

# 2008-2009 Quality Assurance (QA) Report for **Exemplary Programs** (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>	CROSSROADS WILDERNESS INSTITUTE	<b>School #</b> 08-0281 <b>School District</b> Charlotte <b>County</b> Charlotte	<b>Security Level</b> Moderate Risk  <b>Career Type</b> 2  <b>ESE Service Delivery</b> Consultation Support Facilitation
<b>Program Name</b>	Crossroads Wilderness	<b>Capacity</b> 35 <b>Population</b> Male	<b>Diplomas by Program</b> All
<b>Address</b>	45991 Bermont Road Punta Gorda, FL 33982	<b>Head Count</b> 35 <b>SD Registered</b> 34 <b>HSD/GED</b> 1 <b>DJJ Committed</b> 35	<b>Other School in SD</b> None
<b>Education Provider</b>	Associated Marine Institutes, Inc. (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 9:1	<b>Students' Home/Zoned Schools</b> None
<b>Facility Provider</b>	Associated Marine Institutes, Inc. (Not-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> 27
<b>SD Contract Manager</b>	Dr. Karyn Gary	<b>Phone</b> (941) 255-0808 x3010 <b>Fax</b> (941) 255-7567	<b>E-mail</b> <a href="mailto:karyn_gary@ccps.k12.fl.us">karyn_gary@ccps.k12.fl.us</a>
<b>Other SD Contact</b>		<b>Phone</b> <b>Fax</b>	<b>E-mail</b>
<b>Lead Educator</b>	Terry Maloy	<b>Phone</b> (941) 575-5790 <b>Fax</b> (941) 575-5792	<b>E-mail</b> <a href="mailto:terry_malloy@ccps.k12.fl.us">terry_malloy@ccps.k12.fl.us</a>
<b>Facility Director</b>	Chris MacNeil	<b>Phone</b> (941) 575-5790 <b>Fax</b> (941) 575-5792	<b>E-mail</b> <a href="mailto:cwi-ed@amikids.org">cwi-ed@amikids.org</a>
<b>SD Transition Contact</b>	April Prestipino	<b>Phone</b> (941) 255-0808 x3407 <b>Fax</b> (941) 255-7567	<b>E-mail</b> <a href="mailto:april_prestipino@ccps.k12.fl.us">april_prestipino@ccps.k12.fl.us</a>
<b>QA Reviewer</b> Sandra Rogers <b>Review Dates</b> May 18-19, 2009		<b>E-mail</b> <a href="mailto:sarogers@fsu.edu">sarogers@fsu.edu</a>	<b>A full follow-up QA review 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:	2 Teachers 1 Teacher Aides 0 Guidance Staff 3 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input type="checkbox"/> Community Involvement Logs <input 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 type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 6 Current Educational Files 3 Cumulative Transcripts <input type="checkbox"/> Others: None
<b>On-site Observations</b>	4 Classrooms	0 Treatment Team Meetings	Others: Faculty Meeting and Library	

## 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

Crossroads Wilderness Institute is a long-term environmentally secure wilderness program that provides individualized academic instruction and group counseling sessions. It is located on 20 acres of property owned by the state of Florida in the Babcock Ranch Reserve.

The program has a sophisticated in-house computer network system that includes a central control. Almost all academic texts are on CDs, the program has on-site access to the school district management information system (MIS), and educational exit packet data are transferred to CDs.

Most of the program's instructional staff are veteran teachers. The faculty meet daily with the director of education to discuss student improvement and behavior, and the director of education demonstrates a high level of collaboration with the school district contract manager.

The program passed 10 of the 11 critical benchmarks and retains its exemplary status.

The program failed to meet the requirements for academic curriculum and instruction because it offers English and a career/technical employability skills course to students during the same class period and awards credits for both classes. Students were observed laying cement for a sidewalk and working in the kitchen during their English class time. The contract manager and director of education are aware of this scheduling error and are committed to correcting the problem.

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

## QA TRENDS: Crossroads Wilderness Institute

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.	Critical Benchmarks	Score
Transition Services	7	5.44	On-Site Transition Services	7	4.94	Enrollment	Pass
Testing & Assessment	5	4.73	Testing & Assessment	7	5.73	Entry Academic Assessment	Pass
Student Planning	4	4.65	Student Planning	6	4.18	Individual Academic Plans (IAPs)	Pass
			Community Reintegration	5	5.60	Individual Education Plans (IEPs)	Pass
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.33</b>	<b>4.94</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.25</b>	<b>5.13</b>	Substantial Academic Curriculum	Fail
Academic Curriculum & Instruction	7	5.45	Academic Curriculum & Instruction	7	4.94	Explicit Reading Instruction	Pass
Reading Curriculum & Instruction	4	4.51	Reading Curriculum & Instruction	6	4.52	ESE Process	Pass
Employability & Career Curriculum & Instruction	4	5.63	Employability & Career Curriculum & Instruction	8	6.05	Adequate Instructional Time	Pass
ESE & Related Services	3	5.37	ESE & Related Services	7	5.45	Teacher Certification	Pass
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>	<b>5.34</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.00</b>	<b>5.27</b>	Data Management	Pass
Collaboration	6	5.49	Collaboration	8	5.69	Contract Management Oversight	Pass
Educational Personnel Qualifications	5	4.86	Educational Personnel Qualifications	5	5.00	Full Follow-up QA Review Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Professional Development & Teacher Retention	7	5.40	Professional Development & Teacher Retention	5	5.46		
Learning Environment & Resources	7	5.00	Learning Environment & Resources	8	5.53	Exemplary programs who fail two or more critical benchmarks will receive a full follow-up QA review the same year.  For state agency and annual reporting purposes, the QA scores for those programs who receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.	
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.25</b>	<b>5.39</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.50</b>	<b>5.50</b>		
<b>OVERALL AVERAGE</b>	<b>5.36</b>	<b>5.25</b>	<b>OVERALL AVERAGE</b>	<b>6.58</b>	<b>5.31</b>		
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>3.00</b>	<b>3.87</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>4.82</b>		

# Crossroads Wilderness Institute-- 2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	57				
						Dropout Prevention File	56	<b>TOTAL</b> 57 (Unduplicated)			
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	57	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	3	5
Female	0	0	13	3	5	6	0	0	Emotional/Behavioral Disabilities	9	16
RACE	#	%	14	3	5	7	0	0	Specific Learning Disabled	11	19
White (NH)	18	32	15	16	28	8	4	7	Autism Spectrum Disorder	0	0
Black (NH)	23	40	16	25	44	9	35	61	Speech/Language Impaired	0	0
Hispanic	14	25	17	7	12	10	12	21	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	2	4	18	3	5	11	3	5	Gifted	1	2
			19 & above	0	0	12	3	5	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	16	94	Diplomas Earned	#	%				Other Health Impaired	0	0
2006-07 Math	16	94	Standard *	2	4				<b>TOTAL ESE</b>	24	42
2007-08 Reading	23	92	GED	7	12	LEP STUDENTS	#	%			
2007-08 Math	23	92	Special	0	0		4	7			

**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

## BENCHMARKS

## FINDINGS

<b>BENCHMARK 1.1: ENROLLMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program has transition activities that include:		
<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	Interviews document that the lead educator develops the students' course schedules based on past records, entry assessment scores, FCAT reading levels, and student progression plan requirements. Four of six current files and MIS schedules reviewed document that students are enrolled in appropriate courses for progression and reading remediation, as needed. Two files for middle school students document that they are not enrolled in science.	
<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 enroll all middle school students in science courses to meet A++ Implementation.</li> </ul>	

<b>BENCHMARK 2.1: ENTRY ACADEMIC ASSESSMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program's testing and assessment practices include administering:		
<u>2.1</u> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	All six current files reviewed document that the lead educator administers the BASI to students appropriately within the required time frame. The program also administers a math test, the Scholastic Reading Inventory (SRI), and a learning styles inventory to students at entry. The lead educator discusses test scores with the students and uses the results to develop individual academic plans (IAPs); teachers use assessment results to guide instruction.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program administers additional tests at entry to determine students' strengths and weaknesses.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>BENCHMARK 3.1: INDIVIDUAL ACADEMIC PLANS</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program has individual student planning activities that include:		
<u>3.1</u> 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; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	The lead educator develops students' long-term IAP goals with two short-term objectives with input from the teachers. IAPs reviewed meet all the requirements of this benchmark. Teacher and student interviews document that IAPs are used for instructional planning.	
<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>BENCHMARK 3.3: INDIVIDUAL EDUCATIONAL PLANS</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program has individual student planning activities that include:		
<b>3.3</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	The exceptional student education (ESE) specialist writes IEP goals for special education students. All three IEPs reviewed contain measurable annual goals and short-term objectives that directly relate to students' identified needs.	
<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>BENCHMARK 5.2: SUBSTANTIAL ACADEMIC CURRICULUM</b>		<b>PASS</b> <input type="checkbox"/> <b>FAIL</b> <input checked="" type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program offers academic curriculum and instruction through:		
<b>5.2</b> 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)	The program provides a substantial year-round curriculum based on the Florida Course Code Directory, course descriptions, and the FSSS that includes math, English/language arts, science, economics, health, and social studies. Lesson plans and texts are aligned with the new FSSS. All students interviewed stated that they receive instruction for the courses in which they are enrolled. However, students do not receive adequate seat time for English or the career/technical employability skills course. Instead, they participate in building maintenance projects or work in the cafeteria during English class on certain weeks with a school district approved career/technical teacher, as observed during this review. The career class and the English class are scheduled during the same class period.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that students receive adequate seat time for each course offered.</li> </ul>	

<b>BENCHMARK 6.1: DIRECT READING INSTRUCTION</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program provides reading instruction and services through:		
<b>6.1</b> Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	The Scholastic Reading Inventory (SRI) placement test is administered to place students on their appropriate reading levels for individualized instruction in the Read 180 computer program. Classroom observations and interviews document that the reading teachers provide explicit reading instruction in a 90-minute block. Teacher interviews document that they address students' IAP/IEP reading goals. Classroom observations document that students enrolled in intensive reading work in small groups, work on the computerized reading program, receive teacher-directed lessons, and listen to the teacher read aloud. Supplemental programs used include novels, the Victor Reading Program, and Orchard software. The program follows the school district comprehensive reading plan for high school but is not listed on the middle school reading materials chart in the plan.	
<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 collaborate with the school district to be included in the middle school reading materials chart.</li> </ul>	

<b>BENCHMARK 8.2: ESE PROCESS</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program provides educational support services to all students as needed, including:		
<b>8.2</b> Completing the ESE process:		The exceptional student education (ESE) consultant reviews current IEPs/EPs to determine whether they are appropriate. All three IEPs reviewed are current. No gifted students are currently enrolled.
<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>		
<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 consultant convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in the 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 consultant telephones parents and mails them participation forms to encourage their input in IEP/EP meetings. ESE files document that she mails copies of IEPs/EPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		The ESE consultant writes transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in all three IEPs reviewed.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet criteria noted in the clarification on p. 29.)</li> </ul>		All IEPs reviewed document that the school district ESE consultant serves as the program's LEA representative and attends IEP/EP meetings.
<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>BENCHMARK 9.1: ADEQUATE INSTRUCTIONAL TIME</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program facilitates collaboration to provide:		
<b>9.1</b> A minimum of 300 minutes of daily instruction, or the weekly equivalent		The program offers 300 minutes of daily instruction. Students were observed transitioning between classes in a timely manner.
<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>BENCHMARK 10.1: TEACHER CERTIFICATION</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
All instructional personnel:		
<b>10.1</b> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification		Of the program's four academic teachers, three have professional certification and one has temporary certification. Students' course schedules and teacher certifications document that all of the teachers teach in their certification areas. All teachers have exceptional student education (ESE) certification; the reading teachers are working towards reading endorsement; one teacher has English language learners (ELL) certification; and two teachers have the middle grades integrated curriculum certification.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The teachers have multiple certifications to meet the needs of the students and that qualify them to teach in their assigned subject areas.</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>BENCHMARK 13.2: DATA MANAGEMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The school district ensures that:		
<b>13.2</b> 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)	The program is assigned an individual school number. The lead educator and the school district registrar accurately input all data required in this benchmark, as documented on MIS screens reviewed.	
<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>BENCHMARK 13.6: CONTRACT MANAGEMENT OVERSIGHT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The school district ensures that:		
<b>13.6</b> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	The contract manager serves as the director of career and technical learning for the school district and is on site monthly to meet with the lead educator. Interviews document that school district staff, who visit the program to provide support, include the contract manager, a technology assistant, and an ESE consultant. The school district provides professional development, assistance with grant research and application, assistance with accessing dual enrollment opportunities at the local community college for eligible students, and oversight of all state and district-wide assessment administration. This past year, the school district helped the program upgrade its computer network and data operating system. Currently, the school district is collaborating with the program to obtain designation as an approved General Educational Development (GED) test site. The contract manager conducts annual reviews of the educational program via a mock quality assurance (QA) reviews and analyses of testing data, as documented in interviews and evaluation reports. The contract manager provides an abundance of oversight and assistance to the program. However, additional oversight is needed to correct the school schedule to provide adequate seat time for students in English classes.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The school district provides an abundance of support to the program and demonstrates commitment to collaborating with the program to make continual improvements.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The school district should provide additional oversight to the program regarding adequate seat time in all classes.</li> </ul>	

<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>