

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 (High/Max)

School Name (MSID)	BROWARD INTENSIVE HALFWAY	School # 06-6021 School District Broward County Broward	Security Level	High Risk
Program Name	Broward Intensive Halfway House	Capacity 24 Population Male	Career Type	2
Address	3090 N. Powerline Road Pompano Beach, FL 33069	Head Count 22 SD Registered 20 HSD/GED 2 DJJ Committed 22	ESE Service Delivery	Consultation Support Facilitation Resource Room/Self-Contained
Education Provider	Broward County School District (School District)	Max Ratio (Student: Teacher) 8:1	Diplomas by: Program	All
Facility Provider	Department of Juvenile Justice (DJJ)		Other School in SD Students' Home/Zoned Schools	None 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	18
SD Contract Manager	Deanna Greist	Phone (754) 321-2122 Fax (754) 321-2129	E-mail	<i>deanna.greist@browardschools.net</i>
Other SD Contact	David Watkins	Phone (754) 321-7550 Fax (754) 321-7175	E-mail	<i>david.watkins@browardschools.net</i>
Lead Educator	Dana Allen	Phone (954) 917-1303 Fax (954) 917-1303	E-mail	<i>dana.allen@browardschools.net</i>
Facility Director	Verdell Young	Phone (954) 969-3525 Fax (954) 969-3498	E-mail	<i>verdell.young@djj.state.fl.us</i>
SD Transition Contact	Angela Ryan	Phone (754) 321-2122 Fax (754) 321-2129	E-mail	<i>angela.ryan@browardschools.net</i>
QA Reviewer Sandra Rogers		E-mail <i>sarogers@fsu.edu</i>		
Review Dates September 8-10, 2008		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>per Rule 6A-6.05281 [10], FAC</small>		
		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 SD Contract Manager or Designee Lead Educator Facility Director Education Coordinator

Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" 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 type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: ESE Specialist, Math Coach, Transition Specialist	<u>3</u> Teachers <u>1</u> Teacher Aides <u>1</u> Guidance Staff <u>8</u> Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> 2006 QA Report/CAP <input checked="" type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<u>10</u> Current Educational Files <u>6</u> Closed Educational Files <u>0</u> DJJ Commitment Files Others: MIS Screens
On-site Observations	<u>2</u> Classrooms	<u>1</u> Treatment Team Meetings	Others: Two Guest Speakers	

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

Broward Intensive Halfway House is a 24-bed, high-risk residential program designed to serve males ages 14 to 18. The facility receives a federal faith-based initiative grant to provide support services and transition assistance to the students. Students and their parents must agree to participate in the initiative prior to entry into the program.

The faith-based program provides students and their families comprehensive transition services via community mentors, local social services and vocational rehabilitation agencies, community colleges, and employment services. The faith-based program makes weekly follow-up contacts with students post release throughout their probationary periods.

The program has a self-contained exceptional student education (ESE) class taught by a certified ESE teacher with support from a teacher assistant and an ESE support facilitator, who works full time with the ESE students in general education classrooms. Additionally, the school district reading and math coaches work closely with the teachers and visit the program two or three times per week.

The program received superior ratings in testing and assessment, community reintegration, academic curriculum and instruction, reading, specially designed instruction, collaboration, and learning environment. The program received a partial rating in student planning.

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

QA TRENDS: Broward Intensive Halfway House

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 **high/maximum 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	High/Max State Avg.	Educational Indicators	Score	High/Max State Avg.	Educational Indicators	Score
Transition Services	7	5.25	On-Site Transition Services	5	4.67	On-Site Transition Services	6
Testing & Assessment	5	4.83	Testing & Assessment	6	5.50	Testing & Assessment	7
Student Planning	7	4.58	Student Planning	6	4.11	Student Planning	3
			Community Reintegration	7	5.47	Community Reintegration	8
STANDARD ONE: TRANSITION Standard Average	6.33	4.89	STANDARD ONE: TRANSITION Standard Average	6.00	5.08	STANDARD ONE: TRANSITION Standard Average	6.00
Academic Curriculum & Instruction	7	5.33	Academic Curriculum & Instruction	6	5.06	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	5	3.76	Reading Curriculum & Instruction	6	4.88	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	5	5.71	Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	6
ESE & Related Services	7	5.54	ESE & Related Services	7	5.17	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	5.21	STANDARD TWO: SERVICE DELIVERY Standard Average	6.50	5.28	STANDARD TWO: SERVICE DELIVERY Standard Average	6.50
Collaboration	7	5.10	Collaboration	8	5.38	Collaboration	8
Educational Personnel Qualifications	5	5.05	Educational Personnel Qualifications	6	4.53	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	5	5.53	Professional Development & Teacher Retention	6	5.53	Professional Development & Teacher Retention	6
Learning Environment & Resources	4	4.83	Learning Environment & Resources	6	5.61	Learning Environment & Resources	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.25	5.33	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50	5.58	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00
OVERALL AVERAGE	5.82	5.15	OVERALL AVERAGE	6.33	5.31	OVERALL AVERAGE	6.50
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.88	STANDARD FOUR: CONTRACT MANAGEMENT	6.00	4.95	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Broward Intensive Halfway House--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	49				TOTAL	49
						Dropout Prevention File	46				(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	48	98	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	6	12	
Female	1	2	13	1	2	6	0	0	Emotional/Behavioral Disabilities	8	16	
RACE	#	%	14	4	8	7	0	0	Specific Learning Disabled	7	14	
White (NH)	5	10	15	10	20	8	5	10	Autism Spectrum Disorder	0	0	
Black (NH)	42	86	16	18	37	9	14	29	Speech/Language Impaired	2	4	
Hispanic	2	4	17	9	18	10	14	29	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	0	0	18	7	14	11	12	24	Gifted	0	0	
			19 & above	0	0	12	4	8	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	15	93	Diplomas Earned	#	%				Other Health Impaired	0	0	
2006-07 Math	15	93	Standard *	0	0				TOTAL ESE	23	47	
2007-08 Reading	13	92	GED	0	0	LEP STUDENTS	#	%				
2007-08 Math	13	92	Special	1	2		1	2				

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 records management clerk and the ESE general clerk request "out-of-county" students' records via fax, as documented in students' files. Interviews document that the guidance counselor develops students' course schedules based on their past records, entry assessments, FCAT reading levels, and student progression requirements. All 10 current files reviewed document that students are enrolled in appropriate courses to address their student progression and reading remediation needs.
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 lead educator, who also serves as the guidance counselor, meets with students upon entry to discuss course schedules, educational status, entry test results, major areas of interest, and diploma options. Interviews and all current files reviewed contain student intake interview forms with signatures that document guidance services and career guidebooks provided. All high school students interviewed are aware of their credits earned and diploma options.
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 transition specialist, the guidance counselor, and the ESE specialist participate in exit/transition meetings held 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 transition specialist compiles students' educational exit packets and faxes them to the transition contacts in the receiving school districts prior to the students' exit, as documented in a binder. The program provides copies of the packets to the parents, the juvenile probation officers (JPOs), and the aftercare providers and maintains a copy in students' files. All six exit packets reviewed are complete and document timely transmittal.
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"> • None 	
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 teacher assistant administers the BASI to students appropriately within the required time frame. Additional tests administered at entry include the Diagnostic Assessment of Reading (DAR) Word Recognition, the One-Minute Fluency test, and the Learning Styles Inventory.

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 teacher assistant administers the Choices Interest Profiler to students appropriately within the required time frame. Career assessment results are used to enhance instruction, according to interviews with teachers and students.
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>	The teacher assistant administers the BASI to students prior to their exit, as documented in all six closed files reviewed. The teacher assistant faxes students' entry/exit assessment standard scale scores to the school district data processing clerk, as documented in interviews. (The program did not know that they needed to report the BASI growth scale value scores in the MIS.)
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides additional testing to determine students' strengths and weaknesses. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should submit students' BASI growth scale value scores for MIS reporting. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: PARTIAL SCORE: 3
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers write IAP long-term goals with two short-term objectives that are age and grade appropriate for all non-ESE students within the required time frame, as documented in all six IAPs reviewed. Four of six IAPs reviewed contain goals that are specific, individualized, and measurable for reading, writing/language arts, and math. Only one of the six IAPs contain individualized career goals; career goals on five of the six IAPs reviewed are identical. The teachers also write goals for science and transition. All six IAPs reviewed include a schedule for determining progress but do not identify needed remedial strategies.
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>	Interviews document that the teachers meet with students to review and revise their IAPs. All six IAPs reviewed include signatures and dates of review and revision, as needed. All students interviewed stated that they are aware of their IAPs and had input into their plans.
3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE specialist writes IEP goals for special education students. All four IEPs reviewed contain measurable annual goals and short-term objectives 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 ESE specialist creates and mails IEP progress reports to the parents at reporting time every quarter, as documented in the Easy IEP database and in the ESE binder.

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 high school students develop ePEPs on FACTS.org based on their aspirations and goals for post-secondary education and careers, as documented in interviews. The guidance counselor has not received training on development of middle school ePEPs, but interviews and enrollment records documents that no eligible 8th graders are currently enrolled.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that all individual academic plan (IAP) goals are specific, individualized, and measurable. • The program should assist appropriate middle school students with ePEP development. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 8
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 transition specialist invites the lead educator, the ESE staff, the faith-based initiative aftercare providers, the counselors, the juvenile probation officers (JPOs), the teachers, the case manager, the students, and the parents to participate in students' transition meetings. This is documented by signatures on the exit plans reviewed. The guidance counselor provides students with career exit packets that include employment contacts and career training information. After students' exit, the transition contact and the faith-based initiative representative conduct follow-up, which includes the Emancipation Program, the Gang Unit Exit Strategy Services Program (GUESS), and the Responsibility, Awareness, Training, Employment = Empowerment (RATE) program. The transition specialist, the ESE staffing specialist, and the faith-based aftercare workers collaborate to assist students with reintegration.
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 transition specialist develops students' educational exit transition plans with input from an educational representative in transition meetings 14 days prior to students' departure. All six closed files reviewed contain exit plans that include the required information.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The transition specialist notifies the transition contacts in students' receiving school districts at least one week prior to their exit, as documented via fax transmittal verifications.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides extensive follow-up activities via the faith-based initiative aftercare providers. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION

SCORE: SUPERIOR
RATING: 7

The program offers academic curriculum and instruction through:

<p>5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program provides students with access to the required diploma options, as appropriate, and reports diplomas earned under the school number. The program assists students with obtaining the GED diploma by providing GED practice tests and NovaNet preparation programs and administering the Test of Adult Basic Education (TABE) to eligible students. The Whiddon-Rogers Education Center pays the testing fees. The program is an approved GED testing site. This past year, four students received their GED diplomas at the program.</p>
<p>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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program provides a substantial year-round curriculum based on the Florida Course Codes, course descriptions, and the FSSS. The program offers math, English/language arts, science, and social studies for student progression. Lesson plans and the NovaNet software are aligned with the FSSS. All students interviewed stated that they receive instruction for the courses in which they are enrolled.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All three academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies based on students' IAPs, IEPs, and limited English proficient (LEP) plans. Teachers maintain lesson plans that incorporate the diverse curriculum, learning styles, exceptional student education (ESE) accommodations, and skills taught in the class. Students are grouped according to their special education needs, and students who are on the special diploma track receive instruction in a self-contained classroom. Classroom observations and photographs document a variety of strategies that differentiate instruction, including discussion, computer-assisted instruction (CAI), one-on-one assistance, science projects, support facilitation, and independent assignments. The roving science teacher also provides hands-on science enrichment projects to the students in the self-contained classroom. All students interviewed stated that they receive individualized instruction.</p>

RATING JUSTIFICATION The intent of the indicator is being exceeded.

COMMENDATIONS

- The science teacher provides students who are on the special diploma track with hands-on enrichment activities.

RECOMMENDATIONS

- None

DEFICIENCIES REQUIRING A CAP

- None

INDICATOR 6: READING CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 6

The program provides reading instruction and services through:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district recently adopted a high school comprehensive reading program, The Edge, and has not purchased all the components for every classroom. The reading teacher has started to use the novels from The Edge in addition to the READ XL (for middle school students), the EDL Learning 100 software, Great Leaps, Impact, and Jamestown Fluency. Classroom observations and interviews document that the reading teachers provide explicit reading instruction based on students' reading goals. The program offers 90 minutes of intensive reading instruction to students who have reading deficiencies. Classroom observations and student interviews document that reading students participate in independent reading, teacher-directed lessons, CAI, and grammar activities. The program is following the school district comprehensive reading plan.</p>
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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 students' reading progress via the Florida Oral Reading Fluency (FORF) probe, as outlined in the school district comprehensive reading plan. The reading coach sends progress monitoring data to the DOE quarterly via the Virtual Counselor, which uploads to the automated student database.
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 and after school, according to all eight students interviewed. The program and the facility consistently utilize the Drop Everything and Read (DEAR) activity. Students have access to a variety of literature in all classrooms and the library. Reading enrichment activities include sustained silent reading, a 100 book challenge, essay contests for Stop the Violence, and writing apology letters to their victims and book reports for level attainment.
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 teacher assistant administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to students who are not progressing in reading. This assessment provides information in the five construct areas, and reading goals and objectives are modified according to the DAR-2 results. Test results are noted in students' files.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides multiple opportunities for literacy enrichment during and after school. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
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 1 programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program addresses employability, social, and life skills in the personal, career, and school development (PCSD) and career education courses offered. All students are enrolled in these courses during their stay at the program. The curriculum includes NovaNet software and the Choices program. Students take online courses for skills needed for career interests such as typing for court reporting.
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's approved career and education planning course, that covers the 30 competencies in grades 7 or 8, includes career exploration opportunities and resources, as documented in classroom observations and students' 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 teachers provide students with individualized instruction, as documented in lesson plans. Classroom observations document activities, such as one-on-one assistance, teacher-directed whole group instruction, computer-assisted instruction, and support facilitation. The program provides career materials in the classroom and numerous guest speakers who present on careers and job opportunities, as documented in observations and the activities binder.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides students who have received a high school diploma or the equivalent with the opportunity to attend classes. They may also earn college credit through online community college course work.

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/aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers career exploration via the NovaNet and the Choices programs.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Cumulative transcripts document that students earn credit in the PCSD courses offered to high school students. Classroom observations and interviews document that the career/technical training teachers follow the course descriptions and career education requirements.
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 program provides students access to online college courses. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
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 general clerk requests IEPs/EPs for incoming special education students via fax, as documented in four ESE files reviewed. The school district ESE specialist verifies students' required ESE services and informs the teachers, as documented in interviews.
8.2 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 specialist reviews current IEPs/EPs to determine whether they are appropriate. The four IEPs reviewed are current. No gifted students are currently enrolled in the program.
<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 		The ESE specialist convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in four ESE files reviewed.

<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 general clerk telephones parents and mails parent participation forms to encourage their input in IEP/EP meetings and mails copies of IEPs/EPs to parents who do not attend the meetings. The ESE specialist documents all parental contact in the Easy IEP database.
<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 specialist writes transition statements for students who are 14-15 years old and transition plans for students who are 16 years 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 specialist serves as the program's LEA representative and attends the IEP meetings.
8.3 Implementing specially designed instruction, speech and language, and related services that are outlined in students' IEPs/EPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students who are on the special diploma track receive instruction in a self-contained classroom. The ESE specialist provides teachers with consultation services and documents all interactions on her laptop in the Easy IEP database; the ESE consultant provides full-time support facilitation to ESE students in the general education classes. The school district provides a speech and language itinerant teacher, as documented in interviews.
8.4 Providing services as outlined in the students' plans for English language learners (ELL), students with disabilities, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, gifted, and Section 504 services to eligible students.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides a full-time ESE teacher in the self-contained classroom and an ESE support facilitator in the general education classroom. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 8
The program facilitates collaboration to provide:		
<u>9.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers 300 minutes of daily instruction. Extra time is provided during the day or on weekends to make up missed minutes. The current installation of two portables creates a security risk each time the gate is open near the classrooms; consequently, all students have been moved to the cafeteria where they have been in classes for six months. Transition delays do not occur because students do not change classrooms.

9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document monthly faculty meetings, Department of Juvenile Justice (DJJ) and school district meetings, bimonthly management team meetings, weekly ESE meetings, and monthly facility and educational staff meetings. The teachers, the transition specialist, the guidance counselor, and DJJ staff meet with students weekly for treatment team meetings, as documented in treatment team notes. School advisory meetings are held monthly. Students also have a voice in the operation of the facility via the youth advisory council, in which the DJJ regional director participates via conference calls. Educational issues are discussed in various meetings, as documented in interviews with the teachers and administrators.
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 faith-based community coordinator solicits varied community involvement that focuses on educational and transition activities, as documented in the community relations binder and sign-in logs. The program has an extensive list of guest speakers from companies such as Devry University, University of Florida, Workforce One, Career, Technical, and Adult/Community Education (CTACE), Broward County Health Department, ATI Career Training Center, Verizon Wireless, Career Quest, Youth Automotive Training Center, Thinking for Change, Broward County judges, Vocational Rehabilitation, Teen Health, and the Army. The program held a Black History Month program with guest speakers and activities. Students participate in restorative justice activities such as peer meetings to work on projects and to prepare youth for exit, writing letters to soldiers overseas, gang awareness, and participating in a Stop the Violence play. The Price Halfway House students compete in basketball competitions with the students at this program on Fridays. The program also invites parents to attend graduation ceremonies, field days, and student of the week recognition ceremonies. The program documents several volunteers in the sign-in log, including one gentleman nicknamed "Grandpa," who has provided services for over 12 years to the students.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan is based on a point-level system and a canteen. Students observed in the classrooms were behaved and on task. All eight students interviewed stated that classroom discipline is fair. Students stated that they receive rewards, such as student of the week certificates, level attainment, field days, and use of the canteen.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides continuous community involvement in the areas of education, career, and restorative justice. • The program provides students with a voice in the operation of the facility through their youth advisory council. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 6
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>	Two of the four teachers have professional certification, and two have temporary certification. All teach in their areas of certification except for one, who teaches an extra social studies class out-of-field. The self-contained classroom teacher has certification in exceptional student education (ESE), and the reading teacher has completed four competencies for the reading endorsement. The full-time ESE support facilitator is also working on her reading endorsement.

10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teachers have 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 ensure that the reading teacher completes the reading endorsement. • The program should assist the new teacher in obtaining professional certification. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SATISFACTORY SCORE: 6
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 teachers have professional development plans that include SIP initiatives on student performance. The new teacher attended the new teacher academy in the summer.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers have received school district training on the reading competencies, alternative assessments, high school reading textbook adoption, The Edge, National Board Teacher Certification, and school board policies for counseling. Teachers have also attended the Dropout Prevention Fair, the Just Read, Florida! conference, and the 56th Annual Florida Council of Teachers of Math conference. The facility provided security and red flag training to the school district personnel.
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 job training, vacation and holidays, planning days, sick days, health insurance, childcare, a substitute pool, and retirement plans. The program recruits teachers through the school district Web site, job fairs, and union postings.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides teachers with childcare and a substitute pool as needed. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES

RATING: SUPERIOR
SCORE: 8

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 an adequate number of personnel that includes three teachers, a transition specialist, an exceptional student education (ESE) support facilitator, a teacher assistant, a volunteer, and a lead educator/guidance counselor, who does not have classroom duties. The average class size is 18 in the general education class and three in the self-contained class.
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>	Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the FSSS. All classrooms 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 are equipped with TVs/VCRs, overhead projectors, printers, and computers. The program's educational software programs include NovaNet, Web.Base, STAR Reading and Math, Success Maker, Heartbeats, Understanding Math Plus, Language Clues, and Keyboarding.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning, and classrooms display subject area posters, photographs of student activities, and students' work. Classrooms are large and well lit. The program is currently installing two new portables and will convert the older portable to office space for the educational program.
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 in which three current students are enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title I, Part D funds to pay for highly qualified teacher assistants, a transition specialist, supplemental educational materials, the liberal arts program, staff development, and guest speakers. The program has community partnerships with Broward Community College, the health department, the Department of Juvenile Justice Career Education Program in Miami, Critter Control, Drug Free Youth in Town in Miami, Le Cordon Bleu presenters, Memorial Health/Sickle Cell Department, Minority Development and Empowerment, YATC, SCORE, CTACE, and others. The program has successfully acquired donations to present students who complete the program with a \$50 gift card to purchase an outfit for job interviews. Additionally, the program receives 50% of vending machine profits that goes toward a client welfare fund for clothing and cash for students at exit. The Power Ministry donates pizza and cakes for students' birthdays and a Thanksgiving meal, and Youth for Christ and Calvary Chapel donate food for family days. Student behavior is tied to grocery donations delivered to the students' families (donated via the Calvary Chapel food share program). City Furniture donated four bookshelves, and Publix Food Stores donated a Christmas tree. Scholarships are available for students through the Youth Automotive Training Corporation. The program is actively pursuing volunteers from Urban Farming to work with the students in the garden, as documented in interviews with the facility director.

RATING JUSTIFICATION The intent of the indicator is being exceeded.

COMMENDATIONS • The program has various community partnerships, scholarships, and donations.

RECOMMENDATIONS • None

DEFICIENCIES REQUIRING A CAP • 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program submitted the 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program is assigned an individual school number. The data processing clerk, the guidance counselor, or the registrar accurately inputs all the MIS data required in this benchmark, as documented on the MIS screens reviewed, except for growth scale value for the Basic Achievement Skills Inventory (BASI).
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers record and submit daily student attendance to the data processing clerk, who inputs it into the MIS, as documented on monthly attendance screens reviewed.
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"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program did not meet the required 95% statewide assessment participation rate. The program's 2007-2008 statewide participation rates for both reading and math were 92%.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan, such as ongoing training from the reading coach. The reading coach models teaching strategies in the classrooms, schedules tutors for struggling readers, conducts walkthroughs, and creates the instructional focus calendar.
<u>13.6</u> 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The contract manager and assistant principal provide sufficient oversight and assistance to the program and support personnel, such as an exceptional student education (ESE) specialist, an ESE support facilitator, reading and math coaches, and an assistant principal. The contract manager stated in an interview that she conducts annual reviews of the program via the school improvement plan (SIP) and professional growth plans. The assistant principal also conducts informal reviews and provides feedback to the program on the findings, as documented in e-mails reviewed. The contract manager is aware of the school district transition plans. The program needs additional oversight in individual academic plan (IAP) goal development and revision.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	There is a current and approved cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verify that the terms are being followed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The school district provides a math coach to assist the students on site on a regular basis. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The school district should submit students' BASI growth scale values for MIS reporting. The school district should provide additional oversight in the development and revision of IAP goals. 	

DEFICIENCIES REQUIRING A CAP	• None
OTHER FINDINGS	• None
ADDITIONAL RECOMMENDATIONS	• None