

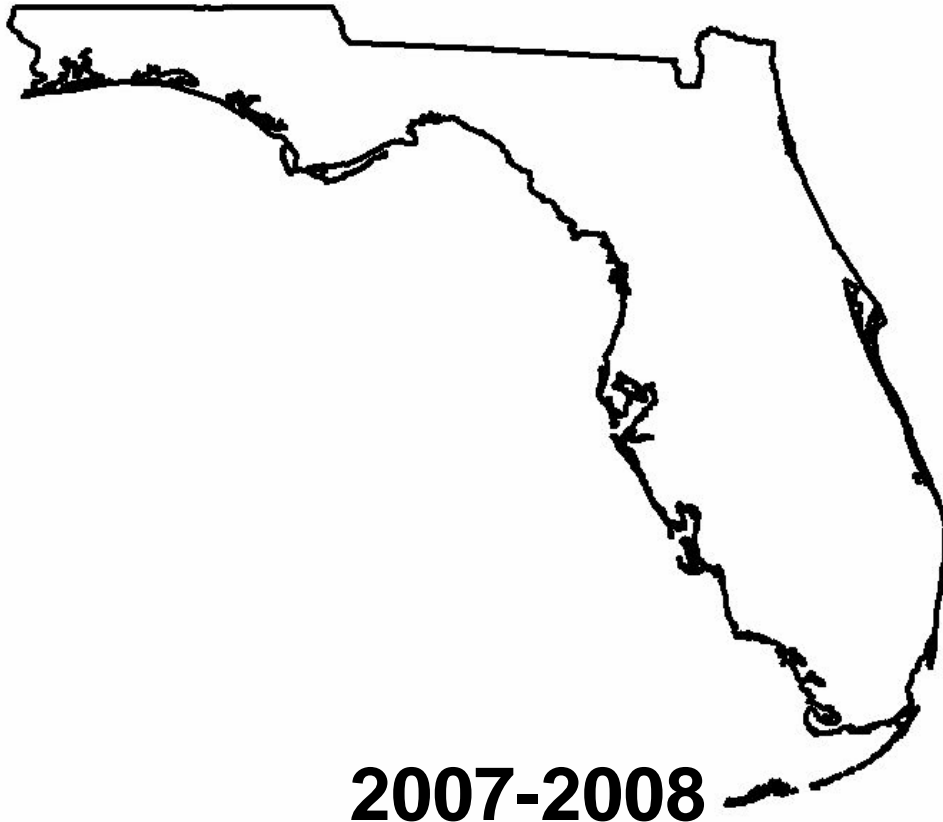
Educational



Quality Assurance Standards

Residential

Juvenile Justice Commitment Programs



2007-2008

Bureau of Exceptional Education and Student Services • Division of K-12 Public Schools
Florida Department of Education

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2007-2008

**Educational
Quality Assurance
Standards**

for

**Residential
Juvenile Justice Commitment Programs**

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Preface

Quality Assurance for Juvenile Justice Educational Programs

The Juvenile Justice Educational Enhancement Program (JJEED) conducts annual quality assurance (QA) reviews of educational programs in Florida's juvenile justice facilities. JJEED is funded by the Florida Department of Education (DOE), Bureau of Exceptional Education and Student Services, through a grant to the College of Criminology and Criminal Justice at Florida State University.

JJEED Mission Statement

JJEED's mission is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high-quality, comprehensive educational services that increase that student's potential for future success.

JJEED's four main functions are to:

- Conduct research that identifies the most promising educational practices
- Conduct annual QA reviews of the educational programs in Florida's juvenile justice facilities
- Provide technical assistance to improve the various educational programs
- Provide annual recommendations to the DOE that are ultimately aimed at ensuring the successful transition of students back into community, school, and/or work settings

JJEED Vision Statement

The vision of the DOE and the JJEED is for each provider of educational services in Florida's juvenile justice facilities to be of such high quality that all young people who make the transition back to their local communities will be prepared to return to school, work, and home settings as successful and well-educated citizens.

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Introduction

Quality Assurance (QA) reviews are a valuable method of assisting providers and school districts with achieving, evaluating, and maintaining high-quality educational programs in juvenile justice facilities. Each year at statewide conferences and meetings, Juvenile Justice Educational Enhancement Program (JJEED) and Department of Education (DOE) staff solicit input from school districts and providers for annual revision of the QA standards. Before the new QA review cycle begins, school district contract managers, lead educators, and private provider personnel are invited to participate in regional meetings or conference calls with JJEED staff to discuss changes in the standards.

Educational QA standards are developed for each of the three types of juvenile justice facilities:

- Residential commitment programs
- Day treatment (prevention, intensive probation, and conditional release)
- Detention centers

This document contains only the standards used to evaluate educational programs in residential commitment facilities. Residential commitment programs include low, moderate, high, and maximum risk Florida juvenile justice programs in which students temporarily reside while committed to the Department of Juvenile Justice (DJJ).

To obtain the publications detailing the standards for *day treatment* programs and *detention* centers, contact the entities listed on the inside front cover of this publication or download them from the JJEED Web site at <http://www.jjeep.org>.

History of the Educational QA Standards

In 1995, Florida Department of Education (DOE) staff developed the first set of quality assurance (QA) standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from exceptional student education (ESE) performance standards and statutory authority. The standards focused on administration and each program's philosophy, procedures, and approach to education. The standards were revised in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of the Juvenile Justice Educational Enhancement Program (JJEED). During that year, JJEED conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths and hosted five regional meetings to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEED, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of *HB 349*. This legislation addressed numerous requirements for juvenile justice education, including the creation of *Rule 6A-6.05281, FAC, Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs*.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and career education. Minor revisions occurred in 2002 and 2003 based on input from school districts and provider practitioners. The standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

In 2001, President George W. Bush signed the *No Child Left Behind Act (NCLB)*, the reauthorization of the *Elementary and Secondary Education Act of 1965*. This legislation is having a far-reaching impact on school performance and accountability throughout the country.

In our efforts to implement NCLB systematically, JJEED plans to conduct continual research to identify evidence-based best practices in juvenile justice education. Specifically, JJEED is conducting longitudinal research and student outcome assessments of juvenile justice commitment programs as well as case studies of high- and low-performing juvenile justice educational programs. These longitudinal outcome and case study results will serve multiple purposes that include determining educational practices that lead toward improved student academic attainment and outcomes, identifying demonstration sites that exhibit these best educational practices, developing technical assistance materials for average- and low-performing programs, and making policy recommendations for statewide system improvement.

Reference Points for Educational QA Standards

Quality Assurance (QA) standards and program evaluation are based on state and federal requirements. Although programs are required to follow all state statutes and rules, the following most directly relate to juvenile justice educational programs.

Section 1003.428, Florida Statutes (A++ Secondary Reform)--This bill supports transition goals, specifically, requiring students to declare a high school major, defines The Florida Ready to Work Certification Program to enhance the workplace skills of Florida's students, and defines requirements for middle school promotion, high school graduation, and professional development plans.

No Child Left Behind Act of 2001 (NCLB), (P. L. 107-110)--The overall purpose of this act is to ensure that students in every classroom have well-prepared teachers, research-based curricula, a safe learning environment, and a fair and equal opportunity to reach proficiency in state academic achievement standards and state academic assessments.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA-2004) (Section 1407, 20 U.S.C. [2004])--IDEA promotes the concept that every child is entitled to a free appropriate public education and mandates that eligible children with disabilities have available to them specially designed instruction and related services to address their unique educational needs and prepare them for post-secondary education, employment, and independent living.

Section 1003.52, Florida Statutes (Educational Services in Department of Juvenile Justice [DJJ] Programs)--This statute describes the importance of educational services for students in juvenile justice facilities and outlines the Department of Education (DOE) and the DJJ responsibilities that pertain to the provision of these services.

Section 1003.53, Florida Statutes (Dropout Prevention and Academic Intervention)--This statute provides a description of alternative education programs and describes the eligibility criteria for students to attend these programs.

Florida Course Code Directory and Instructional Personnel Assignment--The State Board of Education Rule 6A-1.09441, FAC, requires that programs and courses funded through the Florida Education Finance Program and for which students may earn credit toward high school graduation must be listed in the *Course Code Directory*.

Section 504 of the Rehabilitation Act, Nondiscrimination under Federal Grants and Programs--Section 504 requires the provision of a free appropriate education, including individually designed programs for applicable students. "Appropriate" means an education comparable to the education provided to nondisabled students. A student is eligible for Section 504 services as long as he or she meets the definition of a qualified disabled person, that is, he or she has a physical or mental impairment that substantially limits a major life activity, which includes but is not limited to caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The student is not required to need exceptional student education (ESE) in order to receive Section 504 services.

Rule 6A-6.05281, FAC (Educational Programs for Youth in Department of Juvenile Justice Detention, Commitment, Day Treatment, or Early Delinquency Intervention Programs)-- This rule defines and requires numerous services for juvenile justice educational programs, including but not limited to student eligibility, ESE, content and transfer of student records, student assessment, individual academic plans (IAPs), transition services, instructional program and academic expectations, qualifications of instructional staff, funding, contracts with private providers, intervention and sanctions, and interagency collaboration. Many of the educational QA standards are derived from this rule.

Quality Assurance (QA) Review Methods

QA Review Protocol

The 2007-2008 QA reviews are based on self-reported information and a two- to three-day on-site visit. Larger programs may require a longer review with a team of reviewers, including peer reviewers as needed. When the Department of Juvenile Justice (DJJ) reviews and the Juvenile Justice Educational Enhancement (JJEED) educational reviews are conducted simultaneously, all of the reviewers discuss their findings.

The on-site review focuses on student services and ensures that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers conduct ongoing debriefing conversations with educational personnel regarding preliminary findings, recommendations, and clarifications of any issues related to the review outcome. This provides the opportunity for the program to identify problematic areas and present additional information that may impact their preliminary ratings.

Reviewers conduct a formal exit meeting on the final day of the review to present findings and preliminary (*superior, satisfactory, or partial*) ratings. Numerical scores are not assigned at this meeting.

Self-Reporting

Much of the information required for rating QA standards is provided in each program's self-report and supporting documentation. All programs (regardless of exemplary status) are required to submit pertinent self-report information and supporting documents to the JJEED offices by June 15, 2007.

Failure to submit self-report information in a timely manner may negatively affect the QA rating of the indicator for school district monitoring, accountability, and evaluation.

Self-reported information is confirmed and/or updated via telephone conversations with the program's lead educator and/or school district contract manager the week prior to the on-site visit. Final verification of the accuracy of this self-report information is made during the on-site QA review.

Requested self-report information may include teacher certifications and qualifications, professional development training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (i.e., size, location, provider, career education level designated by the DJJ, security level, program type, and age range of students), school names and numbers where diplomas are reported, course offerings, class schedules, bell schedules, school calendars, and sample educational forms.

For complete information on self-reporting requirements and timelines, visit the JJEED Web site at <http://www.jjeep.org> or contact JJEED at (850) 414-8355.

Exemplary Programs

In 2005, the Juvenile Justice Educational Enhancement Program (JJEED) instituted a process of assigning *exemplary* status to acknowledge high performing programs based on previous overall quality assurance (QA) scores.

Exemplary programs are required to submit all self-report information and participate in a review of only the critical benchmarks, which are rated *pass* or *fail*. Deficiencies and recommendations regarding one failed benchmark are addressed in the QA report.

Exemplary programs who fail more than one critical benchmark lose their exemplary status and receive a full on-site QA review the same year, and all exemplary programs participate in a full educational QA review the year following a change in the educational provider.

Exemplary I--An educational program whose overall average QA score is 7.0 or higher receives *Exemplary I* status and will not have an on-site QA visit for one year. A JJEED reviewer will call the school district contract manager to confirm the program's self-report information. During the subsequent second and third years, these programs will submit self-reports and receive one-day reviews of only critical benchmarks.

Exemplary II--An educational program whose overall average QA score is 6.5 or higher receives *Exemplary II* status and will participate in abbreviated (one-day) reviews of only the critical benchmarks for the next two years.

For state agency and annual reporting purposes, the QA scores for those programs who receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.

QA Review Methods

The JJEED QA review process is evidenced based, using the same data sources to evaluate the quality of educational services provided in each Department of Juvenile Justice (DJJ) educational program. To determine QA ratings, reviewers consider the preponderance of evidence from multiple sources such as self-report information and documents and files maintained on site; interviews of educational program and school district administrators, support personnel, teachers, and students; and observation of classrooms, educational activities, and services.

Daily communication with stakeholders is a crucial component of the on-site review; discussion of preliminary findings occurs informally throughout the review process. Reviewers identify issues, make recommendations, and answer questions related to educational standards. This provides all stakeholders the opportunity to identify problematic areas and provide the reviewer with additional information that may impact the preliminary ratings.

Recommendations and commendations, as appropriate, are identified in the QA report mailed to the school district superintendent, school district contract manager, and the lead educator.

Quality Assurance (QA) Rating Guidelines

The educational QA process determines the quality of educational services provided to students since the last QA review or for the entire year, depending on the review schedule. External factors affecting educational quality may be identified in the QA report. Educational personnel should retain documentation to verify situations or circumstances beyond the control of the educational provider and the school district.

Preliminary QA ratings presented on the last day of the on-site review are subject to final determination upon review by additional Juvenile Justice Educational Enhancement Program (JJEPP) staff and Department of Education (DOE) personnel. To ensure consistency among reviewers, at least two other JJEPP reviewers and the QA review director reviews each QA report.

Prior to assessing the **overall quality** of an indicator, reviewers determine whether minimum requirements are met in each benchmark. Failure to meet minimum requirements for a single **critical** benchmark (identified by boldfaced type) results in a *Partial* or *Nonperformance* (3-0) rating.

These 11 benchmarks have been identified as **critical** to satisfactory performance:

- | | |
|---|---|
| <u>1.1</u> Enrollment | <u>8.2</u> Exceptional student education (ESE) process |
| <u>2.1</u> Entry academic assessment | <u>9.1</u> Adequate instructional time |
| <u>3.1</u> Individual academic plans (IAPs) | <u>10.1</u> Teacher certification |
| <u>3.3</u> Individual educational plans (IEPs) | <u>13.2</u> Data management |
| <u>5.2</u> Substantial academic curriculum | <u>13.6</u> Contract management oversight |
| <u>6.1</u> Direct reading instruction | |

Additionally, an indicator may receive a *Partial* rating (even if all critical benchmarks are met) if the overall quality of the indicator is not satisfactory. Failure to meet minimum requirements for a single *noncritical* benchmark results in an indicator rating of no higher than a *Satisfactory* 5.

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

The expected outcome of the indicator is clearly being met with very few, if any, exceptions; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

Satisfactory Performance – Rating of 4, 5, or 6

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

Partial Performance – Rating of 1, 2, or 3

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

Nonperformance – Rating of 0

The expected outcome of the indicator is clearly not being addressed.

If a school district contract manager or educational provider feels the educational QA review was conducted unfairly, he/she may submit a letter to the JJEPP QA Review Director stating specific concerns. JJEPP and DOE staff, as necessary, will address these concerns, and the QA review director will notify the school district contract manager and the educational provider of the outcome.

System Improvement Process

The purpose of the system improvement process is to reduce the amount of time Juvenile Justice Educational Enhancement Program (JJEED) staff spend monitoring programs that exceed state standards and increase time for technical assistance (TA) to lower-performing programs to improve their educational services and student performance. To meet this goal, JJEED and the Department of Education (DOE) have developed and implemented a comprehensive system of corrective action and TA. Technical assistance, which is guided by research in current best practices, is integrated into all of JJEED's activities.

Procedures to address deficiencies that do not require corrective action

The JJEED reviewer will report deficiencies that may result in a failing indicator score(s) to the educational program and school district personnel present at the exit meeting the last day of the quality assurance (QA) review.

- Programs who receive a *partial* (0 to 3) rating in any indicator, but receive *satisfactory* standard ratings, will receive written documentation of educational deficiencies and specific and direct corresponding recommendations in their QA reports from DOE.
- Programs should utilize all available resources (i.e., school district and DOE resources) to assist them in correcting deficiencies.
- The school district and the program are expected to address all deficiencies and corresponding recommendations noted in the QA report prior to the following year's QA review.

CORRECTIVE ACTION PROCESS

This process facilitates the collaborative efforts of program and school district personnel to identify and correct systemic problems that are contributing to unsatisfactory QA ratings.

Programs who receive a *partial* rating in one or more of Standards 1, 2, or 3 will receive a corrective action plan (CAP).

School districts who receive a *partial* rating for Standard 4 for two or more consecutive years will receive a CAP.

To complete a CAP, programs and/or school districts must establish a corrective action team that includes the lead educator, the school district contract manager (or official designee), and others who relate to the identified areas requiring corrective action. JJEED and DOE staff provide assistance as needed.

The school district is responsible for ensuring that CAPs are completed and returned to JJEED within 90 days of the date of the official notification letter from DOE. School districts must meet the State Board of Education (SBE) rule timelines for the implementation of CAPs.

If a program fails to submit its CAP by two weeks after the due date, the QA review director sends a letter informing the lead educator, the contract manager, the school district superintendent, and the DOE that the CAP has not been submitted. DOE staff will send a follow-up letter to the contract manager and the superintendent if a response has not been received four weeks after the original CAP due date.

The school district superintendent verifies that the CAP has been implemented by signing the CAP implementation form and submitting it to the QA director at JJEED. This form must be submitted within six months of the date of the official notification letter from DOE.

JJEEP staff conduct a final follow-up of corrective action plan (CAP) implementation during the following year’s quality assurance (QA) review and note in their QA reports progress that school districts and programs are making in areas identified in their CAPs.

Programs who fail overall or fail the same standard two consecutive years will receive more intensive follow-up or assistance from the Department of Education (DOE).

The following tables outline the corrective action process for programs and school districts.

Program CAPs

QA Review Cycle	Trigger	Action
Year 1	Fail Standard 1, 2, or 3	CAP required
Year 2	Fail the same standard two consecutive years	CAP required DOE notified for intervention and/or sanctions
Year 3+	Fail the same standard for three (or more) consecutive years	CAP required Program remains on DOE list for intervention and/or sanctions

School District CAPs

QA Review Cycle	Trigger	Action
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 for two consecutive years	CAP required
Year 3	Fail Standard 4 for three consecutive years	CAP required DOE notified for intervention and/or sanctions
Year 4+	Fail Standard 4 for four (or more) consecutive years	CAP required School district remains on DOE list for intervention and/or sanctions

JJEEP and/or DOE staff will provide TA to a program and/or a school district required to complete a CAP.

Most TA is provided during the on-site QA review and through the recommendations in the written QA reports. Contact with program and school district staff is ongoing via mail, fax, telephone, and e-mail (answering questions, clarifying Florida policies, assisting programs in networking with other programs, and providing samples of exemplary forms and processes used by other Department of Juvenile Justice [DJJ] programs).

TA CRITERIA

New Programs

School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEED) within 30 days of notification that a new Department of Juvenile Justice (DJJ) program is being placed in their school districts.

To provide technical assistance (TA) a JJEED reviewer may:

1. Be assigned to a new program by the QA training director
2. Complete a TA request form and contact program and school district personnel to determine program needs and to plan the on-site visit
3. Conduct initial TA and a mock QA review, including a written report that the QA training director sends to the Department of Education (DOE)
4. Identify needs for TA follow-up and develop a schedule for delivering support services as needed

The first full QA review for a new program should not occur earlier than six months following the mock QA or the last on-site TA visit. (The same reviewer will not conduct both the mock QA review and the program's first full review.)

Education Provider Change

School district representatives should inform JJEED within two weeks of notification of an educational provider change.

A program whose educational provider changes may receive TA prior to its QA review based on the identified needs of the educational program.

Corrective Action Follow-up

A program who fails one of Standards 1, 2, or 3 and has a passing overall average score (4.00 or higher) will receive a corrective action plan (CAP) and follow-up TA.

The reviewer (and peer reviewers when appropriate) will provide intervention strategies, networking, and other resources based on the needs of the program and may contact school district personnel if the program needs additional assistance.

A school district who fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

Failing Programs

A program whose average overall score is less than 4.00 will receive a CAP and a TA visit in which:

1. The JJEED reviewer and a DOE representative (as appropriate) meets with the CAP team to assist with plans to correct the deficiencies identified in the QA report.
2. The reviewer conducts a needs assessment with school district and program administrators, teachers, and students.
3. The reviewer reports needs assessment results to the school district and the program.
4. The reviewer conducts follow up TA as needed.

DOE ASSISTANCE

A program who fails a standard for two consecutive years will receive a corrective action plan (CAP) and may receive intervention and/or sanctions by the Department of Education (DOE). A program who fails a standard for three or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

A school district who fails Standard 4 for three consecutive years will receive a CAP and may receive intervention and/or sanctions by the DOE. A school district who fails Standard 4 for four or more consecutive years will receive a CAP and remain on the DOE intervention/sanctions list.

When a program and/or school district is identified as needing an intervention and/or sanctions, Juvenile Justice Educational Enhancement Program (JJEPP) staff may facilitate meetings with all relevant parties, including JJEPP administration, DOE representatives, school district officials, provider personnel, program administration, and Department of Juvenile Justice (DJJ) staff when appropriate. Through this collaboration, programs and school districts should identify the systemic problems associated with poor performance, appropriate solutions, and parties responsible for implementation of the CAP. This process may result in a monitoring plan from the DOE.

Intervention and sanctions referenced in the State Board of Education Rules

Rule 6A-6.05281(10), FAC, provides for intervention and sanctions.

Intervention

- Technical assistance to the program
- Follow-up educational program review

Sanctions

- Public release of unsatisfactory findings, the interventions, and/or corrective actions proposed
- Assignment of a monitor, master, or management team to address identified deficiencies paid for by the local school board or private provider (if included in the contract)
- Reduction in payment or withholding of state and/or federal funds

Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions, including revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

Educational Standard One: Transition

The transition standard is composed of four indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: On-Site Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career/technical strengths, weaknesses, and interests in order to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Indicator 3: Student Planning

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Indicator 4: Community Reintegration

The expected outcome of this indicator is that transition planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

Indicator 1: On-Site Transition Services

Notes

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has transition activities that include:

- 1.1** Enrolling students in appropriate courses upon entry into the educational program based on a review of past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, reading, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)
- 1.2 Advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" and "minor" areas of interest, and postsecondary opportunities, and communicating to students their educational status and progress
- 1.3 Documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 Documenting transmittal of the educational exit packet to the persons responsible for postplacement services (i.e., receiving school, conditional release, school district transition specialist, appropriate school representative, parent, or juvenile probation officer [JPO]) prior to or by the time of exit (The exit packet shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, a school district withdrawal form with grades in progress, a current individual educational plan [IEP] and/or individual academic plan [IAP], the exit plan, and any career education certificates and diplomas earned at the program.)

Benchmark 1.2 and the reading enrollment requirement are not applicable to programs who only serve students for less than 40 calendar days.

QA Review Methods

- Review all self-report information
- Review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), progress monitoring plans, IAPs, transition plans, and other appropriate documentation
- Interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

Clarification

Documented requests for students' most current educational records (by fax or electronic access) must be made within five school days of student entry unless the program documents that records were received prior to the student's enrollment. (Fax transmittal receipts should be retained.) Electronic files of educational records maintained on site are acceptable. Withdrawal grades should be averaged into current semester grades from the program.

Out-of-county records should be requested through multiple sources such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian. Records requested should include the most current transcripts, academic plans, withdrawal forms, progress monitoring plans, entry and exit assessments, school district course schedules, Section 504 plans, and exceptional student education (ESE) records. Follow-up requests should be made and documented.

Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school year including summer school. Middle school students must be enrolled in language arts, math, science, and social studies.

Middle and high school students who score Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT) should be placed in an intensive reading course on a continual basis until they score at least a Level 2. *Disfluent* Level 2 middle and high school students must be served in an intensive reading course taught by a teacher who has reading certification or endorsement; *fluent* Level 2 students may be served in a content area course in which the teacher has a reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) and the Content Area Reading Professional Development (CAR-PD) Academy. For additional guidance, access the *Just Read, Florida!* Student Reading Placement chart at <http://www.justreadflorida.org/educators.asp>.

All students in grades 11 and 12 who have not passed the FCAT reading test must be enrolled in an intensive reading course.

Intensive math, intensive English, and reading courses are for elective credit only. Only those students who are eligible to graduate but have not passed the FCAT may take these courses instead of science and social studies. Requirements for high school graduation now include four credits in math and selection of a major and/or minor area of interest beginning with 9th grade students enrolled in 2007.

All students should have easy and frequent access to guidance/advising services aligned with transition and treatment activities and based on the *Course Code Directory*, the school district student progression plan, and state- and districtwide assessments. Students should have knowledge of their credits, grade levels, and diploma options. Students interested in obtaining a General Educational Development (GED) diploma should receive counseling regarding the benefits and limitations of this option.

Educational representatives (i.e., a teacher, guidance counselor, etc.) who are familiar with the students' performance should document their participation in exit transition meetings in person or via written input. When necessary, the program should assist in determining students' next educational placements (including contacting the receiving school district's transition coordinator and the student's juvenile probation officer (JPO)).

The program should retain evidence of transmittal of all required information, which may include management information system (MIS) transmittal of transcripts for in-county students, closed commitment files, signatures of receipt by parents and/or JPOs, fax transmittal verifications, and/or certified mail receipts. Academic history screens, handwritten credits, or verbal assurances of grade promotions are not acceptable; cumulative transcripts must be transmitted for all students exiting a program. For students who are transferred to another Department of Juvenile Justice (DJJ) commitment facility, educational exit packets must be transmitted to that facility at the time of exit.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 2: Testing and Assessment

Notes

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address students' individual needs and that exit and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's testing and assessment practices include administering:

- 2.1** The Basic Achievement Skills Inventory (BASI) for reading, writing or language arts, and mathematics within five school days of student entry into the facility
- 2.2 Career and technical aptitude assessments that provide proficiency levels and are used to enhance employability and career/technical instruction within five school days of student entry into the facility
- 2.3 The BASI for reading, writing or language arts, and mathematics to **all exiting students who have been in the program for 45 or more school days** (Scores are provided to the school district for management information system [MIS] reporting.)

Programs who serve students fewer than 40 school days are not required to administer the BASI but should administer an appropriate entry assessment for reading, writing, and math.

Benchmarks 2.2 and 2.3 are not applicable to programs who only serve students fewer than 40 calendar days.

QA Review Methods

- Review student educational files, assessments, MIS records, and other appropriate documentation
- Interview personnel responsible for testing procedures, other appropriate personnel, and students
- Verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students

Clarification

Programs should administer the designated common assessment according to the administrative guidelines to students who enter the facility after July 1, 2006. Programs may use prior assessment results from the same assessment if they are recent (according to the assessment's administrative guidelines) and if the program's instructional personnel determine the scores are accurate. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be nondiscriminatory with respect to culture, disability, and socioeconomic status. All academic assessments must be administered according to the test publisher's guidelines and in an appropriate testing environment.

To diagnose students' needs and accurately measure students' progress, academic and career assessments should be aligned with the program's curriculum. Instructional personnel should have access to assessment results regarding students' needs, abilities, and career interests and aptitudes. Career assessment results should be used to determine student placement in career and technical programming, when appropriate, and to guide students in career decision making.

Career assessments administered should be based on students' current career awareness and address students' varying ability levels. Students under the age of 12 are not required to complete a career assessment. Students who have earned a high school or a General Educational Development (GED) diploma should be administered a career assessment.

The same academic assessments administered at entry should be used to assess all students exiting the program except for students who earn a diploma while at the program. Exit assessments are required for all students who spend 45 or more school days in the program. Students in long-term (for more than one year) commitment programs should be administered an exit test using the common assessment on an annual basis as long as he/she has 45 or more school days remaining at the program. If a student has fewer than 45 school days remaining, the program should only exit test the youth.

If a youth re-offends within 30 days of exit from the program, the youth's exit assessment should be used as the entry assessment in the next placement. Youth who transfer to another Department of Juvenile Justice (DJJ) program after spending at least 45 school days in the program should be administered an exit assessment; in this case, the exit assessment results may be used as the entry assessment scores at the new program. Existing entry assessment scores for youth transferred within 45 school days may be used at the new program. **Unanticipated transfers should be documented to indicate that exit testing was not possible.**

Programs should use the standard score for management information system (MIS) reporting.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 3: Student Planning

Notes

Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has individual student planning activities that include:

- 3.1** Developing for all non-exceptional student education (ESE) students written individual academic plans (IAPs) that are age and grade appropriate based on entry assessments, past records, and post-placement goals for academic and career/technical areas; developing plans within 15 school days of entry into the facility that include specific, measurable, and individualized long-term goals and short-term instructional objectives, identified remedial strategies, and a schedule for determining progress for reading, writing, math, and career/technical areas
- 3.2 Reviewing students' IAPs during treatment team meetings or other formal meetings by an educational representative to determine progress toward achieving their goals and objectives and revising IAPs when needed
- 3.3** Developing measurable annual individual educational plan (IEP) goals and objectives that directly relate to special education students' identified academic, behavioral, and/or functional deficiencies and needs
- 3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students
- 3.5 Developing an age-appropriate educational exit transition plan (with input from an educational representative at students' final exit staffings) for each student that accurately identifies, at a minimum, desired diploma option, anticipated next educational placement, post-release educational plans, aftercare provider, job or career/technical training plans, and the parties responsible for implementing the plan (Plans are provided to relevant parties.)

Benchmark 3.2 and the requirement for short-term objectives, remedial strategies, and a schedule for determining progress on students' IAPs do not apply to programs serving students fewer than 40 calendar days.

QA Review Methods

- Review student educational files, Section 504 plans, progress monitoring plans, IAPs, IEPs, transition plans, treatment files, and other appropriate documentation
- Interview instructional, guidance, and transition personnel, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

Clarification

Rule 6A-6.05281 requires that all Department of Juvenile Justice (DJJ) commitment, day treatment, or early delinquency intervention programs develop individual academic plans (IAPs) within 15 school days of entry that are based on students' entry assessments and past educational history and address academics, literacy, and life skills. Additionally, the plan should include (1) specific and individualized long-term goals and short-term instructional objectives for academic and career areas; (2) remedial strategies and/or tutorial instruction; (3) evaluation procedures; and (4) a schedule for determining progress toward meeting the goals and instructional and career/technical objectives. Career/technical objectives may address career awareness and exploration, employability skills, and/or hands-on career/technical benchmarks. IAPs should document students' needs and identify strategies to assist them in reaching their potential. A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies.

Students who have a high school diploma or the equivalent are not required to have academic plans but must be provided curricular activities that address their individual needs. Career goals should be developed for students who have a high school diploma or the equivalent.

Results of additional entry assessments administered may be used for IAP development instead of Basic Achievement Skills Inventory (BASI) scores if those assessments are age-appropriate and administered according to the administrative guidelines.

Students should participate in the development and the revision of their IAPs. Long-term educational goals and short-term instructional objectives for non-ESE students may be included in students' individual performance contracts, treatment plans, IAPs, progress monitoring plans, or other appropriate documents. IAPs or individual educational plans (IEPs) for ESE students may substitute for progress monitoring plans if they address all of the required components.

IAPs, IEPs, and progress monitoring plans should document at least two objectives per goal. Instructional personnel should use IAPs, IEPs, or progress monitoring plans for instructional planning and for tracking students' progress. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. IEPs should address academic, behavioral, and/or functional goals and objectives as appropriate. Instructional personnel should have access to their students' IEPs.

The student and an educational representative should participate in treatment team meetings. Written documentation, including students' progress toward achieving their IAP goals, should be submitted to the treatment team members if an educational representative is unable to attend the meeting. Proper tracking and documentation of student progress may assist in offering performance-based education that allows students performing below grade level the opportunity to advance to their age-appropriate placement.

Student progress toward the completion of their IEP goals and objectives should be documented on IEP progress reports and provided to parents on the same schedule as reporting of progress for general education students.

The student, a parent/guardian, and an educational representative should participate in all transition meetings and exit plan development in person or via telephone or e-mail. Parties responsible for implementing the exit transition plan may include the student's parents/guardians, juvenile probation officers (JPOs), aftercare/conditional release counselor, zoned school personnel, and/or mentors. Unanticipated transfers should be documented to indicate that exit planning was not possible.

For more information and sample IAPs and exit plans, please refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.jjeep.org/docs.htm#taps>.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 4: Community Reintegration

Notes

Intent

The expected outcome of this indicator is that transition-planning activities are designed and implemented to facilitate students' transition from a Department of Juvenile Justice (DJJ) program to the community, which may include school, peer groups, employment, and family reintegration.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program has community reintegration activities that include:

- 4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities
- 4.2 Contacting the transition coordinator/specialist in students' receiving school districts prior to their release from the program and collaborating with other identified support personnel in treatment team and transition meetings to assist students with their community reintegration needs
- 4.3 Implementing documented school district strategies or transition protocols for students transitioning from a DJJ program that include the school district's transition coordinator being actively involved in students' school placement upon return to the district (not rated in the 2007-08 quality assurance [QA] cycle)

Benchmark 4.1 requirements are not applicable to programs who only serve students fewer than 40 calendar days.

QA Review Methods

- Review closed files for in-county students, treatment team/transition team notes, exit packets, school district transition/return to school policies, and enrollment of students who have recently returned to the school district
- Interview transition coordinator, guidance counselors, treatment/transition team members, other appropriate personnel, and students
- Observe students' exit staffings and treatment team meetings, when possible

Clarification

The student, parents/guardians, juvenile probation officer (JPO), aftercare/conditional release counselor, zoned school personnel, other stakeholders, and an educational representative should participate in treatment/transition team meetings. All stakeholders should be informed about a student's needs before the student returns to home, school, and/or the community. Program personnel should retain evidence of solicitation of family and community participation.

Educational personnel and treatment staff members who solicit parent, family, and community participation in transition activities should retain invitation letters and/or other appropriate documentation of communication.

When the next educational placement for a student has not been determined, the program should make every effort (including contacting the receiving school district's transition coordinator and the student's JPO) to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

School districts should have protocols and procedures in place that outline the reentry services provided to youth who are returning to their counties and identify persons responsible for facilitating these services. Transition services for in county students should include contacting the receiving schools and meeting with school representatives (if possible) to ensure students' successful transition.

Transition services should address postschool activities including postsecondary education, career/technical education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

For more information, refer to the *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* at <http://www.jjeep.org/docs.htm#taps>.

Access school districts' transition contact information at <http://www.jjeep.org/transition contacts>.

Each school district is responsible for sending transition contact information changes via e-mail to jjeep@jjeep.org.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Educational Standard Two: Service Delivery

The service delivery standard is composed of four indicators that address curriculum, reading, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

Indicator 5: Academic Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 6: Reading Curriculum and Instruction

The expected outcome of this indicator is that students who have reading deficiencies are identified and provided with direct reading instruction and services that address their strengths, weaknesses, and abilities in the five construct areas of reading.

Indicator 7: Employability and Career Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

Indicator 8: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 5: Academic Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program offers academic curriculum and instruction through:

- 5.1 Required diploma options that include but are not limited to standard, special, General Educational Development (GED), and GED Exit Option as appropriate
- 5.2 A substantial year-round curriculum designed to provide students with educational services based on (a) the *Florida Course Code Directory and Instructional Personnel Assignments*, (b) the course descriptions of the courses in which students are receiving instruction, and (c) the Florida Sunshine State Standards (FSSS)
- 5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs) and individual educational plans (IEPs) and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

The requirements pertaining to GED, social studies, and science curricula are not applicable to programs who only serve students fewer than 40 calendar days.

QA Review Methods

- Review students' educational files, work folders, course schedules, class schedules; curriculum documents and materials; lesson plans; and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, activities, and instruction

Clarification

Courses and activities should be age appropriate and based on student's individual needs and postplacement goals. Programs should prepare each student so that he or she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

The General Educational Development (GED) and the GED Exit Option diploma options should be offered to students who meet the criteria. GED testing preparation materials should be available to all students who choose these diploma options and may be integrated and/or modified to best meet students' needs.

A substantial curriculum will be used to meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities.

All curriculum must address students' multiple academic levels. Instructional personnel should use long-term goals and short-term instructional objectives in students' individual academic plans (IAPs) and individual educational plans (IEPs) to guide individualized instruction and to provide educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, team teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on activities.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 6: Reading Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students who have reading deficiencies are identified and provided with direct reading instruction and services that address their strengths, weaknesses, and abilities in the five construct areas of reading.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program provides reading instruction and services through:

- 6.1** Providing placement testing, explicit reading instruction with progress monitoring, support services, and research-based reading curricula as outlined in the school district comprehensive reading plan to address the reading goals and objectives identified on students' individual academic plans (IAPs), progress monitoring plans, or individual educational plans (IEPs)
- 6.2 Giving students opportunities for leisure reading and enrichment activities during the school day
- 6.3 Administering a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension to students who are not progressing in reading (based on progress monitoring data); modifying initial reading goals, objectives, and remedial strategies to address the specific areas of need identified by the diagnostic assessment(s), as outlined in the school district comprehensive reading plan

Benchmarks 6.1 and 6.3 are not applicable to programs who only serve students fewer than 40 calendar days.

QA Review Methods

- Review the school district comprehensive reading plan, student educational files, assessment tests, MIS records, IAPs, progress monitoring plans, and other appropriate documentation
- Interview personnel responsible for assessments, the reading teacher, other appropriate personnel, and students
- Observe educational settings, activities, and instruction
- Verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the student

Clarification

Students who do not have reading deficiencies should be provided opportunities for reading practice and enrichment activities in their regular English/language arts or reading curriculum. These services are evaluated under Indicator 5: Academic Curriculum and Instruction.

Reading goals and objectives are developed to address specific areas of need based on assessment data. These goals should include the intervention strategies, methods, and services to be used to meet students' reading goals.

Reading curricula should be age and grade appropriate, address the five areas of reading, have evidence that it is effective with at-risk populations, and follow the school district comprehensive reading plan. All reading plans must outline how the school district is planning to monitor the reading program. Explicit reading instruction must be provided via a variety of strategies to address the five construct areas.

All students should have frequent access to an abundant supply of leisure reading materials aligned with school district policy.

A reading diagnostic assessment that addresses the five construct areas should be available to assess students who have reading deficiencies and have shown little improvement in reading skill development after reading intervention strategies have been implemented. (Diagnostic assessment of phonemic awareness deficiencies is not necessary for students who score at or above grade level on the phonics portion of the reading diagnostic assessment.)

For more information on reading diagnostic assessment, please refer to *Diagnostic Instruments Appropriate for Primary and Secondary Levels* at <http://www.firn.edu/doe/bin00014/progress/diagnostic.pdf>.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 7: Employability and Career Curriculum and Instruction

Notes

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and/or obtain employment.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

Type 1 programs provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:

- 7.1 Address employability, social, and life skills through courses or curricula that are based on state and school board standards, provide instruction in courses that follow course descriptions, are offered for credit, or are integrated into other courses already offered for credit
- 7.2 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings
- 7.3 Address employability, social, and life skills instruction and career exploration, or the hands-on technical training needs of every student who has received a high school diploma or its equivalent

Type 2 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:

- 7.4 Provide all students with a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes
- 7.5 Offer instruction and courses for credit and follow course descriptions or career education course requirements

Type 3 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:

- 7.6 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation
- 7.7 Offer instruction and courses for credit and follow course descriptions or career education course requirements

QA Review Methods

- Review students' educational files, work folders, and course schedules; class schedules; curriculum documents and materials; lesson plans, and other appropriate documentation
- Interview instructional personnel, educational administrators, other appropriate personnel, and students
- Observe educational settings, classroom activities, and instruction

Clarification

This indicator addresses the requirements outlined in the Department of Education (DOE) and the Department of Juvenile Justice (DJJ) *Interagency Plan for Career and Technical Education*.

Type I programs--Career curriculum and activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Activities such as employability and social skills instruction appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; character education; health, life skills, and self-determination skills; and fine or performing arts should be offered to assist students in attaining the skills necessary to make a successful transition back into community, school, and/or work settings.

Courses and activities should be age appropriate. Courses in employability, social skills, and life skills include but are not limited to:

- Employability skills for youth
- Personal, career, and school development
- Peer counseling
- Life management skills
- Physical education, health, and fine arts

Type 2 programs--Career curriculum includes **Type 1 program course content** in addition to the areas described in these benchmarks. Exploring and gaining knowledge of a wide variety of occupational options and the level of effort required to achieve them are essential. Prerequisite skill training refers to students understanding the particular skills needed to be successful in specific careers.

Type 3 programs--Career curriculum includes **Type 1 program course content** in addition to the areas described in these benchmarks, but does not include Type 2 requirements. Students in Type 3 career education programs should have access to direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate. Type 3 career education programs should have evidence of career and technical curriculum that offer hands-on courses and training in which students may earn certificates of completion.

All students in Type 3 programs should have appropriate access to hands-on career and technical programs. (Appropriateness is determined by behavior and age.)

Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills activities and career/technical programs.

Online courses can be found at Floridaworks.org. Students may also be able to participate in community college courses via an articulation agreement.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 8: ESE and Related Services

Notes

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program provides educational support services to all students as needed, including:

8.1 Documenting the initiation of the exceptional student education (ESE) process

8.2 Completing the ESE process:

- Reviewing current individual educational plans (IEPs) and determining whether the IEP is appropriate
- Convening an IEP meeting as soon as possible when the IEP services are not appropriate to meet the students' goals and objectives as written
- Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs to parents when they do not attend the meetings
- Completing transition statements/transition plans in IEPs that address career plans for special education students who are 14 years or older
- Providing an educational representative acting as the local educational agency (LEA) representative who is knowledgeable of the educational resources within the local school district; ensuring that the LEA meets the requirements under *Section 300.344 of Title 34 of the Code of Federal Regulations and Rule 6A-6.03028, FAC*, for an LEA representative and is an employee of the school district or has documented authorization by the school district to act as the LEA representative

8.3 Implementing ESE and related services that are outlined in students' IEPs

8.4 Providing English for speakers of other languages (ESOL), Section 504, gifted, educational psychological services, and mental and physical health services as outlined in the students' plans (i.e., 504, educational plans (EPs), and limited English proficiency (LEP) plans)

QA Review Methods

- Review IEPs, EPs, Section 504 plans, LEP plans, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- Interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in exceptional student education (ESE) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Initiation of the ESE process may include continuing ESE services for in-county students, developing appropriate student course schedules based on current and appropriate individual educational plans (IEPs), enrolling students, recording class attendance, notifying appropriate personnel of students who require ESE services, and notifying parents regarding IEP review meetings.

The program must document solicitation of parent involvement in the IEP development process. Students' parents should be provided reasonable notice (10–14 days) to attend IEP meetings. Students, a general education teacher, an ESE teacher, an evaluation interpreter (who may serve in other roles well), and a local educational agency (LEA) representative should be present at all IEP meetings. The LEA representative cannot be excused from any IEP meeting. Because parents must receive a copy of their student's IEP, programs should document with dates when IEPs are mailed to parents who do not attend the staffings.

According to *Rule 6A-6.03028, FAC*, development of IEPs for students with disabilities must include planning for transition services on or before their 14th birthday; the IEP should include a statement of transition service needs. By age 16 (or earlier as appropriate), an IEP should be developed for students that includes a transition plan that addresses their transition needs in the areas of instruction, community experiences, employment, and postschool adult living.

Persons invited to transition IEP meetings must include the students, parents, appropriate school personnel, and representatives of any agencies that may be responsible for providing or paying for agency services. Transition planning before age 14 may be necessary for some students, particularly those at risk of dropping out of school or who have significant disabilities or complex needs. The transition statement and/or plan written in students' IEPs cannot be used in place of exit transition plans.

According to *Rule 6A-6.03028, FAC*, and *Section 300.344 of Title 34 of the Code of Federal Regulations*, an LEA representative is a "representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district."

At the discretion of the school district, the student's ESE teacher may also serve as the LEA representative if he/she meets these requirements: LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or has written approval from the school district ESE director to serve as the LEA representative.

Students participating in English for speakers of other languages (ESOL), Section 504, gifted, and/or related services should be provided all corresponding services according to students' plans, including mental and physical health services. Students' support and educational services should be integrated. Related services, accommodations, and modifications for appropriate students should be documented. ESOL students should have current limited English proficiency (LEP) plans to address their language needs as appropriate. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs. Consultative logs should document specifically how the student is progressing and what strategies will be used to assist the student.

The decision to discontinue services must be addressed during an IEP team meeting and be based upon current, documented information regarding the student's progress and the continued need for special education and/or related services. The parent must be provided prior written notice of a proposed change in services before services cease, and the IEP team must revise the student's IEP, as appropriate.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Educational Standard Three: Educational Resources

The educational resources standard is composed of four indicators that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and the environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 9: Collaboration

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure that high quality educational services are provided to at-risk students.

Indicator 10: Educational Personnel Qualifications

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

Indicator 11: Professional Development and Teacher Retention

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

Indicator 12: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Indicator 9: Collaboration

Notes

Intent

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high-quality educational services are provided to at-risk students.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program facilitates collaboration to provide:

- 9.1** A minimum of 300 minutes of daily instruction or its weekly equivalent
- 9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities
- 9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior

Benchmark 9.3 requirements are not applicable to programs who only serve students fewer than 40 calendar days.

Student participation in off-site community activities is not required for high-risk and maximum-risk programs.

QA Review Methods

- Review the annual school calendar, bell schedule, faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, behavior management plan, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- Observe educational settings and faculty meetings, when possible

Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily instruction (or the weekly equivalent). Time for student movement is not included in the 300 minutes and should be reflected on the schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the required instructional minutes. Educational administrators should document steps taken to address issues when facility staff are not transitioning students according to the bell schedule.

Programs must have and follow a plan to provide continued access to instruction for students who are removed from class for an extensive amount of time due to behavior problems. Exceptional student education (ESE) students who are removed from class must be able to participate in the general educational curriculum and work toward meeting their individual educational plan (IEP) goals and objectives.

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, the Department of Juvenile Justice [DJJ], providers, and educational and program staff) should be ongoing to facilitate smooth operation of the educational program.

Community involvement activities should be integrated into the educational program's curriculum and can be aligned with school-to-work initiatives. Parent involvement should be evident; parents should be involved in successful transition of their student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Community involvement activities should be documented with dates and should be from a variety of sources such as tutors, mentors, clerical and/or classroom volunteers, career days, guest speakers, and business partners to enhance the educational program and student involvement in the community. Student volunteerism within the program and mentoring/role modeling experiences are also examples of community involvement.

Classroom management should be incorporated into the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented collaboratively by educational personnel and facility staff during instructional delivery activities.

Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 10: Educational Personnel Qualifications

Notes

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

All instructional personnel:

- 10.1** In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification
- 10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill

QA Review Methods

- Review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

Instructional personnel are persons who are delivering instruction in the classroom; a *teacher of record* should be the full-time classroom teacher who delivers the instruction. Schools should hire and assign teachers in core academic areas according to their areas of certification. The *No Child Left Behind Act* (NCLB) establishes specific requirements for “highly qualified teachers” (HQT) in the core academic areas (English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography).

A statement of eligibility and/or an application that confirms the applicant is *not eligible* for certification will not fulfill the requirements of this indicator.

All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet HQT requirements within the timelines prescribed in NCLB. The program should retain documentation that parents have been notified by letter if their child’s teacher teaches out-of-field for more than four weeks.

According to the HQT requirements, exceptional student education (ESE) teachers cannot serve in dual roles (as both the ESE teacher and the general education teacher) during the same class period. Students working toward a special diploma should be served in either a co-teaching model, an ESE support facilitation model, or in a separate class.

Reading teachers must have reading certification or reading endorsement.

Teachers who pass the middle grades integrated curriculum exam may become certified to teach over 100 core courses (*excluding* reading).

Any teacher hired after the beginning of the 2006-2007 school year will not be able to use the high objective uniform state standard of evaluation (HOUSSE) option to meet HQT requirements. However, teachers who completed all HOUSSE requirements prior to the end of the 2006-2007 school year maintain their highly qualified status.

Programs and school districts should provide evidence that they are actively seeking qualified teachers when teacher positions are vacant or long-term substitutes are being used. Substitute teachers must comply with the requirements in 10.1 for core academic subject areas if they fill a teacher vacancy at a program for four consecutive weeks or longer. Substitute teachers must be approved by the school district.

Postsecondary instructors of dual enrollment students are not required to have K-12 teaching certifications.

The use and approval of noncertified personnel to teach noncore academic subjects must be documented and based on local school board policy.

Both the program provider and the school district should have input into hiring all instructional personnel through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet the requirements of this indicator.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Indicator 11: Professional Development and Teacher Retention

Notes

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

All instructional personnel:

- 11.1 Have and use written professional development plans that incorporate school improvement plan (SIP) initiatives and participate in a beginning teacher program, when appropriate to foster professional growth
- 11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education (ESE) and English for speakers of other languages (ESOL) programs.)

The educational administration:

- 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel

QA Review Methods

- Review educational personnel files, training records, professional development plans, SIPs, and other appropriate documentation
- Interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

A++ legislation requires that professional development plans be established by district school boards and incorporate school improvement plans.

Professional development plans are developed by the school district to lead teachers toward professional growth or development. Instructional personnel should have input into creating their individual plans to address their strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool based on the school district's policy for human resource development.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. Although routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the content of courses that instructional personnel are assigned to teach.

All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on an annual basis. Professional development should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in their certification areas, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 12: Learning Environment and Resources

Notes

Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The program's educational environment and resources include:

- 12.1 An adequate number of instructional personnel and educational support personnel
- 12.2 Instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials available to students (including fiction and nonfiction materials that address the characteristics and interests of adolescent readers)
- 12.3 Educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 12.4 An environment that is conducive to learning
- 12.5 Access to the Florida Virtual School for instructional purposes when appropriate
- 12.6 Access to resources such as grant development, scholarship programs, and business and/or community partnerships

The reading material requirements are not applicable to programs who only serve students fewer than 40 calendar days.

QA Review Methods

- Review the cooperative agreement and/or contract, available media resources and technology, student-to-teacher ratio, curricula and instruction materials, Internet policy, and other appropriate documentation
- Interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- Observe educational settings
- Discuss findings with the Department of Juvenile Justice (DJJ) quality assurance reviewer when possible

Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, exceptional student education (ESE) personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The student-to-teacher ratio should take into account the nature of the instructional activity, the diversity of the academic levels of students in the classroom, access to technology for instructional purposes, the need to individualize instruction, and the use of classroom paraprofessionals.

Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. Leisure reading materials available should be aligned with school district policy.

Components that impact whether the environment is conducive to learning include but are not limited to facilities, school climate, organization and behavior management, and appropriate materials, supplies, and technology.

All students should have access to computer technology in order to progress toward achieving career and/or educational goals, including access to the Florida Virtual School as appropriate. Additionally, programs should have a policy regarding students' Internet use.

School districts and programs should collaborate to secure additional resources such as workforce development grants, on-the-job training opportunities for students, and facility, business, and community partnerships.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

Educational Standard Four: Contract Management

The contract management standard consists of a single indicator that addresses the role and responsibility of school districts who serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 13: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that the school district monitors and assists programs in providing high-quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Indicator 13: School District Monitoring, Accountability, and Evaluation

Notes

Intent

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

Process Guidelines--The following benchmarks represent the major elements of the indicator used to gather evidence to determine whether the indicator's intent is being met.

The school district ensures that:

- 13.1 The program submits all self-report information to Juvenile Justice Educational Enhancement Program (JJEPP) offices in a timely manner
- 13.2** The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)
- 13.3 Accurate attendance records document daily student attendance and are maintained in the MIS
- 13.4 The program participates in the Adequate Yearly Progress (AYP) process and that the data accurately reflect the program's statewide assessment (Florida Comprehensive Assessment Test [FCAT] or alternate assessment for students with disabilities or limited English proficiency) participation rate. (The program must have at least a 95% participation rate according to state AYP calculation.)
- 13.5 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms of the contract and/or the cooperative agreement are being followed
- 13.6** The contract manager or designee documents provision of appropriate oversight and assistance to the educational program
- 13.7 The contract manager or designee monitors and documents quarterly the expenditures of all state and federal educational funds provided through the school district
- 13.8 The contract manager or designee conducts and documents annual evaluations of the program's educational component

Benchmark 13.8 is not applicable to charter school programs. The remainder of the indicators will be rated based on the program's charter.

QA Review Methods

- Review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation
- Interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- Review state assessment participation results based on state AYP calculations

Clarification

Each program should have an individual school number that is not shared with another school, including other Department of Juvenile Justice (DJJ) schools. Only enrolled students should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All students' information contained in Survey One through Survey Five should be reported under the same school number. Students who graduate while in a program should be withdrawn using the appropriate diploma withdrawal code.

To ensure that outcomes associated with a program's performance are valid, quality assurance (QA) reviewers verify that information is accurately reported for all students through the management information system (MIS). Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district determine how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership are reported to Department of Education (DOE) and may affect the program's QA score.

The contract manager should oversee administration of the statewide (Florida Comprehensive Assessment Test [FCAT] or alternate) assessment to ensure that all eligible students participate. **Because school districts are responsible for submitting accurate data to the DOE, they should assist programs in correcting the 2006-2007 enrollment and testing data reported to the DOE.** Participation of at least 95% for reading and math is critical, not only to the current QA review, but also (potentially) to the following year's QA review.

Section 1003.52 (13), Florida Statutes (F.S.) requires each school district to negotiate a cooperative agreement with the DJJ regarding the delivery of educational programs to students under the jurisdiction of DJJ. *Section 1003.52(11), F.S.*, also authorizes school districts to contract with private providers for the provision of DJJ educational programs. Contracts and cooperative agreements must be completed prior to the October FTE week. School districts must submit cooperative agreements between the district and the DJJ and education service contracts with private providers to the DOE.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or dropout prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

School district contract managers and/or their designees are expected to oversee and assist the educational program to ensure that appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. School districts should ensure that issues documented in QA reports are addressed in a timely manner.

School district contract managers are responsible for notifying the Juvenile Justice Educational Enhancement Program (JJEPP) within 30 days of notification that a new DJJ program will be placed in their school districts. Additionally, contract managers are responsible for notifying JJEPP at least 30 days prior to a change in a DJJ program's educational provider.

Frequency of site visits depends on program needs. Other documented contacts may include telephone calls, e-mails, district meetings, and faxes.

If school districts contract with private providers for the educational services, an accounting of the expenditures identified in *SBR 6A-6.05281 (FAC)* shall be required by the local school board. Annual program evaluations may include analysis of entry and exit scores and progress toward implementing the school district's reading plan, mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



FLORIDA DEPARTMENT OF EDUCATION

Jeanine Blomberg, Commissioner

10209