

## 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>	CENTER FOR DRUG FREE LIVING	<b>School #</b> 05-1002 <b>School District</b> Brevard <b>County</b> Brevard	<b>Security Level</b>  <b>Career Type</b>	Low Risk  2
<b>Program Name</b>	Brevard Group Treatment Home	<b>Capacity</b> 30 <b>Population</b> Male	<b>ESE Service Delivery</b>	Support Facilitation Consultation
<b>Address</b>	3905 Grissom Parkway Cocoa, FL 32927	<b>Head Count</b> 28 <b>SD Registered</b> 28 <b>HSD/GED</b> 0 <b>DJJ Committed</b> 28	<b>Diplomas by:</b>	
<b>Education Provider</b>	Associated Marine Institutes, Inc. (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 14:1	<b>Program</b>	None
<b>Facility Provider</b>	Center for Drug Free Living (Not-For-Profit)		<b>Other School in SD Students' Home/Zoned Schools</b>	None 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>	19
<b>SD Contract Manager</b>	Sue Carver	<b>Phone</b> (321) 723-2677 x14501 <b>Fax</b> (321) 723-4027	<b>E-mail</b>	<i>carvers@brevardschools.org</i>
<b>Other SD Contact</b>	Pat Jokela	<b>Phone</b> (321) 723-2677 x14501 <b>Fax</b> (321) 723-4027	<b>E-mail</b>	<i>Jokela.Patricia@brevardschools.org</i>
<b>Lead Educator</b>	Gere Abramovs	<b>Phone</b> (321) 264-4033 x232 <b>Fax</b> (321) 264-4034	<b>E-mail</b>	<i>isbc-de@amikids.org</i>
<b>Facility Director</b>	Derwin James	<b>Phone</b> (321) 264-4033 x233 <b>Fax</b> (321) 264-4034	<b>E-mail</b>	<i>dj@cdfi.com</i>
<b>SD Transition Contact</b>	Mike Folger	<b>Phone</b> (321) 632-5300 x 3199 <b>Fax</b> (321) 723-4027	<b>E-mail</b>	<i>folgerm@brevardschools.org</i>
<b>QA Reviewer</b> Sally Hugo	<b>E-mail</b> <i>shugo@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 1-3, 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 type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Title 1 Assistant Teacher	2 Teachers 0 Teacher Aides 1 Guidance Staff 8 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input 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 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 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

Brevard Group Treatment Home serves male students who are 12-16 years old and provides instruction for grades 5 - 10. Students' average stay is six to eight months. Because most of the students are in middle school, they do not earn diplomas while at the program.

The lead educator also serves another juvenile justice program and demonstrates dedication and commitment (along with the two classroom teachers) to ensuring that the program provides a quality education for all students.

The program is unique in that it receives much support. The program is located within the facility complex of the Center for Drug Free Living and Infinity Schools operated by the Associated Marine Institutes (AMI), Inc.; AMI is the educational provider.

The school district contract manager/alternative sites principal provides much oversight and assistance to the program through personnel, curriculum, technology, and supplies. Communication and collaboration among the facility, the program, and the school district occurs daily.

The program received superior ratings in the areas of transition services, testing and assessment, student planning, and professional development; a partial rating for collaboration; and satisfactory ratings in all other areas.

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

## QA TRENDS: Brevard Group Treatment Home

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	N/A	5.44	On-Site Transition Services	5	4.94	On-Site Transition Services	7
Testing & Assessment	N/A	4.73	Testing & Assessment	5	5.73	Testing & Assessment	7
Student Planning	N/A	4.65	Student Planning	5	4.18	Student Planning	7
			Community Reintegration	7	5.60	Community Reintegration	6
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>0.00</b>	<b>4.94</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.50</b>	<b>5.13</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.75</b>
Academic Curriculum & Instruction	N/A	5.45	Academic Curriculum & Instruction	5	4.94	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	N/A	4.51	Reading Curriculum & Instruction	2	4.52	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	N/A	5.63	Employability & Career Curriculum & Instruction	5	6.05	Employability & Career Curriculum & Instruction	6
ESE & Related Services	N/A	5.37	ESE & Related Services	4	5.45	Specially Designed Instruction & Related Services	6
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>0.00</b>	<b>5.34</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.00</b>	<b>5.27</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.00</b>
Collaboration	N/A	5.49	Collaboration	4	5.69	Collaboration	3
Educational Personnel Qualifications	N/A	4.86	Educational Personnel Qualifications	5	5.00	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	N/A	5.40	Professional Development & Teacher Retention	5	5.46	Professional Development & Teacher Retention	7
Learning Environment & Resources	N/A	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	6
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>0.00</b>	<b>5.39</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.75</b>	<b>5.50</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.25</b>
<b>OVERALL AVERAGE</b>	<b>N/A</b>	<b>5.25</b>	<b>OVERALL AVERAGE</b>	<b>4.75</b>	<b>5.31</b>	<b>OVERALL AVERAGE</b>	<b>6.00</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>0.00</b>	<b>3.87</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5</b>	<b>4.82</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>

# Brevard Group Treatment Home--2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED										Attendance File 71	TOTAL 71	
										Dropout Prevention File 43	(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE			
										#	%	
Male	71	100	12 & under	21	30	K-5	4	6	Mentally Handicapped (EMH, TMH, PMH)	1	1	
Female	0	0	13	22	31	6	20	28	Emotional/Behavioral Disabilities	22	31	
<b>RACE</b>	<b>#</b>	<b>%</b>	14	26	37	7	22	31	Specific Learning Disabled	13	18	
White (NH)	21	30	15	2	3	8	15	21	Autism Spectrum Disorder	0	0	
Black (NH)	37	52	16	0	0	9	10	14	Speech/Language Impaired	1	1	
Hispanic	10	14	17	0	0	10	0	0	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	3	4	18	0	0	11	0	0	Gifted	0	0	
			19 & above	0	0	12	0	0	Traumatic Brain Injured	0	0	
<b>FCAT PARTICIPATION</b>	<b>#</b>	<b>%</b>				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	18	100	<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>				Other Health Impaired	1	1	
2006-07 Math	18	100	Standard *	0	0				<b>TOTAL ESE</b>	<b>38</b>	<b>54</b>	
2007-08 Reading	25	100	GED	0	0	<b>LEP STUDENTS</b>	<b>#</b>	<b>%</b>				
2007-08 Math	24	96	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>	A classroom teacher requests students' records in a timely manner via fax, as documented in all 10 current files reviewed. The school district guidance counselor develops students' course schedules, and all 10 files reviewed document student enrollment in appropriate courses for student 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 advises students upon entry in all the areas noted in this benchmark, as documented in interviews. Ongoing guidance services are provided to students upon request via guidance request forms available in the classroom. All three high school students interviewed are aware of their credits earned and diploma options, and the three 9th graders interviewed are aware of their major areas of interest. Students' signatures document that the guidance counselor advises students regarding major areas of interest at entry.
<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 lead educator participates in transition and exit staffings conducted at least 14 days prior to students' anticipated release dates.
<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>	The lead educator compiles students' educational exit packets and transmits them via hand delivery to the parents at exit and via fax to the school district transition contact and the alternative sites principal prior to students' exit. Five of six exit packets reviewed contain the required components. The file that does not contain an exit packet documents that the student exited the program unexpectedly.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program implements a smooth transition process.</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 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 Title 1 assistant teacher administers the BASI to students appropriately within the required time frame. Additional tests administered at entry include the Gates- McGinite, the Florida Oral Reading Fluency (FORF) probe, and a learning styles inventory.
<b>2.2</b> 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 Title 1 assistant teacher appropriately administers the Choices Interest Profiler to students within the required time frame. Teacher interviews document that career assessment results are used to enhance instruction.

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>	Five of six closed files reviewed document that the Title 1 assistant teacher administers the Basic Achievement Skills Inventory (BASI) to students prior to their exit, and the lead educator faxes the entry/exit BASI standard scale score (SSS) to the school district for MIS reporting. One closed file documents that an exit assessment was not administered to a student who suddenly transferred from the facility.
<b>RATING JUSTIFICATION</b>	The intent of this indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program administers additional assessments to students at entry.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that all students' BASI growth scale values are submitted to the registrar for MIS reporting.</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: SUPERIOR</b> <b>SCORE: 7</b>
The program has individual student planning activities that include:		
<b>3.1</b> 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 two classroom teachers develop non-ESE students' IAPs within the required time frame, as documented on four IAPs reviewed. IAPs include specific, individualized, and measurable long-term goals for reading, writing, math, and career areas and two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress. Students' signatures document that the teachers discuss the IAPs with 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 clinical and nursing staff, the teachers, the program director/managers, and the case manager review students IAP goals and objectives during treatment team meetings, as documented in four non-ESE files reviewed. Four 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 input into their plans.
<b>3.3</b> 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 specialist and/or the lead educator develops measurable IEPs goals that include appropriate objectives. All six IEPs reviewed contain all of the required components that directly relate to students' 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 lead educator creates and mails IEP progress reports to the parents every 4 1/2 weeks, as documented in four of six ESE files reviewed; two ESE files document that the progress reports are sent home as often as progress reports are sent home for all students because the lead educator determined that these students are making good academic progress. Copies of the IEP progress reports are maintained in students' files and document the dates 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>	The guidance counselor helps eligible middle school students develop ePEPs that are based on their aspirations and goals for post-secondary education and careers, as documented in the FACTS printouts in all four middle school students' files reviewed.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program creates and mails exceptional student education (ESE) progress reports to parents every 4 1/2 weeks.</li> <li>The program develops career goals for ESE students in addition to the required transition plans on students' IEPs.</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 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager invites the transition coordinator, the education director, the aftercare providers, the juvenile probation officers (JPOs), the judges, the counselor, the clinical staff, the teachers, the students, and the parents to participate in students' transition planning activities. All six closed files reviewed contain invitation letters signed by the lead educator and the students. The guidance counselor/transition coordinator conducts follow-up post release that includes verifying that the students are enrolled and attending school, corresponding with the transition contact to ensure that all records/transcripts are received, and sending letters to the parents.
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 lead educator develops students' educational exit transition plans at least 14 days prior to their departure. Interviews with the guidance counselor/transition coordinator and the lead educator document a smooth transition process. Six exit plans reviewed document that the program does not include all of the required information on the plans but documents it in other paperwork and on the transmittal envelope. The lead educator created an appropriate exit plan form during this review.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The guidance counselor/transition coordinator notifies via e-mail the JPOs, the alternative sites principal, and the transition contacts in the receiving school districts of students' exit at least 14 days prior to their release, as documented in all six closed files reviewed.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The guidance counselor/transition coordinator conducts follow-up services to students post release.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that it develops educational exit plans that contain all of the information required in 4.2.</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: SATISFACTORY</b> <b>RATING: 6</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 the standard and special diploma options and advises students regarding each option. Because students exit the program upon turning 16 years of age, they are not eligible for the GED diploma options.
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 lead educator groups students according to their reading 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, one-on-one assistance, peer assistance, science projects, hands-on activities, cooperative learning, support facilitation, and independent assignments. All students interviewed stated that they receive individualized instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	• None	
<b>RECOMMENDATIONS</b>	• None	
<b>DEFICIENCIES REQUIRING A CAP</b>	• None	

<b>INDICATOR 6: READING CURRICULUM and INSTRUCTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
The program provides reading instruction and services through:		
<b>6.1</b> 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 classroom teacher provides explicit reading instruction based on students' IAPs/IEPs. Students required to receive intensive reading are scheduled for two consecutive class periods of reading intervention. The classroom teacher uses The Edge, the school district comprehensive reading intervention curriculum, to address all five construct areas. The Gates-McGinite and the Florida Oral Reading Fluency (FORF) tests are used to place students on the appropriate reading levels and to individualize instruction in the curriculum, as documented in the assessment reports. Supplemental programs used include Jamestown materials, the Bluford Series, and thinking maps. Classroom observations document that students in intensive reading class read independently, participate in literacy circles and book talks, receive teacher-directed lessons, write in response to literature, and listen to the teacher read aloud. The program follows the school district comprehensive reading plan.
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 coach administers the FORF and the Gates-McGinite tests to students quarterly to monitor their reading progress, as required in the school district comprehensive reading plan. The reading coach reports the FORF progress monitoring data to the DOE quarterly through the Progress Monitoring and Reporting Network (PMRN) and submits the Gates-McGinite test data to the MIS, as documented on progress monitoring data printouts reviewed.
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. Enrichment activities include whole class novel reading with discussion, newspaper activities, book review writing, 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>	The reading coach administers the Diagnostic Assessment of Reading (DAR) and the Qualitative Reading Inventory (QRI) to students who are not progressing in reading, according to the school district comprehensive reading plan. These assessments provide information in each of the five construct areas that is used to modify students' reading goals and objectives. Three of 10 IAPs reviewed document the revision of reading goals, objectives, and remedial strategies based on the assessment results.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	• None
<b>RECOMMENDATIONS</b>	• None
<b>DEFICIENCIES REQUIRING A CAP</b>	• None

<b>INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program addresses employability, social, and life skills in the career research and decision making, the peer counseling, and the career research courses offered for credit. All students are enrolled in at least one of these courses during their stay at the program. The curriculum includes the Investigating Your Career text, guest speakers, and videos.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides an approved career and education planning course and career planning that covers the 30 competencies in grades 7 or 8 and includes career exploration opportunities and resources, as documented in interviews.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The career/technical teacher provides students with individualized instruction only with textbook lessons and assignments, as documented in work folders. Instructional strategies include class discussion, videos, guest speakers, and individualized assignments.
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 type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	Because this program serves males who are 12-16 years old, high school graduates do not attend the program.
<i>Type 2 programs</i> 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Because the students have limited access to the Internet, the teacher downloads online materials for career exploration purposes in addition to the textbooks and career videos. Guest speakers, such as the mayor of Cocoa, a firefighter, and a shoemaker, visited the program this year to discuss careers options with the students.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program offers appropriate career instruction and courses for credit that follow the course descriptions.
<i>Type 3 programs</i> 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"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	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"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 2 career education program.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	• None
<b>RECOMMENDATIONS</b>	• None
<b>DEFICIENCIES REQUIRING A CAP</b>	• None

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</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>	Records requests, course schedules, and MIS printouts in all six ESE files reviewed document timely initiation of the ESE process.
<u>8.2</u> 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> <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> <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> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> <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>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The ESE specialist and/or the lead educator reviews current IEPs for students with disabilities and EPs for gifted students to determine whether they are appropriate and can be implemented as written, as documented in six ESE files reviewed.</p> <p>All six IEPs reviewed document that the lead educator convenes IEP staffings or follows other procedures to amend students' plans, as needed, in a timely manner.</p> <p>The lead educator telephones parents and mails parent participation forms to encourage their input in IEP meetings, as documented in all six ESE files reviewed. All six files document that the lead educator mails copies of the IEPs to parents who do not attend the meetings.</p> <p>The ESE specialist and the lead educator write transition statements for students who are 14-15 years old, as documented in four of the six IEPs reviewed; two files reviewed were for students who are younger than 14 years old.</p> <p>All six IEPs reviewed document that the school district ESE specialist serves as the program's LEA representative and attends IEP meetings with all the other required team members.</p>
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>	Students on the special diploma track receive instruction through the support facilitator at least once a week, as documented via interviews and observations (but not on students' IEPs). Currently, four students require this support. The school district provides an itinerant speech and language teacher, as needed. The lead educator provides teachers with consultation services, and the teachers keep copies of students' IEPs in their classrooms for easy reference to their accommodations and modifications.
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, Section 504, and gifted services, as needed.

<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 it documents support facilitation services on students' individual educational plans (IEPs).</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: PARTIAL SCORE: 3</b>
The program facilitates collaboration to provide:		
<p><b>9.1</b> A minimum of 300 minutes of daily instruction or the weekly equivalent</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The program provides 315 minutes of daily instruction and two minutes to transition between classes. Observations document that students transition at break and for lunch in a timely manner. However, teachers have recently begun to document that students are frequently taken out of class to complete facility housekeeping chores. Five such occurrences within the past two weeks document that the students missed 20 minutes to 2½ hours of instructional time. Interviews with the teachers, the students, and the staff document that this is a common practice.</p>
<p>9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Meeting agendas and sign-in records document monthly Infinity Schools of Brevard County staff meetings. The clinical and nursing staff, the teachers, the program director/managers, the case manager, and the lead educator meet with students monthly in treatment team meetings, as documented in treatment team notes. Interviews document that IEP meetings are held as needed with the ESE specialist and/or the lead educator and the ESE student and that school district personnel and the lead educator communicate on a daily basis. Teacher and administrator interviews document that they discuss educational issues in various meetings.</p>
<p>9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The two teachers solicit varied community involvement that focuses on educational and transition activities, as documented in a binder, photographs, and facility reports. The educational provider organizes community service projects in which students participate after school hours and on weekends. Students participated in 12 field trips this year, and a number of guest speaker have talked to the students about the military, aeronautics, shoe making, astronomy, African Americans, science experiments, religion, and HIV/AIDS prevention. The program has a volunteer from the National Aeronautics and Space Administration (NASA) and a new volunteer, who will begin a robotics program the week after this review.</p>
<p>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</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Interviews with students and teachers document that the program and the facility staff collaboratively implement a point-based behavior management plan; all students interviewed stated that they understand the behavioral rules and feel they are equitably enforced. Special incentives for positive behavior and academic achievement include "A Taste of the Good Life," in which students dine at a local restaurant with facility and educational staff. Student behavior observed during this review was generally respectful and orderly. However, several observations document that the behavior staff frequently interrupt class time with student reprimands and take students in and out of the classrooms for discipline/counseling.</p>
<b>RATING JUSTIFICATION</b>	The intent of the indicator is not 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 facility staff do not remove students from the classrooms during instructional time to complete facility housekeeping chores.</li> <li>• The program should ensure that the facility staff do not interrupt classroom instruction.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS**

**RATING: SATISFACTORY**  
**SCORE: 5**

All instructional personnel:

<p><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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Of the program's two core academic teachers, one has professional certification and one has temporary certification. Students' course schedules and teacher certifications document that all courses are taught in the teachers' certification areas. The reading teacher has exceptional student education (ESE) certification and documents completion of two reading competency courses; the other teacher has an English language learners (ELL) endorsement. The lead educator has professional certification in four educational areas, including ESE.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The career/technical teacher has professional teaching certification.</p>

<p><b>RATING JUSTIFICATION</b></p>	<p>The intent of the indicator is being met.</p>
<p><b>COMMENDATIONS</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>RECOMMENDATIONS</b></p>	<ul style="list-style-type: none"> <li>• The program should assist the reading teacher in completing all of the reading competency courses and obtaining professional certification.</li> </ul>
<p><b>DEFICIENCIES REQUIRING A CAP</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION**

**RATING: SUPERIOR**  
**SCORE: 7**

All instructional personnel:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Both teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The new teacher recently completed the school district beginning teacher program, as documented in interviews and documentation.</p>
<p>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.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Teachers receive continual training from a variety of sources such as the Department of Juvenile Justice (DJJ), the facility, colleges, and the school district. Teachers have received training on topics such as content area curriculum, Creating Independence through Student-Owned Strategies (CRISS), dropout prevention, CORE, First Aid/cardio-pulmonary resuscitation (CPR), classroom management, Florida Ready to Work, Florida Comprehensive Assessment Test (FCAT), thinking maps, and understanding poverty.</p>

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, raises at annual review, job training, vacation and holidays, planning days, health insurance, retirement plans, pay commensurate with the school district teacher salaries, reimbursement for continuing education, and assignments for teaching in-field. The program recruits teachers through the Associated Marine Institutes, Inc. Web site, job fairs, and advertisements on the school district Web site and in local newspapers. One teacher has been at the program for two years, and the other teacher has been there less than a year.
<b>RATING JUSTIFICATION</b>	The intent of this indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>Teachers receive numerous continual annual trainings 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: SATISFACTORY</b> <b>SCORE: 6</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, one of which is the career teacher, and a part-time Title 1 teacher assistant. The school district guidance counselor/ESE specialist/transition specialist is on site at least twice a week, and the school district reading coach comes on site twice weekly. The lead educator provides support facilitation, but does not have classroom duties. Based on observations, the average class size is 14 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 and instructional materials that are age and grade appropriate, including texts aligned with the Florida Sunshine State Standards (FSSS). The program also has Pacemaker textbooks available for students who perform below grade level. The classrooms and the dorm contain a variety of high-interest reading materials, and all students interviewed stated that 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, overhead projectors, printers, LCD projectors, educational videos, and one student computer. One classroom has a globe and documents a variety of educational games, learning activities, and science materials. The computer lab contains nine computers, two printers, and a student library. The program has educational software that includes Success Maker, Encyclopedia Britannica, and career exploration programs. The career software has not been used this past year, but the program plans to implement it within a week after this review.
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. All classrooms display behavioral rules, educational posters, maps, and students' projects. Classrooms are small, but 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 employ a teacher assistant and a shared reading coach and to purchase computer hardware/software and classroom supplies. The program documents businesses and/or agencies that provide a variety of support, such as the mayor of Cocoa, the Rotary Club, and an anonymous donor who funds "A Taste of the Good Life" program. More specifically, the National Aeronautics and Space Administration (NASA) donates home computers to students who successfully complete the program, and the Lego League and the Hartwell company awarded grants to the program this past year. Because most of the program's students are in middle school, the program does not actively pursue scholarships. However, students who leave the program and complete high school, may apply for scholarships through the Associated Marine Institutes, Inc.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program solicits numerous guest speakers for community involvement.</li> <li>• The program offers scholarships to students who have left the program.</li> <li>• The program solicits support from the National Aeronautics and Space Administration (NASA) to provide home computers to students who successfully complete the program.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should provide students opportunities to use the career exploration software.</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 and documents on all six MIS printouts reviewed that all student data required in this benchmark are accurately reported in the MIS, except for students' Basic Achievement Skills Inventory (BASI) growth scale values.
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>	Both teachers record student attendance daily; one teacher compiles the data and faxes it weekly to the alternative sites registrar who inputs it into the MIS, as documented on monthly attendance forms. Attendance is also faxed to the Associated Marine Institutes, (AMI) Inc. office on a monthly basis.
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's 2007-2008 statewide participation rates were 100% for reading and 96% for 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 approved by Just Read! Florida and receives the support services identified in the plan, such as professional development, on-site assistance twice a week (to monitor reading instruction, model lessons for the teacher, administer reading assessments), Florida Comprehensive Assessment Test (FCAT) testing, and Creating Independence through Student-Owned Strategies (CRISS) training.

<p><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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager serves as the alternative sites principal for the school district and provides sufficient oversight and assistance to the program. Sign-in logs document that school district staff, who visit the program on a weekly basis to provide support services, include the exceptional student education (ESE) specialist/guidance counselor/transition specialist, the Title 1 teacher assistant, and a reading coach. The school district also provides professional development, computers, curriculum, and materials. The contract manager stated in an interview that she conducts annual reviews of the program via walk throughs, file reviews, and teacher observations, as documented in evaluation documents.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>There is a current and approved contract with the school district and the facility provider, and a cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verifies that the terms are being followed. The contract manager monitors the program's quarterly expenditures of all state and federal educational funds, as documented via interviews.</p>
<p><b>RATING JUSTIFICATION</b></p>	<p>The intent of this indicator is being exceeded.</p>	
<p><b>COMMENDATIONS</b></p>	<ul style="list-style-type: none"> <li>• The contract manager provides much oversight and assistance to the program.</li> </ul>	
<p><b>RECOMMENDATIONS</b></p>	<ul style="list-style-type: none"> <li>• The school district should ensure that it reports students' entry/exit Basic Achievement Skills Inventory (BASI) growth scale values for management information system (MIS) reporting.</li> </ul>	
<p><b>DEFICIENCIES REQUIRING A CAP</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<p><b>OTHER FINDINGS</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<p><b>ADDITIONAL RECOMMENDATIONS</b></p>	<ul style="list-style-type: none"> <li>• None</li> </ul>	