



Quality Standards

for
Academic
Intervention Programs

2002

Florida Department of Education
Division of Public Schools and Community Education
Bureau of Instructional Support and Community Services

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Quality Standards for Academic Intervention Programs

Spring 2002

**Bureau of Instructional Support and Community Services
Division of Public Schools and Community Education
Florida Department of Education
Spring 2002**

Florida Department of Education
Bureau of Instructional Support and Community Services

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Quality Standards for Academic Intervention Programs

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Introduction

Quality Standards for Academic Intervention Programs

The development of the *Quality Standards for Academic Intervention Programs* reflects a focus on quality and excellence that is the basis for the mission, goals, and objectives of the Florida Department of Education. The 1999 version (*Quality Standards for Dropout Prevention Programs*) was developed over a six-month period with guidance and support from the Department and work groups composed of practitioners in dropout prevention and supplemental academic intervention programs. This team drafted the general framework and identified the standards and indicators of quality for dropout prevention programs.

In October 2001, the first version was reviewed and updated by members of the original work group to reflect the change of emphasis in state legislation for supplemental academic instruction [Section 236.08104, Florida Statutes, Supplemental academic instruction (SAI); categorical fund]. Thus, the updated document, *Quality Standards for Academic Intervention Programs*, is designed to apply quality standards to supplemental academic instruction interventions provided to students enrolled in kindergarten through the twelfth grade and is intended to strengthen the connection between effective academic interventions and improved student achievement.

A foundational principle underlying the *Quality Standards for Academic Intervention Programs* is the focus on quality. This document represents practitioners' best thinking about what comprises quality academic intervention programs, rather than focusing on compliance and minimum standards. *Quality Standards* is not intended to support any type of external accountability; rather, the intent is to provide users with a means for making internal program improvements. The emphasis is on local program and district use for the purposes of program development and improvement. Additionally, *Quality Standards* is intended to provide users with a planning tool for use in decision-making related to expenditures for use of Supplemental Academic Instruction (SAI) categorical funds.

The results of a field test conducted with the 1999 document revealed that personnel used the *Quality Standards* in the following ways: as a self-assessment tool; as a resource for needs assessment, program planning, and development; goal setting; consensus building; and as a resource for staff development. The checklist can be used to assess and document evidence regarding the achievement of the *Quality Standards*. The Department also encourages practitioners to devise other ways and means to assess the quality of their academic intervention programs and to adapt the *Quality Standards for Academic Intervention Programs* to best suit local district needs and program priorities.

For additional information about the *Quality Standards for Academic Intervention Programs*, please contact:

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Key Terms
Used in
Quality Standards for Academic Intervention Programs

Components are major areas of programmatic and educational environments associated with effective instructional strategies. Six components are addressed: positive learning environment, resources, curriculum and instruction, transition, planning and evaluation, and leadership.

Definitions describe and clarify the program component and define the basic parts or elements of the program component.

Standards are major tenets or foundational principles associated with the program component. Standards define essential principles or practices that must be in place for the program component to be considered effective. Standards apply across all categories of effective instructional strategies.

Indicators are examples or evidence of the standard in a program. The majority of indicators are written in such a way as to be measurable or observable. One should be able to easily ascertain the presence or absence of an indicator. However, not all indicators associated with a specific standard need be evident for the standard to be considered achieved. Additionally, the list of indicators for any standard are not exhaustive. New indicators will be identified and added as practitioners use the document.

Glossary of Common Terms

Academic intervention programs are programs designed to help students gain at least a year of knowledge for each year in school and to ensure that students are not left behind. These programs or strategies are designed to provide supplemental academic instruction to students enrolled in kindergarten through twelfth grade. School districts are required to allocate remedial and supplemental instruction resources first to students who fail to meet achievement levels required for promotion. Supplemental instructional strategies may include but are not limited to modified curriculum, reading instruction, after-school instruction, tutoring, mentoring, class size reduction, extended school year, intensive skills development in summer school, and other methods for improving student achievement.

Authentic assessment is assessment of a student that has foundations in “real world” or genuine applications, such as relevancy to the future world of work, employment, or the chosen vocation of the student.

Practitioners are classroom personnel; principals; district level administrators; student support services personnel such as psychologists, counselors, social workers; and support personnel such as paraprofessionals, nursery care workers, and volunteers.

Quality Standards for Academic Intervention Programs

I. Positive Learning Environment Component

Definition

The positive learning environment is the educational setting in which students are able to work with one another toward the accomplishment of meaningful and socially valued tasks. The environment reflects mission, beliefs, and goals and contributes to a person's ability to be effective. A positive learning environment establishes the climate for student achievement.

Standard

- 1.1 Successful academic interventions provide safe, positive, and nurturing environments in which students are valued and supported.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 1.1.1 Students report that they are valued and supported by staff.
- 1.1.2 A positive learning environment focuses on the academic, social, emotional, and physical needs of the students as evidenced by individual students' plans and goals.
- 1.1.3 The learning environment is free from physical hazards.
- 1.1.4 Appropriate procedures are in place for addressing physically and emotionally threatening situations.
- 1.1.5 Staff and students interact with a sense of community, mutual respect, and trust by addressing each other in respectful forms, maintaining order in classrooms and hallways, and communicating with each other without fear of punishment or retribution.
- 1.1.6 Students are included in school-based curricular and extracurricular activities.
- 1.1.7 Students are actively engaged in learning activities.
- 1.1.8 Student work is visibly displayed throughout the learning environment.
- 1.1.9 Add local or district indicators.

Standard

- 1.2 Successful academic interventions provide instructional and support staff with a work environment in which they are encouraged to use best practices, participate in governance activities, and interact with one another as supportive colleagues.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 1.2.1 Teachers share ideas and practices with each other.
- 1.2.2 Staff turnover is minimal.
- 1.2.3 Staff demonstrate a desire to work with students, colleagues, parents, and the community.
- 1.2.4 The philosophy and objectives in the school improvement plan are in operation in academic intervention programs.
- 1.2.5 Positive staff relationships exist as evidenced by collegial planning, team teaching, and shared problem solving.
- 1.2.6 Staff apply effective practices in all areas of student learning
- 1.2.7 Staff participate in planning and evaluation activities.
- 1.2.8 Innovation is encouraged.
- 1.2.9 Add local or district indicators.

Standard

- 1.3 Successful academic interventions demonstrate an understanding and sensitivity to the cultural diversity, exceptionalities, social, and behavioral characteristics of students, parents, staff, and community.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 1.3.1 Parents report comfort with and understanding of the procedures, plans, and goals of academic intervention programs.
- 1.3.2 Students and parents express the belief that their needs, personal goals, and desires are understood and appreciated by the staff.
- 1.3.3 Communications such as newsletters, bulletins, correspondence, voice, recordings, and announcements are available in home languages of parents and community members, when needed.
- 1.3.4 Interpreters are available when needed.
- 1.3.5 Parent and community education programs are available in home languages.
- 1.3.6 Add local or district indicators.

II. Resources Component

Definition

Resources for academic interventions are a wide variety of services and support systems encompassing human, physical, and fiscal aspects. Human resources may include administration, guidance, and instructional staff, as well as school psychologists, social workers, nurses, parents, and community-based agency representatives. Physical resources include the facility within which academic intervention programs are operated and maintained as well as instructional materials, equipment, and supplies and other devices commonly used in teaching students. Fiscal resources are the monies provided for the implementation of academic interventions.

Standard

- 2.1 Successful academic interventions have highly competent instructional and support personnel who share a common vision and mission to develop and maintain appropriate learning environments and objectives for their students.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 2.1.1 Staffing models appropriately support the needs of academic intervention programs.
- 2.1.2 Administrators, teachers, and support personnel are appropriately certified.
- 2.1.3 Personnel have appropriate skills to implement academic intervention goals.
- 2.1.4 Personnel consistently and positively emphasize success for all students.
- 2.1.5 Personnel have high and realistic achievement expectations for all students.
- 2.1.6 Personnel report high expectations for themselves, express enthusiasm for their jobs, and believe they are effective in what they do.
- 2.1.7 Personnel improve and acquire new professional competencies through regular participation in staff development activities.
- 2.1.8 The personal and professional services of parents and community agency representatives, such as volunteers, field experiences, and speakers are used to meet the needs of students.
- 2.1.9 Add local or district indicators.

Standard

- 2.2 Successful academic interventions provide an appropriate physical setting in which instructional and other services are provided.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 2.2.1 Facilities are in compliance with district, state, and federal requirements.
- 2.2.2 The physical plant is large enough to accommodate the needs of academic intervention programs.
- 2.2.3 Facilities are clean and safe; appropriate for actual use; accessible to students, staff, and parents; and regularly maintained.
- 2.2.4 Facilities are adequately lighted, ventilated, cooled, and heated.
- 2.2.5 Instructional areas are appropriately furnished and equipped to meet the needs of students and have sufficient storage and display space.
- 2.2.6 Add local or district indicators.

Standard

- 2.3 Successful academic interventions provide appropriate instructional materials, equipment, and supplies to meet student and program needs.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 2.3.1 Appropriate textbooks, materials, and equipment are available and maintained.
- 2.3.2 Materials, supplies, and equipment used with students are appropriate for each student and for the instructional content, are available in sufficient quantities and are accessible, are sufficient to take care of personal needs of students, and are maintained in a good state of repair.
- 2.3.3 The district implements written policies and procedures for the purchase, use, and repair of materials, supplies, and equipment for all students.
- 2.3.4 Personnel participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to meet the needs of students.
- 2.3.5 Add local or district indicators.

Standard

2.4 Successful academic interventions operate with an appropriate budget.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

2.4.1 Funds are allocated for the staffing, facilities, equipment, services, and instructional materials needed to implement an effective academic interventions.

2.4.2 Budget development is based on established district procedures.

2.4.3 Personnel, parents, and other key sources provide input to budget development.

2.4.4 Proposals are developed to secure available grant monies to meet specific needs.

2.4.5 Community resources, both fiscal and non-fiscal, such as volunteers, cooperative agreements among agencies and businesses, and in-kind services, are used.

2.4.6 Add local or district indicators.

III. Curriculum and Instruction Component

Definition

Curriculum is the content of specified courses and grade level requirements as defined by Florida Sunshine State Standards and district policies. Instruction is the delivery methods used for the teaching of the curriculum.

Standard

- 3.1 The curricula of successful academic interventions are aligned to state standards, district requirements, and student needs.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 3.1.1 The schedules of academic intervention programs evidence appropriate course offerings.
- 3.1.2 Course planning is based on standards and requirements.
- 3.1.3 Assessment of student interests, abilities, and goals are in evidence.
- 3.1.4 Appropriate and regular assessment of student achievement is in evidence.
- 3.1.5 Instructional materials are appropriate for the student's age and ability, and the course content.
- 3.1.6 High expectations for all students are in evidence.
- 3.1.7 Students participate in state and district testing programs.
- 3.1.8 Add local or district indicators.

Standard

- 3.2 Successful academic interventions utilize curricula that are authentic, relevant, and integrated.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 3.2.1 Course modifications are used, when appropriate.
- 3.2.2 Interdisciplinary units are used, when appropriate.
- 3.2.3 Team or grade level planning is in evidence, when appropriate.
- 3.2.4 Instructional materials have authentic application.
- 3.2.5 The community is used as a curriculum resource.
- 3.2.6 Student interests are assessed, such as inventories and checklists.
- 3.2.7 Add local or district indicators.

Standard

- 3.3 Successful academic interventions utilize curricula that include content in personal, career, and social responsibilities.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 3.3.1 Opportunities for students' interaction, decision-making, and problem-solving are in evidence.
- 3.3.2 Curriculum includes instructional areas in social skills, problem solving methods, and conflict resolution.
- 3.3.3 Students engage in goal setting, self-monitoring, and revision of personal goals.
- 3.3.4 Career interest inventories are administered, when appropriate.
- 3.3.5 Careers are explored, when appropriate.
- 3.3.6 Add local or district indicators.

Standard

- 3.4 Successful academic interventions utilize instruction that is varied, research-based, and reflective of best practices to meet individual student needs.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 3.4.1 Teachers use a variety of assessment strategies to determine individual student needs, preferred learning styles or modalities, and student progress.
- 3.4.2 Teachers use assessment results to develop and revise instructional strategies to meet student needs.
- 3.4.3 Students have individual academic plans.
- 3.4.4 Students are able to accurately report on their current academic progress.
- 3.4.5 Teachers use a variety of instructional methods including peer tutoring, cooperative learning, and computer-assisted learning technologies.
- 3.4.6 The community is actively involved in student learning as evidenced by the existence of and support for mentors, tutors, apprenticeships, and experiential learning opportunities.
- 3.4.7 Opportunities are provided for parents to support and be involved in student learning.
- 3.4.8 Students are actively engaged in learning activities.
- 3.4.9 Students engage in educational goal-setting.
- 3.4.10 Add local or district indicators.

IV. Transition Component

Definition

Transition is the process in which students move successfully from one program academic intervention to the next, based on needs. Transition activities provide the focus for the design and delivery of academic and student support services.

Standard

- 4.1 Successful academic interventions provide appropriate services to assist students when entering and participating in a program.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 4.1.1 Written procedures exist for students receiving academic interventions.
- 4.1.2 Student assessment surveys or eligibility checklists are used.
- 4.1.3 Documentation exists regarding student and parent conferences and/or orientation.
- 4.1.4 A transition plan includes goals and objectives, interventions, and assessment procedures that are aligned with the student's instructional, social, and behavioral goals.
- 4.1.5 Student records and related data and information are transmitted in an appropriate and timely manner prior to student's placement in a program.
- 4.1.6 Student records and related data and information are on file and accessible to authorized persons.
- 4.1.7 Academic interventions are aligned with program eligibility criteria.
- 4.1.8 Students can articulate their short and long-term goals and report their progress.
- 4.1.9 Parents are informed of their child's progress.
- 4.1.10 Add local or district indicators.

Standard

- 4.2 Successful academic interventions provide appropriate transition support when students exit.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be in present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 4.2.1 The criteria necessary for exiting an academic intervention program are clearly defined and understood by students and parents.
- 4.2.2 An exit plan includes recommendations for the next academic service, student support services necessary to assist the student to succeed in the next program or placement, and expected goals for the student.
- 4.2.3 Student academic and behavior performance is evaluated and documented.
- 4.2.4 Student records are transferred in a timely manner.
- 4.2.5 Communication exists with receiving staff prior to actual change in placement or service.
- 4.2.6 Add local or district indicators.

V. Planning and Evaluation Component

Definition

Planning is a continual and systematic process of identifying needs and developing a plan to meet those needs. Evaluation is the systematic process by which the effectiveness of academic interventions or programs is examined and assessed.

Standard

- 5.1 Planning is used to define and identify the purpose, mission, goals, and strategies of academic intervention programs.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 5.1.1 Plans and procedures exist for the development, implementation, review, regular updating, and revision of academic intervention programs.
- 5.1.2 Purpose and goals of academic interventions are posted, clearly stated, and understood by staff.
- 5.1.3 Implementation is consistent with the identified purpose and goals of academic intervention program plans.
- 5.1.4 Staff participates in the development, review, and revision of academic intervention program plans.
- 5.1.5 Academic intervention program plans are aligned with the school improvement plan.
- 5.1.6 Add local or district indicators.

Standard

- 5.2 Successful academic intervention programs conduct routine and systematic evaluations and use data for program improvement.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 5.2.1 Staff participate in the design, implementation, and data analysis of academic intervention program evaluations.
- 5.2.2 Evaluation includes measures of student achievement and academic improvement and teacher performance.
- 5.2.3 Evaluation includes measures for assessing satisfaction of customers such as students, parents, and the community.
- 5.2.4 Evaluation examines inputs (resources), processes (implementation), and outcomes (results) of academic intervention programs.

- 5.2.5 Data and results from the evaluation are used to improve the academic intervention program.
- 5.2.6 Results from evaluations are shared with students, parents, and community representatives.
- 5.2.7 Add local or district indicators.

VI. Leadership Component

Definition

Leadership involves the attributes of vision building, high expectations for student success, and commitment to mission. Leaders demonstrate effective communication, facilitation, decision-making, and management skills. Leadership is provided by instructional, student services, other support staff, and site-based and school district administrators.

Standard

- 6.1 Successful academic intervention programs have leaders who clearly communicate goals, policies, and expectations to other staff, parents, students, and the community.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 6.1.1 Leaders facilitate the development of and communication about the academic intervention program's mission, vision, priority goals, and strategies with stakeholders.
- 6.1.2 Staff, parents, students, and the community can identify goals and expectations.
- 6.1.3 Staff, parents, students, and the community are informed about policies, procedures, and legal requirements.
- 6.1.4 Leaders clearly articulate the belief that each student can learn and that school makes the difference between success and failure.
- 6.1.5 A process is in place for exchange of information among stakeholders.
- 6.1.6 Systems of incentives and recognition are in place to encourage excellence in staff and student performance.
- 6.1.7 Add local or district indicators.

Standard

- 6.2 Successful academic intervention programs have leaders who facilitate the cooperation and collaboration of appropriate stakeholders, such as school and district staff, parents, students, and community representatives and empower them to accomplish goals.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 6.2.1 Stakeholders participate in planning, reviewing, and revision of purpose, mission, and goals of academic intervention programs.
- 6.2.2 Parents and community members are used as resources, such as volunteers, guidance and support, and community service projects.
- 6.2.3 Joint professional development, planning, and general education and special program staff conduct evaluation activities.
- 6.2.4 Working relationships exist among academic intervention program staff, administrators, district, and state staff.
- 6.2.5 Classroom activities involve interaction with community issues and events.
- 6.2.6 Add local or district indicators.

Standard

- 6.3 Successful academic intervention programs have leaders who demonstrate effective and responsible decision-making.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 6.3.1 Shared decision-making exists in the development of policies, procedures, and plans involving appropriate stakeholders.
- 6.3.2 Decisions are based on information and data analysis.
- 6.3.3 Staff, parents, and students can describe the decision-making process.
- 6.3.4 Add local or district indicators.

Standard

- 6.4 Successful academic intervention programs have leaders who manage their responsibilities and tasks through effective systems.

Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be present for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

- 6.4.1 Policies, procedures, and rules are articulated, understood, and implemented.
- 6.4.2 Planning establishes priorities for academic intervention programs.
- 6.4.3 Staff can identify priorities for academic intervention programs.
- 6.4.4 Personnel, facilities, materials, and supplies are available to support purpose, mission, and goals of academic intervention programs.
- 6.4.5 Leaders obtain and allocate resources to meet academic intervention program needs.
- 6.4.6 Leaders have a process to resolve and manage conflict.
- 6.4.7 Leaders respond positively to suggestions for improvement.
- 6.4.8 Priorities are addressed and accomplished in a timely manner.
- 6.4.9 Data and results from evaluations are used to improve academic intervention programs.
- 6.4.10 Leaders establish expectations for continual improvement of student achievement.
- 6.4.11 Add local or district indicators.

Appendix

Checklist

Quality Standards for Academic Intervention Programs

This checklist provides a way to assess and document evidence regarding the achievement of quality standards for academic interventions. It was developed to provide personnel with a tool for self-assessment as well as to provide users with a planning tool for use in decision-making regarding expenditures for use of Supplemental Academic Instruction (SAI) categorical funds. The results of a field test conducted with the 1999 document revealed that personnel used the checklist in the following ways: as a self-assessment tool; as a resource for needs assessment, program planning and development, goal setting, and consensus building; and as a resource for staff development. The Department encourages practitioners to design the ways and means to assess the quality of their academic intervention programs and to adapt the *Quality Standards for Academic Intervention Programs* to best suit local district needs and program priorities.

Using the Checklist

Using the checklist will reveal the status of a particular program with respect to achieving the standard and should assist users in identifying areas for further planning, program development, and improvement. For example, the checklist may be used to establish a baseline to measure progress within or across academic intervention programs, or to help personnel establish priorities when determining needed areas for improvement. Please feel free to copy the checklist and disseminate to those considering self-assessment, planning, or other activities that are associated with determining the quality of academic intervention programs.

Definitions of the terms used in the rating scale for assessing the indicators of each standard are as follows:

Not Evident: The indicator is not apparent, not visible, not present, or not in existence.

Planned For: While the indicator is not present, users are aware that there are plans, such as program plans or school improvement plans to develop and implement the indicator.

Somewhat

Evident: The indicator is present in some instances, but not others. For example, the Indicator 1.3.4: “Interpreters are available when needed” may reveal that an interpreter is available for Spanish-speaking parents but none available for Creole/Haitian speakers.

Fully

Present: The indicator is present, apparent, or in existence across all instances, as deemed appropriate. For example, the Indicator 2.1.2: “Administrators, teachers, and support personnel are appropriately certified” reveals that all personnel associated with the academic intervention program are appropriately qualified, licensed, and certified to provide the services and activities.

Users are cautioned that not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds, and users are encouraged to add these to the indicator lists.

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Positive Learning Environment Standard				
1.1 Successful academic interventions provide safe, positive, and nurturing environments in which students are valued and supported.				
Indicators				
1.1.1 Students report that they are valued and supported by staff.				
1.1.2 A positive learning environment focuses on the academic, social, emotional, and physical needs of the students as evidenced by individual students' plans and goals.				
1.1.3 The learning environment is free from physical hazards.				
1.1.4 Appropriate procedures are in place for addressing physically or emotionally threatening situations.				
1.1.5 Staff and students interact with a sense of community, mutual respect, and trust by addressing each other in respectful forms, maintaining order in classrooms and hallways, and communicating with each other without fear of punishment or retribution.				
1.1.6 Students are included in school-based curricular and extracurricular activities.				
1.1.7 Students are actively engaged in learning activities.				
1.1.8 Student work is visibly displayed throughout the learning environment.				
1.1.9 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Positive Learning Environment Standard				
1.2 Successful academic interventions provide instructional and support staff with a work environment in which they are encouraged to use best practices, participate in governance activities, and interact with one another as supportive colleagues.				
Indicators				
1.2.1 Teachers share ideas and practices with each other.				
1.2.2 Staff turnover is minimal.				
1.2.3 Staff demonstrate a desire to work with students, colleagues, parents, and the community.				
1.2.4 The philosophy and objectives in the school improvement plan are in academic intervention programs.				
1.2.5 Positive staff relationships exist as evidenced by collegial planning, team teaching, and shared problem solving.				
1.2.6 Staff apply effective practices in all areas of student learning,				
1.2.7 Staff participates in planning and evaluation activities.				
1.2.8 Innovation is encouraged.				
1.2.9 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Positive Learning Environment Standard 1.3 Successful academic interventions demonstrate an understanding and sensitivity to the cultural diversity, exceptionalities, social, and behavioral characteristics of students, parents, staff, and community.				
Indicators 1.3.1 Parents report comfort with and understanding of the procedures, plans, and goals of academic intervention programs.				
1.3.2 Students and parents express the belief that their needs, personal goals, and desires are understood and appreciated by the staff.				
1.3.3 Communications such as newsletters, bulletins, correspondence, voice, recordings, and announcements, are available in home languages of parents and community members, when needed.				
1.3.4 Interpreters are available when needed.				
1.3.5 Parent and community education programs are available in home languages.				
1.3.6 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Resources Standard				
2.1 Successful academic interventions have highly competent instructional and support personnel who share a common vision and mission to develop and maintain appropriate learning environments and objectives for their students.				
Indicators				
2.1.1 Staffing models appropriately support the needs of academic intervention programs.				
2.1.2 Administrators, teachers, and support personnel are appropriately certified.				
2.1.3 Personnel have appropriate skills to implement academic intervention goals.				
2.1.4 Personnel consistently and positively emphasize success for all students.				
2.1.5 Personnel have high and realistic achievement expectations for all students.				
2.1.6 Personnel report high expectations for themselves, express enthusiasm for their jobs, and believe they are effective in what they do.				
2.1.7 Personnel improve and acquire new professional competencies through regular participation in staff development activities.				
2.1.8 The personal and professional services of parents and community agency representatives, e.g., volunteers, field experiences, and speakers are used to meet the needs of students.				
2.1.9 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Program Resources Standard				
2.2 Successful academic interventions provide an appropriate physical setting in which instructional and other services are provided.				
Indicators				
2.2.1 Facilities are in compliance with district, state, and federal requirements.				
2.2.2 The physical plant is large enough to accommodate the needs of academic intervention programs.				
2.2.3 Facilities are clean and safe; appropriate for actual use; accessible to students, staff, and parents; and regularly maintained.				
2.2.4 Facilities are adequately lighted, ventilated, cooled, and heated.				
2.2.5 Instructional areas are appropriately furnished and equipped to meet the needs of students and have sufficient storage and display space.				
2.2.6 Add local or district indicators.				

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Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Resources Standard				
2.3 Successful academic interventions provide appropriate instructional materials, equipment, and supplies to meet student and program needs.				
Indicators				
2.3.1 Appropriate textbooks, materials, and equipment are available and maintained.				
2.3.2 Materials, supplies, and equipment used with students are appropriate for each student and for the instructional content, are available in sufficient quantities and are accessible, are sufficient to take care of personal needs of students, and are maintained in a good state of repair.				
2.3.3 The district implements written policies and procedures for the purchase, use, and repair of materials, supplies, and equipment for all students.				
2.3.4 Personnel participate in the selection and use of appropriate instructional materials, equipment, supplies, and other resources needed to meet the needs of students.				
2.3.5 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds).

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Resources Standard				
2.4 Successful academic interventions operate with an appropriate budget.				
Indicators				
2.4.1 Funds are allocated for the staffing, facilities, equipment, services, and instructional materials needed to implement an effective dropout prevention program.				
2.4.2 Budget development is based on established district procedures.				
2.4.3 Personnel, parents, and other key sources provide input to budget development.				
2.4.4 Proposals are developed to secure available grant monies to meet specific needs.				
2.4.5 Community resources, both fiscal and non-fiscal, such as volunteers, cooperative agreements among agencies and businesses, and in-kind services are used.				
2.4.6 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Curriculum and Instruction Standard				
3.1 The curricula of successful academic interventions are aligned to state standards, district requirements, and student needs.				
Indicators				
3.1.1 The schedules of academic intervention programs evidence appropriate course offerings.				
3.1.2 Course planning is based on standards and requirements.				
3.1.3 Assessment of student interests, abilities, and goals are in evidence.				
3.1.4 Appropriate and regular assessment of student achievement is in evidence.				
3.1.5 Instructional materials are appropriate for the student's age and ability and the course content.				
3.1.6 High expectations for all students are in evidence.				
3.1.7 Students participate in state and district testing programs.				
3.1.8 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Curriculum and Instruction Standard				
3.2 Successful academic interventions utilize curricula that are authentic, relevant, and integrated.				
Indicators				
3.2.1 Course modifications are used, when appropriate.				
3.2.2 Interdisciplinary units are used, when appropriate.				
3.2.3 Team or grade level planning is in evidence, when appropriate.				
3.2.4 Instructional materials have authentic application.				
3.2.5 The community is used as a curriculum resource.				
3.2.6 Student interests are assessed, such as inventories and checklists.				
3.2.7 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Curriculum and Instruction Standard				
3.3 Successful academic interventions utilize curricula that include content in personal, career, and social responsibilities.				
Indicators				
3.3.1 Opportunities for students' interaction, decision making, and problem solving are in evidence.				
3.3.2 Curriculum includes instructional areas in social skills, problem solving methods, and conflict resolution.				
3.3.3 Students engage in goal setting, self-monitoring, and revision of personal goals.				
3.3.4 Career interest inventories are administered, when appropriate.				
3.3.5 Careers are explored, when appropriate.				
3.3.6 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Curriculum and Instruction Standard				
3.4 Successful academic interventions utilize instruction that is varied, research-based, and reflective of best practices to meet individual student needs.				
Indicators				
3.4.1 Teachers use a variety of assessment strategies to determine individual student needs, preferred learning styles or modalities, and student progress.				
3.4.2 Teachers use assessment results to develop and revise instructional strategies to meet student needs.				
3.4.3 Students have individual academic plans.				
3.4.4 Students are able to accurately report on their current academic progress.				
3.4.5 Teachers use a variety of instructional methods including peer tutoring, cooperative learning, and computer-assisted learning technologies.				
3.4.6 The community is actively involved in student learning as evidenced by the existence of and support for mentors, tutors, apprenticeships, and experiential learning opportunities.				
3.4.7 Opportunities are provided for parents to support and be involved in student learning.				
3.4.8 Students are actively engaged in learning activities.				
3.4.9 Students engage in educational goal-setting.				
3.4.10 Add local or district indicators.				

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Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Transition Standard				
4.1 Successful academic interventions provide appropriate services to assist students when entering and participating in a program				
Indicators				
4.1.1 Written procedures exist for students receiving academic interventions.				
4.1.2 Student assessment surveys or eligibility checklists are used.				
4.1.3 Documentation exists regarding student and parent conferences and orientation.				
4.1.4 A transition plan includes goals and objectives, interventions, and assessment procedures that are aligned with the student's instructional, social, and behavioral goals.				
4.1.5 Student records and related data and information are transmitted in an appropriate and timely manner prior to student's placement in a program.				
4.1.6 Student records and related data and information are on file and accessible to authorized persons.				
4.1.7 Academic interventions are aligned with program eligibility criteria.				
4.1.8 Students can articulate their short and long-term goals and report their progress.				
4.1.9 Parents are informed of their child's progress.				
4.1.10 Add local or district indicators.				

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Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Transition Standard				
4.2 Successful academic interventions provide appropriate transition support when students exit.				
Indicators				
4.2.1 The criteria necessary for exiting an academic intervention program are clearly defined and understood by students and parents.				
4.2.2 An exit plan includes recommendations for the next academic service, student support services necessary to assist the student to succeed in the next program or placement, and expected goals for the student.				
4.2.3 Student academic and behavior performance is evaluated and documented.				
4.2.4 Student records are transferred in a timely manner.				
4.2.5 Communication exists with receiving staff prior to actual change in placement or service.				
4.2.6 Add local or district indicators.				

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Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Planning and Evaluation Standard				
5.1 Planning is used to define and identify the purpose, mission, goals, and strategies of academic intervention programs.				
Indicators				
5.1.1 Plans and procedures exist for the development, implementation, review, regular updating, and revision of academic intervention programs.				
5.1.2 Purpose and goals of academic interventions are posted, clearly stated, and understood by staff.				
5.1.3 Implementation is consistent with the identified purpose and goals of academic intervention program plans.				
5.1.4 Staff participates in the development, review, and revision of academic intervention program plans.				
5.1.5 Academic intervention program plans are aligned with the school improvement plan.				
5.1.6 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Planning and Evaluation Standard				
5.2 Successful academic intervention programs conduct routine and systematic evaluations and use data for program improvement.				
Indicators				
5.2.1 Staff participates in the design, implementation, and data analysis of academic intervention program evaluations.				
5.2.2 Evaluation includes measures of student achievement and academic improvement and teacher performance.				
5.2.3 Evaluation includes measures for assessing the satisfaction of customers such as students, parents, and the community .				
5.2.4 Evaluation examines inputs (resources), processes (implementation), and outcomes (results) of academic intervention programs.				
5.2.5 Data and results from the evaluation are used to improve the academic intervention program.				
5.2.6 Results from evaluations are shared with students, parents, and community representatives.				
5.2.7 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Leadership Standard				
6.1 Successful academic intervention programs have leaders who clearly communicate goals, policies, and expectations to other staff, parents, students, and the community.				
Indicators				
6.1.1 Leaders facilitate the development of and communication about the academic intervention program’s mission, vision, priority goals, and strategies with stakeholders.				
6.1.2 Staff, parents, students, and the community can identify goals and expectations.				
6.1.3 Staff, parents, students, and the community are informed about policies, procedures, and legal requirements.				
6.1.4 Leaders clearly articulate the belief that each student can learn and that school makes the difference between success and failure.				
6.1.5 A process is in place for exchange of information among stakeholders.				
6.1.6 Systems of incentives and recognition are in place to encourage excellence in staff and student performance.				
6.1.7 Add local or district indicators.				

NOTE: Indicators (These indicators are some examples of evidence to look for when determining if the standard is present. Not all indicators need be evident for the standard to be considered achieved. Additional indicators may be discovered as the self-assessment process proceeds.)

Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
<p>Leadership Standard</p> <p>6.2 Successful academic intervention programs have leaders who facilitate the cooperation and collaboration of appropriate stakeholders (school and district staff, parents, students, community representatives) and empower them to accomplish goals.</p>				
<p>Indicators</p> <p>6.2.1 Stakeholders participate in planning, reviewing, and revision of purpose, mission, and goals of academic intervention programs.</p>				
<p>6.2.2 Parents and community members are used as resources, such as volunteers, guidance and support, and community service projects.</p>				
<p>6.2.3 Joint professional development, planning, and general education and special program staff conduct evaluation activities.</p>				
<p>6.2.4 Working relationships exist among academic intervention program staff, administrators, district, and state staff.</p>				
<p>6.2.5 Classroom activities involve interaction with community issues and events.</p>				
<p>6.2.6 Add local or district indicators.</p>				

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Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Leadership Standard				
6.3 Successful academic intervention programs have leaders who demonstrate effective and responsible decision-making.				
Indicators				
6.3.1 Shared decision-making exists in the development of policies, procedures, and plans involving appropriate stakeholders.				
6.3.2 Decisions are based on information and data analysis.				
6.3.3 Staff, parents, and students can describe the decision-making process.				
6.3.4 Add local or district indicators.				

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Checklist: Quality Standards for Academic Intervention Programs

Standards and Indicators	Not Evident	Planned For	Somewhat Evident	Fully Present
Leadership Standard				
6.4 Successful academic intervention programs have leaders who manage their responsibilities and tasks through effective systems.				
Indicators				
6.4.1 Policies, procedures, and rules are articulated, understood, and implemented.				
6.4.2 Planning establishes priorities for academic intervention programs.				
6.4.3 Staff can identify priorities for academic intervention programs.				
6.4.4 Personnel, facilities, materials, and supplies are available to support purpose, mission, and goals of academic intervention programs.				
6.4.5 Leaders obtain and allocate resources to meet academic intervention program needs.				
6.4.6 Leaders have a process to resolve and manage conflict.				
6.4.7 Leaders respond positively to suggestions for improvement.				
6.4.8 Priorities are addressed and accomplished in a timely manner.				
6.4.9 Data and results from evaluations are used to improve academic intervention programs.				
6.4.10 Leaders establish expectations for continual improvement of student achievement.				
6.4.11 Add local or district indicators.				

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