Georgia Association for Alternative Education
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Jerry Randolph
Alternative Education Program and Magnet Schools
Office of Education Support and Improvement
Division of School Improvement
Phone (404) 656-4150
Fax (678) 692-6991
jrandolp@doe.k12.ga.us

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Alternative Non-traditional Education

Programs Update The First Step to Success in Alternative Nontraditional Programs is...

RELATIONSHIPS.





Dr. John D. Barge, State School Superintendent "Making Education Work for All Georgians" www.gadoe.org

May 2010 Georgia State board of education authorized a major policy change:

Repealed 160-4-8-.12 Alternative Education Programs

- ☐ Adopted 160-4-8-.12 Alternative Non-traditional Education Programs
- ☐ Adopted Alternative Education Programs Standards
- □ Requires adherence to all requirement as stated in SBOE Rule 160-4-8-.17.

- Adds the requirement that all alternative non-traditional programs submit a school improvement plan on an annual basis to GaDOE
- ➤ Each AEP school improvement plan shall meet the requirements established by GaDOE and contained in the AEP Standards.
- ➤ Eliminates the requirements of an Annual Report for Alternative Education Programs/Schools

Waivers

- Eliminates the requirement of waivers for high school programs
- > Creates the need for waivers of middle school programs offering less than five hours of instruction
- Creates the need for waivers for middle school programs offering credit

Data Reporting Requirements

- ➤ Each LEA shall submit official requests for state entity codes through the Facility and School Registry (FSR)
- ➤ Each LEA shall adhere to all reporting requirements established by SBOE Rule 160-5-1-.07
- ➤ Each LEA shall ensure that all AEPs report to GaDOE the number of actual absences

Clarifies the Reporting of Student Data

AEP Assurances - #11. The LEA will adhere to all reporting requirements established by State Board of Education Rule 160-5-1-.07 Student Data Collection. Further, all students will be reported only for the segments in which they receive instruction. This may include reporting a student for six segments in fewer than six hours.

Clarifies Education Management Organization (EMO)

Maintains and reports to GaDOE annually by a date established by the department the GTID of each student who transferred from the Full-Time Equivalent (FTE) reporting school to the private school operated by the Educational Management Organization prior to receiving a Georgia high school diploma.

Clarifies Education Management Organization (EMO)

- Ensures that no federal or state funding of any kind is expended for any student not pursuing a Georgia High School Diploma ...
- ➤ Maintains and reports to GaDOE annually by a date established by GaDOE the Georgia Testing Identifier (GTID) of each student served in Alternative Non-traditional Programs and Schools operated by an EMO.

Credit Recovery

- ➤ Credit recovery should be reported for all students that participated in a credit recovery course
- ➤ A student may have more than one CR course

Credit Recovery

Alternative/Non-traditional Education is more concerned with the course information for a credit recovery course than the start and end dates for credit recovery courses

- The course data will tell the course number, section, teacher, marking period, grade, credits earned
- The marking period will answer the end date.

Credit Recovery

- ➤ Credit recovery courses delivered in a regular school year setting count as the general education program weight "D" for FTE funding
- ➤ This does not include any credit recovery courses offered in the summer

- ➤ With one edit (E901), part-time or withdrawn students are expected to report at least 1 completed course.
- The other edit (E902) requires full-time students to report at least 4 completed courses.

- Improve graduation rates and to improve the preparedness of students for postsecondary education and careers.
- Development of focused programs of study; to provide for model programs for students at risk of dropping out of high school; to train school counselors and graduation coaches to provide for educational counseling and career awareness programs for students.
- ➤ Before the end of the second semester of the eighth grade, students shall have an individual graduation plan.

Alternative Education Standards Crosswalk

Alternative Education Standards Crosswalk lists the eight standards and identifies where the School Keys and the National Alternative Education Association Exemplary Indicators intersect with the Georgia Alternative Education Standards. Systems and school administrators should consider the crosswalk as a reference tool when planning for school improvement initiatives.

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The Alternative Education Standards Crosswalk lists the eight standards and identifies where the School Keys and the National Alternative Education Association Exemplary Indicators intersect with the Georgia Alternative Education Standards.

National Alternative Education Association Exemplary Indicators

- 5.0 Curriculum and Instruction
- 6.0 Student Assessment
- 10.0 Program Evaluation
- 7.0 Transitional Planning and Support

ohn D. Barge, State School Superintendent

'Making Education Work for All Georgians'

- 1.0 Mission and Purpose
- 8.0 Parent/Guardian Involvement
- 9.0 Collaboration
- 4.0 Staffing and Professional Development
- 2.0 Leadership
- 1.0 Mission and Purpose
- 3.0 Climate and Culture

Alternative Education Standards

- I. Curriculum and Instruction
- II. Program Assessment and Evaluation
- III. Transitions
- IV. Planning and Organization
- V. Learning Support
- VI. Professional Learning
- VII. Leadership
- VIII. Program Culture

The Alternative Education Standards Crosswalk lists the eight standards and identifies where the School Keys and the National Alternative Education Association Exemplary Indicators intersect with the Georgia Alternative Education Standards.

School Keys

- C. Curriculum
- A. Assessment
- I. Instruction
- PO. Planning and Organization
- SFC. Student, Family and Community
- PL. Professional Learning
- L. Leadership
- SC. School Culture

Alternative Education Standards

- I. Curriculum and Instruction
- II. Program Assessment and Evaluation
- III. Transitions
- IV. Planning and Organization
- V. Learning Support
- VI. Professional Learning
- VII. Leadership
- VIII. Program Culture

- The Alternative Education Program Standards are designed to improve alternative education programs through improvement and accountability.
- ➤ The Alternative Education Program Standards serve as a tool for identifying areas of strength and areas needing improvement for each alternative education program or school within a school district

Alternative Education Standards

- Alternative Education Program Standards describe what Georgia's alternative programs and schools need:
 - > to know,
 - > to understand, and
 - be able to do.
- The Alternative Education Program Standards enhance Georgia's alternative/non-traditional programs capacity to provide standards-based learning.



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