

# Apache County Goals Achievement Center

## Our Mission:

To empower our students with the skills and education necessary to achieve success in transitioning back into the global community.

## Our Vision:

All youth can succeed  
No exceptions  
With the right conditions and support.

# Apache County Juvenile Detention Education Program

Academic Year 2009-2010  
NCA Accreditation Report



By: Sheila Burke and Kitty Harding

# Our Team

- Joyce Matthews  
Principal
- Sheila Burke  
Teacher
- Kitty Harding  
Detention Education Officer

# Changes in our facility

- New principal
- New teacher
- New programs/ curriculum
  - Current
    - A+
  - Starting next school year
    - Learning For Earning
    - Houghton Mifflin Language
    - Houghton Mifflin Health
    - Houghton Mifflin Reading
    - Kidspiration, Inspiration, Inspire data
    - Read Outloud
    - Read Naturally

# Featured Programs

- NCE
- A+
- Too Good For Drugs and Violence
- Why Try?
- Merging Two Worlds
- Recently added new curriculum books, computer software, typing programs and more that we are excited about using in the up coming school year.



# Statistics 2009-2010

- Students served 105
- School days 230
- School hours/day 5.42
- Males 89
- Females 16
- Students with special needs 14
- Average length of stay 7.8
- Average daily population 8

# Previous Goals

1. Students who remain enrolled more than 30 days will show measurable gains in Reading comprehension, Mathematics, or both, based on lesson paths followed.
2. Students who remain enrolled more than 30 days age 15 years or older, will show participation in Transition programming and records developed through the ECAP online program.

# Success on goals

## Goal 1:

Students who remain enrolled more than 30 days will show measurable gains in Reading comprehension, Mathematics, or both, based on lesson paths followed.

Met

Evidence:

NCE Reports

Group Dynamic Progress

Group Gains Report

A+ Reports

Student Progress by Class

Course Assessment  
Summary

Class-wide Activity  
Comparison

Trends:

Student performance in all subject areas increased as their comprehension and fluency levels increased.

As math scores increased student proficiency in other subject areas also increased.





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**A+nyWhere Learning System® - Classwide Activity Comparison**

School: Apache County Juvenile Probation  
 Class: Skill Development - All Areas

Date: August 16, 2010  
 Prepared by: Administrator, System

**Activity 1: Language Usage - V Assessment (A)**
**Activity 2: Language Usage - V Assessment (B)**

Includes activity from August 3, 2009 to June 30, 2010.

Student	Act 1 High Score	Act 1 Max Score	Act 1 % Score	Act 1 Tries	Act 2 High Score	Act 2 Max Score	Act 2 % Score	Act 2 Tries	% Gain
Leroy	120	880	13.6364	2	810	880	92.0455	2	575
Shawn	430	880	48.8636	6	--	--	--	--	--
Charlie	--	--	--	--	--	--	--	--	--
Damien	640	880	72.7273	1	--	--	--	--	--
	800	880	90.9091	1	810	880	92.0455	1	1
Michaela	450	880	51.1364	1	700	880	79.5455	1	56
Lillian	--	--	--	--	--	--	--	--	--
Paul	0	0	--	2	--	--	--	--	--
William	670	880	76.1364	1	--	--	--	--	--
Matt	650	880	73.8636	1	--	--	--	--	--
Danny	570	880	64.7727	1	--	--	--	--	--
Brychan	580	880	65.9091	1	720	880	81.8182	1	24
Ner	450	880	51.1364	1	--	--	--	--	--
Demetrius	310	880	35.2273	1	--	--	--	--	--
Everette	530	880	60.2273	1	--	--	--	--	--
Bert	500	880	56.8182	3	--	--	--	--	--
Raymond	0	0	--	4	--	--	--	--	--
Gregory	--	--	--	--	--	--	--	--	--
Shawn	470	880	53.4091	4	--	--	--	--	--


**A+nyWhere Learning System® - Classwide Activity Comparison**

School: Apache County Juvenile Probation  
 Class: Economics

Date: August 16, 2010  
 Prepared by: Administrator, System

**Activity 1: Economics Pre - Post Assessment (A)**
**Activity 2: Economics Pre - Post Assessment (B)**

Includes activity from August 3, 2009 to June 30, 2010.

Student	Act 1 High Score	Act 1 Max Score	Act 1 % Score	Act 1 Tries	Act 2 High Score	Act 2 Max Score	Act 2 % Score	Act 2 Tries	% Gain
Lillian	410	1060	38.6792	1	670	1040	64.4231	1	67
Damien	310	1060	29.2453	1	690	1040	66.3462	1	127
Victor	480	1060	45.283	1	800	1040	76.9231	1	70
Roberto	480	1060	45.283	1	--	--	--	--	--
Gene	460	1060	43.3962	1	--	--	--	--	--

# Success on goals continued

## Goal #2:

Students who remain enrolled more than 30 days age 15 years or older, will show participation in Transition programming and records developed through the ECAP online program.

## Partially Met, in progress:

Students 15 years or older did participate in transition programming, but not through the AZCIS program. We have been unable to obtain access to AZCIS, and we have been unsuccessful in our efforts to gain

limited internet access for our students.

ADE, ESS Secure Care Division, is introducing a CD version of AZCIS at the Transition Conference to assist secure care settings in accessing AZCIS within the constraints of our environment. We continue to work toward achieving this important goal.

# New goals to achieve for 2010-2011

## Goal #1

All students will participate in measurable transition instruction and show improvement in conceptual understanding through the use of pre and post assessments and writing assignments, using the Learning for Earning program.

## Goal #2

Staff will build a web site for our educational program to further involve stakeholders in what we strive to accomplish. We will include a feature that counts “hits” on our site and encourages comments from our community members, of course with administrator over-site. We will evaluate our effectiveness and adjust information in this manner.

Thank you

May 2011 be the best year yet!

# Self Assessment Report

## Apache County Juvenile Detention Center Customer Number: 218054

PO Box 100  
Goals Achievement Center  
Saint Johns, Arizona 85936  
US

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## REPORT INTRODUCTION AND PURPOSE

### **Your ASSIST-Generated Self-Assessment**

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the-art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

This report was generated through the ASSIST Self-Assessment Module, which asks schools to answer questions linked to AdvancED's 7 standards and 56 indicators; it averages their answers to calculate a self-assessment "score" for each indicator and aggregates them into standard-level self-assessments. This report includes the results of your school's self-assessment work in ASSIST.

This report is designed to serve as a valuable self-assessment as your school conducts its ongoing improvement efforts. It also serves as a tool to help you prepare for your Quality Assurance Review. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

Using ASSIST, your school has engaged its entire community in an in-depth assessment of each of the seven AdvancED standards. ASSIST supported you in identifying the data, information, evidence, and documented results that validated its results according to each standard. This report now helps you identify areas of strength and opportunities for improvement.

This document also serves as the primary resource for the Quality Assurance Review Team, which uses its findings to prepare for its visit to your school. The team uses insights gathered from this self-assessment and information obtained during its on-site visit to provide feedback to the school and make an accreditation recommendation.

### **Report Structure**

The ASSIST Self-Assessment Report is organized by the AdvancED standards. For each standard, the report includes robust information about the indicators and data that support your school's results. This information is organized into five sections, as follows:

- Standard Definition and Impact Statement: Each section of the report sets out the meaning and scope of each AdvancED standard in clear and concise terms. The report also describes what a school that is successful in meeting the standard is doing, and why it is important.
- Standard Score: Your school's responses to questions about its practices are tabulated, analyzed and scored on a standard-by-standard basis.
- Results by Indicator: Each of the self-assessment indicators is included, along with your school's response to focus questions, related evidence and self-assessment scores. Any relevant assurances that are necessary for state and federal compliance purposes also are noted here.
- ASSIST Analysis: Graphical depictions of your school's specific results are included for immediate analysis and discussion among various stakeholder groups.

- "Explaining Context" Narrative: School leaders and stakeholders have an opportunity to provide more detailed narrative information about their progress.

This report concludes with a summary of your school's overall progress, charts and graphs showing aggregated results, comparisons with other AdvancED-accredited schools, and suggestions for moving forward with improvement discussions in your community.

## DEMOGRAPHICS

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### Institution

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<b>District</b>	Arizona Supreme Court
<b>Country</b>	US
<b>State/Province</b>	AZ
<b>City</b>	Saint Johns
<b>Governance</b>	Public, non-charter
<b>Setting</b>	Rural
<b>Type</b>	Supplementary School
<b>Grade(s)</b>	03, 04, 05, 06, 07, 08, 09, 10, 11, 12
<b>Religious Denomination</b>	
<b>Gender</b>	Coed
<b>Enrollment</b>	128

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### Contact

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<b>Head of Institution</b>	Ms. Joyce Matthews, Administrator
<b>Phone</b>	
<b>Email</b>	jmatthew@courts.az.gov
<b>Address</b>	PO Box 100 Goals Achievement Center Saint Johns, Arizona 85936-100

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## SCHOOL RESULTS BY STANDARD

### Standard 1: Vision and Purpose

Overall Score: Operational

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

**Impact Statement:**

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

<b>Indicator</b>	<b>Rubric Rating</b>
1.1 Establishes a vision for the school in collaboration with its stakeholders	Operational
1.2 Communicates the vision and purpose to build stakeholder understanding and support	Operational
1.3 Identifies goals to advance the vision	Operational
1.4 Develops and continuously maintains a profile of the school, its students, and the community	Operational
1.5 Ensures that the school's vision and purpose guide the teaching and learning process	Operational
1.6 Reviews its vision and purpose systematically and revises them when appropriate	Operational

**Evidence**

AZ Juvenile Detention Education Advisory Council collaboration meeting notes	School annual report to the community (or comparable document)
Current and trend data relating to student achievement	School improvement plan
Curriculum guides	School profile that includes organizational effectiveness measures
Curriculum guides and teacher lesson plans linked to the stated vision	Staff member familiarity with appropriate data regarding student achievement and engagement
Handbooks reflect vision	Staff member, parent, student familiarity with the vision and purpose
Lesson plans	Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics
Minutes of stakeholder groups regarding analysis and use of data	Stakeholder brochure
Minutes of stakeholder groups regarding vision	Stakeholder surveys
Minutes/attendance lists from school improvement team meetings	Surveys
Minutes/attendance lists from stakeholder meeting	Surveys and evaluation instrument
Schedule of school improvement team meetings	Surveys/evaluation instruments and results

**Standard-level Contextual Narrative**

As members of the Arizona Juvenile Detention Education Advisory Council (AJDEAC), we attend quarterly meetings that include teachers, superintendents, principals, detention personnel and other educational staff members who make up a portion of our stakeholder community. We discussed and decided upon a shared vision that would provide consistency throughout our community.

In committing to this vision, we developed a number of processes by which we ensure that the vision and purpose of the school remain current and meet the needs of the student population. The annual school improvement process keeps the school focused on new goals and issues. Software updates and teacher curriculum reviews and revisions also play a part. We use a variety of processes to ensure other stakeholders are aware of the school's vision and mission. The vision and mission are pervasive in the culture of the school through documents, mailings, trainings, postings and surveys.

We create an education plan for each student using assessment data, student and parent interviews, as well as records obtained from the previous school. The student is directly involved in helping to create his/her education plan with specific goals in mind. The completed plan is then distributed to the parent and the probation officer for review and acceptance. Students complete an exit survey when they transition out of our education program. Parents, staff, probation officers and other stakeholders are asked to complete surveys intermittently to help us evaluate the effectiveness of our program. The staff is committed to collecting, maintaining and utilizing data to describe the student population. Enrollments, attendance, educational software and grade report data are all compiled to develop a comprehensive profile of the students.

Some of the goals that have emerged as we considered the results of our data are that we need to draw the parents further into the educational process and develop ways to increase their interest and participation. We have further expanded our understanding of "stakeholder" and all the members of our community who qualify as such. We will build more involvement and interest in our program, by publishing a monthly article in our county newsletter.

**Standard 2: Governance and Leadership**

**Overall Score: Operational**

The school provides governance and leadership that promote student performance and school effectiveness.

**Impact Statement:**

A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<b>Indicator</b>	<b>Rubric Rating</b>
2.1 Establishes policies and procedures that provide for the effective operation of the school	Operational
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school	Operational
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations	Operational
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness	Operational
2.5 Fosters a learning community	Operational
2.6 Provides teachers and students the opportunities to lead	Operational
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	Operational
2.8 Controls curricular and extracurricular activities that are sponsored by the school	Operational
2.9 Responds to community expectations and stakeholder satisfaction	Operational
2.10 Implements an evaluation system that provides for the professional growth of all personnel	Operational

**Evidence**

Agendas and minutes of meetings	Maintenance of consistent academic oversight, planning, and resource allocation
Agendas and minutes of stakeholder meetings	Meeting agendas, minutes
Arizona Juvenile Detention Education Advisory Council (AJDEAC) meeting minutes	Meeting minutes
Attendance rosters/minutes of professional development meetings	Meeting rosters showing student involvement
Behavioral policies	Minutes/attendance lists from professional development meetings
Budget allocation documents	Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders
Class and activity rosters	Organizational charts
Committee membership lists	Peer learning communities
Committee minutes	Peer learning community agendas and minutes
Compliance historical data	Policy development procedures
Continuum of administrative skills, job descriptions	Policy manuals
Copies of agreements	Policy to ensure that there is no conflict of interest between the governing body's policies and school improvement plans
Demographic distribution of students in special programs	Procedures for purchasing materials and equipment that consult teachers
Distribution of curriculum materials	Professional development calendar
Distribution of qualified staff members	Professional development plans and records
Documentation of collection of lesson plans and grade books	School Improvement Planning Meeting minutes

Documentation of numbers of disruptive events—increase/decrease	School improvement plan
Evaluation forms	School policy manual
Feedback/revision documents indicating responsiveness to feedback	School practices and procedures
Governing body and school policies	Self-assessments
Governing body meeting minutes	Staff/student handbooks
Job descriptions	Student projects
Lesson plans include accommodations	Surveys
Lesson plans showing support for all students	Surveys and related data
Lesson plans that show time, resources, and students served as required by federal funding	Use of data for continuous improvement or decision-making

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### **Standard-level Contextual Narrative**

Juvenile Detention Education has been operating statewide in Arizona since 1994. The fundamental purpose of juvenile detention education in Arizona is to provide an education program for all school-age youth detained in the respective county juvenile detention facilities that is compatible with public school education goals and requirements pursuant to Arizona Revised Statute (ARS 15-913).

The process for establishing and implementing policies and procedures for the effective operation of the school is guided by the statutory responsibility for juvenile detention education. This statute assigns a dual responsibility to the County School Superintendent pursuant to Arizona Revised Statute 15-913 (A), which also requires that the County School Superintendent and the Presiding Juvenile Court Judge in each county shall agree on the method of delivery of the education program in the juvenile detention center. In addition, the Arizona Detention Operational Standards, Section II A-5, Academic Services provides the required framework for educational/Diagnostic Screening/Records Retention, Educational Program Structure, Education Assessments, Educational Plan, and Transfer of Educational Records for detention schools.

The Arizona Supreme Court, Administrative Office of the Courts provides a centralized process for administrative oversight and coordination, data collection, professional development, and grants administration. However, each county juvenile detention school is responsible for establishing, communicating and implementing policies and procedures for their respective schools, consistent with the statutory regulations and guidelines.

Examples of the process for establishing, communicating and implementing policies & procedures are evident through:

- Student surveys
- Post our vision/mission statements
- FERPA
- Detention officers and support staff involved in enforcing school rules
- Informal student staffing between detention staff, education staff, and administrators
- Review and revise site manual, when necessary
- AJDEAC quarterly meetings are for both the facility end and the educational administrators

We have several processes in place that provide useful resources for school effectiveness and student performance including but not limited to:

- IEP review and implementation
- Review of all student records
- Student surveys
- Annual school improvement plan
- Staff and teacher evaluations
- ADE and Special Education monitoring
- AOC site visits

Stakeholders are encouraged to collaborate and share school responsibility with educational staff for continuous school improvement through the ACE Symposium, Transition Conference, Mega Conference, TECBD conference, any professional development opportunity, and the quarterly AJDEAC meetings. Informal meetings with detention staff, administrators, and education staff are held frequently.

We ensure students have access to SPED staff, outside consultants such as psychologists, speech therapists, counselors, and other support services such as: A+ LS ONLINE Curriculum with assessments, NCE programming and assessment, Why Try, Too Good for Drugs and Violence, Teen Outreach, Merging Two Worlds, AIMS testing, art, GED preparation and more.

While working on this strand, we realized we had a very narrow view of student involvement in the operation and planning of our school environment. This process has allowed us to look at options we had not previously considered. We have set a new goal, to more actively involve students in school operational decisions. We are implementing weekly student leadership meetings that will involve all students. In our weekly meetings students will elect student council members, who together with educational staff will develop a plan that fits with the personality of the current student population. Although our student body changes daily, we can give them more of a voice in events that will shape their futures.

### Standard 3: Teaching and Learning

Overall Score: Operational

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:**

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicator	Rubric Rating
3.1 Develops and implements curriculum based on clearly-defined expectations for student learning	Operational
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning	Operational
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices	Operational
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice	Operational
3.5 Challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity	Operational
3.6 Allocates and protects instructional time to support student learning	Operational
3.7 Provides for articulation and alignment between and among all levels of schools	Operational
3.8 Implements interventions to help students meet expectations for student learning	Operational
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning	Operational
3.10 Provides comprehensive information and media services that support the curricular and instructional programs	Operational
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program	Operational

**Evidence**

A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats)	Language support services for students learning in a non-native language
Agendas and minutes from peer learning community meetings	Lesson plans
Agendas and minutes of curriculum committees and grade level committees	Lesson plans indicating individualized strategies
Agendas, meeting minutes	Lesson plans referencing objectives from curriculum
Agendas/minutes of school improvement meetings	Lesson plans that indicate differentiated learning
Alignment documents	Lesson plans that show link between technology and instruction
Alignment of instructional activities within content areas and across grade levels	List of students identified as needing support
Alignment/articulation documents	Listing of skills within content areas and across grade levels
Assessments	Local assessment items align with standards/expectations
Calendar for updates and review list	Logs
Calendars	Meeting agendas and minutes
Changes designed to protect student learning time	Meeting minutes that describe teacher collaboration and discussion of strategies
Changes in lessons or programs to accommodate evaluation conclusions	Minutes of collaborative meetings, descriptions of analysis of work

## Apache County Juvenile Detention Center Arizona Supreme Court, AZ

Classroom assessments	Pacing guides
Classroom rosters	Parent, teacher, student surveys
Comprehensive needs assessment	Peer feedback documentation
Curriculum and instruction requirements by the government are met	Positive interactions between students and students, students and adults, adults and adults
Curriculum appropriate for the educational program is selected, revised, and reviewed	Posted and written expectations of student behavior
Curriculum committee meeting minutes that reference alignment work	Procedure for purchase of materials
Curriculum documents	Professional development agendas addressing formative assessment
Curriculum documents that identify highest priority expectations	Professional development offerings that showcase new developments and trends
Curriculum documents that show scope and sequence	Professional development plan
Curriculum mapping, scope and sequence guides	Professional development tied to results of evaluations
Curriculum maps that reference standards/expectations	Professional development/school improvement plans
Curriculum review protocol	Program modifications and rationale
Curriculum showing enrichment/acceleration elements	Protocols for analysis and reflection
Curriculum, instructional guides	Protocols for collaboration among all staff members
Decisions made	Re-teaching of students who have not met expectations
Degree of teacher engagement in innovative approaches to learning	Research citations in lesson plans
Description of process used to adopt and analyze assessments	Review of research-based interventions
Descriptions of lessons revised based upon analysis of student work	Review of student data
Differentiated instruction provided to students with specific needs	Samples of alignment of assessments and tasks
Documentation of number/percentage of disruptive events	Samples of exemplars, models, rubrics, and other formative assessments
Evaluation documents	Samples of record keeping, communication, and instruction
Evaluation plan	Schedules (assemblies, non-academic scheduling, special programs)
Evidence of data review	School budget
Evidence of teacher input into selection and purchase of materials	School improvement plan
Examples of student engagement in the classroom	School improvement team meeting minutes
Exemplars and models of performance levels	School leadership investigation of new strategies for innovative instruction
Extracurricular opportunities tied to curriculum	School leadership investigation of strategies for improved instruction
Formative and summative classroom assessments	Student work displayed
Guest speakers, special presentations, mentors	Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)
Indication that school climate is important and is used to help guide school decisions	Survey of attitudes of stakeholders regarding behavior
Indication that there is a positive, caring, supportive, respectful atmosphere	Surveys
Individual accommodations and adaptive equipment	Technology resources. i.e., computers, computer lab
Individualized Education Plans	Time frames that vary to enable all students the time to complete their programs
Instructional documents and activities that are aligned both vertically and horizontally	Times for announcements
Internet use policy	Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials
Interventions for improvement designed for students of all performance levels	Variety of learning opportunities provided to students
Interventions for improvement that include students of all performance levels	Written units or lesson plans



### **Standard-level Contextual Narrative**

Our school programs,(Academy of Reading, NCE, A+, etc.) are based on Arizona State Standards. These instructional programs assess and assign each student an individual development plan at their appropriate grade level. When available "home" school curriculum and materials are incorporated into the students learning process.

- New Century Diagnostic
- A+ Diagnostic
- Lifeskills curriculum
- Academy of Reading Diagnostic

Our school follows the research-based instructional strategies by adhering to the Arizona State Standards; these standards are incorporated into the computer based programs. We utilize Academy of Reading/ A+/NCE curriculum to facilitate and monitor students learning and progress. We adhere to IEP's and prepare an addendum if necessary to meet the student's needs.

- Academy of Reading / NCE / A+ instructional program
- Arizona State Standards
- IEP
- AIMS test results
- Computer based assessments

Instructors are required to meet the status of "highly qualified" through the appropriate Arizona teacher certification. Professional development hours are generously allocated and funded to ensure certification is maintained.

- NCLB Highly Qualified Teacher compliance
- Knowledge of Arizona state standards
- Detention Center "Best Practices"

The school provides every student access to comprehensive information, instructional technology, and media services by offering:

- Academy of Reading/A+ computer based programs
- New Century computer based programs
- AIMS data
- Mavis Typing program
- GED preparation program
- Budget and grant allocations for text books and technology equipment
- Computer based reference materials

We have decided that a student handbook would be extremely beneficial to our students. We provide information about our programming to them verbally and in writing, but a formal handbook should be provided for each student upon enrollment. It will include grading policies, performance expectations, school schedule, calendar of events, academic requirements and behavior expectations.

We will have our student handbook ready for distribution within the month.

## Standard 4: Documenting and Using Results

Overall Score: Operational

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:**

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicator	Rubric Rating
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free	Operational
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning	Operational
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	Operational
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	Operational
4.5 Communicates the results of student performance and school effectiveness to all stakeholders	Operational
4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness	Operational
4.7 Demonstrates verifiable growth in student performance	Operational
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	Operational

**Evidence**

Agendas and minutes of collaborative meetings	List of authorized users at various levels of access
Agendas of peer learning community meetings and trainings	Longitudinal student achievement data reflect growth in student performance
Agendas or minutes of peer learning community meetings showing discussion of data	Longitudinal student achievement data reflect growth in student performance (disaggregated)
Agendas/minutes of peer learning communities and other meetings to identify students for additional support	Manuels to edit or change data (secured)
Agendas/minutes of stakeholder meetings	Meeting minutes
Agendas/minutes of stakeholder meetings for data analysis and use of data	Method for students and parents to track completion of objectives, academic grades, and programs
Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data	Organizational effectiveness data (process and results)
Analysis and disaggregation of assessments by subgroup – meeting agendas/minutes	Pattern analysis conclusions and learnings
Annual report	Policies
Classroom level observations documenting use of assessments	Policies that guide security of data and authorized users
Collection and analysis of multi-year trend data regarding student achievement and school effectiveness	Professional development plan
Committee agenda/minutes that show review of data	Professional development plan, school improvement plan
Committee agendas/minutes that show review of data	Professional learning community/agendas and minutes

## Apache County Juvenile Detention Center Arizona Supreme Court, AZ

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Comparative analysis of student achievement among similar schools

Competency expectations for staff

Data analysis, including analysis of school-wide assessment results

Demographic data

Displayed successful work in classrooms and hallways

Efforts by the school to determine gaps between achievement goals and improvement expectations

Evaluation protocol

Evidence that assessment of student performance is conducted in each course and at the completion of the program to compare performance to the intended learning outcomes

Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services

Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification

Frequent recognition programs

Immediate discussion of results at staff meetings

Inclusion of data analysis topics in the agenda of professional development activities

Learning materials for skill development

Lesson plans

Lesson plans that reflect shared information

List of approved data users

Reports to students and parents

Retention and graduation rate data

Samples of classroom assessments and documentation of how used

School improvement plans showing professional development

Showing discussion of data system development

Staff/stakeholder participation on data committees

Student achievement results from various formative and summative assessments

Student assessment plan

Student performance information system

Student portfolios

Survey (perception) data

Teacher reports

Teacher reports about efforts to keep them informed regarding trend and comparison data

Unusual, unique methods of recognition

Use of schoolwide assessment systems

Verifiable growth in student performance

Written assessments

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### **Standard-level Contextual Narrative**

Our school uses an assessment system which is based on clearly defined performance measures. The system is used to assess student performance based on clear expectations of student learning, the effectiveness of curriculum and instruction is evaluated and interventions are determined to improve student performance. We analyze change in student performance in a number of ways:

- Weekly review of students' performance by the education staff
- Home school contacts to request current data report
- AIMS test results review
- AIMS preparation classes
- Require pre and post testing in all classes
- Credit analysis to plan courses needed for graduation
- Bloom's taxonomy training is used in lesson planning and objective writing
- Data shared with parents, home schools, and students

We communicate results in a number of ways that are teacher, student, parent, and community-friendly. Some examples are:

- AIMS reports shared with teachers
- Special education coordinator and teacher mentor available to assist in meeting special education needs
- AIMS/Terra Nova mailed to parents
- Education plan with assessment data mailed to parents and probation

School performance is continually being improved based on data. Data is disseminated to the entire education staff to improve instruction and review curriculum. Management team meetings are held to discuss the implication of assessment data for review and revision of policies to help implement changes if necessary.

- Testing data is used to focus instruction (i.e. AIMS and Terra-Nova)
- New Century diagnostic test results are used for targeted tutoring
- Credit reports for High School students are used to make graduation plans and assign the required courses
- Data is used also to review needs for specific staff trainings and professional development

Several Professional development opportunities are provided to the teachers to understand and use data to improve their instruction. Staff training is continually provided in the use of New Century and A+ software to understand assessment results and plan intervention strategies:

- School employs an aide/registrar to maintain up to date information on all students.
- Education staff is encouraged to seek information from our student data
- Professional development is offered to understand the implications of data and use it to plan intervention
- Staff meetings are used to discuss data and plan improvements in curriculum and instruction

Through completion of this process we realized that we did not have a formal, written procedure in place that describes our data collection process and how the data will be used. Our goal is to formally define our methods and add them to our procedural safeguards.

## Standard 5: Resources & Support Systems

Overall Score: Operational

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

### Impact Statement:

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicator	Rubric Rating
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities	Operational
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)	Operational
5.3 Ensures that all staff members participate in a continuous program of professional development	Operational
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school	Operational
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement	Operational
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system	Operational
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants	Operational
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders	Operational
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning	Operational
5.10 Provides appropriate support for students with special needs	Operational

### Evidence

Accounting of supplemental funds	Mentoring is provided through Arizona Juvenile Detention Education collaborative professional development workshops
Agendas and minutes of collaborative team meetings (peer learning community)	Minutes and notes from staff meetings regarding budget
Annual budget	Minutes reflecting discussion of allocation of human resources
Audit of teacher credentials	Minutes, notes, and products from collaborative planning sessions
Calendar of meetings	Minutes/action plans
Candidate interview notes	New teacher orientation materials
Creative uses of space that align with the school goals	Organization charts
Crisis management plans	Partnership documents
Data review	Percentage of staff Highly Qualified
Description of policies in place and monitoring	Policies and procedures designed to encourage retention
Description of school/governing body promotions to attract new staff members	Policies and procedures regarding safety and security
Description of use of data to target instruction to students not meeting expectations	Policies and procedures regarding staff/student ratios
Disaggregation of student data	Records indicating reassessment data and practices
Documentation of compliance reporting - assurances	Required safety certificates
Documented demonstration lessons	School budget

**Apache County Juvenile Detention Center  
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Evidence of differentiation of instruction	School improvement plan
Extent to which staff meet certification and licensure requirements	School improvement plan/committee structures
Facilities report addressing safety concerns	School policies and procedures
Indication that facilities are regularly inspected and maintained	School policies/handbooks
Instructional plans	Security plans
Last financial audit	Staff communications about budget
Lesson plans	Stakeholder surveys
Listing of fiscal resources aligned with school improvement goals	Student files
Log of team meetings and results	Surveys
Meeting minutes	Training materials

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### **Standard-level Contextual Narrative**

Our School employs and allocates staff that is well qualified for their assignments. The school has one fully certified teacher and one highly qualified paraprofessional.

- We have a system in place to recruit highly qualified teachers, staff, and administrators
- ACJDC is an excellent place to work with full county benefits including health care.
- Professional development opportunities are offered to retain staff

Our school's leadership team ensures that the allocation of financial resources supports the school's vision by:

- Establishing realistic budget guidelines for federal and state expenditures
- Strategic plan supports education program
- Juvenile Court supports the mission of the education program by allocating and utilizing all education funds appropriately
- A+ courses
- New Century
- Vocational/Career assessment software
- Variety of books in various subject areas and for different grade levels

In addition, education staff participates in several professional development symposiums: ACE conference, annual SDE conference on differentiated instruction, Director's Institute for Special Educators, TECBD conference.

Our school ensures safety and security of staff and students in a variety of ways:

- Presence of Detention Officers in every class
- Staff trained in behavior management in the class room
- Students required to follow the class/detention policy
- All classes are monitored through cameras

We have a process in place which we use to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student.

- Education staff reviews each student's transcripts/ progress reports
- Weekly meetings to review student needs and make education plans
- Certified special education teacher oversees IEPs and 45 day screenings, supported by staff
- Vision and hearing screening done by onsite nurse

Although we have a small school in a rural setting, we have a vast resource pool we can and do draw from. The Arizona Juvenile Detention Advisory Council (AJDEAC) is one of those invaluable resources. AJDEAC members include teachers, administrators, superintendents, leadership from Juvenile Justice Services Division of Arizona Office of the Courts and other agencies. These relationships provide not only networking opportunities, but direct access to all of our combined resources. These resources include but are not limited to: mentoring, training, professional development and leadership opportunities, transitional planning coordination,

and a host of ideas and practices to provide the best opportunities for our students. Through careful nurturing we have established relationships with local school districts and other organizations which further expand our access to resources. We will continue those efforts to reach further and further outside our resource "blindness" to tap opportunities of which we are not yet aware.

**Standard 6: Stakeholder Communication & Relationships**

**Overall Score: Operational**

The school fosters effective communications and relationships with and among its stakeholders.

**Impact Statement:**

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

<b>Indicator</b>	<b>Rubric Rating</b>
6.1 Fosters collaboration with community stakeholders to support student learning	Operational
6.2 Has formal channels to listen to and communicate with stakeholders	Operational
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school	Emerging
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders	Operational
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders	Operational

**Evidence**

Annual report	Parents are provided with student education plans and parent brochure regarding school operational practices. Parents are encouraged to communicate directly with the teacher regarding any concerns. Direct involvement is not allowed in this setting.
Classroom displays	Plan for communication among stakeholders
Correspondence	Program lists and student schedules
Data reports	Program materials
Detention policy does not allow inclusion of parent volunteers. Community organizations do volunteer through a rigorous certification process.	Progress reports to PO's, parents and home schools
Examples of school communications	Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness
Invitations to meetings and programs	School improvement plan
Lesson plans	Surveys
Meeting agendas and minutes	This rubric is not applicable to our environment. While parents are encouraged to communicate with teachers, they cannot not be directly involved in school activities.
Newsletters and other print communications	Written curriculum documents

### **Standard-level Contextual Narrative**

The school staff works closely with detention staff, probation staff and the court to maintain responsiveness to community expectations. Collaboration with local schools and probation also increases responsiveness to the expectations of the community as a whole.

- open communication channels and collaboration between our school and other community schools
- immediate response to the requests of probation and the courts in regards to student placement, progress, and needs
- school staff attend facility briefings with detention staff
- encouragement of staff participation in the education process

Our detention manager is also our school principal.

The school fosters a learning community on three distinct levels. The school staff works closely together creating thematic units, discipline plan, and an open learning environment. A learning community also exists between Apache County Juvenile Detention School and other local community schools. A larger learning community exists within the collaboration of all county juvenile detention facility schools throughout the state of Arizona.

- quarterly meetings of the AJDEAC
- close relationships with local schools (particularly those who share a large volume of population with our school)
- cooperation between school staff and detention staff regarding student education

Several avenues are used to communicate information to our stakeholders such as: our vision statement is on all literature, vision statement is displayed through the facility and in the classroom, letters to parents, transcripts and reports upon request to home school, letters to the judge, and networking with outside agencies and districts. We report out quarterly at the AJDEAC meetings and monthly to our supervisors. The monthly census report is submitted to AOC. An annual school improvement plan and closing report is submitted to AOC. Our school improvement plans are presented at the AJDEAC yearly.

We are discussing putting together a school web-site where community members may access an explanation of our procedures and an overview of our school. We realize this would be a great tool in effectively involving a much broader segment of our community at large in what we strive to accomplish here. We need to overcome some resistance to this idea at a county level, but with the help of the court, we are confident we will succeed.

**Standard 7: Commitment to Continuous Improvement**

**Overall Score: Operational**

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:**

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicator	Rubric Rating
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results)	Operational
7.2 Engages stakeholders in the processes of continuous improvement	Operational
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning	Operational
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve achievement goals	Operational
7.5 Monitors and communicates the results of improvement efforts to stakeholders	Operational
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement	Operational

**Evidence**

Annual report to the community	Professional development schedule or topics
Data analysis	Professional development topics
Description (or lesson plans) of teaching practices that demonstrate student-centered instruction	Revisions to school improvement plan
Evaluation plan and results	Schedule of school improvement planning meeting topics
Handbooks reflecting vision	School communication tools showing communication among stakeholders
Minutes/attendance lists from school improvement team meetings showing monitoring and evaluation	School improvement plan and process employed in development
Minutes/attendance lists from school improvement/other meetings	Self-assessment findings
Monitoring and evaluation plan for school improvement plan	Spreadsheet of individual professional development plans cross-walked to school improvement plan
Newsletters describing vision, purpose, improvement strategies, and results	Surveys
Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters	all correspondence reflects vision

### **Standard-level Contextual Narrative**

We are continuously reporting on our school improvement through our annual report to AOC. A monthly census report is submitted to AOC which includes student demographics. We study our academic data, reports, and pre- and post-tests for individual students to ensure appropriate student instruction.

Every five years, we participate in the Standards Assessment report with AdvancEd.

We employ certain steps to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school in these ways:

- Staff assesses students' present scholastic abilities and monitors their growth. School adjusts curriculum direction, delivery and future improvement plans to meet students learning needs.
- The school utilizes stakeholder surveys designed to assess present practices and their alignment with the school's vision and mission.
- Prepare, review, and update annual school improvement plan to ensure goals reflect student learning needs.

In addition the school utilizes an assortment of in house diagnostic programs.

We have processes in place to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals. Some of the ways we do this are:

- Staff attends professional development training: Director's Institute, ACE, Transition, MEGA and TECBD conferences
  - Staff involvement in LEARN and AJDEAC meetings
  - Assistance is available through detention educator network
  - Assistance is available through contracted Special Ed. Teacher, contracted School Psychologist, and Counselors
- School maintains open communication and scheduled visits with Department of Education regional representatives

Leadership ensures that the improvement plan is implemented, monitored, achieved and communicated to stakeholders using the following methods:

- Random audits
- Educational staff meetings
- Periodic review of prior year's goal
- Provide resources to help in the implementation
- Annual report of progress on the goals
- Data published in the annual report
- School improvement planning meetings

We can publish our school improvement plan and review of our previous goals on the web site we are working to create. This would allow stakeholders who do not attend meetings and workshops with us, to remain cognizant of our goals, progress and

accomplishments. This process has been extremely beneficial to us in examining every aspect of our program from several angles. We feel we have a comprehensive understanding of our strengths and places where we will continue improving.

## REPORT SUMMARY

### Self-Assessment Scores By Standard

