

## 2008-2009 Quality Assurance (QA) Report (Final) Juvenile Justice Educational Enhancement Program (JJEED)

Florida Department of Education, Bureau of Exceptional Education and Student Services

### RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)

<b>School Name (MSID)</b>	ICARE-BAYPOINT SCHOOLS - KENDALL	<b>School #</b> 13-7811 <b>School District</b> Dade <b>County</b> Dade	<b>Security Level</b>	Moderate Risk
<b>Program Name</b>	Bay Point Kendall Miami Halfway House	<b>Capacity</b> 24 <b>Population</b> Male	<b>Career Type</b>	2
<b>Address</b>	10855 SW 84th Street Miami, FL 33173	<b>Head Count</b> 23 <b>SD Registered</b> 22 <b>HSD/GED</b> 1 <b>DJJ Committed</b> 23	<b>ESE Service Delivery</b>	Consultation Support Facilitation
<b>Education Provider</b>	Miami-Dade Public School District (School District)	<b>Max Ratio (Student: Teacher)</b> 12:1	<b>Diplomas by:</b>	
<b>Facility Provider</b>	Bay Point Schools, Inc. (Not-For-Profit)		<b>Program</b>	All
			<b>Other School in SD</b>	None
			<b>Students' Home/Zoned Schools</b>	None
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Students who have reading deficiencies</b>	18
<b>SD Contract Manager</b>	Mary Pineiro	<b>Phone</b> (305) 636-6167 <b>Fax</b> (305) 636-6198	<b>E-mail</b>	<i>marypineiro@dadeschools.net</i>
<b>Other SD Contact</b>	Miguel Torres	<b>Phone</b> (305) 636-6147 <b>Fax</b> (305) 636-6198	<b>E-mail</b>	<i>migueltorres@dadeschools.net</i>
<b>Lead Educator</b>	Teresa Valcarcel	<b>Phone</b> (305) 273-9249 <b>Fax</b> (305) 273-9252	<b>E-mail</b>	<i>tvalcarcel@dadeschools.net</i>
<b>Facility Director</b>	Abraham Ruiz	<b>Phone</b> (305) 273-9249 <b>Fax</b> (305) 273-9252	<b>E-mail</b>	<i>aruiz@baypointschools.com</i>
<b>SD Transition Contact</b>	Maria Gutierrez	<b>Phone</b> (305) 261-4822 <b>Fax</b> (305) 273-9252	<b>E-mail</b>	<i>mdguterrez@dadeschools.net</i>
<b>QA Reviewer</b> Sandra Rogers	<b>E-mail</b> <i>sarogers@fsu.edu</i>	<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
<b>Review Dates</b> October 15-17, 2008		<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

# JJEEP QA REVIEW METHODS

The findings in this report are based on interviews, document review, and on-site observations.

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input checked="" type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: ESE Support Facilitator	2 Teachers 0 Teacher Aides 1 Guidance Staff 8 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
<b>On-site Observations</b>	2 Classrooms	0 Treatment Team Meetings	Others: None	

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

### ***Satisfactory Performance – Rating of 4, 5, or 6***

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

### ***Partial Performance – Rating of 1, 2, or 3***

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

### ***Nonperformance – Rating of 0***

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

## SUMMARY

The Bay Point Kendall program closed last year, and the students were integrated into the Bay Point Main-Kennedy program. The program re-opened in March 2008. The lead educator is a veteran teacher and has experience in the Department of Juvenile Justice (DJJ) school setting. She has professional certification in exceptional student education (ESE) and middle grades integrated curriculum and has completed five of the six reading competencies.

With the support and excellent collaboration among the contract manager, the transition coordinator, the ESE director and consultants, the reading coach, itinerant school district personnel, and the facility staff, the lead educator operates the educational program well.

Students interviewed stated that they are learning and enjoying their classes. Students observed in the classrooms were well-behaved at all times. The program exceeds the expectations in all the indicators except for educational personnel qualifications and student planning.

The findings in this report are based on document review, interviews, and on-site observations.

## QA TRENDS: Bay Point Kendall

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **low/moderate security programs** are provided for comparison purposes between your program's performance and the state average.

Note that the score for *Standard Four: Contract Management* is not included in the program's overall average because it solely measures the performance of the supervising school district.

2006			2007-2008			2008-2009	
Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score
Transition Services	7	5.44	On-Site Transition Services	N/A	4.94	On-Site Transition Services	7
Testing & Assessment	5	4.73	Testing & Assessment	N/A	5.73	Testing & Assessment	7
Student Planning	4	4.65	Student Planning	N/A	4.18	Student Planning	6
			Community Reintegration	N/A	5.60	Community Reintegration	8
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.33</b>	<b>4.94</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>0.00</b>	<b>0.00</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.00</b>
Academic Curriculum & Instruction	7	5.45	Academic Curriculum & Instruction	N/A	4.94	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	4	4.51	Reading Curriculum & Instruction	N/A	4.52	Reading Curriculum & Instruction	7
Employability & Career Curriculum & Instruction	5	5.63	Employability & Career Curriculum & Instruction	N/A	6.05	Employability & Career Curriculum & Instruction	7
ESE & Related Services	2	5.37	ESE & Related Services	N/A	5.45	Specially Designed Instruction & Related Services	7
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>	<b>5.34</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>0.00</b>	<b>5.27</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.00</b>
Collaboration	7	5.49	Collaboration	N/A	5.69	Collaboration	8
Educational Personnel Qualifications	5	4.86	Educational Personnel Qualifications	N/A	5.00	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	6	5.40	Professional Development & Teacher Retention	N/A	5.46	Professional Development & Teacher Retention	7
Learning Environment & Resources	6	5.00	Learning Environment & Resources	N/A	5.53	Learning Environment & Resources	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.00</b>	<b>5.39</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>0.00</b>	<b>5.50</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>7.00</b>
<b>OVERALL AVERAGE</b>	<b>5.27</b>	<b>5.25</b>	<b>OVERALL AVERAGE</b>	<b>0.00</b>	<b>5.31</b>	<b>OVERALL AVERAGE</b>	<b>7.00</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>3.00</b>	<b>3.87</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>0.00</b>	<b>4.82</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>

# Bay Point Kendall--2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED											Attendance File 42	<b>TOTAL</b> 42	
											Dropout Prevention File 36	(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE				
									#	%			
Male	42	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0		
Female	0	0	13	0	0	6	0	0	Emotional/Behavioral Disabilities	5	12		
RACE	#	%	14	4	10	7	0	0	Specific Learning Disabled	6	14		
White (NH)	12	29	15	8	19	8	3	7	Autism Spectrum Disorder	0	0		
Black (NH)	15	36	16	12	29	9	15	36	Speech/Language Impaired	0	0		
Hispanic	15	36	17	11	26	10	14	33	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0		
Other	0	0	18	7	17	11	7	17	Gifted	3	7		
			19 & above	0	0	12	3	7	Traumatic Brain Injured	0	0		
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0		
2006-07 Reading	14	100	Diplomas Earned	#	%				Other Health Impaired	0	0		
2006-07 Math	14	100	Standard *	0	0				TOTAL ESE	14	33		
2007-08 Reading	N/A	N/A	GED	5	12	LEP STUDENTS		#	%				
2007-08 Math	N/A	N/A	Special	0	0			0	0				

**NOTE: Student counts are based upon an unduplicated count of students served as reported in both the attendance and the dropout prevention files. This unduplicated count is matched to the demographic and the ESE files. Diplomas earned are independently retrieved from the end-of-the-year file.**

\* Includes the GED Exit Option

## PERFORMANCE INDICATOR

## FINDINGS

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program has transition activities that include:		
<b>1.1</b> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All current 10 files reviewed document that the lead educator or the education specialist requests students' records in a timely manner. Interviews document that the guidance counselor develops students' course schedules based on their past records, entry assessments, FCAT reading levels, and student progression requirements. All 10 current files reviewed document that students are enrolled in appropriate courses for progression and reading remediation, as needed.
<b>1.2</b> Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The guidance counselor meets with students upon entry to discuss course schedules, educational status, major areas of interest, and diploma options, as documented in interviews and 10 current files reviewed. Interviews document that the guidance counselor provides ongoing guidance to students as needed and makes group presentations regarding the credits needed to earn a diploma. All high school students interviewed are aware of their credits earned and diploma options. The guidance counselor documents via students' initials that the 9th grade students are advised regarding employability majors offered at the program. However, only one of four 9th graders interviewed is aware of his major area of interest. The transition specialist meets with students to discuss occupational and post-secondary opportunities, as documented on student transition special request forms.
<b>1.3</b> Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that the education specialist or the lead educator participates in transition and exit staffings. Other participants include the case managers, the program director, the juvenile probation officers (JPOs), the counselors, the students, the parents, the exceptional student education (ESE) educator, and the transition specialist.
<b>1.4</b> Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts <b>prior</b> to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the education specialist compiles students' educational exit packets and transmits them via hand delivery or fax to the juvenile probation officers (JPOs), the case managers, the aftercare providers, and the transition contacts in the receiving school districts prior to students' exit. The program sends copies via certified mail to parents who do not attend the exit meetings and maintains copies in students' files. All six exit packets reviewed are complete and document timely fax transmittal. Additional items included in the exit packets are student statements on career goals for life, narrative essays, Reading Plus scores, consultation logs for ESE students, information on college degrees, and information for addressing students' disabilities (i.e., tips for deafness and hearing impairment).
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The program demonstrates programwide dedication to providing comprehensive transition services.</li> </ul>
<b>RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The program should provide additional counseling to 9th graders regarding their major areas of interest.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>		<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 2: TESTING and ASSESSMENT</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program's testing and assessment practices include administering:		
<b>2.1</b> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the lead educator administers the BASI to students appropriately within the required time frame. Additional tests administered at entry include the Florida Oral Reading Fluency (FORF) probe, a math test, and the Diagnostic Assessment of Reading, Second Edition (DAR-2).

2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the teachers administer the Choices Interest Profiler and the Florida View Interest Survey to students appropriately within the required time frame. Career assessment results are used to write career goals, as documented in students' files and work folders.
2.3 The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The teachers administer the BASI to students prior to their exit, as documented in six closed files reviewed. The lead educator or the education specialist inputs entry/exit BASI growth scale values and standard scale scores into the Department of Juvenile Justice Information System (JJIS) that uploads to the MIS, as documented in interviews and screen reviews.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program assesses students' academic and career strengths and weaknesses to guide targeted instruction.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 3: STUDENT PLANNING</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The education specialist or the teachers write students' long-term IAP goals with two short-term objectives that are age and grade appropriate for all non-ESE students within the required time frame, as documented in all five IAPs reviewed. IAP goals are specific, measurable, and individualized for reading, writing, math, and career/technical areas. All five IAPs reviewed include a schedule for determining progress and needed remedial strategies. IAPs are used for instructional planning, as evidenced in interviews with teachers and students. Copies of IAPs are kept in students' work folders.
3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The teachers meet with students prior to treatment team meetings to review their IAPs, as documented in interviews with the lead educator. All five IAPs reviewed include signatures and dates of review and revision, as needed. All eight students interviewed stated that they are aware of their IAPs and had an input into their plans.
3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The exceptional student education (ESE) teacher writes IEP goals for special education students. All five IEPs reviewed contain measurable annual goals and short-term benchmarks per school district policy that directly relate to their identified needs.
3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The exceptional student education (ESE) teacher creates and mails individual educational plan (IEP) progress reports to the parents at monthly reporting time, as documented in interviews and in the ESE files reviewed. Copies of the IEP progress reports are maintained in students' files and document the mailing dates.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The guidance counselor stated that she will help eligible middle school students develop ePEPs after she receives training in November; she currently uses FACTS.org. The Department of Education (DOE) ePEP training in November will be the first available training on ePEPs for the school district. No current 8th grade student is eligible for an ePEP.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that the guidance counselor receives ePEP training.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>INDICATOR 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 8</b>
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The case manager solicits via e-mail participation in students' transition meetings from the aftercare providers, the juvenile probation officers (JPOs), the teachers, the education specialist, the transition specialist, the ESE staffing specialist, the students, and the parents. This is documented by signatures on the six exit plans reviewed. After the student departs, the transition specialist and the guidance counselor conduct follow-up to ensure that the students are registered properly at the receiving schools in the school district. Additionally, the transition specialist invites participation from agencies, such as Eckerd Youth Alternatives, Florida City Youth Academy, Opa Locka Police Youth Academy, Troy Community Academy, Vocational Rehabilitation, Job Corps, Ombudsman, Life Skills Center, and Youth Outreach Foundation. She documents every contact she has with the students and these aftercare or community support organizations. She maintains an electronic student log to document contacts and current history of every student transitioning and created a community resource binder of brochures and information to meet the re-entry needs of the students. She created a Power Point presentation to train personnel on how to use the various school district forms for transition and a summary response report for quality assurance (QA) standards related to transition. In addition, the facility continues to assist any former student from Bay Point Schools with obtaining independent housing, relocation, job searches, Big Brother mentors, college enrollment, a drivers' license or state identification, and food.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The educational specialist develops students' educational exit transition plans 60 days prior to their scheduled departure. All six closed files reviewed contain exit plans that include all the required information.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The education specialist faxes the transition contacts in the students' receiving school districts at least one week prior to the students' exit, as documented in contact logs and calendars.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program provides transition planning and follow-up activities to meet students' community reintegration needs.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION</b>		<b>SCORE: SUPERIOR</b> <b>RATING: 7</b>
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options and reports diplomas earned under its school number. The program assists students with obtaining the GED diploma by providing practice materials and administering the Test of Adult Basic Education (TABE) to eligible students. The program or the facility pays the testing fees and provides transportation to the GED testing at the Robert Morgan Vocational Center. The exceptional student education (ESE) staffing specialist conducts Florida Comprehensive Assessment Test (FCAT) waiver/graduation requirement meetings in order for eligible students to receive their diplomas.
5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Florida Course Codes, course descriptions, and the FSSS. The program offers math, English/language arts, science, and social studies. Lesson plans and texts are aligned with the FSSS. All eight students interviewed stated that they receive instruction for the courses in which they are enrolled. Additionally, students stated that they are learning and enjoying the classes.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Both academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies that are based on students' IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the classes. Students are grouped according to reading levels. Classroom observations document a variety of strategies that differentiate instruction, including discussion, board work, computer-assisted instruction (CAI), one-on-one assistance, support facilitation, read alouds, responding to literature, and independent assignments. The ESE support facilitator also works with non-ESE students who have deficiencies in math, reading, and English and documents the student contacts in her log. Classrooms and hallways display students' science projects. All eight students interviewed stated that they receive individualized instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program's ESE support facilitator also provides classroom assistance to non-ESE students who have deficiencies in reading, math, and English.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 6: READING CURRICULUM and INSTRUCTION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program provides reading instruction and services through:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations and interviews document that the reading teacher provides explicit reading instruction that addresses students' reading goals and objectives in their IAPs/IEPs. Classroom observations document that students enrolled in intensive reading read independently, work on the computerized reading program, receive teacher-directed lessons, summarize literature, and listen to the teacher read aloud. The reading teacher uses the Jamestown Reading Navigator, which addresses all five construct areas. The Jamestown placement test is used to place students on their appropriate reading levels to individualize instruction in the computerized component. Supplemental programs used include Reading Plus, Success for All, Plugged Into Reading, Skills Bank, Riverdeep, and the Reading and Writing Source Books. The program follows the school district comprehensive reading plan by coupling the intensive reading class with a content area English class with the same teacher.

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	This past year the reading teacher monitored students' reading progress via the Florida Oral Reading Fluency (FORF) probe, as outlined in the school district comprehensive reading plan. The program currently uses the Jamestown Reading Navigator for reporting progress monitoring data to the DOE quarterly, as documented on the printouts from the Progress Monitoring and Reporting Network (PMRN). The reading coach is updating the school district comprehensive reading plan to reflect the new progress monitoring tool.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have opportunities for leisure reading during the school day, according to all eight students interviewed. Students have access to books in the great room and in the mods. The reading teacher allows students to borrow books and rotates new books to the shelves. Students read the newspaper, write book reports, read silently, keep reading logs, utilize research-based reading strategies, and summarize stories.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Current files reviewed document that the reading teacher administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) at entry to students who score three levels below grade placement on the Basic Achievement Skills Inventory (BASI). DAR-2 results are used to provide targeted instruction in the five construct areas but are not used to write or modify reading goals.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides students with numerous literacy enrichment activities.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should use students' DAR-2 results to write or modify their reading goals.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
<i>Type 1 programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program addresses employability, social, and life skills in the career research and decision making and life choices courses offered for credit. All students are enrolled in these courses during their stay at the program. The curriculum includes FACTS.org, Choices, Skills for Independent Living, and Health and Wellness.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides an approved career and education planning course for 8th graders that includes career exploration opportunities and resources, as documented in course schedules.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teacher provides students with individualized instruction, as documented in lesson plans and student work folders. Classroom observations document one-on-one assistance, computer-assisted instruction (CAI), teacher-led whole group instruction, and board work.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides career exploration, job applications, Armed Services Vocational Aptitude Battery (ASVAB) testing, and college coursework (via correspondence) to students who have received a high school diploma or the equivalent, as documented in interviews.

<b>Type 2 programs</b> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Guest speakers this year have addressed law procedures and job skills, and students have participated in field trips to the Homestead Air Force Base to learn about fire fighting. The transition specialist provides students with resource material on jobs and college coursework, and students have access to the Internet via the Department of Juvenile Justice Alternative Educational Outreach Web site to learn about careers safely via Choices and FACTS.org. The Outreach Web site also has a link for Ready to Work testing, but it is not functioning at this time. The program provides students training on the Typing Tutor.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Cumulative transcripts document that students earn credit in career courses, and classroom observations and interviews document that the career/technical training teachers follow the course descriptions and career education requirements.
<b>Type 3 programs</b> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides students with multiple opportunities and means for career education.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should provide Ready to Work certificate testing to the students.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE teacher or the education specialist requests students' IEPs/EPs, as documented on all five ESE files reviewed. Interviews document that the ESE department chairperson verifies students' required ESE services and informs the teachers.
<b>8.2</b> Completing the ESE process: <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE teacher reviews current IEPs/EPs to determine whether they are appropriate. All five IEPs reviewed are current. No gifted students are currently enrolled in the program.
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		The ESE teacher convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in all five ESE files reviewed.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		The ESE teacher telephones the parents, mails parent participation forms to encourage their input in IEP/EP meetings, and mails copies of IEPs/EPs to parents who do not attend the meetings, as documented in all five IEPs reviewed.

<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		The ESE teacher writes the transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in all five IEPs reviewed.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		All five IEPs reviewed document that the school district ESE teacher serves as the program's LEA representative and attends IEP meetings.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides all related services outlined on the five IEPs reviewed and serves students who are on the special diploma track via the support facilitation model. The ESE support facilitator is on site two days a week to provide assistance in math, reading, and English classes; she also consults with the teachers and staff at students' treatment team meetings and during teacher lunch breaks, as documented in interviews and in her contact log. Teacher interviews document that they are aware of the accommodations and modifications on students' IEPs.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, gifted, and Section 504 services as needed, as documented in support service logs.
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The school district provides a part-time ESE support facilitator, who is on site two days a week.</li> </ul>
<b>RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>None</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>		<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 8</b>
The program facilitates collaboration to provide:		
<u>9.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers 330 minutes of daily instruction with time to transition between classes. Students observed transitioned in a timely manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records maintained by the contract manager, the exceptional student education (ESE) supervisor, and the lead educator document various educational meetings on site and at the school district offices. The lead educator, the teachers, the facility staff, the ESE teacher, and the case manager meet with students monthly for treatment team meetings, as documented in interviews. Individual education plan (IEP) meetings are held as needed, and the program and the facility staff supervisor communicate and hold trainings at faculty meetings. The transition specialist demonstrates commitment to communication, as documented by an abundance of communication with the receiving schools and other juvenile justice programs, aftercare workers, and community agencies and provides summaries to all participants. There is programwide dedication to collaboration as a priority, and all persons interviewed praised their colleagues.

9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The transition specialist, the facility director, and the lead educator solicit varied community involvement that focuses on educational and transition activities, as documented in photos displayed throughout the school and on a DVD. Students participated this year in service projects at county elections, a public library, and a blood drive and on field trips to Homestead Air Force Base to learn about fire fighting, Goulds' March for Peace, and Dolphin stadium for a professional football game. Additionally, a number of guest speakers have talked with the students about Alcohol and Narcotics Anonymous, abstinence education, sexual assault prevention, job skills, and law procedures. The program also documents conducting an open house, family visits, church activities, a victim awareness week, and a Mother's Day celebration. Keiser University conducted an enrollment orientation on site with the students to address tuition, academic programs, career counseling, and scholarships. One student from Florida International University volunteered 20 hours to tutor students on different subjects.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan uses a level system. Students observed in classrooms were well behaved and on task. All eight students interviewed stated that classroom discipline is fair. Students stated that they receive awards such as student of the month certificates, level attainment, homework passes, field trips, home visits, and athletic games on site.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The school district staff and facility staff excel in collaboration to provide high-quality educational services to its at-risk students.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
All instructional personnel:		
<b>10.1</b> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The two core academic teachers have professional certification. Students' course schedules and teacher certifications for the year document that reading, math, and social studies courses are taught by out-of-field teachers. The lead educator has certification in exceptional student education (ESE), and the reading teacher has completed five reading competencies towards the reading endorsement.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teacher has professional teaching certification.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SUPERIOR SCORE: 7</b>
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Both teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives on student performance. The school district offers a beginning teacher program, but neither of the teachers is a beginning teacher.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive continual training from the facility, private and non-profit consultants, and the school district. Teachers received trainings on Plato Learning Systems, Jamestown Reading Navigator, social studies, ESE compliance, diploma options, reviewing individual educational plans (IEPs), Web interface for special education (WISE), QA team follow up, school improvement instructions, orientation to the facility, safety and security, Egress, Bay Point Schools behavior management system, and student movement protocol. Additionally, the lead educator mentored the newly hired teacher on goal writing and other topics. The education specialist used the school district PowerPoint presentation on transition forms to learn how to assist the program with the students' exit meetings.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program does not have difficulty in hiring or retaining teachers because it offers extended year assignments, sixth period extended day schedules, competitive salaries, and a Department of Juvenile Justice (DJJ) cost differential for its teachers. The program does not need to recruit instructional staff because school district teachers request to be assigned to juvenile justice programs.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides the teachers with professional development training from a variety of sources.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES</b>		<b>RATING: SUPERIOR SCORE: 7</b>
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has two academic teachers and a part-time exceptional student education (ESE) support facilitator. The lead educator has classroom duties. The average class size is 11 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have sufficient educational supplies. Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the FSSS and Parallel Alternative Strategies for Students (PASS) books for students, as needed. All classrooms contain a variety of high-interest reading materials, and all eight students interviewed stated they have an adequate number of interesting books to read.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The classrooms have sufficient media materials, equipment, and technology for use by the teachers and students, such as TVs, educational DVDs, overhead projectors, printers, and computers. The program has a variety of educational software that includes Success Maker, Ed-Connect, Riverdeep, McGraw-Hill GED, STAR Reading/Math, the Florida Comprehensive Assessment Test (FCAT) Explorer, and Typing Tutor, as well as online access to Grolier.

12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning, and the facility displays mission statements, subject area posters, photographs of student activities, and students' projects. The classrooms are clean and well lit.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as appropriate, but no student is currently enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title I, Part D funds to pay for after school tutoring, classroom libraries, audio visual materials, furniture, awards, Plato Learning Systems, and computer hardware. The program also received a Department of Juvenile Justice (DJJ) allocation for supplemental academic instruction. The program has various community partnerships, such as the University of Miami, Children's Trust, and Youth for Christ Church. The program has successfully acquired a million dollar donation from Lennar Home Builders for the construction of a building for technical training in five trades: plumbing, electricity, drafting, carpentry, and air conditioning repair. Private donors pay college tuition for eligible students. The transition specialist works with the Beauty School of America, Catholic Charities, Cuban American Scholarship & Aid Foundation, Dade Group Treatment Center, Employ Florida, Esperanza USA, George T. Baker Aviation, the Jewish Federation of South Florida, Kendall Recovery, Like Skills Center, Miami Rivers of Life, South Florida Workforce Development Ex-Offenders One Stop Center, Transition Inc., and the various military recruiting stations.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides substantial funding for educational services so that students have access to high-quality materials and resources.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should provide clerical support for the teaching staff.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. The lead educator and the registrar input data accurately, as documented on the MIS screens that include all the data required in this benchmark.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record student attendance daily online, which inputs it into the MIS, as documented in screen reviews.
13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program did not participate in the 2007-2008 AYP process because it was closed for nine months.

13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the current school district comprehensive reading plan approved by Just Read! Florida and receives the support services identified in the plan, such as professional development on the reading curriculum, lesson planning, and coaching. The assistant principal provides walk-throughs and provides feedback.
<b>13.6</b> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager serves as the school district assistant principal and provides an abundance of assistance to the program. The school district provides support personnel and services related to exceptional student education (ESE) support facilitation, guidance, transition, education, professional development, and grant writing. The contract manager conducts mock quality assurance (QA) reviews, as documented in the evaluations provided in the self-report, and actively monitors the school district transition plan. She works closely with the program and the facility to ensure that the teachers have all the educational materials and equipment they need to provide a quality education. Interviews with the teachers and the facility director document that the contract manager and support personnel provide an abundance of oversight and assistance.
13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verify that the terms are being followed.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The school district provides an abundance of oversight and assistance to the program.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	