



2008-2009 Quality Assurance Standards

Technical Assistance Training

Juvenile Justice Educational Enhancement Program (JJEEP)
Department of Education (DOE)



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Presentation Outline

JJEEP' s Mission & Vision

QA Review Methods

Self-Reporting

Exemplary Programs

Critical Benchmark

QA Rating Guidelines/Scale

QA Standards Overview



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JJEEP' s Mission & Vision

JJEEP' s mission is to ensure that each student assigned to a Department of Juvenile Justice (DJJ) program receives high-quality educational services that increase that student' s potential for future success.

JJEEPs four main functions are to:

Conduct research that identifies educational best practices

Conduct annual QA reviews of DJJ educational programs

Provide technical assistance to improve educational programs

Provide annual policy recommendations to the DOE



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QA Review Methods

Self-Reporting

All programs are required to submit self-report information and supporting documents to the JJEEP office by June 15, 2007.

Exemplary Programs

Exemplary programs are required to submit all self-report information and participate in a review of only critical benchmarks (rated pass or fail).

Exemplary I programs will not have an on-site QA visit for one year.

Exemplary II programs will participate in an abbreviated review for two years.



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QA Review Protocol

- Notification of review
- Two- to three-day visit
- Communication with appropriate contacts



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Changes to the QA Standards and Process

Stakeholders input

Legislative requirements

Best practices



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Critical Benchmarks

These 11 benchmarks have been identified as *critical* to satisfactory performance in **residential programs**:

1.1 Enrollment

2.1 Entry academic assessment

3.1 Individual academic plans (IAPs)

3.3 Individual educational plans (IEPs)



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Critical Benchmarks (Cont' d.)

- 5.2 Substantial academic curriculum
- 6.1 Direct reading instruction
- 8.2 Exceptional student education (ESE) process
- 9.1 Adequate instructional time
- 10.1 Teacher certification
- 13.2 Data management
- 13.6 Contract management oversight



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Critical Benchmarks (Cont' d.)

These 10 benchmarks have been identified as *critical* to satisfactory performance in **detention center programs**:

1.1 Enrollment

2.1 Entry academic assessment

2.3 Individual academic plans (IAPs)

2.4 Individual educational plans (IEPs)

3.1 Substantial academic curriculum



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Critical Benchmarks (Cont' d.)

4.2 Exceptional student education (ESE) process

5.1 Adequate instructional time

6.1 Teacher certification

9.2 Data management

9.5 Contract management oversight



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Critical Benchmarks (Cont' d.)

These 12 benchmarks have been identified as *critical* to satisfactory performance in **day treatment programs**:

- 1.1 Enrollment
- 2.1 Entry academic assessment
- 3.1 Individual academic plans (IAPs)
- 3.3 Individual educational plans (IEPs)
- 5.2 Substantial academic curriculum



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Critical Benchmarks (Cont' d.)

- 6.1 Direct reading instruction
- 8.2 Exceptional student education (ESE) process
- 9.1 Adequate instructional time
- 9.3 Community involvement
- 10.1 Teacher certification
- 14.2 Data management
- 14.5 Contract management oversight



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QA Rating Guidelines

Preliminary and final QA ratings of a program's educational performance are based on a preponderance of evidence from multiple data sources such as:

- * Self-report information
 - * Document and file review (on site)
 - * Interviews (educational program and school district administrators, support personnel, teachers, students)
 - * Observations (classrooms, educational activities, and services)



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QA Rating Scale

Each indicator is rated as *superior*, *satisfactory*, *partial*, or *nonperformance* using a 10-point scale.

Superior Performance--7, 8, or 9

The outcome is clearly being met with very few, if any, exceptions; the program exceeds the overall requirements and expectations of the indicator using a variety of creative and innovative approaches, extended services, and demonstrates program-wide dedication.



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Satisfactory Performance--4, 5, or 6

The expected outcome is clearly being met; minor exceptions or inconsistencies may be evident.

Partial Performance--1, 2, or 3

The expected outcome of the indicator is not being met; frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

Nonperformance--0

The expected outcome of the indicator is clearly not being addressed.



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System Improvement Process

Purpose: Reduce the amount of time JJEEP staff spend monitoring programs that exceed state standards and increase technical assistance (TA) to low-performing programs.

To meet the goal, JJEEP and the DOE have developed and implemented a comprehensive system of corrective action and TA that is guided by research in current best practices and integrated into all activities.



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Corrective Action Process

The corrective action process facilitates collaborative efforts of programs and school districts to identify and correct systemic problems contributing to unsatisfactory QA ratings.

Corrective Action Plan (CAP)

Programs who receive a partial rating for one or more of Standards 1,2,or 3 will receive a CAP.

School districts who receive a partial rating for Standard 4 for two or more consecutive years will receive a CAP.



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Program CAPs

QA Cycle	Trigger	Action
Year 1	Fail standard 1,2,or 3	CAP required
Year 2	Fail the same standard two consecutive years	CAP required DOE notified for intervention and/or sanctions
Year 3+	Fail the same standard three (or more) consecutive years	CAP required Program remains on DOE list intervention/sanctions



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School District CAPs

QA Cycle	Trigger	Action
Year 1	Fail Standard 4	Deficiencies noted in QA report
Year 2	Fail Standard 4 two consecutive years	CAP required
Year 3	Fail Standard 4 three consecutive years	CAP required DOE notified for intervention/sanctions
Year 4+	Fail standard 4 four (or more) consecutive years	CAP required School district remains on DOE list for intervention/sanctions



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CAP Completion

- * Establish a corrective action team.
- * Develop the action plan.
- * Complete and return the CAP to JJEEP (within 90 days).
- * Ensure superintendent signs implementation page AFTER the CAP has been implemented.



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Technical Assistance (TA)

TA PROTOCOL

New Programs

School district contract managers are responsible for notifying JJEEP within 30 days of notification that a new juvenile justice program is being placed in their school districts.

Educational Provider Change

School district representatives should inform JJEEP within two weeks of notification of an educational provider change.



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Corrective Action Follow-up

A program who fails one of Standards 1, 2, or 3 and has a passing overall average score (4.00 or higher) will receive a CAP and follow-up TA.

A school district who fails Standard 4 for two consecutive years will receive a CAP and follow-up TA.

Failing Programs

A program whose average overall score is less than 4.00 will receive a CAP and a TA visit that may include:

JJEEP reviewer and DOE representative (as appropriate)

Reviewer-conducting a needs assessment(s)

Report of needs assessments results

Follow-up TA as needed



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DOE Assistance

- For programs or school districts identified as needing an intervention and/or sanctions, JJEEP staff may facilitate a meeting with all relevant parties (i.e., JJEEP administration, DOE representatives, school district officials, provider personnel, program administration, and DJJ staff when appropriate).



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State Board Rule

*Intervention and/or sanctions are referenced
in Rule 6A-6.05281 (10), FAC.*

Intervention

Technical assistance to the program
Follow-up educational program review



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Sanctions

- Public release of unsatisfactory findings, the intervention, and/or corrective actions proposed
- Assignment of a monitor, master, or management team
- Reduction in payment or withholding of state and/or federal funds



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Indicator 1: On-Site Transition Services

EXPECTED OUTCOME--The program assists students with reentry into the community, school, and/or work settings through guidance and transition services:

Enrolling students appropriately

Providing appropriate guidance services

Participating in students' exit transition meetings

Documenting and transmitting complete exit packets

Transmitting student information and retaining evidence



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Programs must provide courses for credit and/or student progression leading toward high school graduation throughout the 250-day school including summer school).

Middle school students must be enrolled in language arts, math, science and social studies.

Students in detention centers should earn grades for every day they are enrolled.

Middle and high school students who score at Level 1 in reading on the FCAT should be placed in an intensive reading course on a continual basis until they score at Level 2.



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Disfluent Level 2

Middle and high school students must be served in an intensive reading course taught by a teacher with reading certification or endorsement

Fluent Level 2

Middle and high school students may be served in a content area course wherein the teacher has a reading certification or endorsement or has completed the Florida Online Reading Professional Development (FOR-PD) and the Content Area Reading Professional Development (CAR-PD) Academy.

All students in grades 11 and 12 who have **not** passed the FCAT reading test **must** be enrolled in an intensive reading course.

Intensive math, intensive English, and reading courses are for *elective credit* only.



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Requirements for high school graduation now include **four** credits in math and the selection of a major and /or minor area of interest (MAI) beginning with 9th grade students enrolled in 2007. (*facts.org*)

All students should have easy and frequent access to guidance advising services aligned with transition and treatment activities and based on:

Course Code Directory
Student progression plan
State- and district-wide assessments



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Indicator 2: Testing and Assessment

EXPECTED OUTCOME--Entry assessments are used to diagnose students' academic, career, and technical strengths, weaknesses, and interests to address students' individual needs; exit and statewide assessments are used to evaluate the performance of students in juvenile justice schools.



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The Basic Achievement Skills Inventory (BASI) is the designated statewide assessment administered for reading, writing/language arts, and mathematics (within ten school days) of student entry.

All academic assessments must be administered according to the test publisher's guidelines in an appropriate environment.

The BASI for reading, writing/language arts, and mathematics should be administered to all exiting students who have been in the program 45 or more school days.



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The same academic assessments administered at entry should be used to assess all students exiting the program except for students who earn a diploma while at the program.

Students in long-term (more than one year) commitment programs should be administered an exit BASI on an annual basis as long as the student has 45 or more school days remaining at the program.

If a youth re-offends within 30 days of exit from the program, his/her exit assessment should be used as the entry assessment in the next placement.



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Career and technical aptitude assessments administered at entry (within ten days) should be based on students' current career awareness and varying ability levels.

Students who have earned a high school or a General Educational Development (GED) diploma should be administered a career assessment.

Career assessment results should be used to determine student placement in career and technical programming and to guide students in career decision making.



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Detention centers should not administer the BASI at any time, to any student.

An academic assessment for reading, writing or language arts, and math should be administered (within ten school days) of entry into the facility and used to guide instruction.



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Indicator 3: Student Planning

EXPECTED OUTCOME--Academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

State Board Rule 6A-6.05281 (4) requires that an individual plan for educational progress be developed within 15 school days of entry to a juvenile justice commitment, day treatment, or early intervention program, and within 22 calendar days of student entry into detention center programs.



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Individual Academic Plans (IAPs)

Students' IAPs should be:

Age and grade appropriate

Based on entry assessments, past records and post placement goals for academic and career/technical areas

Developed within 15 days of entry to the program

IAPs should include specific, individualized, and measurable long-term goals and short-term instructional objectives (at least two) for each goal for reading, writing, mathematics, and the career areas.



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IAPs should include remedial strategies and/or tutorial instruction and a schedule for determining and evaluating students' progress toward meeting the goals.

Academic and career goals should be used by instructional staff to guide instruction.

Students who have a high school diploma or the equivalent are not required to have an IAP, but should have a plan to address their individual needs.

IAPs should be reviewed (regularly) and revised when appropriate at treatment team or other formal meetings, and students should participate in developing, reviewing, and revising their IAPs.



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Individual educational plans (IEPs) should:

Contain measurable goals and objectives directly relating to the special education students' academic, behavioral, and/or functional deficiencies and needs

Document at least two instructional objectives

Document student progress toward completion of their IEP goals and objectives and report this progress to students' parents as often as progress reports are sent home for all students



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Indicator 4: Community Reintegration

Applies to Day Treatment and Residential only

EXPECTED OUTCOME--Transition planning activities are designed and implemented to facilitate community reintegration from a juvenile justice program into the community:

- ✓ School
- ✓ Peer groups
- ✓ Employment
- ✓ Family



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Transition Planning Activities

Soliciting & documenting participation of families and representatives in the community in transition planning activities to include:

- ✓ Youth, parents/guardians, juvenile probation officers (JPOs), aftercare counselors, zoned school personnel, and an educational representative
- ✓ Documented invitation letters and/or telephone contacts



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- ✓ Contacts with the transition coordinator in students' receiving school districts prior to release and collaboration with support personnel in treatment team or transition meetings
- ✓ If the next educational placement is not determined, contacts with the receiving school districts' transition coordinators and youths' JPOs for assistance in identifying appropriate educational placements



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- ✓ Review of the receiving school district's reentry services (protocols) and contacts with persons responsible for the facilitation of these services
- ✓ Implementation of school district or transition protocols to include receiving school district coordinator's involvement in youths' school placements

Transition services should address:

Postsecondary education (diploma)

Career/technical education

Employment (integrated)

Adult education

Independent living

Community participation



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Indicator 5: Academic Curriculum & Instruction

EXPECTED OUTCOME--Students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans that will allow them to progress toward obtaining high school diplomas or the equivalent.

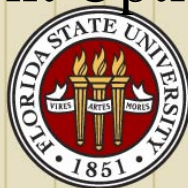
Residential and day treatment programs are required to offer diploma options that include:

Standard

Special

General Educational Development (GED)

GED Exit Option (as appropriate)



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All juvenile justice programs should offer a substantial year-round curriculum to provide students with educational services based on:

Florida Course Code Directory and Instructional Personnel Assignments

Course descriptions for the courses in which students are receiving instruction

Florida Sunshine State Standards (FSSS)



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The curriculum must address:

Students' multiple academic levels
Age-appropriate courses and activities
Student's individual needs and post-placement goals

Instructional staff should provide:

Individualized and direct instruction
A variety of instructional strategies to include:
one-on-one instruction
computer-assisted instruction (CAI)
team teaching
cooperative learning
lectures



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Indicator 6: Reading Curriculum and Instruction

EXPECTED OUTCOME--Students who have been identified as having reading deficiencies are provided with direct reading instruction and services that address their strengths, weaknesses, and abilities in the five construct areas of reading.

Residential and day treatment programs should provide:

Placement testing

Explicit reading instruction with progress monitoring

Support services

Reading curriculum aligned with the school district comprehensive reading plan

Curriculum to address the reading goals on IAPs & IEPs



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Overview

- Youth scoring Level 1 on the FCAT reading must be enrolled in an intensive reading course.
- Youth scoring Level 2 on the FCAT reading must be enrolled in an intensive reading course **or served via the content area reading intervention option.**



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Leisure reading and enrichment activities should be provided to all students during the regular school day.

Students who do not have reading deficiencies participate in reading enrichment activities in their English/language arts or reading curriculum.

All programs should have or have access to a reading diagnostic assessment that addresses the five construct areas (administered to youth as identified via progress monitoring).

Reading diagnostic assessment results should be used to modify the initial reading goal on students' IAPs or IEPs.



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Reading Services (Cont' d)

All juvenile justice education programs should be included in their school district's comprehensive reading plan and receive services from the reading coach and regular school district monitoring (per the guidelines in the reading plan).

All reading plans must outline how the school district is planning to monitor the reading program.



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Indicator 7: Employability and Career Curriculum & Instruction

EXPECTED OUTCOME--Students have the opportunity to acquire the skills necessary to transfer to a career and technical institution after release and /or obtain employment.

Type 1 programs

A career curriculum (i.e., employability and social skills) offered as a specific course or integrated into one or more core courses already offered for credit



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Career Education (Cont' d.)

Courses and activities include:

Employability skills for youth

Personal, career, and school
development (PCSD)

Life Management

Physical education, health, fine arts

Peer counseling



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Career Education (Cont' d.)

Type 2 programs

Exploration and knowledge of a wide variety of occupational options

The *Ready To Work* initiative:

Three levels of Ready to Work credentials available to Florida's students

Prepares students with skills necessary to enter college or the workforce

✓ Readytowork@fldoe.org



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Career Education (Cont' d.)

Type 3 programs

Direct work experiences

Job shadowing

Youth apprenticeship programs (as appropriate)

- All students in Type 3 programs should have appropriate access to hands-on career and technical programs (as appropriate determined by behavior and age).
- Students who have obtained a high school or GED diploma should participate in employability, social, and life skills and career/technical programs.



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Indicator 8: Specially Designed Instruction and Related Services

EXPECTED OUTCOME--Programs should provide equal access to education for all students, regardless of functional ability, disability, or behavior.

Programs should identify special education students (upon entry) in a timely manner and initiate the ESE process which may include:

- Developing appropriate course schedules based on current IEPs

- Enrolling students

- Recording class attendance

- Notifying appropriate personnel of students requiring services

- Notifying parents of IEP review meetings



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The ESE process includes:

- ✓ Reviewing current IEPs/EPs to determine appropriateness
- ✓ Convening an IEP/EP meeting expeditiously when the IEP services are not appropriate
- ✓ Documenting solicitation for parent participation in the IEP meeting (two contacts)
- ✓ Completing transition statement/plans in IEPs



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IEP development process:

Parents provided reasonable notice (within 10-14) days of the IEP meeting

IEP meeting attendees should include:

Student

Parent(s)

General education teacher (unless parent provides written consent [Section 1414(D) (1) (c) under reauthorization of IDEA 2004])

ESE teacher

Evaluation interpreter

Local education agency representative (LEA) who cannot be excused from any IEP meeting



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Demonstrate the implementation of specially designed instruction and related services as outlined in students' IEPs to include:

- ✓ Accommodations/modifications based on service delivery model
- ✓ Consultation/support logs if service delivery model warrants
- ✓ Speech and language services, occupational therapy, physical therapy, and counseling services



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Transition Statements/Plans

(Based on *State Board Rule 6A-6.03028*)

- IEPs must include planning for transition services on or before students' 14th birthday
- By age 16, a transition plan must be developed that includes:
 - ✓ Areas of instruction
 - ✓ Related services (if needed)
 - ✓ Community experiences
 - ✓ Employment /career
 - ✓ Post-school adult living



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Transition IEP Meetings

Must include:

- ✓ Students
 - ✓ Parents/guardians
 - ✓ Appropriate school personnel
 - ✓ Agency representatives (who may provide services)
- Transition plans cannot be used in place of exit transition plans



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State Board Rule 6A-6.03028, FAC and Section 300.344 of Title 34 of the Code of Federal Regulation states:

An LEA is a representative of the school district qualified to provide or supervise the ESE process and is knowledgeable about the general curriculum, and the availability of school district resources.

A person serving as the LEA who is not a school board employee, **must have written approval** from the school district **ESE director** to serve as the LEA representative.

At the discretion of the school district, the student's ESE teacher may also serve as the LEA representative if he/she meets the requirements.



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Support Services

Support and related services provided as appropriate should be based on education plans (EPs) and limited English proficiency (LEP) plans and include:

- ✓ English for speakers of other languages (ESOL)
- ✓ Section 504
- ✓ Gifted
- ✓ Educational psychological
- ✓ Mental and physical health services
- ✓ Accommodations/modifications based on service delivery model (i.e., ESOL strategies embedded in lesson plans)
- ✓ Consultation/support logs if service delivery model warrants



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Discontinuing ESE Services

- Must be addressed in an IEP team meeting
- Must be based on current information regarding student progress and continued need for special education or related services
- Must provide parents with written notice of proposed changes in services
- Must include revision of the student's IEP as appropriate in an IEP team meeting



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Indicator 9: Collaboration

EXPECTED OUTCOME--Facility staff and school district personnel collaborate to ensure high-quality educational services are provided to at-risk students.

Programs must provide:

- ✓ A minimum of 240 days per year
- ✓ 300 minutes daily instruction (Transition time between classes is **not included** in the 300 minutes.)
- ✓ A contingency plan to provide access to instruction when students are removed from class for an excessive amount of time



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Community involvement activities should:

Be documented with dates

Be from a variety of sources (i.e., tutors, mentors, classroom volunteers, career days, guest speakers, business partnerships)

Align with school-to-work initiatives

Include parental involvement (whenever possible)



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Classroom Management

Classroom management should be incorporated into the program's behavior management plan to provide:

- ✓ Equitable rules and consequences
- ✓ Participation from educational personnel, students, and facility staff in developing rules and expectations
- ✓ Procedures to empower students to become independent learners and to promote positive self-esteem



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- ✓ ESE students removed from class must be able to participate in general educational curriculum and work toward meeting their IEP goals and objectives

- ✓ Frequent and ongoing communication is documented among:
 - school district personnel
 - DJJ
 - providers
 - educational and program staff



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Indicator 10: Educational Personnel Qualifications

EXPECTED OUTCOME--The most qualified instructional personnel are employed to educate students in juvenile justice schools.

Instructional personnel are the persons who are delivering instruction in the classroom.

A *teacher of record* should be the full-time classroom teacher who delivers the instruction.



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The No Child Left Behind Act (NCLB) establishes specific requirements for “highly qualified teachers.”

(HQT) in the core academic areas:

English/language arts

Foreign languages

Mathematics

Civics and government

Economics

Science

Reading

Arts

History

Geography



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Instructional Qualifications

All instructional personnel teaching core academic subjects must document having:

- ✓ Professional or temporary Florida teaching certification
- ✓ A valid statement of eligibility
- ✓ Proof of accepted application for teaching certification

All instructional personnel whose salaries are supported wholly by Title 1, Part A must meet HQT within the timelines prescribed in NCLB.



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- ✓ Teachers (without certification) teaching in noncore academic areas must be approved to teach through the school board policy for use of noncertified instructional personnel based on expert knowledge or skill.
- ✓ Substitutes teaching core academic subject areas (filling a teacher vacancy) for four consecutive weeks or longer **must** comply with the required teaching certification.
- ✓ Substitute teachers must be approved by the school district.



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- ✓ Maintain documentation that parents have been notified when a teacher teaches out-of-field for more than **four** weeks.
- ✓ Based on HQT requirements, ESE teachers cannot serve in dual roles (as both the ESE teacher and the general education teacher) during the same class period.
- ✓ Students working toward a special diploma should be served in a co-teaching model, an ESE support facilitation model, or in a separate class
- ✓ Reading teachers must have reading certification or reading endorsement.



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Indicator 11: Professional Development and Teacher Retention

EXPECTED OUTCOME--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 provide highly qualified instructional personnel

A++ legislation requires professional development plans be established by school boards and incorporate school improvement plans.

Professional development plans should:

- Lead toward professional growth or development

- Address strengths and weaknesses

- Be used as a working document

- Serve as an evaluation tool



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Professional development opportunities are provided in a variety of areas to include:

- ✓ Instructional techniques
 - ✓ Teaching delinquent and at-risk students
 - ✓ Content area courses
 - ✓ Safety
 - ✓ Program orientation
 - ✓ Policies and procedures
-
- All instructional personnel should have access and opportunities to participate in school district trainings.
 - Professional development should qualify for in-service points for certification renewal.



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Teacher Retention

Education administration should document strategies to retain highly qualified instructional personnel.

Strategies may include:

- ✓ Establishing a teacher mentor program
- ✓ Assigning teachers to teach in their certification areas
- ✓ Allowing time for teachers to collaborate with their colleagues
- ✓ Creating positive work conditions and incentives



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Indicator 12: Learning Environment and Resources

EXPECTED OUTCOME--Funding provides for substantial educational services, and students have access to high-quality materials, resources, and an environment that enhances their academic achievement and prepares them a successful return to school and the community.

An adequate number of instructional and support personnel:

Principals

Assistant principals

ESE personnel

Transition specialist

School district administrators

Registrar

Lead teachers

Curriculum coordinator

Guidance counselors



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- ✓ Instructional materials should be adequate and appropriate to students' ages and ability levels.
- ✓ Leisure reading materials should be available and aligned with school district policy.
- ✓ An environment that is conducive learning environment:
 - Organization
 - School climate
 - Behavior management
 - Appropriate materials, supplies
 - Technology
- All students should have access to computer technology including the Florida Virtual School (as appropriate).



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Resources

School districts and programs should collaborate to secure resources such as:

- ✓ Grant development
- ✓ On-the-job training opportunities (for students)
- ✓ Businesses/community partnerships
- ✓ Scholarship programs



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Indicator 13: School District Monitoring, Accountability, and Evaluation

EXPECTED OUTCOME--*Section 1003.52 (13), Florida Statutes (F.S.)* defines the roles and responsibilities of the school district and the designated contract manager.

- ✓ All juvenile justice programs should have an individual school number.
- ✓ Student data should be accurately reported via the school district's management information system (MIS) (i.e. grades, credits, attendance, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry and exit scores, diplomas earned).
- ✓ The contract manager should oversee the administration of the all statewide assessments (Florida Comprehensive Assessment Test [FCAT]).



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The contract manager is also to:

- ✓ Develop and negotiate cooperative agreements and contracts
- ✓ Ensure that all parties are fulfilling contractual obligations
- ✓ Provide oversight and assistance to educational programs to ensure that appropriate educational services are being implemented
- ✓ Notify JJEEP within 30 days that a new juvenile justice program will be placed in their school district and/or when there has been a provider change



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Contract Monitoring (Cont' d.)

- ✓ Monitor and document quarterly expenditures of all state and federal educational funds
- ✓ Conduct periodic and annual reviews of the educational components.
Evaluation instruments/tools may include :
 - School Improvement Plan (SIP)
 - School District Comprehensive Reading Plan
 - Mock QA reviews
 - Personal Program Summaries



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