

## 2008-2009 Quality Assurance (QA) Report (Final)

### Juvenile Justice Educational Enhancement Program (JJEED)

Florida Department of Education, Bureau of Exceptional Education and Student Services

#### DETENTION CENTER

<b>School Name (MSID)</b>	N. FLORIDA JUVENILE DETENTION	<b>School #</b> 01-9029 <b>School District</b> Alachua <b>County</b> Alachua	<b>ESE Service Delivery</b>	Consultation Support Facilitation
<b>Program Name</b>	Alachua Regional Juvenile Detention Center	<b>Capacity</b> 75 <b>Population</b> Co-Ed	<b>Diplomas by:</b>	
<b>Address</b>	3436 NE 39th Ave., Suite 3 Gainesville, FL 32609	<b>Head Count</b> 58 <b>SD Registered</b> 58 <b>HSD/GED</b> 0		<b>Program</b>
<b>Education Provider</b>	Alachua County School District (School District)	<b>Max Ratio (Student: Teacher)</b> 14:1	<b>Other School in SD Students' Home/Zoned Schools</b>	All 01-0151 None
<b>Facility Provider</b>	Department of Juvenile Justice (DJJ)			
<b>Date of Education Provider Change</b> N/A		<b>Title I, (A)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<b>SD Contract Manager</b>	Charles Hall	<b>Phone</b> (352) 955-7634 <b>Fax</b> (352) 955-2131	<b>E-mail</b> hallcf@sbac.edu	
<b>Other SD Contact</b>		<b>Phone</b> <b>Fax</b>	<b>E-mail</b>	
<b>Lead Educator</b>	Kevin Peoples	<b>Phone</b> (352) 955-7893 <b>Fax</b> (352) 955-7894	<b>E-mail</b> gtech46@yahoo.com	
<b>Facility Director</b>	Charles Parkins	<b>Phone</b> (352) 955-2105 <b>Fax</b> (352) 334-1609	<b>E-mail</b> charles.parkins@djj.state.fl.us	
<b>SD Transition Contact</b>	Charles Hall	<b>Phone</b> (352) 955-7634 <b>Fax</b> (352) 955-2131	<b>E-mail</b> hallcf@svac.edu	
<b>QA Reviewer</b> Mark Peach	<b>E-mail</b> mpeach@fsu.edu	<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
<b>Review Dates</b> September 8-10, 2008		<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

# JJEEP QA REVIEW METHODS

The findings in this report are based on interviews, document review, and on-site observations.

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>5</u> Teachers <u>1</u> Teacher Aides <u>0</u> Guidance Staff <u>8</u> Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> 2006 QA Report/CAP <input checked="" type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<u>10</u> Current Educational Files <u>6</u> Closed Educational Files <u>0</u> DJJ Commitment Files  Others:
<b>On-site Observations</b>	<u>5</u> Classrooms	<u>0</u> Treatment Team Meetings	Others: None	

### QA Rating Scale

***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met; 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.

### SUMMARY

Alachua Regional Juvenile Detention Center is a 75-bed precommitment facility that serves detained youth from central and north Florida counties. The lead educator assumed his position in February 2008, and four of the five academic teachers have been at the program for more than a year.

The Department of Juvenile Justice (DJJ) operates the facility, and the Alachua County School District operates the educational program. This year the program received a superior rating for collaboration and satisfactory scores in all other areas.

**Progress toward correcting deficiencies identified in last year's CAP:** The program has corrected all deficiencies noted in last year's report.

The findings in this report are based on document review, interviews, and on-site observations.

## QA TRENDS: Alachua Regional Juvenile Detention Center

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **detention center programs** are provided for comparison purposes between your program's performance and the state average.

Note that the score for *Standard Four: Contract Management* is not included in the program's overall average because it solely measures the performance of the supervising school district.

2006			2007-2008			2008-2009	
Educational Indicators	Score	Detention State Avg.	Educational Indicators	Score	Detention State Avg.	Educational Indicators	Score
Transition Services	4	5.92	Transition Services	3	5.77	Transition Services	4
Assessment & Planning	2	4.85	Assessment & Planning	2	5.23	Assessment & Planning	6
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>3.00</b>	<b>5.38</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>2.50</b>	<b>5.50</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.00</b>
Curriculum & Instruction	5	6.04	Curriculum & Instruction	4	6.00	Curriculum & Instruction	5
ESE & Related Services	5	6.58	ESE & Related Services	5	6.56	Specially Designed Instruction & Related Services	4
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.00</b>	<b>6.31</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>	<b>6.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>
Collaboration	3	5.90	Collaboration	7	6.65	Collaboration	7
Educational Personnel Qualifications	6	6.71	Educational Personnel Qualifications	3	6.26	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	4	6.35	Professional Development & Teacher Retention	4	6.11	Professional Development & Teacher Retention	6
Learning Environment & Resources	6	5.50	Learning Environment & Resources	6	6.42	Learning Environment & Resources	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.75</b>	<b>6.21</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.00</b>	<b>6.47</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.50</b>
<b>OVERALL AVERAGE</b>	<b>4.38</b>	<b>6.03</b>	<b>OVERALL AVERAGE</b>	<b>4.25</b>	<b>6.18</b>	<b>OVERALL AVERAGE</b>	<b>5.63</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	5.96	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>4.00</b>	6.23	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>

## Alachua Regional Juvenile Detention Center--2006-2007 SURVEY 5 DATA

### STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	675							
						Dropout Prevention File	928	<b>TOTAL</b>		<u>928</u>				
								(Unduplicated)						
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%			
Male	721	78	12 & under	48	5	K-5	19	2	Mentally Handicapped (EMH, TMH, PMH)	7	1			
Female	207	22	13	91	10	6	37	4	Emotional/Behavioral Disabilities	49	5			
RACE	#	%	14	138	15	7	79	9	Specific Learning Disabled	48	5			
White (NH)	333	36	15	221	24	8	134	14	Autism Spectrum Disorder	1	0			
Black (NH)	574	62	16	240	26	9	310	33	Speech/Language Impaired	2	0			
Hispanic	10	1	17	160	17	10	228	25	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0			
Other	11	1	18	28	3	11	87	9	Gifted	2	0			
			19 & above	2	0	12	34	4	Traumatic Brain Injured	0	0			
						Adult	0	0			Hospital Homebound	0	0	
			Diplomas Earned	#	%						Other Health Impaired	3	0	
			Standard *	1	0						TOTAL ESE	112	12	
			GED	0	0	LEP STUDENTS			#	%				
			Special	0	0				1	0				

**NOTE: Student counts are based upon an unduplicated count of students served as reported in both the attendance and the dropout prevention files. This unduplicated count is matched to the demographic and the ESE files. Diplomas earned are independently retrieved from the end-of-the-year file.**

\* Includes the GED Exit Option

# PERFORMANCE INDICATOR

# FINDINGS

<b>INDICATOR 1: TRANSITION SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 4</b>
The program has transition activities that include:		
<p><b>1.1</b> Enrolling students in a temporary schedule upon entry; changing students' enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on 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, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The test coordinator/administrative assistant requests records, and the full-time registrar enrolls students in the MIS via direct on-site access. The lead educator collaborates with the teachers to develop students' temporary and permanent schedules by their 22nd school day in the program. All 10 current files reviewed document that the administrative assistant initiates records requests in a timely fashion and that students' temporary schedules are developed based on FCAT scores, previous records, entry assessments, and individual educational plans (IEPs). Both long-term students' files reviewed document development of appropriate permanent schedules by their 22nd school day in the program.
<p><b>1.2</b> Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, teachers, school registrar, and other educational support staff to inform them of students' status (i.e., awaiting placement into a commitment programs or release to their respective communities) and expected release dates</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The facility provides daily population reports to the registrar and the lead educator, who distributes copies to the teachers. The facility also provides a daily movement sheet, which lists students' entry and exit dates. These two documents provide all information required by this benchmark.
<p><b>1.3</b> Documenting participation of an educational representative who is familiar with the students' performance in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Neither the lead educator nor the teachers regularly participate in detention staffings that are held during school hours; one teacher, whose schedule is open during scheduled staffings, occasionally participates in the staffings as the educational representative. The facility director stated that it is not necessary for an educational representative to attend the staffings because the exiting students have typically been at the program for such a short time, but that educational staff input is helpful at staffings for long-term students.
<p><b>1.4</b> Documenting transmittal of educational records for students who are returning to "in-county" schools that include school district withdrawal forms with numerical grades in progress to the next educational placements at the time of exit (Students' days in attendance and current transcripts should be accessible via the MIS.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All three closed files reviewed for students returning to an "in-county" placement document via fax receipts the transmittal of the appropriate educational records on the day students exit.
<p><b>1.5</b> Documenting the transmittal of current educational records for students transferring to "out-of-county" schools/residential programs/private schools that include cumulative transcripts, individual educational plans (IEPs), individual academic plans (IAPs), and/or progress monitoring plans, assessment data, and school district withdrawal forms with numerical grades in progress to students' next educational placements, transportation personnel, or juvenile probation officers (JPOs) at the time of exit</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	None of the three closed files of students returning to an "out-of-county" placement documents inclusion of IEPs, IAPs, or cumulative transcripts in the exit packets. The withdrawal checklist does not include IEPs/IAPs. One of three closed files reviewed contain fax receipts documenting transmittal of records to students' next placements; one file does not contain a fax receipt because the student recently departed and the paperwork is still in process.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that an educational representative, who is familiar with the students' performance, attends all regularly scheduled detention staffings.</li> <li>• The program should ensure that exit packets for students who are transferring to out-of-county placements contain IAPs/IEPs, as appropriate, and cumulative transcripts.</li> <li>• The program should document students' exit dates and exit packet transmittal to out-of-county placements in closed files.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 2: ASSESSMENT and PLANNING**

**RATING: SATISFACTORY**  
**SCORE: 6**

The program's assessment and planning practices include:

<p><b>2.1</b> Administering an assessment for reading, writing or language arts, and mathematics within 10 school days of student entry into the facility and using the results to guide instruction</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The testing coordinator/administrative assistant administers the Standardized Test for Assessment of Reading (STAR), and the reading teacher administers a writing prompt to all students upon entry. All 10 current files reviewed document timely administration of these assessments or contain dated signatures documenting the students' refusal to complete the assessments. These test results are used to guide instruction in academic classes and to develop IAP goals and objectives for long-term students.</p>
<p><b>2.2</b> Administering career aptitude/interest assessments within students' first 22 school days to enhance employability, career, and technical instruction</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The lead educator administers the Alachua County Academic and Vocational Survey to all entering students. All 10 files reviewed document the timely administration of this assessment or contain dated signatures documenting that the students refused to complete the assessment. This assessment is age appropriate and is used to develop career goals for IAPs and to guide instruction in the personal, career, and school development (PCSD) course in which all long-term students are enrolled.</p>
<p><b>2.3</b> Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 22 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, and math; include at least two short-term instructional objectives per goal; identify remedial strategies; and include a schedule for determining progress</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>At the time of this review, no long-term students were enrolled. IAPs in two closed files reviewed document that they were developed within the required time frame and include all the components required in this benchmark.</p>
<p><b>2.4</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Seven IEPs reviewed document that the on-site ESE specialist writes IEP goals and objectives that are measurable, individualized, and directly relate to the students' needs and/or deficiencies.</p>
<p><b>2.5</b> Reviewing students' academic progress toward achieving their IAP and/or IEP goals and objectives/benchmarks, revising IAPs when appropriate, and providing IEP progress reports to parents as often as progress reports are sent home for all students</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>No current IAPs were reviewed because the program had no long-term students enrolled at the time of this review. IAPs reviewed from two closed files document monthly review by the lead educator or by one or more teachers. All seven ESE files reviewed document that IEP progress reports are sent home to parents as often as progress reports are sent home for all students.</p>
<p><b>2.6</b> Advising students with regard to their abilities, aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities and communicating to students their educational status and progress.</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The on-site ESE specialist provides academic guidance services to students. All 10 current files reviewed document, at a minimum, initial guidance sessions regarding credits, diploma options (if appropriate), and educational status and progress. All guidance service forms reviewed are signed by the students.</p>

**RATING JUSTIFICATION** The intent of the indicator is being met.

**COMMENDATIONS** • None

**RECOMMENDATIONS** • None

**DEFICIENCIES REQUIRING A CAP** • None

<b>INDICATOR 3: CURRICULUM and INSTRUCTION</b>		<b>SCORE: SATISFACTORY</b> <b>RATING: 5</b>
The program offers academic curriculum and instruction through:		
<b>3.1</b> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers a substantial year-round curriculum for all grade levels. Teacher and student interviews and classroom observations document that students are taught the appropriate content for the courses in which they are enrolled. Courses are based on the Florida Course Code Directory; however, teacher lesson plans and classroom instruction are not aligned with the new FSSS.
3.2 Literacy skills activities, tutorial and remedial strategies, and social skills programs for students in the detention center 21 school days or fewer	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All students in the detention center 21 days or fewer receive daily reading and literacy instruction with remedial strategies in reading classes. The program also addresses social, life, and career skills in the personal, career, and school development (PCSD) course.
3.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings for students in the detention center 22 school days or more (Such strategies should address instruction that is aligned with 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 provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Two long-term students files reviewed contain IEPs, as appropriate. Teachers have access to students' IEPs and meet regularly with the on-site exceptional student education (ESE) specialist to discuss strategies for instructing ESE students. Lesson plans, teacher interviews, and classroom observations document that teachers provide individualized instruction through one-on-one assistance and computer-assisted instruction (CAI) to students on their individual academic levels via Ed Options, STAR Reading, and Star Fall software. The Talking Book series is available to auditory learners for all history texts and some fiction books in the library. All classrooms are equipped with a SMART Board, which appeals to tactile, visual, and kinesthetic learners, but only one teacher has been trained to use this technology. The lead educator teaches a general educational development (GED) preparation course.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program equips all classrooms with SMART Boards.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that teachers realign their lesson plans and their classroom instruction with the updated FSSS.</li> <li>The program should ensure that all teachers receive training on SMART Boards and utilize them in their classrooms</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 4: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 4</b>
The program provides educational support services to all students as needed, including:		
4.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's on-site ESE specialist identifies students with disabilities at entry. All ESE students are enrolled in the management information system (MIS) and receive educational services immediately upon entry.
<b>4.2</b> Completing the ESE process: <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's ESE specialist reviews all IEPs as soon as they are received. The program has no gifted students currently enrolled. However, a school district gifted specialist is available to evaluate students' EPs.
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		The ESE specialist, with input from the ESE certified teachers, reviews students' prior IEPs and amends goals and objectives as necessary based on the ESE services available at the detention center. All seven IEPs reviewed document timely scheduling of IEP meetings.

<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		All seven IEPs reviewed document that the ESE specialist solicits parental involvement in ESE staffings by telephone and by mail, and documents the mailing of IEPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 years or older are addressed in their IEPs</li> </ul>		All seven IEPs reviewed contain transition statements/plans for students 14 years or older.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		The school district ESE specialist is the LEA and documents via signature participation in IEP staffings.
4.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Prior to Fall 2008, long-term special diploma students were not served via an appropriate model: support facilitation, co-teaching instruction, or self-contained classroom; they only received consultative services. Since the beginning of the fall semester, the ESE specialist has provided support facilitation services to all special diploma students, as documented by interviews with teachers and students and in her facilitation logbook. The logbook also documents consultative services provided to teachers of ESE students, as appropriate. The ESE specialist was not available for an interview during this review.
4.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program currently has no ELL, gifted, or Section 504 students enrolled. The school district provides services for such students, as needed.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that special diploma students continue to be served through support facilitation, co-teaching, or self-contained classroom.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 5: COLLABORATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program facilitates collaboration to provide:		
<u>5.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The bell schedule, teacher and student interviews, and classroom observations document that students receive a minimum of 300 minutes of daily instruction, excluding transition time.
5.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews, sign-in sheets, and meeting agendas document bimonthly teachers meetings, supervisors meetings attended by the lead educator and various facility staff, and school advisory committee (SAC) meetings attended by the lead educator. The ESE specialist meets with teachers weekly, and the contract manager visits the program several times per month.

5.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Guest speakers and other types of community involvement are inconsistently documented in binders or by photographs on the walls. Guest speakers are solicited by a variety of teaching and nonteaching staff. Many of the community activities are only documented by interviews with the teachers, the students, and the facility administrators. Guest speakers this past year have included representatives from the Job Corps, motivational speakers, and a Civil War re-enactment hobbyist. Church volunteers visit weekly, and volunteers from the Hippodrome Theater Company teach weekly workshops on a wide range of theatre arts skills. Santa Fe College Apprenticeship Program staff discussed the college's offerings in the construction trades and automobile mechanics programs at the program's career day.
5.4 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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Student behavior rules are posted in all classrooms, and the teachers are responsible for initial behavior redirection; detention staff also redirect in the classroom settings, as needed. Six of eight students interviewed stated that the discipline is fair. Incentives for good behavior include the opportunity to participate in game night, expanded opportunities for television viewing, and expanded visitation rights. In addition, students who have on the highest behavior level may work as newscasters in the facility's TV production unit. These newscasts are broadcast throughout the facility approximately once a week.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program and the facility staff solicit a wide range of guest speakers to discuss education, careers, and psycho-social development with the students.</li> <li>The program rewards students who exhibit good behavior with the opportunity to gain experience as newscasters in the facility's TV production unit.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should develop a system to document all its community involvement activities.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 6: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
All instructional personnel:		
6.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Of the program's four academic teachers, three have professional certification and one has temporary certification. Three teach solely in their certification areas. The reading teacher has a reading endorsement.
6.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The noncore academic classes are taught by the certified teachers.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>Three of the four teachers teach solely in their certification areas.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should assist teachers in obtaining professional certification in all the subjects they teach.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

**INDICATOR 7: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION**

**RATING: SATISFACTORY  
SCORE: 6**

All instructional personnel:		
7.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers have input into the development of their professional development plans that are based on the program's SIP. One new teacher participated in the beginning teacher program.
7.2 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 language learners [ELL].)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers participated in professional development training this past year. Topics included PLATO training by Plato Learning, Inc.; Florida Comprehensive Academic Test (FCAT) math skills, reading, and career skills training by the school district; a Framework for Understanding Poverty workshop by Aha Process, Inc.; Florida Ready to Work training by the Florida Agency for Workforce Innovation; various college level courses by Santa Fe College; and an in-house Learning Plan workshop.
The educational administration: 7.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Program administrators attempt to recruit and retain teachers by providing a positive, safe, and orderly working environment and the opportunity to work 12 months a year. Teacher morale is good: two of the four teachers have worked at the program for an average of seven years.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	• None	
<b>RECOMMENDATIONS</b>	• None	
<b>DEFICIENCIES REQUIRING A CAP</b>	• None	

**INDICATOR 8: LEARNING ENVIRONMENT and RESOURCES**

**RATING: SUPERIOR  
SCORE: 7**

The program's educational environment and resources include:		
8.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has four full-time teachers in addition to the lead educator, who teaches four periods per day. The program has one paraprofessional and one ESE specialist. The average class size is nine students.
8.2 An adequate quantity of educational supplies and 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 for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an adequate quantity of educational supplies, including a variety of diverse instructional texts. The history teacher noted that there is a shortage of history texts that address 20th century historical issues. The program has a well-stocked library, and all students interviewed stated that the library book selection is good. The facility has applied for a Sustainable Agriculture Research and Education Grant (SARE) from the University of Florida to support development of a greenhouse and an organic farming program. The detention center is a satellite site for the Alachua County Public Library (ACPS). Every month the ACPS brings a cart of books to the students in the program.

8.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has 52 computers among the classrooms and a TV production unit in which students produce and televise weekly newscasts over the in-house cable system. One of the teachers obtained an Alachua County School Board Foundation grant to develop a media library and another grant to help improve the current library. All classrooms have overhead projectors, TVs/VCRs, and SMART Boards.
8.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations document an environment conducive to learning; classrooms are clean, spacious, and well lit and decorated with student work, posters, and rubrics. Male and female students are taught in separate classrooms. Teachers do not have offices or permanent classrooms where they can store their materials or access them conveniently.
8.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as needed.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The detention center is a satellite branch of the Alachua County Public Library.</li> <li>Program and facility staff apply for grants on a regular basis and have obtained some grants for the program.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>It would be beneficial to reduce or eliminate the teaching responsibilities of the lead educator so that he might devote his energies and resources more fully to his administrative duties.</li> <li>The program should ensure that there is an adequate quantity of history texts that address 20th century issues.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 9: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The school district ensures that:		
9.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report on time.
<u>9.2</u> 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, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an individual school number under which it directly inputs student data. Six closed files and MIS assessment and attendance screens reviewed document that student data are entered accurately into the MIS. The school district is currently transitioning to a new MIS; consequently, some student information is scattered among the new system, the old system, and backup hardcopy files.
9.3 Accurate attendance records document daily student attendance and are maintained in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The on-site registrar enters student attendance data directly into the school district MIS from the daily population reports and the student movement sheets.
<u>9.4</u> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager is the Director of Title I Migrant Education and Dropout Prevention (DOP). He visits the program two to three times per month and maintains close telephone and e-mail contact with the lead educator. All deficiencies noted in last year's CAP have been corrected. The school district conducts an annual program evaluation for DOP which includes an evaluation of the detention center. An annual Title I program evaluation also addresses issues relevant to the program.

9.5 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district has a current and approved cooperative agreement with the DJJ. Review of this agreement and interviews with the contract manager and the lead educator document that the terms are being met.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	