

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)	JUVENILE JUSTICE CENTER ALT ED	School # 13-8141	ESE Service Delivery Support Facilitation Co-teaching Consultation
Program Name	Dade Regional Juvenile Detention Center	School District Dade	
Address	3300 NW 27th Avenue Miami, FL 33142	County Dade	
Education Provider	Miami-Dade School District (School District)	Capacity 226 Population Co-Ed	
Facility Provider	Department of Juvenile Justice (DJJ)	Head Count 131 SD Registered 129 HSD/GED 2	Diplomas by Program None
Date of Education Provider Change NA		Max Ratio (Student: Teacher) 14:1	Other School in SD None
		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	Antonio Martinez	Phone (305) 995-1804 Fax (305) 995-7665	E-mail <i>amartinez8@dadeschools.net</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Humberto Meret	Phone (305) 638-5054 Fax (305) 637-4525	E-mail <i>hmeret@dadeschools.net</i>
Facility Director	Dale S. Dobuler	Phone (305) 637-4202 Fax (305) 637-2812	E-mail <i>dales.dobuler@djj.state.fl.us</i>
SD Transition Contact	Maria Gutierrez	Phone (305) 261-4822 Fax (305) 273-9252	E-mail <i>mdgutierrez@dadeschools.net</i>
QA Reviewer George Pesta E-mail <i>gpستا@fsu.edu</i>		A full follow-up QA review is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Review Dates March 24, 2009			

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 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 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 type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	2 Teachers 0 Teacher Aides 1 Guidance Staff 4 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 type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input 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 type="checkbox"/> Student Progression Plan	<input 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 checked="" type="checkbox"/> Personnel Files <input type="checkbox"/> SD Comprehensive Reading Plan <input type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 6 Current Educational Files 4 Cumulative Transcripts <input type="checkbox"/> Others:
On-site Observations	3 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

Dade Regional Juvenile Detention Center received passing scores in all areas of this review and maintains its Exemplary status. The program has an on-site principal, professionally certified teachers, and a large support staff, who provide services in the areas of exceptional student education (ESE), guidance, and transition.

The program publishes a school newspaper, and the educational staff enlist numerous guest speakers throughout the year, including local and state employees at the program's career fair.

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

QA TRENDS: Dade 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	7	5	Transition Services	7	5.77	Enrollment	Pass
Assessment & Planning	2	4	Assessment & Planning	7	5.23	Entry Academic Assessment	Pass
STANDARD ONE: TRANSITION Standard Average	4.50	5.38	STANDARD ONE: TRANSITION Standard Average	7.00	5.50	Individual Academic Plans (IAPs)	Pass
Curriculum & Instruction	6	6	Curriculum & Instruction	7	6.00	Individual Educational Plans (IEPs)	Pass
ESE & Related Services	7	6	ESE & Related Services	8	6.56	Substantial Academic Curriculum	Pass
STANDARD TWO: SERVICE DELIVERY Standard Average	6.50	6.31	STANDARD TWO: SERVICE DELIVERY Standard Average	7.50	6.29	ESE Process	Pass
Collaboration	5	5	Collaboration	6	6.65	Adequate Instructional Time	Pass
Educational Personnel Qualifications	7	6	Educational Personnel Qualifications	6	6.26	Teacher Certification	Pass
Professional Development & Teacher Retention	6	6	Professional Development & Teacher Retention	7	6.11	Data Management	Pass
Learning Environment & Resources	2	5	Learning Environment & Resources	6	6.42	Contract Management Oversight	Pass
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00	6.21	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.25	6.47	Full Follow-up QA Review Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
OVERALL AVERAGE	5.25	6.03	OVERALL AVERAGE	6.75	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	7	5.92	STANDARD FOUR: CONTRACT MANAGEMENT	8.00	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.

Dade Detention Center-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	1058				
						Dropout Prevention File	2267	TOTAL	2332 (Unduplicated)		
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	1955	84	12 & under	68	3	K-5	11	0	Mentally Handicapped (EMH, TMH, PMH)	12	1
Female	377	16	13	131	6	6	103	4	Emotional/Behavioral Disabilities	175	8
RACE	#	%	14	324	14	7	214	9	Specific Learning Disabled	147	6
White (NH)	134	6	15	537	23	8	371	16	Autism Spectrum Disorder	0	0
Black (NH)	1401	60	16	677	29	9	917	39	Speech/Language Impaired	0	0
Hispanic	781	33	17	503	22	10	482	21	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	1	0
Other	16	1	18	89	4	11	169	7	Gifted	6	0
			19 & above	3	0	12	65	3	Traumatic Brain Injured	0	0
						Adult	0	0	Hospital Homebound	1	0
						Diplomas Earned	#	%	Other Health Impaired	4	0
						Standard *	1	0	TOTAL ESE	346	15
						GED	1	0			
						Special	0	0			
						LEP STUDENTS	#	%			
							41	2			

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.)	The program has on-site access to the MIS for records review and enrollment. Full-time guidance, exceptional student education (ESE) and registrar staff help to ensure that students are properly enrolled. Five of six current files reviewed document that students are enrolled in courses based on prior school records. One student, who is enrolled in earth/space science, previously earned this credit at the Miami Alternative Outreach Program.	
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"> • The program should ensure that all students are enrolled in courses based on their prior records and student progression needs. 	

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	Five of six current files reviewed document that the program administers the Standardized Test for Assessment of Reading (STAR) for reading and math, the Choices career assessment, an in-house writing assessment, and a learning styles inventory to students within the required time frame. One file documents that the student refused testing. Previous STAR assessment scores for students re-entering the detention center are used. The program administers assessments to students in a noisy, open bay area that contains three classrooms.	
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"> • The program should follow through with its plans to renovate the three-classroom bay area and administer entry assessments to students in an appropriate testing environment. 	

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	All three IAPs reviewed contain all of the components required in this benchmark. IAP objectives are based on requirements for the courses in which the students are enrolled.	

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> The program aligns students' individual course schedules and individual academic plan (IAP) objectives with the requirements for the courses in which they are enrolled to appropriately address their progression needs.
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:		
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	All three exceptional student education (ESE) files reviewed document that IEPs contain measurable goals and objectives based on students' identified needs and deficiencies.	
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:		
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)	The program implements block scheduling with a rotation of reading, English, math, social studies, science, physical education (P.E.), business technology, and family and consumer science. Curriculum is based on course descriptions and the FSSS. In addition to school district-approved textbooks, the program uses the Discovery Channel (United Streaming) software, the James Town Navigator, and the Hampton Brown Edge Reading program via 125 student computers.	
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:		
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 	All three ESE files reviewed document that the ESE process is initiated at entry and that IEPs/EPs are developed in a timely manner.	
<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 	ESE staffings are convened as soon as possible with an ESE teacher, a general education teacher, an evaluation specialist, the LEA representative, the students, and the parents, when possible.	

<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 	All three exceptional student education (ESE) files reviewed document that parents receive two invitations to individual educational plan (IEP)/educational plan (EP) staffings. Copies of IEPs/EPs are mailed to parents who do not attend the staffings.
<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 	IEPs reviewed address the transition-related requirements in this benchmark.
<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 program's full-time LEA representative participates in all ESE staffings.
RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> The program has an effective ESE process in which four ESE support staff ensure that all appropriate services are provided and four ESE collaboration teachers co-teach with the regular education teachers.
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	Students' course schedules, bell schedules, and observations document that the program offers a minimum of 300 minutes of daily instruction in a block schedule of three 100-minute classes.	
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 has 12 academic teachers, two teachers of elective courses, and four ESE co-teachers. All teachers have professional certification, except one, who has temporary certification. Nine of the 12 academic teachers teach in their areas of certification.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> All but one of the teachers have professional certification, and most teach in their certification areas. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should assist teachers with obtaining professional certification in all the subjects they teach. 	

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 has an unique school number and accurately inputs student data directly into the MIS. Grades, credits, and withdrawal codes are accurately reported on the four cumulative transcripts reviewed. Teachers maintain electronic student attendance records.	
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 program has an on-site, full-time principal, and school district administrators visit the program regularly to provide oversight and assistance. The school district conducts quarterly quality assurance (QA) reviews of students' files and biannual evaluation of the school improvement plan (SIP). Teachers have access to school district support staff, professional development, and curriculum coaches.	
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 	

OTHER FINDINGS	<ul style="list-style-type: none"> • All students are recorded as present in school, even when they are absent due to illness or court visits.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should record students' excused absences in the MIS.