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THE LOUISIANA  
DEPARTMENT OF EDUCATION

**ALTERNATIVE  
EDUCATION STUDY  
GROUP REPORT**

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OCTOBER 2017

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**In March 2017 the Louisiana Department of Education (LDOE) formed the Alternative Education Study Group to provide guidance for improving alternative education services and practices statewide for students who are most at-risk for not completing their education. The working group was charged with four tasks:**

1. Conduct a strategic assessment of Louisiana's current alternative education practice and policy, compared to national best practice and policy;
2. Develop a state action plan to define effective alternative education and accountability measures;
3. Identify support services and programs available to alternative education students, teachers, and families; and
4. Develop partnerships to enhance and expand the effectiveness of alternative services.

The study group ([Appendix 1](#)) convened four times between March 2017 and June 2017. Prior to the first meeting, and in order to inform the study group, the LDOE surveyed 231 alternative education principals and school counselors in February 2017. The LDOE also provided the study group with significant data on school and student performance. Finally, for basis of comparison, LDOE staff visited alternative education school and program campuses across 21 parishes/school systems within Louisiana and several sites in Colorado and Texas during this process. ([Appendix 2](#)) The results of each of these analyses are included in this summary report.

**Having analyzed survey data, student performance, and national models, the Alternative Education Study Group reaches the following conclusions:**

1. Students in Louisiana alternative education settings rarely receive academic, behavioral, social and emotional services needed to address the root cause of their exit from the home school. Gaps in the services provided often mean that students experience limited face-to-face teaching, a lack of appropriate technology, lack of career and technical options, limited academic counseling, a lack of specialized educator engagement and support, inconsistent transitional procedures upon entry or exit from the alternative school or program, a lack of clarity for students and parents on what to expect at the alternative site, and delays in the sharing of a student's record between the referring school and alternative site. Given these striking gaps in service, it should come as no surprise that students referred to an alternative school in Louisiana are five times more likely than their peers to drop out of school.
2. Many students are exited from home schools for minor to moderate infractions, resulting in both too many students in alternative settings and unfortunate racial and socioeconomic disparities. Approximately 88 percent of students at alternative sites in Louisiana are there for non-violent offenses including the catch-all category "willful disobedience." Eighty-five percent of students in these settings are African-American, and 26 percent are students with disabilities. ([Appendix 6](#)) Home schools should build greater staff capacity to address minor to moderate behavior infractions at the home school through short term alternative education services, while long-term alternative services should be provided for only those students engaged in significant behavior infractions or students that opt in to an alternate education.

3. In order to be successful for students most in need of intensive and extensive alternative services, outside of the home school, the services should emphasize individualized plans for every student, and such schools should be evaluated based on their ability to address the needs of this unique student population.

In response to these conclusions, the Alternative Education Study Group developed Call to Action guidance (Part Three of this report) to facilitate a shift in statewide practice related to alternative education. This guidance calls on the state of Louisiana and local school systems to create a new model of alternative education that includes both short-term and long-term services. Short-term services would provide academic and behavioral remediation at the home school for moderate challenges, such as students that need intervention to avoid the risk of expulsion for behavior or truancy. Long-term services would be designed for students that need intensive and extensive resources to be successful. This model would require that educators be well-equipped to educate their students according to their behavioral, social and emotional needs. The model would also necessitate consistent data collection and evaluation of outcomes in ways appropriate for schools serving unique populations. Finally, the model would include robust transitional structures and community partnerships to ensure students requiring alternative education services receive the additional supports necessary as they progress toward a college or career pathway.

The road to achieving such a model is long. But this report should underscore its importance and urgency. Too many young people in serious need of help are not receiving the services they need in Louisiana's alternative schools. The time to act is now.

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# INTRODUCTION

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## CASE FOR CHANGE

During the 2015–2016 school year there were more than 60,000 out of school suspensions and expulsions for Preschool through 12<sup>th</sup> grade students ([Appendix 4](#)). This number equated to more than 18,000 students enrolled in one of Louisiana’s 35 alternative education schools or 127 alternative education programs ([Appendix 5](#)) because of a suspension or expulsion from a home school (both charters and public). An analysis of 2017 practitioner survey data and data collected from site visits to approximately 47 of the state’s alternative schools and programs reveal these students are not receiving appropriate and effective interventions and supports to address the root cause of their exit from the home school.

- The majority of students assigned to an alternative education school or program are placed there because of a behavior infraction – **58% of these students were suspended and another 23% were expelled.** The top reason for discipline referrals is willful disobedience – an infraction that does not have a uniform definition or application within the state. During the 2015–2016 school year, **14% of out-of-school suspensions and 10% of out-of-school expulsions were for willful disobedience.**
- **Students in alternative schools are nearly five times more likely to drop out of school** compared with students in home schools. **The average statewide dropout rate for 7th through 12th graders in alternative schools is 19%**, while the average statewide dropout rate for all students in grades 7th through 12th is 4%.
- There are a disproportionate number of African-American students enrolled in alternative education, due to expulsion and suspension. **African-American students are 3.25 times more likely to be expelled and 7.8 times more likely to be suspended,** when compared to Caucasian students. African-American students account for 44% of the student population in the state, while Caucasian students account for 46%; however, **African-American students account for 67% of the students suspended to alternative sites and 70% of the students expelled to the sites.** In contrast, Caucasian students account for 27% of alternative site suspensions and 24% of the expulsions.
- **Male students make up 51% of the state’s total population, yet account for 66% of the student population in alternative schools and programs.**
- While the state’s students with disabilities population is 11%, the percentage of **students with disabilities in an alternative school or program is 26%.**
- Additionally, while the state’s economically disadvantaged student population is 69%, **85% of alternative education students are classified as economically disadvantaged.**

These vulnerable populations must receive appropriate academic, behavioral, social and emotional supports to ensure the opportunity gap does not continue to persist, and that each student completes school college and career ready. Educators referring students to alternative services must also receive appropriate cultural awareness training to assist in remedying disproportionate referrals for certain student populations.

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## CONSEQUENCES OF INACTION

Maintaining current practice around behavior intervention will lead to sustained, if not higher, referrals to alternative sites, while the lack of effective services for academic, behavioral, social and emotional supports at the sites will continue to impede the success of students referred to the alternative education space ([Appendix 4](#)). During the 2014–2015 school year there were 636 more students who dropped out of their alternative education school/program (1,144 total) than students who earned a diploma, HiSET<sup>®</sup>, or certificate of completion (508 total). In 2015–2016, approximately 4% of the alternative education students earned a diploma, HiSET<sup>®</sup>, or certificate of completion ([Appendix 7](#)). Existing practice must be transformed to provide evidence-based behavior and academic remediation, and positive educational outcomes for every student.

## ALTERNATIVE EDUCATION STUDY GROUP

The study group was comprised of school system superintendents, school counselors, school system instruction supervisors, civic and religious leaders, principals, representatives from partner statewide agencies, and current alternative education school system staff. The study group met four times over the course of four months: March 14, 2017, April 18, 2017, May 16, 2017, and June 21, 2017. Members of this study group are included in [Appendix 1](#).

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## PART ONE: OVERVIEW OF CURRENT PRACTICE IN ALTERNATIVE EDUCATION AND PROBLEM IDENTIFICATION

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### ALTERNATIVE EDUCATION STUDENT PROFILE

During the 2015-2016 school year the majority of the more than 18,000 students suspended or expelled to an alternative school or program were referred for behavior that can and should be addressed at the home school. 80% of students suspended or expelled violated one of the following discipline infractions (full list in rank order of occurrence in [Appendix 3](#)):

- **Willful disobedience**
- **Instigates/participates in fights**
- **Disturbs the school and violates rules**
- **Treats authority with disrespect**
- **Leaves school premises without permission**
- **Uses profane and/or obscene language**
- **Exhibits injurious conduct**
- **Unauthorized use of technology**
- **Is habitually tardy and/or absent**

Recidivism rates for both suspension and expulsion demonstrate that students sent to an alternate site are sent more than one time. For 2015-2016, alternative education students were expelled an average of 2 times and suspended an average of 2.4 times. This data trend is similar for previous years and is attributed in part to a lack of evidence-based behavior remediation for students at the alternative schools and programs.

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### ALTERNATIVE EDUCATION DEMOGRAPHIC DATA for the 2015-2016 school year indicates:

- **85% of the students are African-American; 11% are Caucasian; 3% are Hispanic;**
- **85% of students in alternative schools are economically disadvantaged;**
- **66% of the students in alternative education sites are male; 33% are female;**
- **26% are students with disabilities; and**
- **19% drop out of school.**

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The data demonstrate that existing discipline practices across the state are disproportionately sending low-income, African-American male students, and students with disabilities to alternative sites. These students are being referred for low-level behavioral concerns or repetitive low to mid-level behaviors that have not been meaningfully remediated in the home school. Additional student profile demographic data is provided in [Appendix 6](#).

### TRANSITIONAL PROCESS AND SUPPORTS

Practitioner survey data collected in February 2017 and approximately 47 site visits conducted this year indicate that students referred to alternative education are not receiving transitional supports as they exit and/or return to the home school. These students often have no formal transition meeting, guidance or orientation to the alternative site. There is confusion among both students and educators as to whether or not students are transitioning to a program or a school. During LDOE site visits, programs frequently referred to themselves as schools and were often housed in a separate school building. The lack of clarity between schools and programs was affirmed in the survey sent to alternative site educators who answered they did not understand the distinction between alternative schools and programs. Educators, parents and students deserve clarity in the structure and objectives of alternative education, as well as formalized transitional procedures to alternative services.

### ACADEMIC AND BEHAVIORAL INTERVENTIONS

Appropriate and effective interventions and supports are not being provided to remediate and address students' underlying behavioral/social/emotional issues. The existing discipline reason codes and highly-subjective enrollment periods for student placement lack correlation to improvements in the student's foundational behavior or academic performance. Site visits revealed students suspended for improper dress, cell phone usage, and excessive tardiness. Many of these behaviors can and should be addressed at the home school, using evidence-based practices to promote effective behavioral interventions and identification of root causes of problematic behavior. This need is most acute for elementary children who may not have the ability to control factors such as time of arrival at school, improper dress or prevention of excessive absences – all three of which are included in the top reasons students are referred to an alternative site ([Appendix 3](#)).

In addition to a need for effective responses to academic and behavioral needs at school, there is a similar need for the establishment of partnerships with community providers to ensure students and families are receiving effective supports before, during, and/or after school hours. The root causes of problematic behavior and poor academic performance can often be attributed to environmental factors for the student. Community partnerships can provide more extensive services for students struggling with negative environmental factors, such as trauma, homelessness, food insecurity, and neglect.

## SUPPORT SERVICES AND CAREER READINESS OPPORTUNITIES

Students at alternative education sites are not receiving academic services, including quality instruction or counseling, at a level that is equivalent to the home school. In 2015-2016, students spent an average of 20 days at an alternative site for suspension and 54 days for expulsion ([Appendix 6](#)). Students are often not able to keep pace with coursework at the alternate site or upon return to the home school due to lack of communication between the alternative education site and home school, lack of technology, and lack of face-to-face instruction for each subject. Many sites visited in the state did not employ social workers, counselors or similar support personnel on site. It was unclear what access students at these sites have to course guidance, pathway discussions or any other type of counseling. It was common to observe multiple grade levels in one room with limited direct instruction. The majority of classrooms observed used computer-based work or copies of work packets for students to complete independently. Similarly, students assigned to alternative education sites are often not permitted access to college and career readiness resources, such as Jump Start pathways that would culminate in student obtainment of an industry-based credential.

## DATA REPORTING AND ACCOUNTABILITY

LDOE and school systems must provide appropriate levels of accountability for alternative education services. School systems must be required to report all data related to students receiving alternative education services, including, but not limited to, discipline data, outcomes (Diploma/HiSET® obtainment, credits earned, etc), amount of time receiving alternative services and recidivism rates. LDOE must establish quality indicators of effective alternative education services and accountability measures that are appropriate to evaluate provision of these quality indicators. This level of data reporting and accountability will ensure effective services are leading to positive student outcomes.

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## PART TWO: ALTERNATIVE EDUCATION CORE COMPONENTS

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**The Alternative Education Study Group identified ten core components deemed foundational to achieve successful and effective alternative services.** Each component includes the overall goal, outcomes and desired practices for school systems' alternative services to achieve the stated goal. For the purposes of this report, only the goal for each component is included.

**Climate and Culture** - Establish a climate and culture that support students to develop tools and strategies to further their academic, social, and behavioral growth.

**Collaboration** - Establish and maintain formalized relationships with community organizations to provide comprehensive services, short and long term, for student's behavioral, social and emotional needs.

**Counseling** - Offer extensive counseling services to address the behavioral, social, emotional, academic and career needs of students with an emphasis on holistic care to enable student success and growth.

**Curriculum and Instruction** - Provide curriculum and instruction that are rigorous and inclusive, individualized to meet the needs of all learners, support second language learners and students with disabilities and address the same readiness outcomes as home schools.

**Eligibility and Placement** - Educate students who experience difficulty succeeding in school due to extensive academic, behavioral, social, or emotional need or students who self-select an alternate learning environment.

**Parent-Guardian Engagement** - Actively recruit and foster parental/guardian involvement in the planning and execution of academic, career, social, and emotional supports for students.

**Program Evaluation** - Be held responsible for academic performance and other outcomes through a model of accountability that includes performance metrics specific to alternative services, clearly communicated performance standards, and consequences and interventions where standards are not met.

**Staffing and Professional Development** - Employ and retain effective teachers and staff with specialized training to address the comprehensive academic, behavioral, social and emotional needs of the students receiving services.

**Student Assessment** - Engage in robust assessment of a student as they transition to alternative education services. Information garnered from the assessments should be utilized to create an individualized action plan for the student receiving alternative education services.

**Transitional Support** - Ensure school systems create a consistent and thorough transition process and supports that encourage students to maximize the time spent receiving alternative education services and that leads to a successful transition out of services or on to post-secondary education or the workforce.

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## PART THREE: CALL TO ACTION

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The study group was tasked with investigating and suggesting changes in practice that would achieve successful and effective alternative services in Louisiana. In fulfillment of that charge, the study group has developed guiding principles for consideration by LDOE and BESE:

**1 GUIDING PRINCIPLE 1: Alternative education service providers, either the school system or third-party providers, should place an emphasis on services.**

Alternative education providers, either the school system or third-party providers, should utilize a services model with an emphasis on individualized plans for student success. Services can be short term or longer term, dependent upon the level of need demonstrated by the student. The cornerstone of both is provision of targeted services, focused on students' academic, social, emotional, and behavioral success.

**2 GUIDING PRINCIPLE 2: The school system should establish and maintain a process for providing alternative education services to include a comprehensive transition procedure and standardized transitional plans for students entering and exiting services.**

The local school system should have standardized transition plans which enable quick and consistent communication that facilitates provision of comprehensive student records, behavioral misconduct history, previous academic assessments and any other academic, behavioral, social or emotional factors that are influencing a student's referral to the short or long term alternative services administrators.

**3 GUIDING PRINCIPLE 3: The school system should ensure students transitioned for alternative education services are assessed at the onset and receive documented identification of appropriate and effective interventions and supports to address the root cause of their need for alternative services.**

The transition process should include an assessment, administered by the alternative education service provider, at the onset of a student receiving alternate education services. This could include a behavioral and/or academic assessment, interviews with parents/guardians, and a review of the student's complete academic record. The objective is to garner information that accurately gauges the student's needs and motivations so that an individualized success plan can be created for each student.

**4 GUIDING PRINCIPLE 4: The school system should ensure students receive access to equitable academic services and career readiness opportunities.**

Students receiving alternative education services should be provided academic services that ensure access to standards-based academic content delivered using an individualized educational approach. Similarly, students should have access to career and technical education opportunities and pathways available in the school system. Students should be counseled on all diploma pathways and supported in pursuing the graduation plan optimal for their unique circumstances.

**5 GUIDING PRINCIPLE 5: The Louisiana Department of Education (LDOE) should support alternative education service providers – teachers, principals, and school system leaders – with high-quality professional development and educational resources to address the comprehensive academic, behavioral, social and emotional needs of the students.**

The LDOE should provide professional development opportunities for service providers supporting alternative education and review curricular resources and tier them by quality to provide guidance to school systems on evidence-based programs for credit recovery, engaging instructional methods, behavior modification, classroom management, trauma-informed response, and social-emotional support.

**6 GUIDING PRINCIPLE 6: The school system should maintain and report to LDOE consistent data collection, necessary to effectively measure student growth – both academically and behaviorally, and to monitor school systems' provision of high-quality education.**

The LDOE should establish a model of accountability, including data and indicators, that are specific to the unique population and needs of students' receiving alternative education services. Performance standards and expectations for alternative services should be clearly communicated and monitored on an annual basis.

**7** **GUIDING PRINCIPLE 7:** The school system should ensure that all schools prioritize referrals to providers of intensive and extended alternative education services for students who habitually experience difficulty succeeding in the home school due to extensive academic, behavioral, social or emotional needs or for students who self-select attendance in an alternate learning environment.

Too many students are currently sent to alternative education sites for behaviors that can and should be addressed through interventions in the home school. School systems should utilize evidence-based practices, such as multi-tiers of support, positive behavioral supports, response to intervention, restorative justice, etc. to more effectively provide early intervention, remediation and support services to students identified as demonstrating habitual problematic behaviors or consistently low academic performance. It is incumbent upon the school system to establish a behavior intervention policy that requires a demonstration to exhaust all response and support options prior to the student's referral for intensive and extended alternative education services.

**8** **GUIDING PRINCIPLE 8:** The school system should establish and maintain partnerships and alliances with key stakeholders that are critical for enhanced services provided to alternative education students and families.

The majority of students in alternative education schools and programs are considered at-risk – students in need of comprehensive academic, behavioral, social and emotional resources and supports. To properly meet these needs, the school system providing alternative education services must partner with organizations to ensure the critical resources necessary for success are provided to the students and their families within the school and/or home and for the alternative educators who are responsible for providing a high-quality education. Community partners can ideally provide counseling, mental health assistance, health care, food resources, and other necessary services to ensure students have appropriate supports to be successful, safe and healthy. The LDOE should review community partners and tier them by quality to provide guidance to school systems on effective and high quality partner options.

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# APPENDIX

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## APPENDIX 1 – STUDY GROUP MEMBERS

APPOINTEE	TITLE & STAKEHOLDER ORGANIZATION
Jennifer Baird	LDOE Assessment and Accountability
COL Michael Borrel	LA National Guard Youth Challenge – Director, Educational Programs
Paul Carlsen	Executive Director, Louisiana Community and Technical College System (LCTCS) WorkReady U Services
Jeff Casey	YMCA Group, Executive Director
Jennifer Coco	Southern Poverty Law Center, Senior Staff
Dr. Scott Crain	Louisiana Association of School Executives, President
Dr. David Domenici	Center for Educational Excellence in Alternative Settings, Executive Director
Denise Durel	United Way of Southwest LA, President/CEO
Kacy Edwards	Career Compass, Co-Founder and Co-Executive Director
Alisha Ferrington	Bolton High School, JAG-LA Specialist
Mary Garton	Orleans Parish School System, Chief Portfolio Officer
Kevin George	St. John School System, Superintendent
Judge Ernestine S. Gray	Louisiana Juvenile Court Judge
Laura Hawkins	Recovery School District
Tamara Johnson	East Baton Rouge School Board, Central Office
Sherwanda Johnson	Greenville Superintendent's Academy (EBR School System), Principal
Cheremie Kerth	St. Bernard Parish School System, SPED Supervisor
Amanda Kruger-Hill	Cowen Institute – Tulane University, Executive Director
Latrese LeCour	LA Department of Child and Family Services
Dr. Shelia Lockett	Caddo Parish School System, Special Education Director
Mary Lumetta	Supervisor of Instruction (Secondary) – St. Bernard
Dr. Resehelle Marino	LA School Counseling Association, President
Erika McConduit	Urban League of Greater New Orleans, President/CEO
Kim Mims	Director of Education, Office of Juvenile Justice
Bryan Moore	LA Workforce Commission, Director – Office of Workforce Development
Elizabeth Ostberg	The Net High School, Executive Director and Principal
Representative Ed Price	Education Committee, Vice Chair. Represents Ascension, Iberville and St. James
Jody Purvis	Livingston Parish School System, Supervisor of Instruction
Scott Richard	LA School Board Association, Executive Director
Caroline Roemer	LA Association of Public Charter Schools, Executive Director
Robert Schlicher	New Iberia Senior High School, Assistant Principal
Jim Shorter	Lafourche Parish School District's Pupil Appraisal Center (PAC) Psychologist and Manager
Rev. James Smith	Delta Work Ready Academy (DRA), Director
Raye Nell Spillman	LCTCS WorkReady U Services, Director
Richard Strong	West Carroll School System, Superintendent
Dr. Lynette Tannis	Harvard University, Adjunct Lecturer and Mutual Accountability Commission Member
Roxson Welch	Family and Youth Services Center, Director
Jill Zimmerman	LDOE – Assessment and Accountability

## APPENDIX 2 - SITE VISIT LIST (FEBRUARY - SEPTEMBER 2017)

Name	School or Program	LEA
A.P.P.L.e Digital Academy Alternative Learning Program	Program	Ascension
Johnny Gray Jones Youth Shelter and Detention Center	School	Bossier
Butler Education Complex	Program	Bossier
Caddo Virtual Academy	Program	Caddo
Pathways in Education	Program	Caddo
AmiKIDS Caddo	School	Caddo
Mooretown	School	Caddo
Ombudsman Academy	School	Caddo
Alexander Learning Center	School	Caddo
Sherrouse School	School	City of Monroe
Concordia Education Center	Program	Concordia
DeSoto Parish Center for Student Improvement	School	DeSoto
Arlington Preparatory Academy	School	East Baton Rouge
EBR Discipline Center (2 locations)	Program	East Baton Rouge
Greenville Alternative at Beechwood	School	East Baton Rouge
Greenville Superintendent's Academy	School	East Baton Rouge
Ryan Detention Center	N/A	East Baton Rouge
Alternative Center for Education	Program	Iberia
Youth Challenge Center - Carville	Program	Iberville
N.P. Moss Preparatory Academy	School	Lafayette
Howard School	School	Lincoln
Christian Acres School	School	Madison
Madison Parish Alternative Center	Program	Madison
Riverside Alternative High School (OJJ School)	School	Office of Juvenile Justice (OJJ)
Travis Hill Youth Study Center	School	Orleans
Ouachita Alternative Education Program	Program	Ouachita
Rapides Alternative Positive Program for Students	Program	Rapides
Ware Youth Center	School	Red River
Ware Youth Center Detention Center	N/A	Red River
Springville Educational Center	Program	Red River
Crocker College Prep	School	Recovery School District (RSD)
JCFA	School	RSD
The NET- Charter	School	RSD
C.F. Rowley Alternative School	School	St. Bernard
Goals Program of Chalmette High School	Program	St. Bernard
In House GED Program	Program	St. Bernard
Alternative Center for Grads 7-12	Program	St. James
Lutcher Elementary School	Program	St. James
Berwick Junior High	School	St. Mary
Morgan City Judge's Youth Center	N/A	St. Mary
Morgan City High School	School	St. Mary
St. Mary Parish Alternative Program	Program	St. Mary
Village Fair Alternative Center	School	Dallas, Texas
Douglas County Support Center	Program	Parker, Colorado
Endeavor Academy	School	Centennial, Colorado
Colorado's Finest	School	Englewood, Colorado
Juvenile Assessment Center	N/A	Centennial, Colorado

## APPENDIX 3 – PRIMARY REASON CODES USED FOR DISCIPLINARY ACTION

Primary Reason Description	In School Suspension Total	Out of School Suspension Total	In School Expulsion Total	Out of School Expulsion Total	Rank
Willful Disobedience	21092	13553	381	42	1
Instigates/Participates in Fights	11019	22742	1144	77	2
Disturbs The School and Violates Rules	14557	9810	480	30	3
Treats Authority with Disrespect	11686	9686	340	32	4
Leaves Schl Premises Without Permission	11917	5607	172	14	5
Uses Profane and/or Obscene Language	7956	5762	175	5	6
Exhibits Injurious Conduct	6018	5775	140	6	7
Unauthorized Use of Technology	5852	2863	45	5	8
Is Habitually Tardy and/or Absent	6550	1008	8	15	9
Failure to Serve Assigned Consequence	5133	2102	16	0	10
Commits Any Other Serious Offense	2857	3686	517	18	11
Exhibits Immoral or Vicious Practices	2087	2984	195	15	12
Takes Other's Property w/out Permission	1454	1518	96	6	13
Improper Dress	2128	326	4	0	14
Uses/Possesses Tobacco and/or Lighter	949	1180	37	3	15
Assault and Battery	410	1167	326	19	16
Uses/Possesses Dangerous Substances	249	894	694	66	17
Cuts/Defaces/Injures/Vandalizes School	567	587	21	1	18
Throws Missiles Liable to Injure Others	502	488	20	3	19
Profane, Obscene Language or Notes	535	385	3	0	20
Firearms Not Prohib or Knives >=2 1/2 In	138	558	187	21	21
Forgery	524	183	1	0	22
Obscene Behavior or Possession of Obscene	344	303	37	3	23
Bullying	241	374	18	1	24
Trespassing Violation	311	210	18	2	25
Sexual Harassment	149	331	49	0	26
Unfounded Charge Against Authority	178	266	9	1	27
Misusing Internet	275	167	8	0	28
Academic Dishonesty	261	168	4	0	29
Uses/Possesses Alcoholic Beverages	67	281	55	1	30
Possesses Blade Less Than 2 1/2 Inches	62	221	47	2	31
Violates Traffic and Safety Regulations	152	115	3	0	32
Gambling	128	117	5	0	33
Public Indecency	57	134	18	2	34
Possesses Weapon(S) Prohib by Fed Law	25	89	46	11	35
Use of Meds in an Unauthorized Manner	53	93	16	2	36
Cyberbullying	34	77	9	0	37
False Alarm/Bomb Threat	19	66	25	0	38
Burglary	20	67	19	1	39
Criminal Damage to Property	40	52	5	1	40
Missappropriation w Violence to Person	23	65	5	2	41
Serious Bodily Injury	17	65	8	0	42
False Reports	25	10	0	0	43
Arson	7	18	6	0	44
Rape and Sexual Battery	1	3	6	0	45
Illegal Carrying & Discharge of Weapons	1	5	1	0	46
Possession of Body Armor	0	2	0	0	47
Murder	0	0	0	0	48
Kidnapping	0	0	0	0	49

\*Ranking based on total number of reason code incidents resulting in suspension/expulsion.

## APPENDIX 4 – DISCIPLINE INCIDENTS BY GRADE LEVEL GROUPING

### 2014-2015

Grade	State Cumulative Enrollment	In School Suspension Total		Out of School Suspension Total		In School Expulsion Total		Out of School Expulsion Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate
K-5	346,953	14,407	4.15%	16,428	4.73%	500	0.14%	38	0.01%
6-8	163,444	25,449	15.57%	22,067	13.50%	1,894	1.16%	124	0.08%
9-12	201,296	33,054	16.42%	23,149	11.50%	2,262	1.12%	279	0.14%

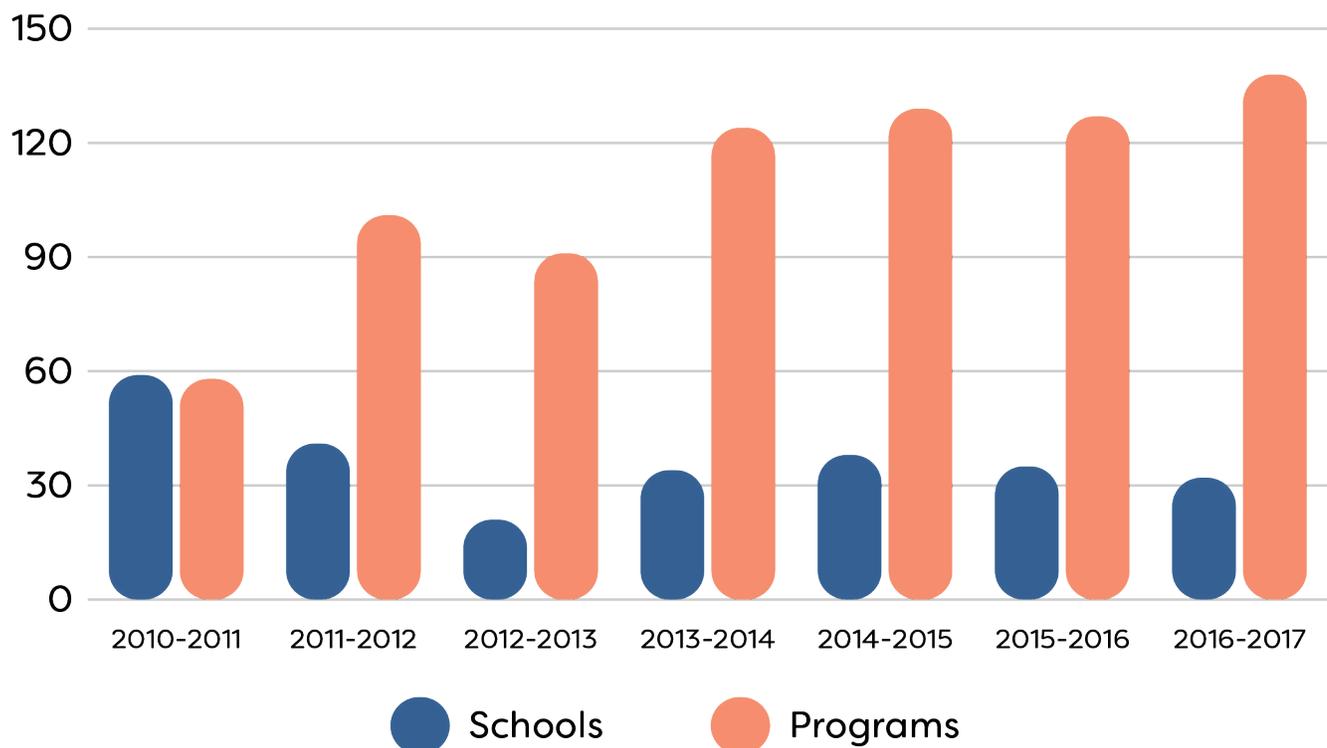
### 2015-2016

Grade	State Cumulative Enrollment	In School Suspension Total		Out of School Suspension Total		In School Expulsion Total		Out of School Expulsion Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate
K-5	344,076	13,478	3.92%	15,910	4.62%	543	0.16%	39	0.01%
6-8	162,871	25,173	15.46%	21,624	13.28%	1,051	0.65%	65	0.04%
9-12	205,511	33,197	16.15%	27,305	13.29%	1,755	0.85%	99	0.05%

\*All numbers represent the total number of incidents for each category involving the grade level grouping.

## APPENDIX 5 – SCHOOLS AND PROGRAMS FROM 2010-2017

### Number of Alternative Schools and Programs



## APPENDIX 6 – ALTERNATIVE SITE STUDENT PROFILE BY SUBGROUP

### Discipline

Discipline	2014-2015	2015-2016
Total count of students enrolled at alternative sites due to SUSPENSIONS	13,590	13,940
Total count of students enrolled at alternative sites due to EXPULSIONS	4,140	4,439

### Race

Racial Group	2014-2015	2014-2015 Statewide	2015-2016	2015-2016 Statewide
African-American	70%	44.4%	84.50%	44.2%
Caucasian	25%	46.2%	10.80%	45.5%
Hispanic	1.70%	5.5%	2.90%	5.9%
Multiple Races	1.10%	1.7%	1.10%	2.0%
Asian	.20%	1.5%	.40%	1.5%
Native American	.50%	0.7%	.20%	0.7%

### Gender

Gender	2014-2015	2014-2015 Statewide	2015-2016	2015-2016 Statewide
Female	32%	48.6%	33%	48.7%
Male	67%	51.4%	66%	51.3%

### 504 and Students with Disabilities

	2014-2015	2014-2015 Statewide	2015-2016	2015-2016 Statewide
504	12%	4.9%	11%	5.4%
Students with Disabilities	25%	11.5%	26%	11.7%

### Economically Disadvantaged

2015-2016	
Statewide	69%
Alternative Sites	85%

### Average Number of Days at Alternative Site

Discipline Action	2014-2015	2015-2016
Suspension	22.39	20.06
Expulsion	50.22	54

## APPENDIX 7 – EXIT OUTCOME DATA

Exit Outcome	2014 -2015	2015 - 2016
Diploma	411	526
HiSET®	85	143
Certificate of Completion	12	14
Exiting Program/Dropouts	1,144	520
Average Credits Earned by Student while at Alternative Site	3.69	3.7