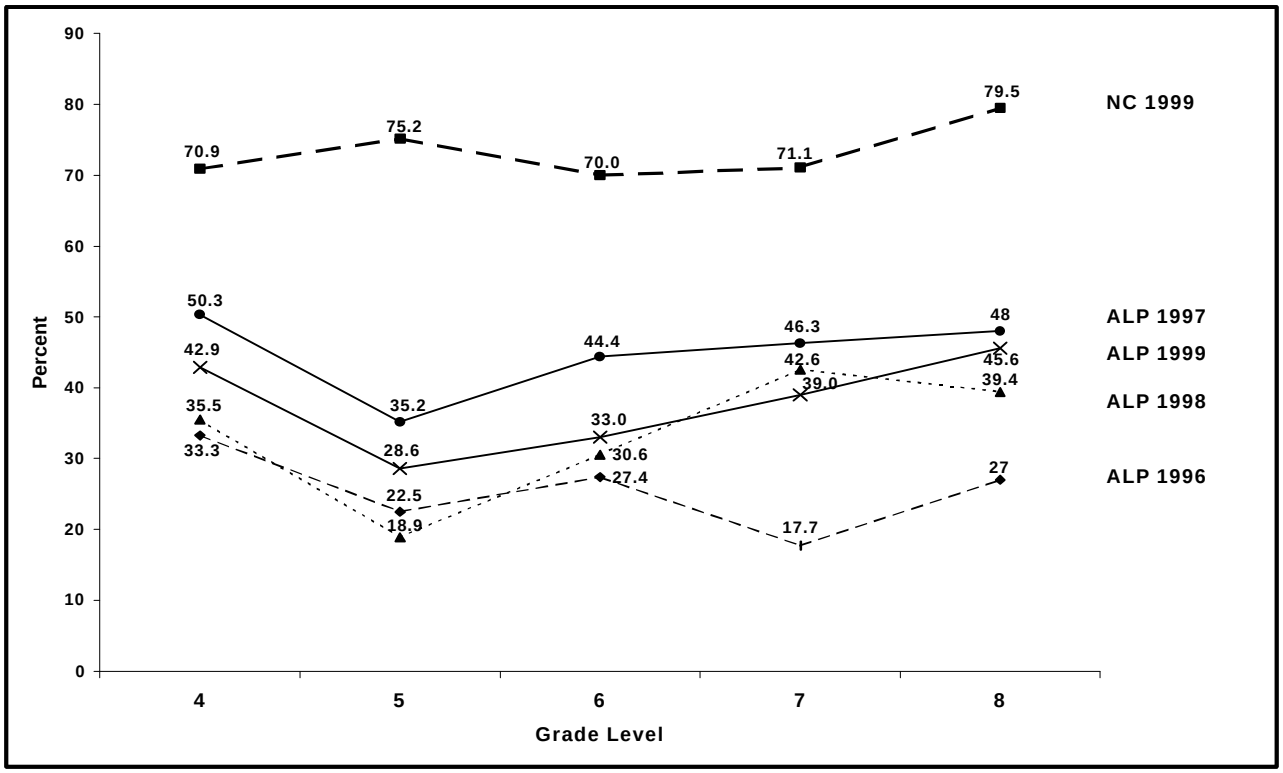

Figure 46. Percent of students scoring at-or-above proficient on 1996 to 1999 Reading EOG test, for ALPs and State.

- The percent of ALP students scoring at-or-above proficient is significantly below that of students statewide across all four years of the test.
- The proficiency rate for ALP students on the reading EOG test substantially increased from 1998 to 1999 in grades 4, 5, 6 and 8, but fell somewhat at grade 7.
- Again, small numbers of ALP students at grades 4 and 5 mean conclusions from data for these grades must be drawn with caution.

Note: Proficiency on EOG tests indicates grade level equivalent performance or higher.

Expected Versus Actual Growth in Mathematics EOG Scores for ALPs

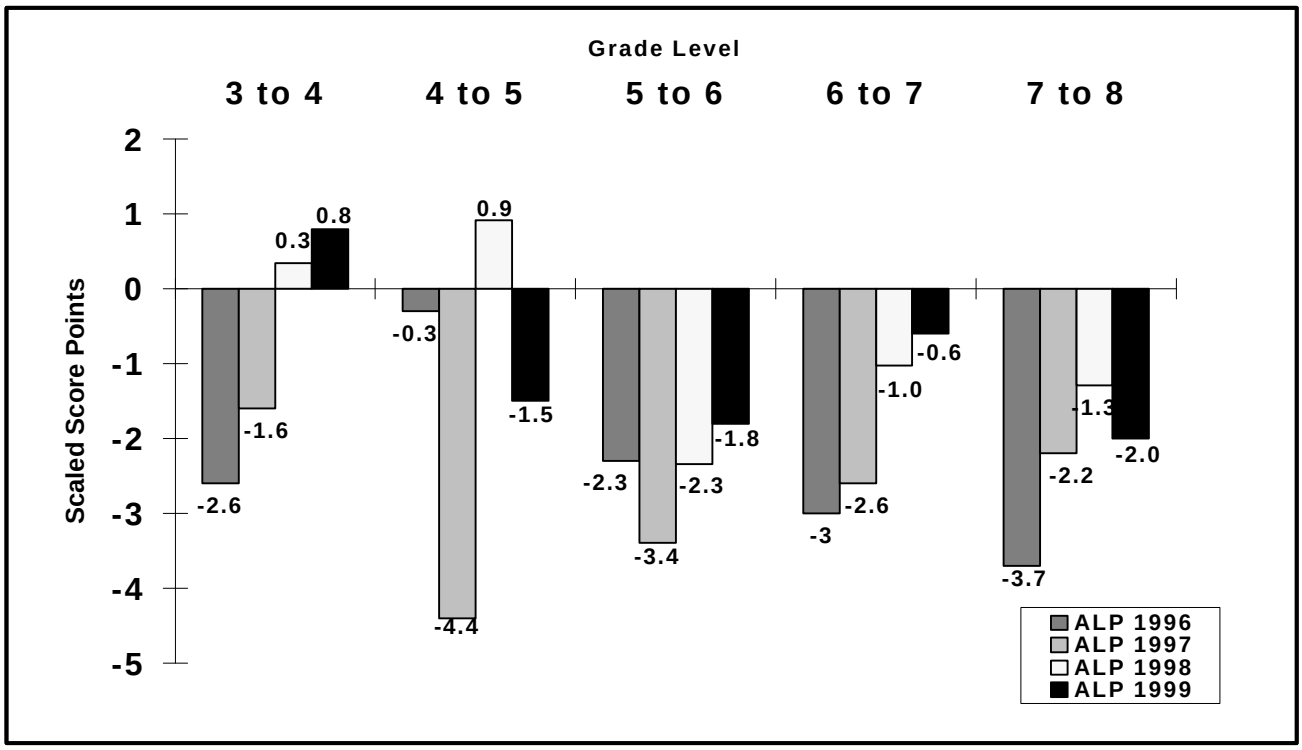

Figure 47. Actual versus expected growth on Mathematics EOG test, by grade level for 1996 to 1999.*

The North Carolina ABCs Accountability Program provides for a calculation of *expected growth* for schools across the state. For the purposes of this report, all ALP students at a given grade level were treated as if they were a grade level in a single regular school, and expected growth was calculated based on their performance on end-of-grade testing. Figure represents *expected* versus *actual* growth, as determined by the ABC growth formula. Zero on the vertical scale would mean expected growth was met. Where the graph extends below zero, the *actual* grade-level growth was the designated number of points below the *expected* growth. These data are for matched cohorts of students.

- Students enrolled in ALPs during 1998-99 did not achieve their *expected* growth in Mathematics at grade levels five through eight as projected from the ABC Growth Formula.
- While students in grades 4 met expected growth, numbers of students at this grade are small and conclusions should be drawn with caution.

Note: Proficiency on EOG tests indicates grade level equivalent performance or higher.
*In 1997-98, the numbers matched from grade 4 through grade 8 was 19, 13, 362, 724, and 704, for each grade, respectively.
In 1998-99, the numbers matched from grade 4 through grade 8 was 14, 42, 813, 1114, and 1418, for each grade, respectively.

Expected Versus Actual Growth in Reading EOG Scores for ALPs

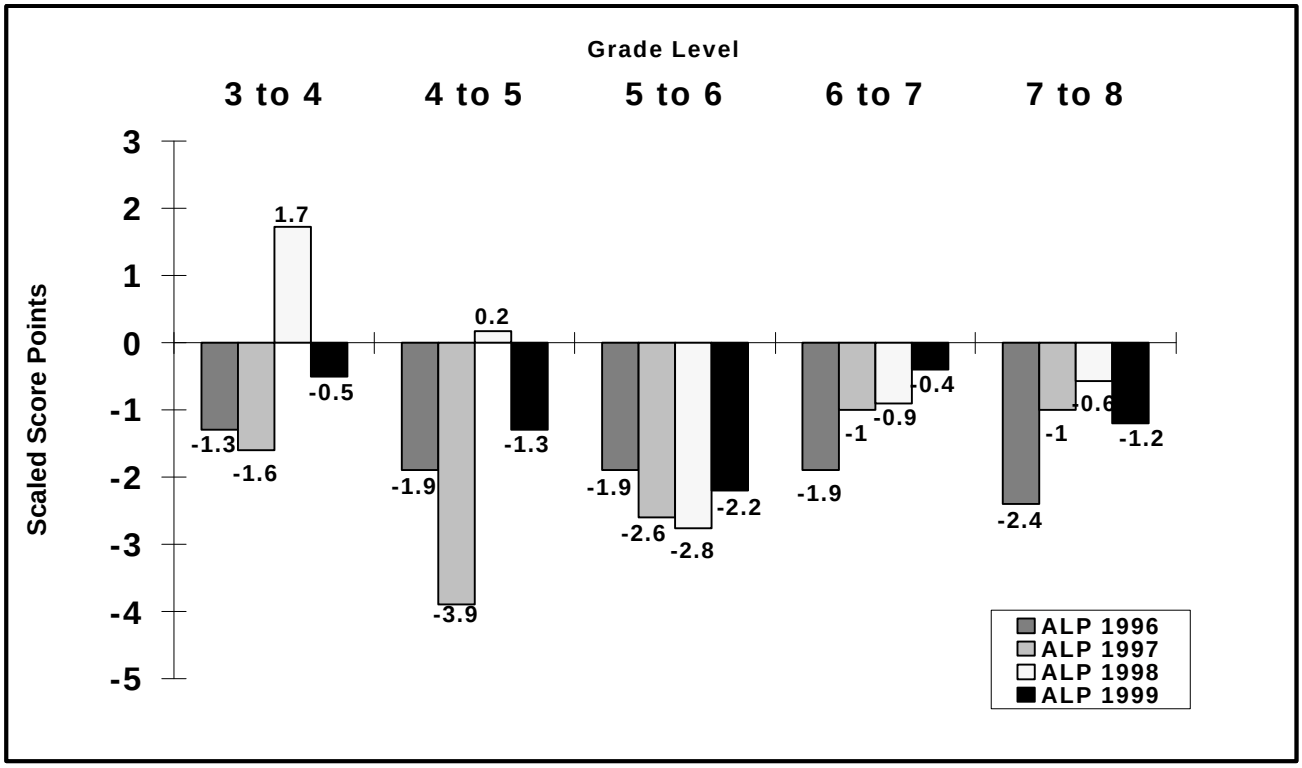

Figure 48. Actual versus expected growth on Reading EOG test, by grade level for 1996 to 1999.

The North Carolina ABCs Accountability Program provides for a calculation of *expected growth* for schools across the state. For the purposes of this report, all ALP students at a given grade level were treated as if they were a grade level in a single regular school, and expected growth was calculated based on their performance on end-of-grade testing. Figure represents *expected* versus *actual* growth, as determined by the ABC growth formula. Zero on the vertical scale would mean expected growth was met. Where the graph extends below zero, the *actual* grade-level growth was the designated number of points below the *expected* growth. These data are for matched cohorts of students.

- Students enrolled in ALPs during 1998-99 did not achieve their *expected* growth in Reading at grade levels four through eight as projected from the ABC Growth Formula.
- While students in grades 4 and 5 did not meet expected growth, numbers of students at these grades are small and conclusions should be drawn with caution.

Summary for End-of-Grade Tests

For both reading and mathematics, ALP students performed well below the overall student population on the State End-of-Grade Tests, both on absolute scores and on growth. The rate of proficiency in mathematics and reading for ALP students was also well below that of the overall performance of the state. State proficiency rates range from 70 to 79 percent for reading and math, while ALP rates ranged across grades from 29 percent to 64 percent in 1998-99.

With few exceptions, ALP students as a group are not meeting expected growth on EOG tests. They also are not making the same actual growth from year-to-year as students in the state as a whole. They must realize more growth if they are to catch up.

ALP students have significant educational deficiencies that put them at risk of failure. While the ALPs might be helping students to improve their academic performance, they are also dealing with significant behavioral problems that may compound their academic difficulties and take time away from academic instruction. These data, combined with other data in this evaluation, also suggest that intervention early is *essential*. If ALP students do not learn at a faster rate, they not only start out behind students across the state, but will never catch up.

While performance for high school ALP students on EOC tests is below that of the overall student population, they have made considerable gains since 1996. However, students in grades 4-8 have not made similar gains in proficiency (nor met expected growth) on EOC tests. Because of small numbers in grades 4 and 5, grade 6-8 provide the most confident results. Again, these results suggests the challenge that middle school ALPs have with their students.

Appendix A

Recommendations from the 1997-98 Evaluation Report

Appendix A: Recommendations from the 1997-98 Evaluation Report

Consider ALPs as Part of a System

1. **District purposes, priorities, policies, and practices should direct and support ALP focus.**
   ALPs must be recognized as part of a larger system that inevitably shares the responsibility for program success. District policies and practices should be designed to support the district's purposes, philosophy, and priorities for the ALP as a district and community resource.

2. **Feeder schools share responsibility for ALP success or failure.**
   Any plan to deal with ALP effectiveness should also deal with the feeder schools from which their students come.

Intensive and Innovative Intervention is Required

3. **At-risk students need to be highest priority.**
   Students at risk of school failure need intensified intervention. Dealing with the needs of these students should have a high priority. Although state funding has increased over the past three years, only a relatively small percentage of the funds are being used by LEAs to *target students in ALPs*: a total of 14.75% of the state allocation for At-Risk Student Services/Alternative Learning Programs in 1996-97 and 17.2% in 1997-98. LEAs would do well to review the use of monies in this fund to make certain they are reaching the students most in need and supporting the expectations they have set for their ALPs.

4. **Concentrated, persistent focus on academics is a must.**
   There are now three years of data in the evaluation of ALPs yielding the same results about student achievement. ALP student achievement on state end-of-grade and end-of-course tests continues to be well below that of the general student population in the state. Students generally are behind academically when they enroll in ALPs and are still behind when they leave. If these students are ever going to catch up and have an opportunity to reach their peak performance in school, it is imperative that drastically different approaches be used early on and all along to improve academics. The focus should include reading, mathematics, and writing skills as a strong foundation, even for high school ALP students, when needed.

Multiple Causes Must be Addressed

5. **Comprehensive student support services are a necessity.**
   School failure for ALP students is usually due to multiple causes and all of them must be addressed in order to be successful. School-linked or school-based comprehensive student support services are needed, including counseling, social work, mental health, and health services, at a minimum.

12. Remediation is not enough.

ALPs must be places where students want to be. Finding ways to link student interests and motivate them to high levels of learning is an important priority. Challenging, feasible academic goals coupled with highly interactive, personalized instruction from caring, encouraging teachers who expect the best goes a long way toward motivating students to stay in school and work to learn.

Appendix B

Recommendations from the 1996-97 Evaluation Report

Appendix B: Recommendations from the 1996-97 Evaluation Report

*** The order of the findings and recommendations is not intended to represent their level of importance.**

1. Maintain High Academic Standards and Expectations

ALPs need to examine their expectations of students and how they are conveyed, both explicitly and in more subtle ways. While students' personal and social needs must be addressed, they must be in addition to, not at the expense of, preparing students academically -- the primary purpose of school. If these students manage to complete high school but have limited skills and knowledge, we may reap the consequences in other negative ways.

2. Higher Expectations for School Attendance

Data from the evaluations from 1995-96 and 1996-97 indicate that ALP students are absent much more frequently than students in the general population. In 1995-96, for example, almost 30 percent of ALP students in grades 3-8 were absent twenty-two or more days during the school year. This compares to only 3.7 percent of students in the general school population with that many absences. In 1996-97, for those students enrolled in an ALP for three grading periods or less, absences were between 21 and 25 percent of the time enrolled. Even students enrolled in an ALP for three or more grading periods were absent 14 percent of their enrollment time, which represents 25 instructional days. It goes without saying that absences greatly influence overall academic achievement.

Both regular schools and ALPs may be tolerating higher rates of absenteeism out of concern that pressuring students may backfire and result in their dropping out of school altogether. Other strategies that have worked for some regular schools and ALPs involve giving opportunities outside the regular school day for students to make up time and academic work missed. Then they replace absences and give credit for attendance when the extra time and work are completed.

It is also likely the case that ALPs and regular schools need more services from school social workers to intervene early and bring other services to bear, including family support and even the juvenile justice system, before absenteeism becomes a chronic problem. Students who are absent from school are also much more at risk for other problems such as crime, drug use, and pregnancy.

3. Intervene Early

Although this recommendation was made in last year's report, data collected during 1996-97 suggest even more strongly that we need to reach students earlier. The low number of elementary students may suggest that schools address the needs of younger at-risk students within regular programs, through extra assistance such as tutoring and counseling. This may be most appropriate at that age. However, the increase in problems in middle school and the high negative outcomes -- especially the dropout rate for ninth graders -- suggests that students need help long before they reach high school. The more positive outcomes for grades 10 - 12 compared to middle school grades likely

are due to the dropping out in ninth grade of the most at-risk students. A considerable effort should be placed on middle school students. An even better strategy may be to begin identifying those students and their additional needs in elementary school. ALPs appear to be helping students they keep, but it is difficult to keep students in school when they reach the ninth grade and are old enough to legally drop out of school. It is especially difficult when these students have a long history of failure (e.g., repeated grades, suspensions from school, failure of competency requirements, low test scores, low grades on report cards) and little support at home.

4. Comprehensive, Connected Interventions

Interventions with at-risk students need to be comprehensive, connected, and closely monitored. If they are not working within a reasonable time, something else needs to be done. All too often interventions are piecemeal and no one has the complete picture or the complete history about what has happened with the student and the student's family. Because so many students are at risk of school failure for both personal and academic reasons, it is imperative that school personnel in both ALPs and regular schools know the full extent of the problems. A lot of time and money can be wasted by trying things that have been tried in the past and found not to work. Some regular schools and ALPs are using the case management process and hold meetings one day a week, bringing in other community resource personnel (e.g., social services, health, mental health, juvenile justice, churches) to periodically review the progress of each at-risk student and to quickly respond in a crisis.

5. Improve Transition Support and After-Care in Regular Schools

Overall, students report being more confident and satisfied with ALPs than their home schools. They report better support from ALP teachers than teachers in the regular schools. They also report that both principals and teachers are more accessible in ALPs than in regular schools. Two-thirds of students enrolled in ALPs reported that they did not want to return to their home schools.

Regular school principals gave somewhat negative ratings when asked if they supported their students while they were enrolled in ALPs and gave only slightly positive ratings when asked if they supported their students upon return from an ALP.

Taken together, indications are that regular schools need a personalized approach and an after-care plan for at-risk students when they return from an ALP. The progress of these students needs to be closely monitored, both behaviorally and academically, in order to maintain the progress they have made in the ALP. These students often need support in decision making and problem solving, both personal and academic related. They also need frequent encouragement from caring adults that their education and graduation *are* important and worth their efforts.

6. Access to Important Student Data and Longitudinal Student Database

A big problem for both regular schools and ALPs is that important information about students cannot be transferred electronically from one school to another. For at-risk students the problems are often varied and complex. When a student enrolls in an ALP from a regular school, it is often weeks later that the student's cumulative folder arrives. Sometimes the student information is not received by the ALP at all. It takes a lot of additional time just for the teacher to learn the student's current level of academic ability and any other needs the student may have. This is important instructional and intervention time spent instead figuring out what the problems are.

Further, other important student information like discipline is maintained in the student database (SIMS) for only one year at a time--or not at all (local option). There is no longitudinal database summarizing important data about each student's academic career. It is very cumbersome, at best, to reconstruct the student's suspension history or to prepare a profile of the student's academic, health, discipline, and intervention history. The best source of information is still the student's cumulative folder, which is a very time consuming process even for one student. What is needed is an electronic, longitudinal database for each student summarizing important information that can be accessed by approved personnel who are working with the student.

7. Consider Longer Placements

While this is a tentative recommendation based on preliminary analysis of one year's data, students seem to have better outcomes (achievement test results not known at this time) the longer they are enrolled in ALPs. It takes time for teachers to determine students' needs and to develop relationships. It also takes time for students to adjust to the routines and expectations of different academic settings. It makes sense that longer ALP enrollment for many students gives the teachers time to accomplish significant academic progress with them. Mid-year transitions, especially multiple transitions, likely disrupt academic focus. However, more analysis needs to be done to learn what types of students do better in which types of ALPs. Whether students are enrolled for academic or discipline-related reasons may be an important factor in the length of time necessary for optimal progress to be demonstrated.

8. Support ALP Teachers

Teachers in ALPs need support and training. One of the most immediate areas of needed training is in effective behavioral management and discipline. Very few teacher preparation programs include this type of training, and therefore most teachers are not prepared to manage the extensive and serious discipline problems that many classroom teachers face on a daily basis. ALP teachers are working with some of the most challenging students in schools. They usually go far beyond the requirements of the typical teacher because the needs of their students are so numerous, so varied, and so complex. There is often little parent support and these teachers have many roles with students besides teaching them like coach, mentor, counselor, cop, and even parent. It is notable that a previous

teacher survey indicated that the vast majority of them chose to be in the ALP setting and they deserve continued support in these difficult roles.

9. ALPs Need to Be Safe and Orderly Too

Serious thought should be given to the most effective ways to serve aggressive students who injure others or who are considered to be a serious threat to others. Some ALPs admit such students and some do not. In 1996-97, excluding the "disruptive behavior" category, 16 percent of middle and seven percent of high school ALP students were admitted because of injury to others. Nearly five percent of middle and three percent of high school ALP students were admitted because of weapons-related problems. If such students are enrolled in ALPs, consideration should be given to their being served in an area of the school separate from the rest of the ALP student body until they earn their way back by learning appropriate levels of self control. Many at-risk students come from chaotic, sometimes violent homes or communities. Many have been neglected and/or abused themselves. All students need to feel safe at school if they are to be expected to learn.

Appendix C

Recommendations from the 1995-96 Evaluation Report

Appendix C: Recommendations from the 1995-96 Evaluation Report

- Hire competent, caring staff who can balance structure, high expectations, and flexibility for these students. Staff need to be supported with improved, ongoing staff development.
- Create better connections between ALPs and home schools, especially better transitions in and out of ALPs. It is especially difficult for students to transition from small ALPs back into large regular schools and still maintain their progress without strong support. Some students would benefit from a change of schools after exiting the ALP so as not to slip back into non-constructive old habits and patterns with peer groups. Currently, some local school board policies make these needed school transfers difficult or impossible.
- Regular schools need to adapt in order better to meet the needs of all students. What is needed is more "hands on," experiential teaching methods, more caring, and more involvement in problem solving that may go beyond the regular bounds of school. Bringing together more community, health, and human services for out-of-school problems that are barriers to school success is also needed.
- Establish systems for tracking and evaluating student progress. Even longitudinal tracking of simple outcomes for ALP students would be informative, such as grades, achievement scores, graduation rates, and disciplinary actions.
- Improve facilities, resources, and curriculum. Funding decisions in these areas are made by local districts and not the state. ALPs are frequently assigned to "left-over" facilities and must scrounge for funds to buy updated equipment, materials, and supplies. These problems contribute to the image problems of ALPs and also contribute to the unintended message that alternative schools are not valued. Perhaps some contribution of resources from regular schools prorated by the number of students and length of stay in ALPs would help improve program quality and shared accountability for ALP students.
- Find ways to fund ALPs that address shifts in peak enrollment periods. ALPs need to maintain their small class size in order to fulfill their purpose of individualized and personalize education. Otherwise, they risk becoming holding tanks for students.
- ALP students need something different, and although there is no one best way, three characteristics are important to effectiveness: small class size, an individualized and experiential teaching format, and a caring faculty with high expectations for student success.
- Most ALP students, for a variety of reasons, have serious odds against their doing well in school. For the most part, they start out behind academically and never catch up. What is needed is more focus on prevention and early intervention as well as bringing together support services (school-linked or school-based) for out-of-school problems that have an impact on students' learning.
- Length of enrollment in an ALP is an important factor in student success, but so is the quality of the educational experience while the student is enrolled. Many ALPs are struggling for enough resources to do a barely adequate job with these students. In addition to improving funding, regular schools must find ways to share resources, responsibility, and accountability for these students.

Appendix D

Alternative Learning Program Identification
1999-00 Academic Year

Appendix D:
Alternative Learning Program Identification
1999-00 Academic Year

Current as of January 14, 2000

Eleven LEA Superintendents reported they had no ALPs :

Avery County
Clinton City Schools
Elkin City
Franklin County
Gates County
Jones County
Madison County
Newton-Conover City
Sampson County
Stanly County
Wilkes County

Appendix E

Statewide Summary of Expenditures for At-Risk Student Services / Alternative Programs and Schools

July 1, 1998 through June 30, 1999

Source: NC Department of Public Instruction, Division of School Business

State-Wide Summary
At-Risk Student Services/Alternative Programs and Schools
Expenditures for July 1, 1998 through June 30, 1999 (as of 12/6/99)

Total Budget: [1]	144,452,872.00

	Alternative Programs & Schools		At-Risk Student Services		Total	
	Serves students with specialized needs in different ways and/or time frames than regular schools.		Regular school special services for remediation, dropout prevention, drug abuse, school safety, etc.			
Expenditure Description	Expended as of June 30,1999	Percent of Total	Expended as of June 30,1999	Percent of Total	Expended as of June 30,1999	Percent of Total
Teachers	12,941,214.73	51.72%	41,016,741.98	38.99%	53,957,956.71	41.41%
Employer Benefits	4,079,644.85	16.30%	14,280,758.39	13.57%	18,360,403.24	14.10%
School Resource Officer [2]	943,853.51	3.77%	10,788,818.26	10.25%	11,732,671.77	9.01%
Teacher Assistants	1,750,674.55	6.99%	8,357,440.61	7.94%	10,108,115.16	7.76%
Tutors	668,370.04	2.67%	5,987,401.10	5.69%	6,655,771.14	5.11%
Contracted Services	755,452.96	3.02%	4,942,487.04	4.70%	5,697,940.00	4.38%
Instructional Support	1,371,679.62	5.48%	4,035,521.23	3.84%	5,407,200.85	4.15%
Instructional Supplies	357,376.55	1.43%	4,894,013.28	4.65%	5,251,389.83	4.03%
Computer Eq.(Cap/Non-Cap.)	243,978.00	0.97%	2,930,192.81	2.79%	3,174,170.81	2.44%
Drivers/Trans-Safety Assistant	107,588.44	0.43%	1,659,977.08	1.58%	1,767,565.52	1.36%
Clerical Assistant	325,893.24	1.30%	1,347,878.90	1.28%	1,673,772.14	1.29%
Workshops/Sub Pay	266,538.32	1.06%	1,165,439.96	1.11%	1,431,978.28	1.10%
Equipment(Cap./Non-Cap.)	204,646.42	0.82%	845,886.61	0.80%	1,050,533.03	0.81%
Assistant Principal	210,715.91	0.84%	676,455.33	0.64%	887,171.24	0.68%
Computer Software	69,233.35	0.28%	666,922.68	0.63%	736,156.03	0.57%
Custodians	378,992.65	1.51%	113,510.01	0.11%	492,502.66	0.38%
Supplies & Materials	22,987.44	0.09%	228,803.41	0.22%	251,790.85	0.19%
Audiovisual/Library Books	3,746.78	0.02%	108,043.29	0.10%	111,790.07	0.09%
Textbooks	884.94	0.00%	15,949.46	0.02%	16,834.40	0.01%
Other[3]	324,865.44	1.30%	1,145,305.13	1.09%	1,470,170.57	1.13%
Total	25,028,337.74	100.00%	105,207,546.56	100.00%	130,235,884.30	100.00%
	19.22% of total		80.78% of total			

Notes
[1]The Total Budget includes carryover from FY 1997-98. The Total Budget also includes $14,884,067 which was carried over from FY 1998-99 to 1999-00 to be spent by August 31, 1999.
[2] School Resource Officer expenditures includes salary, contracts, supplies/materials, travel, and equipment.
[3] Other includes: Electric, utilities, rentals, energy cost, travel, telephone, postage, advertising , printing/binding reproduction, field trips, oil, tires and tubes, vehicle repair parts, fuel, other transportation services, sal-food service, sal-work study student and other insurance judgments.

Appendix F

LEA Expenditures from At-Risk Student Services / Alternative Programs and Schools Fund

July 1, 1998 through June 30, 1999

Source: NC Department of Public Instruction, Division of School Business

LEA Expenditures from
At-Risk Student Services/Alternative Programs and Schools Fund
July 1, 1998 - June 30, 1999

Note: Any funds not spent by June 30, 1999 were carried over until August 31, 1999.

LEA No.	LEA Name	Allotment	Expenditures				
			Alternative Program/Schools	% of Total	At-Risk Student Services	% of Total	Total
010	Alamance County	1,719,444.00	181,623.68	12.48%	1,274,100.90	87.52%	1,455,724.58
020	Alexander County	472,259.00	104,635.81	23.54%	339,806.04	76.46%	444,441.85
030	Alleghany County	284,967.00	89,386.35	34.63%	168,741.35	65.37%	258,127.70
040	Anson County	669,095.00	212,934.79	44.06%	270,375.95	55.94%	483,310.74
050	Ashe County	555,764.00	39,065.00	7.06%	514,232.38	92.94%	553,297.38
060	Avery County	301,305.00	0.00	0.00%	267,362.23	100.00%	267,362.23
070	Beaufort County	1,018,841.00	162,759.66	16.86%	802,662.54	83.14%	965,422.20
080	Bertie County	714,690.00	0.00	0.00%	656,469.29	100.00%	656,469.29
090	Bladen County	879,750.00	246,455.51	31.15%	544,800.42	68.85%	791,255.93
100	Brunswick County	1,251,030.00	360,120.45	28.79%	890,909.55	71.21%	1,251,030.00
110	Buncombe County	2,815,242.00	351,085.58	15.91%	1,855,358.49	84.09%	2,206,444.07
111	Asheville City	664,406.00	79,076.83	13.85%	491,851.00	86.15%	570,927.83
120	Burke County	1,471,669.00	223,403.11	20.54%	864,144.11	79.46%	1,087,547.22
130	Cabarrus County	1,533,075.00	192,342.11	15.03%	1,087,442.69	84.97%	1,279,784.80
132	Kannapolis City	506,917.00	83,157.26	16.31%	426,662.44	83.69%	509,819.70
140	Caldwell County	1,432,666.00	429,773.99	34.03%	833,269.87	65.97%	1,263,043.86
150	Camden County	251,156.00	55,401.47	24.59%	169,863.96	75.41%	225,265.43
160	Carteret County	960,958.00	808.47	0.08%	959,915.20	99.92%	960,723.67
170	Caswell County	398,887.00	0.00	0.00%	398,911.49	100.00%	398,911.49
180	Catawba County	1,275,144.00	170,804.91	13.61%	1,084,353.09	86.39%	1,255,158.00
181	Hickory City	531,051.00	50,796.83	9.77%	468,935.64	90.23%	519,732.47
182	Newton City	410,689.00	99,343.24	26.84%	270,809.24	73.16%	370,152.48
190	Chatham County	736,831.00	68,165.62	10.95%	554,268.78	89.05%	622,434.40
200	Cherokee County	496,796.00	102,552.70	20.66%	393,716.88	79.34%	496,269.58
210	Chowan County	363,613.00	21,645.33	6.01%	338,715.94	93.99%	360,361.27
220	Clay County	269,043.00	0.00	0.00%	238,857.16	100.00%	238,857.16
230	Cleveland County	802,615.00	178,497.00	24.13%	561,379.52	75.87%	739,876.52
231	Kings Mountain City	480,223.00	247,985.61	48.38%	264,594.62	51.62%	512,580.23
232	Shelby City	419,316.00	216,470.85	51.64%	202,752.15	48.36%	419,223.00
240	Columbus County	1,125,273.00	60,682.63	5.57%	1,029,292.12	94.43%	1,089,974.75
241	Whiteville City	394,868.00	0.00	0.00%	357,934.40	100.00%	357,934.40
250	Craven County	1,912,106.00	259,979.62	15.62%	1,404,142.95	84.38%	1,664,122.57
260	Cumberland County	6,162,197.00	646,043.48	11.38%	5,031,077.44	88.62%	5,677,120.92
270	Currituck County	299,692.00	87,124.16	31.39%	190,443.19	68.61%	277,567.35
280	Dare County	458,253.00	0.00	0.00%	417,477.45	100.00%	417,477.45
290	Davidson County	1,879,179.00	0.00	0.00%	1,613,633.39	100.00%	1,613,633.39
291	Lexington City	391,958.00	0.00	0.00%	391,720.79	100.00%	391,720.79
292	Thomasville City	307,738.00	83,682.25	27.18%	224,186.27	72.82%	307,868.52
300	Davie County	452,645.00	98,351.38	22.61%	336,713.02	77.39%	435,064.40
310	Duplin County	1,056,922.00	95,299.08	9.59%	898,028.26	90.41%	993,327.34
320	Durham Public	3,249,942.00	493,419.54	15.32%	2,726,361.34	84.68%	3,219,780.88

LEA Expenditures from
At-Risk Student Services/Alternative Programs and Schools Fund
July 1, 1998 - June 30, 1999

Note: Any funds not spent by June 30, 1999 were carried over until August 31, 1999.

LEA No.	LEA Name	Allotment	Expenditures				
			Alternative Program/Schools	% of Total	At-Risk Student Services	% of total	Total
330	Edgecombe County	1,502,980.00	208,256.09	14.45%	1,232,641.51	85.55%	1,440,897.60
340	Forsyth County	4,740,403.00	2,542,005.48	56.70%	1,941,304.05	43.30%	4,483,309.53
350	Franklin County	804,548.00	0.00	0.00%	576,003.89	100.00%	576,003.89
360	Gaston County	3,446,425.00	436,018.70	13.65%	2,757,728.46	86.35%	3,193,747.16
370	Gates County	225,297.00	0.00	0.00%	197,461.04	100.00%	197,461.04
380	Graham County	142,768.00	0.00	0.00%	141,003.76	100.00%	141,003.76
390	Granville County	780,217.00	186,152.50	23.79%	596,238.38	76.21%	782,390.88
400	Greene County	367,425.00	70,214.74	19.24%	294,722.27	80.76%	364,937.01
410	Guilford County	7,695,072.00	1,947,862.34	32.86%	3,980,367.63	67.14%	5,928,229.97
420	Halifax County	1,279,116.00	0.00	0.00%	1,208,034.30	100.00%	1,208,034.30
421	Roanoke Rapids City	415,774.00	40,851.59	10.51%	347,828.13	89.49%	388,679.72
422	Weldon City	295,914.00	0.00	0.00%	250,572.38	100.00%	250,572.38
430	Harnett County	1,827,080.00	425,113.01	23.32%	1,397,710.69	76.68%	1,822,823.70
440	Haywood County	775,290.00	0.00	0.00%	777,838.74	100.00%	777,838.74
450	Henderson County	1,356,962.00	250,783.78	21.74%	902,857.41	78.26%	1,153,641.19
460	Hertford County	731,702.00	175,939.70	24.91%	530,249.83	75.09%	706,189.53
470	Hoke County	725,956.00	162,443.06	22.38%	563,396.64	77.62%	725,839.70
480	Hyde County	341,408.00	60,513.29	19.69%	246,840.66	80.31%	307,353.95
490	Iredell County	1,428,415.00	484,744.54	33.93%	943,835.58	66.07%	1,428,580.12
491	Mooresville City	331,536.00	61.36	0.02%	286,691.44	99.98%	286,752.80
500	Jackson County	467,203.00	83,133.94	19.02%	353,949.77	80.98%	437,083.71
510	Johnston County	1,853,331.00	282,966.48	17.45%	1,339,031.21	82.55%	1,621,997.69
520	Jones County	253,267.00	0.00	0.00%	250,349.32	100.00%	250,349.32
530	Lee County	1,040,402.00	236,711.93	23.36%	776,426.76	76.64%	1,013,138.69
540	Lenoir County	1,772,494.00	249,145.51	18.61%	1,089,543.69	81.39%	1,338,689.20
550	Lincoln County	958,001.00	187,152.12	20.96%	705,736.02	79.04%	892,888.14
560	Macon County	490,860.00	100,338.99	22.21%	351,351.47	77.79%	451,690.46
570	Madison County	458,528.00	0.00	0.00%	448,755.49	100.00%	448,755.49
580	Martin County	716,135.00	0.00	0.00%	710,614.45	100.00%	710,614.45
590	McDowell County	548,404.00	182,369.26	33.26%	365,940.07	66.74%	548,309.33
600	Mecklenburg County	10,051,772.00	1,730,170.66	17.23%	8,314,376.27	82.78%	10,044,546.93
610	Mitchell County	293,653.00	0.00	0.00%	245,733.75	100.00%	245,733.75
620	Montgomery County	607,853.00	326,008.44	60.85%	209,776.94	39.15%	535,785.38
630	Moore County	1,264,054.00	391,965.53	31.88%	837,449.01	68.12%	1,229,414.54
640	Nash County	2,000,705.00	348,420.94	20.54%	1,348,206.95	79.46%	1,696,627.89
650	New Hanover County	2,828,172.00	351,710.84	14.02%	2,157,634.86	85.98%	2,509,345.70
660	Northampton County	605,354.00	0.00	0.00%	483,384.52	100.00%	483,384.52
670	Onslow County	2,773,314.00	309,462.10	12.25%	2,217,482.95	87.75%	2,526,945.05
680	Orange County	506,856.00	49,999.62	14.93%	284,953.31	85.07%	334,952.93
681	Chapel Hill-Carrboro	966,966.00	50,008.52	8.19%	560,954.96	91.81%	610,963.48
690	Pamlico County	335,033.00	0.00	0.00%	314,720.00	100.00%	314,720.00

LEA Expenditures from

July 1, 1998 - June 30, 1999

Note: Any funds not spent by June 30, 1999 were carried over until August 31, 1999.

LEA No.	LEA Name	Allotment	Expenditures				
			Alternative Program/Schools	% of Total	At-Risk Student Services	% of Total	Total
700	Pasquotank County	959,246.00	252,732.26	33.09%	511,004.75	66.91%	763,737.01
710	Pender County	831,962.00	166,608.48	22.06%	588,512.64	77.94%	755,121.12
720	Perquimans County	293,729.00	60,562.95	20.93%	228,852.22	79.07%	289,415.17
730	Person County	564,157.00	179,499.52	33.10%	362,837.52	66.90%	542,337.04
740	Pitt County	3,338,681.00	0.00	0.00%	3,094,945.95	100.00%	3,094,945.95
750	Polk County	249,804.00	70,652.27	30.36%	162,058.68	69.64%	232,710.95
760	Randolph County	1,384,945.00	0.00	0.00%	1,327,046.78	100.00%	1,327,046.78
761	Asheboro City	476,517.00	124,389.50	31.00%	276,897.95	69.00%	401,287.45
770	Richmond County	1,260,851.00	230,782.20	21.87%	824,594.83	78.13%	1,055,377.03
780	Robeson County	3,648,938.00	0.00	0.00%	3,056,357.09	100.00%	3,056,357.09
790	Rockingham County	1,726,863.00	91,000.00	6.62%	1,283,635.65	93.38%	1,374,635.65
800	Rowan County	1,838,780.00	1,150,309.70	65.23%	613,107.27	34.77%	1,763,416.97
810	Rutherford County	1,123,426.00	260,328.07	23.96%	826,225.47	76.04%	1,086,553.54
820	Sampson County	911,038.00	371,543.88	43.85%	475,857.10	56.15%	847,400.98
821	Clinton City	395,764.00	0.00	0.00%	321,065.94	100.00%	321,065.94
830	Scotland County	1,079,592.00	88,229.48	8.19%	988,431.37	91.81%	1,076,660.85
840	Stanly County	1,015,996.00	279,838.37	31.37%	612,300.96	68.63%	892,139.33
850	Stokes County	831,694.00	96,105.50	14.35%	573,653.66	85.65%	669,759.16
860	Surry County	820,120.00	312,357.18	41.07%	448,262.51	58.93%	760,619.69
861	Elkin City	258,902.00	35,512.46	15.78%	189,483.04	84.22%	224,995.50
862	Mount Airy City	278,644.00	113,877.91	39.60%	173,686.35	60.40%	287,564.26
870	Swain County	296,638.00	28,353.60	9.67%	264,922.37	90.33%	293,275.97
880	Transylvania County	504,138.00	0.00	0.00%	376,865.60	100.00%	376,865.60
890	Tyrrell County	283,007.00	50,392.70	22.64%	172,223.12	77.36%	222,615.82
900	Union County	2,356,679.00	108,264.05	6.21%	1,635,777.32	93.79%	1,744,041.37
910	Vance County	1,228,128.00	141,953.42	13.89%	879,672.59	86.11%	1,021,626.01
920	Wake County	7,424,487.00	1,040,541.58	16.16%	5,398,423.92	83.84%	6,438,965.50
930	Warren County	523,850.00	3,045.47	0.76%	396,942.29	99.24%	399,987.76
940	Washington County	617,821.00	0.00	0.00%	571,642.28	100.00%	571,642.28
950	Watauga County	434,419.00	37,497.88	9.06%	376,580.08	90.94%	414,077.96
960	Wayne County	2,402,626.00	971,536.37	40.95%	1,400,701.25	59.05%	2,372,237.62
970	Wilkes County	1,107,317.00	311,527.76	31.03%	692,461.53	68.97%	1,003,989.29
980	Wilson County	1,677,935.00	618,642.36	36.99%	1,053,674.53	63.01%	1,672,316.89
990	Yadkin County	591,183.00	122,976.40	22.00%	436,114.21	78.00%	559,090.61
995	Yancey County	330,135.00	45,877.06	15.16%	256,755.64	84.84%	302,632.70
	Total	144,452,872.00	25,028,337.74	19.22%	105,207,546.56	80.78%	130,235,884.30

Note: The Allotment includes carryover from FY 1997-98. The Allotment also includes funds in the amount of $14,884,067 that was carried over into FY 1999-00 to be spent by August 31,1999. The expenditures are as adjusted through October 1999.

Appendix G

School Resource Officer Expenditures from At-Risk Student Services/Alternative Programs and Schools Fund

July 1, 1998 through June 30, 1999

School Resource Officer Expenditures from
At-Risk Student Services/Alternative Programs and Schools Fund
July 1, 1998 – June 30, 1999

		Expenditures						
LEA No.	LEA Name	Alternative Program/Schools	% of Total	At-Risk Student Services	% of Total	School Resource Officer	% of Total	Total Expenditures
010	Alamance County	181,623.68	12.48%	1,047,072.90	71.93%	227,028.00	15.60%	1,455,724.58
020	Alexander County	104,635.81	23.54%	302,739.19	68.12%	37,066.85	8.34%	444,441.85
030	Alleghany County	89,386.35	34.63%	168,741.35	65.37%	0.00	0.00%	258,127.70
040	Anson County	212,934.79	44.06%	229,777.89	47.54%	40,598.06	8.40%	483,310.74
050	Ashe County	14,727.63	2.66%	514,232.38	92.94%	24,337.37	4.40%	553,297.38
060	Avery County	0.00	0.00%	245,748.71	91.92%	21,613.52	8.08%	267,362.23
070	Beaufort County	90,656.66	9.39%	802,662.54	83.14%	72,103.00	7.47%	965,422.20
080	Bertie County	0.00	0.00%	618,944.23	94.28%	37,525.06	5.72%	656,469.29
090	Bladen County	110,287.44	13.94%	544,800.42	68.85%	136,168.07	17.21%	791,255.93
100	Brunswick County	323,370.67	25.85%	780,660.19	62.40%	146,999.14	11.75%	1,251,030.00
110	Buncombe County	351,085.58	15.91%	1,612,578.79	73.09%	242,779.70	11.00%	2,206,444.07
111	Asheville City	79,076.83	13.85%	451,669.44	79.11%	40,181.56	7.04%	570,927.83
120	Burke County	206,335.61	18.97%	691,760.11	63.61%	189,451.50	17.42%	1,087,547.22
130	Cabarrus County	192,342.11	15.03%	945,974.30	73.92%	141,468.39	11.05%	1,279,784.80
132	Kannapolis City	83,157.26	16.31%	425,560.24	83.47%	1,102.20	0.22%	509,819.70
140	Caldwell County	429,773.99	34.03%	726,491.66	57.52%	106,778.21	8.45%	1,263,043.86
150	Camden County	55,401.47	24.59%	129,450.02	57.47%	40,413.94	17.94%	225,265.43
160	Carteret County	808.47	0.08%	825,444.35	85.92%	134,470.85	14.00%	960,723.67
170	Caswell County	0.00	0.00%	398,911.49	100.00%	0.00	0.00%	398,911.49
180	Catawba County	170,804.91	13.61%	927,941.08	73.93%	156,412.01	12.46%	1,255,158.00
181	Hickory City	50,796.83	9.77%	468,935.64	90.23%	0.00	0.00%	519,732.47
182	Newton City	99,343.24	26.84%	270,809.24	73.16%	0.00	0.00%	370,152.48
190	Chatham County	68,165.62	10.95%	521,462.24	83.78%	32,806.54	5.27%	622,434.40
200	Cherokee County	102,552.70	20.66%	393,716.88	79.34%	0.00	0.00%	496,269.58
210	Chowan County	21,645.33	6.01%	271,143.94	75.24%	67,572.00	18.75%	360,361.27
220	Clay County	0.00	0.00%	238,857.16	100.00%	0.00	0.00%	238,857.16
230	Cleveland County	178,497.00	24.13%	561,379.52	75.87%	0.00	0.00%	739,876.52
231	Kings Mountain City	247,985.61	48.38%	258,059.63	50.35%	6,534.99	1.27%	512,580.23
232	Shelby City	216,470.85	51.64%	176,752.15	42.16%	26,000.00	6.20%	419,223.00
240	Columbus County	60,682.63	5.57%	862,386.24	79.12%	166,905.88	15.31%	1,089,974.75
241	Whiteville City	0.00	0.00%	330,944.40	92.46%	26,990.00	7.54%	357,934.40
250	Craven County	259,979.62	15.62%	1,261,182.41	75.79%	142,960.54	8.59%	1,664,122.57
260	Cumberland County	646,043.48	11.38%	4,588,911.94	80.83%	442,165.50	7.79%	5,677,120.92
270	Currituck County	87,124.16	31.39%	163,075.13	58.75%	27,368.06	9.86%	277,567.35
280	Dare County	0.00	0.00%	417,477.45	100.00%	0.00	0.00%	417,477.45
290	Davidson County	0.00	0.00%	1,416,629.39	87.79%	197,004.00	12.21%	1,613,633.39
291	Lexington City	0.00	0.00%	378,174.46	96.54%	13,546.33	3.46%	391,720.79
292	Thomasville City	83,682.25	27.18%	190,461.92	61.86%	33,724.35	10.95%	307,868.52
300	Davie County	98,351.38	22.61%	308,631.02	70.94%	28,082.00	6.45%	435,064.40
310	Duplin County	95,299.08	9.59%	753,592.05	75.87%	144,436.21	14.54%	993,327.34
320	Durham Public	493,419.54	15.32%	2,190,224.34	68.02%	536,137.00	16.65%	3,219,780.88
330	Edgecombe County	208,256.09	14.45%	1,183,156.51	82.11%	49,485.00	3.43%	1,440,897.60
340	Forsyth County	2,542,005.48	56.70%	1,941,304.05	43.30%	0.00	0.00%	4,483,309.53
350	Franklin County	0.00	0.00%	477,685.05	82.93%	98,318.84	17.07%	576,003.89

School Resource Officer Expenditures from
At-Risk Student Services/Alternative Programs and Schools Fund
July 1, 1998 – June 30, 1999

		Expenditures						
LEA No.	LEA Name	Alternative Program/Schools	% of Total	At-Risk Student Services	% of Total	School Resource Officer	% of Total	Total Expenditures
360	Gaston County	413,412.80	12.94%	2,757,728.46	86.35%	22,605.90	0.71%	3,193,747.16
370	Gates County	0.00	0.00%	166,090.87	84.11%	31,370.17	15.89%	197,461.04
380	Graham County	0.00	0.00%	118,933.76	84.35%	22,070.00	15.65%	141,003.76
390	Granville County	186,152.50	23.79%	537,010.58	68.64%	59,227.80	7.57%	782,390.88
400	Greene County	70,214.74	19.24%	294,722.27	80.76%	0.00	0.00%	364,937.01
410	Guilford County	1,947,862.34	32.86%	3,449,040.33	58.18%	531,327.30	8.96%	5,928,229.97
420	Halifax County	0.00	0.00%	1,149,398.91	95.15%	58,635.39	4.85%	1,208,034.30
421	Roanoke Rapids City	40,851.59	10.51%	313,702.38	80.71%	34,125.75	8.78%	388,679.72
422	Weldon City	0.00	0.00%	225,612.38	90.04%	24,960.00	9.96%	250,572.38
430	Harnett County	425,113.01	23.32%	1,295,218.30	71.06%	102,492.39	5.62%	1,822,823.70
440	Haywood County	0.00	0.00%	777,838.74	100.00%	0.00	0.00%	777,838.74
450	Henderson County	250,783.78	21.74%	684,793.99	59.36%	218,063.42	18.90%	1,153,641.19
460	Hertford County	175,939.70	24.91%	469,696.83	66.51%	60,553.00	8.57%	706,189.53
470	Hoke County	162,443.06	22.38%	498,777.21	68.72%	64,619.43	8.90%	725,839.70
480	Hyde County	60,513.29	19.69%	215,365.49	70.07%	31,475.17	10.24%	307,353.95
490	Iredell County	484,744.54	33.93%	943,835.58	66.07%	0.00	0.00%	1,428,580.12
491	Mooresville City	61.36	0.02%	260,250.08	90.76%	26,441.36	9.22%	286,752.80
500	Jackson County	83,133.94	19.02%	310,279.49	70.99%	43,670.28	9.99%	437,083.71
510	Johnston County	282,966.48	17.45%	1,092,531.21	67.36%	246,500.00	15.20%	1,621,997.69
520	Jones County	0.00	0.00%	250,349.32	100.00%	0.00	0.00%	250,349.32
530	Lee County	226,791.93	22.39%	696,994.35	68.80%	89,352.41	8.82%	1,013,138.69
540	Lenoir County	249,145.51	18.61%	1,089,543.69	81.39%	0.00	0.00%	1,338,689.20
550	Lincoln County	168,056.85	18.82%	705,736.02	79.04%	19,095.27	2.14%	892,888.14
560	Macon County	100,338.99	22.21%	351,351.47	77.79%	0.00	0.00%	451,690.46
570	Madison County	0.00	0.00%	448,645.62	99.98%	109.87	0.02%	448,755.49
580	Martin County	0.00	0.00%	560,028.11	78.81%	150,586.34	21.19%	710,614.45
590	McDowell County	182,369.26	33.26%	365,940.07	66.74%	0.00	0.00%	548,309.33
600	Mecklenburg County	1,730,170.66	17.23%	6,414,675.86	63.86%	1,899,700.41	18.91%	10,044,546.93
610	Mitchell County	0.00	0.00%	221,800.07	90.26%	23,933.68	9.74%	245,733.75
620	Montgomery County	324,008.44	60.47%	209,776.94	39.15%	2,000.00	0.37%	535,785.38
630	Moore County	391,965.53	31.88%	741,887.74	60.34%	95,561.27	7.77%	1,229,414.54
640	Nash County	159,313.37	9.39%	1,348,206.95	79.46%	189,107.57	11.15%	1,696,627.89
650	New Hanover County	351,710.84	14.02%	1,985,934.86	79.14%	171,700.00	6.84%	2,509,345.70
660	Northampton County	0.00	0.00%	483,384.52	100.00%	0.00	0.00%	483,384.52
670	Onslow County	265,530.10	10.51%	1,488,426.71	58.90%	772,988.24	30.59%	2,526,945.05
680	Orange County	49,999.62	14.93%	284,953.31	85.07%	0.00	0.00%	334,952.93
681	Chapel Hill-Carrboro	50,008.52	8.19%	534,579.46	87.50%	26,375.50	4.32%	610,963.48
690	Pamlico County	0.00	0.00%	297,387.02	94.49%	17,332.98	5.51%	314,720.00
700	Pasquotank County	252,732.26	33.09%	511,004.75	66.91%	0.00	0.00%	763,737.01
710	Pender County	166,608.48	22.06%	528,436.64	69.98%	60,076.00	7.96%	755,121.12
720	Perquimans County	60,562.95	20.93%	185,934.66	64.25%	42,917.56	14.83%	289,415.17
730	Person County	179,499.52	33.10%	331,679.28	61.16%	31,158.24	5.75%	542,337.04
740	Pitt County	0.00	0.00%	3,094,945.95	100.00%	0.00	0.00%	3,094,945.95
750	Polk County	70,315.65	30.22%	138,546.74	59.54%	23,848.56	10.25%	232,710.95

School Resource Officer Expenditures from
At-Risk Student Services/Alternative Programs and Schools Fund
July 1, 1998 – June 30, 1999

		Expenditures						
LEA No.	LEA Name	Alternative Program/Schools	% of Total	At-Risk Student Services	% of Total	School Resource Officer	% of Total	Total Expenditures
760	Randolph County	0.00	0.00%	1,045,322.34	78.77%	281,724.44	21.23%	1,327,046.78
761	Asheboro City	124,389.50	31.00%	240,765.27	60.00%	36,132.68	9.00%	401,287.45
770	Richmond County	116,301.40	11.02%	814,448.83	77.17%	124,626.80	11.81%	1,055,377.03
780	Robeson County	0.00	0.00%	2,643,037.47	86.48%	413,319.62	13.52%	3,056,357.09
790	Rockingham County	91,000.00	6.62%	1,202,398.77	87.47%	81,236.88	5.91%	1,374,635.65
800	Rowan County	1,128,101.70	63.97%	613,107.27	34.77%	22,208.00	1.26%	1,763,416.97
810	Rutherford County	260,328.07	23.96%	722,732.81	66.52%	103,492.66	9.52%	1,086,553.54
820	Sampson County	246,785.49	29.12%	475,857.10	56.15%	124,758.39	14.72%	847,400.98
821	Clinton City	0.00	0.00%	286,208.21	89.14%	34,857.73	10.86%	321,065.94
830	Scotland County	88,229.48	8.19%	967,254.20	89.84%	21,177.17	1.97%	1,076,660.85
840	Stanly County	279,838.37	31.37%	538,588.96	60.37%	73,712.00	8.26%	892,139.33
850	Stokes County	96,105.50	14.35%	486,161.95	72.59%	87,491.71	13.06%	669,759.16
860	Surry County	312,357.18	41.07%	414,864.51	54.54%	33,398.00	4.39%	760,619.69
861	Elkin City	3,213.22	1.43%	189,483.04	84.22%	32,299.24	14.36%	224,995.50
862	Mount Airy City	113,877.91	39.60%	173,686.35	60.40%	0.00	0.00%	287,564.26
870	Swain County	28,353.60	9.67%	264,922.37	90.33%	0.00	0.00%	293,275.97
880	Transylvania County	0.00	0.00%	376,865.60	100.00%	0.00	0.00%	376,865.60
890	Tyrrell County	50,392.70	22.64%	138,890.12	62.39%	33,333.00	14.97%	222,615.82
900	Union County	108,264.05	6.21%	1,393,277.32	79.89%	242,500.00	13.90%	1,744,041.37
910	Vance County	125,482.42	12.28%	817,883.96	80.06%	78,259.63	7.66%	1,021,626.01
920	Wake County	1,040,541.58	16.16%	4,868,691.92	75.61%	529,732.00	8.23%	6,438,965.50
930	Warren County	3,045.47	0.76%	384,313.69	96.08%	12,628.60	3.16%	399,987.76
940	Washington County	0.00	0.00%	497,672.65	87.06%	73,969.63	12.94%	571,642.28
950	Watauga County	37,497.88	9.06%	333,464.63	80.53%	43,115.45	10.41%	414,077.96
960	Wayne County	971,536.37	40.95%	1,398,840.05	58.97%	1,861.20	0.08%	2,372,237.62
970	Wilkes County	251,314.76	25.03%	692,461.53	68.97%	60,213.00	6.00%	1,003,989.29
980	Wilson County	618,642.36	36.99%	1,053,674.53	63.01%	0.00	0.00%	1,672,316.89
990	Yadkin County	122,976.40	22.00%	304,574.79	54.48%	131,539.42	23.53%	559,090.61
995	Yancey County	45,877.06	15.16%	232,187.05	76.72%	24,568.59	8.12%	302,632.70
	Total	24,084,484.23		94,418,728.30		11,732,671.77		130,235,884.30

* Percentages may not add to 100% due to rounding.

Appendix H

Student Data Roster

2nd Semester 1998-1999

Alternative Learning Program Student Data Roster

Program ID Number ___ ___ ___

Name	SSN	Grade Level	Sex	Race	Age	Why In?	EC Category	Willie M	Sect 504	Title I	LEP
	- -										
	- -										
	- -										
	- -										
	- -										
	- -										
	- -										
	- -										
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	- -										
	- -										
	- -										
	- -										

Complete this form using categories listed on back.

Alternative Learning Program Student Data Roster
Instruction Sheet

Please fill out all information for each student ***as they enter*** the program.
There should be one entry for ***each time*** the student enrolls in the program.

The following codes should be used.

Data	Instructions
Name	Student's name [First Name, Middle Initial, Last Name]
SSN	Social Security Number [or SIMS ID number ONLY if SSN unavailable]
Grade	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.
Sex	M = Male, F = Female
Race	W = White, B = Black, H = Hispanic, M = Multi-racial, A = Asian, N = Native American, O = Other
Age	Age at current entry into program.

Why In? Why did the student enter the program? Please indicate only ONE reason.

1	Academic Difficulty	8	Deemed a Serious Threat to Self or Others
2	Academic Acceleration	9	Personal Problems
3	Disruptive Behavior	10	Volunteer
4	Work / Job	11	Returning Student from last year, Original reason unknown
5	Pregnancy	12	Other
6	Substance Abuse		
7	Attendance / Truancy		

EC Category Exceptional Child Category:

LD	Learning Disabled
BEH	Behaviorally/Emotionally Handicapped
EMH	Educable Mentally Handicapped
O	Other
N	None

Willie M Is the student classified as Willie M?
Y = Yes N = No U = Unknown

Sect 504 Is the student classified as Section 504?
Y = Yes N = No U = Unknown

Title I Is the student classified as Title I?
Y = Yes N = No U = Unknown

LEP Is the student classified as Limited English Proficient?
Y = Yes N = No U = Unknown

Thank you for your assistance.

If you have any questions concerning this form contact Anh Tuyet Aragon at (919)515-1301.

Return this form by June 15, 1999 to: ***Anh Tuyet Aragon***
Box 7401
NC State University
Raleigh, NC 27695-7401

or Fax to:
Attn: Anh Tuyet Aragon
(919) 515-3642

Appendix I

Student Data Form

Program Number_____

1998-99 Student Data Form
Alternative School / Program Evaluation

I. *Please complete the information in this box* ***when the student enters the program.***

1. Student's Name: _____
(last name) (first name) (mi)

2. Student's (six digit) Home School Code: ____ ____ ____ ____ ____ ____
(LEA) (School)

3. Student's Social Security Number: ____ ____ ____ -- ____ ____ -- ____ ____ ____ ____
or;

4. Student's SIMS Number: ____ ____ ____ ____ ____ ____ ____ ____ ____

5. With whom does the student reside? **(ENTER APPROPRIATE RESPONSE IN BLANKS PROVIDED)** ____ ____

01 = Mother & Father	05 = Father Only	09 = Group Home
02 = Mother & Stepfather	06 = Guardian	10 = Student Has Own Residence
03 = Mother Only	07 = Grandparent(s)	11 = Other Family Member
04 = Father & Stepmother	08 = Foster Home	12 = Other **(SPECIFY)**_____

6. Grade Level This Year (1998-99). (PK,K,1,2,3,...10,11,12) ____ ____

7. How many grades has this student repeated? ____

II. *Please update the information in this box* ***as necessary.***

8. Number of **times** student has been suspended during the current school year (1998-99) ____ ____
(This total should include data from before, during, and after the student's time in the program)

9. How many of the suspensions noted in Question 8 were initiated while enrolled in the ALP? ..... ____ ____

10. Total number of **days** student has been suspended during the current school year (1998-99)..... ____ ____ ____
(This total should include data from before, during, and after the student's time in the program)

11. Did any of these suspensions involve injury to person? 0=No 1=Yes ____

12. Did any of these suspensions involve damage to property? 0=No 1=Yes ____

13. Did any of these suspensions involve illegal drugs or alcohol? 0=No 1=Yes ____

14. Did any of these suspensions involve a weapon? 0=No 1=Yes ____

15. Was the student expelled from school this year (1998-99)? 0=No 1=Yes ____

Expulsion is defined as:

When a student is expelled from a school, the student can not return to that school and most often can never return to another school within that district.

If yes:

List reason for expulsion: _____

_____

For office use only

1998-99 Student Data Form (continued)
Alternative School / Program Evaluation

II. *(Continued) Please update the information in this box* ***as necessary.***

16. Please indicate the enrollment date (month, day, and year), total number of **school days** enrolled, number of days absent while
enrolled in the program *during 1998-99* and exiting status of the student for each time this student enrolls in the ALP.

Date of Entry (MM/DD/YY)	Days Enrolled	Days Absent	Status on Exit from ALP (See codes below)
/ /			
/ /			
/ /			
/ /			
/ /			
/ /			

Status Codes

01 = Still enrolled in Alternative School **(End of Year only)**
02 = Returned to Home/Regular School
03 = Graduated
04 = Transferred to another School District
05 = Transferred to Community College GED Program
06 = Dropped out of School
07 = In Training School, Juvenile Detention Center, or Jail
08 = Long term suspension
09 = Expelled from School
10 = Other **(SPECIFY IN STATUS ON EXIT BOX)**

III. *Please complete the information in this box at the* ***end of the school year.***

17. Using the **Status Codes** from Question 16, please indicate the student's status at the **END** of the school year. ___ ___

18. Was the student promoted at the end of the year (not including graduation)? 0=No 1=Yes ____

19. Has this student passed their High School Competency requirement for Math? 0=No 1=Yes ____

20. Has this student passed their High School Competency requirement for Reading? 0=No 1=Yes ____

FOR HIGH SCHOOL STUDENTS ONLY

21. What is the total number of Graduation Credits student has earned to date? ___ ___ •___

22. Total number of courses student passed (98-99 school year regardless of where they were taken):

___ ___ •___

23. Total number of courses student failed (98-99 school year regardless of where they were taken): ___ ___ •___

Thank you for your cooperation.