

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)	CYPRESS CREEK ACADEMY	School # 09-8001 School District Citrus County Citrus	Security Level Career Type	High-Maximum Risk 2
Program Name	Cypress Creek Juvenile Correctional Facility	Capacity 96 Population Male	ESE Service Delivery	Consultation Support Facilitation
Address	2855 W. Woodland Ridge Drive Lecanto, FL 34461	Head Count 95 SD Registered 88 HSD/GED 7 DJJ Committed 95	Diplomas by:	
Education Provider	Group 4 Securicor (G4S) (For-Profit)	Max Ratio (Student: Teacher) 16:1	Program	All
Facility Provider	Group 4 Securicor (G4S) (For-Profit)		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	74
SD Contract Manager	Tom Curry	Phone (352) 726-1931 Fax (352) 726-7423	E-mail	<i>curryt@citrus.k12.fl.us</i>
Other SD Contact		Phone Fax	E-mail	
Lead Educator	Deon Copeland	Phone (352) 527-3091 x122 Fax (352) 527-3092	E-mail	<i>copelandd@citrus.k12.fl.us</i>
Facility Director	George Newsome	Phone (352) 527-3091 Fax (352) 527-3092	E-mail	<i>george.newsome@us.securicor.com</i>
SD Transition Contact	Mary Wolf	Phone (352) 726-1931 x2311 Fax (352) 726-6698	E-mail	<i>wolfm@citrus.k12.fl.us</i>
QA Reviewer Pat Collins Review Dates September 2-5, 2008		E-mail <i>pacollins@fsu.edu</i>		
		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	7 Teachers 2 Teacher Aides 1 Guidance Staff 11 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> 2006 QA Report/CAP <input checked="" type="checkbox"/> Cooperative Agreement <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	13 Current Educational Files 9 Closed Educational Files 0 DJJ Commitment Files Others:
On-site Observations	8 Classrooms	1 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

Cypress Creek Academy is a high-maximum risk facility for males ages 12-21. The facility has two dorm areas and six classrooms for up to 16 students each. Group 4 Securicor (G4S) operates the program and provides core and elective educational services to students year round.

Along with academic instruction, the educational program offers courses in physical education (P.E.), digital publishing and design, and building construction. The program demonstrates a desire to continually improve the quality of the educational services it provides to the students.

The program demonstrated great gains in reading curriculum and instruction and received an overall satisfactory rating for this review. Additionally, the program is to be commended for retaining all educational staff except for one teacher since the previous review.

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

QA TRENDS: Cypress Creek Juvenile Correctional Facility

When making cross-year comparisons of your program's QA scores keep in mind that JJEP'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	6	5.25	On-Site Transition Services	5	4.67	On-Site Transition Services	7
Testing & Assessment	5	4.83	Testing & Assessment	7	5.50	Testing & Assessment	7
Student Planning	4	4.58	Student Planning	4	4.11	Student Planning	5
			Community Reintegration	5	5.47	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	5.00	4.89	STANDARD ONE: TRANSITION Standard Average	5.25	5.08	STANDARD ONE: TRANSITION Standard Average	6.50
Academic Curriculum & Instruction	4	5.33	Academic Curriculum & Instruction	4	5.06	Academic Curriculum & Instruction	5
Reading Curriculum & Instruction	3	3.76	Reading Curriculum & Instruction	2	4.88	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	7	5.71	Employability & Career Curriculum & Instruction	4	5.50	Employability & Career Curriculum & Instruction	7
ESE & Related Services	6	5.54	ESE & Related Services	6	5.17	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	5.00	5.21	STANDARD TWO: SERVICE DELIVERY Standard Average	4.00	5.28	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00
Collaboration	7	5.10	Collaboration	5	5.38	Collaboration	5
Educational Personnel Qualifications	4	5.05	Educational Personnel Qualifications	4	4.53	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	5	5.53	Professional Development & Teacher Retention	5	5.53	Professional Development & Teacher Retention	7
Learning Environment & Resources	5	4.83	Learning Environment & Resources	4	5.61	Learning Environment & Resources	5
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.25	5.33	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.50	5.58	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.50
OVERALL AVERAGE	5.09	5.15	OVERALL AVERAGE	4.58	5.31	OVERALL AVERAGE	6.00
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.88	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.95	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Cypress Creek Juvenile Correctional Facility-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	177	TOTAL				190
						Dropout Prevention File	181	(Unduplicated)				
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	190	100	12 & under	1	1	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	3	2	
Female	0	0	13	5	3	6	1	1	Emotional/Behavioral Disabilities	47	25	
RACE	#	%	14	8	4	7	0	0	Specific Learning Disabled	32	17	
White (NH)	67	35	15	26	14	8	3	2	Autism Spectrum Disorder	0	0	
Black (NH)	114	60	16	47	25	9	36	19	Speech/Language Impaired	2	1	
Hispanic	7	4	17	61	32	10	69	36	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	1	1	
Other	2	1	18	38	20	11	49	26	Gifted	1	1	
			19 & above	4	2	12	32	17	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	40	74	Diplomas Earned	#	%				Other Health Impaired	1	1	
2006-07 Math	37	69	Standard *	3	2				TOTAL ESE	87	46	
2007-08 Reading	46	82	GED	0	0	LEP STUDENTS	#	%				
2007-08 Math	44	79	Special	1	1		0	0				

NOTE: Student counts are based upon an unduplicated count of students served as reported in both the attendance and the dropout prevention files. This unduplicated count is matched to the demographic and the ESE files. Diplomas earned are independently retrieved from the end-of-the-year file.

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SUPERIOR SCORE: 7
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The registrar requests students' previous records and works with the lead educator and the transition specialist to develop students' course schedules based on past records, entry assessment scores, and individual education plans (IEPs). The registrar enters course schedules into the MIS. Students' enrollment addresses English/language arts, reading, math, social studies, and science curricula as needed for student progression or high school graduation. The lead educator determines students' placement in reading based upon Level 1 or 2 FCAT scores or Basic Achievement Skills Inventory (BASI) scores. All 13 current files reviewed contain course schedules that document students' appropriate enrollment in courses for student progression, high school graduation, and reading remediation, as needed.</p>
<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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The program's transition specialist provides guidance services to students upon enrollment. Interviews with students document that the transition specialist provides students with ongoing guidance upon their request, but does not document these services in a log or in students' files. The transitional specialist provides guidance related to middle school/high school progression to students at the end of each trimester grading period when courses are completed and/or credits earned are posted to students' records. All 13 current files reviewed contain multiple forms that document guidance services in all areas noted in this benchmark.</p>
<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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Nine closed files reviewed document that the transition specialist or the lead educator attends exit meetings 60 and 14 days prior to students' scheduled release and provides input regarding their next educational placements.</p>
<p>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.)</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Prior to students' exit, the transition specialist faxes copies of their exit packets, that include all required components, to the transition contact in the students' receiving school districts, as documented by fax receipts in all nine closed files reviewed. The transition specialist includes area maps and telephone numbers of contacts in the exit packets.</p>
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The lead educator, the transition specialist, and the registrar collaborate and document a seamless process to request and review records to ensure that students are appropriately enrolled for progression or high school graduation. The transition specialist includes area maps and telephone numbers of contacts in students' exit packets to assist them in successfully transitioning to their next educational or career/technical placements. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should document ongoing guidance services provided to students. 	
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 13 current files reviewed document that the transition specialist administers the BASI to students within the required time frame on a designated computer in the educational office. In addition, the transition specialist administers a learning styles inventory that the teachers use to individualize instruction. A contracted psychologist administers a personality inventory to all students and uses the results to develop students' behavior plans.
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 13 current files reviewed document that the transition specialist administers the Choices career assessment to students within the required time frame and uses the results to enhance employability and career/technical instruction.
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>	Nine closed files and MIS testing screens reviewed document that the transition specialist administers the BASI to each student prior to his exit, and the registrar enters the scores into the MIS.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers additional testing to individualize instruction and determine proactive behavior plans. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SATISFACTORY SCORE: 5
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The transition specialist develops IAP cover sheets that include students' information and entry assessment results. The teachers develop IAP goals and objectives for students in reading, writing, and math, and the transition specialist develops the career/technical goals. Six current IAPs reviewed include all of the required components and were developed within the time frame. Initially, students' career/technical goals are the same; however, their career goals are revised after 90 days, when students have completed safety/security evaluation and are eligible to enroll in career/technical programs of their choice.
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 and signatures on IAP review forms document that IAPs are reviewed monthly in formal treatment team meetings. The facility case manager, the direct care staff, the lead educator, the students, and the parents (by telephone) participate in treatment team meetings. The lead educator or the transition specialist reviews teacher input and students' progress toward meeting their IAP goals. All 13 current files reviewed document monthly review of students' progress, but minimal revisions are noted.

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>	All seven ESE files reviewed document that the local education agency (LEA) representative develops measurable annual IEP goals and short-term objectives that directly relate to special education students' identified academic, behavioral, and/or functional 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>	Interviews and all seven exceptional student education (ESE) files reviewed document that the ESE specialist reviews students' progress toward meeting their individual educational plan (IEP) goals and objectives and sends students' progress reports to the parents as often as progress reports are sent home for all students.
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 program documents a procedure to enroll middle school students in a career course to develop their ePEPs via the online student advising system, but no middle school students' files reviewed document that this process has been completed.
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 career assessment results and students' career choices are used to develop career/technical goals and objectives. • The program should ensure that students' IAP goals are revised when needed. • The program should ensure that all middle school students who entered grade 6 in the 2006-2007 school year or after complete an ePEP. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 7
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 ESE specialist documents soliciting participation from parents and families in the ESE process. The facility staff collaborate to invite guest speakers from the community who focus on health, education, and careers, as documented in visitors logs. Interviews and exit plans document that the case managers invite parents and juvenile probation officers (JPOs) to treatment team and exit meetings.
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>	All nine closed files reviewed contain educational exit transition plans developed in students' exit meetings held 60 and 14 days prior to their release. Exit plans contain all of the required information. The transition specialist ensures that all students have Florida identification when they leave the program.
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>	An interview with the transition specialist and nine closed files reviewed document that the transition specialist in students' receiving school districts is contacted prior to students' release. The transition specialist includes a one-page summary of students' accomplishments with information sent to the transition specialists.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The transition specialist submits a one-page summary of students' accomplishments to the receiving transition contacts to assist with meeting students' reintegration needs.
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: SATISFACTORY RATING: 5
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. The program advises parents concerning the GED and GED Exit Option choices and requires parental consent for students under age 18 to select these options.
<u>5.2</u> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Florida Course Code Directory, the FSSS, and the course descriptions. Interviews and observations document that the students receive instruction for the courses in which they are enrolled.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Lesson plans, student interviews, and classroom observations document that the teachers provide individualized instruction. Most teachers provide a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. Most students interviewed indicated that they receive instruction and course information on courses of enrollment. Student interviews also indicate that they primarily complete worksheets, participate in discussions, and work in workbooks. Observed teaching strategies included small group, computer-assisted instruction (CAI), individual assistance, peer tutoring, cooking projects, educational videos, and PowerPoint presentations.
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"> All teachers should use a variety of instructional strategies to enhance individualized instruction. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 5
The program provides reading instruction and services through:		
<u>6.1</u> 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 provides explicit reading instruction based on students' reading goals and objectives in their IAPs or IEPs. The program does not provide more than one class period of reading intervention for disfluent secondary level students but documents that it will implement a new schedule that includes the extended class time one week after this review. The program uses the Read 180 curriculum, which is identified 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 coach administers the Maze test three times a year to monitor students' reading progress, as required in the school district comprehensive reading plan. The reading coach enters the Maze assessment data into the MIS for reporting to the DOE.
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>	Interviews and notes document that students participate in a book club, art and poetry contests, and writing assignments for victim awareness. Students' work is displayed in the administration and visitation areas of the facility. Students read and record elementary level books on CDs for students at a local elementary school.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	An interview with the reading coach documents that she administers the Diagnostic Assessment of Reading, Second Edition (DAR-2), which addresses the five construct areas of reading, to students who are not progressing in reading. She works with the reading teacher to diagnose and determine students' reading deficiencies and to prescribe specific strategies to improve their reading skills. The reading teacher and the reading coach collaborate and use assessment results to revise and improve instructional methods but do not use them to modify students' initial IAP reading goals, objectives, and remedial strategies.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure students whose FCAT reading scores are Level 1 or 2 and who are disfluent receive 90 minutes of intensive reading instruction per day as required in the school district comprehensive reading plan. • The program should use results of the diagnostic reading assessment to modify students' IAP reading goals and objectives. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 7
<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>	Interviews and lesson plans document that the program integrates appropriate employability, social, and life skills instruction into the social studies, science, digital publishing and design, and building construction courses. Curricula are based on state and school board standards, and class instruction follows course descriptions. The program also pays for students to complete a four-hour online drug and alcohol course that is required for a learners permit for driving.
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 has developed a new schedule to begin the week following this review that includes a middle school career and education planning course (geography and career exploration) for students in grades 7 or 8. This new class will provide career exploration opportunities and resources for completing their electronic Personal Education Plans (ePEPs).
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>	Observation, interviews, and lesson plans document that employability and career curricula and instruction are delivered through a variety of instructional strategies, including hands-on instruction.
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>	Interviews document that students who have received a high school diploma or its equivalent participate in their choice of digital publishing/design or building construction classes. They also participate in physical education (P.E.) activities, peer tutoring, book clubs, Tech Bridge, and Scholastic Assessment Test (SAT) preparation and can work in the facility lunch room to earn a certificate in Safe Food Handling.

<i>Type 2 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews, lesson plans, and course schedules document that students are provided with a broad scope of career exploration and prerequisite skills training based on their abilities and interests. Approximately six weeks prior to their exit, students participate in Tech Bridge in which they create resumes, complete job applications, and research career options. Tech Bridge staff track students' progress for one year post release. These students also participate in Armed Services Vocational Aptitude Battery (ASVAB) testing.
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>	Lesson plans and interviews document that the program offers instruction and courses for credit that follow course descriptions.
<i>Type 3 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program 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>	The program is a Type 2 career education program.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program goes beyond the requirements of a Type 2 career education program by offering students hands-on training in digital publishing/design and building construction for credit. The program offers all students the opportunity to participate in Tech Bridge to enhance employability skills and career exploration. (Tech Bridge staff track students' progress for one year post release.) 	
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 local education agency (LEA) representative, the ESE specialist, and the lead educator collaborate to ensure that the ESE process is initiated. Records requests, course schedules, and MIS printouts in all seven ESE files reviewed document the timely initiation of the ESE process.
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 LEA representative and the ESE specialist review students' IEPs/EPs to determine whether they are appropriate and can be implemented as written.
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		All seven IEPs reviewed document that the LEA representative convenes IEP meetings as soon as possible.
<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 		All seven IEPs reviewed document that the ESE specialist solicits and documents participation from parents and the mailing of IEPs to parents who do not attend the meetings.

<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		The LEA representative completes transition-related requirements for students who are 14 or older, as documented in seven exceptional student education (ESE) files 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.) 		The LEA representative is a school district employee and is knowledgeable of the educational resources within the school district.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE consultation log documents that the ESE specialist assists teachers in developing strategies and implementing specially designed instruction for all special education students. The program contracts certified individuals to provide speech and language services as required in students' individual educational plans (IEPs). The ESE specialist also documents via student signatures in a support facilitation log and via students' progress records the pull-out instruction she provides to all ESE students.
8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program contracts services for ELL, Section 504, and gifted students according to their plans.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program's ESE specialist ensures that all ESE students receive appropriate services and maintains comprehensive documentation of the process. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SATISFACTORY SCORE: 5
The program facilitates collaboration to provide:		
<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>	Observations, interviews, and the class schedule document a minimum of 300 minutes of daily instruction. Transition time is not included in instruction time.
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>	Interviews, agendas, and sign-in logs document daily communication among program and education staff. Notebooks containing sign-in logs, handouts, and agendas document weekly management meetings of the facility administrators. Interviews, observations, and e-mails document communication among the lead educator and school district administrators, as needed.
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>	Interviews, visitors logs, and pictures document that the program solicits community involvement that is focused on educational and transition activities. However, the majority of community involvement is from the faith-based community.
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 documents a behavior management system, which is followed by educational and facility staff. Interviews with staff and students document that it is understood by all and is consistently implemented. Student interviews document that positive reinforcement includes awarding students certificates, free time, visits, and food.

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 solicit and document a variety of community involvement that is focused on educational and transition activities.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 5
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>	Five core academic teachers document professional or temporary Florida teaching certification; four teach in their areas of certification. The reading teacher completed at least two reading competencies this year. Four academic teachers also have ESE certification.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Of the program's three noncore academic teachers, one has temporary certification and one has school district certification. A third teacher has an expired temporary certificate; the program documents that this teacher has completed all requirements for certification but failed to apply prior to the expiration date. He is filling the position as a substitute and has re-applied for 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 school district and the program should continue to assist all teachers in obtaining professional certification in all the subjects they teach. The school district and the program should assist the reading teacher in completing requirements for obtaining a reading endorsement. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SUPERIOR SCORE: 7
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 had input into the development of their professional development plans that are aligned with the SIP and are used to promote professional growth, such as obtaining specific areas of certification or in obtaining professional certification. All teachers have completed the school district beginning teacher program.
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 participate in a wide variety of professional development training provided by the facility in such areas as new staff orientation, child abuse, First Aid, cardio-pulmonary resuscitation (CPR), and protective action response (PAR) training. Teachers document continued annual professional development training in ESE, reading and literacy skills development, math and physical education (P.E.) instructional techniques, college courses toward advanced degrees, ELL classes, and Electronic Register Online (ERO) training by the school district.

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>	The program advertises in local newspapers and via the school district vacancy listings to recruit qualified teachers. To retain highly qualified instructional personnel, the program provides financial assistance, such as reimbursement of tuition, testing fees, and mileage to attend classes for obtaining certification in the areas they are hired to teach, and raises based upon specific levels of completion.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program is now using the school district Electronic Register Online (ERO) to sign up for all professional development training courses, including those offered at the facility. The program offers a variety of strategies to motivate and retain highly qualified instructional personnel. 	
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: SATISFACTORY SCORE: 5
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an adequate number of instructional and educational support personnel that include a full-time lead educator, a transition specialist, an exceptional student education (ESE) specialist, a registrar, and eight teachers. Two paraprofessionals assist teachers in the classrooms and provide individual instruction to the students. The average class size is 16.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have adequate instructional materials on a variety of ability levels; however, because the teachers rotate among the classrooms, it is difficult to transport materials that are appropriate to students' ages and ability levels on a daily basis. The career/technical classes are well equipped, but the building construction class needs additional building materials, according to student and staff interviews. Interviews with students indicate a variety of high-interest leisure reading materials are available. Few reading materials were observed in the classrooms, but students and staff interviewed indicated that teachers bring a variety of reading materials on a weekly basis to each classroom.
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>	Career/technical classrooms have adequate equipment, software, and computers for students and teachers. Students in the reading class have access to computers, but students in the other classrooms have limited computer access. Academic classes have TVs and DVD players, and teachers have access to a laptop and projector for instructional purposes.
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>	Three of the eight classrooms observed display motivational materials, student work, and content related posters. All classrooms display behavioral rules and are clean and large enough for student desks and work areas.
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>	The program has access to the FLVS for instructional purposes, but no students are currently enrolled. Interviews document that one student is in the process of registering for a FLVS course.
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 documents several community partnerships and a business partnership with Tech Bridge and receives funding from Title I to purchase reading curricula.

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 academic texts on varying ability levels are available to students in all subject areas. • The program should ensure that the building construction class has adequate materials to complete hands-on activities. • All classrooms should have an environment that is conducive to learning and display student work, content-related materials, and/or motivational posters.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
13.7 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 MIS printouts reviewed that all student data required in this benchmark are accurately reported in the MIS.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Each teacher documents daily attendance and provides the data to the registrar, who inputs daily student attendance in the MIS.
13.7 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program did not meet the required 95% statewide assessment participation rate. The program's 2007-2008 statewide assessment participation rates were 82% for reading and 79% for math.
13.7 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the approved school district comprehensive reading plan and receives support services that include training and technical support for the Read 180 program and weekly assistance from a reading coach, who administers progress monitoring and diagnostic assessments and works with the reading teacher to develop specific strategies to improve students' reading skills.
13.7 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>	Interviews document that the contract manager provides appropriate oversight and assistance to the educational program. The school district provided new textbook for science and English and reading support via a reading coach, as outlined in the school district comprehensive reading plan. The lead educator assists the contract manager with evaluating the educational program by conducting a needs assessment, student, staff, and parent surveys, and mock quality assurance (QA) reviews and monitors the success rate of General Educational Development (GED) graduates.
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 a contract with the educational provider. Interviews with key personnel document that the terms of the contract are being followed, including monitoring of education expenditure reports.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district management information system (MIS) department should work with the program to ensure that its statewide assessment participation data are accurately reported to the Department of Education (DOE).
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

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