

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

RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)				
School Name (MSID)	COLUMBUS RESIDENTIAL JUVENILE FACILITY	School # 29-5062	Security Level	Moderate Risk
Program Name	Columbus Juvenile Residential Facility	School District Hillsborough County Hillsborough	Career Type	3
Address	9502 E. Columbus Drive Tampa, FL 33619	Capacity 50 Population Male	ESE Service Delivery	Consultation Support Facilitation
Education Provider	Hillsborough County School District (School District)	Head Count 49 SD Registered 47 HSD/GED 2 DJJ Committed 49	Diplomas by: Program	None
Facility Provider	Sunshine Youth Services (For-Profit)	Max Ratio (Student: Teacher) 16:1	Other School in SD	GED GED Exit Option Special Standard
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Students who have reading deficiencies	34
SD Contract Manager	Maria Tudela	Phone (813) 558-1104 x222 Fax (813) 558-1150	E-mail	<i>maria.tudela@sdhc.k12.fl.us</i>
Other SD Contact	Anne Chatfield	Phone (813) 272-4438 Fax (813) 272-4972	E-mail	<i>anne.chatfield@sdhc.k12.fl.us</i>
Lead Educator	Gregory Harkins	Phone (813) 740-3630 x123 Fax (813) 740-4972	E-mail	<i>gregory.harkins@sdhc.k12.fl.us</i>
Facility Director	Brian Farriss	Phone (813) 769-0445 x101 Fax (813) 769-0932	E-mail	<i>bfarriss@sunshineys.net</i>
SD Transition Contact	Chrissy Dorion	Phone (813) 228-0805 x117 Fax (813) 228-0828	E-mail	<i>chrissy.dorion@sdhc.k12.fl.us</i>
QA Reviewer Mark Peach	E-mail <i>mpeach@fsu.edu</i>	A full follow-up QA review is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Review Dates October 6-7, 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 type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	2 Teachers 0 Teacher Aides 1 Guidance Staff 3 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 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 type="checkbox"/> Meeting Agendas/Logs <input type="checkbox"/> Curricula/Resources <input type="checkbox"/> Volunteer Logs <input type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input type="checkbox"/> Community Involvement Logs <input 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 6 Current Educational Files 3 Cumulative Transcripts <input checked="" type="checkbox"/> Others: Treatment Team Notes
On-site Observations	1 Classrooms	0 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

Columbus Residential Facility is a moderate-risk, 50-bed sex offender program for males. Sunshine Youth Services, Inc. operates the facility and treatment services, and the school district operates the educational program. The program is in a complex with three other juvenile justice programs: Falkenburg Academy, Hillsborough Academy, and Hillsborough Detention East. These four educational programs share several administrative and support personnel in the areas of educational leadership, transition, reading, guidance, and exceptional student education (ESE).

The program earned exemplary status for their high scores on their 2006 quality assurance (QA) review; consequently, they received an abbreviated one-day review this year and are scheduled for a full review during the 2009-2010 school year.

The program received passing scores on all critical benchmarks and retains its exemplary status.

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

QA TRENDS: Columbus Residential Facility

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 **low/moderate security 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	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Critical Benchmarks	Score
Transition Services	7	5.44	On-Site Transition Services	7	4.94	Enrollment	Pass
Testing & Assessment	5	4.73	Testing & Assessment	5	5.73	Entry Academic Assessment	Pass
Student Planning	7	4.65	Student Planning	7	4.18	Individual Academic Plans (IAPs)	Pass
			Community Reintegration	N/A	5.60	Individual Education Plans (IEPs)	Pass
STANDARD ONE: TRANSITION Standard Average	6.33	4.94	STANDARD ONE: TRANSITION Standard Average	6.33	5.13	Substantial Academic Curriculum	Pass
Academic Curriculum & Instruction	7	5.45	Academic Curriculum & Instruction	7	4.94	Explicit Reading Instruction	Pass
Reading Curriculum & Instruction	7	4.51	Reading Curriculum & Instruction	7	4.52	ESE Process	Pass
Employability & Career Curriculum & Instruction	7	5.63	Employability & Career Curriculum & Instruction	7	6.05	Adequate Instructional Time	Pass
ESE & Related Services	7	5.37	ESE & Related Services	7	5.45	Teacher Certification	Pass
STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	5.27	Data Management	Pass
Collaboration	7	5.49	Collaboration	7	5.69	Contract Management Oversight	Pass
Educational Personnel Qualifications	7	4.86	Educational Personnel Qualifications	7	5.00	Full Follow-up QA Review Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Professional Development & Teacher Retention	7	5.40	Professional Development & Teacher Retention	7	5.46		
Learning Environment & Resources	6	5.00	Learning Environment & Resources	6	5.53	Exemplary programs who fail two or more critical benchmarks will receive a full follow-up QA review the same year. 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.	
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75	5.50		
OVERALL AVERAGE	6.72	5.25	OVERALL AVERAGE	6.73	5.31		
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	7.00	4.82		

Columbus Residential Facility--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	97				
						Dropout Prevention File	91	TOTAL 97 (Unduplicated)			
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	97	100	12 & under	7	7	K-5	1	1	Mentally Handicapped (EMH, TMH, PMH)	5	5
Female	0	0	13	11	11	6	7	7	Emotional/Behavioral Disabilities	20	21
RACE	#	%	14	15	15	7	7	7	Specific Learning Disabled	13	13
White (NH)	45	46	15	30	31	8	10	10	Autism Spectrum Disorder	0	0
Black (NH)	43	44	16	13	13	9	41	42	Speech/Language Impaired	2	2
Hispanic	5	5	17	17	18	10	17	18	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	4	4	18	2	2	11	8	8	Gifted	1	1
			19 & above	2	2	12	6	6	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	41	100	Diplomas Earned	#	%				Other Health Impaired	2	2
2006-07 Math	41	100	Standard *	1	1				TOTAL ESE	43	44
2007-08 Reading	41	100	GED	0	0	LEP STUDENTS	#	%			
2007-08 Math	41	100	Special	0	0		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

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:		
1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation	Six current files reviewed and an interview with the lead educator document that students are properly enrolled based on prior transcripts, assessment information, and student progression needs. The program documents in a records request log that the school district registrar makes initial and follow-up records requests. Students identified as having reading deficiencies are enrolled in intensive reading classes per the school district comprehensive reading plan.	
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 testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	Assistant teachers have received the appropriate assessment training and administer all entry assessments to students in the classrooms. The program administers the BASI to all students and administers the Standardized Test for Assessment of Reading (STAR) for reading and math to students who are planning to take the General Educational Development (GED) exam. All current files reviewed document that the BASI is administered within the required time frame.	
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: INDIVIDUAL ACADEMIC PLANS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program has individual student planning activities that include:		
3.1 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 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	The teachers develop IAP goals and objectives for their respective subject areas. Three non-ESE files reviewed contain IAPs that document entry assessment results and measurable, long-term goals for reading, writing, math, and career areas. Each goal has two objectives, and IAPs contain remedial strategies, a schedule for determining progress, and notes regarding students' reading remediation needs. The program develops all IAPs within the appropriate time frame.	
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 3.3: INDIVIDUAL EDUCATIONAL PLANS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program has individual student planning activities that include:		
3.3 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	Three exceptional student education (ESE) files reviewed document that IEPs contain measurable goals and objectives based on students' individual needs and current levels of school performance. The program's ESE support facilitator and the school district staffing specialist develop students IEP goals and objectives.	
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 5.2: 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:		
5.2 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 are enrolled, and the Florida Sunshine State Standards (FSSS)	The program offers a substantial academic curriculum year round. The program does not offer social studies during the regular school year, but students may earn one credit of social studies in summer school.	
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: DIRECT READING INSTRUCTON		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program provides reading instruction and services through:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	The program administers the Jamestown fluency drills or the Maze fluency assessment to students for placement testing. The program provides explicit reading instruction via the Jamestown Reader, Caught Reading, and Be a Better Reader curricula, supplemented with newspapers and magazines. The reading program follows the school district comprehensive reading plan, which does not require students in this program to take more than one period of reading.	
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 8.2: 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:		
8.2 Completing the ESE process:		The staffing specialist and the ESE coordinator review students' IEPs/EPs, as documented in three ESE files reviewed.
<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 		
<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 three ESE files reviewed document that the ESE coordinator convenes staffings to amend students' plans in a timely manner, as needed.
<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 		The ESE staffing specialist and the ESE coordinator ensure that parents are invited to participate in staffings via mail and that copies of the IEPs/EPs are mailed to parents who do not attend the staffings. Parent notifications and mailings are documented on ESE parent notification forms in all ESE files reviewed.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		All IEPs reviewed contain transition statements or plans, as necessary.
<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 Youth Services ESE staffing specialist oversees staffings and serves as the program's LEA representative.
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 9.1: ADEQUATE INSTRUCTIONAL TIME		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction, or the weekly equivalent		The school schedule, classroom observations, and interviews with teachers and students document that students receive a minimum of 300 minutes of daily instruction or the weekly equivalent, excluding transition time.
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 10.1: TEACHER CERTIFICATION		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	All of the academic teachers have professional certification, and the reading teacher has a reading endorsement. All courses are taught in field.	
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 13.2: DATA MANAGEMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The school district ensures that:		
13.2 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, entry/exit assessment scores, and diplomas earned)	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. The program reports both the BASI standard scale scores and growth scale values.	
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 13.6: CONTRACT MANAGEMENT OVERSIGHT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The school district ensures that:		
13.6 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 school district provides extensive oversight and assistance to the program throughout the year via administrators who visit the program multiple times per week. The contract manager and a team of Hillsborough Youth Services personnel conduct mock quality assurance (QA) reviews. Deficiencies identified in the mock reviews are addressed and corrected through follow-up with the contract manager and the lead educator. Hillsborough Youth Services also develops a comprehensive school improvement plan (SIP) for the juvenile justice educational programs. SIP goals are based on survey and student data, and follow-up is conducted. School district staff also conduct teacher evaluations and classroom walkthroughs on a regular basis.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The school district provides extensive oversight and assistance to the program throughout the year. Visits, monitoring, and assistance are documented, and the program is proactive in correcting deficiencies and making improvements. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

OTHER FINDINGS	<ul style="list-style-type: none"> • None
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None