

STANDARD 3.0: Curriculum

A quality system offers a research-based curriculum based on clearly defined expectations for student learning that is subject to review and revision at regular intervals.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Responsible for Action related to Standard 3.0:	Expert on Standard 3.0:
♦ Keith Philipson, Director of Educational Services	♦ April Ross, Curriculum Specialist

Indicators 3.1- 3.3: and 3.5

In fulfillment of the standard, the system:

- 3.1 Develops curriculum based on clearly defined expectations for student learning;
- 3.2 Provides a curriculum that includes a set of essential knowledge and skills in each content area;
- 3.3 Aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels;
- 3.5 Develops written curriculum guides and support materials that serve as a basis for implementing the curriculum;

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
<ul style="list-style-type: none"> ♦ State-Specific Curriculum Guides in ELA, Math, Health and Wellness, Science, Social Studies and Practical and Performing Arts ♦ The Eckerd Model ♦ Classworks Learning Management System ♦ United Streaming Media Library 	<ul style="list-style-type: none"> ♦ Totally Integrated Electronic Record (TIER) Reports ♦ PB Views Reports

Information:

EYA develops curriculum based on clearly defined expectations for student learning; provides a curriculum that includes a set of essential knowledge and skills in each content area; aligns curriculum with clearly defined expectations for student learning across subject areas and grade levels; and develops written curriculum guides and support materials that serve as a basis for implementing the curriculum.

- Each individual State Department of Education has created curriculum frameworks and guidelines to direct educational instruction and assessment. EYA curriculum resources are selected to align with these state directives and federal guidelines and to align with the tenets of the Eckerd Model.
- Implementation of these state-specific subject area mandates occurs across 6 CORE academic areas: English/Language Arts, Math, Health and Wellness, Science, Social Studies and Practical and Performing Arts. The expectations are defined across grade spans: 3-5 intermediate grades, 6-8 middle grades, and 9-12 high school grade levels.

Documented Evidence:

A thorough analysis was conducted of the adopted curriculum standards in each state where EYA provides service. It is determined that EYA offers a curriculum that includes a set of essential knowledge and skills in

each content area, which aligns with expectations for student learning across subject areas and grade levels using diverse materials and varied instructional strategies in keeping with EYA's vision, mission and values for serving youth in our care.

Documented Results for Standard:

As evidenced in the ADS, youth advance educationally. In fiscal year '05, youth completing Juvenile Justice Programs demonstrated average gains of 1.3 years in reading, 1.5 years in math and 1.8 years in written language. Youth completing Outdoor Therapeutic Programs showed an average gain of 1.4 years in reading, 1.2 years in math and 1.4 years in written language.

Indicator 3.4: The System ensures that the curriculum reflects a commitment to equity, an appreciation of diversity, recognition of different ways of learning, and challenges each student to excel.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
<ul style="list-style-type: none"> ◆ State-Specific Curriculum Guides ◆ The Eckerd Model ◆ EYA Policy E5.01, III. J., Experiential Education 	<ul style="list-style-type: none"> ◆ MFMP Final Reports

Information:

EYA ensures that the curriculum reflects a commitment to equity, an appreciation of diversity, recognition of different ways of learning, and challenges each student to excel.

- *The Eckerd Model* outlines educational practices that support an appreciation of diversity, the delivery of instruction according to each child's interests, learning style, and readiness level, and guidelines for the purchase of fair, ethical, and unbiased curriculum materials.
- A review of the literature identified effective best-practice strategies for at risk youth. These are published in the Education section of *The Eckerd Model*. Key research includes: Howard Gardner's multiple intelligence theory, William Glasser's reality-based approach to responsibility and pride of ownership in classrooms, and both Johnson and Johnson and the Kagen family studies surrounding cooperative learning.

Documented Evidence:

Upon review of *The Eckerd Model*, EYA Policy E5.01, Experiential Education, educational recommendations for purchasing of materials and the Education section of the Model Fidelity Measurement Process document, it is determined that this indicator is fully met.

Documented Results for Standard:

Eckerd youth receive a balanced, unbiased and ethical approach to learning.

Indicator 3.6: The System promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
<ul style="list-style-type: none"> ◆ State-Specific Curriculum Guides ◆ The Eckerd Model 	<ul style="list-style-type: none"> ◆ MFMP Final Reports

Information:

EYA promotes in the curriculum the active involvement of students in the learning process, including opportunities to explore application of higher order thinking skills and to investigate new approaches in applying their learning.

- *The Eckerd Model* and the MFMP document thoroughly describe the integrated learning strategies and scaffolds used to support EYA youth:
 - Inquiry-focused problem-solving
 - Project-based cooperative group activities
 - Day trips and extended-day field trips
 - Web Quests and software simulations such as frog dissection
 - Teachable Moments
 - Thematic Instruction
 - Guest Speakers

Documented Evidence:

Review of *The Eckerd Model* and the MFMP Final Reports demonstrate that this indicator is fully addressed.

Indicator 3.7: The System gathers, analyzes, and uses data and research in making curriculum choices.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
<ul style="list-style-type: none"> ◆ TIER ◆ The Eckerd Model ◆ PB Views 	<ul style="list-style-type: none"> ◆ MFMP Final Reports ◆ TIER Reports ◆ PB Views Reports

Information:

EYA gathers, analyzes, and uses data and research in making curriculum choices.

- A system is in place to employ data-driven decision-making to align instruction and implementation strategies with *The Eckerd Model*. Adherence to these guidelines is tracked and measured using the Model Fidelity Measurement Process. The final MFMP reports and bar charts document these findings.
- Comprehensive student data collection takes place and is documented through the Totally Integrated Electronic Record. (TIER). Systematic review of trend data is routinely scheduled and utilized in making curriculum choices.

Documented Evidence:

Through analysis of the artifact and assessment data it is determined that this indicator is fully addressed at Eckerd Youth Alternatives, Inc.

Indicator 3.8: The System provides a balance of educational experiences through the curriculum that is based on knowledge of human growth and development, and relies on sound learning principles.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
♦ EYA Policy E5.01, Experiential Education	♦ MFMP Final Reports
♦ The Eckerd Model	

Information:

EYA provides a balance of educational experiences through the curriculum that is based on knowledge of human growth and development, and relies on sound learning principles.

- EYA Policy E5.01, Experiential Education, mandates that instruction will be balanced in approach in order to meet both the client's affective and cognitive needs. The education program in EYA is to be integrated with, rather than separate from, other residential functions and daily routines.
- As outlined in the Therapeutic Program component of *The Eckerd Model*, EYA program environments are intentionally designed to be therapeutic and to promote positive change and development in youth. EYA recognizes and nurtures the unique abilities of each youth and provides uniquely flexible environments designed to meet the individual needs of youth. Continuous learning environments designed to strengthen the skills necessary for a successful transition to school, work, home and the community are integrated throughout the program.
- EYA programs are designed to be rich in age-appropriate high-interest and high-impact activities that challenge and excite youth, engage the interest of the group, and give the group something to anticipate. High interest activities at an EYA program are planned and purposeful. They are incorporated into the programming because of the therapeutic value of their intended outcome. The value is not always in completing the activity, but in experiencing the learning and development the activity generates before, during and after the event.

Documented Evidence:

Through analysis of EYA Policy E5.01, Experiential Education and *The Eckerd Model*, it is determined that this indicator is fully addressed at Eckerd Youth Alternatives, Inc.

Documented Results for Indicator 3.6, 3:7 and 3:8:

As a result of these indicators, students receive challenging, youth-centered and research-based educational programming.

STANDARD 4.0: Instructional Design

A quality system develops and employs instructional strategies and activities in support of student achievement of the expectations for learning defined by the curriculum.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Responsible for Action related to Standard 4.0:	Expert on Standard 4.0:
♦ Keith Philipson, Director of Educational Services	♦ April Ross, Curriculum Specialist

Indicator 4.1: The System analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
♦ EYA Policy A4.02, Data Collection, Reporting and Analysis ♦ EYA Policy E5.04, Educational Assessment and Service Planning ♦ Department of Educational Services Business Plan	♦ Key Performance Indicators Report ♦ ADS 2001-2005 ♦ MFMP Final Reports ♦ MFMP Fidelity Adherence Plans ♦ PB Views Reports

Information:

EYA analyzes and uses the results of assessments of student learning to improve instructional design and effectiveness.

- The EYA Educational Services Department reviews the PB Views and Key Performance Indicators monthly. Each program's MFMP final reports document is also reviewed. The Educational Services Business Plan may be reprioritized based on current needs assessed.
- The ADS is reviewed as part of the annual strategic and business planning process.
- As required in EYA Policy E5.04, Educational Assessment and Service Planning, each facility conducts a comprehensive standardized academic assessment for each student. The assessment occurs on a timely basis, and the results are utilized in developing education plans.
- Each facility has a goal-oriented, education plan for each student that is reviewed and updated annually. Education services are carefully planned on the basis of a demonstrable need for the treatment and services offered by the program.

Documented Evidence:

Upon review of artifact and assessment data it is determined that this indicator is fully met.

Indicator 4.2: The System designs and employs instructional strategies and activities that are research-based and reflective of best practice.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
<ul style="list-style-type: none"> ◆ The Eckerd Model ◆ MFMP Standards Document ◆ EYA Model Classroom Initiative 	<ul style="list-style-type: none"> ◆ MFMP Final Reports

Information:

EYA designs and employs instructional strategies and activities that are research-based and reflective of best practice.

- The system, through *The Eckerd Model*, has identified twelve promising practices which meet the needs of the at-risk population being served in Eckerd programs: Experiential Learning, Continuous Learning, Assessment-Driven Educational Planning, Individualized Academic Planning, Diverse Curricula, Individual and Small Group Instruction, Thematic Instruction, Educational Extensions, Teachable Moments, Cooperative Learning, Applied Learning and Science based Reading and Literacy Instruction. The Model Classroom Initiative was designed to improve instructional effectiveness in these specific areas.
- Research-based strategies are the foundation of increased student achievement. Through MFMP Reviews quality improvement processes are in place to continuously examine and adjust instructional practice.

Documented Evidence:

Upon review of the artifact and assessment data, *The Eckerd Model*, the MFMP Standards Document, and the MFMP Final Reports, it is determined that this indicator is fully met.

Indicator 4.3: The System aligns the Instructional design, including strategies and action plans, with the system's mission and expectations for student learning.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	Assessment Data:
<ul style="list-style-type: none"> ◆ The Eckerd Model ◆ Business Plans 	<ul style="list-style-type: none"> ◆ MFMP Final Reports

Information:

EYA aligns the Instructional design, including strategies and action plans, with the system's mission and expectations for student learning.

- *The Eckerd Model* describes the uniquely flexible environment designed to meet the individual needs of youth. Section 7, (Education) of *The Eckerd Model* details the theoretic foundations for instructional design by concept, by implementation strategies and by outcome. The model also identifies how instructional strategies are measured using the Model Fidelity Measurement Standards document.

- Each program has systems in place to employ data-driven decision-making and align instruction and implementation strategies with *The Eckerd Model*. EYA's mission is infused in the business plans of each individual program, and these plans are reviewed and monitored by program, regional and organizational leadership.

Documented Evidence:

Upon review of artifact and assessment data, it is determined that this indicator is fully met.

Indicator 4.4: The System allocates and protects instructional time to support student learning.

Sources of Data from Eckerd Youth Alternatives, Inc.
Artifact Data:
◆ EYA Policy E 5.05, School Credits and Transcripts
◆ EYA Policy E 5.02, School Attendance
◆ EYA Policy E 5.03, Promotion, Retention and Administrative Placement

Information:

EYA allocates and protects instructional time to support student learning.

- Each program adheres to regulatory guidelines in the state and local school district where educational service is delivered. Florida programs are required to provide a 90 minute reading block. At residential facilities, additional instructional time is scheduled in the evenings and on the weekends. Summer school is offered according to EYA Policy and state-to-state procedures. Directors, along with on-site leadership teams create and adjust the master schedule accordingly.

Documented Evidence:

Upon review of the listed artifact, it is determined the indicator is fully met.

Indicator 4.5: The System implements an instructional design that provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning.

Sources of Data from Eckerd Youth Alternatives, Inc.
Artifact Data:
◆ The Eckerd Model

Information:

EYA implements an instructional design that provides all students with instruction that stimulates and enhances intellectual and creative development of higher order thinking skills and requires students to apply their learning.

- As outlined in *The Eckerd Model* and evaluated through the MFMP Reviews, teachers and staff are expected to differentiate instruction to meet the needs of a diverse group of learners. Professional development is designed to support teachers in using appropriate strategies and materials.

Documented Evidence:

Upon review of it is determined that this indicator is fully met.

Indicator 4.6: The System provides a comprehensive program of information and media services that are aligned with its beliefs, mission and goals.

Sources of Data from Eckerd Youth Alternatives, Inc.	
Artifact Data:	
<ul style="list-style-type: none"> ◆ EYA Policy E5.06, Library ◆ EYA Policy E5.07, Instructional Technology ◆ Classworks Learning Management System ◆ INET ◆ EYA Model Classroom Initiative 	<ul style="list-style-type: none"> ◆ United Streaming Media Library ◆ Job Descriptions <ul style="list-style-type: none"> ○ Resource Assistant ○ Teacher's Aide ○ Education Coordinator

Information:

EYA provides a comprehensive program of information and media services that are aligned with its beliefs, mission and goals.

- All programs have an encyclopedia for student use that is less than five years old, and provide adequate resources to differentiate instruction-- allowing students to pursue personal interests and research current affairs across grade levels. The library provides a mix of hi-low, on grade level and challenging titles. Several daily newspapers and a youth-centered periodical collection are available, along with age-appropriate internet links for accessing information. Students are invited to participate in RIF book distributions three times each year, and programs may opt to offer book club or other motivational reading incentives. The EYA internet houses links that provide departmental support to the field.
- In seven NC programs, through the EYA Model Classroom Initiative, EYA is piloting computer-based modules from Curriculum Advantage (Classworks) in reading, written language, and math and United Streaming print, audio and video resources. The INET Internet subscription is available for teachers, parents, and students as part of this pilot.

Documented Evidence:

Upon review the listed artifacts, it was decided that this indicator is fully met.

Documented Results for Standard:

Based on analysis on the results of assessments of student learning the Educational Services Department has developed the Model Classroom Initiative which is designed to improve instructional effectiveness for diverse learners.

As evidenced in the ADS, youth advance educationally. In fiscal year '05, youth completing Juvenile Justice Programs demonstrated average gains of 1.3 years in reading, 1.5 years in math and 1.8 years in written language. Youth completing the Outdoor Therapeutic Programs showed an average gain of 1.4 years in reading, 1.2 years in math and 1.4 years in written language.

Woodcock-Johnson III Written Language Achievement Results for Juvenile Justice Programs

Table 7 presents the average written language achievement score for pre-test and post-test and the average difference score for each program. This table also includes the percentage of youth making gains from pre-test to posttest and the percentage of youth making gains beyond a youth's length of stay (LOS) in the EYA program. The overall average written language achievement gain for youth while enrolled in a Juvenile Justice program was 1.8 years. Individual program averages ranged from 1.2 years to 2.6 years. The overall percent of Juvenile Justice youth making gains in written language was 85.6% (compared to 84.8% in FY 2004). Eckerd Intensive Halfway House had the largest percent gain with 100%. 66.9% of Juvenile Justice youth had written language gains that exceeded their length of stay in the program with Eckerd Leadership Program having the largest percentage of youth (73.3%) making these gains.

Table 7: Youth Educational Achievements in Language at Juvenile Justice Programs

Program/State	N	Average Reading Pre-Test Score	Average Reading Post-Test Score	Average Difference from Pre- to Post-Test	% of Youth Making Gains from Pre- to Post-Test	% of Youth Making Gains Beyond LOS
EYCP	64	7.0	8.9	1.9	84.4%	68.8% ⁵
EIHH	12	6.5	9.1	2.6	100.0%	66.7%
EYA	48	6.8	8.4	1.5	85.4%	62.5%
ELP	15	9.2	10.4	1.2	80.0%	73.3%
All JJ	139	7.1	8.9	1.8	85.6%	66.9%

Note. Out of the 162 youth receiving education through EYA's Juvenile Justice Programs 23 were missing a pre-test score, a post-test score, or both.

Instructional and Organizational Effectiveness

The Educational Services Department conducted an educational inventory and an internal educational environmental survey to collect initial baseline data on EYA's existing residential education programs system-wide. This data will be used to drive decisions regarding the re-engineering of educational services for our youth.

The survey questions are listed below in **Table 8**, with the percentage that agreed or strongly agreed with the statement.

Table 8: Educational Environment Staff Survey

Educational Environment Staff Survey	% Agreed or Strongly Agreed
Progress toward educational goals is considered when determining a youth's progress on the master treatment plan.	86.3%
Teachers use appropriate interventions for youth with educational disabilities.	86.3%
Staff view educational delivery as a priority.	86.2%
Teachers use educational assessment results to guide instruction.	85.3%
I have ongoing opportunities to attend trainings to advance my professional growth.	85.3%
Teachers are actively involved in therapeutic program delivery.	84.0%
I have adequate support from my supervisor to successfully perform my job.	82.1%
I am provided with adequate training opportunities to successfully perform my job.	80.9%
My leadership team supports the implementation of our school improvement plan or SACS related goals.	80.6%
The training that I have received has helped me improve my job performance.	80.0%

A high quality educational program is provided to youth.	78.9%
Transition and aftercare plans reflect the youth's educational needs to reintegrate into the community.	77.9%
Counselors have educational resources available to them beyond the educational day.	75.8%
Counselors assist youth during educational time.	74.7%
The master treatment plan accurately reflects the youth's educational strengths and weaknesses.	73.7%
Students use the internet for educational purposes.	73.4%
The treatment team uses educational assessment results to develop the master treatment plan.	72.6%
High school diploma or equivalent diploma options are offered for youth.	71.7%
I have been informed of advancement opportunities within EYA.	68.1%
I have a comprehensive and current professional development plan.	66.3%
Volunteers or staff (other than teachers) offer individualized or specialized tutoring to youth.	62.1%
Programs such as Microsoft Word, Excel, and PowerPoint are delivered to youth.	58.9%
Counselors use appropriate interventions for youth with educational disabilities.	58.9%
Teachers and counselors share responsibility in implementing educational instruction.	55.3%
Educational software is used to assist instruction.	54.9%
Edutogas is a valuable training opportunity for teachers.	52.2%
The Corporate Educational Services Department provides adequate support.	47.9%
Counselors use agreed upon educational strategies based on the needs of the youth.	45.7%
Counselors are trained in educational delivery and instructional strategies.	38.3%

Statements that demonstrated the highest level of staff agreement were in the following areas:

- Youth educational goals represented in treatment planning.
- Appropriate use of teacher intervention for students with disabilities.
- Education is viewed as a priority.
- Assessment guides instruction.
- Teachers have training opportunities.
- Teacher involvement in therapeutic programming.
- Supervisory support.
- Leadership support of SIP's.

Statements that demonstrated the lowest level of staff agreement were in the following areas:

- Corporate support.
- Edutogas-EYA initial teacher training.
- Use of educational software.
- Collaborative instruction between teachers and counselors.
- Appropriate use of counselor intervention for students with disabilities.
- Technology instruction provided to youth.
- Tutoring offered by non-instructional staff.
- Professional development planning.
- Knowledge of advancement opportunities.

Educational Inventory

The inventory conducted indicated that nine facilities had six or fewer computers for student use. Eight programs had not implemented a functional active researched-based reading program. New England and Florida programs have one teacher per group. Georgia and Tennessee had three teachers for four groups. North Carolina programs average one teacher for two groups.

Educational Services Strategic Plan

Educational Services Department staff reviewed data from the ADS, PB Views, MFMP final reports, Educational Environmental Surveys and the Educational Inventory. The average youth enters EYA achieving between one and two grade levels below placement in reading, math, and written language. Although the majority of youth make academic gains during their placement, it is often difficult for them to close the achievement gap. Additionally, the availability of computer technology and use of educational software was limited organization-wide. Teacher-to-student ratios varied from program to program and researched-based reading initiatives were not implemented in all programs. Professional development opportunities need to be aligned with the Eckerd Model and provide for leadership skill attainment.

An Educational Strategic Plan was developed by the Educational Services Department with a focus on closing the gap between achievement and grade placement. The goals identified were:

- To improve EYA educational delivery systems to attain highest student achievement.
- To develop a system-wide curriculum aligned with state-specific curriculum standards.
- To provide students and staff with 21st century technology resources to attain highest academic achievement.
- To develop systems to support staff in ensuring *The Eckerd Model* is implemented to attain highest student achievement.

EYA Model Classroom

In support of the Educational Strategic Plan the *EYA Model Classroom* initiative was developed in partnership with fund development, IT, measurement & evaluation and marketing. This initiative seeks to provide our youth with the highest quality programming that utilizes educational technology, technical resources, and tools that not only will help them learn and advance academically, but also prepare them for school and work when they return home. The initiative is comprised of three components as follows:

Component I: EYA Model Curriculum

The *Eckerd Model Curriculum* consists of academic standards and student course offerings covering English/Reading/Language Arts, Math, Social Studies, Science, Health/PE, and the Arts. Comprehensive EYA-focused resources, materials, and activities that support the integration of education into core program activities will be included.

Component II: Classworks

Classworks is a computer-based learning-management system designed to increase student achievement through alignment of computer-aided instruction with individualized student needs and state-required curriculum standards and benchmarks. (www.Classworks.com)

Component III: Virtual Library (Unitedstreaming)

Unitedstreaming is an electronic library service by Discovery Education with over 4,000 videos and 40,000 video clips, and related teacher resources for program use. (www.unitedstreaming.com)

The *EYA Model Classroom* builds on our strengths in experiential education, while addressing the changing federal and state educational standards, including state educational technology guidelines. The No Child Left Behind Act significantly raised the expectations for states and local school systems. For EYA, this entails a greater alignment of programming with state-specific benchmarks, with continued monitoring of interpretations of federal legislation such as special education, as well as enhanced assessment reporting mechanisms.

Current Accomplishments

- External funding sources for Classworks and Unitedstreaming have been identified and funded.
- System-wide Unitedstreaming site licenses have been obtained.
- Eleven programs are fully operational.
- National EYA *Curriculum Development Team* was formed.
- 2006 State-specific pupil progression and graduation requirements have been researched and aligned to *The Eckerd Model*.
- Individual high school course descriptions are being revised and grade-span student expectations are being drafted (i.e., grade 3-5; 6-8; and 9-12).
- The EYA *Curriculum Development Team* received professional training on Classworks and Unitedstreaming.

Organizational Strategic Plan 2006-2010

The EYA Strategic Planning Work Group discussed the implementation of the EYA 2000-02 Strategic Plan by examining the accomplishments achieved, the challenges faced and the lessons learned. They attempted to address the challenges and incorporate the learning in their drafting of the proposed strategic plan for 2006 to 2010. The accomplishments, challenges, and lessons learned in the implementation of the EYA 2000-02 Strategic Plan are summarized within the Strategic Plan Review 2006 documents that will be available for viewing during the site visit.

The culmination of the 2006 strategic planning process was the finalization of the overarching strategic goals. The goals agreed upon and approved by the Governing Board in January 2006 are:

Core Strategies

- I. Achieve improved outcomes for youth.
- II. Improve measurement systems to consistently evaluate and improve performance.
- III. Establish effective service continuums.
- IV. Build organizational capacity.
- V. Improve communications to support EYA in the achievement of its mission.
- VI. Strengthen EYA's financial position to support effective programming, adaptation, and strategic growth.
- VII. Update the EYA corporate governance structure.