

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

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

### RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)

|                                  |   |  |   |   |
|----------------------------------|---|--|---|---|
| <b>School Name (MSID)</b>        | DUVAL HALFWAY HOUSE                               | <b>School #</b> 16-0411<br><b>School District</b> Duval<br><b>County</b> Duval   | <b>Security Level</b>   | Moderate Risk                           |
| <b>Program Name</b>              | Duval Halfway House                               | <b>Capacity</b> 28<br><b>Population</b> Male   | <b>Career Type</b>  | 2                                       |
| <b>Address</b>                   | 3036 Phillips Highway<br>Jacksonville, FL 32207   | <b>Head Count</b> 26<br><b>SD Registered</b> 25<br><b>HSD/GED</b> 1<br><b>DJJ Committed</b> 26   | <b>ESE Service Delivery</b>   | Inclusion<br>Consultation               |
| <b>Education Provider</b>        | Duval County School District<br>(School District) | <b>Max Ratio<br/>(Student: Teacher)</b> 9:1  | <b>Diplomas by:</b>   |   |
| <b>Facility Provider</b>         | Department of Juvenile Justice<br>(DJJ)           |  | <b>Program</b>  | All                                     |
|                                  |   |  | <b>Other School in SD</b>   | None                                    |
|                                  |   |  | <b>Students' Home/Zoned Schools</b>   | None                                    |
| <b>Education Provider Change</b> | N/A   | <b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br><b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | <b>Students who have reading deficiencies</b>   | 21                                      |
| <b>SD Contract Manager</b>       | Dr. Marvin McQueen                                | <b>Phone</b> (904) 390-2053<br><b>Fax</b> (904) 390-2137   | <b>E-mail</b>   | <i>mcqueenm@duvalschools.org</i>        |
| <b>Other SD Contact</b>          |   | <b>Phone</b><br><b>Fax</b>   | <b>E-mail</b>   |   |
| <b>Lead Educator</b>             | Margaret Dyson                                    | <b>Phone</b> (904) 348-2680 x4<br><b>Fax</b> (904) 348-2691  | <b>E-mail</b>   | <i>dysonm@duvalschools.org</i>          |
| <b>Facility Director</b>         | Sheddrick Brooks                                  | <b>Phone</b> (904) 348-2680<br><b>Fax</b> (904) 348-2691   | <b>E-mail</b>   | <i>sheddrick.brooks@djj.state.fl.us</i> |
| <b>SD Transition Contact</b>     | Richard Seymore                                   | <b>Phone</b> (904) 390-2053<br><b>Fax</b> (904) 390-2137   | <b>E-mail</b>   | <i>seymorer@duvalschools.org</i>        |
| <b>QA Reviewer</b>               | Julie Orange<br>Elizabeth Forsyth                 | <b>E-mail</b> <i>jorange@fsu.edu</i><br><i>eforsyth@fsu.edu</i>  | <b>A corrective action plan (CAP) is required.</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>per Rule 6A-6.05281 [10], FAC |   |
| <b>Review Dates</b>              | September 23-25, 2008                             |  | <b>DOE intervention is required.</b> <input checked="" type="checkbox"/> Yes <input 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<br><input type="checkbox"/> Other SD Contact<br><input checked="" type="checkbox"/> Lead Educator<br><input checked="" type="checkbox"/> Facility Director  | <input checked="" type="checkbox"/> Registrar By phone<br><input type="checkbox"/> Education Coordinator<br><input type="checkbox"/> SD ESE Consultant<br><input checked="" type="checkbox"/> ESE Coordinator  | <input type="checkbox"/> Reading Coach<br><input checked="" type="checkbox"/> SD Transition Coordinator<br><input checked="" type="checkbox"/> Others: Case Manager   | 3 Teachers<br>1 Teacher Aides<br>0 Guidance Staff<br>8 Students   |
| <b>Document Review</b>   | <input checked="" type="checkbox"/> Self-Report<br><input checked="" type="checkbox"/> Previous Year's QA Report<br><input checked="" type="checkbox"/> Previous Year's CAP<br><input type="checkbox"/> Private Provider Contract<br><input type="checkbox"/> Quarterly Expenditures<br><input checked="" type="checkbox"/> Program Evaluation Materials<br><input checked="" type="checkbox"/> Behavior Management Plan<br><input checked="" type="checkbox"/> Educational Policies/Procedures | <input checked="" type="checkbox"/> Meeting Agendas/Logs<br><input checked="" type="checkbox"/> Curricula/Resources<br><input type="checkbox"/> Volunteer Logs<br><input checked="" type="checkbox"/> Annual School Calendar<br><input checked="" type="checkbox"/> Guidance Forms<br><input checked="" type="checkbox"/> Class Schedules<br><input type="checkbox"/> Attendance Rosters<br><input checked="" type="checkbox"/> Student Progression Plan | <input type="checkbox"/> Community Involvement Logs<br><input type="checkbox"/> Visitors Log<br><input checked="" type="checkbox"/> Teachers' Lesson Plans<br><input type="checkbox"/> Student Work Samples<br><input checked="" type="checkbox"/> Bell Schedule<br><input checked="" type="checkbox"/> Personnel Files<br><input checked="" type="checkbox"/> SD Comprehensive Reading Plan<br><input checked="" type="checkbox"/> School Improvement Plan | <input checked="" type="checkbox"/> Cooperative Agreement<br>10 Current Educational Files<br>6 Closed Educational Files<br><input type="checkbox"/> Others: |
| <b>On-site Observations</b>  | 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

Duval Halfway House is a 28-bed facility for male students. The facility is expecting to relocate to a more suitable site in the near future; therefore, initiatives such as accessing the Ready to Work credentials have been put on hold.

The students enjoy the addition of a career education program consisting of air brushing, silk screening, and printing. These hand-on opportunities are limited at the current location, but the career education teacher plans to utilize more equipment at the new, larger facility.

The program received commendations in several areas such as curriculum and instruction, testing and assessment, and community reintegration. The program received partial ratings for transition services, reading curriculum and instruction, specially designed instruction and related services, and contract management.

**Progress toward correcting deficiencies identified in last year's CAP:** The school district corrected the statewide assessment participation rate data identified in last year's CAP and ensures that most areas of the cooperative agreement are being followed. The school district did not correct deficiencies regarding management information system (MIS) data and still does not enter students' entry/exit assessment data, attendance, and credits earned prior to commitment at the program. Withdrawal codes are also inaccurate. The school district received a partial rating again this year and will stay on the Department of Education (DOE) intervention list.

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

## QA TRENDS: Duval Halfway House

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. | Educational Indicators  | Score       |
| Transition Services   | 6           | 5.44               | On-Site Transition Services   | 5           | 4.94               | On-Site Transition Services   | 2           |
| Testing & Assessment  | 5           | 4.73               | Testing & Assessment  | 7           | 5.73               | Testing & Assessment  | 7           |
| Student Planning  | 4           | 4.65               | Student Planning  | 3           | 4.18               | Student Planning  | 5           |
|   |             |                    | Community Reintegration   | 5           | 5.60               | Community Reintegration   | 5           |
| <b>STANDARD ONE: TRANSITION<br/>Standard Average</b>                  | <b>5.00</b> | <b>4.94</b>        | <b>STANDARD ONE: TRANSITION<br/>Standard Average</b>                  | <b>5.00</b> | <b>5.13</b>        | <b>STANDARD ONE: TRANSITION<br/>Standard Average</b>                  | <b>4.75</b> |
| Academic Curriculum & Instruction                                     | 6           | 5.45               | Academic Curriculum & Instruction                                     | 7           | 4.94               | Academic Curriculum & Instruction                                     | 6           |
| Reading Curriculum & Instruction                                      | 7           | 4.51               | Reading Curriculum & Instruction                                      | 4           | 4.52               | Reading Curriculum & Instruction                                      | 2           |
| Employability & Career Curriculum & Instruction                       | 5           | 5.63               | Employability & Career Curriculum & Instruction                       | 6           | 6.05               | Employability & Career Curriculum & Instruction                       | 5           |
| ESE & Related Services  | 7           | 5.37               | ESE & Related Services  | 1           | 5.45               | Specially Designed Instruction & Related Services                     | 3           |
| <b>STANDARD TWO: SERVICE DELIVERY<br/>Standard Average</b>            | <b>6.25</b> | <b>5.34</b>        | <b>STANDARD TWO: SERVICE DELIVERY<br/>Standard Average</b>            | <b>4.50</b> | <b>5.27</b>        | <b>STANDARD TWO: SERVICE DELIVERY<br/>Standard Average</b>            | <b>4.00</b> |
| Collaboration   | 5           | 5.49               | Collaboration   | 6           | 5.69               | Collaboration   | 5           |
| Educational Personnel Qualifications                                  | 6           | 4.86               | Educational Personnel Qualifications                                  | 4           | 5.00               | Educational Personnel Qualifications                                  | 5           |
| Professional Development & Teacher Retention                          | 7           | 5.40               | Professional Development & Teacher Retention                          | 5           | 5.46               | Professional Development & Teacher Retention                          | 5           |
| Learning Environment & Resources                                      | 4           | 5.00               | Learning Environment & Resources                                      | 4           | 5.53               | Learning Environment & Resources                                      | 5           |
| <b>STANDARD THREE: EDUCATIONAL<br/>RESOURCES<br/>Standard Average</b> | <b>5.50</b> | <b>5.39</b>        | <b>STANDARD THREE: EDUCATIONAL<br/>RESOURCES<br/>Standard Average</b> | <b>4.75</b> | <b>5.50</b>        | <b>STANDARD THREE: EDUCATIONAL<br/>RESOURCES<br/>Standard Average</b> | <b>5.00</b> |
| <b>OVERALL AVERAGE</b>  | <b>5.64</b> | <b>5.25</b>        | <b>OVERALL AVERAGE</b>  | <b>4.75</b> | <b>5.31</b>        | <b>OVERALL AVERAGE</b>  | <b>4.58</b> |
| <b>STANDARD FOUR: CONTRACT<br/>MANAGEMENT</b>                         | <b>3.00</b> | <b>3.87</b>        | <b>STANDARD FOUR: CONTRACT<br/>MANAGEMENT</b>                         | <b>3</b>    | <b>4.82</b>        | <b>STANDARD FOUR: CONTRACT<br/>MANAGEMENT</b>                         | <b>2.00</b> |

# Duval Halfway House-- 2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

| STUDENTS SERVED    |    |     |                 |    |    |              |    |    |  |    | Attendance File<br>73         | TOTAL 73<br>(Unduplicated) |  |
|--------------------|----|-----|-----------------|----|----|--------------|----|----|--|----|-------------------------------|----------------------------|--|
|                    |    |     |                 |    |    |              |    |    |  |    | Dropout Prevention File<br>55 |                            |  |
| GENDER             | #  | %   | AGE             | #  | %  | GRADE LEVEL  | #  | %  | ESE  |    |                               |                            |  |
|                    |    |     |                 |    |    |              |    |    | #  | %  |                               |                            |  |
| Male               | 73 | 100 | 12 & under      | 1  | 1  | K-5          | 0  | 0  | Mentally Handicapped (EMH, TMH, PMH)                             | 2  | 3                             |                            |  |
| Female             | 0  | 0   | 13              | 4  | 5  | 6            | 6  | 8  | Emotional/Behavioral Disabilities                                | 7  | 10                            |                            |  |
| RACE               | #  | %   | 14              | 15 | 21 | 7            | 5  | 7  | Specific Learning Disabled                                       | 13 | 18                            |                            |  |
| White (NH)         | 21 | 29  | 15              | 27 | 37 | 8            | 7  | 10 | Autism Spectrum Disorder   | 0  | 0                             |                            |  |
| Black (NH)         | 48 | 66  | 16              | 17 | 23 | 9            | 31 | 42 | Speech/Language Impaired   | 0  | 0                             |                            |  |
| Hispanic           | 2  | 3   | 17              | 8  | 11 | 10           | 18 | 25 | Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment | 0  | 0                             |                            |  |
| Other              | 2  | 3   | 18              | 1  | 1  | 11           | 4  | 5  | Gifted   | 0  | 0                             |                            |  |
|                    |    |     | 19 & above      | 0  | 0  | 12           | 2  | 3  | Traumatic Brain Injured  | 0  | 0                             |                            |  |
| FCAT PARTICIPATION | #  | %   |                 |    |    | Adult        | 0  | 0  | Hospital Homebound   | 0  | 0                             |                            |  |
| 2006-07 Reading    | 14 | 88  | Diplomas Earned | #  | %  |              |    |    | Other Health Impaired  | 4  | 5                             |                            |  |
| 2006-07 Math       | 14 | 88  | Standard *      | 1  | 1  |              |    |    | TOTAL ESE  | 26 | 36                            |                            |  |
| 2007-08 Reading    | 16 | 100 | GED             | 0  | 0  | LEP STUDENTS | #  | %  |  |    |                               |                            |  |
| 2007-08 Math       | 16 | 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

# PERFORMANCE INDICATOR

# FINDINGS

| <b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>  |  | <b>RATING: PARTIAL<br/>SCORE: 2</b>  |
|--|--|--|
| The program has transition activities that include:  |  |  |
| <b>1.1</b> 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)  | <input type="checkbox"/> PASS<br><input checked="" type="checkbox"/> FAIL<br><input type="checkbox"/> N/A  | <p>The paraprofessional completes registration information and faxes it to the data clerk and guidance counselor for review and MIS entry. The paraprofessional faxes students' previous transcripts to the guidance counselor, who develops students' course schedules. Nine of 10 course schedules reviewed document inappropriate enrollment in English, math, or intensive reading. However, the reviewers could not determine whether three students should be enrolled in intensive reading because their FCAT scores are not available and the program did not base placement on their Florida Oral Reading Fluency (FORF), Maze, or Scholastic Reading Inventory (SRI) results, as required in the school district comprehensive reading plan.</p>   |
| <b>1.2</b> Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A  | <p>The reading teacher discusses diploma options and credits with students when they develop their individual academic plans (IAPs). All current files reviewed document the review of credits required for graduation; however, only three of seven high school students interviewed are aware of the number of credits they have earned or need to graduate. Six of the seven students are aware of their graduation option. The guidance counselor indicated that she advises students upon request and that she recently conducted a group session on graduation requirements but did not provide documentation. Students interviewed do not know the guidance counselor. The guidance counselor is not aware of the program's major areas of interest and does not advise students on major areas of interest.</p>  |
| <b>1.3</b> Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A  | <p>The lead educator or the school district transition specialist attends students' exit staffings, as documented by signatures in five of the six closed files reviewed. One file documents that input was provided prior to the meeting.</p>   |
| <b>1.4</b> Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts <b>prior</b> to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.) | <input type="checkbox"/> PASS<br><input checked="" type="checkbox"/> FAIL<br><input type="checkbox"/> N/A  | <p>The paraprofessional compiles the students' educational exit packets and provides them to the "in-county" transition contact. Interviews with the paraprofessional and the transition contact document that neither is aware that students' educational exit packets should be transmitted to the transition contacts in students' receiving school districts. Five of the six closed files reviewed document that records were transmitted at the time of exit to the in-county transition contact for assistance with re-entry services. Three of these students are in-county students; records for the two students who transferred to "out-of-county" schools within the last two months were not provided to the transition contacts in the students' receiving school districts. The remaining closed file reviewed documents that the educational records were transmitted to the assistant superintendent of the facility but does not record the date of the transmittal. Of the six exit packets reviewed, four do not contain cumulative transcripts, and one does not contain an exit plan. All other required information is included in the packets.</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 develop students' course schedules based on their previous records and the student progression plan.</li> <li>• The program should use FCAT scores to determine students' enrollment in intensive reading. The program should ensure that the students are advised regarding the major areas of interest.</li> <li>• The program should include cumulative transcripts and exit plans in students' exit packets prior to transmittal.</li> <li>• The program should transmit students' educational exit packets to the transition contacts in students' receiving school districts prior to their exit.</li> </ul> |  |
| <b>DEFICIENCIES REQUIRING A CAP</b>  | <ul style="list-style-type: none"> <li>• None</li> </ul>   |  |

| <b>INDICATOR 2: TESTING and ASSESSMENT</b>   |   | <b>RATING: SUPERIOR</b><br><b>SCORE: 7</b>   |
|--|---|--|
| 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   | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A   | The paraprofessional appropriately administers the BASI, a learning styles inventory, and the How I Feel survey to students upon entry. All current files reviewed document BASI administration within the required time, and student signatures document the review of their BASI scores. |
| 2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A   | The paraprofessional administers the Choices career assessment to students within the required time frame, as documented in all current files reviewed. Teachers use the Choices results to develop career goals.  |
| 2.3 The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A   | The paraprofessional administers the BASI to exiting students and faxes the growth scale values and standard scores to the school district data entry clerk for MIS entry, as documented in all six closed files reviewed.   |
| <b>RATING JUSTIFICATION</b>  | The intent of the indicator is being exceeded.  |  |
| <b>COMMENDATIONS</b>   | <ul style="list-style-type: none"> <li>The program administers a variety of assessments to determine students' academic strengths and weaknesses and career interests.</li> </ul> |  |
| <b>RECOMMENDATIONS</b>   | <ul style="list-style-type: none"> <li>None</li> </ul>  |  |
| <b>DEFICIENCIES REQUIRING A CAP</b>  | <ul style="list-style-type: none"> <li>None</li> </ul>  |  |

| <b>INDICATOR 3: STUDENT PLANNING</b>   |   | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>  |
|--|---|---|
| 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 areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The reading/social studies teacher develops IAPs for all students within the required time frame based on their BASI standard scores. Five IAPs reviewed for non-ESE students include specific, individualized, and measurable reading, writing, math, and career goals; all but one IAP contain at least two short-term objectives per goal. One writing goal reviewed does not contain any short-term objectives. IAPs identify remedial strategies (as appropriate) and a schedule for determining progress. |
| 3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed   | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The reading/social studies teacher solicits teacher input monthly and documents the review of all students' IAP goals. Students sign the revised IAPs, and all but two students interviewed indicated that their goals have been reviewed with them.  |
| 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  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The ESE teacher develops IEPs based on previous IEPs and BASI scores. All four IEPs reviewed contain measurable annual goals and short-term objectives that relate to the students' identified needs.   |

|  |   |   |
|--|---|---|
| 3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students  | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The exceptional student education (ESE) teacher is responsible for completing individual educational plan (IEP) progress reports; however, interviews and ESE files reviewed document that the program did not develop an IEP progress report for the one student who has been enrolled long enough for a report. |
| 3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | An interview with the guidance counselor documents that the program does not have a process in place to develop ePEPs or use FACTS.org because the Internet is not currently accessible to teachers or students.  |
| <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 all individual academic plan (IAP) goals include at least two objectives.</li> <li>• The program should document students' progress toward meeting their IEP goals and objectives.</li> <li>• The program should develop ePEPs using FACTS.org for appropriate students.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>  | <ul style="list-style-type: none"> <li>• None</li> </ul>  |   |

|  |   |  |
|--|---|--|
| <b>INDICATOR 4: COMMUNITY REINTEGRATION</b>  |   | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>   |
| The program has community reintegration activities that include:   |   |  |
| 4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The case manager invites the lead educator to attend students' treatment team, transition, and exit meetings via e-mail and the program calendar. She invites parents/families and the transition specialist by letter. Interviews with the transition specialist document that he assists in-county students with re-entry by attending safety net meetings with receiving school representatives and conducts monthly follow-up with students post release; however, the transition specialist does not document these meetings or follow-up services. |
| 4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The lead educator interviews students prior to the exit meetings for development of exit summaries to submit to the case managers for inclusion in the Department of Juvenile Justice (DJJ) exit summary. Six closed files reviewed document that exit summaries include the educational information; five of the six plans reviewed include all of the required information. One plan lacked three items required in this benchmark.  |
| 4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program  | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | An interview with the transition specialist documents that he did not know that the program is required to notify transition contacts in students' receiving school districts prior to students' release from the program; consequently, he does not make these contacts.  |
| <b>RATING JUSTIFICATION</b>  | The intent of the indicator is being met.   |  |
| <b>COMMENDATIONS</b>   | <ul style="list-style-type: none"> <li>• The transition specialist provides re-entry support for in-county students post release via monthly follow-up to ensure successful re-integration.</li> </ul>  |  |
| <b>RECOMMENDATIONS</b>   | <ul style="list-style-type: none"> <li>• The program should ensure that all students' educational exit transition plans contain all required information.</li> <li>• The program should contact the transition contacts in student's receiving school districts at least one week prior to student's scheduled release from the facility.</li> <li>• The transition specialist should retain documentation of services provided.</li> </ul> |  |
| <b>DEFICIENCIES REQUIRING A CAP</b>  | <ul style="list-style-type: none"> <li>• None</li> </ul>  |  |

| <b>INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION</b>   |   | <b>SCORE: SATISFACTORY</b><br><b>RATING: 6</b>  |
|---|---|---|
| The program offers academic curriculum and instruction through:   |   |   |
| 5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate   | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The program offers all required diploma options and provides GED workbook materials to eligible students who select that option. Students' signatures document their review of the graduation requirements listed on the IAPs.  |
| 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)  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The program offers a substantial year-round curriculum in a block schedule. Courses are based on the Florida Course Code Directory and the FSSS. Teachers document FSSS on whiteboards and in lesson plans, and teachers interviewed stated that they use the revised FSSS. Observations, interviews, and students' work folders confirm that students receive instruction for the courses in which they are enrolled.  |
| 5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | Teachers use academic plans and the workshop model displayed on classroom whiteboards to guide instruction. Interviews, observations, and students' folders document that teachers provide individualized instruction using a variety of instructional strategies, including one-on-one assistance, whole group instruction, modeling, computer-assisted instruction (CAI) via Plato and Fast Forward, guided practice, oral reading, board work, small group instruction, and cooperative learning groups. |
| <b>RATING JUSTIFICATION</b>   | The intent of the indicator is being met.   |   |
| <b>COMMENDATIONS</b>  | <ul style="list-style-type: none"> <li>Students reported that discussion of ideas and concepts is exciting, and the majority of the students indicated that they are learning.</li> </ul> |   |
| <b>RECOMMENDATIONS</b>  | <ul style="list-style-type: none"> <li>None</li> </ul>  |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>   | <ul style="list-style-type: none"> <li>None</li> </ul>  |   |

| <b>INDICATOR 6: READING CURRICULUM and INSTRUCTION</b>   |  | <b>RATING: PARTIAL</b><br><b>SCORE: 2</b>  |
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| 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 | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | Interviews and observations document limited explicit reading instruction. Instruction follows students' academic plans in 105-minute classes for all students and an additional 45 minutes of small group instruction by the Title 1 reading teacher two days per week, as needed. The Title I reading teacher administers a Catapult criterion referenced assessment and focuses mostly on comprehension skills development. The reading teacher uses the Jamestown, the Source book, and the Science Research Associates (SRA) materials and novels to teach reading but does not have access to the Rewards, Odyssey, Accelerated Reader (AR), Reading Counts, or Compass curricula, as required in the school district comprehensive reading plan. The reading teacher stated that she does not feel equipped to teach reading effectively. |
| 6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year  | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | Teachers do not document administration of the Florida Oral Reading Fluency (FORF) or Maze tests or the Scholastic Reading Inventory (SRI), as required in the school district comprehensive reading plan. The contract manager stated in an interview that progress monitoring data are reported through the Progress Monitoring and Reporting Network (PMRN); however, no documentation was provided.  |

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| 6.3 Reading opportunities and literacy enrichment activities during the school day  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | Teacher and student interviews document frequent opportunities for leisure reading and literacy enrichment activities, such as reading novels, completing cloze activities, reading aloud, and acting out a reading selection.  |
| 6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | The reading teacher reports that the program administers the Horizons fluency assessment and has access to the Diagnostic Assessment of Reading, Second Edition (DAR-2); however, she does not administer the DAR-2 to students who are not progressing in reading because she has not had the appropriate training. The reading teacher does not modify students' reading goals based on diagnostic testing. |
| <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 use the curricula identified in the school district comprehensive reading plan to address the five areas of reading.</li> <li>• The program should administer the FORF and the Maze tests and the SRI, according to the school district comprehensive reading plan.</li> <li>• The program should administer a diagnostic reading assessment to students who are not progressing in reading and modify their reading goals based on the test results.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>   | <ul style="list-style-type: none"> <li>• None</li> </ul>   |   |

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| <b>INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>   |  | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>   |
| <i>Type I programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:  |  |  |
| 7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | The reading/social studies teacher integrates employability, social, and life skills into reading and social studies courses offered for credit. Sample units include choosing an apartment, planning a budget, and completing job applications. Employability, social, and life skills are integrated into the printing course in which all students are enrolled. The curriculum and materials available to teach printing include visual arts textbooks, computer graphic art programs, Microsoft programs, and supplemental materials and work sheets. Employability, social, and life skills instruction follows the course descriptions. |
| 7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources   | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | The program does not offer the required career and education planning course to 7th or 8th grade students.   |
| 7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings   | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | Teacher lesson plans document that the program provides individualized instruction and activities such as completing job applications for local business, developing resumes, and observing printing and silk screen processes. Observations document guided practice on individual hand-on projects that include creating cards, stenciling, and air brushing T-shirts.   |
| 7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | Graduates can participate in the printing course and are eligible for an off-campus employment when they reach the required level.   |

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| <b>Type 2 programs</b> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:  |   |   |
| 7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The students utilize a career library, Keystone career education textbooks, and the Choices career exploration software for career exploration. A Navy recruiter spoke to students about careers in the military, and Goodyear Industries collaborated with the program to teach students how to refurbish a car that the students donated to a needy family. Students also have access to Dream Catchers for American College Test (ACT) preparation and assistance with college enrollment. |
| 7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The program offers a printing course for credit that follows the course descriptions. The facility director stated that the program and the educational staff received training to implement the Ready to Work credential but have not initiated this program due to the facility's pending relocation.   |
| <b>Type 3 programs</b> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:  |   |   |
| 7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation | <input type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input checked="" type="checkbox"/> <i>N/A</i>  | This is a type 2 career education program.  |
| 7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements   | <input type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input checked="" type="checkbox"/> <i>N/A</i>  | This is a type 2 career education 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 implement the Ready to Work credential.</li> <li>• The program should offer the career and education planning course for 7th or 8th graders mandated in A++ legislation.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>  | <ul style="list-style-type: none"> <li>• None</li> </ul>  |   |

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| <b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES</b>   |  | <b>RATING: PARTIAL</b><br><b>SCORE: 3</b>   |
| The program provides educational support services to all students as needed, including:   |  |   |
| 8.1 Documenting the initiation of the exceptional student education (ESE) process   | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | The paraprofessional requests students' previous records, and the guidance counselor develops students' course schedules to place students in appropriate ESE courses the first week of enrollment. This initiation of the ESE process is documented in all ESE files reviewed.   |
| <u>8.2</u> Completing the ESE process: <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 type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | Interviews document that the ESE teacher reviews students' current IEPs/EPs to determine whether they are appropriate; however, five ESE files reviewed document that the four-year-old IEP for one student, who has been enrolled for 20 days, has not been reviewed. The ESE teacher documents the review of the other four IEPs.   |
| <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>                  |  | IEPs reviewed document that the ESE teacher convenes IEP meetings to develop new IEPs as necessary; however, one file documents that this process was delayed two months because an IEP meeting for the student, whose IEP expired after three weeks in the program, was not convened in a timely manner. The remaining three IEPs were developed within an appropriate time frame. The ESE teacher reports that access to the online IEP program is hindered due to the lack of Internet access at the facility. |

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| <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>  |  | Three of the four exceptional student education (ESE) files reviewed document that the ESE teacher solicits parent participation in individual educational plan (IEP) meetings via written invitation and telephone calls. One IEP reviewed documents only one attempt to notify the parents of the meeting. Two of the four IEPs reviewed document that the ESE teacher mails copies of IEPs to parents who do not attend the meetings. |
| <ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>   |  | All IEPs reviewed include transition statements/plans as necessary.  |
| <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> |  | The school district ESE coordinator serves as the LEA representative and attends IEP meetings with all other required team members.  |
| 8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs  | <input type="checkbox"/> PASS<br><input checked="" type="checkbox"/> FAIL<br><input type="checkbox"/> N/A  | Interviews document that the ESE teacher consults with the general education teachers regarding students' accommodations and modifications but does not document a consultation log. Two of the four IEPs reviewed document monthly consultation services, and two document support facilitation services that are not provided to any students. The school district does not provide assistance for a language impaired student.        |
| 8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A  | The school district provides ELL, Section 504, and gifted services as needed, but no students have required these services this past year.   |
| <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 ensure that students' expired IEPs are reviewed and rewritten in a timely manner.</li> <li>The program should document two attempts to notify parents of IEP meetings and document the mailing of the IEPs to parents who do not attend the meetings.</li> <li>The program should document consultative and speech therapy services in a log.</li> <li>The program should provide support facilitation for students who are on the special diploma track.</li> </ul> |  |
| <b>DEFICIENCIES REQUIRING A CAP</b>   | <ul style="list-style-type: none"> <li>None</li> </ul>   |  |

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| <b>INDICATOR 9: COLLABORATION</b>  |   | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>  |
| The program facilitates collaboration to provide:  |   |   |
| 9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent   | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The program's new block schedule reflects three 105-minute classes; the previous schedule called for three 80-minute class periods and one 105-minute block. Transition time is included in the schedule, and interviews and observations confirm that students receive the required instructional time each day.   |
| 9.2 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<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The principal communicates with the teachers informally during weekly on-site visits. The teachers attend weekly meetings with the contract manager and monthly meetings with the facility director and treatment team. A student participates in monthly leadership team meetings to present ideas from the students' perspectives. The contract manager and the facility director meet monthly, as documented by agendas maintained by the facility director. Other documentation of meetings is limited. |

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| 9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | Various staff and faculty members solicit community involvement. Documented guest speakers include Rosa Park's bodyguard, a naval officer, a Chaplin, a doctor, and representatives of the health department, who visit frequently. Other documented activities include students preparing Thanksgiving baskets for crime victims and Goodyear providing a vehicle and the training for the students to repair the vehicle to give to a needy family. Dream Catchers provides student assistance for Scholastic Assessment Test (SAT) exam fees and scholarship assistance. Students who achieve level three in the program may apply for off-campus jobs at local fast food restaurants.   |
| 9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | Behavioral rules are posted in each classroom, and students report that they understand the behavioral expectations. Interviews differ regarding the joint efforts by the program and the facility staff to implement the behavior plan. Students observed throughout this review were well behaved and pleasant. One facility staff was observed assisting students while another staff sat in a chair wearing ear phones. One teacher reports ongoing concerns regarding the lack of assistance that one staff member provides. Department of Juvenile Justice (DJJ) administrative staff were not observed in the academic classrooms. The print shop class and the Title One class do not consistently have facility staff present. Consistent use of reinforcement for positive student behavior was not observed. |
| <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 retain all meeting agendas and sign-in sheets.</li> <li>• The program should develop a community log.</li> <li>• The program should revise the current behavior management plan with input from all stakeholders and include meaningful incentives for reinforcement of positive student behavior.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>   | <ul style="list-style-type: none"> <li>• None</li> </ul>  |   |

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| <b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>  |  | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>  |
| All instructional personnel:   |  |   |
| <b>10.1</b> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | One teacher has professional certification and teaches outside her area of certification. The other teacher has temporary certification, is working on her reading endorsement, and teaches in her area of certification and other courses as well. Additionally, both teachers have ESE certification. |
| 10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | The career education teacher has professional teaching certification in printing.   |
| <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 reading teacher in obtaining the reading endorsement and professional certification.</li> <li>• The program should assist teachers in obtaining professional certification in all the subjects they teach.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>  | <ul style="list-style-type: none"> <li>• None</li> </ul>   |   |

| <b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>   |  | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>  |
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| All instructional personnel:  |  |   |
| 11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | All teachers developed their professional development plans that incorporate the SIP goals with the assistance of the program administrators. One teacher completed the school district Teacher Induction Program (TIP) this past year and receives support from the professional development coordinator, who is on site frequently and is available by telephone.   |
| 11.2 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] programs.) | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | Teachers document participation in school district and Department of Juvenile Justice (DJJ) training. The school district provides an early release day for the school district professional learning communities every other week, and the professional development coordinator assists teachers in locating workshops or trainings to attend. Documented trainings this past year included Champs behavior management, career/technical education updates, empowering English for speakers of other languages (ESOL) teachers, reading, school enhancement strategies, the online individual educational plan (IEP) process, developing capable people, and a variety of sessions at the Juvenile Justice Education Institute (JJEI). |
| The educational administration:<br>11.3 Has strategies in place to recruit and retain highly qualified instructional personnel  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>   | The principal recruits teachers through job fairs; he stated that he has over 100 resumes but no teacher vacancies. Retention strategies include the opportunity for summer employment and free lunches.  |
| <b>RATING JUSTIFICATION</b>   | The intent of the indicator is being met.  |   |
| <b>COMMENDATIONS</b>  | <ul style="list-style-type: none"> <li>The professional development coordinator is on site frequently to provide assistance and professional development information.</li> </ul>   |   |
| <b>RECOMMENDATIONS</b>  | <ul style="list-style-type: none"> <li>The program should ensure that teachers complete the facility orientation upon hire.</li> <li>The program should ensure that teachers receive training in content areas and from a variety of sources.</li> <li>The school district should develop incentives and recognition of juvenile justice teachers to encourage retention.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>   | <ul style="list-style-type: none"> <li>None</li> </ul>   |   |

| <b>INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES</b>   |  | <b>RATING: SATISFACTORY</b><br><b>SCORE: 5</b>   |
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| The program's educational environment and resources include:  |  |  |
| 12.1 An adequate number of instructional personnel and educational support personnel  | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | The program has three teachers, a paraprofessional, and school district support that include the principal/contract manager, a standards coach, a guidance counselor, a transition specialist, and a professional development coordinator, who also serves as the local education agency (LEA) representative. The lead educator teaches full-time, and the average class size is eight students.  |
| 12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | Observations and interviews document adequate supplies, leveled textbooks, and supplemental materials such as Parallel Alternative Strategies for Students (PASS) books; however, some teachers do not have access to the teacher editions for the textbooks they use. All classrooms have a small library with fiction and non-fiction books, and students interviewed expressed a need for a larger variety of leisure reading materials on topics such as sports and Westerns. Teachers report that students had access to the newspaper for current events prior to the hiring of the new facility superintendent. |

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| 12.3 Media materials, equipment, and technology for use by teachers and students                          | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The program has two TVs/VCRs, 30 operable computers, and Plato, Choices, and Fast Forward software and educational games. The print shop has materials for silk screening, air brushing, and card printing. The career/technical teacher reported that additional equipment cannot be used due to the lack of space. Supplies have not been provided for the printing class for two years.  |
| 12.4 An environment that is conducive to learning   | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The classrooms display motivational posters, student work, and class rules. The facility has large classrooms, but observations document that maintenance is not adequate. Because the facility has not repaired the air conditioning in the career education classroom (due to the facility's pending relocation), the career education teacher bought an air conditioner for the classroom. The career education classroom has limited storage space, and computers and materials are in stacks.  |
| 12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate              | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | Classroom observations and interviews document that the teachers and the students do not have access to the Internet for instructional purposes. The previous lead teacher paid for Internet access until she left two months prior to this review; consequently, students no longer have access to the FLVS. The facility director is in communication with the cable company to provide Internet access at the new facility.  |
| 12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i>  | The program completed application for a Carl Perkins career/technical grant but did not receive funding. The school district provides grant writers as needed. Students apply for scholarships with assistance from the Dream Katcher volunteers and assist with fund raisers for scholarships in partnership with a Navy officer. The program collaborates with Goodyear Industries to provide hands-on training in auto repair. Documented community partnerships this past year included Hugo's furniture and the Doug Anderson School of Arts. Interviews document that other business partnerships have been solicited, and that \$7,000 is allocated for books. |
| <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 the lead educator with another planning period or with instructional assistance to complete administrative duties.</li> <li>• The program should provide a career video series to support the career education curriculum.</li> <li>• The program should ensure that the career/technical teacher has access to funds for supplies.</li> <li>• The program and the facility should continue to collaborate to provide Internet access to the FLVS.</li> <li>• The program should solicit more grants or business partnerships.</li> <li>• The program should provide additional books for the classroom libraries.</li> </ul> |   |
| <b>DEFICIENCIES REQUIRING A CAP</b>   | <ul style="list-style-type: none"> <li>• None</li> </ul>  |   |

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| <b>INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>   |  | <b>RATING: PARTIAL</b><br><b>SCORE: 2</b>   |
| The school district ensures that:   |  |   |
| 13.1 The program submits a self-report in a timely manner   | <input checked="" type="checkbox"/> <i>PASS</i><br><input type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | The program submitted its self-report to the JJEEP offices on time; however, much of the information submitted is inaccurate.   |
| <u>13.2</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, entry/exit assessment scores, and diplomas earned) | <input type="checkbox"/> <i>PASS</i><br><input checked="" type="checkbox"/> <i>FAIL</i><br><input type="checkbox"/> <i>N/A</i> | The program has an individual school number, and the data entry clerk inputs some required information in the MIS. The data entry clerk does not develop cumulative transcripts for out-of-county students, and only one of the six withdrawal codes reviewed is accurate. One of the six MIS printouts reviewed document entry/exit BASI standard scores reported in the MIS; one documents standards scores only, and the remaining four do not contain BASI entry/exit scores. Student grade levels reported are accurate. |

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| 13.3 The program maintains accurate daily student attendance records in the MIS  | <input type="checkbox"/> PASS<br><input checked="" type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The program conducts a daily head count, but teachers do not document daily student attendance. The data entry clerk stated that the program has no process for reporting students as absent when they are not in class due to doctor's appointments or court dates; therefore, students are recorded as present every day.  |
| 13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The program's 2007-2008 statewide assessment participation rates were 100% for both reading and math.  |
| 13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)   | <input type="checkbox"/> PASS<br><input checked="" type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! but does not receive assistance from a reading coach or a literacy assessment team, as identified in the plan.   |
| <b>13.6</b> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program  | <input checked="" type="checkbox"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | The principal serves as the contract manager and documents weekly visits to the program to conduct walk-throughs and discuss concerns with the teachers and the staff. School district calendars document that the standards coach, the guidance counselor, the local education agency (LEA) representative, and the transition specialist are scheduled to be at the program at least once per week. Interviews confirm frequent site visits from all administrators except the guidance counselor. The sign-in log does not consistently verify oversight and assistance provided to the program. The school district cluster chief documents a semi-annual visit to evaluate the educational program. Additional oversight is needed to ensure appropriate enrollment, timely development of IEPs, and alignment with the school district comprehensive reading plan. |
| 13.7 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"/> PASS<br><input type="checkbox"/> FAIL<br><input type="checkbox"/> N/A | There is a current and approved cooperative agreement between DJJ and the school district and most areas are met, except the provision for at least one facility staff in each classroom at all times.   |
| <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 school district should oversee development of the program's self-report to ensure accuracy.</li> <li>• The school district should report students' BASI growth scale values and standard scores in the MIS.</li> <li>• The school district should provide oversight with enrollment, alignment with the school district comprehensive reading plan, and IEP development.</li> <li>• The school district and the facility director should continue to collaborate to ensure students have ongoing access to the Internet.</li> </ul>   |
| <b>DEFICIENCIES REQUIRING A CAP</b>  |   | <ul style="list-style-type: none"> <li>• The school district does not accurately report MIS information including cumulative transcripts, entry and exit BASI scores, and students' withdrawal codes.</li> <li>• The school district does not maintain accurate daily student attendance records.</li> <li>• The school district does not provide the support services identified in the school district comprehensive reading plan.</li> </ul>  |
| <b>OTHER FINDINGS</b>  |   | <ul style="list-style-type: none"> <li>• None</li> </ul>   |
| <b>ADDITIONAL RECOMMENDATIONS</b>  |   | <ul style="list-style-type: none"> <li>• The facility provider should ensure that air conditioning units in all the classrooms are operable.</li> <li>• The facility should ensure that facility staff are present in all classrooms per the cooperative agreement.</li> <li>• The facility should conduct random walk-throughs to ensure that the facility staff assist the teachers, as needed.</li> </ul>   |