

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			
School Name (MSID)	COLLIER JUVENILE DETENTION CENTER	School # 11-9013 School District Collier County Collier	ESE Service Delivery Consultation Support Facilitation
Program Name	Collier Regional Juvenile Detention Center	Capacity 50 Population Co-Ed	Diplomas by Program None
Address	3315 East Tamiami Trail Naples, FL 34112	Head Count 35 SD Registered 34 HSD/GED 1	Other School in SD None
Education Provider	Collier County School District (School District)	Max Ratio (Student: Teacher) 16:1	Students' Home/Zoned Schools All
Facility Provider	Florida 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	Bill Spano	Phone (239) 377-1054 Fax (239) 377-1051	E-mail <i>spanobi@collier.k12.fl.us</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Joe Romero	Phone (239) 417-6277 Fax (239) 417-6289	E-mail <i>romerojo@collier.k12.fl.us</i>
Facility Director	William Jordan	Phone (239) 417-6277 Fax (239) 417-6288	E-mail <i>bill.jordan@djj.state.fl.us</i>
SD Transition Contact	Bill Spano	Phone (239) 377-1054 Fax (239) 377-1051	E-mail <i>spanobi@collier.k12.fl.us</i>
QA Reviewer Pat Collins E-mail <i>pacollins@fsu.edu</i>		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
Review Dates April 13-15, 2009		DOE intervention is required. <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.

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 checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>3</u> Teachers <u>2</u> Teacher Aides <u>1</u> Guidance Staff <u>8</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 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 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 checked="" 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:
On-site Observations	<u>3</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

Collier Regional Juvenile Detention Center serves male and female students, most of whom are from Collier County. Students are usually in the detention center fewer than 22 days. The school district provides the educational services and an abundance of resources for literacy development and enhancement.

Findings in this first full review since the program earned exemplary status in 2005 document that the program continues to provide high quality educational services to the students. Collaboration among all stakeholders, including facility, educational, and school staff contributes to program's continued success. Additionally, stability of the educational staff contributes to the program's effectiveness.

This year, the program received superior ratings for all of the indicators and is awarded exemplary status. The school district also received a superior rating for contract management.

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

QA TRENDS: Collier 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	7
Assessment & Planning	6	4.85	Assessment & Planning	6	5.23	Assessment & Planning	7
STANDARD ONE: TRANSITION Standard Average	7.00	5.38	STANDARD ONE: TRANSITION Standard Average	7.00	5.50	STANDARD ONE: TRANSITION Standard Average	7.00
Curriculum & Instruction	7	6.04	Curriculum & Instruction	7	6.00	Curriculum & Instruction	8
ESE & Related Services	7	6.58	ESE & Related Services	7	6.56	Specially Designed Instruction & Related Services	8
STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	6.31	STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	6.29	STANDARD TWO: SERVICE DELIVERY Standard Average	8.00
Collaboration	N/A	5.90	Collaboration	N/A	6.65	Collaboration	7
Educational Personnel Qualifications	N/A	6.71	Educational Personnel Qualifications	N/A	6.26	Educational Personnel Qualifications	9
Professional Development & Teacher Retention	N/A	6.35	Professional Development & Teacher Retention	N/A	6.11	Professional Development & Teacher Retention	7
Learning Environment & Resources	8	5.50	Learning Environment & Resources	8	6.42	Learning Environment & Resources	7
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00	6.21	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00	6.47	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.50
OVERALL AVERAGE	7.00	6.03	OVERALL AVERAGE	7.00	6.18	OVERALL AVERAGE	7.50
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	5.96	STANDARD FOUR: CONTRACT MANAGEMENT	7.00	6.23	STANDARD FOUR: CONTRACT MANAGEMENT	7.00

Collier Detention Center-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File 72 Dropout Prevention File 135			TOTAL 135 (Unduplicated)								
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%						
Male	122	90	12 & under	8	6	K-5	5	4	Mentally Handicapped (EMH, TMH, PMH)	2	1						
Female	13	10	13	11	8	6	1	1	Emotional/Behavioral Disabilities	5	4						
RACE	#	%	14	26	19	7	5	4	Specific Learning Disabled	9	7						
White (NH)	22	16	15	33	24	8	22	16	Autism Spectrum Disorder	0	0						
Black (NH)	49	36	16	32	24	9	60	44	Speech/Language Impaired	1	1						
Hispanic	61	45	17	20	15	10	29	21	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0						
Other	3	2	18	5	4	11	10	7	Gifted	0	0						
			19 & above	0	0	12	3	2	Traumatic Brain Injured	0	0						
									Adult	0	0	Hospital Homebound	0	0			
			Diplomas Earned	#	%												
			Standard *	0	0												
			GED	0	0												
			Special	0	0												

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: TRANSITION SERVICES		RATING: SUPERIOR SCORE: 7
The program has transition activities that include:		
<p><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.)</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The majority of students are from "in-county" schools. Of the 10 current files reviewed, two long-term students' files contain appropriate permanent course schedules, seven short-term students' files contain temporary schedules, and one file documents that the student has received a high school diploma. All 10 files document the change in students' status from temporary to permanent by students' 22nd school day in the program via course schedules developed by the guidance counselor. The secretary maintains accurate records of students' multiple enrollments and withdrawals.</p>
<p>1.2 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>Facility staff provide daily population reports to the program secretary and the lead educator. The secretary uses the reports to notify the school district data entry operator daily of attendance/enrollment changes and to ensure accuracy of student information in the MIS. The lead educator uses the list to generate a daily enrollment list and to inform the educational staff regarding students' status.</p>
<p>1.3 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>Interviews and sign-in logs document that the lead educator or designee participates in weekly detention reviews and provides information regarding students' educational status to assist with successful transition to their next educational placements.</p>
<p>1.4 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 checked="" type="checkbox"/> N/A	<p>Of the six closed files reviewed, four in-county students' files contain the minimum components required in this benchmark and document transmittal of educational records at the time of students' exit.</p>
<p>1.5 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 checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Two of the six closed files reviewed document via transportation staff signatures that education records are transmitted prior to students' exit and contain all of the required components. Educational records also contain copies of students' logs that document completed daily assignments and course standards.</p>
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program documents an effective process of communicating with the school district data operator to ensure that students are enrolled in appropriate schedules and are withdrawn appropriately. • The program maintains effective procedures for tracking multiple student enrollments/withdrawals. • The program includes additional information in students' educational exit packets to inform the receiving schools regarding students' progress toward course completion. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: ASSESSMENT and PLANNING

**RATING: SUPERIOR
SCORE: 7**

The program's assessment and planning practices include:		
2.1 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	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and all 10 current files reviewed document that an instructional assistant administers the Standardized Test for Assessment of Reading (STAR) for reading and math and a Florida Comprehensive Assessment Test (FCAT) writing prompt to students within 10 school days of entry into the facility. The program also administers a learning styles inventory to students at entry. Interviews and lesson plans document that teachers utilize assessment data and learning styles inventories to direct daily instruction.
2.2 Administering career aptitude/interest assessments within students' first 22 school days to enhance employability, career, and technical instruction	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Two long-term students' files reviewed document that the Career Assessment Battery is administered within students' first 22 school days to enhance employability, career, and technical instruction.
2.3 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	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews document that the lead educator develops IAPs for all students within 22 school days of entry. Two current files reviewed for long-term students contain IAPs that include all the required components. In addition, the lead educator develops remediation goals for all short-term students.
2.4 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	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Three IEPs reviewed contain measurable goals and short-term objectives that directly relate to the students' identified academic, behavioral, and/or functional deficiencies and needs.
2.5 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	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All students' files reviewed document that the teachers review and report students' progress as part of the facility's weekly review. None of the current students have been at the program long enough to review/revise IAPs or to develop IEP progress reports. However, interviews with the ESE staff document that they collaborate with in-county schools to report ESE students' progress while in they are in the program.
2.6 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.	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and sign-in logs document that a guidance counselor provides long-term students with guidance services. The lead educator documents in current and closed files reviewed the provision of guidance services that include administering exit surveys and reviewing transcripts. All students interviewed stated that the lead educator provides them with guidance information.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program develops short-term remediation goals for all students based on entry assessment results. • The program administers an exit survey to the students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 3: CURRICULUM and INSTRUCTION		SCORE: SUPERIOR RATING: 8
The program offers academic curriculum and instruction through:		
3.1 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 provides a substantial year-round curriculum based on the Course Code Directory, the FSSS, and the course descriptions. Interviews, observations, and permanent schedules reviewed document that students receive instruction for the courses in which they are enrolled.
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>	Classroom observations and interviews document literacy skills activities and tutorial and remedial strategies via magazines, newspapers, and library books. An instructional assistant maintains the program's library and assists students with checking out books on a daily basis. The reading class also contains several hundred Carbo sets of books on tape on reading levels for grades 3 to 10.
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>	Lesson plans, student activity logs, observations, and students' course completions document that the teachers provide individualized instruction through the Novel Suites via computer-assisted instruction (CAI), school district approved textbooks, and individual learning packets for students in the program 22 or more school days. All students may complete daily assignments using the Novel Suites, and teachers use whole group discussion, video streaming, current events, graphic organizers, vocabulary work walls, math manipulatives and games, and small group projects. Teachers follow a monthly calendar to incorporate positive character traits into daily instruction. The program provides after school tutoring in reading and math to students four days a week.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides students with daily opportunities to participate in literacy and academic activities. • The program provides after school tutoring to students four days a week. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES		RATING: SUPERIOR SCORE: 8
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>	Records requests, course schedules, and management information system (MIS) printouts in three ESE files reviewed document that the secretary requests records and the ESE specialist reviews records for the timely initiation of the ESE process.
4.2 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 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Three IEPs reviewed and an IEP review log document that the ESE specialist reviews students' IEPs/EPs to determine whether they are appropriate.

<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 		Three individual educational plans (IEPs) reviewed document that the exceptional student education (ESE) specialist convenes staffings in a timely manner.
<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 IEPs reviewed document that the ESE specialist solicits parent participation for IEP/educational plan (EP) development via written contacts and telephone calls; interviews document that parents may participate via conference calls. The ESE specialist mails copies of the IEPs/EPs to parents who do not attend the meetings.
<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 specialist develops transition-related IEP pages for students who are 14 or older.
<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.) 		The school district ESE specialist served as the program's LEA representative for most of this past year, before the alternative education principal assumed this duty. Interviews and three IEP amendments reviewed document via signatures that the LEA representative attends IEP/EP meetings.
4.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Three IEPs reviewed document that the ESE specialist meets with the ESE teacher to explain all specially designed instruction and related services required on the amended IEPs and provides all of the teachers with copies of students' plans. The ESE teacher maintains a log of consultation she provides to the teachers, and the ESE specialist or the ESE teacher documents the consultation or support facilitation services provided to students, as needed. Speech and language services are provided by the school district. The educational secretary and/or the ESE specialist notifies the speech and language teacher daily regarding students' identified needs. Temporary and long-term students receive uninterrupted services.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides ELL and Section 504 services to students, per their individual plans. The school district provides gifted services, as needed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The ESE specialist and the ESE teacher collaboratively implement an effective process of informing teachers of ESE students' needs. All ESE students enrolled in the program receive uninterrupted speech and language services. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 5: COLLABORATION		RATING: SUPERIOR SCORE: 7
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Class schedules document that the program provides 300 minutes of daily instruction, including transition time between classes. When the facility lunch schedule is delayed, the program documents an effective way to makeup minutes.

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>	The lead educator attends monthly facility management meetings, weekly detention review meetings, and monthly staffings to determine students' release dates and placements. The lead educator or a designee attends weekly reviews regarding students' level advancement and physical/medical health. Interviews and the lead educator's sign-in sheets, meeting agendas, e-mails, and notebooks document that communication among school district administrators and educational personnel occurs regularly via e-mails, telephone calls, and on-site visits.
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>	The facility coordinates community involvement activities that include speakers from the Florida Gulf Coast University, the health department, the faith-based community, the military branches, and a shelter and abuse center.
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>	Interviews with students and teachers document that program and facility staff collaboratively implement a behavior management plan that is based on a level system. Interviews document that the facility's assistant superintendent changed the behavior management plan to incorporate input from the academic program. Staff interviews document an increase in positive student behavior, and students stated that they consistently receive positive reinforcement. Observed student behavior during this review was positive.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents multiple opportunities for collaboration among school district, educational, and facility staff. The facility's revised behavioral management procedures that include weekly reports from the educational department has improved student behavior in the classrooms. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 6: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SUPERIOR SCORE: 9
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>	All three core academic teachers have professional teaching certification, teach in their certification areas, and have English language learners (ELL) endorsements and exceptional student education (ESE) certification. The reading teacher also 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 (physical education [P.E.]) course is taught by a professionally certified teacher.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> All of the teachers are well-qualified, have multiple certifications/endorsements, and have professional certification in all the areas they teach. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

RATING: SUPERIOR
SCORE: 7

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 document that they helped develop their professional development plans that incorporate SIP initiatives to foster professional growth. The school district provides a 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>	Continual annual professional development training is based on program needs and instructional staff assignments that include content area training, reading and literacy skills development, leadership training, reading in content areas, Collier Writes training, strategies for working with ESE students, strategies for working with at-risk youths, gang-related information, and college course work. Professional development training is documented from a variety of sources including the Department of Education (DOE), the Department of Juvenile Justice (DJJ), and the school district.
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>	The school district offers teacher planning days, insurance, and retirement plans to the teachers and advertises teacher vacancies in the local newspapers and the school district Web site. The teachers and educational program staff are experienced, highly qualified, and document years of tenure at the program; the teachers demonstrate cooperation and commitment to serving the students.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The educational program staff and administration are experienced and document tenure at the program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> 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 three teachers, one of whom also serves as the lead educator; a secretary; two classroom assistants; and a school district ESE teacher, ESE specialist, speech and language specialist, and reading coach, who visit the program weekly. The average class size is 12 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 classrooms have an abundance of educational supplies, instructional materials, and high-interest leisure reading materials on a variety of ability levels. The language arts classroom has over 3,000 books for students to check out, a large variety of books on tape, and a technology-based foreign language curriculum.
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>	All teachers have a personal computer, and students have access to 30 computers in two of the classrooms. Observations document that students have access to the Novel Suites and that the teachers maintain an abundant supply of software in all subject areas. Students have access to the Internet and selected sites for research.

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>	The environment in three classrooms is conducive to learning; walls display motivational posters, subject area posters, maps, rules, students' work, projects, vocabulary words, and character traits for each month.
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>	All classrooms have Internet access. Interviews document that previous students were enrolled in the FLVS, but no current students are in enrolled in FLVS courses.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents an abundance of textbooks and supplemental resources for all students that include supplemental reading materials, books on tape, and software for computer-assisted instruction (CAI). 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SUPERIOR SCORE: 7
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 in a timely manner.
<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 assigned school number and documents on MIS printouts reviewed that all student data required in this benchmark are accurately reported in the MIS.
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>	Interviews document that the teachers record daily student attendance and the secretary e-mails data to the school district data entry clerk for input into the MIS.
<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, who is the principal for alternative education, and the assistant principal document frequent visits to provide appropriate oversight and assistance to program. The school district provides assistance to the program regarding ESE services, MIS information, professional development training, and guidance. All staff interviewed indicated that the school district supports the program. The program secretary maintains a sign-in log that documents visits by the guidance counselor, the reading coach, the ESE Specialist, the ESE teacher, and technical support personnel. The school improvement plan (SIP), teachers' professional development plans, and an annual report document evaluation of the educational 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 DJJ. Interviews with school district and facility staff and observations document that the terms of the cooperative agreement are being followed. Interviews document that the contract manager and the school district finance department monitor the program's educational expenditures.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The school district contract manager and designee are actively involved in continuous oversight and evaluation and ensure that school district support staff assist the program in providing high quality educational services to the students. Additionally, the school district implements an effective process of evaluating the educational program.
RECOMMENDATIONS	<ul style="list-style-type: none"> None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

OTHER FINDINGS	<ul style="list-style-type: none"> The changes in the facility behavior modification plan greatly improved the consistency of discipline, increased a positive classroom environment, and provided additional positive reinforcements for the students. Two teachers and both instructional assistants are coaches in the community and are well-known by many students from the area; this contributes to the positive classroom environment and helps to initiate communication with the students.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> None