

## 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>	BAY REGIONAL JUVENILE DETENTION	<b>School #</b> 03-0602 <b>School District</b> Bay <b>County</b> Bay	<b>ESE Service Delivery</b>	Consultation Support Facilitation	
<b>Program Name</b>	Bay Regional Juvenile Detention Center	<b>Capacity</b> 52 <b>Population</b> Co-Ed	<b>Diplomas by:</b>  <b>Program Other School in SD Students' Home/Zoned Schools</b>	None None All	
<b>Address</b>	450 E. 11th Street Panama City, FL 32401	<b>Head Count</b> 38 <b>SD Registered</b> 36 <b>HSD/GED</b> 2			
<b>Education Provider</b>	Bay District Schools (School District)	<b>Max Ratio (Student: Teacher)</b> 13:1			
<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>	Anna Prevost	<b>Phone</b> (850) 873-7170 <b>Fax</b> (850) 873-7171	<b>E-mail</b> <i>prevoal@bay.k12.fl.us</i>		
<b>Other SD Contact</b>	Anne Martin	<b>Phone</b> (850) 872-4706 x119 <b>Fax</b> (850) 872-7394	<b>E-mail</b> <i>martila@bay.k12.fl.us</i>		
<b>Lead Educator</b>	Anne Martin	<b>Phone</b> (850) 872-4706 x119 <b>Fax</b> (850) 872-7394	<b>E-mail</b> <i>martila@bay.k12.fl.us</i>		
<b>Facility Director</b>	Heather Hart	<b>Phone</b> (850) 872-4706 x113 <b>Fax</b> (850) 873-7099	<b>E-mail</b> <i>heather.hart@djj.state.fl.us</i>		
<b>SD Transition Contact</b>	Anne Martin	<b>Phone</b> (850) 872-4706 x119 <b>Fax</b> (850) 872-7394	<b>E-mail</b> <i>martila@bay.k12.fl.us</i>		
<b>QA Reviewer</b>	Sally Hugo Elizabeth Forsyth	<b>E-mail</b> <i>shugo@fsu.edu</i> <i>eforsyth@fsu.edu</i>	<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>	October 20-22, 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 checked="" 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 checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>4</u> Teachers <u>3</u> Teacher Aides <u>1</u> Guidance Staff <u>8</u> Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <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 type="checkbox"/> Guidance Forms <input type="checkbox"/> Class Schedules <input checked="" 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	<input checked="" type="checkbox"/> Cooperative Agreement <u>10</u> Current Educational Files <u>6</u> Closed Educational Files <input type="checkbox"/> Others:
<b>On-site Observations</b>	<u>4</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

Bay Regional Juvenile Detention Center is a co-educational facility for students awaiting commitment placements or court dates. The program serves students from surrounding counties and out of state. The contract manager, who also serves as the lead educator and the transition coordinator, is on site 90% of the time and provides oversight and assistance on a continual basis. Frequent and unified collaboration among the facility staff, the teachers, the advisory board, and the school district helps to provide a quality educational program. This past year, the program collaborated with area businesses to organize a food pantry for the students' families.

Another primary strength of the program is its retention of teachers; all of the teachers have been at the program eight years or longer. Because it earned exemplary status in 2005, the program received only one-day reviews in 2006 and 2007. During this full review, the program received superior ratings in all but four indicators.

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

## QA TRENDS: Bay 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	8	5.92	Transition Services	8	5.77	Transition Services	5
Assessment & Planning	7	4.85	Assessment & Planning	7	5.23	Assessment & Planning	6
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.50</b>	<b>5.38</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.50</b>	<b>5.50</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.50</b>
Curriculum & Instruction	8	6.04	Curriculum & Instruction	8	6.00	Curriculum & Instruction	8
ESE & Related Services	7	6.58	ESE & Related Services	7	6.56	Specially Designed Instruction & Related Services	7
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.50</b>	<b>6.31</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.50</b>	<b>6.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.50</b>
Collaboration	N/A	5.90	Collaboration	N/A	6.65	Collaboration	8
Educational Personnel Qualifications	N/A	6.71	Educational Personnel Qualifications	N/A	6.26	Educational Personnel Qualifications	8
Professional Development & Teacher Retention	N/A	6.35	Professional Development & Teacher Retention	N/A	6.11	Professional Development & Teacher Retention	8
Learning Environment & Resources	8	5.50	Learning Environment & Resources	8	6.42	Learning Environment & Resources	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>8.00</b>	<b>6.21</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>8.00</b>	<b>6.47</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>7.75</b>
<b>OVERALL AVERAGE</b>	<b>7.67</b>	<b>6.03</b>	<b>OVERALL AVERAGE</b>	<b>7.67</b>	<b>6.18</b>	<b>OVERALL AVERAGE</b>	<b>7.13</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>5.96</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>6.23</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>8.00</b>

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

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File 471			TOTAL 533		
						Dropout Prevention File 141			(Unduplicated)		
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	405	76	12 & under	63	12	K-5	4	1	Mentally Handicapped (EMH, TMH, PMH)	5	1
Female	128	24	13	61	11	6	36	7	Emotional/Behavioral Disabilities	54	10
<b>RACE</b>	<b>#</b>	<b>%</b>	14	117	22	7	66	12	Specific Learning Disabled	33	6
White (NH)	279	52	15	148	28	8	90	17	Autism Spectrum Disorder	0	0
Black (NH)	230	43	16	120	23	9	169	32	Speech/Language Impaired	5	1
Hispanic	17	3	17	23	4	10	98	18	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	7	1	18	1	0	11	53	10	Gifted	0	0
			19 & above	0	0	12	17	3	Traumatic Brain Injured	0	0
						Adult	0	0	Hospital Homebound	0	0
			<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>				Other Health Impaired	4	1
			Standard *	0	0				<b>TOTAL ESE</b>	101	19
			GED	2	0						
			Special	0	0	<b>LEP STUDENTS</b>	<b>#</b>	<b>%</b>			
							0	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: 5</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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Upon entry, the transition clerk enters students' enrollment information into the MIS. The transition clerk makes record requests and follow-up requests, as needed, for "out-of-county" students and accesses "in-county" students' records in the MIS. The lead educator meets with students to review their previous records and develop their course schedules. Short-term students are given temporary schedules; interviews document that long-term students are assigned permanent schedules prior to their 22nd school day in the program, based on their past records, entry assessments, FCAT scores, and student progression requirements. No current students have been in the program longer than 21 school days. However, three closed files reviewed contain MIS course schedules that document that students are appropriately enrolled in courses by their 22nd school day.</p>
<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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The paraprofessional receives daily DJJ population reports and provides copies to the teachers. The teachers record daily attendance and give it to the paraprofessional, who compares it with the DJJ population report for accuracy.</p>
<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 checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The crisis intervention counselor participates in all detention hearings or staffings to determine students' status and assists them with successful transition to their next educational or career/technical placements. The lead educator provides educational information to assist students at the hearings, as documented by signatures on withdrawal forms in all six closed files reviewed. In addition, the crisis intervention counselor ensures that students enroll in their receiving schools and provides follow-up services to students for a year post release. Follow-up services include telephone calls to the students, the parents, and the receiving schools, and e-mails to the school guidance counselors.</p>
<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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The transition clerk maintains copies of signed fax forms in a transition log that document transmittal of students' educational exit packets to their next educational placements at the time of exit. However, only one of four closed files reviewed for students returning to in-county schools documents that the educational records were faxed to the receiving school. Three in-county students' files do not document transmittal, but contain the required information, as documented by MIS printouts. All four closed files reviewed for students returning to in-county schools contain school district withdrawal forms with numerical grades in progress that were faxed to their next educational placements at the time of exit.</p>
<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"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The transition clerk maintains copies of signed fax forms in a transition log that document transmittal of students' educational exit packets to their next educational placements at the time of exit. However, the two closed files reviewed for students returning to out-of-county schools do not document transmittal; only one of the two exit packets reviewed contains all of the required components. The remaining file does not contain cumulative transcripts or assessment data, but documents the reasons for these omissions.</p>
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The crisis intervention counselor provides follow-up services to students for a year post release.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that it documents the transmittal of all students' complete educational exit packets.</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 exceptional student education (ESE) paraprofessional administers the Woodcock-McGrew-Werder Mini-Battery of Achievement (MBA) for reading, writing, math, basic skills, and factual information to students appropriately. All 10 current files reviewed document that assessments are administered within five school days of entry. The lead educator uses test results to write individual academic plan (IAP) goals and objectives for reading, writing, and mathematics for long-term students. The program also administers a learning styles inventory.</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>All 10 current files reviewed document that the ESE paraprofessional administers the Choices Interest Profiler to students appropriately within the required time frame. The teachers use career assessment results to enhance instruction, as documented in teacher interviews. The paraprofessional also administers the Career Cruiser to middle school students.</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>The lead educator writes long-term IAP goals and short-term objectives for students within 22 school days. The IAP goals are specific, measurable, and individualized for reading, writing, and math and include a schedule for determining progress and needed remedial strategies. Teachers use IAPs for instructional planning for long-term students, as documented in teacher interviews. No current students have been in the program long enough to require an IAP; however, IAPs in two closed files reviewed document development within the required time frame.</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>The ESE teacher writes measurable IEP goals and objectives for special education students that directly relate to their identified needs, as documented in all five ESE files reviewed.</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>The ESE teacher meets with teachers biweekly to review their academic progress toward achieving their IAP/IEP goals and objectives. No current students require IAPs, and the five IEPs reviewed do not document students' progress because they were only recently written. Interviews and IEPs document that IEP progress reports are mailed to parents every four and a half weeks when 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 lead educator provides students with ongoing guidance services regarding educational and occupational opportunities, social adjustments, diploma options and continuing education, as documented in interviews and logs in current files reviewed. Only six of 10 files reviewed document guidance provided at entry; four files document that the students entered the program with recent assessment results and were not provided guidance services at entry. Students may request guidance via forms available in the classrooms, as documented in interviews and classroom observations. All eight students interviewed stated that they have met with a guidance counselor.</p>

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

**COMMENDATIONS** • The program also administers a learning styles inventory to students at entry.

**RECOMMENDATIONS** • None

**DEFICIENCIES REQUIRING A CAP** • None

**INDICATOR 3: CURRICULUM and INSTRUCTION**

**SCORE: SUPERIOR**  
**RATING: 8**

The program offers academic curriculum and instruction through:

<p><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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program provides a substantial year-round curriculum based on the Florida Course Codes, course descriptions, and the FSSS. The program offers math, intensive reading, English/language arts, science, and social studies to students who are enrolled in the program 22 days or more. Lesson plans and texts are aligned with the FSSS. All eight students interviewed stated that they receive the coursework for the classes in which they are enrolled. In addition, all students participate in a horticulture/gardening course integrated into the science and peer counseling classes.</p>
<p>3.2 Literacy skills activities, tutorial and remedial strategies, and social skills programs for students in the detention center 21 school days or fewer</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program provides literacy skills activities for students in the detention center 21 school days or less via readers theater, classroom libraries, the <i>Weekly Reader</i>, current events and magazines, and memorization of historical documents. The program offers tutorial and remedial strategies, as documented in interviews and classroom observations. Teachers teach social skills in the career education class, and students have access to the Choices career program.</p>
<p>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.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All four teachers interviewed indicated that they provide individualized instruction and a variety of instructional strategies based on long-term students' IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the classes. Classroom observations document a variety of strategies that differentiate instruction, including discussion, computer-assisted instruction (CAI), one-on-one assistance, small group, direct instruction, videos, peer assistance, thematic units, overhead projection, and independent assignments. Three of five long-term students interviewed stated that they receive individualized instruction.</p>

**RATING JUSTIFICATION**

The intent of the indicator is being exceeded.

**COMMENDATIONS**

- The program provides a reading course to all students.
- All students participate in a horticulture/gardening course integrated into the science and peer counseling classes.
- The program provides a wide variety of instructional strategies to engage students in learning.

**RECOMMENDATIONS**

- None

**DEFICIENCIES REQUIRING A CAP**

- None

**INDICATOR 4: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES**

**RATING: SUPERIOR**  
**SCORE: 7**

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

<p>4.1 Documenting the initiation of the exceptional student education (ESE) process</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The transition clerk requests new students' IEPs via fax, as documented in five ESE files reviewed. The lead educator identifies students who require ESE services and develops appropriate course schedules based on their diploma options and IEP goals.</p>
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<p><b>4.2</b> Completing the ESE process:</p> <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>	<p>The exceptional student education (ESE) teacher reviews current IEPs/EPs to determine whether they are appropriate. All five IEPs reviewed are current.</p>
<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>		<p>The ESE paraprofessional convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in five ESE files reviewed.</p>
<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>		<p>The ESE paraprofessional calls the parents and mails parent participation forms to encourage their input in IEP meetings. Four of five ESE files reviewed document that the ESE paraprofessional mails copies of the IEPs/EPs to parents who do not attend the meetings. One ESE file documents that a parent attended the meeting.</p>
<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> <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>		<p>The ESE teacher writes transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in five IEPs reviewed.</p> <p>Five IEPs reviewed document that the lead educator serves as the program's LEA representative and attends IEP meetings.</p>
<p>4.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program serves students who are on the special diploma track via a support facilitator. No current students require support facilitation. Five IEPs reviewed document that the students receive the required ESE services. The school district provides an itinerant speech and language teacher who currently provides services on a weekly basis. The ESE teacher provides weekly consultation to the general education teachers, as documented in a log.</p>
<p>4.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district provides ELL and educational psychological services as needed, and the school district serves gifted students via honors or advanced placement courses.</p>
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The lead educator, the ESE teacher, and the paraprofessionals work together to ensure a smooth ESE process for all ESE students.</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>	

<p><b>INDICATOR 5: COLLABORATION</b></p>		<p><b>RATING: SUPERIOR</b>  <b>SCORE: 8</b></p>
<p>The program facilitates collaboration to provide:</p>		
<p><b>5.1</b> A minimum of 300 minutes of daily instruction or the weekly equivalent</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school schedule documents 300 minutes of daily instruction, a 20-minute morning break, and five minutes to transition between classes.</p>

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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document weekly management, detention review, and treatment team meetings attended by educational and facility staff. The lead educator and the crisis intervention counselor meet with students monthly in treatment team meetings, as documented in treatment team notes. Interviews document that individual educational plan (IEP) meetings are held, as needed, and community advisory board meetings are held quarterly. School district personnel and the lead educator communicate on a daily basis, as documented in interviews. Educational issues are discussed in various meetings, as documented in interviews with the teachers and the administrators.
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>	Members of the community advisory board solicit varied community involvement that focuses on educational and transition activities, as documented in a binder, photos displays throughout the school, and facility reports. Students have participated in community service projects, such as organizing a food pantry in partnership with area businesses. Additionally, the program developed a partnership with the University of Florida to plant a garden and donate the produce to a rescue mission. A number of guest speakers have talked to the students about topics such as college, parenting, gardening, art, health, jobs, fire safety, sex education, law enforcement, and government. In addition, the transition clerk hosts a parent night every Wednesday to encourage parent participation in the program.
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>	The program's behavior management plan uses a level system, and the facility staff assist with behavior management in the classrooms. Students observed were well-behaved and on task. All students interviewed stated that the classroom discipline is fair and that they receive awards, such as weekly reward parties, movies, level attainment, extended time for telephone calls, and gardening privileges.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• Program staff and the advisory board solicit weekly guest speakers from a variety of sources.</li> <li>• The program manages a food pantry, engages students in planting and donating homegrown produce to a rescue mission, and hosts weekly parents nights.</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>INDICATOR 6: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 8</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>	The program has five core academic teachers who have professional certification. Students' course schedules and teacher certifications document that all courses are taught by teachers in their areas of certification. Three teachers have exceptional student education (ESE) certification; the reading teacher has a reading endorsement; and one teacher has an English language learners (ELL) 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 certified academic teachers teach the noncore academic areas.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• All teachers have multiple professional certifications and/or endorsements in the areas they teach.</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>	

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

**RATING: SUPERIOR  
SCORE: 8**

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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews document that all five teachers have professional development plans that they helped develop and that include SIP initiatives on student performance. The school district beginning teacher program is available but is not applicable to the current teachers.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers receive a large percentage of their professional development training from the school district on topics such as computer programs, assessments, subject area courses, gang awareness, legal issues, reading, and school improvement. Other trainings are provided by the Panhandle Area Education Consortium (PAEC), Florida State University (FSU), Florida Diagnostic and Learning Resources System (FDLRS), and the Department of Education (DOE). All of the teachers participate in continual annual training.
The educational administration: 7.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	To retain teachers, the program offers salaries that are 5% above other school district teachers' salaries and offers the same benefits provided by the school district. The program recruits teachers through the school district via job fairs, Web site postings, and local newspapers. All of the teachers have been at the program for eight years or more.

**RATING JUSTIFICATION**

The intent of the indicator is being exceeded.

**COMMENDATIONS**

- The program documents high teacher retention.

**RECOMMENDATIONS**

- None

**DEFICIENCIES REQUIRING A CAP**

- 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has four academic/career teachers, a crisis intervention counselor, a transition clerk, three paraprofessionals, and an lead educator. The lead educator does not have classroom duties. 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS) and have the Parallel Alternative Strategies for Students (PASS) books available for students, as needed. All classrooms contain a variety of high-interest reading materials. All students interviewed stated they have an adequate number of interesting books to read.
8.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Classrooms have TVs/VCRs, overhead projectors, printers, LCD projectors, SMART Boards, educational videos, and 44 student computers. The program has a variety of educational software (i.e., Compass Learning, Sunburst Science, Steck Vaughn GED, and Choices).
8.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The environment is conducive to learning, and classrooms display facility mission statements, subject area posters, motivational posters, and photographs of student activities, but do not display classroom rules. Classrooms are large, clean and well lit.

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, but no student is currently enrolled.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program employs three paraprofessionals to assist the students and the teachers.</li> <li>• The program has a large supply of computers in every classroom.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should display the behavioral rules in the classrooms.</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: SUPERIOR</b> <b>SCORE: 8</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 within the required time frame.
<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 is assigned an individual school number. The transition clerk accurately inputs all the data required in this benchmark, as documented on the six MIS screens reviewed.
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>	Teachers record student attendance daily and provide it to the transition clerk, who enters the data accurately into the MIS, as documented on attendance printouts.
<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 lead educator serves as the contract manager and provides sufficient oversight and assistance to the program; she is on site 90% of the time to assist with enrolling students, developing schedules, providing guidance, working with transition, and monitoring and evaluating the educational component. The school district provides a reading mentor/teacher, exceptional student education (ESE) support services, site technician for technology, and professional development trainings. Documented mock quality assurance (QA) reviews conducted by the education coordinator and SIP updates serve as annual evaluations of 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>	There is a current and approved cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verify that the terms are being followed. The school district principal, the Title 1 supervisor, and the lead educator monitor the program's expenditures of all state and federal educational funds.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The contract manager is on site and provides daily oversight and assistance to the program.</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>•</li> </ul>
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>