

## 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>	COLLIER ACADEMY	<b>School #</b> 11-9029 <b>School District</b> Collier <b>County</b> Collier	<b>Security Level</b> Moderate Risk  <b>Career Type</b> 3  <b>ESE Service Delivery</b> Consultation
<b>Program Name</b>	Collier Academy	<b>Capacity</b> 30 <b>Population</b> Male	<b>Diplomas by Program</b> GED
<b>Address</b>	323 Sgt. Joe Jones Road Immokalee, FL 34142	<b>Head Count</b> 30 <b>SD Registered</b> 26 <b>HSD/GED</b> 4 <b>DJJ Committed</b> 30	<b>Other School in SD</b> None
<b>Education Provider</b>	Collier County School District (School District)	<b>Max Ratio (Student: Teacher)</b> 15:1	<b>Students' Home/Zoned Schools</b> GED Exit Option Special Standard
<b>Facility Provider</b>	Psychotherapeutic Services (For-Profit)		
<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> 20
<b>SD Contract Manager</b>	Bill Spano	<b>Phone</b> (239) 377-1050 <b>Fax</b> (239) 377-1051	<b>E-mail</b> <i>spanobi@collier.k12.fl.us</i>
<b>Other SD Contact</b>		<b>Phone</b> <b>Fax</b>	<b>E-mail</b>
<b>Lead Educator</b>	Art Kobel	<b>Phone</b> (239) 377-0550 <b>Fax</b> (239) 377-0551	<b>E-mail</b> <i>kobelar@collier.k12.fl.us</i>
<b>Facility Director</b>	Johnny Richardson	<b>Phone</b> (239) 657-2130 <b>Fax</b> (239) 657-2930	<b>E-mail</b> <i>jrichardson@ps-corp.net</i>
<b>SD Transition Contact</b>	Bill Spano	<b>Phone</b> (239) 377-1050 <b>Fax</b> (239) 377-1051	<b>E-mail</b> <i>spanobi@collier.k12.fl.us</i>
<b>QA Reviewer</b> Mark Peach <b>Review Dates</b> April 28-30, 2009		<b>E-mail</b> <i>mpeach@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>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 type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>2</u> Teachers <u>2</u> Teacher Aides <u>0</u> Guidance Staff <u>8</u> 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 type="checkbox"/> Private Provider Contract <input 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 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 <u>10</u> Current Educational Files <u>6</u> Closed Educational Files <input type="checkbox"/> Others:
<b>On-site Observations</b>	<u>2</u> Classrooms	<u>0</u> 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

Collier Academy began providing students educational and therapeutic services in March 2007. The program is a moderate-risk residential treatment program that serves males ages 14 to 18. Students stay six to nine months and receive primary mental health and substance abuse services, as well as Behavioral Health Overlay Services (BHOS). A new facility director came to the program in March of this year.

The program documents low teacher turnover and high morale among both the teachers and the students. The program received superior ratings for testing and assessment, academic curriculum and instruction, specially designed instruction and related services, educational personnel qualifications, and professional development and teacher retention.

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

## QA TRENDS: Collier Academy

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score
Transition Services	N/A	5.44	On-Site Transition Services	5	4.94	On-Site Transition Services	6
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	6
			Community Reintegration	4	5.60	Community Reintegration	5
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>0.00</b>	<b>4.94</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.75</b>	<b>5.13</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.00</b>
Academic Curriculum & Instruction	N/A	5.45	Academic Curriculum & Instruction	5	4.94	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	N/A	4.51	Reading Curriculum & Instruction	4	4.52	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	N/A	5.63	Employability & Career Curriculum & Instruction	6	6.05	Employability & Career Curriculum & Instruction	5
ESE & Related Services	N/A	5.37	ESE & Related Services	5	5.45	Specially Designed Instruction & Related Services	7
<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>5.00</b>	<b>5.27</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.25</b>
Collaboration	N/A	5.49	Collaboration	5	5.69	Collaboration	5
Educational Personnel Qualifications	N/A	4.86	Educational Personnel Qualifications	7	5.00	Educational Personnel Qualifications	7
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>5.50</b>	<b>5.50</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.25</b>
<b>OVERALL AVERAGE</b>	<b>N/A</b>	<b>5.25</b>	<b>OVERALL AVERAGE</b>	<b>5.08</b>	<b>5.31</b>	<b>OVERALL AVERAGE</b>	<b>6.17</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>0.00</b>	<b>3.87</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>4.82</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>6.00</b>



# PERFORMANCE INDICATOR

# FINDINGS

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
The program has transition activities that include:		
<p><u>1.1</u> 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)</p>	<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' course schedules based on previous records, entry assessment scores, and FCAT results. The school district guidance counselor reviews all course schedules. Course schedules in all 10 files reviewed document that students are enrolled in appropriate courses for student progression and reading remediation, as needed.
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator provides guidance services to students at entry. All 10 current files reviewed document ongoing guidance in all the areas noted in this benchmark. A majority of the high school students interviewed know how many credits they have.
<p>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</p>	<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 the signature of the lead educator in exit staffings, in addition to other members of the transition team.
<p>1.4 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.)</p>	<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 via fax transmittal verifications that the exit packets are transmitted to the transition contacts in the receiving school districts prior to students' exit. All exit packets reviewed contain the required components.
<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>• 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 SCORE: 7</b>
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 lead educator administers the BASI to students appropriately within the required time frame. He also administers the Learning and Working Styles Assessment.
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 lead educator administers the Career Assessment Battery to students within the required time frame. In addition, the program administers the Choices Interest Profiler to the middle school students. Career assessment results are used to inform instruction and to develop IAP goals and objectives.
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 program administers the BASI to all exiting students, as documented in all six closed files reviewed and documents via interviews and MIS printouts the transmittal of growth scale values and standard scores to the school district.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program administers supplementary assessments to better serve the academic and career instructional needs of its students.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 3: STUDENT PLANNING</b>		<b>RATING: SATISFACTORY SCORE: 6</b>
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Seven IAPs reviewed document that the lead educator develops non-ESE students' IAPs that include all of the required components within the required time frame.
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>	All seven IAPs reviewed document that the teachers review the goals and objectives monthly and make revisions, as needed. The itinerant ESE specialist and the lead educator conduct additional reviews of students' academic progress, as documented in student conferencing notes. Additionally, the lead educator develops performance contract goal status reports for students in preparation for monthly treatment team meetings.
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 IEP staffing team develops students' IEP goals and objectives. All IEPs reviewed contain measurable annual goals and objectives that directly relate to students' deficiencies and needs.

3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The itinerant exceptional student education (ESE) specialist develops individual educational plan (IEP) progress reports through the Excent software and documents in a log the dates these reports are mailed to the students homes.
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>	Both middle school students' files reviewed document development of ePEPs through FACTS.org.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program conducts multiple reviews of students' academic progress, in addition to reviewing students' individual academic plans (IAPs).</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: 5</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 parents, guardians, juvenile probation officers (JPOs), program staff, and other appropriate stakeholders to participate in transition planning, as documented via interviews and signatures on exit planning meeting notes.
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>	Treatment team members receive input from the lead educator to develop students' transition plans that include all of the required components of this benchmark, except for job or career/technical training plans. This county does not contract with aftercare providers for "in-county" students, and none of the closed files reviewed are for "out-of-county" students. All six closed files reviewed contain student transition plans.
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>	All six closed files reviewed document via e-mail that the program notifies the transition contacts in the receiving school districts at least one week prior to students' release.
<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 job or career/technical training plans are included in students' exit transition plans.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION</b>		<b>SCORE: SUPERIOR</b> <b>RATING: 7</b>
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options and advises students regarding each option.
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 Course Code Directory, the FSSS, and the course descriptions. Interviews and observations document that 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 program uses the computer-based Novel Star curriculum to deliver instruction in all the core academic courses, except reading and English. In those courses, direct instruction by the teacher is the primary delivery model, supplemented by computer-assisted instruction (CAI). Observed instructional strategies include one-on-one, small group, CAI, and peer tutoring; except in the reading and English classes, students receive little whole class instruction. The program enhances individualization of instruction via services by a paraprofessional and a full-time tutor. Students who have typically obtained their General Educational Development (GED) diplomas serve as aides and assist students individually in the classroom. Students report that the school district itinerant exceptional student education (ESE) specialist and the reading coach also assist them. Both teachers use students' IAPs/IEPs to guide instruction. The school district ESE specialist provides teachers with an accommodation/modifications list for each ESE student. The reading/English teacher frequently uses his laptop to show video clips, and the students often create posters or PowerPoint presentations as part of their lessons.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program enhances its efforts to individualize instruction by providing students with many opportunities for one-on-one instruction.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 6: READING CURRICULUM and INSTRUCTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
The program provides reading instruction and services through:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The reading teacher administers the American Guidance Services (AGS) pretest to place students in the reading curriculum. Classroom observations and interviews with the reading teacher and the students confirm that the reading teacher delivers explicit reading instruction. The teacher is familiar with his students' IAPs/IEPs and addresses their goals and objectives. The reading curricula consists of Accelerating Maximal Potential (AMP), Reading Skills for Life, and Read 180, as a supplementary technology-based curriculum; these curricula are aligned with the school district comprehensive reading plan. In addition, the reading teacher enhances and varies his instructional approach via books on tape and videos through United Streaming. All students receive 90 minutes of reading instruction, as required in 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 teacher administers the Maze test and the Florida Oral Reading Fluency (FORF) probe quarterly and inputs FORF scores into the Progress Monitoring and Reporting Network (PMRN), as documented in a binder of PMRN printouts. The teacher also administers the Scholastic Reading Inventory (SRI) three times a year and reports scores to the school district.
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>	All students interviewed report that they have ample time during the school day for leisure reading. Literacy enrichment includes student-developed PowerPoint presentations, film versions of books the students are reading, and posters/projects.
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 Diagnostic Assessment of Reading, Second Edition (DAR-2) and the Comprehensive Test of Phonological Processing (CTOPP) are available to be administered by the speech/language specialist, according to the reading teacher. An interview with the reading teacher and recent FORF scores document that all students are progressing in reading; consequently, administration of the DAR-2 has not been necessary.
<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: 5</b>
<i>Type I programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All students are enrolled in an employability/life skills course and primarily work in the Job Savy and Job Search and Job Survival curricula. Topics addressed include money management, consumer spending, independent living, public transportation, car and driving issues, career success/promotion, and dressing for success.
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>	All seventh and eighth graders are appropriately enrolled in a history and career planning course (2100015) in which the teacher is familiar with the 30 required competencies.
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 teacher provides individualized instruction and a variety of instructional strategies, as documented via classroom observations, lesson plans, and interviews with teachers and students. Students work independently on individualized assignments, participate in whole group discussions, receive computer-assisted instruction (CAI), interact in groups, participate in peer projects, view career-related videos, and role play real life situations.
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>	Students who have a high school diploma may participate in the Florida Ready to Work program, study for entrance exams to post-secondary institutions, research jobs, apply for jobs, enroll in online courses from Edison State College, work with the Cyber Learning program, and work as student aides/classroom assistants.

<b>Type 2 programs</b> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 3 career education program.
7.6 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 3 career education program.
<b>Type 3 programs</b> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students are provided hands-on career training in computer skills via Cyber Learning business systems and technology courses and may earn certificates of completion for these courses, as documented in their files. Students also may earn Florida Ready to Work certification. The program is developing a partnership with the Immokalee Technical Center, which will provide the students with a variety of hands-on career training.
7.8. 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	All courses offered are for credit and follow course descriptions and career education course requirements.
<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 continue to develop its partnership with the Immokalee Technical Center to increase its hands-on career offerings, commensurate with Type 3 programs.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator and the guidance counselor develop course schedules based on appropriate data and enroll students without delay. Three ESE files reviewed document that these services are initiated in a timely manner.
<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> </ul>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The itinerant ESE specialist and the lead educator, who has ESE certification, review students' IEPs to determine whether they are appropriate. No gifted students are currently enrolled.
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		The ESE specialist convenes IEP meetings within a reasonable time, as documented in all three ESE files reviewed.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		The ESE specialist solicits and documents participation of parents in IEP meetings via telephone and mail. She mails IEPs to parents who do not attend the meetings, as documented in students' files.

<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		All IEPs reviewed document all the required transition-related elements.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		The LEA representative is the assistant principal, as documented via signatures on IEPs.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator, who is also a full-time teacher, and the other teacher have access to students' plans and lists of accommodations/modifications provided by the school district exceptional student education (ESE) specialist. The ESE specialist is on site two times per week to provide support facilitation to students who are on the special diploma track; to provide resources/advice to the teachers; and to consult with ESE students, as necessary. The ESE specialist documents these activities in the teaching log and the student conferences log. The school district provides speech language services, but no current student requires these supplementary services.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The school district provides ELL, Section 504, and gifted student services, but no current student requires these services.
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The school district ESE specialist visits the program twice weekly to consult with the teachers and the students.</li> </ul>
<b>RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>None</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>		<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The bell schedule, classroom observations, and interviews with program staff and students document that the program provides a minimum of 300 minutes of daily instruction or the weekly equivalent.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program holds monthly staff meetings and the facility holds monthly management meetings attended by the lead educator. Educational personnel attend monthly treatment team meetings and quarterly advisory board meetings, as documented via meeting agendas, sign-in sheets, and e-mails.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Community involvement activities are documented in written descriptions of the activities, participant sign-in sheets, and interviews. This past year, students have attended a local minor league baseball game, have gone bowling, and engaged in a Habitat for Humanity home building project. Guest speakers this past year included representatives from the military, the Immokalee Technical Center, and a local religious program; a former National Football League player; and the owner of Tropical Smoothies.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The facility implements a point/level behavior management plan that focuses on positive reinforcement; the facility aims to exceed a 4:1 ratio of rewards to negative responses. Student behavior observed during this review was good. In interviews, all students stated that they understand the behavioral parameters and that discipline is fairly administered.

<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 provide more frequent field trips and solicit more guest speakers on educational or career topics.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Both of the program's two academic teachers have professional certification. The lead educator/teacher has exceptional student education (ESE) certification, English language learners (ELL) endorsement, and middle grades integrated curriculum certification, and the reading teacher has a reading endorsement. Both teach in their certification areas and other subjects, as well.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Noncore academic courses are taught by the professionally certified teachers.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>All of the program's teachers have professional certification.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Both teachers have professional development plans that are aligned with the SIP and incorporate an action plan for review. The school district provides a beginning teacher program for appropriate teachers.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Each teacher documents content-related professional development training from a variety of sources including private providers, the Florida Department of Education (DOE), and the school district. Both teachers document trainings in teaching reading in the language arts course, applied linguistics, and social studies, among others.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	To recruit and retain highly qualified teachers, the program offers professional training opportunities, competitive salaries, and a 250-day contract. An added incentive is the high morale evident among the educational staff, as documented via interviews and observations.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>All teachers document content-related professional development.</li> <li>High staff morale helps to create a superior learning environment.</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 teachers (including the lead educator), a paraprofessional, and a full-time tutor. The average class size is 15 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>	The program has instructional supplies and materials appropriate to students' ages and ability levels. All students interviewed stated that there is an excellent selection of high-interest reading materials in the classrooms.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has 22 student computers in the computer lab, and all students have access to Novel Star, Read 180 software, the Ready to Work Web site, the Cyber Learning site, and various research sites. The reading teacher uses United Streaming video clips projected through his laptop, and all computer lab stations can be controlled from the main console through the Net Ops system.
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>	Both classrooms are large, well lit, and clean. Classroom rules, student work products, educational posters, and other decorative displays adorn the walls.
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 Internet access to the FLVS, but no students are 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 has not pursued grants or scholarships. The program is developing business/community partnerships with Tropical Smoothies, the Marine Corp League, Leadership Collier, the Immokalee Technical Institute, and Edison State College.
<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 pursue resources such as grants and scholarships.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

**INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION**

**RATING: SATISFACTORY**  
**SCORE: 6**

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 on time.
<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 has an assigned school number and documents on all printouts that all student data required in this benchmark are accurately reported in the MIS.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record student attendance daily, and the lead educator faxes attendance reports weekly to the school district for entry into the MIS.
13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's 2006-2007 statewide assessment participation rates for both reading and math were 100%
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 school district comprehensive reading plan. A reading coach visits the program weekly to conduct walk-throughs and to consult with the reading teacher and the lead educator.
<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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The principal for alternative schools is the contract manager. The principal and the assistant principal document periodic visits to the program and ongoing communication through e-mails and telephone calls. The contract manager helps teachers develop professional growth plans and evaluates their professional development. Observations and interviews with the teachers and the staff confirm that the school district provides the program with satisfactory resources and support. The contract manager oversees an annual mock quality assurance (QA) review of the educational program, as documented on a report of the findings.
13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement with the DJJ, and the terms of the agreement are being followed.
<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>OTHER FINDINGS</b>	• None
<b>ADDITIONAL RECOMMENDATIONS</b>	• None