

## Instructions for 2006-07 Access database for Alternative Education Programs

- The password into your database is case sensitive as follows: **OTAC2007**  
  
**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) must be completed, and then e-mailed to your field coordinator by December 20, 2006....(unless other arrangements are made with your field coordinator)
- The final completed database must be e-mailed to your field coordinator by June 1, 2007....(unless other arrangements are made with your field coordinator)
- Also due by June 1, 2007 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 they took during the reported time, the grade point average would be zero. If a student had perfect attendance, record zero absences.

*These directions are also available on our website at <http://otac.info>, and an instructional DVD for your computer available when requested from your 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)*

<b>Field Name</b>	<b>Instruction</b>
District	Enter the name of the school district which serves as the LEA.
Program Name	Enter the name of your program.
Person Responsible	Enter the person's name that 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 Phone Number	Enter the phone number (during the summer) for the person who is responsible for completing this database.
E-mail address	Enter the e-mail address for the person who is responsible for completing this database.
Type of Program	Select the type of program that you have from the choices that are available in the drop down menu. <ul style="list-style-type: none"> <li>❖ Statewide Academy</li> <li>❖ High Challenge Grant</li> </ul>
Cooping districts	List the districts that are part of your alternative education cooperative.

*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.
Date of birth	Enter the date of birth for each student in your program. <ul style="list-style-type: none"> <li>❖ All <b>date fields</b> in this database will prompt you with this symbol            ___/___/___.</li> <li>❖ You must enter all <b>dates</b> in this format <b><u>2 digits/2 digits/4 digit</u></b>.  <b>For example: 03/08/2004</b></li> </ul>

Age	<p>Enter the age for each student in your program that reflects their current <b>age this school year</b>.</p> <ul style="list-style-type: none"> <li>❖ For returning students: update this field to reflect the students' ages at the time school started back this 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	<p>Enter the grade level for each student in your program. Base this answer on their grade level standing at the beginning of this school year. Update this each year.</p>
Race	<p>Select the appropriate race for each student in your program from the drop down menu.</p> <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	<p>Select the appropriate gender for each student in your program from the drop down menu.</p> <ul style="list-style-type: none"> <li>❖ Female</li> <li>❖ Male</li> </ul>
OJA	<p>Enter yes if the student has <b>ever</b> been involved with the juvenile justice system.</p> <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>
Special Education	<p>Choose "Yes" or "No" to indicate whether or not the student is considered Special Ed.</p>
ELL	<p>Choose "Yes" or "No" to indicate whether or not the student is considered an English Language Learner.</p>
Date of original entry	<p>Enter the date when the student first entered alternative education. This date <b>should not</b> be updated each year for returning students.</p>

<p>Primary reason for referral</p>	<p>Select the primary 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> <li>❖ Other (explain in next field)</li> </ul>
<p>If other (primary reason for referral)</p>	<p>If the student’s primary reason for referral was coded as “other”, type an explanation.</p>
<p>Secondary reason for referral</p>	<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> <li>❖ Other (explain in next field)</li> </ul>
<p>If other (secondary reason for referral)</p>	<p>If the student’s secondary reason for referral was coded as “other”, type an explanation.</p>
<p>Pre absences</p>	<p>Enter the number of days that each student was absent during their 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.</p>

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 (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 their 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 their 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 their 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 their most <b>recent complete semester in regular education (before entering alternative education)</b> .
Pre-test score type	Select how the standardized pre-tests were scored from the choices that are available in the drop down menu. <ul style="list-style-type: none"> <li>❖ NCE (normal curve equivalents)</li> <li>❖ Standard Scores</li> <li>❖ Percentiles</li> </ul>

<p>Pre-test name</p>	<p>Select the name of the standardized pre-test that was administered from the drop down menu. If the test is not listed in the drop down menu, or if you used multiple tests, use the “specify pre other” field to type the name of the test(s) that were used. <b>For multiple tests, be sure and specify which test was given for reading and which test were given for math.</b></p> <ul style="list-style-type: none"> <li>❖ TABE</li> <li>❖ WRAT</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>
<p>Specify pre-test other</p>	<p>Type the name of the standardized pre-test. An entry in this field is only necessary if the “pre-test name” field was recorded as “specify pre other,” or if different standardized tests were used for reading and math.</p>
<p>Pre reading score</p>	<p>Administer a standardized test within the first few days of starting in the alternative program (for the first time) that measures reading and math. Record the reading score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “pre-test score type” field. Do not update any pre data fields after baseline data has been established.</p>
<p>Pre math score</p>	<p>Administer a standardized test within the first few days of starting in the alternative program (for the first time) that measures reading and math. Record the math score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “pre-test score type” field. Do not update any pre data fields after baseline data has been established.</p>

Pre other score	This field is optional. You may enter an additional test area if the standardized test that you give includes other measures besides reading and math. Record the other score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “pre-test score type” field. Do not update any pre data fields after baseline data has been established.
Pre composite score	This field is optional. You may enter a composite score if the standardized test that you give provides one. Record the composite score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “pre-test score type” field. Do not update any pre data fields after baseline data has been established.

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

<b>Field Name</b>	<b>Instruction</b>
Date of exit	Enter the last date of participation in your program this school year for each student. <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 whom you thought would return from the previous year, but did not...enter an exit date of the 8/01/2006 and state what happened to them in the “student’s ending status” field.</li> </ul>

Student's ending status	Select the best descriptor from the drop down menu that explains each student's status on their last day of participation in your program this school year. <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> </ul>
If other (ending status)	If the student's ending status was coded as "other", type an explanation.
If obtained GED (ending status)	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.
If moved (ending status)	If the student's ending status was coded as "moved", enter the school district's name where records were sent. If records were not sent to another school, the student should be recoded as "dropped out".
If referred to another program (ending status)	If the student's ending status was coded as "referred to another program", specify what type of program the student was referred to.
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.
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.

<p>Post # days out-of-school suspension</p>	<p>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.</p>
<p>Post GPA (grade point average)</p>	<p>Calculate each student's GPA (grade point average). Base your calculations on all classes taken while enrolled in alternative education this school year. <i>Also include all grades from career tech, traditional school, alternative education classes, work study and service learning for the reporting period. Do not report cumulative grade point averages.</i></p> <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> </ul> <p>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.</p>
<p>Post # classes attempted (alt ed)</p>	<p>Record the total number of classes <b>attempted (taken) in the alternative program this school year.</b> <i>Also include work study and service learning. Do not include regular classes or career tech classes. These will be reported separately.</i></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 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></p>

<p>Post # classes passed (alt ed)</p>	<p>Record the total number of classes <b>passed in the alternative program this school year</b>. Also include work study and service learning. Do not include regular classes or career tech classes. 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>
<p>Post # classes incomplete (alt ed)</p>	<p>Record the total number of classes <b>incomplete (those classes started, but not finished) in the alternative program this school year</b>. Also include work study and service learning. 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>
<p>Post # Career Technology Credits</p>	<p>Record the total number of career tech classes that were passed by each student while <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 career tech.</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 career tech.</li> <li>❖ If students were dually enrolled for <b>all or parts of the fall and spring terms</b>; include all classes that were passed in career tech from the fall and spring terms</li> </ul>

<p>Post # classes passed (regular school)</p>	<p>Record the total number of regular education classes that were passed by each student while they <b>were 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> <li>❖ 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.</li> </ul>
<p>Alt ed hours</p>	<p>Record the number of clock hours (<b>per day</b>) 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. Do not include hours taken in regular classes or career tech classes in this field.</p>
<p>Grad plan</p>	<p>Choose “standard” or “non-standard” from the drop down menu. Use “standard” for those students who take the same course titles, complete the same number of units required for the district, and receive the same diploma as other regular education students. If <b>all</b> these are not true, enter “non-standard”.</p>
<p>Individual counseling</p>	<p>Record the total number of individual counseling sessions that each student participated in while in the alternative program this school year.</p>
<p>Group counseling</p>	<p>Record the total number of group counseling sessions that each student participated in while in the alternative program this school year.</p>

Family counseling	Record the total number of family 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 things like career exploration, class scheduling and academic advisement. These kinds of things should be reported in this field... <b>not as counseling sessions.</b>
Home visits	Record the total number of home visits that were made to each student's home while in the alternative program this school year.
Service learning credits	Record the total number of service learning credits that each student earned while in your program this year.
Work study classes	Record the total number of work study credits that each student earned while in your program this year.
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

<p>Post-test name</p>	<p>Select the name of the standardized post-test that was administered from the drop down menu. (If the test is not listed in the drop down menu or if you used multiple tests, use the “specify post other” field to type the name of the test(s) that were used.) <b>For multiple tests, be sure and 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>❖ WRAT</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>
<p>Specify post other</p>	<p>Type the name of the standardized post-test. An entry in this field is only necessary if the “post-test name” field was recorded as “specify post other,” or if different standardized tests were used for reading and math.</p>
<p>Post reading score</p> <p>(Who should you post-test? All students who have been in the program at least 4 months. There needs to be at least a 4 month interval between pre and post-test administrations in order to yield valid scores.)</p>	<p>Near the end of the year, administer the same standardized reading test again that was given to students when they entered alternative education. If you know that a student is not going to be in the program at the end of the year due to moving, graduating early, or returning to regular classes at mid-term (<b>and it has been at least 4 months since they were pre-tested</b>), try to get a post-test on them before they leave. Record the reading score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “post-test score type” field.</p>
<p>Post math score</p> <p>(Who should you post-test? All students who have been in the program at least 4 months. There needs to be at least a 4 month interval between pre and post-test administrations in order to yield valid scores.)</p>	<p>Near the end of the year, administer the same standardized math test again that was given to students when they entered alternative education. If you know that a student is not going to be in the program at the end of the year due to moving, graduating early, or returning to regular classes at mid-term (<b>and it has been at least 4 months since they were pre-tested</b>), try to get a post-test on them before they leave. Record the math score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “post-test score type” field.</p>

Post composite score	This field is optional. You may enter a composite score if the standardized test that you give provides one. Record the composite score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “post-test score type” field.
Post other score	This field is optional. You may enter an additional test area if the standardized test that you give includes other measures besides reading and math. Record the other score as a NCE, Percentile, or Standard Score. Make sure that how the score is reported matches the entry from the “post-test score type” field.
Comments	You may use this field to type anything that you think would help us better understand the unique circumstances for any student in your program. <b>An example might be to tell us how long a recovered dropout had been out of school before returning to school.</b>
Additional Comments	You may use this field if you need more room to type comments.