

## 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>	DADE JUVENILE RESIDENTIAL FACILITY	<b>School #</b> 13-7806 <b>School District</b> Dade <b>County</b> Dade	<b>Security Level</b> Moderate Risk <b>Career Type</b> 2 <b>ESE Service Delivery</b> Support Facilitation Consultation
<b>Program Name</b>	Dade Juvenile Residential Facility	<b>Capacity</b> 56 <b>Population</b> Male	<b>Diplomas by Program</b> None
<b>Address</b>	18500 SW 424 Street Florida City, FL 33034	<b>Head Count</b> 56 <b>SD Registered</b> 54 <b>HSD/GED</b> 2 <b>DJJ Committed</b> 56	<b>Other School in SD</b> All --- Alt. Ed. #8017 GED --- Robert Morgan Vo-Tech \$8911
<b>Education Provider</b>	Dade County School District (School District)	<b>Max Ratio (Student: Teacher)</b> 11:1	<b>Students' Home/Zoned Schools</b> None
<b>Facility Provider</b>	Securicor International (G4S) (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> 47
<b>SD Contract Manager</b>	Miguel Torres	<b>Phone</b> (305) 636-6147 <b>Fax</b> (305) 636-6198	<b>E-mail</b> miguel.torres@dadeschools.net
<b>Other SD Contact</b>	Barbara VanLeer	<b>Phone</b> (305) 636-6151 <b>Fax</b> (305) 636-6198	<b>E-mail</b> bvanleer@dadeschools.net
<b>Lead Educator</b>	Lissa Nappier	<b>Phone</b> (305) 247-6492 <b>Fax</b> (305) 247-1881	<b>E-mail</b> Lainmia@dadeschools.net
<b>Facility Director</b>	John Fletcher	<b>Phone</b> (305) 247-6492 <b>Fax</b> (305) 247-1881	<b>E-mail</b> john.fletcher@us.securicor.com
<b>SD Transition Contact</b>	Maria Gutierrez	<b>Phone</b> (305) 216-4822 <b>Fax</b> (305) 273-9252	<b>E-mail</b> mdgutierrez@dadeschools.net
<b>QA Reviewer</b> Elizabeth Forsyth <b>Review Dates</b> May 12-14, 2009		<b>E-mail</b> eforsyth@fsu.edu	<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 checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Staffing Specialist, DJJ Specialist	<u>5</u> Teachers <u>0</u> Teacher Aides <u>1</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 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	<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>5</u> Classrooms	<u>1</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

Dade Juvenile Residential Facility is a moderate-risk, dual diagnosis program that serves male students for 6-12 months. The scope of services provides a continuum of interventions that incorporates restorative justice practices and the appropriate dual diagnosis and mental health treatment services.

The educational program is operated by the Miami-Dade school district. The program received a satisfactory mock quality assurance (QA) review last year conducted by the school district.

The program received superior ratings for 11 of the 12 indicators, and, consequently, earned exemplary status for its high overall score for this review.

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

## QA TRENDS: Dade Juvenile Residential Facility

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	7	4.94	On-Site Transition Services	7
Testing & Assessment	N/A	4.73	Testing & Assessment	7	5.73	Testing & Assessment	7
Student Planning	N/A	4.65	Student Planning	3	4.18	Student Planning	7
			Community Reintegration	8	5.60	Community Reintegration	7
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>0.00</b>	<b>4.94</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.25</b>	<b>5.13</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.00</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	6	4.52	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	N/A	5.63	Employability & Career Curriculum & Instruction	5	6.05	Employability & Career Curriculum & Instruction	7
ESE & Related Services	N/A	5.37	ESE & Related Services	7	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>5.75</b>	<b>5.27</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>6.75</b>
Collaboration	N/A	5.49	Collaboration	5	5.69	Collaboration	7
Educational Personnel Qualifications	N/A	4.86	Educational Personnel Qualifications	6	5.00	Educational Personnel Qualifications	7
Professional Development & Teacher Retention	N/A	5.40	Professional Development & Teacher Retention	6	5.46	Professional Development & Teacher Retention	7
Learning Environment & Resources	N/A	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	7
<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>7.00</b>
<b>OVERALL AVERAGE</b>	<b>N/A</b>	<b>5.25</b>	<b>OVERALL AVERAGE</b>	<b>5.83</b>	<b>5.31</b>	<b>OVERALL AVERAGE</b>	<b>6.92</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>0.00</b>	<b>3.87</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>6.00</b>	<b>4.82</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>

# Dade Juvenile Residential Facility-- 2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

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

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

\* Includes the GED Exit Option

# PERFORMANCE INDICATOR

# FINDINGS

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program has transition activities that include:		
<p><b>1.1</b> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district guidance counselor develops students' course schedules based on past records, entry assessment scores, FCAT reading levels, and student progression requirements. Cumulative transcripts, the student progression plan, and course schedules in all 10 current files reviewed document that students are enrolled in appropriate courses for progression and reading remediation, as needed. Students who are on or above grade level are enrolled in a reading study skills class.</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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district guidance counselor meets with students upon entry to discuss course schedules, educational status, and diploma options, as documented on students' counseling forms. The guidance counselor provides weekly guidance services, as documented in interviews with the lead educator and the students and on sign-in logs. All 10 current files reviewed document initial guidance counseling and ongoing conferences with the students to discuss grades or credits earned. The counselor also makes group presentations on major areas of interest and graduation requirements, and the Education Alternative Outreach Program (EAOP) transition specialist advises students regarding career/technical opportunities. All high school students interviewed are aware of their credits earned, diploma options, and credits they will receive upon completion of program. Two of four 9th graders interviewed know their major areas of interest, and all four 8th grade students interviewed remember developing their electronic Personalized Education Plans (ePEPs).</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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All six closed files reviewed document that one of the program's three local education agency (LEA) representatives participates in student exit or transition meetings and assists students with successful transition to their next educational or career/technical placements. The lead educator, the EAOP transition specialist, and the school district exceptional student education (ESE) specialist serve as the LEA representatives and attend exit/transition staffings 60 and 14 days before students' scheduled release dates. The teachers may also attend or submit written information to these meetings.</p>
<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>	<p>The lead educator compiles students' educational exit packets and faxes them to the juvenile probation officers (JPOs), the aftercare providers, and the transition coordinators in students' receiving school districts two weeks before exit or following the exit/transition meetings. Interviews and fax transmittal verifications in all six closed files reviewed document this transmittal. The program gives copies of the exit packets to the parents and maintains copies in students' files. Six closed files reviewed document that the exit packets contain all required components.</p>
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program demonstrates programwide dedication to providing comprehensive guidance and transition services.</li> <li>The program provides ongoing individual and group guidance services to all 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 2: TESTING and ASSESSMENT</b>		<b>RATING: SUPERIOR</b> <b>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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The reading teacher administers the BASI to students in the media lab within 10 school days of entry, as documented in all 10 current files reviewed. BASI results are used to write individual academic plan (IAP) goals and objectives for reading, writing, and mathematics. The program also administers a learning styles inventory to students at entry.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The social studies teacher administers the Florida View Interest Survey and E-Choices to all students in his classroom within 10 school days of entry, as documented in all current files reviewed. Career survey results are used to guide career exploration and enhance instruction, as documented via interviews and career portfolios.
2.3 The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The reading teacher administers the BASI to students prior to their exit. The lead educator inputs scores into the Integrated Student Information System (ISIS), as documented on testing screens in six closed files reviewed. Four of the six files contain BASI standard scores and growth scale values; two files document only the standard scores, as required at the time these students exited the program.
<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 a learning styles inventory and two career assessments to identify students' academic strengths/weaknesses and career interests to guide 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 3: STUDENT PLANNING</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The academic teachers develop non-ESE students' IAPs that meet all the requirements in this benchmark.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students' academic progress toward achieving their goals and objectives as outlined in their IAPs is reviewed in monthly treatment team meetings attended by the teachers on a rotating basis; all of the teachers provide written input into the meetings. IAPs in five current files reviewed document a regular schedule for review. Three IAPs also document revision, and all five document monthly review. Teacher also revise IAPs if the students are not making progress; short-term objectives are rewritten if the objectives are too difficult for the student to achieve. The teachers use IAPs to guide instruction. All current files reviewed document the review of reading goals, objectives, and remedial strategies based on informal classroom assessments of students' progress toward reaching their goals and completing objectives.

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 school district exceptional student education (ESE) specialist and the school district ESE consultant write IEP goals and objectives for the special education students. All five IEPs reviewed contain measurable 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>	IEP folders document the mailing of progress reports to parents on the same schedule 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 guidance counselor helps the 8th grade students develop their ePEPs via FACTS.org within 90 school days, based on their aspirations and goals for post-secondary education and careers. Copies of the ePEPs are maintained in students' files. Three of the four 8th grade students' files reviewed contain ePEPs; one file does not contain an ePEP because the student has been in the program fewer than 60 days.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>Teachers use students' individual academic plans (IAPs) to guide 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 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</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 transition specialist documents in an online database contacts made with each student and documents soliciting participation in transition meetings from the case managers, the lead educator, the teachers, the juvenile probation officers (JPOs), the counselors, the students, and the parents. Signatures document participants in the meetings. The case manager and the transition specialist conduct follow-up with students via telephone calls to the parents, the new educational placements, and the JPOs post release. The case manager, the transition specialist, and the JPOs collaborate with the parents and families to assist students with reintegration, as documented in interviews and online records. The transition specialist has created a transition database for tracking, reporting, and documenting students' educational placements, post-release education plans, and job or career/technical training plans and helps to implement their exit plans. Additionally, the transition specialist tracks "in-county" students for six months after their exit.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator, the case manager, and the transition specialist develop students' educational exit transition plans 14 days prior to students' departure, with input from an educational representative at the transition meetings. Six closed files reviewed contain exit plans that include all required information.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator or the transition specialist telephones or faxes the transition contacts in the receiving school districts at least one week prior to students' exit, as documented in six closed files reviewed.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The transition specialist implements a seamless process for tracking students after release in a transition database.</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 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. The courses include writing, language arts/English, math, social studies, and science. 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 and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. Documented teaching strategies include whole group, board work, small group, computer-assisted instruction, one-on-one assistance, and hands-on activities. All teachers implement reading activities in their content areas and document literacy activities and enrichment. A guest speaker for Black History month also enhanced instruction in the social studies class.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program demonstrates dedication to improving the students' reading skills and enhancing literacy in all subject areas.</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 uses the Jamestown Reading Navigator series, which listed in the school district comprehensive reading plan as a comprehensive intervention curriculum. Entry assessments and Florida Comprehensive Assessment Test (FCAT) scores are used to place students on the appropriate reading levels. The teacher individualizes reading instruction in a 100-minute reading block via the Jamestown Reading Navigator curriculum, as documented in students' biweekly assessment reports and course schedules. Supplemental programs used include Reading Plus and Plugged Into Reading. Classroom observation and interviews document that the reading teacher provides explicit reading instruction and that the students read independently, work in the technology-based curriculum, read aloud, receive teacher-directed lessons, write in response to literature, and listen to the teacher read aloud. Eight students interviewed stated that they use the Jamestown Navigator and/or the Reading Plus program daily. The program follows the school district comprehensive reading plan.

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program administers the Florida Oral Reading Fluency (FORF) probe to students quarterly, and the school district reading coach reports the progress monitoring data via the Progress Monitoring and Reporting Network (PMRN), as documented in printed reports.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have opportunities for leisure reading during the school day, according to all eight students interviewed. Reading enrichment activities include literature responses, whole class novel reading, discussion of reading, newspaper activities, reading plays, writing book reviews, and sustained silent reading. Students also participate in a DJJ essay writing competition.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The reading coach and/or the reading teacher administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to students who are not progressing in reading.
<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: SUPERIOR</b> <b>SCORE: 7</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>	The program provides appropriate career/technical instruction in the personal, career, and school development (PCSD) and career exploration and decision making courses offered for credit. All eight students interviewed document that they are enrolled in one of these career courses during their stay at the program. The program follows the course descriptions and uses Skills for Independent Living, Health & Wellness, and the E-Choices online curriculum.
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 provides the career exploration and decision making course that covers the 30 required competencies to students in grades 7 or 8 and offers career exploration opportunities and resources, as documented in classroom observations and interviews with the career education teachers and four eligible middle school students.
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 career education teachers provide students with individualized instruction, as documented in lesson plans and completed assignments. Classroom observations document group work, paired work, hands-on application of skills, one-on-one assistance, teacher-directed whole group instruction, and board work. Six of eight students document guest speakers, and a facility album documents guest presentations from Job Core of South Florida, an Army recruiter, Crime Watch, and Greater Miami Services Corps. The program has also hosted facility and community career fairs.

7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The two current students who have high school diplomas or the equivalent are enrolled in college courses. The social studies teacher acts a mentor/facilitator for the students during class time and proctors the exams for the courses. One student is enrolled in course work from Miami Dade Community College, and the other student is enrolled in course work from the University of Florida.
<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>	The program provides all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes. Students have access to computer-based programs such as E-Choices, Financial Freedom, and Ferguson's and conduct research via the Internet. The program trains students regarding job applications, interviewing techniques, resume writing, and filing tax returns.
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>	The career and decision making and the personal, career, and school development (PCSD) courses follow the career course requirements and are offered for credit, as documented in students' files.
<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>	This is a Type 2 career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program assists appropriate students with their college course work..</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 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator notifies the school district ESE staffing specialist and the on-site resource teachers when a special education student enters the facility. The ESE resource teachers verify students' ESE status and notify the teachers of the required ESE services, as documented in interviews and in all five ESE files reviewed.
<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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE staffing specialist reviews current IEPs/EPs to determine whether they are appropriate. All five IEPs reviewed are current.
<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 staffing specialist convenes IEP/EP meetings as soon as possible, when services are not appropriate. All five IEPs reviewed were rewritten in a timely manner.

<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 exceptional student education (ESE) resource teachers and all five individual educational plans (IEPs) reviewed document that parents are notified via at least two attempts to solicit participation in ESE staffings. The program mails copies of the IEPs/educational plans (EPs) to parents who do not attend, as documented on the IEPs.
<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 staffing specialist and/or the ESE resource teachers write transition statements for students who are 14 years or older and transition plans for students who are 16 or older, as documented in all 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 the criteria noted in the clarification on p. 29.)</li> </ul>		The school district ESE staffing specialist serves as one of the program's LEA representatives and documents attendance at the IEP staffings in all ESE files reviewed.
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>	ESE and related services identified on the IEPs reviewed are provided based on interviews and classroom observations. The on-site ESE resource teachers provide consultation to the teachers, support facilitation to students who are on the special diploma track, and assistance to non-ESE students in the classrooms. The full-time and the part-time ESE resource teachers maintain consultation and support facilitation logs. A hearing itinerant teacher provides consultation, as needed, and speech and language services provided are documented via interviews and a mock quality assurance (QA) report. No current student receives speech and language services. The teachers are aware of special education students' accommodations and modifications.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, Section 504, and gifted services, as outlined in students' plans. The school district provides a speech teacher, when required.
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The program provides equal access to education for all students by having two on-site ESE resource teachers who provide support facilitation to students who are on the special diploma track in math, intensive reading, and English classes.</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:</b> SUPERIOR <b>SCORE:</b> 7
The program facilitates collaboration to provide:		
9.1 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>	Interviews, observations, and class schedules document that the program provides the weekly equivalent of 315 minutes of daily instruction in a block schedule. Students observed transitioned between classes in a timely and orderly manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document daily staff meetings and weekly teacher meetings. The lead educator, the teachers, the facility staff, the mental health specialist, the transition coordinator, and the case manager meet with the students bimonthly in treatment team meeting, as documented in treatment team notes. IEP meetings with ESE staffing specialists, the resource teacher, and the students are held, as needed. The school district personnel and the lead educator communicate on a daily basis, as documented in interviews. Educational issues are discussed in weekly meetings or as needed, as documented in interviews and meeting logs.

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>	<p>The lead educator and the facility administrators solicit community involvement, as documented in the community activities binder. The program hosted a career day with guest speakers from greater Miami Service Corps, Youth Crime Watch of Miami-Dade, and Job Corps; a Father's Day cook out; a Memorial Day Gospelrama; and presentations by Music Ministry, Crime Stoppers, and speakers for Black History Month and Spanish Heritage Month. Other guest speakers have been the Chief of Police from both Homestead and Florida City, Homesteads Mayor, and a representative of the NFL Players' Association. The students host fund raiser car washes and cook-outs at the facility, and use the funds to to sponser two families through a single mothers organization for Christmas. A local music producer recorded a demo at the program. The advisory board meets quarterly. The program takes students out to dinner after they complete the General Educational Development (GED) exam and hosts quarterly Family Days. Additionally, the students have served Thanksgiving dinner at a local homeless shelter and participated in numerous outings to such places as the Metro Zoo, movie theaters, and restaurants as rewards for positive behavior. After initial reluctance to schedule outside activities for the students, the facility is integrating more outings into the community. The success of the GED testing and Lunch/dinner, has encourage expansion of fieldtrips, based on behavior.</p>
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program uses a point and level behavior management system and provides a canteen store in which students can redeem their points. Privileges are awarded for level attainment. Students observed in classrooms during this review were on task and well behaved. All eight students interviewed stated that the classroom discipline is fair and that they receive awards such as level advancement, movie nights, canteen items, extra minutes for telephone calls, cookouts, pizza, field days, special menus, dorm leader designation, certificates of achievement presented at a party, and graduation pictures in cap and gown.</p>
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The program is providing a wide range of community resources that are of interest to 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 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
All instructional personnel:		
<p><u>10.1</u> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All five teachers have professional certification and teach in their certification areas. Three teachers have a reading endorsement, and two are enrolled in reading endorsement course work. Three teachers have English language learners (ELL) endorsement or certification, two have exceptional student education (ESE) certification, and two have emotionally handicapped (EH) certification. The lead educator has professional certification and 24 years of experience but does not have teaching duties.</p>
<p>10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The career education courses are taught by the professionally certified academic teachers.</p>

<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 academic teachers have professional certification in multiple areas and teach in their areas of certification, and in noncore academic areas as well.</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 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers have professional development plans that correlate to SIP initiatives and the subjects they teach. The school district offers a beginning teacher program, but no current teacher requires this training.
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 receive continual training from a variety of sources such as G4S Youth Services, Florida International University, and the school district. Training topics have included alternative assessments, emotional behavioral disturbed students, cooperative planning, social studies, school improvement, reading endorsement, and the Gradebook. Teachers have also received training in the areas of math, science, writing students' goals, and writing measurable goals/objectives and benchmarks. The teachers have or are working on advanced degrees; the reading teacher is working on a doctorate and the language arts teacher is working on a specialist degree.
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 attracts teachers by offering an extended-year contract, extended school day schedules, competitive salaries, and a Department of Juvenile Justice (DJJ) 7% cost differential and a \$1200 incentive for working in alternative education. Teachers employed by the school district request to be assigned to juvenile justice programs. The program has retained all of its teachers since it opened.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program recruits and retains highly qualified teachers and provides a wealth of professional development opportunities.</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: SUPERIOR</b> <b>SCORE: 7</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 five academic teachers, two ESE teachers, a guidance counselor, a transition coordinator, and a lead educator, who does not have teaching responsibilities. The average middle and high school classes are 16 and 10 students, respectively.

12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and classroom observations document an adequate quantity of educational supplies and instructional materials that are age and grade appropriate; texts are aligned with the Florida Sunshine State Standards (FSSS). Classrooms contain a variety of high-interest reading materials, and all eight students interviewed stated that they have an adequate number of interesting books to read. The education building also has a small library stocked with fiction, and non-fiction reading selections.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have TVs/VCRs, white boards, overhead projectors, printers, and computers. All eight students indicated in interviews that they have access to the Internet for educational purposes. The reading classroom/media lab has 12 computers, and educational software is available in the reading classroom and on the school district Web site for other subjects. The reading lab is made available to all the other teachers several times a month.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning, and classrooms display rules, subject area posters, and students' projects. Classrooms are well lit. The reading class is held in a small media lab which 12 computer stations, but the other classrooms have adequate space for the student-to-teacher ratio.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the Florida Virtual School (FLVS) as appropriate, but no students are currently enrolled in the program.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title 1, Part D funds to pay for technology, professional development, and tutoring. The program does not have any scholarship programs but has developed community partnerships with local law enforcement personnel and a 10-member advisory board that meets quarterly. The program also works with the Department of Elections, which allows the program's 17-year-old students to register to vote and the 18-year-old students to vote in elections held during their commitment periods.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>Students are provided the opportunity to register and/or to vote during elections.</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 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self report in a timely manner.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an assigned school number and documents on 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>	Teachers enter attendance for each class directly into the school district online Gradebook, and the registrar enters the information 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	No statewide assessment participation data was reported for this program.
13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the approved school district comprehensive reading plan and receives the support services identified in the plan, as documented via sign-in logs, interviews, and e-mails. The reading coach is on site weekly and conducts walk throughs, models lessons, and assists the teachers with lesson planning.
<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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager provides appropriate oversight and assistance to the educational program, as documented in interviews with the lead educator and the facility director and in an electronic communication log. The school district provides professional development for the teachers and support from a principal, an assistant principal, a Department of Juvenile Justice (DJJ) specialist, a transition specialist, a guidance counselor, an exceptional student education (ESE) staffing specialist, two ESE resource teachers, and an itinerant specialist as needed. Sign-in logs document that school district support personnel are on site on a regular basis.
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>	The school district monitors the program's quarterly expenditures of all state and federal funds. There is current cooperative agreement between the school district and the DJJ, and the terms of the cooperative agreement are being met.
<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 school district management information system (MIS) department should work with the program to ensure that it's statewide assessment participation data are accurately reported to the DOE.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</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>	