

## Instructions for 2009-10 Access Database For Alternative Education Programs

- The password into your database is case sensitive as follows: **OTAC2010**

### **After typing this password:**

1. You may get a message that tells you that the database was created in an earlier version and cannot be changed. Click “OK”.
  2. If your version of Access is newer than Access 97, you will be asked if you want to convert the database. Please **do not convert** the database to a later version. This will make it easier for us to work with your data when we receive it.
- Once the database has been opened, click on the “forms” tab. Entering data from the form view will be much easier.
  - The “**district information**” and the “**demographics & pre-data**” sections of this database (the first two forms) should be completed, and then e-mailed to your field coordinator by December 18, 2009...(unless other arrangements are made with your field coordinator).
  - The final completed database should be e-mailed to your field coordinator by June 1, 2010...(unless other arrangements are made with your field coordinator).
  - Also due by June 1, 2010 is a written, annual self-evaluation. Talk to your field coordinator about how this should be done.

### **Before entering data, please review the proper use of zeroes and blanks:**

- If you do not know a piece of information, leave it blank.
- If a record has an absence of value, enter a zero. For example, if the student failed every class he took during the reported time, the grade point average would be zero. If a student had perfect attendance, record zero absences.

*The following directions may also be downloaded from our website at <http://otac.info>. Should you need further assistance, a webcast may be viewed at that same site or an instructional DVD for your computer may be obtained from you field coordinator. If you need help or have questions beyond what these instructions attempt to explain, please do not hesitate to send us an e-mail or give us a call. From all of us at OTAC, have a wonderful year.*

***District Information Section (Form)***

**Note:** District information needs to be entered only once. Therefore, it is not necessary to re-enter the information for each student, although exceptions may be requested by your field coordinator.

<b>Field Name</b>	<b>Instruction</b>
District	Enter the name of the school district which serves as the Local Education Affiliate (LEA). If you co-op with other districts, this is simply YOUR school district.
Program Name	Enter the name of your program as it appears on your Statewide Alternative Education Academy Plan.
Person Responsible	Enter the name of the person who is responsible for completing this database.
School Phone Number	Enter the phone number (during the school year) for the person who is responsible for completing this database.
Home/Cell Phone Number	Enter the home/cell number (during the summer) for the person who is responsible for completing this database and who can answer questions when needed.
E-mail Address	Enter the e-mail address for the person who is responsible for completing this database. Please ensure that this address will be routinely checked during the summer.
Type of Program	Select the type of program that you have from the choices that are available in the drop down menu. ❖ Statewide Academy ❖ Other
Co-oping District	List each district that participates in the cooperative. <i>Should this not apply, please list NONE.</i>
School Grading Period	Select the grading period of the program that you have from the choices that are available in the dropdown menu.

***Demographic and Pre-Data Section (Form)***

<b>Field Name</b>	<b>Instruction</b>
Student first name	Enter the first name for each student in your program.
Student last name	Enter the last name for each student in your program.
Home school district	Enter the name of the student's sending school district if your school participates in a cooperative agreement.
Date of birth	Enter the date of birth for each student in your program. ❖ All <b>date fields</b> in this database will prompt you with this symbol ___/___/___. ❖ You must enter all <b>dates</b> in this format <b>2 digits/2 digits/4 digits</b> . For example: 03/08/1992. Please avoid the common mistake of entering the current year as the birth year.

Field Name	Instruction
Age	Enter the age that reflects each student's <b>current age this school year</b> . <ul style="list-style-type: none"> <li>❖ For returning students: update this field to reflect the students' ages at the beginning of this school year.</li> <li>❖ For new students: enter each student's age at the time they enrolled in your program this school year.</li> </ul>
Grade	Enter the grade level for each student in your program. Base this answer on his grade level standing at the <b>beginning of this school year</b> .  For returning students, this <b>must</b> be updated to reflect the students' grade at the time school started back this year.
Race	Select the appropriate race for each student in your program from the drop down menu. <ul style="list-style-type: none"> <li>❖ Caucasian</li> <li>❖ Native American</li> <li>❖ African American</li> <li>❖ Hispanic/Latino</li> <li>❖ Asian American</li> <li>❖ Multi-racial</li> <li>❖ Other</li> </ul>
Gender	Select the appropriate gender for each student in your program from the drop down menu. <ul style="list-style-type: none"> <li>❖ Female</li> <li>❖ Male</li> </ul>
Juvenile Justice (JJ)	Enter yes if the student has <b>ever</b> been involved with the juvenile justice system. <ul style="list-style-type: none"> <li>❖ Responses in this field should be changed from "no" to "yes" if students later become involved with the law.</li> <li>❖ Never change responses from "yes" to "no" in this field.</li> </ul>
(SE)	Choose "Yes" or "No" to indicate whether or not the student is on an IEP or 504.
Date of original entry	Enter the date when the student first entered alternative education. For returning students, this <b>should not be</b> updated each year.
Primary reason for referral	Select the primary reason for referral for each student in your program from the drop down menu. <ul style="list-style-type: none"> <li>❖ Excessive absences</li> <li>❖ Academic deficiencies</li> <li>❖ Behavioral difficulties</li> <li>❖ Pregnant/Parenting teen</li> <li>❖ Emotional/School adjustment</li> <li>❖ Recovered dropout</li> <li>❖ Juvenile justice referral</li> <li>❖ Credit recovery</li> <li>❖ Transferred from another alt ed program.</li> <li>❖ Other (explain in next field)</li> </ul>

Field Name	Instruction
If other (primary reason for referral)	If the student's primary reason for referral was coded as "other," type an explanation.
Secondary reason for referral	<p><b>This field is optional.</b> If you choose to use this field, select the secondary reason for referral for each student in your program from the drop down menu.</p> <ul style="list-style-type: none"> <li>❖ Excessive absences</li> <li>❖ Academic deficiencies</li> <li>❖ Behavioral difficulties</li> <li>❖ Pregnant/Parenting teen</li> <li>❖ Emotional/School adjustment</li> <li>❖ Recovered dropout</li> <li>❖ Juvenile justice referral</li> <li>❖ Credit recovery</li> </ul>
Pre absences	Enter the number of days that each student was absent during his most <b>recent complete semester in regular education (before entering alternative education)</b> . You may need to go back more than one semester to get pre-data for students who have been out of school for a while. Do not use partial semester data or report data from a semester when students were not in school.
Pre GPA	Calculate the grade point average for each student that is based <b>solely</b> on the most <b>recent complete semester in regular education (i.e., before entering alternative education)</b> . Do not use partial semester data or report data from a semester when students were not in school. <i>Also, do not report cumulative grade point averages.</i>
Pre # days in-school suspension	Enter the number of days that each student was assigned to in-school suspension during his most <b>recent complete semester in regular education (before entering alternative education)</b> .
Pre # days out-of-school suspension	Enter the number of days that each student was suspended out of school during his most <b>recent complete semester in regular education (before entering alternative education)</b> .
Pre # classes attempted	Enter the number of classes that each student attempted during his most <b>recent complete semester in regular education (before entering alternative education)</b> .
Pre # classes passed	Enter the number of classes that each student passed during his most <b>recent complete semester in regular education (before entering alternative education)</b> .
Pre-test score type	<p>Select how the standardized pre-tests were scored from the choices that are available in the drop down menu.</p> <ul style="list-style-type: none"> <li>❖ NCE (normal curve equivalents)</li> <li>❖ Standard Scores</li> <li>❖ Percentiles</li> </ul>

Pre-test name	<p>Select the name of the standardized pre-test that was administered from the drop down menu. <b>For multiple tests, be sure to specify which test was given for reading and which test was given for math.</b></p> <ul style="list-style-type: none"> <li>❖ TABE</li> <li>❖ WRAT3</li> <li>❖ WRAT4</li> <li>❖ ITBS</li> <li>❖ MAT</li> <li>❖ SAT</li> <li>❖ Gates-MacGinitie</li> <li>❖ Other (specify in next field)</li> <li>❖ Multiple Tests (specify in next field)</li> </ul>
Pre reading score	<p>Upon entry to the program, administer a standardized test that measures the reading ability of each new student. Record the reading score in the format that was selected above (i.e., NCE, Standard Score, or Percentile).</p> <p><i>As with all instructional <b>pre-data fields</b>, this <b>should not be updated</b> once the baseline has been established.</i></p>
Pre math score	<p>Upon entry to the program, administer a standardized test that measures the math ability of each new student. Record the math score in the format that was selected above (i.e., NCE, Standard Score, or Percentile).</p> <p><i>As with all instructional <b>pre-data fields</b>, this <b>should not be updated</b> once the baseline has been established.</i></p>
Comments	<p>You may use this field to clarify information in the data.</p> <p>You may also type anything that you think would help us better understand the unique circumstances for any student in your program.</p>

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***Exit and Post information (Form)***

<b>Field Name</b>	<b>Instruction</b>
Date of exit	<p>Enter the last date of participation in your program this school year for each student.</p> <ul style="list-style-type: none"> <li>❖ For students who were still enrolled at the end of the year, enter the date for the last day of school.</li> <li>❖ For students who you thought would return from the previous year, but did not...enter an exit date of the <b>8/01/2009</b> and state what happened to them in the “student’s ending status” field.</li> </ul>
Student’s ending status	<p>Select the best descriptor from the drop down menu that explains each student’s status on his last day of participation in your program this school year.</p> <ul style="list-style-type: none"> <li>❖ Graduated from high school</li> <li>❖ Returned to traditional school</li> <li>❖ Continuing in program next year</li> <li>❖ Obtained GED</li> <li>❖ Moved</li> <li>❖ Referred to another program</li> <li>❖ Dropped out</li> <li>❖ Suspended through end of year</li> <li>❖ Promoted from middle school</li> <li>❖ Other (explain in the next field)</li> <li>❖ Home schooled</li> </ul>
If other (ending status)	<p>If the student’s ending status was coded as “other,” type an explanation.</p>
If obtained GED (ending status)	<p>If the student’s ending status was coded as “obtained GED,” record the date that the student <b>passed</b> the test. With the student’s social security number, you may check with the state department’s Lifelong Learning Division @ 405-521-3321 for this information.</p> <p>If records do not indicate that the test was passed, the student should be recoded as “dropped out.”</p>
If moved (ending status)	<p>If the student’s ending status was coded as “moved,” enter the name of the school district where records were sent.</p> <p>If records were not sent to another school, the student should be recoded as “dropped out.”</p>
If referred to another program (ending status)	<p>If the student’s ending status was coded as “referred to another program,” specify what type of program the student was referred to (i.e., Job Corp, Juvenile Justice, detention center, GED prep, residential treatment).</p>

Total # days enrolled	Record the total number of <b>school days</b> that each student was enrolled in the alternative program during this school year.  If your program is deregulated to operate 4 days a week, use only 4 days a week in your calculations.
Exited and Returned	Record a <b>yes</b> if, during this school year, the student left your program but then returned. Please adjust the total number of school days enrolled to exclude the days that the student was <b>officially</b> off the class roll.
Post # days absent	Record the total number of <b>school days</b> that each student was absent from your program during this school year.
Post # days in-school suspension	Record the total number of <b>school days</b> that each student was assigned to in-school suspension during participation in alternative education this school year.
Post # days out-of-school suspension	Record the total number of <b>school days</b> that each student was suspended out of school during participation in alternative education this school year.
Post GPA (grade point average)	Calculate each student's GPA for <b>all classes</b> taken while enrolled in alternative education this school year (e.g., <i>from career tech, traditional school, alternative education classes, work-study, and service learning for the reporting period</i> ). <b>Do not report cumulative grade point averages.</b> <ul style="list-style-type: none"> <li>❖ If students were enrolled in alternative education for <b>all or part of the fall term</b>, include all fall classes in your calculations.</li> <li>❖ If students were enrolled in alternative education for <b>all or part of the spring term</b>, include all spring classes in your calculations.</li> <li>❖ If students were enrolled in alternative education for <b>all or parts of the fall and spring terms</b>, include all classes from the fall and spring terms in your calculations.</li> </ul>
Post # classes attempted (alt ed)	Record the total number of classes <b>attempted (taken) in the alternative program this school year, including work study and service learning</b> . Do not include regular classes or career tech classes, as these will be reported separately.  <i>Count each class separately, even if it has the same course name; i.e. English II is a 2- semester course. If a student takes 1/2 of English II, record it as 1 class. If students take the full year of English II, count this as 2 classes.</i>

Post # classes passed (alt ed)	<p>Record the total number of classes <b>passed in the alternative program this school year</b>, including <i>work-study and service learning</i>. Do not include regular classes or career tech classes, as these will be reported separately.</p> <p><i>Count each class separately, even if it has the same course name; i.e. English II is a 2- semester course. If a student takes ½ of English II, record it as 1 class. If students take the full year of English II, count this as 2 classes.</i></p>
Post # classes incomplete (alt ed)	<p>Record the total number of classes <b>incomplete (those classes started, but not finished) in the alternative program this school year</b>, including <i>work-study and service learning</i>. Do not include regular classes or career tech classes. Grades for regular classes and career tech classes are almost always awarded at the end of semesters or trimesters; whereas, many alternative programs award credit when sets of competencies are completed instead of at specified times.</p>
Post # Career Technology <b>Participation</b>	<p>Indicate whether the student participated in career tech classes while enrolled in the alternative education program. <b>It is necessary to move your cursor to the appropriate box to be checked.</b></p> <ul style="list-style-type: none"> <li>❖ If students were dually enrolled for <b>all or part of the fall term</b>, check that the student participated in fall classes at the career tech.</li> <li>❖ If students were dually enrolled for <b>all or part of the spring term</b>, check that the student participated in spring classes at the career tech.</li> <li>❖ If students were dually enrolled for <b>all or parts of the fall and spring terms</b>, check that the student participated in both fall and spring classes at the career tech.</li> </ul>
Post # Career Technology <b>Classes Passes</b>	<p>Indicate whether the student <b>passed</b> career tech classes while enrolled in the alternative education program. <b>It is necessary to move your cursor to the appropriate box to be checked.</b></p> <ul style="list-style-type: none"> <li>❖ If students were dually enrolled for <b>all or part of the fall term</b>, check <b>if</b> the student <b>passed</b> fall classes at the career tech.</li> <li>❖ If students were dually enrolled for <b>all or part of the spring term</b>, check <b>if</b> the student <b>passed</b> spring classes at the career tech.</li> <li>❖ If students were dually enrolled for <b>all or parts of the fall and spring terms</b>, check <b>if</b> the student <b>passed</b> both fall and spring classes at the career tech.</li> </ul>
Post # classes attempted (regular school)	<p>Record the total number of regular education classes that were attempted by each student while he was <b>dually enrolled</b> in the alternative education program this school year.</p> <ul style="list-style-type: none"> <li>❖ If students were dually enrolled for <b>all or part of the fall term</b>, include all fall classes that were passed in regular school.</li> <li>❖ If students were dually enrolled for <b>all or part of the spring term</b>, include all spring classes that were passed in regular school.</li> </ul> <p>If students were dually enrolled for <b>all or parts of the fall and spring terms</b>, include all classes that were passed in regular school from the fall and spring terms.</p>

Post # classes passed (regular school)	Record the total number of regular education classes that were passed by each student while he was <b>dually enrolled</b> in the alternative education program this school year. ❖ If students were dually enrolled for <b>all or part of the fall term</b> , include all fall classes that were passed in regular school. ❖ If students were dually enrolled for <b>all or part of the spring term</b> , include all spring classes that were passed in regular school. ❖ If students were dually enrolled for <b>all or parts of the fall and spring terms</b> , include all classes that were passed in regular school from the fall and spring terms.
Alternative Education hours	Record the number of <b>clock hours</b> ( <i>per day</i> ) that each student was enrolled in your alternative program. Round your answer to the nearest ½ hour. This should be a range between 1 and 8 hours. If students participated in work-study and/or service learning for credit as an extension of program hours, add 1 additional hour for each of these classes that students took. <b>Do not include hours taken in regular classes or career tech classes in this field.</b>
Individual counseling	Record the total number of individual counseling sessions that each student participated in while in the alternative program this school year.
Group counseling	Record the total number of group counseling sessions that each student participated in while in the alternative program this school year.
Guidance sessions	Record the total number of guidance sessions that each student participated in while in the alternative program this school year. ❖ Guidance includes career exploration, class scheduling, and academic advisement. These kinds of things should be reported in this field... <b>not as counseling sessions.</b>
Post-test score type	Select how the standardized post-tests were scored from the choices that are available in the drop down menu. ❖ NCE (normal curve equivalents) ❖ Standard Scores ❖ Percentiles  Every effort should be made to score and report post-tests in the same format as was used with the pre-tests. If you have questions, please contact your field coordinator.

Post-test name	<p>Select the name of the standardized post-test that was administered from the drop down menu. <b>For multiple tests, be sure to specify which test was given for reading and which test was given for math.</b></p> <ul style="list-style-type: none"> <li>❖ TABE</li> <li>❖ WRAT3</li> <li>❖ WRAT4</li> <li>❖ ITBS</li> <li>❖ MAT</li> <li>❖ SAT</li> <li>❖ Gates-MacGinitie</li> <li>❖ Other (specify in next field)</li> <li>❖ Multiple Tests (specify in next field)</li> </ul>
Post reading score	<p>Near the end of the year, administer the same standardized test that measures the reading abilities of each student who has been in the program at least 4 months. <b>Note:</b></p> <ul style="list-style-type: none"> <li>❖ Whenever possible, the post-test should be the same test which was administered as the pre-test. If an adjustment is necessary, contact your field coordinator.</li> <li>❖ There <b>MUST</b> be at least a 4-month interval between pre- and post-test administrations in order to yield valid scores.</li> <li>❖ Whenever possible, the post-test should be administered to those students leaving the program before the end of the year (i.e., moving, returning to traditional classes, early graduation).</li> <li>❖ Record the reading score in the same format that was selected above (i.e., NCE, Standard Score, or Percentile). If an adjustment is necessary, contact your field coordinator.</li> </ul> <p><i>As with all instructional <b>post-data</b> fields, this <b>MUST</b> be updated each year.</i></p>
Post math score	<p>Near the end of the year, administer the same standardized test that measures the math abilities of each student who has been in the program at least 4 months.</p> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>❖ Whenever possible, the <b>post-test</b> should be the <b>same</b> test which was administered as the <b>pre-test</b>. If an adjustment is necessary, contact your field coordinator.</li> <li>❖ There <b>MUST</b> be at least a 4-month interval between pre- and post-test administrations in order to yield valid scores.</li> <li>❖ Whenever possible, the post-test should be administered to those students leaving the program before the end of the year (i.e., moving, returning to traditional classes, early graduation).</li> <li>❖ Record the math score in the same format that was selected above (i.e., NCE, Standard Score, or Percentile). If an adjustment is necessary, contact your field coordinator.</li> </ul> <p><i>As with all instructional <b>post-data</b> fields, this <b>MUST</b> be updated each year.</i></p>

Comments	You may use this field to clarify information in the data. You may also type anything that you think would help us better understand the unique circumstances for any student in your program.
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