

2008-2009 Quality Assurance (QA) Report for **Exemplary Programs** (Final) Juvenile Justice Educational Enhancement Program (JJEED)

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

DETENTION CENTER

School Name (MSID)	BREVARD COUNTY JUVENILE DETENTION	School # 05-1025 School District Brevard County Brevard	ESE Service Delivery Consultation Support Facilitation
Program Name	Brevard Regional Juvenile Detention Center	Capacity 65 Population Co-Ed	Diplomas by: Program None
Address	5225 DeWitt Avenue Cocoa, FL 32927	Head Count 36 SD Registered 36 HSD/GED 0	Other School in SD None
Education Provider	Brevard County School District (School District)	Max Ratio (Student: Teacher) 12:1	Students' Home/Zoned Schools All
Facility Provider	Department of Juvenile Justice (DJJ)		
Date of Education Provider Change N/A		Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
SD Contract Manager	Sue Carver	Phone (321) 723-2677 x14505 Fax (321) 723-4027	E-mail <i>carver.sue@brevardschools.org</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Joseph O'Brien	Phone (321) 690-3400 x123 Fax (321) 690-3409	E-mail <i>obrienj@brevard.k12.fl.us</i>
Facility Director	Richard Hoffman	Phone (321) 690-3400 x101 Fax 321) 690-3412	E-mail <i>richard.hoffman@djj.state.fl.us</i>
SD Transition Contact	Mike Folger	Phone (321) 632-5300 x3199 Fax (321) 723-4027	E-mail <i>folgerm@brevard.k12.fl.us</i>
QA Reviewer Karen P. Kugelmann E-mail <i>kkugelmann@fsu.edu</i>		A full follow-up QA review is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Review Dates December 1, 2008			

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<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				
Interviews	<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 type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>2</u> Teachers <u>0</u> Teacher Aides <u>0</u> Guidance Staff <u>3</u> Students
Document Review	<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 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 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 type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input 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>6</u> Current Educational Files <u>3</u> Cumulative Transcripts <input type="checkbox"/> Others:
On-site Observations	<u>1</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

The Brevard Regional Juvenile Detention Center serves male and female students. The program has three teachers, a lead educator, and an exceptional student education (ESE)/transition clerk. The program has maintained continuity of the educational personnel and the collaborative relationship that facility personnel and the school district administrators share to provide a positive learning environment that promotes academic growth.

Last year the program maintained its Exemplary II status that it earned for its high quality assurance (QA) scores in 2006-07. This is the second year the program received an abbreviated one-day QA review of only the critical benchmarks. The program passed all of the critical benchmarks reviewed and will receive a full QA review next year.

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

QA TRENDS: Brevard 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			2007-2008	
Educational Indicators	Score	Detention State Avg.	Educational Indicators	Score	Detention State Avg.	Critical Benchmarks	Score
Transition Services	6	5	Transition Services	6	5.77	Enrollment	Pass
Assessment & Planning	7	4	Assessment & Planning	7	5.23	Entry Academic Assessment	Pass
STANDARD ONE: TRANSITION Standard Average	6.50	5.38	STANDARD ONE: TRANSITION Standard Average	6.50	5.50	Individual Academic Plans (IAPs)	Pass
Curriculum & Instruction	8	6	Curriculum & Instruction	8	6.00	Individual Educational Plans (IEPs)	Pass
ESE & Related Services	6	6	ESE & Related Services	6	6.56	Substantial Academic Curriculum	Pass
STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	6.31	STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	6.29	ESE Process	Pass
Collaboration	8	5	Collaboration	8	6.65	Adequate Instructional Time	Pass
Educational Personnel Qualifications	7	6	Educational Personnel Qualifications	7	6.26	Teacher Certification	Pass
Professional Development & Teacher Retention	7	6	Professional Development & Teacher Retention	7	6.11	Data Management	Pass
Learning Environment & Resources	6	5	Learning Environment & Resources	6	6.42	Contract Management Oversight	Pass
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00	6.21	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00	6.47	Full Follow-up QA Review Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
OVERALL AVERAGE	6.88	6.03	OVERALL AVERAGE	6.88	6.18	Exemplary programs who fail two or more critical benchmarks will receive a full follow-up QA review the same year.	
STANDARD FOUR: CONTRACT MANAGEMENT	6	5.92	STANDARD FOUR: CONTRACT MANAGEMENT	6.00	6.23		

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

Brevard Regional Juvenile Detention Center--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	413				TOTAL	807
						Dropout Prevention File	807				(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	580	72	12 & under	55	7	K-5	17	2	Mentally Handicapped (EMH, TMH, PMH)	6	1	
Female	227	28	13	59	7	6	24	3	Emotional/Behavioral Disabilities	83	10	
RACE	#	%	14	132	16	7	90	11	Specific Learning Disabled	54	7	
White (NH)	434	54	15	159	20	8	104	13	Autism Spectrum Disorder	0	0	
Black (NH)	292	36	16	218	27	9	367	45	Speech/Language Impaired	2	0	
Hispanic	55	7	17	154	19	10	126	16	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	26	3	18	27	3	11	59	7	Gifted	5	1	
			19 & above	3	0	12	20	2	Traumatic Brain Injured	0	0	
						Adult	0	0	Hospital Homebound	0	0	
			Diplomas Earned	#	%				Other Health Impaired	8	1	
			Standard *	0	0				TOTAL ESE	158	20	
			GED	0	0	LEP STUDENTS	#	%				
			Special	0	0		5	1				

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

BENCHMARKS

FINDINGS

BENCHMARK 1.1: ENROLLMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program has transition activities that include:		
<u>1.1</u> 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.)	At entry, the lead educator enters students' enrollment information into the MIS. The exceptional student education (ESE) teacher assistant makes record requests and follow-up requests (when appropriate) for "out-of-county" students, and the lead educator accesses "in-county" students records in the MIS. The lead educator and the transition/guidance representative meet with new students to review their previous records and develop their course schedules. Short-term students are enrolled in temporary schedules. Long-term students are enrolled in permanent schedules based on their past records, entry assessments, FCAT scores, and student progression plan requirements, prior to their 21st school day in the program. MIS course schedules in six current files reviewed document that the four long-term students and the two short-term students are enrolled in appropriate courses to address their individual needs for student progression or high school graduation.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 2.1: ENTRY ACADEMIC ASSESSMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program's assessment and planning practices include:		
<u>2.1</u> 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	The lead educator and the teachers administer the Standardized Test for Assessment of Reading (STAR) for reading and math, a learning styles inventory, and the Woodcock-McGrew-Werder Mini-Battery of Achievement (MBA) writing assessment to students appropriately. Five of the six files reviewed document that these assessments are administered within 10 school days of entry. One current file reviewed documents that the program has not administered entry assessment to the student, who entered the program fewer than 10 school days ago.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program uses students' learning styles inventory scores to guide instruction. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 2.3: INDIVIDUAL ACADEMIC PLANS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program's assessment and planning practices include:		
<u>2.3</u> 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	The social studies teacher and the transition/guidance resource teacher write individual academic plan (IAP) long-term goals and short-term objectives for students before their 22nd school day in the program, as documented in two long-term students' files reviewed. IAP goals and objectives reviewed are based on entry assessment scores. IAP goals are specific, measurable, and individualized for reading, writing, and math and document a schedule for determining progress and remedial strategies. IAPs are used for instructional planning for long-term students, as documented in interviews with teachers and students.	

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • None

BENCHMARK 2.4: INDIVIDUAL EDUCATIONAL PLANS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program's assessment and planning practices include:		
<u>2.4</u> 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	The exceptional student education (ESE)/transition and guidance specialist writes measurable IEP goals and objectives for special education students that directly relate to their identified needs, as documented in ESE files reviewed.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 3.1: SUBSTANTIAL ACADEMIC CURRICULUM		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program offers academic curriculum and instruction through:		
<u>3.1</u> 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)	The program provides a substantial year-round curriculum that is 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 in the program for 22 days or more. Lesson plans and texts document alignment with the FSSS, and all three students interviewed stated that they receive instruction for the courses in which they are enrolled.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 4.2: ESE PROCESS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program provides educational support services to all students as needed, including:		
<u>4.2</u> Completing the ESE process: <ul style="list-style-type: none"> • Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	The ESE/transition and guidance specialist reviews current IEPs/EPs to determine whether they are appropriate. Three IEPs reviewed are current. No gifted students are currently enrolled.	
<ul style="list-style-type: none"> • 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 	The ESE/transition and guidance specialist convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in all three ESE files reviewed.	

<ul style="list-style-type: none"> 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 	Three exceptional student education (ESE) files reviewed document that the ESE/transition and guidance specialist notify parents by mail and telephone and mail the parents participation forms to encourage their input in individual educational plan (IEP)/educational plan (EP) meetings. Copies of IEPs/EPs are also mailed to parents who do not attend the meetings, as documented in the parent notification log.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 years or older are addressed in their IEPs 	The ESE /transition and guidance specialist writes transition statements for the students who are 14-15 years old and transition plans for students 16 or older, as documented in three IEPs reviewed.
<ul style="list-style-type: none"> 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.) 	Three IEPs reviewed document that the school district ESE specialist serves as the program's LEA representative; the lead educator and the LEA representative attend IEP meetings.
RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> None
RECOMMENDATIONS	<ul style="list-style-type: none"> None

BENCHMARK 5.1: ADEQUATE INSTRUCTIONAL TIME		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program facilitates collaboration to provide:		
5.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	The program's schedule offers 300 minutes of daily instruction and 3-5 minutes for transition between classes, as observed in hallways as students moved from classroom to classroom.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	

BENCHMARK 6.1: TEACHER CERTIFICATION		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
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	The program's three core academic teachers have professional certification. Students' course schedules and teacher certifications document that all courses are taught by in-field teachers. One teacher has ESE certification, the reading teacher has a reading endorsement, and one teacher has an English language learners (ELL) endorsement.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> All of the core academic courses are taught by highly qualified teachers. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	

BENCHMARK 9.2: DATA MANAGEMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The school district ensures that:		
<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)	The program is assigned an individual school number. The lead educator accurately inputs all of the data required in this benchmark, as documented on three MIS screens reviewed.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 9.4: CONTRACT MANAGEMENT OVERSIGHT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The school district ensures that:		
<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	The contract manager serves as the principal for the school district and provides sufficient oversight and assistance to the program. Sign-in logs document that school district staff visit the program. School district support staff who provided services to the program include a reading coach, an exceptional student education (ESE)/transition and guidance specialist, and an on-site ESE teacher. The contract manager stated in an interview that she conducts annual evaluations of the program via mock quality assurance (QA) reviews, periodic walk-throughs, teacher observations, and development of professional development plans development in collaboration with the teachers and that integrate the school improvement plan (SIP). The contract manager also conducts monthly alternative education trainings and workshops for the teachers and the administrators, as documented via meeting agendas and sign-in sheets, professional development plans, SIPs, and teacher interviews.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The contract manager conducts monthly alternative education staff and/or administrative meetings and trainings that focus on the facility and SIP goals. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

OTHER FINDINGS	<ul style="list-style-type: none"> • The contract manager plans to buy new furniture and refurbish the classrooms after the first of the fiscal school year. • The school district provides the program with an ESE/transition and guidance specialist to serve students through support facilitation services to students who are on the special diploma track.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None