

## 2008-2009 Quality Assurance (QA) Report (Final) Juvenile Justice Educational Enhancement Program (JJEPP)

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

### DETENTION CENTER

<b>School Name (MSID)</b>	DUVAL REGIONAL JUVENILE DETENTION CENTER	<b>School #</b> 16-0491 <b>School District</b> Duval <b>County</b> Duval	<b>ESE Service Delivery</b> Consultation Resource Room/Self-Contained
<b>Program Name</b>	Duval Regional Juvenile Detention Center	<b>Capacity</b> 144 <b>Population</b> Co-Ed	<b>Diplomas by Program</b> None
<b>Address</b>	1241 East 8th Street Jacksonville, FL 32206	<b>Head Count</b> 143 <b>SD Registered</b> 137 <b>HSD/GED</b> 1	<b>Other School in SD</b> None
<b>Education Provider</b>	Duval County School District (School District)	<b>Max Ratio (Student: Teacher)</b> 20:1	<b>Students' Home/Zoned Schools</b> All
<b>Facility Provider</b>	Department of Juvenile Justice (DJJ)		
<b>Date of Education Provider Change</b> N/A		<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>SD Contract Manager</b>	Marvin McQueen	<b>Phone</b> (904) 390-2053 <b>Fax</b> (904) 390-2137	<b>E-mail</b> mcqueenm@duvalschools.org
<b>Other SD Contact</b>		<b>Phone</b> <b>Fax</b>	<b>E-mail</b>
<b>Lead Educator</b>	Susan Bevis	<b>Phone</b> (904) 798-4819 <b>Fax</b> (904) 798-4606	<b>E-mail</b> beviss@duvalschools.org
<b>Facility Director</b>	Stepheny Durham, III	<b>Phone</b> (904) 798-4823 <b>Fax</b> (904) 798-4825	<b>E-mail</b> stepheny.durham@djj.state.fl.us
<b>SD Transition Contact</b>	Richard Seymore	<b>Phone</b> (904) 390-2053 <b>Fax</b> (904) 390-2137	<b>E-mail</b> seymorer@duvalschools.org
<b>QA Reviewer</b>	Sandra Rogers Calvis Jones, Peer Reviewer	<b>E-mail</b> sarogers@fsu.edu	<b>A corrective action plan (CAP) is required.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No per Rule 6A-6.05281 [10], FAC
<b>Review Dates</b>	November 17-20, 2008		<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

# JJEEP QA REVIEW METHODS

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

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input 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 type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: On-site Transition Specialist, On-site Clerk, Reading Remediation Teacher	6 Teachers 0 Teacher Aides 1 Guidance Staff 11 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input checked="" 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 type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 17 Current Educational Files 13 Closed Educational Files <input checked="" type="checkbox"/> Others: DJJ Population Reports
<b>On-site Observations</b>	7 Classrooms	0 Treatment Team Meetings	Others: Transition Specialist's Orientation and Testing Classroom	

## 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 Duval Regional Juvenile Detention Center is a 144-bed facility that serves male and female students. Upon entry, students are assigned to an orientation class in which school registration is completed, records are requested, and assessments are administered. Two of the six classrooms are self-contained for students with disabilities; one is for students who are on the special diploma track.

The program and the facility collaborate on a variety of interesting and rewarding programs such as the Reading Education Assistance Dog (READ), the Foster Grandparents City Grant, Project S.O.S (Strengthening Our Students), and a gender-specific program called WINGS (Wisdom, Integrity, Nurture, Guidance, and Self-esteem). The Bright Kids organization has collaborated with the program for 15 years and provides religious education and gifts to the students, along with many other faith-based organizations such as Am I My Brother's Keeper? Gender-specific groups who work with the program include Girls, Inc. and Fathers Make a Difference. The program also provides a reading remediation teacher from Catapult Learning.

The program received a partial rating in transition services, curriculum and instruction, and collaboration and received a corrective action plan (CAP) for Standard Two. The school district received a partial rating in contract management.

**Progress toward correcting deficiencies identified in last year's CAP:** The program corrected the deficiencies in last year's CAP regarding writing appropriate individual academic plan (IAP) goals, but needs to write more specific, attainable goals and short-term objectives.

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

## QA TRENDS: Duval Regional Juvenile Detention Center

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **detention center programs** are provided for comparison purposes between your program's performance and the state average.

Note that the score for *Standard Four: Contract Management* is not included in the program's overall average because it solely measures the performance of the supervising school district.

2006			2007-2008			2008-2009	
Educational Indicators	Score	Detention State Avg.	Educational Indicators	Score	Detention State Avg.	Educational Indicators	Score
Transition Services	4	5.92	Transition Services	5	5.77	Transition Services	3
Assessment & Planning	5	4.85	Assessment & Planning	2	5.23	Assessment & Planning	5
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.50</b>	<b>5.38</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>3.50</b>	<b>5.50</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.00</b>
Curriculum & Instruction	6	6.04	Curriculum & Instruction	5	6.00	Curriculum & Instruction	3
ESE & Related Services	7	6.58	ESE & Related Services	7	6.56	Specially Designed Instruction & Related Services	4
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.50</b>	<b>6.31</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.00</b>	<b>6.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>3.50</b>
Collaboration	5	5.90	Collaboration	6	6.65	Collaboration	3
Educational Personnel Qualifications	5	6.71	Educational Personnel Qualifications	5	6.26	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	6	6.35	Professional Development & Teacher Retention	6	6.11	Professional Development & Teacher Retention	5
Learning Environment & Resources	5	5.50	Learning Environment & Resources	5	6.42	Learning Environment & Resources	5
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.25</b>	<b>6.21</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.50</b>	<b>6.47</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.50</b>
<b>OVERALL AVERAGE</b>	<b>5.38</b>	<b>6.03</b>	<b>OVERALL AVERAGE</b>	<b>5.13</b>	<b>6.18</b>	<b>OVERALL AVERAGE</b>	<b>4.13</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>5.96</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>6.00</b>	<b>6.23</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>3.00</b>

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

### STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File 792 Dropout Prevention File 1799			TOTAL 1800 (Unduplicated)					
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%			
Male	1518	84	12 & under	91	5	K-5	20	1	Mentally Handicapped (EMH, TMH, PMH)	35	2			
Female	282	16	13	169	9	6	169	9	Emotional/Behavioral Disabilities	107	6			
<b>RACE</b>	<b>#</b>	<b>%</b>	14	231	13	7	280	16	Specific Learning Disabled	126	7			
White (NH)	571	32	15	380	21	8	286	16	Autism Spectrum Disorder	0	0			
Black (NH)	1144	64	16	482	27	9	654	36	Speech/Language Impaired	4	0			
Hispanic	43	2	17	389	22	10	223	12	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	1	0			
Other	42	2	18	54	3	11	116	6	Gifted	1	0			
			19 & above	4	0	12	52	3	Traumatic Brain Injured	1	0			
									Adult	0	0	Hospital Homebound	1	0
			<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>									
			Standard *	1	0									
			GED	1	0									
Special	0	0												
												10	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

# PERFORMANCE INDICATOR

# FINDINGS

<b>INDICATOR 1: TRANSITION SERVICES</b>		<b>RATING: PARTIAL SCORE: 3</b>
The program has transition activities that include:		
<p><b>1.1</b> Enrolling students in a temporary schedule upon entry; changing students' enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The on-site clerk enters new students' enrollment information into the MIS. The on-site transition specialist makes record requests and follow-up requests (when appropriate) for "out-of-county" students and accesses "in-country" students' records in the MIS. Students are initially placed in temporary schedules and are assigned permanent schedules that match their schedules from their home schools after 22 school days in the program. Six of 17 current files reviewed document that long-term students are not appropriately enrolled in courses to address their individual needs for student progression or high school graduation. Two students, who are on the special diploma track and served in a self-contained classroom, are enrolled in regular education courses; this was corrected during the review. Another student is enrolled in 7th grade but needs 8th grade coursework, according to his transcripts; this was also corrected. Two students are enrolled in courses for which they have already received credit; one student's schedule reflects placement in a self-contained classroom, but interviews and observations document that she does not attend the classroom because it is not co-ed. One student, who indicated that she has a General Educational Development (GED) diploma, filled out a transcript request form to be sent to an adult school in Georgia, but it has not been sent because the \$5 fee has not been paid. Additionally, two students have only three classes scheduled for the four-period school day; this was corrected during this review. Three students do not attend the intensive reading course in which they are enrolled; instead they attend other content area classes.</p>
<p><b>1.2</b> Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, teachers, school registrar, and other educational support staff to inform them of students' status (i.e., awaiting placement into a commitment programs or release to their respective communities) and expected release dates</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The transition specialist receives daily DJJ population reports and creates class rosters for the teachers and the on-site clerk, as documented in interviews and printouts reviewed.</p>
<p><b>1.3</b> Documenting participation of an educational representative who is familiar with the students' performance in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The homeroom teachers participate in their students' detention staffings to determine students' status and assist them with successful transition to their next educational or career/technical placements, as documented in interviews.</p>
<p><b>1.4</b> Documenting transmittal of educational records for students who are returning to "in-county" schools that include school district withdrawal forms with numerical grades in progress to the next educational placements at the time of exit (Students' days in attendance and current transcripts should be accessible via the MIS.)</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The lead educator transmits students' school district withdrawal forms with numerical grades in progress and days in attendance via fax, as documented in all five closed files reviewed. Fax transmittal reports document that the lead educator transmits educational records in a timely manner and provides current transcripts via the MIS.</p>
<p><b>1.5</b> Documenting the transmittal of current educational records for students transferring to "out-of-county" schools/residential programs/private schools that include cumulative transcripts, individual educational plans (IEPs), individual academic plans (IAPs), and/or progress monitoring plans, assessment data, and school district withdrawal forms with numerical grades in progress to students' next educational placements, transportation personnel, or juvenile probation officers (JPOs) at the time of exit</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>All eight closed files reviewed document that the lead educator faxes educational records to out-of-county receiving schools. Two of eight students' records were sent one day after the students' exit. All eight closed files reviewed contain all required components.</p>

<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should review new students' transcripts to enroll them in appropriate courses.</li> <li>• The program should develop accurate course schedules for all students.</li> <li>• The program should send all students' educational records to their next educational placements in a timely manner.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>INDICATOR 2: ASSESSMENT and PLANNING</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program's assessment and planning practices include:		
<p><b>2.1</b> Administering an assessment for reading, writing or language arts, and mathematics within 10 school days of student entry into the facility and using the results to guide instruction</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The transition specialist administers the Basic Achievement Skills Individual Screener (BASIS) for reading, writing, and language and a learning styles inventory to students appropriately. Fifteen of 17 current files reviewed document that these assessments are administered within 10 school days of entry. One student refused to take the test, and another student has test results from his previous attendance three months ago. Teachers use test results to write individual academic plan (IAP) goals and objectives for long-term students.</p>
<p>2.2 Administering career aptitude/interest assessments within students' first 22 school days to enhance employability, career, and technical instruction</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All 17 current files reviewed document that the teachers administer the Choices Interest Profiler or Career Clusters assessment to long-term students appropriately within the required time frame. Three files document that the students refused the test; one student did not take the test due to his exceptionality; three students were administered the tests late due to a hurricane, and one student's test is not dated. The career aptitude/interest assessments are not used to enhance instruction because the program does not offer employability or career courses.</p>
<p><b>2.3</b> Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 22 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, and math; include at least two short-term instructional objectives per goal; identify remedial strategies; and include a schedule for determining progress</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The homeroom teachers write the long-term IAP goals and short-term objectives for students by their 22nd school day, as documented in 10 current files reviewed. Eight of 10 IAPs reviewed contain all of the required components; however, the goals and short-term objectives are not specific and attainable for the length of the program. Two IAPs reviewed are incomplete because the students refused to be assessed at entry. The teachers use the broad language of the Florida Sunshine State Standards (FSSS) and BASIS results to determine students' grade levels to write IAP goals and objectives. All 10 IAPs contain a schedule for determining progress and needed remedial strategies.</p>
<p><b>2.4</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The ESE teachers write IEP goals and objectives for special education students that relate to their identified needs, as documented in a review of four IEPs written at the program. All four IEP goals and objectives are measurable, as documented in the ESE files reviewed.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Teachers meet with students to review their academic progress towards achieving their IAP/IEP goals and objectives, as documented in interviews. Eight of 10 IAPs reviewed contain signatures and dates of reviews and revisions, when appropriate. Three ESE students, who entered in August, received IEP progress reports, as documented on progress reports reviewed and in interviews.</p>
<p>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.</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The lead educator also serves as the guidance counselor and advises students on an ongoing basis, as documented in interviews. Students may request guidance by submitting request forms.</p>

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should administer career assessments to all students within 22 school days of entry.</li> <li>• The program should write more specific, attainable goals and short-term objectives for the students' length of stay.</li> <li>• The program should develop individual academic plan (IAP) goals and objectives for all students.</li> <li>• The program should review IAPs monthly and document student input via their signatures.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>INDICATOR 3: CURRICULUM and INSTRUCTION</b>		<b>SCORE: PARTIAL</b> <b>RATING: 3</b>
The program offers academic curriculum and instruction through:		
<p><b>3.1</b> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students enrolled, and the Florida Sunshine State Standards (FSSS)</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>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, English/language arts, science, and social studies to long-term students. Lesson plans are aligned with the FSSS, but 10 of 11 long-term students interviewed stated that they do not receive the coursework for the classes in which they are enrolled. According to the lead educator, teachers are not preparing individual lesson plans because they use the school district workshop model. At various times during this five-day review, students were observed playing games in the classrooms.</p>
<p>3.2 Literacy skills activities, tutorial and remedial strategies, and social skills programs for students in the detention center 21 school days or fewer</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The program provides literacy skills activities to students who are in the detention center 21 school days or fewer via newspapers, comics, magazines, Florida Comprehensive Assessment Test (FCAT) scrimmage, book talks, movies, Creating Independence through Student-owned Strategies (CRISS) projects, sustained silent reading (SSR), oral reading by the teacher, the Critical Reading Series, and Jeopardy. The program offers tutorial and remedial strategies at Saturday school, as documented in interviews, and foster grandparents provide tutoring daily during the school day. A roving reading teacher provides activities related to vocabulary, interest assessment, guided reading, shared reading, and directed reading.</p>
<p>3.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings for students in the detention center 22 school days or more (Such strategies should address instruction that is aligned with individual academic plans [IAPs] and individual educational plans [IEPs] and students' academic levels in reading, writing, and mathematics in all content areas being taught and provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles.)</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>All six academic teachers interviewed indicated that they provide individualized instruction to long-term students and use a variety of instructional strategies and/or accommodations based on students' IAPs/IEPs. Classroom observations document differentiated instruction via whole group discussion, small groups, computer-assisted instruction (CAI), one-on-one assistance, a guest speaker, question and answer for review, and independent assignments. All 11 long-term students interviewed stated that they receive individualized instruction; however, they said they are not familiar with the IAPs/IEPs that they sign during review of the plans.</p>
<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program provides Saturday school for remediation.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all students are familiar with their IAPs/IEPs.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• The program does not use the course descriptions of the courses in which students are enrolled to develop coursework.</li> </ul>	

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

**RATING: SATISFACTORY**  
**SCORE: 4**

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

<p>4.1 Documenting the initiation of the exceptional student education (ESE) process</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The transition specialist and the lead educator fax requests for new students' IEPs, as documented in seven ESE files reviewed. The lead educator also serves as the local education agency (LEA) representative, and verifies students' ESE needs.</p>
<p><b>4.2</b> Completing the ESE process:</p> <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The ESE teachers review current IEPs to determine whether they are appropriate. All six IEPs and one EP reviewed are current.</p>
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		<p>The ESE teachers convene IEP/EP meetings as soon as possible when services are not appropriate, as documented in all seven ESE files reviewed.</p>
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		<p>The ESE teachers call parents and mail parent participation forms to encourage their input in IEP meetings. All seven ESE files reviewed document that the program mails copies of IEPs/EPs to parents who do not attend the meetings.</p>
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 years or older are addressed in their IEPs</li> </ul>		<p>The ESE teachers write transition statements for students who are 14-15 years old and transition plans for students 16 years or older, as documented in all seven ESE files reviewed.</p>
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		<p>All seven IEPs reviewed document that the lead educator serves as the program's LEA representative and attends the IEP meetings.</p>
<p>4.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Male students who are on the special diploma track receive instruction via self-contained classrooms. One female student, who is on the special diploma track, is in general education classes and does not receive support facilitation, as documented in interviews. The self-contained classrooms are not co-ed; most of the current students who are on the special diploma track are males. The school district provides an itinerant speech and language teacher as needed, but no current students require these services. The ESE teachers provide general education teachers with consultation services for all ESE students placed in the general education classes, as documented in interviews and consultation notes in the IEPs reviewed.</p>
<p>4.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district provides ELL and educational psychological services as needed, as documented in interviews. However, the gifted student does not receive the services on his EP, as documented in interviews; his EP states that he will take a bus to a community career/technical center daily, but he does not receive any gifted services required in his EP (i.e., a gifted setting with a gifted teacher). The program does not have a gifted setting or a teacher with gifted certifications/endorsements. The lead educator and the ESE teachers did not realize that gifted services needed to be provided to a student in a detention setting.</p>

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program does not provide appropriate services to gifted students.</li> <li>• The program does not provide an appropriate exceptional student education (ESE) delivery model to serve all students who are on the special diploma track: self-contained, co-teaching, or support facilitation.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>INDICATOR 5: COLLABORATION</b>		<b>RATING: PARTIAL SCORE: 3</b>
The program facilitates collaboration to provide:		
5.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program offers 300 minutes of daily instruction with 60 minutes for physical activity and 30 minutes for lunch, but no time for transition between classes. Classroom observations and student and teacher interviews document that students do not receive 300 minutes of daily instruction on a regular basis. Students were observed arriving late for first period after physical activity, arriving late after lunch, and leaving early at the end of the day. One day during this review, only one of six classes started on time, and two classes started 15 minutes late.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Meeting agendas and sign-in records document various meetings on educational issues. The teachers, the facility staff, the mental health specialist, and the case manager meet monthly for mini-treatment team meetings, as documented in treatment team notes reviewed in current students' files. IEP meetings are held as needed with the exceptional student education (ESE) teacher, the general education teacher, the local education agency (LEA) representative, the ESE students, and the parents, as documented on IEPs reviewed. School advisory board meetings are held monthly with community stakeholders, and school district personnel and the Department of Juvenile Justice (DJJ) staff communicate on a monthly basis, as documented in interviews.
5.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The DJJ clerk serves as the volunteer coordinator and solicits varied community involvement, as documented in a binder. A number of guest speakers have talked to the students about Project Strengthening Our Students (SOS), foster grandparents, the Tuskegee Airman, economic literacy and life challenges, Jacksonville City's Children Commission, youth ministry, career information, and the Reading Education Assistance Dogs (READ). Classroom observations document that volunteer grandparents provide daily tutoring to the students; the grandparent program is funded by a city grant. The Bright Kids organization collaborates with the program to provide religious education and gifts for the students and with other faith-based organizations such as Am I My Brother's Keeper? Gender-specific parenting groups work with the program such as Girls, Inc. and Fathers Make a Difference. The assistant superintendent works with the girls on gender issues in the Wisdom, Integrity, Nurturing, Guidance, and Self-esteem (WINGS) program. The program also provides a reading remediation teacher from Catapult Learning.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program's behavior management plan uses a token economy and a point store. Students in classrooms observed were well behaved and on task. All 11 students interviewed stated that the classroom discipline is fair and that they receive awards such as Internet or computer privileges and Student of the Week recognitions.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides daily tutoring, gender-specific activities, and interesting guest speakers.</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should collaborate with the facility to provide 300 minutes of daily instruction.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 6: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
All instructional personnel:		
6.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has four core academic teachers who have professional certification, one who has temporary certification, and one who has a statement of eligibility. The former math teacher had professional certification. Students' course schedules and teacher certifications document that all courses but reading are taught by in-field teachers. Three teachers and the lead educator have exceptional student education (ESE) certification. The reading teachers do not complete at least two reading competencies per instructional year at the facility; one started at the program in 2006 but has completed only one competency. One ESE reading teacher is in her first year and has not completed a reading competency; the other ESE reading teacher has completed two competencies since she joined the staff in 2005.
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 type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	The program does not offer noncore academic courses. The daily physical activity period is not offered for credit or included in the 300 minutes of instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> <li>The program should ensure that the reading teachers complete the reading endorsement.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 7: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
All instructional personnel:		
7.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All six teachers helped develop their professional development plans that include SIP initiatives regarding student performance, as documented via interviews. The new teacher is enrolled in the school district 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers receive continual training from a variety of sources such as the Juvenile Justice Education Institute (JJEI), the Department of Juvenile Justice (DJJ), the Juvenile Justice Educational Enhancement Program (JJEPP), the facility, and the school district. The facility has trained the teachers in red flag training, communication and orientation to working in a detention center. The lead educator received QA peer reviewer training, and the lead educator and several teachers attended the JJEI. The school district provided training to the teachers on CHAMPS for behavior management, valuing diversity, and professional learning communities. Teacher interviews document that they need technology training.

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>	To retain teachers, the program offers job training, vacation and holidays, planning days, sick days, health insurance, and retirement plans. The program recruits teachers through the school district and job fairs. Most of the teachers have 12 years experience in juvenile justice programs. The teachers indicated that they enjoy working at the program.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that teachers receive technology and content area training.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 8: LEARNING ENVIRONMENT and RESOURCES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
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 six academic teachers, an on-site transition specialist, an on-site clerk, and a lead educator, who does not have classroom duties. The average class size is 10 students in the self-contained exceptional student education (ESE) classes and 20 students in the general education classes.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms do not have sufficient educational supplies or instructional materials. Interviews and classroom observations document some age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards; however, many textbooks are outdated and do not meet the new standards for English, math, and science. The program has Parallel Alternative Strategies for Students (PASS) books and American Guidance Services (AGS) books for appropriate students, but these are also outdated and few in number. All classrooms contain a variety of high-interest reading materials. Most students interviewed stated that they have an adequate number of interesting books to read.
8.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have sufficient media materials such as TVs/VCRs, overhead projectors, printers, LCD projectors, educational videos, and seven to nine computers. However, some of the educational software needs to be updated in the self-contained classrooms, and the Compass Learning system site license ended a few months ago. The non-ESE classrooms have the Plato software curriculum.
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 is conducive to learning, and classrooms display behavioral rules, facility mission statements, subject area posters, and student projects. Classrooms are large and well lit, but observations and student interviews document that the hallways are not clean.
8.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as appropriate. One current student is enrolled in the program.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should provide new textbooks that are aligned with the updated standards.</li> <li>• The program should update the computer software in the self-contained classrooms.</li> <li>•</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 9: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION**

**RATING: PARTIAL  
SCORE: 3**

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 the self-report to the JJEP offices in a timely manner.
9.2 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, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. The lead educator and on-site clerk input most MIS data required in this benchmark accurately, as documented on the MIS screens. However, students receive grades in intensive reading classes they do not attend, as documented in progress reports and student interviews.
9.3 Accurate attendance records document daily student attendance and are maintained in the MIS	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record student attendance daily and provide it to the on-site clerk, who enters the information on the students' intake sheets when they exit. The program does not enter the students' attendance into the MIS. Interviews with the lead educator and the on-site clerk document that they are unaware of the process for entering attendance into the MIS. The lead educator stated that students are not counted absent when they attend court.
9.4 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager is the principal for the DJJ programs in the school district and provides some oversight and assistance to the program through numerous visits, as documented on his schedule. The school district provides support staff who serve the program in the areas of curriculum, professional development, and grant writing. The education coordinator for detention services North, conducts quarterly reviews of the program via technical assistance, as documented in evaluation reports. The contract manager and the lead educator use the data from these reviews to evaluate the program and share the results with the staff. Additional oversight is needed in transition services, assessment and planning, curriculum and instruction, collaboration, and attendance.
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 cooperative agreement between the school district and the DJJ. All parties interviewed and documents reviewed verify that the terms are being followed.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The contract manager should provide additional oversight in the areas indicated in benchmark 9.4.</li> <li>• The school district should assist the program with maintaining accurate attendance records in the MIS.</li> <li>• The school district should ensure that students do not receive grades for classes they do not attend.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>• The roving reading teacher from Catapult Learning needs materials and a locking file cabinet for required records.</li> <li>• Upon withdrawal of a student, the MIS automatically populates an entry code with a 2009 date and the school number for the last school attended, if the student has not reenrolled at another school. When a student is enrolled at another school, this entry code with the 2009 date is deleted.</li> <li>• The classroom hallways are not clean.</li> </ul>
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should work with the facility to provide clean hallways in the educational areas.</li> </ul>