



**2006  
Educational  
Quality Assurance Standards  
for  
DETENTION CENTER PROGRAMS**

**Educational Standard One: Transition**

Indicator 1: Transition Services

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## Indicator 1: Transition Services

### Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, post-commitment programs, and/or work settings through transition services.

### Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** documenting requests for records that are not electronically accessible within five school days of student entry and making additional requests as necessary; reviewing past educational records, transcripts, and withdrawal forms to develop an appropriate course schedule; changing enrollment from temporary to permanent status no later than a student's 22nd school day in the program
- 1.2 providing DJJ population reports to the lead educator, teachers, school registrar, and other educational support staff as needed daily; making educational staff aware of each student's status (i.e., which students are awaiting placement into commitment programs and which students are going to be released to their respective communities) and, when known, each student's expected release date from detention
- 1.3 documenting participation of an educational representative who is familiar with the students' performance and of appropriate representatives from the communities to which students will return, in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements
- 1.4 for students who are returning to the public schools, documented transmittal of students' days in attendance, current transcripts, and school district withdrawal forms with numerical grades in progress to the next educational placement at the time of exit
- 1.5 for students who are awaiting placement into commitment programs, documented transmittal of the students' cumulative transcripts, IEPs/IAPs/AIPs, assessment information, and school district withdrawal forms with numerical grades in progress to the next educational placement or to the transition coordinator for the receiving school district. Records should be transmitted at the time of exit.

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe detention hearings or staffings, when possible.

## Clarification

When the program does not have on-site access to the management information system (MIS), record requests for in-county student records should be documented. Fax transmittal receipts should be retained to document records requests. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); individual academic plans (IAPs); entry assessments; and school district course schedules. (Educational plans are as appropriate.) Electronic files of educational records maintained on site that contain required educational information are acceptable. Withdrawal grades should be averaged into current semester grades from the program. Out-of-county records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

Students in detention centers should earn grades for every day they are enrolled in school. The program should maintain documentation indicating that student records were transmitted directly to the next educational program at the time of exit. This will help ensure that a continuum of educational services is provided throughout the student's educational placement in the juvenile justice system. When the next educational placement for a student has not been determined, the program should make every effort (including contacting the receiving school district's transition coordinator or the student's JPO) to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement.

Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* ([jjeep.org/docs.htm#taps](http://jjeep.org/docs.htm#taps)). **School districts' transition contact information can be obtained at [jjeep.org/transition\\_contacts](http://jjeep.org/transition_contacts). It is each school district's responsibility to inform JJEPP via e-mail at [jjeep@jjeep.org](mailto:jjeep@jjeep.org) if their district contact person's information has changed.**

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 2: Assessment and Planning

### Intent

The expected outcome of this indicator is that entry assessments are used to identify students' academic, career, and technical strengths, weaknesses, and interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievements.

### Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1** an academic assessment for reading, writing or language arts, and mathematics that is administered within five school days of student entry into the facility and is used to guide instruction
- 2.2** career and technical aptitude assessments and/or career interest surveys that are administered within 22 school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.3** developing written IAPs for all non-ESE students within 22 school days of entry into the facility that include specific, measurable, and individualized long-term goals and short-term instructional objectives, identified remedial strategies, and a schedule for determining progress for reading, writing, and math. (IAPs should be age and grade appropriate based on entry assessments and past records.)
- 2.4** developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs
- 2.5** reviewing students' academic progress toward achieving the content of their goals and objectives and (when appropriate) the revision of goals and objectives in IAPs
- 2.6** advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities and communicating to students their educational status and progress.

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- review student educational files, IAPs, treatment files, and other appropriate documentation
- interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

## Clarification

Detention centers may administer any entry academic assessments for reading, writing/language arts, and math and are not required to report the results through the MIS. Assessment results should be used to create the foundation for developing the student's educational program. Detention centers should not administer the common assessment identified by the DOE at any time, to any students.

Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students' needs and abilities. Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to guide students in future career decision-making. Students under the age of 12 are not required to complete a vocational assessment.

IAPs should document student needs and identify strategies that assist them in meeting their potential. Students should participate in the development and the revision of their IAPs. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student's performance contract, treatment plan, IAP, or other appropriate documents. IAPs, IEPs, and AIPs should document at least two objectives per goal. Instructional personnel should use IAPs, AIPs, and IEPs for instructional planning purposes and for tracking students' progress.

IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. IEPs should address behavioral and academic goals and objectives as appropriate. Instructional personnel should have access to IEPs.

A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. Students who have high school diplomas or the equivalent are not required to have academic plans; however, these students' curricular activities must address their individual needs.

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students who are performing below grade level the opportunity to advance to their age-appropriate placement.

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's student progression plan, state- and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals who are delivering guidance services are communicating this information to students.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 3: Curriculum and Instruction

### Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

### Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 3.1** a year-round curriculum (including summer school course offerings that address the student progression needs of students) designed to provide students with educational services through a substantial curriculum based on curricular offerings that provide credit and the opportunity for student progression, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- 3.2** literacy skills activities, tutorial and remedial strategies, and social skills programs **for students in the detention center 21 school days or less**
- 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 IAPs and 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' learning styles (e.g., auditory, visual, kinesthetic, tactile).

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, IEPs, 504 plans, and other appropriate documentation
- interview instructional personnel, educational administrators, other appropriate personnel, and students
- observe educational settings, activities, and instruction.

## Clarification

Courses and activities should be age appropriate and based on students' individual needs and post-placement goals. Intensive math, intensive English, and reading courses are for elective credit only. For students who have passed the graduation test (FCAT), enrollment in these courses may not take the place of science and social studies courses. For students who are eligible to graduate but have not passed the FCAT, these courses may be offered instead of science and social studies.

A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or student progression leading toward high school graduation throughout the 250-day school year.

A curriculum with the same content must address multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Individualized instruction should include direct instruction (teacher-led instruction through explanation or modeling, followed by guided practice and independent practice) and be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), thematic teaching, experiential learning, cooperative learning, audio/visual presentations, lectures, group projects, and hands-on learning.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 4: ESE and Related Services

### Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

### Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

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

4.1 documenting the initiation of the ESE process within 11 school days of student entry into the facility

4.2 completing the ESE process through

- reviewing current IEPs and determining whether the IEP is appropriate
- if the IEP cannot be implemented as written, convening an IEP meeting as soon as possible
- soliciting and documenting participation from parents in ESE staffing and IEP development and mailing copies of IEPs to parents if they cannot attend the meeting
- an educational representative acting as the LEA representative who is knowledgeable of the educational resources within the local school district, meets the requirements under Section 300.344 of Title 34 of the Code of Federal Regulations and Rule 6A-6.03028, FAC for an LEA representative, and is either an employee of the school district or is a district designated person authorized by the school district to act as the LEA representative.

4.3 ESE and related services that are implemented as outlined in students' IEPs

4.4 ESOL, Section 504, educational psychological services, and mental and physical health services as outlined in the students' plans (i.e., 504 and LEP plans).

**Methods**

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation
- interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

**Clarification**

Students participating in ESE programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws.

Documentation of the initiation of the ESE process within the required time frame may include continuation of ESE services for in-county students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, notifying appropriate personnel of students who require ESE services, and written parent notification and/or parent contact regarding an IEP review meeting. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student’s IEP.

According to Rule 6A-6.03028, FAC and Section 300.344 of Title 34 of the Code of Federal Regulations, an LEA representative is a “representative of the school district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, is knowledgeable about the general curriculum, and is knowledgeable about the availability of resources of the school district. At the discretion of the school district, the student’s ESE teacher may be designated to also serve as the representative if the teacher meets the requirements described in this paragraph.” LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is designated by the school district to serve as the LEA representative. Programs that use a non-school-district employee to serve as the LEA representative must obtain from the school district’s ESE director written approval of this individual to serve as the LEA representative.

Students participating in ESOL, Section 504, and/or related services should be provided all corresponding services according to students’ plans, including mental and physical health services. Students’ support and educational services should be integrated. Related services, accommodations, and modifications for appropriate students should be documented. ESOL students should have current limited English proficiency (LEP) plans to address their language needs as appropriate.

Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs. Consultative logs should document these services.

**Performance Rating**

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## **Indicator 5: Collaboration**

### **Intent**

The expected outcome of this indicator is that facility staff and school district personnel collaborate to ensure high quality educational services are provided to at-risk students.

### **Process Guidelines**

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program facilitates collaboration through

- 5.1 demonstrated and documented communication between school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis
- 5.2 varied community involvement that is solicited, documented, and focused on educational and transition activities
- 5.3 demonstrated classroom management procedures for managing behavior that are clearly defined by both educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior.

**Student participation in off-site community activities is not required for detention centers.**

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review faculty meeting agendas, management meeting minutes, educational written procedures, volunteer participation documentation, program behavior policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, students, and other appropriate personnel
- observe educational settings and faculty meetings, when possible.

## Clarification

It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program and the school district's purpose, policies, expected student outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, providers, and educational and program staff) should be ongoing and facilitate the smooth operation of the educational program.

Community involvement activities should be documented with dates and should be from a variety of sources that may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism within the program and mentoring/role modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in a successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive self-esteem. Instructional personnel and facility staff members should provide positive reinforcement for appropriate student behavior. Where appropriate, individual functional behavior assessment and behavior intervention plans should be used.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## **Indicator 6: Educational Personnel Qualifications**

### **Intent**

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools.

### **Process Guidelines**

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

**6.1** in core academic areas must have professional or temporary state teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification

6.2 in non-core academic areas (including social, employability, and career education courses) must have teaching certification or be approved to teach through the school board policy for the use of non-certified instructional personnel based on documented expert knowledge or skill

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review educational personnel files, teaching certificates, statements of eligibility, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

## Clarification

Instructional personnel are considered to be those who are hired to teach students and who are delivering instruction in the classroom; therefore, the teacher of record should be the full-time classroom teacher who delivers instruction. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English/language arts, reading, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. A statement of eligibility and/or an application that confirms the applicant is not eligible for certification will not fulfill the requirements of this indicator.

Schools and school districts should provide evidence that they are actively seeking qualified teachers when teaching positions are vacant or long-term substitutes are being used. Substitute teachers must comply with the requirements in 6.1 for core academic subject areas if they are at the program for four consecutive weeks or longer. There must be documentation that the program is actively seeking a professionally certified teacher. Substitutes must be approved by the school district.

Post-secondary instructors of dual enrollment students are not required to have K-12 teaching certifications. NCLB establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper on this topic may be found online at [http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS\\_04-027\\_TAP.pdf](http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf). The program should retain documentation that parents are notified by letter if their child’s teacher teaches out-of-field for more than four weeks.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or the contract. Teachers in school district operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertified personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## **Indicator 7: Professional Development and Teacher Retention**

### **Intent**

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students and that strategies are in place to retain highly qualified instructional personnel.

### **Process Guidelines**

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 7.1 participate in facility program orientation and a beginning teacher program when appropriate
- 7.2 have and use written professional development plans or annual teacher evaluations to foster professional growth
- 7.3 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 QA 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 ESE and ESOL programs
- 7.4 receive support from administrative staff who have documented strategies in place to retain highly qualified instructional personnel

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review educational personnel files, training records, professional development plans and/or annual evaluations, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel.

## Clarification

“Professional development plan” refers to a district developed plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, and these plans should be individualized to address the instructional personnel’s strengths and weaknesses. Professional development plans should be used as a working document and an evaluation tool. Professional development plans should be developed based on the school district’s policy for human resource development.

Teachers should be provided the opportunity to attend professional development training to support their professional growth. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of professional development training should be related to instructional techniques, teaching delinquent and at-risk students, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertified personnel) should have access and opportunity to participate in school district professional development training on an annual basis. Professional development training should qualify for inservice points for certification renewal.

Strategies to help retain highly qualified instructional personnel may include establishing a teacher mentor program, assigning teachers to teach in the subject area(s) in which they are certified, allowing time for teachers to collaborate with their colleagues, and creating positive work conditions or incentives for teachers to work in juvenile justice facilities.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## Indicator 8: Learning Environment and Resources

### Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them for a successful return to school and the community.

### Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 8.1** the minimum of 300 minutes of daily instruction or its weekly equivalent
- 8.2 an adequate number of instructional personnel and educational support personnel
- 8.3 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 available for students (These materials should include fiction and nonfiction materials that address the characteristics and interests of adolescent readers.)
- 8.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 8.5 an environment that is conducive to learning
- 8.6 access to the Internet for instructional purposes when appropriate.

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or contract, available media resources and technology, student to teacher ratio, curriculum and instruction materials, Internet policy, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible.

## Clarification

Programs must provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction. Time for student movement is not included in the 300 minutes and should be reflected on the schedule. Facility staff and educational personnel should collaborate to ensure that students are in school on time and receive the scheduled 300 minutes of daily instruction or its weekly equivalent. If a student is removed from class for an extensive amount of time due to behavior problems, there must be a plan in place to provide the student continued access to his/her instruction.

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. (The average student-to-teacher ratio in Florida juvenile justice educational programs is 15:1.) Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes but is not limited to facility; school climate; organization and behavior management; and appropriate materials, supplies, and technology. All students should have access to computer technology in order to progress toward achieving career and/or educational goals. Programs should have a policy regarding Internet use, and students should have access to the Florida Virtual School as appropriate.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

## **Indicator 9: School District Monitoring, Accountability, and Evaluation**

### **Intent**

The expected outcome of this indicator is that the school district monitors and assists programs in providing high quality educational services and accurately reports student and staff data for accountability and evaluation purposes.

### **Process Guidelines**

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 9.1 the program submits all self-report information and documents to JJEPP offices in a timely manner
- 9.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, student progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, diplomas, and diplomas earned for every eligible student who attends the program
- 9.3 accurate attendance records are maintained in the program, and current school membership is evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- 9.4 there are a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district; the terms of the contract and/or the cooperative agreement are being followed
- 9.5 the contract manager or designee provides and documents appropriate oversight and assistance to the educational program

There is documentation that illustrates that either the contract manager or the designated educational administrator is

- 9.6 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district
- 9.7 conducting and documenting annual evaluations of the program's educational component.

## Methods

To determine the rating, the reviewer should review all required self-report information at a minimum and

- review the cooperative agreement and/or the contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel.

## Clarification

School district contract managers and/or their designees are expected to oversee and assist the educational program with ensuring that all appropriate educational services are provided as required by the contract and/or the cooperative agreement and all applicable local, state, and federal education guidelines. School districts should ensure that issues documented in QA reports are addressed in a timely manner. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE and may affect the program's QA score.

The contract manager should oversee the state assessment program (FCAT or alternate assessment for ESE students or students with limited English proficiency) testing process to ensure that all eligible students take the state assessment. The program should collaborate with the school district MIS department to adjust and correct the enrollment and testing information for the 2005-2006 school year.

In the case of a direct service (district-operated) educational program, the contract manager is usually the alternative education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include but is not limited to site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

## Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0



