

Ray of Light Academy

Santa Cruz County Juvenile Detention Education
1260 N. Hohokam Drive
Nogales, Arizona 85621
520-375-8193

Every child can achieve – no exceptions

2009–2010 Goals

- **Goal One:**

- **The Merging Two Worlds curriculum will provide students the opportunity to prepare for reintegration into their community, school, home, or place of employment.**

- **Goal Two:**

- **Implement DynEd, a research based English language learning program for our ELL and non-English speakers.**

Goal One:

Implement the Merging Two Worlds curriculum which will provide students the opportunity to prepare for reintegration into their community, school, home, or place of employment.

We are very excited about our Merging Two Worlds class. Students are participating fully and are interested in the material presented, realizing that they are receiving information that will be of value throughout their lives.

We started the class in November of 2009 and have the following results:

- Total students participating: 77
- Total certificates awarded: 50
- Average pre-test score: 66%
- Average post-test score: 81%

M2W JOB INTERVIEW LESSON

Santa Cruz County Supervisor Rudy Molera and Deputy County Manager Carlos Rivera conducted mock interviews as part of the M2W lesson on Interviewing. Students dressed in shirts, ties, and sport coats, or a dress for the occasion. What an opportunity! The students are still standing taller and acting differently.



Goal Two:

Implement DynEd, a research based English language learning program, for our ELL and non-English speakers.

- We did not implement DynEd for the following reasons:
 - Cost
 - The company did not follow through with us
 - We found alternative methods for teaching English and providing curriculum in Spanish.
 - The A+ anywhere Learning System provides curriculum in Spanish
 - EdOptions can be translated by simply using the “Translate Now” tab on the students’ computers.
 - Students are offering to translate for their peers for which they receive community service hours.
 - Rosetta Stone
 - ELL Workbooks

2010 – 2011 Goals

- Goal One:
 - Complete implementation of Learning Link assessment testing for every student
- Goal Two:
 - Every student will complete the Arizona Career Information System aptitude test.
- Goal Three:
 - Professional development –
 - data collection, analysis, reporting, documentation
 - Use of smartboard
 - Reading/writing workshops
 - Special education

Ray of Light Academy Staff

- Danna Gallardo, education specialist.
- Gerry Garcia, paraprofessional. Provides support to the education specialist at juvenile, primarily, and adult upon need. He teaches physical education three times weekly.
- Debbie Gonzales, paraprofessional. Debbie provides instruction for Merging Two Worlds four times a week and Art twice a week.
- Phyllis Mitchell-Vasquez, special education consultant. Phyllis comes in twice a week to review adult and juvenile special education files. She also works one-on-one with the sped students in both juvenile and the Santa Cruz County Jail.
- Ronnie Johnston, reading specialist. Ronnie comes in on Thursday's to provide specialized reading instruction to the students in juvenile.



To teach
is to touch
a life
forever

Self Assessment Report

Ray of Light Academy - Santa Cruz County Juvenile Detention Education Program Customer Number: 218062

1260 North Hohokam
Nogales, Arizona 85621
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.

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DEMOGRAPHICS

Institution

District	Arizona Supreme Court
Country	US
State/Province	AZ
City	Nogales
Governance	Public, non-charter
Setting	City
Type	Supplementary School
Grade(s)	04, 05, 06, 07, 08, 09, 10, 11, 12, Postsecondary, Adult
Religious Denomination	Not Applicable
Gender	Coed
Enrollment	130

Contact

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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.

Indicator		Rubric Rating
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

Current and trend data relating to student achievement

Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics

Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals

Stakeholder surveys

Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals

Student characteristics and relevant community information

Lesson plans

Students are not recidivating. Many are going back to school once released which indicates that our vision is being lived out.

Minutes/attendance lists from school improvement team meetings

Surveys

Our focus is on character development, academic achievement, re-entry, job readiness, self-esteem, goal-setting. Our vision controls all the teaching. We believe in every child, no matter what they are incarcerated for.

Surveys and evaluation instrument

School annual report to the community (or comparable document)

Surveys/evaluation instruments and results

School demographic and community profile information

Vision statement

School improvement plan

We ask parents, our county school superintendent, the detention facility supervisor, the probation supervisor, detention officers, educational staff, and the students for input regarding our vision quarterly, if not more often. We always look to improve.

School profile

We live our vision statement with our students. We communicate openly with parents, staff, and students. Vision is posted throughout the classrooms, all correspondence, transcripts, IEP's, etc. Students are aware of our belief in their ability to succeed.

School profile that includes organizational effectiveness measures

We strive to have open relationships with parents, counselors, probation officers, and the student's home school. Students understand their ability to succeed as they have individualized, personal instruction.

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Staff member familiarity with appropriate data regarding student achievement and engagement

posting of vision in classroom and on all communications, handouts

Staff member, parent, student familiarity with the vision and purpose

school improvement data, A+ assessment testing, EdOptions reporting, Merging Two Worlds results, intake procedure in place as per State of Arizona Juvenile Detention Operational Standards

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Standard-level Contextual Narrative

The environment at Ray of Light Academy is such that each child is respected and expected to achieve. The educational staff, along with detention staff, work to promote individual success for every student. Our community is small and we frequently see the students "on the outside" which affords us the opportunity to continue to encourage them in their efforts, academically, as well as socially.

When visitors come in to our facility, they always comment on what a wonderful feeling they get when they step into the classrooms. The students ask to come back and go to school here because they have never had the individualized instruction they do while at Ray of Light Academy. They learn so much in such a short time. Some go back to their home schools far ahead of their peers. They leave here knowing they can learn and do well.

This self-assessment has been beneficial in that it has made staff aware that not all stakeholders know the statement itself, even though it is apparent in our environment. Our job now is to get the vision out to all, along with the philosophy behind it.

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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.

Indicator	Rubric Rating
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

A conscious effort is made to respect the different cultures, languages, abilities, and lifestyles of our students and staff. We make every effort to embrace each individual.	Multiple methods of using and reporting data
Actions taken as a result of observations	Observation protocols
Again, due to the small environment, all staff is within hearing and sight. If an issue arises, we deal with it as quickly as possible. If PD is available, we provide opportunities to attend.	Observational protocols
Artifacts displayed throughout our classrooms demonstrate inclusion of all stakeholders. Stakeholders affirm a sense of belonging and engagement.	Peer learning communities
Assurances, certifications	Personnel evaluation plan
Attendance rosters/minutes of professional development meetings	Policy manuals
Auditing from state and federal entities. Yearly reporting to state and federal entities.	Professional development plans
Behavioral policies	Professional development plans and records
Budget allocation documents	Role of leaders in use of data and interpretation
Class and activity rosters	Schedule of school improvement planning meeting topics
Compliance historical data	School improvement plan
Continuum of administrative skills, job descriptions	School policy manual
Copies of agreements	School practices and procedures
Correspondence reference policies	Staff affirm their involvement in shared leadership opportunities, as well as classroom management, academic services, lesson planning and student success.

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Demographic distribution of students in special programs	Stakeholder surveys
Distribution of curriculum materials	Stakeholders affirm their involvement with the decision-making process. Their suggestions are heard and acted upon.
Distribution of qualified staff members	Stakeholders affirm understanding of policies/procedures and understand their role in the operation of the school. Policies and procedures are located in the office for review at any time. Staff is encouraged to participate in policy making.
Documentation of collection of lesson plans and grade books	Student opinion is taken into consideration at every opportunity. Their input is of extreme value to how the school is operated. We have no student government due to the nature of our population.
Documentation of numbers of disruptive events—increase/decrease	Student projects
Educational staff, detention staff, and students work together to ensure a respectful, safe, orderly environment in the classroom.	Surveys
Evaluation forms	Surveys and related data
Job descriptions	Surveys. At intake, rules are explained. Student expectations are discussed. A short conversation helps each student feel comfortable within the boundaries that have been established. Parents and probation are invited to communicate with teaching staff.
Lesson plans showing support for all students	Testimony from other teachers
Lessons plans that show time, resources, and students served as required by federal funding	Testimony from staff members and stakeholders
Maintaining feedback	Use of data for continuous improvement or decision-making
Maintenance of consistent academic oversight, planning, and resource allocation	We are a two-room school so staff is aware of all that goes on at all times.
Master calendar	We are bound by the AZ Juvenile Detention Operational Standards which ensure positive learning opportunities for all youth in our care.
Meaningful leadership roles assigned	Workshop attendance

Standard-level Contextual Narrative

The juvenile detention facility has certain guidelines that it follows through the Arizona Juvenile Detention Operational Standards. Our program is in the process of adhering to these standards, which are very similar to the standards for accreditation. Because we are a secure care school, our policies and procedures are quite unique but offer a quality education for our students, offering them academic opportunities as well as teaching them personal goal-setting, values, and life skills.

This assessment has made us more aware of the importance of reviewing, discussing, and revising (if necessary) our policies as a team. Due to our population and the location of our school, we have to abide by the guidelines of the detention facility. We welcome suggestions from the detention and probation supervisors, as well as our county school superintendent regarding how our school operates.

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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	Highly Functional
3.10 Provides comprehensive information and media services that support the curricular and instructional programs	Highly Functional
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)	List of students identified as needing support
A library/media center space that is appropriate for the size of the school	Listing of skills within content areas and across grade levels
A+ online curriculum in Spanish, fully aligned with AZ State Standards. Translation services provided for all materials and discussions. Students are encouraged to share in their native language.	Lists of students who have greatest degree of difficulty
Access to library/media services	Local assessment items align with standards/expectations
Alignment documents	Low teacher/student ratio. One-on-one tutoring is available in every class. Daily teacher debriefs or discussion with individual students alert to students exhibiting difficulty in any area.
Alignment of instructional activities within content areas and across grade levels	Many students request to come back to school with us even after they are released from detention. They state that they have learned more here than at their home school. They feel safe, secure, and cared about.
Alignment/articulation documents	Media services and instructional technology plan
Assessments	Memos to teachers

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Assessments are part of the EdOptions or A+ curriculum, both are aligned to the AZ State Standards.	Merging Two Worlds is a life skills curriculum that requires students participate in higher order thinking, decision-making, and problem solving. Classroom discussions also provide this opportunity. Students share their work and discuss information given
Assessments are provided through A+ online curriculum.	Parent, teacher, student surveys
Balanced, relevant, and up-to-date media center collection	Parent/community presence in school
Calendar for updates and review list	Positive interactions between students and students, students and adults, adults and adults
Calendars	Posted and written expectations of student behavior
Changes designed to protect student learning time	Procedure for purchase of materials
Changes in lessons or programs to accommodate evaluation conclusions	Professional development offerings that showcase new developments and trends
Classroom assessments	Professional development/school improvement plans
Classroom rosters	Program modifications and rationale
Classroom strategies that encourage involvement of students in their own learning	Protocol for assessing credibility of Internet information
Cultural accommodations (i.e., food preparation, clothing, foot-washing)	Protocols for analysis and reflection
Curriculum and instruction requirements by the government are met	Re-teaching of students who have not met expectations
Curriculum appropriate for the educational program is selected, revised, and reviewed	Review of research-based interventions
Curriculum documents	Review of student data
Curriculum documents that identify highest priority expectations	Samples of record keeping, communication, and instruction
Curriculum documents that show scope and sequence	Schedules (assemblies, non-academic scheduling, special programs)
Curriculum guides	School budget
Curriculum mapping, scope and sequence guides	School improvement plan
Curriculum maps that reference standards/expectations	School improvement team meeting minutes
Curriculum review protocol	School leadership investigation of new strategies for innovative instruction
Curriculum showing enrichment/acceleration elements	School leadership investigation of strategies for improved instruction
Curriculum, instructional guides	Staff discusses students, share hilights/concerns, debrief on a daily basis
Decisions made	Student records are requested within the first 48 hours of intake. Special ed information is updated as necessary for our facility. Child Find and FERPA are enforced.
Degree of teacher engagement in innovative approaches to learning	Student work displayed
Demographic distribution of students in special programs	Students are in class 5 hours a day, 5 days a week, on-task, working.
Description of process used to adopt and analyze assessments	Students research topics and present back to the class. Discussions. Model building. Career planning using CareerScope or AZCiS
Differentiated instruction provided to students with specific needs	Students use the internet daily for their assigned classes, research projects. The smartboard is used periodically. The library is available for use whenever students are out of their cells.
Distribution of curriculum materials by achievement/ethnic groups	Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)
Documentation of number/percentage of disruptive events	Survey of attitudes of stakeholders regarding behavior
Evaluation plan	Teachers discuss student achievement and assign accordingly.
Evidence of data review	Technology resources. i.e., computers, computer lab
Evidence of teacher input into selection and purchase of materials	The online curriculum is assigned according to transcript evaluation or assessment results. Teachers serve more as tutors for the students since classes are online. Discussion is encouraged and assistance is readily available for all students.

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Examples of student engagement in the classroom	The online programs, EdOptions and A+, provide the documentation for alignment with state standards, along with scope and sequence.
Formative and summative classroom assessments	The students fully respect the classroom and everything and everyone that is in it. We have had no disruptions in over two years. There is a level of respect that is apparent to all who enter our classrooms.
Guest speakers, special presentations, mentors	Time frames that vary to enable all students the time to complete their programs
Guides that contain scope and sequence	Times for announcements
Indication of engagement of students	Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials
Indication that school climate is important and is used to help guide school decisions	Variety of learning opportunities provided to students
Indication that there is a positive, caring, supportive, respectful atmosphere	We have the privilege of getting to know our students because of the small setting. We are able to recognize their weaknesses and provide them with the best instruction to meet their needs for the short time they are with us.
Individual accommodations and adaptive equipment	We modify the classes available through the online curriculum using student performance data. We implemented more lower reading levels this year due to students coming in with no reading skills whatsoever.
Individualized Education Plans	We use an online accredited curriculum, EdOptions for English speaking students and A+ for our Spanish only students, that is aligned with the AZ State Standards. Data for reporting is available through both programs.
Internet use policy	Within our limits as a secure care school, we have worked very hard to balance the school day for students in order to provide them with a quality education in the short time they spend with us.
Interventions for improvement designed for students of all performance levels	Written curriculum documents
Interventions for improvement that include students of all performance levels	assessment tests, transcripts, conversations with parents, probation, and the student's home school. Staff discussions about each individual student.
Language support services for students learning in a non-native language	staff attends conferences and quarterly meetings that keep us updated on the latest technology and materials for classrooms
Lesson plans	the county school superintendent, along with other stakeholders, review the curriculum annually, in order to evaluate effectiveness.
Lesson plans indicating individualized strategies	the teacher sits with each student, explaining their assessment results and assigning accordingly following discussion with the student about their educational goals.
Lesson plans that indicate differentiated learning	we are very fortunate in that we have a very low teacher/student ratio. Every child has the opportunity for one-on-one assistance at any time during the school day.

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Standard-level Contextual Narrative

The detention facility has a schedule that we work around for our school day. Our students come to school 5 hours a day, 5 days a week. They spend 2.5 hours a day working on their academic courses. The other 2.5 hours are spent working on the Merging Two Worlds life skills curriculum, art, physical education, reading class, guest speakers, group therapy, or other group activities such as cooking, educational videos, math skills. Our school provides students the opportunity to talk about their life experiences and peer mentor in group discussions. We provide transcripts upon completion of the required number of hours for each class. Class rosters are kept and updated daily. Since this is such a small facility, every staff member is intricately involved in decision making, scheduling, classroom management, student behavior, staff behavior, materials, and so on. We work very closely to provide the very best learning environment with positive role models for all students.

This assessment has encouraged us to work even harder and do even more for our students. We are able to realize that we are providing quality education and life skills to our students and want to do more. We will continue to improve our data collection and documentation.

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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	Emerging
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	Highly Functional

Evidence

AIMS testing results	Method for students and parents to track completion of objectives, academic grades, and programs
Analysis of trend data	Organizational effectiveness data (process and results)
Annual report	Policies
Assessments are online through the A+ curriculum	Policies that guide security of data and authorized users
Classroom level observations documenting use of assessments	Policy and/or procedure to monitor overall student performance
Collection and analysis of multi-year trend data regarding student achievement and school effectiveness	Professional development plan
Communications to stakeholders	Professional development plan, school improvement plan
Competency expectations for staff	Program/process data
Data analysis, including analysis of school-wide assessment results	Reports to students and parents
Data is collected and reviewed by the lead teacher, who then evaluates/modifies individual assignments.	Samples of classroom assessments and documentation of how used
Demographic analysis and/or process data to correlate with student achievement results	School improvement plans showing professional development
Demographic data	School profile
Displayed successful work in classrooms and hallways	Showing discussion of data system development

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Due to the length of stay for most students, it is very difficult to measure their growth. We do see skills that have been acquired in the short periods we get to have the students which is a tremendous success for most of our population.

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

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

Follow-up studies of data on graduates and other former students are used to determine the school effectiveness

Frequent recognition programs

Group norms

Immediate discussion of results at staff meetings

Learning materials for skill development

Lesson plans that reflect shared information

List of authorized users at various levels of access

Longitudinal student achievement data reflect growth in student performance

Spanish only students are learning English and completing work in English. Other students are learning skills that they never had before. Tremendous success in their lives.

Student achievement results from various formative and summative assessments

Student assessment plan

Student performance information system

Student portfolios

Students are assessed in math and reading upon intake. Due to the short time they are with us, only one core class is assigned so they can work towards completion of that class for credit. Each class has an assessment incorporated in the assignment.

Survey (perception) data

Trend data

Unusual, unique methods of recognition

Use of schoolwide assessment systems

Verifiable growth in student performance

Written assessments

Standard-level Contextual Narrative

Because we have only one person who takes care of the student records and data, it is difficult to answer some of these questions. The student population is so small that the entire staff is involved with each student's success while incarcerated.

Our documentation process needs improvement.

- Minutes of teacher meetings

- Document discussions of individual students

Develop a written policy for data us

Develop a list of approved data users

Develop a handbook for the school, not for students, as their stay is minimal.

We need more training in data analysis, reporting.

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Standard 5: Resources & Support Systems

Overall Score: Highly Functional

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	Highly Functional
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school	Highly Functional
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	Highly Functional
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants	Highly Functional
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders	Highly Functional
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	Minutes and notes from staff meetings regarding budget
Annual budget	Minutes/action plans
Audit of teacher credentials	Observation protocols
Changes in space over time in response to changing need	Our full-time staff is comprised of one highly qualified teacher and one paraprofessional. Our part-time staff is comprised of two highly qualified teachers and one paraprofessional.
Creative uses of space that align with the school goals	Our student/teacher ratio will never be more than 12:1, and rarely is it that high
Crisis management plans	Peer mentoring, professional development are provided for all staff
Data review	Percentage of staff Highly Qualified
Description of policies in place and monitoring	Policies and procedures designed to encourage retention
Description of use of data to target instruction to students not meeting expectations	Records indicating reassessment data and practices
Disaggregation of student data	Reports
Documentation of compliance reporting - assurances	Required safety certificates
Education staff can make a referral to the detention staff and they will then make the referral to an agency. We are not allowed to make any referrals other than special education exams.	School budget
Evidence of differentiation of instruction	School improvement plan

Ray of Light Academy - Santa Cruz County Juvenile Detention Education Program

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Evidence that school abides by legal and ethical business and educational practices

Extent to which staff meet certification and licensure requirements

Facilities report addressing safety concerns

Indication that facilities are regularly inspected and maintained

Instructional plans

Last financial audit

Lesson plans

Listing of fiscal resources aligned with school improvement goals

Log of team meetings and results

Meetings are held daily regarding classroom activity.
Debriefs/discussions of student progress are frequent.

School improvement plan/committee structures

School policies and procedures

Security plans

Staff communications about budget

Stakeholder surveys

Student files

Supplemental funds

Survey data from stakeholders regarding the extent to which the school improvement plan and safety issues characterize the operation of the school

Training materials

annual closing reports to ADE, annual budget meeting with county financial officials, audits, monitoring by the county school superintendent's office and county finance office

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**Ray of Light Academy - Santa Cruz County Juvenile Detention
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Standard-level Contextual Narrative

Our staff is competent to implement the curriculum provided for our population of students in secure care. All staff, including detention staff, is aware of the vision and expectation of our school. Many of the detention staff have their bachelor's degrees and they are capable of providing tutoring, when possible to the students, as well.

Students in our facility have tremendous resources available to them in various areas. They have support academically, socially, personally, physically, and mentally.

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Ray of Light Academy - Santa Cruz County Juvenile Detention Education Program

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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.

Indicator	Rubric Rating
6.1 Fosters collaboration with community stakeholders to support student learning	Highly Functional
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	Operational
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	Menu of opportunities available
Classroom displays	Program materials
Competency profiles and syllabi	Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness
Correspondence	Staff has an open door policy with parents and probation. Volunteering is available through the transition program, Team Anonymous. Email, phone calls, meetings with parents are welcome outside the facility.
Course descriptions	Surveys
Data reports	Teacher/parent communications
Database of volunteers	Teacher/staff member communications
Event co-sponsorships	We are not allowed to have parent meetings in the facility. Most students aren't incarcerated long enough to have a parent meeting. If requested, however, we will make arrangements for parent/teacher meetings
Examples of school communications	Web and e-mail communications
Governing body policies	Written curriculum documents
Lesson plans	because of student privacy issues, we are limited in how we communicate but we have had tremendous participation from the community which enhances student achievement and personal growth
Many parents want to be involved but are not allowed into the facility due to detention policy. Phone calls, emails are welcome, however.	parents cannot participate at school but they can help with the transition program, Team Anonymous. When students transition out of juvenile, they have the opportunity to volunteer through Team Anonymous, along with other community stakeholders.

Standard-level Contextual Narrative

Our staff works closely with the detention staff and school superintendent's office to maintain responsiveness to community expectations. Collaboration with local schools and probation makes the transfer of student records quicker and more efficient. There is a greater consistency for the student if we are able to communicate effectively with the schools and/or probation. We are able to understand individual student needs through our connection with parents, probation, and the school so we better serve our children.

We are able to communicate our vision to stakeholders through the county school superintendent's quarterly newsletter, newspaper articles, presentations, and networking opportunities.

The students, themselves, talk about the school and the high expectations we have for them upon release.

Team Anonymous, the youth support group, also carries the message as most of its members are or were on probation or incarcerated at some point in their lives.

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**Ray of Light Academy - Santa Cruz County Juvenile Detention
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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	Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters
Data analysis	Revisions to school improvement plan
Description (or lesson plans) of teaching practices that demonstrate student-centered instruction	Schedule of school improvement planning meeting topics
Evaluation plan and results	Schedule of school improvement planning topics showing attention to all stages in the cycle
Feedback/revision documents indicating responsiveness to feedback and use for improvement	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

Standard-level Contextual Narrative

We report annually to the AOC regarding our school improvement plan.

We submit a monthly census report to AOC which includes student demographics.

Appropriate student instruction is determined through the study of our data, pre- and post-testing. Staff adjusts student assignments following discussion amongst teachers and the student in order to meet student learning needs.

Staff attends professional development training conferences.

Staff attends quarterly meetings for AJDEAC.

Staff communicates regularly with ADE and the AOC.

Contracted special education consultant provides services twice a week to students and teachers.

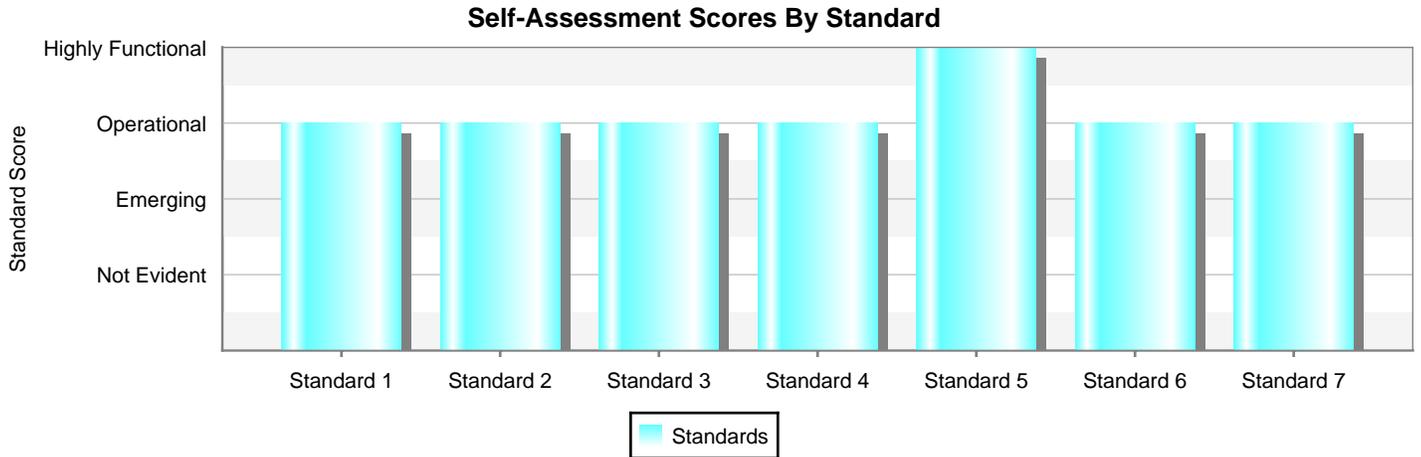
Staff is continuously searching for and implementing new and innovative ideas for students.

Staff is in contact with the county school superintendent weekly.

Staff is in contact with the county finance department to ensure transparency and competency.

The Merging Two Worlds curriculum has provided students with life skills.

REPORT SUMMARY



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School Improvement Action Plan

Name of School: *RAY OF LIGHT ACADEMY*

Goal One: *Ensure every student is assessed in Math, Reading, and Writing upon intake, using Learning Link.*

<p>Support Data from Self Study: <i>Students who have taken the Learning Link assessments will have the advantage of being placed at the appropriate educational level, allowing for early placement and differentiated instruction.</i> <i>Educational staff will have access to more meaningful and useable results, thus enabling them to provide better instruction to the student.</i></p>	<p>Standardized Assessments: <i>Learning Link Assessment for Math and Reading</i></p>			<p>Local Assessments: <i>Writing assessment</i></p>	
<p>Intervention: <i>Students will take the Learning Link Math and Reading assessment during the intake procedure. They will also complete a writing assessment, which will be reviewed by the general education teacher. Students will be provided appropriate curriculum following review of individual reports.</i></p>				<p>Best Practice Sources: <i>NCLB requirements A+ and Learning Link Reading/Writing Specialist</i></p>	
<p>Action Steps:</p>	<p>Person(s) Responsible</p>	<p>Beginning</p>	<p>End</p>	<p>Resources</p>	<p>Staff Development Activities</p>
<ol style="list-style-type: none"> <i>1. Students will complete the Learning Link Math and Reading assessment following intake.</i> <i>2. Students will write a personal essay for evaluation.</i> <i>3. Students will be assigned appropriate classes according to their results and/or transcripts.</i> 	<p><i>Danna Gallardo Gerry Garcia</i></p>	<p><i>8/2010</i></p>	<p><i>On-going</i></p>	<p><i>A+nywhere Learning System Reading/Writing Specialist Special Education consultant</i></p>	<ol style="list-style-type: none"> <i>1. Staff will participate in training for the Learning Link assessment.</i> <i>2. Staff will administer the assessment to each student following intake.</i> <i>3. Data will be kept on every child participating</i>

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School Improvement Action Plan

Name of School: *RAY OF LIGHT ACADEMY*

Goal Two: *Ensure every student completes the Arizona Career Information Systems aptitude test following intake.*

<p>Support Data from Self Study: <i>Students who participate in the Arizona Career Information System (AzCIS) are better informed educationally, professionally, and personally in making career and school choices.</i></p>		<p>Standardized Assessments: <i>Arizona Career Information Systems website</i></p>		<p>Local Assessments:</p>	
<p>Intervention: <i>Integrate AzCIS aptitude testing into the current intake process. Teachers will administer the aptitude test. Reports will be printed out, one for the student and one for data collection and analysis.</i></p>				<p>Best Practice Sources: <i>Arizona Career Information System Arizona State Standards Arizona Department of Juvenile Corrections guidelines</i></p>	
Action Steps:	Person(s) Responsible	Beginning	End	Resources	Staff Development Activities
<ol style="list-style-type: none"> <i>1. Students will be given the AzCIS aptitude test following intake.</i> <i>2. Results will be printed out for students review and discuss with the teacher.</i> <i>3. Copies of the results will be available for students to add to their personal portfolio, which will be sent home with them upon release.</i> 	<p><i>Danna Gallardo Gerry Garcia</i></p>	<p><i>8/2010</i></p>	<p><i>On-going</i></p>	<p><i>Arizona Career Information System</i></p>	<ol style="list-style-type: none"> <i>1. Staff will become familiar with the Arizona Career System website.</i> <i>2. Staff will become familiar with career choices, educational paths leading to different careers, educational requirements necessary for graduation in order to better help students in making decisions regarding their future occupation.</i>

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School Improvement Action Plan

Name of School: *RAY OF LIGHT ACADEMY*

Goal Three: *Increase professional development opportunities to better serve the students.*

<p>Support Data from Self Study: <i>Teachers who are trained in data collection, analysis, and reporting are better prepared to review reports and ultimately better serve students.</i> <i>Our staff is willing to learn new strategies and skills to enhance the development of the students in various areas.</i></p>		<p>Standardized Assessments: <i>A+ Learning Link Assessment testing</i> <i>Arizona Career Information System</i> <i>Arizona State Standards</i></p>		<p>Local Assessments: <i>Special Education guidelines</i></p>	
<p>Intervention: <i>Provide professional development opportunities to all staff in the areas of data collection, analysis, and reporting.</i> <i>Provide professional development opportunities to all staff in the areas of confidentiality, FERPA, ChildFind, reading and writing strategies, use of the SmartBoard/accessories, and more.</i></p>				<p>Best Practice Sources: <i>A+ Learning Link Assessment testing</i> <i>Arizona Career Information System</i> <i>Arizona State Standards</i></p>	
Action Steps:	Person(s) Responsible	Beginning	End	Resources	Staff Development Activities
<ol style="list-style-type: none"> <i>1. Education specialist will research professional development opportunities for staff.</i> <i>2. Education specialist will provide staff with information on professional development opportunities.</i> <i>3. Education specialist will arrange for travel, lodging, per diem for staff.</i> <i>4. Certificates will be kept in staff files.</i> 	<i>Danna Gallardo</i>	<i>8/2010</i>	<i>On-going</i>	<i>Arizona Career Information System</i> <i>A+nyWhere Learning System</i> <i>Arizona State Standards</i>	<i>1. Educational staff will participate in professional development in one or more of the following:</i> <i>Data collection/analysis/reporting</i> <i>Special education guidelines,</i> <i>FERPA, ChildFind, confidentiality.</i> <i>Reading/Writing strategies.</i> <i>SmartBoard/accessories</i> <i>ACE Symposium</i> <i>Transition Conference</i>

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