

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)

School Name (MSID)	BOWLING GREEN YOUTH ACADEMY	School # 25-1001 School District Hardee County Hardee	Security Level Moderate Risk Career Type 2 ESE Service Delivery Support Facilitation Consultation
Program Name	Bowling Green Youth Academy	Capacity 52 Population Female	Diplomas by: Program GED GED Exit Option
Address	4705 U.S. Highway 17 Bowling Green, FL 33834	Head Count 52 SD Registered 49 HSD/GED 3 DJJ Committed 52	
Education Provider	Human Services Associates, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 17:1	Other School in SD Special Standard #25-0021 (Hardee High School)
Facility Provider	Global Youth Services, Inc. (For-Profit)		Students' Home/Zoned Schools None
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies 34
SD Contract Manager	George Kelly	Phone (863) 735-2300 Fax (863) 735-2155	E-mail gkelly@hardee.k12.fl.us
Other SD Contact		Phone Fax	E-mail
Lead Educator	Robert Dearth	Phone (863) 375-2000 x227 Fax (863) 375-2017	E-mail rdearth@gysinc.com
Facility Director	Cory Burgess	Phone (863) 375-2000 x223 Fax (863) 375-9929	E-mail cburgess@gysinc.com
SD Transition Contact	George Kelly	Phone (863) 735-2300 Fax (863) 735-2155	E-mail gkelly@hardee.k12.fl.us
QA Reviewer Sally Hugo E-mail shugo@fsu.edu		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
Review Dates November 3-6, 2008		DOE intervention is required. <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.

Pre-Review Contacts and Self-Report Verification				
<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				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: On-site Transition Coordinator, Global Youth Services Director, Human Services Associate VP	3 Teachers 1 Teacher Aides 1 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input checked="" type="checkbox"/> Previous Year's CAP <input checked="" 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 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:
On-site Observations	3 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

Bowling Green Youth Academy is a unique program in that it has both a private education provider and a facility provider. The two entities work collaboratively with the school district to ensure that students receive a quality education.

The program also serves two distinct populations of female students: The New Beginnings group consists of students who have been committed on drug charges, and the Bowling Green group consists of regularly committed students. Despite the crowded environment, the two groups are served separately and have very little interaction.

The program demonstrated overall improvement this past year and received superior and/or satisfactory ratings in all indicators. An ongoing area of concern (also cited in last year's review) is the age of the facility and the unsanitary conditions throughout, which adversely affect the learning environment. Observed student behavior was negative, and the facility staff and the education staff are experiencing challenges to implementing an effective behavior plan.

Progress toward correcting deficiencies identified in last year's CAP: The program corrected the deficiencies in last year's CAP by hiring certified teachers.

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

QA TRENDS: Bowling Green Youth Academy

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	7	4.94	On-Site Transition Services	6
Testing & Assessment	7	4.73	Testing & Assessment	7	5.73	Testing & Assessment	7
Student Planning	4	4.65	Student Planning	7	4.18	Student Planning	7
			Community Reintegration	6	5.60	Community Reintegration	5
STANDARD ONE: TRANSITION Standard Average	6.00	4.94	STANDARD ONE: TRANSITION Standard Average	6.75	5.13	STANDARD ONE: TRANSITION Standard Average	6.25
Academic Curriculum & Instruction	5	5.45	Academic Curriculum & Instruction	4	4.94	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	5	4.51	Reading Curriculum & Instruction	4	4.52	Reading Curriculum & Instruction	4
Employability & Career Curriculum & Instruction	7	5.63	Employability & Career Curriculum & Instruction	5	6.05	Employability & Career Curriculum & Instruction	6
ESE & Related Services	7	5.37	ESE & Related Services	5	5.45	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	4.50	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	5.75
Collaboration	8	5.49	Collaboration	5	5.69	Collaboration	5
Educational Personnel Qualifications	5	4.86	Educational Personnel Qualifications	1	5.00	Educational Personnel Qualifications	4
Professional Development & Teacher Retention	7	5.40	Professional Development & Teacher Retention	4	5.46	Professional Development & Teacher Retention	5
Learning Environment & Resources	7	5.00	Learning Environment & Resources	4	5.53	Learning Environment & Resources	5
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	3.50	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.75
OVERALL AVERAGE	6.27	5.25	OVERALL AVERAGE	4.58	5.31	OVERALL AVERAGE	5.58
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Bowling Green Youth Academy--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED

Attendance File 124
Dropout Prevention File 121

TOTAL 125
(Unduplicated)

GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	0	0	12 & under	3	2	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0
Female	125	100	13	3	2	6	3	2	Emotional/Behavioral Disabilities	8	6
RACE	#	%	14	20	16	7	5	4	Specific Learning Disabled	6	5
White (NH)	63	50	15	24	19	8	11	9	Autism Spectrum Disorder	0	0
Black (NH)	50	40	16	36	29	9	48	38	Speech/Language Impaired	0	0
Hispanic	12	10	17	31	25	10	37	30	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	0	0	18	8	6	11	16	13	Gifted	1	1
			19 & above	0	0	12	5	4	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	42	88	Diplomas Earned	#	%				Other Health Impaired	0	0
2006-07 Math	43	90	Standard *	0	0				TOTAL ESE	15	12
2007-08 Reading	32	80	GED	0	0	LEP STUDENTS	#	%			
2007-08 Math	32	80	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

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 6
The program has transition activities that include:		
1.1 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>	The program assistant requests "out-of-county" students' records in a timely manner via fax, as documented in all 10 current files reviewed. Interviews and nine files document that the exceptional student education (ESE) transition specialist develops students' course schedules and enrolls students in appropriate courses for student progression and reading remediation, as needed. One file documents that a student, who scored Level 1 on the FCAT is not enrolled in intensive reading.
1.2 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 ESE transition specialist meets with students at entry to provide guidance in all the areas noted in this benchmark, as documented in all 10 current files reviewed. The program also develops Four-Year Graduation Plans to track students' credits needed for high school graduation. The ESE transition specialist documents review of these plans with the students at the end of every semester. Guidance request forms are available to students in the classrooms, and guidance is provided by the ESE transition specialist, as needed. All five high school students interviewed document that they are aware of their credits earned and diploma options. One of the two ninth graders interviewed is aware of her major area of interest.
1.3 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 ESE transition specialist participates in transition and exit staffings conducted 60 and 14 days prior to students' anticipated release dates.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior 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>	The program assistant compiles students' educational exit packets and transmits them via mail to the next educational placements and the transition contacts in the receiving school districts prior to the student's exit. The program provides copies to the parents and maintains copies in students' files. Four of six exit packets reviewed contain the required components and document timely transmittal. Two closed files document unexpected student transfers.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program develops individual graduation plans for all students and reviews them with the students every semester. • The program demonstrates a collaborative process to provide quality guidance and transition services. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that the appropriate students are enrolled in reading. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 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 program assistant administers the BASI to students appropriately within the required time frame. Additional tests administered at entry include a learning styles inventory, a New Century placement test, and the Florida Oral Reading Fluency (FORF) probe.
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 program assistant administers the Choices Interest Profiler to students appropriately within the required time frame. Career results are used to enhance instruction, according to interviews with the teachers.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days 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>	Four of six closed files reviewed document that the ESE transition specialist administers the BASI to students prior to their exit. The program assistant inputs the entry/exit BASI growth scale values and standard scores directly into the MIS, as documented on cumulative transcripts in four closed files reviewed. Two closed files document the students' unexpected transfers.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has a well-developed process for assessing students' academic and career interests and administers additional assessments at entry. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SUPERIOR SCORE: 7
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 ESE transition specialist develops non-ESE students' IAPs within the required time frame. All six IAPs reviewed contain the required components and are signed by the students.
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 ESE transition specialist documents IAP reviews with the students in treatment team meetings in all six non-ESE files reviewed. IAPs include dated signatures that document review and revision, as needed. All eight students interviewed stated that they are aware of their IAPs but did not have an input into their plans. However, all plans reviewed document the development dates and the signatures of the students and the ESE transition specialist.
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 ESE transition specialist and the school district ESE liaison write IEP goals for special education students. All four IEPs reviewed contain measurable annual goals and short-term objectives that directly relate to students' identified deficiencies and 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 program assistant creates and mails individual educational plan (IEP) progress reports to the parents at reporting time every nine weeks, as documented in all four exceptional student education (ESE) files reviewed. Copies of the IEP progress reports are maintained in students' files and document when they are mailed to the parents.
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>	Interviews document that the ESE transition specialist will help eligible middle school students develop ePEPs based on their aspirations and goals for post-secondary education and careers. The program provides an approved career and education-planning course for middle school students, after which eligible middle grade students develop ePEPs using FACTS.org.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The ESE specialist works collaboratively with the teachers and the ESE liaison to develop appropriate and complete Individual academic plans (IAPs)/IEPs. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SATISFACTORY SCORE: 5
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager or the therapist invites via e-mail or letter participation in students' transition meetings from the executive director, the juvenile probation officers (JPOs), the educational staff, the case manager, the program therapist, the aftercare providers, the medical staff, the students, and the parents. Four of the six closed files reviewed document signatures of the participants and collaboration with aftercare representatives. Two files document the students' unexpected transfers.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program initiates students' educational exit transition plans at entry and continues development during exit meetings held 60 and 14 days prior to students' exit. All six exit plans reviewed contain all of 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the ESE transition specialist e-mails the transition contacts in the receiving school districts at least one week prior to students' exit, but none of the six closed files reviewed documents these contacts. Several recent e-mail printouts reviewed document that the program is starting to implement the proper documentation process.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should document contacts made to the transition contacts in the receiving school districts prior to students' exit. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SATISFACTORY RATING: 6
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 of the required diploma options, and the ESE transition specialist advises students regarding each option. Diplomas are reported under the local high school number. The program assists students with GED preparation and test taking. This past year, one student received her GED diploma, and one student received her high school diploma.
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. Observations and interviews document that the students receive instruction for the courses in which they are enrolled.
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>	The ESE transition specialist groups students according to their commitment status and grade levels. Lesson plans, student interviews, and classroom observations document that the teachers provide individualized instruction and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. Documented teaching strategies include discussion, computer-assisted instruction (CAI), one-on-one assistance, peer assistance, support facilitation, and independent assignments. All eight students interviewed document that they receive individualized instruction.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should consider providing hands-on activities to address the different learning styles. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 4
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>	The reading teacher uses the Read XL comprehensive reading intervention curriculum to address all five construct areas. The New Century or the Florida Oral Reading Fluency (FORF) placement tests are used to place students on the appropriate reading levels to individualize instruction in the curriculum, as documented in the progress reports from the New Century program. Supplemental programs used are McDougall Little, Bridges to Literature, and Steck-Vaughn Comprehension Skills. Classroom observations and interviews document that the reading teacher provides explicit reading instruction that addresses students' IAP/IEP reading goals and objectives. Classroom observations document that students enrolled in intensive reading read independently, work on the computerized reading program, read aloud, receive teacher-directed lessons, write in response to literature, and listen to the teacher read aloud. All eight students interviewed stated they use the computer program during class. The program follows the school district comprehensive reading plan, except it does not provide 100 minutes of intensive reading instruction per day, as documented in eight of 10 current files reviewed; the program provides only 100 minutes of instruction every other day.

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>	The reading teacher monitors student reading progress via the Florida Oral Reading Fluency (FORF) probe and the Maze test, as outlined in the school district comprehensive reading plan. The paraprofessional administers the Maze and the FORF tests quarterly to monitor students' reading progress. The education director reports the progress monitoring data to the DOE quarterly through the Progress Monitoring and Reporting Network (PMRN), as documented on PMRN printouts reviewed.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students do not have opportunities for leisure reading during the school day, according to all eight students interviewed. Only one academic classroom has a variety of literature for students to read. Students are involved in enrichment activities such as book reports, whole class novel reading, and sustained silent reading.
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>	An interview with the reading teacher documents that the education director administers the Diagnostic Assessment of Reading, Second Edition (DAR-2), which addresses the five constructs of reading, to students who are not progressing in reading. Interviews document that the reading teacher uses the results to modify students' initial reading goals, objectives, and remedial strategies, as needed. Only 1 of 10 current files reviewed documents that the DAR-2 was administered, but it does not document revision of students' initial reading goals, objectives, and remedial strategies.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should provide the required amount of instructional time for intensive reading per the school district comprehensive reading plan. The program should provide students opportunities for leisure reading during the school day. The program should ensure that it uses the results of the DAR-2 to modify students' initial reading goals, objectives, and remedial strategies, as needed. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 6
<i>Type I 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 workplace essentials, retail essentials, and career education classes; all high school students are enrolled in one of these courses during their stay at the program. The curriculum includes Choices, career videos, guest speakers, online research, and textbooks (From School to Work, Pathfinder, Job Survival, Firestarters, and Street Law).
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 two approved career and education planning courses entitled MJ employability skills and MJ career education that cover the 30 competencies in grades 7 or 8 and include career exploration opportunities and resources, as documented via interviews and class 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 documents individualized instruction in lesson plans, students' work displayed, and completed assignments. Classroom observations document group work, paired work, peer assistance, hands-on application of skills, one-on-one assistance, teacher-directed whole group instruction, career projects, and board work. Career exploration via computer has been limited due to malfunctions and security issues with students.
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>	Observation of the life skills class documents that the program provides career exploration; instruction in job interviewing and resume writing; and activities such as creating and marketing a new product, role playing in a mock trial, and developing a business plan for students who have received a high school diploma or the equivalent.
Type 2 programs 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>	The program provides all students with a broad scope of career exploration and prerequisite skill training based on their abilities/interests/aptitudes via Choices, career videos, a career day, guest speakers, and projects.
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>	The program provides appropriate career/technical instruction in the three high school and two middle school courses mentioned in benchmarks 7.1 and 7.2 for credit.
Type 3 programs 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.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The career teacher uses numerous resources to provide a variety of career exploration activities, including a career day. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that the computers are operable for career exploration opportunities. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SUPERIOR SCORE: 7
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 transition specialist faxes requests for students' IEPs/EPs, as documented in all four ESE files reviewed. The on-site ESE transition specialist develops appropriate course schedules, verifies students' required ESE services, and informs the teachers, as documented in interviews.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE transition specialist reviews IEPs/EPs to determine whether they are appropriate and can be implemented as written, as documented in all four ESE files reviewed.

<ul style="list-style-type: none"> 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 		All four individual educational plans (IEPs)/educational plans (EPs) reviewed document that the exceptional student education (ESE) transition specialist convenes IEP/EP staffings to amend students' plans in a timely manner, as needed. All IEPs/EPs are developed by the ESE transition specialist and reviewed by the school district ESE liaison.
<ul style="list-style-type: none"> 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 		The ESE transition specialist telephones parents and mails parent participation forms to encourage their input in IEP/EP meetings. All four ESE files reviewed document that the ESE transition specialist mails copies of IEPs/EPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		The ESE transition specialist writes transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in all four IEPs reviewed.
<ul style="list-style-type: none"> 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.) 		All four IEPs reviewed document that the school district ESE liaison serves as the program's LEA representative and attends IEP meetings with all the other required team members.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students who are on the special diploma track receive instruction via weekly support facilitation by the ESE transition specialist. A school district itinerant speech and language teacher provides on-site services once a month, as documented in the visitors log. The ESE transition specialist provides teachers with consultation services on a daily or weekly basis, as needed. A log book and all four IEPs reviewed document implementation of specially designed instruction and related services.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The school district provides ELL, gifted, Section 504, and educational psychological services as needed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents a smooth process for providing educational support services to the ESE students, as needed. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SATISFACTORY SCORE: 5
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides 312 minutes of daily instruction and a 15-minute mid-morning break. Teacher interviews document that students are often late to class due to behavioral issues or late delivery of meals. However, observations of student transitions between classes during this review document that transition occurred 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Meeting agendas and sign-in records document meetings related to educational staff, educational workgroup, facility management, and Title 1 Neglected and Delinquent programs. The ESE transition specialist, the facility staff, the mental health specialist, the medical staff, and the case manager meet with students monthly in treatment team meetings, as documented in treatment team notes. The ESE transition specialist documents monthly IEP consultative meetings with the teachers. School district personnel, the executive director, and the lead educator communicate on a daily basis, as documented in interviews.

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 lead educator and the teachers solicit varied community involvement that focuses on educational and transition activities as documented in a binder and photographs displayed throughout the program. Guest speakers this year talked to the students about AIDS awareness, fossils, Black history, Martin Luther King, Jr., domestic and dating violence, and cyber crime. Due to the concerns with student behavior, the program has not participated in any field trips or community service activities this past year.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents a point/level-based behavior management plan. Interviews with students and teachers and observations document that the educational staff and the facility staff have difficulty effectively implementing the plan. Student behavior observed during this review was inappropriate and disrespectful, and classroom instruction was constantly disrupted by students' misbehavior. All eight students interviewed stated that they understand the behavioral rules but feel that the classroom discipline is not fair. Students stated that they receive awards such as certificates for student of the month, Honor Roll recognition and parties, candy, pizza, movies, and level attainment.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that students transition between classes in a timely manner. • The program should ensure that the educational staff and the facility staff collaborate to implement an effective behavior management plan. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 4
All instructional personnel:		
10.1 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 program has one core academic teacher who has professional certification and two teachers who have temporary certification. Students' course schedules and teacher certifications for the year document that the math and science high school courses are taught by an out-of-field teacher. One teacher has exceptional student education (ESE) certification. The lead educator does not have teaching certification. The reading teacher does not have reading certification or a reading endorsement; she has not taken any reading competency courses but only began at the program two months prior to this review. The previous teachers had professional certification, and the reading teacher had completed three reading competencies.
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 teaching certification.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should assist the teachers in obtaining professional certification in all the subjects they teach. • The program should ensure that the reading teacher obtains a reading certification or completes at least two reading competencies per year. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

**RATING: SATISFACTORY
SCORE: 5**

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>	All three core academic teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The school district beginning teacher program is not applicable to the current teachers, but is available as needed.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive trainings from colleges, the Crisis Prevention Institute (CPI), the facility, and the school district. Two of the three teachers have received training on First Aid, cardio-pulmonary resuscitation (CPR), crisis prevention, Kagan Strategies, the Maze test, the Florida Oral Reading Fluency (FORF) probe, Florida Comprehensive Assessment Test (FCAT) administration, key control and red flag indicators, and relevant subject areas. One teacher documents that she has not taken any professional development training this past year.
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>	To retain teachers, the program offers financial incentives for highly qualified and exceptional student education (ESE) certification, job training, vacations and holidays, paid time off, planning days, laptop computers, ample materials, opportunity to teach in-field, reimbursement for professional certification, retirement plans, and pay commensurate with public school teachers. The program recruits teachers through its corporate Web site, word of mouth within the school district, and local newspapers. Only one of the three teachers was retained this past year.

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS • None

RECOMMENDATIONS • The program should ensure that all teachers participate in continual annual professional development training and/or continuing education.

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES

**RATING: SATISFACTORY
SCORE: 5**

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 three teachers, an on-site exceptional student education (ESE) transition specialist, a program assistant, a paraprofessional, and a lead educator, who does not have classroom duties. The average class size is 16 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>	Observations and teacher interviews document that classrooms have an adequate quantity of educational supplies and age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS). The program also has the Parallel Alternative Strategies for Students (PASS) books and American Guidance Services (AGS) books for appropriate students. Only one classroom contains a variety of high-interest reading materials. Six of 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>	Classrooms have sufficient media materials such as TVs/VCRs, printers, LCD projectors, ELMOs (digital visual presenters), and educational videos. The program has 25 computers for students in the reading and social studies classrooms and New Century and CyberEd Science software programs.
12.4 An environment that is conducive to learning	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The classrooms are in old portable buildings and an older renovated hotel. All classrooms display student and staff rules and expectations, educational and motivational posters, photographs of student activities, and students' work. Classrooms are brightly decorated but are messy, dirty, and contain broken or damaged equipment and furnishings. Maintaining cleanliness has been an ongoing issue, as documented in interviews with students and staff and in last year's quality assurance (QA) report.
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 none of the students 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 purchase supplemental materials and to pay staff salaries. The program has successfully acquired additional funding/donations from 14 companies/agencies for books and materials, trainings, refreshments, computers, work stations, DVDs, software, and ELMOs. However, the program does not actively pursue scholarships.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents additional funding/donations from 14 companies and/or agencies. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that the facility implements an effective plan for keeping the buildings clean and conducive to learning. The program should pursue sources of scholarships. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
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 and documents on all MIS printouts reviewed that all student data required in this benchmark are accurately reported in the MIS.
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>	MIS attendance screens reviewed document that the teachers record student attendance daily and provide it to the program assistant, who inputs it into the MIS.
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 checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 80% for both reading and math.

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 approved school district comprehensive reading plan and receives the support services identified in the plan, such as a literacy coach to assist with the administration of benchmark assessments and to provide guidance and assistance to the teachers.
13.6 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 director of alternative education for the school district and provides sufficient oversight and assistance to the program. Interviews and the sign-in log document that school district staff visit the program periodically and communicate frequently. The school district provides support services via an exceptional student education (ESE) liaison, professional development, and funding for supplemental materials and resources. The contract manager stated in an interview that he conducts annual evaluation of the educational program via mock quality assurance (QA) reviews, the school improvement plan (SIP), and walk-throughs, as documented in evaluation reports.
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 contract with the school district and the education provider, and a current and approved cooperative agreement with the school district and the DJJ. All key personnel interviewed and a review of the documents verify that the terms are being followed. However, the contract does reference facility maintenance, which is not being addressed. The school district finance manager and the contract manager monitor the program's quarterly expenditures of all state and federal educational funds.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district MIS department should work with the program to ensure that its statewide assessment participation data are accurately reported to the DOE. • The school district should ensure that the facility and education providers follow the terms stated in the contract regarding maintenance of the facilities. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • None 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	