

APPENDIX I

**Educational
Quality
Assurance
Standards for**

**Alternative Education
Schools
2004**

***Educational
Quality Assurance
Standards for
Alternative Education
Schools
2004***

Table of Contents

Preface	vii
What are Alternative School Disciplinary Schools?	vii
Introduction	1
Educational Standard One: Transition	
E1.01 Entry Transition: Placement Process and Enrollment.....	
E1.02 Entry Transition: Assessment.....	
E1.03 On-Site Transition: Student Planning	
E1.04 On-Site Transition: Student Progress.....	
E1.05 Guidance Services	
E1.06 Exit Transition	
Educational Standard Two: Service Delivery	
E2.01 Curriculum: Academic	
E2.02 Literacy and Reading.....	
E2.03 Instructional Delivery.....	
E2.04 Support Services.....	
E2.05 Attendance.....	
Educational Standard Three: School Behavioral Supports	
E3.01 Curriculum: Social Skills Building.....	
E3.02 Physical and Psychological Safety.....	
E3.03 School Structure and Behavior Expectations.....	
E3.04 Meaningful Emotional and Psychological Relationships with Students, Peers and Adults.....	
E3.05 Family, School, and Community Linkages.....	
Educational Standard Four: Administration	
E4.01 Communication	
E4.02 Instructional Personnel Qualifications	
E4.03 Professional Development	
E4.04 School Improvement	
E4.05 Funding and Support.....	

Preface

The goal of this project is to create a methodology for evaluating alternative education schools and programs that can be implemented across the state of Florida. The cornerstone of this methodology is the Quality Assurance (QA) Process that is currently in place in Volusia County. This process was adapted for alternative education schools and is a modified version of the QA process that is used by the Juvenile Justice Educational Enhancement Program (JJEPP) to evaluate educational programs in Florida's juvenile justice facilities.

What are Alternative Education Schools/Programs?

The term alternative education broadly refers to public schools which have been set up by individual school districts within the state of Florida to serve populations of students who are not succeeding in the traditional public school environment. Alternative schools offer students who are failing academically or may have learning disabilities or behavioral problems an opportunity to achieve in a different setting.

Mission Statement

The mission is that each student who is assigned to an Alternative Education School receives high quality and comprehensive educational services that increase that student's potential for future success. This project's three main functions are to:

- conduct annual QA reviews of Alternative Education Schools in the state of Florida.
- conduct research that identifies most promising educational practices.
- provide annual recommendations to DOE, aimed ultimately at ensuring the successful transition of students back into the community, school, and/or work settings.

Vision Statement

The vision is for each Alternative Education School in the state of Florida to be of such high quality that all young people who make the transition back to their home/zoned school will be prepared to return as successful and well-educated citizens.

Introduction

The purpose of these standards is school evaluation and accountability for educational services provided by an alternative school. The quality assurance review process represents an important method for assisting school districts in achieving and maintaining high-quality alternative education schools, thereby ensuring that students enrolled in alternative schools receive quality and comprehensive educational services that increase that student's potential for future success.

History of the Educational Quality Assurance Standards

In 1995, Florida DOE staff developed the first set of QA standards to encourage continuous improvement in juvenile justice educational programs. One set of standards for all types of programs was drawn from special education performance standards and statutory authority. The standards focused upon administration and evaluated 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 JJEPP. During that year, JJEPP 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, JJEPP, 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 a State Board Administrative Rule for Juvenile Justice Education Services. In 2001, President Bush signed the No Child Left Behind Act (NCLB), the reauthorization of the Elementary and Secondary Education Act of 1965. This legislation is having far-reaching impact upon school performance and accountability throughout the country.

In 2002, JJEPP created standards for Alternative Education schools for a pilot project to be implemented in Volusia County, Florida. A literature review was again performed to ascertain the most promising and best practices for at-risk youth enrolled in alternative education schools. The initial standards reflected the findings of this initial review, but the standards have continued to be revised each year based on ongoing best practice evaluation research and new legislative requirements.

Reference Points for the Educational Quality Assurance Standards

As noted previously, the QA standards are based on state and federal requirements. When evaluating programs, reviewers draw upon this legislation and DOE references. While schools are required to follow all state statutes and rules, the following are most directly related to alternative education schools.

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 curriculum, and a safe learning environment. NCLB ensures that all students have a fair and equal opportunity to reach proficiency in state academic achievement standards and state academic assessments.

Individuals with Disabilities Education Act (IDEA) (Section 1407, 20 U.S.C. [1997]). IDEA promotes the concept that every child is entitled to a free and appropriate public education, and mandates that eligible children with disabilities have available to them exceptional student education (ESE) and related services designed to address their unique educational needs and prepare them for employment and independent living.

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

Florida Course Code Directory and Instructional Personnel Assignments. State Board of Education Rule 6A-1.09441, FAC, requires that programs and courses that are funded through the Florida Education Finance Program and courses or programs 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 non-disabled students. A student is eligible for Section 504 services as long as he or she meets the definition of qualified disabled person; i.e., he or she has or has had a physical or mental impairment that substantially limits a major life activity or is regarded as disabled by others. The student is not required to need special education in order to receive Section 504 services.

METHODOLOGY

QA Review Protocol

JJEEP's methodology for reviewing Alternative Education Schools/Programs consists of interviews, observations, document reviews, and self-report information. The following section describes the QA methods. The following is a modified version of the QA methods that was published in the JJEEP's 2003 Annual Report (citation).

QA Review Methods

The QA review process uses multiple data sources to evaluate the quality of each school. Information about educational performance is gathered by QA reviewers through reviews of policies, documents, student files, and teacher files; interviews with school administrators, support personnel, teachers, and students; and observations of educational activities and services. Indicator ratings are based on substantiated information using multiple sources to verify program practices. Educational QA review ratings are determined using a uniform protocol, methodology, and rating scale for each alternative education school.

In conducting reviews, JJEEP personnel rely upon the preponderance of available evidence to determine scores for all indicators. Ultimately, reviewers must consider all information and decide whether the weight of the evidence demonstrates that the intent of the indicator is being met. The preponderance of evidence determinations are based on the multiple data sources that JJEEP staff review during the QA process. Moreover, there are occasions when reviewers will document that a particular process guideline is not being met, but the overall intent of the indicator is being achieved. In such instances, the reviewer will determine the numerical QA score in relation to all the indicator's performance evidence, not just in relation to a single guideline that is not being met.

Each school will be reviewed annually, preferably within the fall semester. QA reports, with both QA scores and reviewers' recommendations, will be written within two weeks of the review being performed. These reports will be forwarded to the school and the school district offices.

Self-Report Survey

A self-report survey will be mailed to the school approximately one academic semester after the QA review is performed. The survey will request that the school provide information in regards to the recommendations that were provided during the previous QA review. The feedback will allow the researcher to ascertain whether the school is implementing the policy changes that are suggested, which is a measure of the school's compliance with the QA process. Additionally, the self-report survey will be used to track the policy and procedure changes within the school that have occurred due to QA reviews. The information contained in the completed survey will be validated and augmented, if necessary, by the reviewer(s) during the next QA review that will occur during the following academic year.

QA Rating Guidelines

External factors often impact educational quality and, therefore, may be identified within the QA report. The educational QA process is concerned with determining the level of educational services provided to students, however, and external control factors will not influence ratings.

For each school, an average score of all applicable indicators under each of the four QA standards will be calculated. This is called the *mean QA review score for a QA standard* or the *standard mean*. Additionally, for each school, an overall average score for the four QA standards will be calculated. This is called the *overall mean*.

Six categories of overall performance will be used to identify and divide schools based on the overall mean of their QA review scores. There are two types of indicators: performance and compliance. For performance indicators, schools can receive ratings of superior (rating of 7, 8, or 9), satisfactory (rating of 4, 5, or 6), partial (rating of 1, 2, or 3), or nonperformance (rating of 0). For compliance indicators, schools may receive ratings of full compliance (rating of 6), substantial compliance (rating of 4), or noncompliance (rating of 0).

Superior Performance – Rating of 7, 8, or 9

The expected outcome of the indicator is clearly being met; there are very few, if any exceptions to the specific requirements of the indicator being met, and the program has exceeded the overall requirements of the indicator through an innovative approach, extended services, or an apparently evident 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, and all of the requirements of the indicator are being met, or there are only minor exceptions or inconsistencies in the specific requirements for the indicator.

Partial Performance – Rating of 1, 2, or 3

The expected outcome of the indicator is not being met, and/or there are frequent exceptions and inconsistencies in the specific requirements for the indicator.

Nonperformance – Rating of 0

The expected outcome of the indicator is clearly not being met, and the specific requirements of the indicator are not being significantly addressed.

Full Compliance = 6

The expected outcome of the indicator is clearly being met, and all of the requirements of the indicator have been met, or there are very few if any exceptions or inconsistencies in the specific requirements for the indicator.

Substantial Compliance = 4

The expected outcome of the indicator is clearly being met, but there are minor patterns of exceptions or inconsistencies in the specific requirements for the indicator.

Noncompliance = 0

The expected outcome of the indicator is clearly not being met, and/or there are frequent exceptions and inconsistencies in the specific requirements for the indicator.

The Department of Education (DOE) has identified certain key indicators as priority indicators in the Alternative School Educational Standards. Six priority indicators have been recognized. They are designated in the standards by the word “PRIORITY” immediately after the number and title of the indicator. These indicators represent critical areas that require immediate attention if the school is operating below expected standards. A school must, therefore, achieve at least a rating of “satisfactory” (a minimum score of “4”) on each priority performance indicator and a rating of “substantial compliance” (a score of “4”) on each priority compliance indicator.

The six priority indicators

- E1.03 On-Site Transition: Student Planning
- E1.06 Exit Transition
- E2.01 Curriculum: Academic
- E2.04 Support Services
- E4.02 Instructional Personnel Qualifications
- E4.06 Funding and Support

Two compliance indicators have been identified in the educational quality assurance standards for 2004. Compliance indicators are assigned a rating of either “6” (“full compliance”), “4” (“substantial compliance”), or “0” (“noncompliance”).

- E1.01 Placement Process and Enrollment
- E2.04 Support Services

Standard One: Transition

The transition standard is comprised of six key 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 a successful reentry into their zone school and/or work settings.

E1.01 Entry Transition: Placement Process and Enrollment

Performance Indicator

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent (GED).

E1.02 Entry Transition: Assessment

Performance Indicator

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and behavioral/social strengths and weaknesses in order to individually address the needs of the students.

E1.03 On-Site Transition: Student Planning

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that schools develop Individual Academic Plans (IAPs) for non-ESE students and individual educational plans (IEPs) including a modified Reading AIP for targeted students or for students in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress

Performance Indicator

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to the students' changing needs and interests as they progress during their lengths of stay.

E1.05 Guidance Services

Performance Indicator

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the school assists students with reentry into their zone school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next educational placements.

E1.01 Entry Transition: Placement Process and Enrollment

Performance Indicator

Intent

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

Process Guidelines

The school has an individual school number and entry transition activities that include

- when the most current records are not present, making requests for student educational records, transcripts, withdrawal forms, and ESE records, including records requests for out-of-county students or students returning to the county
- enrollment in the school district MIS based on a review of past records including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current course schedules in student files
- an orientation and staffing for all students that includes a review of the student's school history to identify attendance, academic, or behavioral issues; and a review of current school expectations for attendance, academic performance, and behavior

Interpretive Guidelines

If there are minor exceptions, but the expected outcome of this indicator is clearly being met, the indicator may be rated as “substantial compliance.”

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the placement specialist, ESE staffing specialist, registrar, data entry clerk, other appropriate personnel, and students

Clarification

Students should be enrolled in the MIS upon entry into the school. Record requests for out-of-county students or students who are returning to the county should be documented. Parents and students should be present at the school’s orientation process and/or entry staffing. The purpose of the orientation meeting is to review past school performance with parents and students and to clarify the alternative schools expectations regarding attendance, behavior, and academic performance. Parents and students should receive copies of relevant school policies.

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E1.02 Entry Transition: Assessment

Performance Indicator

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and behavioral/social strengths and weaknesses in order to individually address the needs of the students.

Process Guidelines

The school has entry transition activities that include

- academic assessments for reading, language arts, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel; administered within five (5) days of the student's entry into the school
- social/life skills assessments within five (5) days of the student's entry into the school
- comprehensive behavioral assessments administered by sending school prior to entry

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students

Clarification

Assessment measures shall be appropriate for the student's age, grade, and language proficiency and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the school's curriculum and all assessments, including academic, behavioral, intelligence, and personality, should be administered according to the publisher's administrative manual and be an adequately licensed professional. Assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels (this cannot be done with intelligence or IQ tests- there is a refractory period). Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. Behavioral and social skills assessments should be used to determine students' behavioral deficiencies and social skills aptitudes. These assessments should clarify student needs and aid in ascertaining student goals and guide students and faculty in facilitating appropriate adaptive behavior. A behavioral assessment utilizes comprehensive methods from a variety of sources. For example, interviews should be conducted with the student, the student's parents/guardians, peers, and teachers. This information should be compared and combined with information that has been collected from the student's cumulative folder in regards to past behavioral history, student's familial background, intelligence testing, neurological testing, and personality assessments.

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

E1.03 On-Site Transition: Student Planning

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that schools develop IAPs for non-ESE students and IEPs for students in ESE programs so that all students receive individualized instruction and services.

Process Guidelines

The school has on-site transition activities that include

- developing written IAPs for non-ESE students based upon each student's entry assessments and past records within 15 days of student entry into the school (excluding weekends and holidays). IAPs are required for all students and should be specific to all areas in need of remediation.
- developing IAPs that include specific and individualized long-term goals and short-term instructional objectives for academics (reading, language arts, and mathematics), and social/behavioral skills; identify remedial strategies and a schedule for determining progress toward achieving the goals and objectives of the IAPs
- documenting the provision of ESE services within 11 days of student entry into the school; including participating prior to change of placement in IEP review and determination for change of placement to ascertain if the alternative school is an appropriate setting and modifying the IEP if needed; IEP goals and objectives should be specific, individualized, measurable and observable in order to meet students' academic, social and/or emotional needs

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, and other appropriate documentation
- interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

IAPs should document student needs and identify strategies that assist students in meeting their potential. Long-term educational goals and short-term instructional objectives are only required for identified deficiencies in reading, language arts, math, behavior and/or social skills. Instructional personnel should use IAPs for instructional planning purposes and for tracking students' progress. A schedule for determining student progress should be based on an accurate assessment, resources, and strategies. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services required by federal and state laws. School personnel should participate in all change of placement determination meetings prior to student entry and ensure the change of placement is the most appropriate setting for the student. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The school must document soliciting parent involvement in the IEP development or change of placement process. Parents should receive a copy of all rights afforded to ESE students. Behavioral/social goals should be individualized and address the needs and deficiencies of each student. These goals should be ascertained from the behavioral assessment completed by the sending school. Students should be given incentives to reach their behavioral goals through positive reinforcement, such as a token economy system that utilizes rewards, school sponsored social activities, community sponsored prizes, or community sponsored events.

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

E1.04 On-Site Transition: Student Progress

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their length of stay.

Process Guidelines

The school documents that students have attained sufficient academic gains through

- the review of students' academic and behavioral/social skills progress toward achieving the content of their IEPs and IAPs and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative who dates and signs the document
- the use of a student evaluation system with regular and monthly progress reports as determined by achievement of goals in IAPs and IEPs via instructional personnel observations, continuing assessment, performance-based curriculum documentation, and/or student work folders

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, IEPs, grade books, continuing assessments, student study team notes, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe student study teams (when possible) and educational settings

Clarification

The student and an educational representative should regularly review progress made toward achieving the goals and objectives written on IAPs and IEPs. Goals and objectives should be revised to reflect student progress and/or adjusted to address the varying strengths and weaknesses of the student. Students should have input during the meetings. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. Progress reports should address both academic and behavioral areas.

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

E1.05 Guidance Services

Performance Indicator

Intent

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

Process Guidelines

Documented guidance services are provided regularly to all students by guidance counselors and/or staff members who are knowledgeable of and responsible for

- advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress, including grade level, credits earned, and credits required for graduation
- recommending and assisting with placement options for return to school and/or work
- recommending and offering information about services that are available from community agencies (physical health, mental health, and social services)
- working with community services to offer every part of available guidance to the student

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, exit plans, and other appropriate documentation
- interview personnel responsible for guidance services and students

Clarification

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with academic transition, and social skills activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements and diploma options, and post secondary opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments, (2003-2004)*, the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options, and post-secondary educational options. Students will be expected to have knowledge of their credits, grade level, and diploma option to verify that individuals delivering guidance services are communicating this information to students.

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

E1.06 Exit Transition

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the school assists students with reentry into zoned school or work alternative school options, and transmits educational portfolios to appropriate personnel in the student's home community.

Process Guidelines

The school has exit transition activities that include

- documenting that exit staffings or transition meetings occur with parental, student, and receiving school participation that assist students with successful transition to their next educational placement
- developing an age-appropriate exit plan for each student that identifies, at a minimum, desired diploma option, continuing education needs and goals, next educational placement, and continuing behavioral/social goals with complimentary community physical and mental health and social services; the transition plan must identify persons who will support the student at the receiving school and assist the student with meeting their transitional goals, and the exit plan is provided to the student, parent/guardian, and all support personnel
- documenting transmittal of the educational exit portfolio, which includes the following items to the student's next educational placement prior to or at the time of exit
 - cumulative folder
 - alternative education records
 - Computer Assisted Instruction portfolio
 - exit transition plan

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review current educational files of students preparing for exit, closed educational files, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, student study team members, other appropriate personnel, and students
- observe student exit staffings, when possible

Clarification

The school should retain evidence that all required information is being transmitted to the next educational placement. Transition meetings or exit staffings should occur at a time agreed upon by alternative and zone school personnel. Change of placement for ESE students should occur during the transition meeting. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. The school must identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement when appropriate. Support personnel in the student's zoned school may include counselors, teachers, coaches, or other appropriate personnel who are willing to assist the student with a successful transition into their course work and other school activities. In order to assist with a smooth transition, students should remain at the alternative education school until the end of the nine-week grade period and/or semester. The transition plan should also address community support services that are available to the student and how they can be reached and acquired.

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

Standard Two: Educational Service Delivery

The service delivery standard is comprised of five key indicators that address curriculum, instructional delivery, attendance, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into school and/or work settings.

E2.01 Curriculum: Academic

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward a high school diploma or its equivalent.

E2.02 Literacy and Reading

Performance Indicator

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

E2.03 Instructional Delivery

Performance Indicator

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.04 Support Services

Compliance Indicator (PRIORITY)

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

E2.05 Attendance

Performance Indicator

The expected outcome of this indicator is that students maintain regular school attendance, which ensures they receive ongoing and consistent educational services.

E2.01 Curriculum: Academic

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward a high school diploma or its equivalent.

Process Guidelines

Academic curricular activities are demonstrated in educational settings and are designed to provide students with educational services that are based on their assessed educational needs and prior educational records and include

- elementary, middle, and secondary educational programs that address, English, math, social studies, and science curriculum as needed to address individual student's needs including
 - lesson plans, materials, and activities that are flexible and reflect cultural diversity and the individual needs of the students
 - instruction in reading, writing, and mathematics
 - modifications and accommodations as appropriate to meet the needs of all students
 - social studies and science instruction as needed for high school graduation or its equivalent
- provide a substantial curriculum that consists of curricular offerings that provide credit and are based on the school district's pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments (2003-2004)*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- provide a minimum of 300 minutes per day (or its weekly equivalent) of instruction
- The school's academic curriculum should be aligned with the school's philosophy, mission and goals
- The school's academic curriculum should integrate current literature and research findings
- noncompetitive that measures improvement; students should not be compared to other students

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, computer assisted instruction software, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

Students should be placed in appropriate courses that assist them in attaining a high school diploma. Courses and activities should be appropriate to the students' ability levels. A substantial curriculum will meet state course description requirements and will not consist of supplemental material only. Courses may be integrated and/or modified to best suit the needs and interests of the students. The curriculum may be offered through a variety of scheduling options, such as block scheduling or offering courses at times of the day that are most appropriate for the school's planned activities. Schools must provide course credits and pupil progression leading toward high school graduation throughout the school year. Schools may use traditional scheduling, block scheduling, or performance-based education to provide the most effective schooling. There should be a pervasive theme throughout the curriculum that reflects the school's philosophy, mission, and goals. The curriculum should be predicated on the most current literature and research found in the field of education.

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

E2.02 Literacy and Reading

Performance Indicator

Intent

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

Process Guidelines

The school ensures that

- students are assessed for reading deficiencies during the entry transition process. The assessment process includes a review of previous grades and assessments, FCAT scores, teacher observation, and entry assessment results. The evidence should be gathered within ten (10) school days of school entry.
- utilizing the preponderance of evidence gathered above, students identified with specific areas of need in reading are assessed with appropriate and approved diagnostic reading assessments that address the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary
- within fifteen (15) school days of entry into the school, goals and objectives are developed to address the specific areas of need identified by the assessment of students' phonemic awareness, phonics, fluency, comprehension, and vocabulary abilities; these goals and objectives are outlined in a student plan (IAP, IEP, or AIP) that also includes the methods and services that will be used to meet the stated reading goals
- reading instruction and support services are designed to address the reading goals and objectives outlined in the student plan
- there are a variety appropriate instructional and high-interest reading materials available for students. These materials include fiction and non-fiction materials that address the characteristics and interests of adolescent readers.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student assessments, transcripts, IAPs, IEPs or AIPs, lesson plans, instructional/recreational reading materials, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and instruction

Clarification

AIPs with specific goals for reading are required for all of Florida’s public school students when it is determined they are deficient in reading. IAPs are required for all alternative education discipline school students or may be substituted with IEPs for students with disabilities if they address all of the required components for reading. A school’s instructional practices and support materials should reflect the seven principles of adolescent literacy identified by the International Reading Association. These principles include:

- assessment that shows adolescents’ strengths as well as needs and guides teachers to design instruction that will help them grow as readers
- instruction that builds the skill and desire to read increasingly complex materials
- expert teachers who model and provide explicit instruction in reading comprehension, and who incorporate reading and study strategies across the curriculum
- reading specialists who assist individual students having difficulty learning how to read
- teachers who understand the complexities of adolescent readers, respect their differences, and respond to their characteristics
- homes and communities that will support students’ efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed
- access to a wide variety of reading material that adolescents can and want to read

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

E2.03 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans and are demonstrated in all classroom settings to address

- individualized instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted, appropriate, experiential, and relevant teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile) and promote mastery, learning, continuous progress, creativity, and success maintaining structural momentum to ensure students are engaged in learning activities
- The instructional delivery used by faculty and staff should integrate current literature and research findings
- The instructional delivery used by faculty and staff should increase opportunity for individualized instruction.
- Instruction styles and delivery should be centered around the school philosophy, mission, and goals.
- The instructional delivery used by faculty and staff should foster a supportive environment.
- Instruction styles and delivery need to be flexible and place an emphasis on student decision making

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, curriculum materials, student work folders, IAPs for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies should be varied and not limited to one modality. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Student decision-making should be emphasized in all instructional strategies. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the IAPs of their non-ESE students. There should be a pervasive theme throughout the faculty and staff's instructional style that reflects the school's philosophy, mission, and goals. The instructional strategies should promote a supporting environment and portray the faculty and staff in a caring manner. The instruction should be predicated on the most current literature and research found in the field of education.

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

E2.04 Support Services

Compliance Indicator (PRIORITY)

Intent

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

Process Guidelines

Support services are available to students and include

- English for Speakers of Other Languages (ESOL), 504, educational psychological services, and ESE services, including speech and language, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services
- ensuring that instruction is consistent with students' IEPs

Interpretive Guidelines

If there are minor exceptions, but the expected outcome of this indicator is clearly being met, the indicator may be rated as “substantial compliance.”

To determine the rating, the reviewer, at a minimum, should

- review IEPs, lesson plans, curriculum materials, educational written procedures, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL and/or ESE programs should be provided all corresponding services required by federal and state laws. Mental and physical health services may be offered through the school district, or overlay agencies. Students’ support and educational services should be integrated. 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.

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E2.05 Student Attendance

Performance Indicator

Intent

The expected outcome of this indicator is that students maintain regular school attendance, which ensures they receive ongoing and consistent educational services.

Process Guidelines

The school has and uses procedures and practices that ensure regular student attendance and accurate reporting of student membership by

- reviewing attendance records from the zoned school and developing attendance contracts with all students and their parents/guardians with specific criteria, objectives, and consequences for non-attendance
- maintaining accurate attendance records as evidenced by review of documentation of daily student attendance
- documenting positive efforts to maintain student attendance and utilizing a plan of action for non-attending students
- The attendance policy should incorporate student's parents to the fullest extent.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review procedures related to attendance policies, grade books, attendance registries, work portfolios, school district MIS attendance records, and other appropriate documentation
- interview on-site administrators, instructional personnel, social workers, attendance clerks, other appropriate personnel, and students

Clarification

Attendance procedures and strategies should be communicated to staff and instructional personnel. The school should document efforts to maintain student attendance. Students who miss school should be provided time to make up work. This should be documented in student work portfolios. The attendance contract should outline the expectations and requirements for school attendance. For example, the contract should outline the number of unexcused absences that is acceptable, what is defined as an excused absence, and what is necessary for an absence to be deemed as excused, i.e. documentation, parental permission, or rationale. In addition, the contract should summarize the actions that will be taken if the student reaches an excessive number of unexcused absences as well as the potential rewards that a student may receive for good/perfect school attendance. Student's parents should be advised of the contract and incorporated into its actions. Positive reinforcement should be utilized to encourage school attendance, such as a token economy system that utilizes awards such as attending educational field trips, school sponsored social activities, community sponsored events, or community sponsored prizes.

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

Standard Three: Program Behavioral Supports

The School Behavioral support standard is comprised of five key indicators. The purpose of the standard is to provide students with particular supports and opportunities that ensure their positive development. These program and support components constitute a structured and safe environment that helps nurture their successful adolescent development.

E3.01 Curriculum: Social Skills Building

Performance Indicator

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary succeed in their zoned school and to become productive citizens of society.

E3.02 Physical and Psychological Safety

Performance Indicator

The expected outcome of this indicator is to provide a safe and healthy environment that enables positive student and group interactions and decreases unsafe or confrontational student or group interactions.

E3.03 School Structure and Behavior Expectations

Performance Indicator

The expected outcome of this indicator is to provide a school with clear limits, consistent expectations, continuity, sufficient control, predictability, and age appropriate monitoring and supervision that is developmentally appropriate.

E3.04 Meaningful Emotional and Psychological Relationships with Students, Peers and Adults

Performance Indicator

The expected outcome of this indicator is to maintain a school environment that is characterized by connectedness, effective communication, caring support, individual student guidance, secure attachments, and responsiveness in order to provide students with opportunities to positively interact and belong with their student peers and to provide opportunities for effective adult relationships.

E3.05 Family, School, and Community Linkages

Performance Indicator

The expected outcome if this indicator is to ensure that school policies and practices address the integration of family, school, and community.

E3.01 Curriculum: Social Skills Building

Performance Indicator

Intent

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary succeed in their zoned school and to become productive citizens of society.

Process Guidelines

Curricular and other school activities are demonstrated in educational settings, are based on students' IAPs and IEPs, and

- the integration of skill building, problem solving, and decision making activities into the school's curriculum
- address social and life skills throughout the school year through course modules that are based on state and school board standards for practical arts courses
- instruction and courses offered are for credit and follow course descriptions or are integrated into other courses already offered for credit
- opportunities to examine their patterns of self-defeating behavior and directly teach students prosocial coping skills (direct instruction in social skills, effective problem solving, conflict resolution, anger management)
- providing ongoing, relevant training that focuses on the use of effective, efficient, research-validated conflict resolution strategies

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings and others school activities

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction, and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity, character education, health, life skills, should be offered to assist students in attaining the skills necessary to successfully transition back to their zoned schools. Courses and activities should be age-appropriate. Courses should not only address social skills, but also conflict resolution, problem solving, and anger management. The strategies that are taught should be validated through research. Courses in employability, social, 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, parenting, physical education, and.

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

E3.02 Physical and Psychological Safety

Performance Indicator

Intent

The expected outcome of this indicator is to provide a safe and healthy environment that enables positive student and group interactions and decreases unsafe or confrontational student or group interactions.

Process Guidelines

The school provides students with a safe environment through

- documented and consistently implemented school safety procedures
- safe and supervised transportation to and from school
- the use of sufficient and trained behavior support personnel for classroom support and out-of-classroom monitoring
- an appropriate student to teacher ratio
- an environment that is conducive to learning
- clear goals and high expectations that are commonly shared by students, teachers, and administrators and follow the school's philosophy, mission and goals

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review behavioral referrals, lesson plans, incident reports, personnel training files, school security plan, bus policy, bus referrals, and other appropriate documentation
- interview instructional personnel, behavioral specialist, administrators, school resource officer, other appropriate personnel, and students
- observe educational settings and in-school suspension room

Clarification

An environment conducive to learning includes, but is not limited to, the school, school climate, organization and management, and appropriate materials, supplies, and technology. All teachers and support personnel should receive training in behavior management, de-escalation, and crisis intervention specifically targeted for at-risk youth. All behavioral policies should be communicated to all staff and should reflect the school's philosophy, mission and goals. Behavioral and social services should be coordinated among classroom instructors, in-school suspension personnel, ESE specialists, and mental health staff.

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

E3.03 School Structure and Behavior Expectations

Performance Indicator

Intent

The expected outcome of this indicator is to provide a school with clear limits, consistent expectations, continuity, sufficient control, predictability, appropriate monitoring and supervision that is developmentally appropriate.

Process Guidelines

School and classroom management procedures are documented and demonstrated through

- students' understanding of behavior expectations
- communicating positive and negative student behavior to parents
- clearly defining the teacher's roles and responsibilities for managing behavior
- equitably applying behavior management strategies that are developmentally appropriate, and establishing and maintaining acceptable student behavior
- consistent use of a reward system for positive behavior
- a discipline code that is structured, clear, and consistently applied and has a disciplinary, not punitive, approach with rewards and consequences
- clear goals and high expectations that are commonly shared by students, teachers, and administrators
- follows the school's philosophy, mission and goals

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review behavioral referrals, lesson plans, incident reports, personnel training files, school security plan, bus policy, bus referrals, and other appropriate documentation
- interview instructional personnel, behavioral specialist, administrators, school resource officer, other appropriate personnel, and students
- observe educational settings and in-school suspension room

Clarification

The school should have a comprehensive behavior management plan that clearly defines the rules and procedures for behavior management, interventions, and consequences, and should be understood by all stakeholders. All teachers and support personnel should receive training in behavior management, de-escalation, and crisis intervention. All behavioral policies should be communicated to and followed by all staff. Behavioral and social services should be coordinated among classroom instructors, in-school suspension personnel, ESE specialists, and mental health staff. All behavioral policies should fall in line with the school's philosophy and goals.

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

E3.04 Meaningful Emotional and Psychological Relationships with Students, Peers and Adults

Performance Indicator

Intent

The expected outcome of this indicator is to maintain a school environment that is characterized by commitment by all staff to all students through effective communication, caring support, individual student guidance, secure attachments, and responsiveness.

Process Guidelines

The school provides students with opportunities to develop positive relationships through

- guidance from teachers and school support staff
- in-school and follow-up mentorship programs
- availability of group and/or peer counseling
- opportunity for students to learn, practice, and incorporate appropriate social skills and make appropriate behavioral decisions in their daily behavior
- students are provided with a foundation of social/behavior skills that will enable the student to be successful in other school, community, and home settings

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and extra curricular activities

Clarification

The faculty and staff should foster an environment that allows the students to feel at ease with approaching them for guidance. This could be done through a myriad of methods, such as mentoring programs involving staff, faculty, or community members; peer counseling sessions, anonymous question submissions; or dissemination of information as to where sources for support can be found. Activities that allow students to practice and utilize appropriate social skills and behaviors should be accessible to students. These activities should not be limited to the school setting, but also include the surrounding communities. For example, field trips, community social activities, and school social activities can provide the students with the necessary stage to observe, learn, and practice suitable social skills.

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

E3.05 Family, School, and Community Linkages

Performance Indicator

Intent

The expected outcome of this indicator is to ensure that school policies and practices address the integration of family, school, and community.

Process Guidelines

The school ensures that

- zoned school advocacy personnel, parents, and community members are involved in the students' transition back to their home schools
- there is documented evidence of community involvement that is focused on educational and social activities
- there is documented evidence of parent and/or family involvement that is focused on educational and behavioral/social activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the school calendar, volunteer participation documentation, field trip results, business or community partnership documentation, and other appropriate documentation
- interview on-site administrators, instructional personnel, other appropriate personnel, and students

Clarification

Community-based education may include field trips and community projects, such as “Habitat for Humanity” that are aligned with course performance standards. Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the school, internships from neighboring colleges/universities and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the school, and mentoring/role-modeling are also examples of community involvement. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in the successful transition of the student back to the zoned school. Parent involvement may include parent/ family days, parent education classes, or a parent resource drop-in center. School advisory councils (SACs) should solicit members from the community and parents.

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

Standard Four: Administration

The administration standard is comprised of five key indicators that are designed to ensure collaboration and communication among all parties involved in Alternative Education Schools. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E4.01 Communication

Performance Indicator

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the school's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E4.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's Alternative Education Disciplinary Schools.

E4.03 Professional Development

Performance Indicator

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.

E4.04 School Improvement

Performance Indicator

The expected outcome of this indicator is that ongoing school improvement through self-evaluation and planning is promoted.

E4.05 Funding and Support

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E4.01 Communication

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the school's procedures, policies, expected student outcomes, and school improvement initiatives.

Process Guidelines

Educational administrators address the provision of leadership and ensure that school policies and procedures and school improvement initiatives are clearly communicated and there is documented communication

- between administrators, department heads, and faculty
- among department heads and faculty
- between support staff and faculty
- including regularly held faculty and/or staff meetings
- that staff are given considerable responsibility and authority to affect the school's performance

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty and administrative staff meeting agendas and minutes, educational written procedures, and other appropriate documentation
- interview school administrators, department leader, instructional personnel, support personnel, and other appropriate personnel
- observe faculty and/or department meetings when possible

Clarification

Principals of alternative education or dropout prevention schools and/or designated school district administrators are considered to be the educational administrators. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the school's and the school district's purpose, policies, expected students outcomes, and school improvement initiatives, all of which should be aligned with the school's philosophy, mission and goals. Communication among relevant parties should be ongoing and facilitate the smooth operation of the school. Faculty meetings should address issues, such as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and the school's written procedures.

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

E4.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's Alternative Education Disciplinary Schools.

Process Guidelines

Educational administrators ensure that instructional personnel have professional or temporary state teaching certification.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

The school administration should have input into hiring all instructional personnel. For core academic areas, schools should hire and assign teachers according to their area of certification. Core academic areas include English, reading or Language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention schools and/or designated school district administrators are considered to be the educational administrators for alternative schools.

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

E4.03 Professional Development

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to the students.

Process Guidelines

Educational administrators ensure and document that all instructional personnel

- have and use written professional development plans or annual teacher evaluations to foster professional growth and school improvement
- receive ongoing annual inservice training or continuing education (which may include college course work) from a variety of sources on topics, such as instructional techniques, content-related skills and knowledge in their assigned teaching duties, working with pre-delinquent and at-risk youth, and ESE programs
- participate in school orientation program which addresses all of the alternative schools policies regarding academics, behavior, specific assigned duties, expected student outcomes, and a beginning teacher program when appropriate

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records, teacher certifications, professional development plans and/or annual evaluations, school orientation manuals, staff assignments, school district inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of alternative education or dropout prevention schools and/or designated school district administrators are considered to be the educational administrators for alternative schools. While routine training in such areas as policies and procedures, safety, and school orientation is important, the majority of inservice training should be related to instructional techniques, teaching pre-delinquent and at-risk youth, the content of courses that instructional personnel are assigned to teach, and use of effective, efficient, research-validated instructional strategies, conflict resolution strategies, and discipline management strategies. All instructional personnel should have access to and the opportunity to participate in school district inservice training on an annual basis. “Professional development plan” refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel’s strengths and weaknesses.

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

E4.04 School Improvement

Performance Indicator

Intent

The expected outcome of this indicator is to ensure ongoing school improvement through self-evaluation and planning is promoted.

Process Guidelines

The school has a school improvement plan and ensures that

- educational administrators work cooperatively with school instructional personnel, students, and parents (when possible) to create a written SIP
- the school district-approved and current SIP is based on site specific educational needs, actual instructional assignments, QA findings and entry/exit assessment data and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on site specific issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented by instructional personnel and evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review SIPs, school evaluation tools, adequate progress reports, and other appropriate documentation
- interview school administrators, instructional personnel, and other appropriate personnel

Clarification

Principals of alternative education or dropout prevention schools or designated school district administrators are considered to be the educational administrators for alternative schools. SIPs should be prepared annually and should be specific to each Alternative Education Disciplinary Schools. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or school evaluation methods, such as QARs. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into zoned school. Entry/Exit assessment results should be used to inform administrators and faculty of student performance. Schools strengths and weaknesses should be determined, in part, by entry and exit assessment results. The school improvement and school evaluation process should be used by the school district to monitor and evaluate school performance.

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

E4.05 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that funding provides for high-quality educational services.

Process Guidelines

Educational funding provides support in the areas of

- an adequate number of qualified instructional personnel
- current instructional materials that are appropriate to age and ability levels
- educational supplies for students and staff
- adequate educational support personnel, (i.e. ESE, Psychological, Behavioral, Transitional, Social Work, Title I, Guidance)
- technology for use by instructional personnel and students
- media materials and equipment

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review instructional materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Depending on the type and size of the school, support personnel may include principals, assistant principals, school district administrators who oversee school operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of instructional personnel to students should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the school's educational staff and student population.

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

