

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

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

DETENTION CENTER			
School Name (MSID)	ESCAMBIA JUVENILE DETENTION	School # 17-0916 School District Escambia County Escambia	ESE Service Delivery Consultation Support Facilitation
Program Name	Escambia Regional Juvenile Detention Center	Capacity 50 Population Co-Ed	Diplomas by: Program All Other School in SD None Students' Home/Zoned Schools None
Address	1800 West St. Mary Avenue Pensacola, FL 32501	Head Count 64 SD Registered 61 HSD/GED 3	
Education Provider	Escambia County School District (School District)	Max Ratio (Student: Teacher) 13:1	
Facility Provider	Department of Juvenile Justice (DJJ)		
Date of Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
			Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
SD Contract Manager	Vicki Mathis	Phone (850) 595-6085 Fax (850) 595-1043	E-mail vmathis@escambia.k12.fl.us
Other SD Contact	Kerri Coots	Phone (850) 595-6085 Fax (850) 595-1043	E-mail kcoots@escambia.k12.fl.us
Lead Educator	Debbie Morrison	Phone (850) 595-8823 Fax (850) 595-1560	E-mail dmorrison@escambia.k12.fl.us
Facility Director	Paul Napier	Phone (850) 595-8820 Fax (850) 595-8410	E-mail paul.napier@djj.state.fl.us
SD Transition Contact	Ken Myers	Phone (850) 595-6085 x232 Fax (850) 595-1042	E-mail kmyers@escambia.k12.fl.us
QA Reviewer	Karen P. Kugelmann Julie Orange	E-mail kkugelmann@fsu.edu jorange@fsu.edu	A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC
Review Dates	October 13-14, 2008		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	5 Teachers 3 Teacher Aides 1 Guidance Staff 2 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input 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 type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	4 Classrooms	0 Treatment Team Meetings	Others: Executive Management Team (EMT) Meeting	

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

Escambia Regional Juvenile Detention Center is a 50-bed facility that serves male and female students. The lead educator has just completed a full year at the program. An exceptional student education (ESE) teacher provides support to the special education students enrolled through support facilitation and collaboration.

Three professionally certified educators are teaching out-of-field, and the ESE teacher is teaching out-of-field with school board permission. Strengths of the program include the addition of a full-time physical education (P.E.) teacher, two full-time instructional teacher assistants, and teacher retention.

The program received a superior rating in testing assessment and student planning for the collaborative efforts of the lead teacher and other classroom teachers, who provide guidance services to assist students in maximizing academic achievement.

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

QA TRENDS: Escambia 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	5	5.92	Transition Services	6	5.77	Transition Services	6
Assessment & Planning	3	4.85	Assessment & Planning	6	5.23	Assessment & Planning	7
STANDARD ONE: TRANSITION Standard Average	4.00	5.38	STANDARD ONE: TRANSITION Standard Average	6.00	5.50	STANDARD ONE: TRANSITION Standard Average	6.50
Curriculum & Instruction	5	6.04	Curriculum & Instruction	5	6.00	Curriculum & Instruction	6
ESE & Related Services	7	6.58	ESE & Related Services	7	6.56	Specially Designed Instruction & Related Services	6
STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	6.31	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	6.29	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00
Collaboration	5	5.90	Collaboration	7	6.65	Collaboration	7
Educational Personnel Qualifications	7	6.71	Educational Personnel Qualifications	5	6.26	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	7	6.35	Professional Development & Teacher Retention	5	6.11	Professional Development & Teacher Retention	7
Learning Environment & Resources	3	5.50	Learning Environment & Resources	5	6.42	Learning Environment & Resources	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.50	6.21	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.50	6.47	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75
OVERALL AVERAGE	5.25	6.03	OVERALL AVERAGE	5.75	6.18	OVERALL AVERAGE	6.50
STANDARD FOUR: CONTRACT MANAGEMENT	5.00	5.96	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	6.23	STANDARD FOUR: CONTRACT MANAGEMENT	7.00

Escambia Regional Juvenile Detention Center--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	519 875	TOTAL (Unduplicated)	877
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	653	74	12 & under	50	6	K-5	14	2	Mentally Handicapped (EMH, TMH, PMH)	8	1	
Female	224	26	13	77	9	6	47	5	Emotional/Behavioral Disabilities	65	7	
RACE	#	%	14	138	16	7	97	11	Specific Learning Disabled	91	10	
White (NH)	395	45	15	199	23	8	139	16	Autism Spectrum Disorder	0	0	
Black (NH)	455	52	16	223	25	9	340	39	Speech/Language Impaired	1	0	
Hispanic	10	1	17	161	18	10	136	16	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	17	2	18	28	3	11	79	9	Gifted	5	1	
			19 & above	1	0	12	25	3	Traumatic Brain Injured	0	0	
						Adult	0	0	Hospital Homebound	5	1	
			Diplomas Earned	#	%				Other Health Impaired	10	1	
			Standard *	0	0				TOTAL ESE	185	21	
			GED	3	0							
			Special	0	0	LEP STUDENTS	#	%				
							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

INDICATOR 1: TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 6
The program has transition activities that include:		
<p>1.1 Enrolling students in a temporary schedule upon entry; changing students' enrollment to permanent status by their 22nd school day in the program; enrolling students in appropriate courses based on past records, entry assessments, Florida Comprehensive Assessment Test (FCAT) scores, and student progression requirements (Management information system [MIS] enrollment should include elementary, middle, and high school courses that address English/language arts, math, social studies, and science curricula as needed to address individual students' needs for student progression or high school graduation.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Upon student entry, the administrative clerk requests records and enrolls students in temporary course schedules. The administrative clerk has MIS access to students' records in both Escambia and Santa Rosa counties. Teachers notify the lead educator prior to students' 22nd school day. The lead educator collaborates with the teachers in developing students' permanent course schedules based on their progression. Only one of the 10 current files reviewed was for a long-term student and contains a permanent schedule; the remaining files contain temporary schedules.</p>
<p>1.2 Providing daily Department of Juvenile Justice (DJJ) population reports to the lead educator, teachers, school registrar, and other educational support staff to inform them of students' status (i.e., awaiting placement into a commitment programs or release to their respective communities) and expected release dates</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Observations during this review document that the teacher assistant develops and distributes daily population reports of students' status and expected release dates to all educational staff. The use of the Juvenile Justice Information System (JJIS) is also part of this process.</p>
<p>1.3 Documenting participation of an educational representative who is familiar with the students' performance in detention hearings or staffing 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The lead educator attends weekly detention hearings with DJJ staff to obtain the status of students leaving the detention center, as documented on sign-in sheets and agendas of the meetings.</p>
<p>1.4 Documenting transmittal of educational records for students who are returning to "in-county" schools that include school district withdrawal forms with numerical grades in progress to the next educational placements at the time of exit (Students' days in attendance and current transcripts should be accessible via the MIS.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The teacher assistant faxes "in-county" students' school district withdrawal forms to the guidance department at the receiving schools at the time of students' exit. This was documented in two closed files reviewed for students' returning to in-county schools.</p>
<p>1.5 Documenting the transmittal of current educational records for students transferring to "out-of-county" schools/residential programs/private schools that include cumulative transcripts, individual educational plans (IEPs), individual academic plans (IAPs), and/or progress monitoring plans, assessment data, and school district withdrawal forms with numerical grades in progress to students' next educational placements, transportation personnel, or juvenile probation officers (JPOs) at the time of exit</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The teacher assistant compiles students' educational exit packets and transmits them via fax or mail to their "out-of-county" receiving schools at the time of students' exit. Three of four out-of-county students' files reviewed document transmittal of all required records. One file documents that only the student's withdrawal grades were transmitted; this student had been at the program for two months.</p>
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has a seamless enrollment process that includes access to the JJIS. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should document the transmittal of all required records to out-of-county students' receiving schools. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: ASSESSMENT and PLANNING

**RATING: SUPERIOR
SCORE: 7**

The program's assessment and planning practices include:

<p>2.1 Administering an assessment for reading, writing or language arts, and mathematics within 10 school days of student entry into the facility and using the results to guide instruction</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The teachers administer the New Century assessment for reading and math, a learning styles inventory, and the Peabody Individual Achievement Test-Revised (PIAT-R) for writing. Nine of the 10 current files reviewed contain assessments administered appropriately within the required time frame. One file documents that the student initially refused the assessments but that the assessments were administered appropriately the following week. The reading teacher also administers other informal assessments (related to grammar, skeleton sentences, and paragraph writing), and the math teacher administers an additional math entry test. Exceptional student education (ESE) students also complete the Standardized Test for Assessment of Reading (STAR) to determine students' reading levels.</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>The program administers a career interest inventory from the Choices program and the Career Cruiser magazine appropriately prior to students' 22nd day of enrollment. Eight of the 10 current files reviewed document this; two files reviewed were for short-term students.</p>
<p>2.3 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 22 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, and math; include at least two short-term instructional objectives per goal; identify remedial strategies; and include a schedule for determining progress</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Two long-term students' files reviewed contain IAPs developed by the teachers within the required time frame. The IAPs contain age-appropriate specific, measurable, and individualized long-term goals and short-term objectives for reading, writing, and math and include remedial strategies and a schedule for determining progress. Signatures on both IAPs document students' input.</p>
<p>2.4 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Three ESE files reviewed document that the ESE teacher develops IEPs that contain long-term goals and short-term objectives. Two IEPs contain measurable individualized goals and objectives that directly relate to the student's needs, but development of one IEP for a recently enrolled student is pending.</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>Teacher interviews and current files reviewed document that the teachers review students' IAP goals and objectives 45 days after development, if the students are still enrolled. The ESE teacher documents that IEP progress reports are prepared every nine-weeks, but no current student has been enrolled long enough to verify this process.</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 meets with students between their 18th and 22nd school day to advise them regarding all the areas required in this benchmark, grade levels, and transcripts, as documented by students' signatures. Teacher interviews document that each teacher reviews graduation requirements once a week in the first and second period classes. Students sign the Juvenile Detention School Policy and Information form regarding their right to request further guidance services. Of the four high school students interviewed, only one knows his/her diploma option. Four of the 10 current files reviewed document guidance services; the six files reviewed that do not document guidance services are for short-term students. The lead educator posts graduation requirements in the facility hallways.</p>

RATING JUSTIFICATION

The intent of the indicator is being exceeded.

COMMENDATIONS

- The lead educator and all of the teachers collectively provide guidance services to assist students in maximizing their academic achievement.
- The teachers administer additional assessments to guide individualized instruction.

RECOMMENDATIONS

- None

DEFICIENCIES REQUIRING A CAP

- None

INDICATOR 3: CURRICULUM and INSTRUCTION		SCORE: SATISFACTORY RATING: 6
The program offers academic curriculum and instruction through:		
3.1 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides a year-round curriculum for all levels that addresses students' progression needs and is based on the Florida Course Codes Directory, course descriptions, and FSSS. Interviews and records document that students receive instruction for the courses in which they are enrolled. The program offers age-appropriate instruction in English/language arts, math, science, social studies, intensive reading, career education, and physical education (P.E.) courses.
3.2 Literacy skills activities, tutorial and remedial strategies, and social skills programs for students in the detention center 21 school days or fewer	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides literacy skills activities, tutorial/remedial, and social skills strategies in all classes for students enrolled in the detention center 21 school days or fewer. The Choices program is integrated into the career and computer technology classes, and classroom observations and student and teacher interviews document daily use of the computer lab utilizing Success Maker and New Century programs. The program also addresses social skills in a P.E. class.
3.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings for students in the detention center 22 school days or more (Such strategies should address instruction that is aligned with individual academic plans [IAPs] and individual educational plans [IEPs] and students' academic levels in reading, writing, and mathematics in all content areas being taught and provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All classrooms observed document individualized and varied instructional strategies via modeling, one-on-one assistance, whole group discussion, independent seatwork, and computer-assisted instruction (CAI). Interviews document that teachers utilize instructional plans and develop lesson plans for P.E., math, and English and individual work folders for long-term students. Teachers do not document lesson plans for science, social studies, career education, and reading. The school schedule documents that the teacher of record for intensive reading is the lead educator; however, classroom observations and teacher lesson plans indicate that the English/language arts teacher integrates reading instruction into the English/language arts classes.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that reading instruction follows the course descriptions. • The program should ensure that individual instruction and a variety of instructional strategies are documented in lesson plans. • The program should develop lesson plans in all subjects for long-term students. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES		RATING: SATISFACTORY SCORE: 6
The program provides educational support services to all students as needed, including:		
4.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All three ESE files reviewed document that the ESE teacher initiates the ESE process via accessing in-county students' information on the management information system (MIS); the teacher assistant requests out-of-county students' records.

<p>4.2 Completing the ESE process:</p> <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The on-site ESE teacher reviews all IEPs/EPs.</p>
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		<p>The on-site ESE teacher reviews, amends, and/or convenes IEP/EP meetings as appropriate. IEPs reviewed for one short-term student and one long-term student document that they have been amended. The long-term student has a new IEP because his IEP was only revised in the first month of the student's entry.</p>
<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		<p>The ESE teacher makes one written attempt to invite the parents to IEP meetings, as documented in two ESE files reviewed. Both IEPs reviewed document that the ESE teacher mails copies of the IEPs to parents who do not attend the meetings.</p>
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 years or older are addressed in their IEPs 		<p>The ESE teacher develops transition statements and plans as appropriate for students who are 14 years or older, as documented on both IEPs reviewed.</p>
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		<p>The lead educator serves as the LEA representative and attends the IEP meetings, as documented on both IEPs reviewed.</p>
<p>4.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The ESE teacher documents in a log consultation with the general education teachers following the review of students' IEPs and provides support facilitation daily in the classrooms to all ESE students. However, support facilitation is not included on students' IEPs.</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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district provides ELL, Section 504, and gifted services, as needed, but no current students require these services.</p>
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has a full-time ESE teacher who provides support facilitation to special education students on a daily basis. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that parents are sent two invitations to attend the IEP meetings. The program should ensure that students who are on the special diploma track require support facilitation in their IEPs. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 5: COLLABORATION		RATING: SUPERIOR SCORE: 7
The program facilitates collaboration to provide:		
<p>5.1 A minimum of 300 minutes of daily instruction or the weekly equivalent</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The bell schedule documents 300 minutes of daily instruction and includes two minutes for students to transition between classes. Classroom observations and student and teacher interviews document that students generally receive 300 minutes of daily instruction.</p>

5.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator attends weekly executive management team meetings, the teachers participate in monthly faculty meetings, and the lead educator attends monthly juvenile justice meetings. The contract manager met with the facility superintendent in February, according to the visitors log. The lead educator also attends monthly school district administrators meetings monthly. Faculty and staff interviews and sign-in sheets and/or logs document these meetings and ongoing communication.
5.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program solicits a variety of guest speakers who frequently talk to the students on topics such as sexually transmitted diseases (STDs), drug abuse, rape/violence/bullying prevention, career information, goal setting, and healthy relationships. Guest speaker/visitor logs document these topics.
5.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The behavior management plan includes a level system with rewards to recognize students of the week. Student performance in class can also impact their level advancement. Students observed in class were on task, and the facility and educational staff redirected behavior, as needed. Behavioral rules are posted in all classrooms, and student interviews and signatures document that the rules are explained to them at entry.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program and the facility staff communicate daily regarding student behavior. The program documents a variety of monthly guest speakers. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 6: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 5
All instructional personnel:		
6.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's three core academic teachers have professional certification; two teach in their certification areas and other subjects as well, and one has school board approval to teach out-of-field. The lead educator, who has professional certification and a reading endorsement, is documented as the reading teacher on students' schedules but does not teach reading. Schedules also document that the ESE teacher, who has school board approval to teach science out-of-field, does not teach the science class. In addition, the physical education (P.E.) teacher received the Escambia County "Golden Apple Award."
6.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The physical education (P.E.) teacher has temporary certification in P.E. (K-12), and the career teacher has High, Objective, Uniform State Standard of Evaluation (HOUSSE) coverage in elementary education and professional certification in technology education.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The P.E. teacher received the Escambia County "Golden Apple Award." 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should assist teachers with obtaining professional certification in all the subjects they teach. The program should ensure that the teacher of record for all subjects is the full-time classroom teacher. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

RATING: SUPERIOR
SCORE: 7

All instructional personnel:

7.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Professional development plans document that teachers have input into their plans, and include SIP initiatives to foster professional growth. The school district provides a beginning teacher program as needed. One teacher recently completed this program.
7.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL].)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teacher training records document a variety of trainings in content areas; two teachers are completing course work to obtain endorsements. Sources of training and/or workshops include the Florida Diagnostic Learning and Resources System (FDLRS), the Juvenile Justice Educational Enhancement Program (JJEEP), the school district, and the Department of Juvenile Justice (DJJ).
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>	Teacher interviews document that strategies to retain instructional personnel include ample opportunities for collaboration among colleagues, for planning, and for staff development that enhances certification areas. A positive work environment with the education and the facility staff is also evident via classroom observations and interviews with behavior management support personnel. The program recruits highly qualified instructional personnel and advertises on the school district Web site. Interviews with the contract manager and the lead educator document that the lead educator recruited educational staff at a job fair this year.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program supports and retains certified teachers by providing opportunities to attend school district workshops and conferences. • Educational program staff attend job fairs to recruit qualified instructional personnel. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 8: LEARNING ENVIRONMENT and RESOURCES

RATING: SUPERIOR
SCORE: 8

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 teachers and a lead educator. The addition of a full-time physical education (P.E.) teacher and two full-time instructional teacher assistants has provided instructional support for individual instruction. The educational staff also include a full-time career education teacher, a full-time teacher/office assistant, a full-time data clerk, and a full-time lead educator. The school district provides support to the program via a teacher on special assignment, who is the contract manager's designee.
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8.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Student interviews and classroom observations document an adequate quantity and variety of educational supplies and leveled instructional materials. The Pensacola Community and Businesses sponsored a "Cram the Van" project and donated the educational supplies to the program. All classrooms have a library that includes-high interest reading materials. All nine students interviewed reported that the program provides an adequate selection of high-interest reading materials.
8.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All classrooms have televisions and media materials. Classroom observations document 34 student computers and individual teacher computer stations. Computer software includes, but is not limited to, New Century reading and math, Choices, Career Cruiser, Success Maker, and Accelerated Reader (AR).
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>	Three classrooms, the gymnasium, and an outside courtyard provide an environment that is conducive to learning. Classrooms are well lit and ventilated. The temperature is adequate, and student work and educational posters are displayed in classrooms and hallways.
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 for instructional purposes when appropriate, but no students are currently enrolled.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program added a full-time P.E. coach and two instructional teacher assistants, who support the educational staff. Pensacola Community College and Businesses provided educational resources to the program via the "Cram the Van" project. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SUPERIOR SCORE: 7
The school district ensures that:		
9.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its well-organized self-report in a timely manner.
<u>9.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an individual school number, and current and closed files and MIS screens reviewed document that it accurately reports all the data required in this benchmark.
9.3 Accurate attendance records document daily student attendance and are maintained in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers document daily attendance and provide an attendance roster to the administrative clerk. The clerk faxes the information to the school district registrar for entry into the MIS.
<u>9.4</u> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of alternative education is the contract manager. The program visitor log documents three visits to oversee school improvement plan (SIP) development and teacher evaluations. The school district teacher on special assignment conducts mock quality assurance (QA) reviews and documents discussion of the findings in meetings.

9.5 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement between the DJJ and the school district. Interviews and a review of the agreement document that all areas of the agreement are being followed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The school district provides extensive resources and personnel to assist the program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

OTHER FINDINGS	<ul style="list-style-type: none"> • The school district reading coach has been to the program four times this past year to conduct observations and provide suggestions for improving reading instruction.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None