

2008-2009 Quality Assurance (QA) Report (Final) Juvenile Justice Educational Enhancement Program (JJEED)

Florida Department of Education, Bureau of Exceptional Education and Student Services

DAY TREATMENT PROGRAM

School Name (MSID)	DADE MARINE INSTITUTE-SOUTH	School # 13-7804 School District Dade County Dade	ESE Service Delivery Support Facilitation Consultation	
Program Name	Dade Marine Institute South	Capacity 86 Population Co-Ed	Diplomas by Program All	
Address	1820 Arthur Lamb Jr. Road Miami, FL 33149	Head Count 36 SD Registered 56 HSD/GED 0 DJJ Referred 56	Other School in SD None	
Education Provider	Associated Marine Institutes, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 9:1	Students' Home/Zoned Schools None	
Facility Provider	Associated Marine Institutes, Inc. (Not-For-Profit)			
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	47
SD Contract Manager	Barbara Van Leer	Phone (305) 636-6151 Fax (305) 636-6199	E-mail <i>bvanleer@dadeschools.net</i>	
Other SD Contract	Miguel Torres	Phone (305) 636-6147 Fax (305) 636-6198	E-mail <i>migueltorres@dadeschools.net</i>	
Lead Educator	Krista Scott	Phone (305) 361-7934 x 101 Fax (305) 361-9298	E-mail <i>dmis-de@amikids.org</i>	
Facility Director	Joe King	Phone (305) 361-7934 Fax (305) 361-9298	E-mail <i>dmis-ed@amikids.org</i>	
SD Transition Contact	Maria Guitierrez	Phone (305) 261-4822 Fax (305) 273-9252	E-mail <i>mdgutierrez@dadeschools.net</i>	
QA Reviewer Karen P. Kugelmann Review Dates January 20-23, 2009		E-mail <i>kkugelmann@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 checked="" 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 type="checkbox"/> Registrar <input checked="" type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	6 Teachers 0 Teacher Aides 1 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input checked="" type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input 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 12 Current Educational Files 6 Closed Educational Files <input checked="" type="checkbox"/> Others: Reading and Math Focused Calendar
On-site Observations	6 Classrooms		0 Treatment Team Meetings	Others: 1 Exit Transition Meeting

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 Marine Institute South is an affiliate of the Associated Marine Institutes, Inc. (AMI) non-profit organization dedicated to helping troubled at-risk students develop into responsible and productive citizens. One mission of AMI is to protect the public safety and positively impact as many at-risk students as possible through responsibility, accountability, and education.

The community-based rehabilitation program offers respectful discipline and a place of leadership to students. The program serves adjudicated students who have received disciplinary action from the Miami-Dade County School District, which supervises the program's educational component. The 54 co-eds currently enrolled are 13-18 years old. The program has a lead educator, six teachers, a teacher assistant, and an on-site program director.

Progress toward correcting deficiencies identified in last year's CAP: The program has corrected all of the deficiencies stated in last year's CAP.

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

QA TRENDS: Dade Marine Institute South

When making cross-year comparisons of your program's QA scores keep in mind that JJEPP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **day treatment 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	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	5	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	8
Testing & Assessment	5	4.45	Testing & Assessment	5	5.68	Testing & Assessment	7
Student Planning	5	4.29	Student Planning	4	4.34	Student Planning	6
			Community Reintegration	7	6.23	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	5.00	4.71	STANDARD ONE: TRANSITION Standard Average	5.25	5.36	STANDARD ONE: TRANSITION Standard Average	7.00
Academic Curriculum & Instruction	5	4.95	Academic Curriculum & Instruction	2	5.17	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	3	3.98	Reading Curriculum & Instruction	2	4.66	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	4	5.50	Employability & Career Curriculum & Instruction	4	6.10	Employability & Career Curriculum & Instruction	5
ESE & Related Services	7	5.02	ESE & Related Services	7	5.24	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	4.75	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	3.75	5.29	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00
Collaboration	7	5.43	Collaboration	6	6.29	Collaboration	6
Educational Personnel Qualifications	4	4.19	Educational Personnel Qualifications	3	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	5	5.06	Professional Development & Teacher Retention	4	5.41	Professional Development & Teacher Retention	6
Learning Environment & Resources	5	5.07	Learning Environment & Resources	7	5.88	Learning Environment & Resources	6
Student Attendance	7	6.23	Student Attendance	7	6.29	Student Attendance	7
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.60	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.40	5.79	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00
OVERALL AVERAGE	5.17	5.02	OVERALL AVERAGE	4.85	5.51	OVERALL AVERAGE	6.31
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	4.00	4.76	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Dade Marine Institute South--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File 166	TOTAL 167	
									Dropout Prevention File 102	(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	137	82	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0
Female	30	18	13	8	5	6	5	3	Emotional/Behavioral Disabilities	19	11
RACE	#	%	14	12	7	7	12	7	Specific Learning Disabled	18	11
White (NH)	7	4	15	42	25	8	25	15	Autism Spectrum Disorder	0	0
Black (NH)	79	47	16	42	25	9	66	40	Speech/Language Impaired	0	0
Hispanic	78	47	17	40	24	10	37	22	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	3	2	18	20	12	11	15	9	Gifted	2	1
			19 & above	3	2	12	7	4	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	35	80	Diplomas Earned	#	%				Other Health Impaired	0	0
2006-07 Math	34	81	Standard *	2	1				TOTAL ESE	39	23
2007-08 Reading	36	88	GED	2	1	LEP STUDENTS	#	%			
2007-08 Math	34	87	Special	0	0		5	3			

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: 8
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	An interview with the guidance counselor documents that she enrolls students in appropriate courses based on past records, entry assessments, FCAT reading levels, and student progression plan requirements. Twelve current files and MIS screens reviewed document that students are enrolled in appropriate courses to address their student progression and reading needs. All 12 current files reviewed contain students' schedules, guidance counselor log notes, and/or course credit analysis documents.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The guidance counselor meets with all students upon entry to review course schedules and assessment results. The guidance counselor is at the program at least one day per week. Guidance logs, notes, and student and teacher interviews document that the guidance counselor meets with students individually, makes classroom visits, attends exit meetings/staffings, and collaborates with the career education teacher in advising students in the areas required in this benchmark. Eight students interviewed document that they know how many credits are required for graduation and/or how many credits they have earned. All students document that they receive ongoing guidance from the case manager, the guidance counselor, the lead educator, the facility director, and the teachers.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Six closed files reviewed document that the lead educator participates in transition and exit staffings conducted 14 days prior to students' departure.
1.4 Documenting transmittal of students' educational exit packets to their next educational placements prior to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator compiles students' educational exit packets and transmits them via certified mail to the juvenile probation officers (JPOs), the case manager, the aftercare providers, and/or the transition contacts in the receiving school districts prior to the students' exit. The transition coordinator remains the contact person for any inquiries regarding students' exit packets. The program provides exit packets to the parents and maintains copies in students' files. The six exit packets reviewed are complete and document timely transmittal. The transition coordinator has developed a transition database that provides all relevant participants involved documentation of the students' transition tracks.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has a seamless transition process and maintains a transition database. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
<u>2.1</u> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Twelve current files reviewed document that the lead educator, the guidance counselor, and the career education teacher administer the BASI to students appropriately within the required time frame. The program also administers a learning styles inventory to students at entry to enhance student learning.

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 12 current files reviewed document that the career education teacher administers the Choices Interest Profiler to students appropriately within the required time frame. Interviews with the career education teachers and classroom observations document that career assessment results are used to enhance 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>	The lead educator and/or the guidance counselor administers the Basic Achievement Skills Inventory (BASI) to all exiting students who have been in the program 45 or more school days. MIS screens and data printouts in all closed files reviewed document the direct input of entry/exit BASI growth scale values and standard scores into the MIS.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers a learning styles inventory to students to enhance instruction. 	
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: 6
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; identify remedial strategies; and 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 career education teacher and the lead educator write IAPs that contain all of the required components based on entry assessments, past records, and post-placement goals within 15 school days of student entry.
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>	Teacher interviews document that IAPs are scheduled for review monthly to determine students' progress toward achieving their goals and objectives. IAPs are discussed at monthly teachers meetings with the lead educator to enhance instructional planning and student progression, as documented in meeting agendas. Seven IAPs reviewed document that the lead educator, the career education teacher, and/or the guidance counselor review goals and objectives on a monthly basis or as needed.
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 four IEPs reviewed document that the ESE resource teacher writes IEPs that contain measurable annual goals and short-term objectives that directly relate to the students' identified needs.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE resource teacher creates and sends IEP progress reports to the parents at reporting time every four and a half weeks, as documented in all four ESE files reviewed. The ESE resource teacher maintains copies of the IEP progress reports in facilitation and consultative logs and documents the mailing dates in students' treatment files.

3.5. Developing an electronic Personalized Education Plan (ePEP) 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 career education teacher helps middle school students develop ePEPs based on their aspirations and goals for post-secondary education and careers, as documented in the four eligible students' files reviewed.
3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	No current students have a high school diploma or the equivalent. Such students would attend an aftercare program that begins at 4 p.m. and might be employed or attend college during the day.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 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 transition specialists invite participation in students' transition meetings and exit staffings from the case manager, the lead educator, the teachers, the Juvenile Parole Officers (JPOs), and the parents, as documented via signatures on the exit plans in six closed files reviewed. The case manager and the transition specialist conduct follow-up to students post release which includes, but is not limited to, phone calls to the parents, the new educational placements, and the JPOs, when appropriate. The case manager, the transition coordinator, and the JPOs collaborate with the parents and families to assist students with reintegration, as documented via observation of an exit transition meeting during this review.
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, aftercare providers, post-release educational plans, 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 the 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. The lead educator or the transition specialist telephones and faxes the transition contacts in the receiving school districts at least one week prior to the students' exit, as documented in the six exit plans reviewed. The transition specialist has created a transition database for tracking, reporting, and documenting educational placements, post-release education plans, job or career/technical training plans, and persons involved in implementation of the exit plans.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The transition specialist implements a seamless process for tracking students post-release via a transition database. 	
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: 6

The program offers academic curriculum and instruction through:		
5.1 Desired diploma options 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 reports diplomas under its school number. The program provides GED practice materials to eligible students, Associated Marine Institutes (AMI) pays the testing fees, and the program transports students to the GED testing site. The program has implemented the Plato credit recovery program to assist student with obtaining their diplomas. This past year, one student received a GED diploma, and two students received their high school diplomas.
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 Florida Course Codes, course descriptions, and the FSSS. The program offers math, English/language arts, science, and social studies. Lesson plans and texts are aligned with the FSSS, and all eight students interviewed stated that they 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 (IAP), 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>	Five core academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies based on IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the classes. Students are grouped according to rank and academic levels. Classroom observations document differentiated instruction including discussion, computer-assisted instruction (CAI), one-on-one assistance, graphic organizers, Internet research, peer assistance, co-teaching or support facilitation, and independent assignments. All eight students interviewed stated that they receive individualized instruction, as needed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program implements a credit recovery program to assist students with obtaining their diplomas. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 6

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 teachers use the Jamestown Navigator series, which is aligned with the school district comprehensive reading intervention curriculum that addresses all five construct areas. Entry assessment and FCAT scores are used to place students on the appropriate reading levels. Teachers individualize reading instruction in more than one class period via the Jamestown Navigator curriculum, as documented in students' biweekly assessment reports and course schedules. Supplemental programs used include Reading Plus and the Plato credit recovery program. Classroom observations and interviews document that the reading teachers provide 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 school district reading coach reports progress monitoring data quarterly to the DOE via the Progress Monitoring and Reporting Network (PMRN) based on the Florida Oral Reading Fluency (FORF) probe administered to monitor students' reading progress.
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. Students have access to a variety of literature and magazines in five classrooms and to books in the computer lab. Reading enrichment activities include a point card system and certificates, literature responses, essay responses to prompts, whole class novel reading with discussion, newspaper activities, book clubs, reading plays, role playing based on a book, writing book reviews, and sustained silent reading.
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 teachers administer the Diagnostic Assessment of Reading, Second Edition (DAR-2) to all students to address the five construct areas. All 12 current files reviewed document the revision of reading goals, objectives, and remedial strategies based on the assessment results. The lead educator and the reading teacher collaborate on monthly reading goal revision.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program consistently revises students' reading goals, objectives, and remedial strategies on a monthly basis. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 5
Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and		
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) or 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 course descriptions and uses the Casey Life Skills curriculum, as documented via classroom observations.
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 competencies in grades 7 or 8 and includes career exploration opportunities and resources, as documented in classroom observations and interviews with the career education teacher and three eligible middle school students.
7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career education teacher provides 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. All eight students interviewed stated that no guest speakers have talked to them about career/technical fields. The career teacher indicated in an interview that a career day has been discussed and that the Ready-to-Work program will begin next month.

7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	Currently, no high school graduates are enrolled.
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 enlist more guest speakers to enhance the employability and/or technical skills curriculum. • The program should continue plans to implement the Ready-to-Work program to enhance career exploration skills. 	
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 lead educator, the ESE resource teacher, the staffing specialist, and/or the guidance counselor telephones or faxes schools to request new students' IEPs/EPs, as documented in all four ESE files reviewed. The guidance counselor develops appropriate course schedules based on students' diploma options and IEP/EP goals.
<u>8.2</u> 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 resource teacher reviews current IEPs/EPs to determine whether they are appropriate. Four IEPs and one EP reviewed are current.
<ul style="list-style-type: none"> • Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		The ESE resource teacher convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in all five IEP/EPs reviewed.
<ul style="list-style-type: none"> • Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		The ESE resource teacher telephones parents and mails parent participation forms and invitations to staffings to encourage their input into IEP/EP development. All five IEP/EP files reviewed document that the ESE resource teacher mails copies of IEPs/EPs 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 ESE resource teacher writes transition statements for the students who are 14-15 years old and transition plans for students 16 years or older, as documented in all four IEPs reviewed.
<ul style="list-style-type: none"> • Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		All four IEPs reviewed document that the school district ESE resource teacher serves as the program's LEA representative and attends IEP meetings.

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 exceptional student education (ESE) resource teacher verifies students' required services and informs the teachers, as documented in teacher interviews. The ESE resource teacher is at the program daily to assist students in the reading, language arts/English, and math classrooms. Facilitation logs and consultative notes document that the ESE resource teacher provides support facilitation to ESE students who are on the special diploma track and consultative services to the teachers. The school district provides an itinerant speech and language teacher, as needed, but no current students require these services.
8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, gifted, and Section 504 services as needed. The one educational plan (EP) reviewed is being implemented as written.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has a seamless process for serving ESE students and demonstrates a high level of collaboration among the ESE resource teacher, the students, and the staff. 	
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: 6
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 and class schedules document that the program provides a weekly equivalent of 300 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 students monthly in treatment team meetings, as documented in treatment team notes. IEP meetings with the ESE staffing specialist, the resource teacher, and the students are held as needed. The community advisory board meets quarterly, and 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 via interviews and meeting agenda 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>	The lead educator and the facility director solicit and document in a binder on photo displays a variety of community involvement activities. Students have participated in service projects such as the Shake-a-Leg career education program, the Key Largo Island Dolphin Care program, and the American Red Cross sand bag project and have participated in field trips to Virginia Key Beach Trust to conduct beach cleanup and on a drug awareness trip. Sign-in logs document many school district visitors but few guest speakers. None of the eight students interviewed have heard a guest speaker at the program.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan uses a point-based level system and point store. Students in classrooms observed were well behaved and on task. Seven of the eight students interviewed stated that the classroom discipline is fair. Students stated that they receive awards such as candy, pizza, incentive trips on the program boat or to the movies, and level attainment.

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 enlist more guest speakers to enhance education and transition activities in the community.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS	RATING: SATISFACTORY SCORE: 5
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All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Two of the core academic teachers have professional certification, one has temporary certification, and two have a valid statement of eligibility. Students' course schedules and teacher certifications for the past year document that all courses, except reading, are taught by in-field teachers. None of the teachers has exceptional student education (ESE) certification. The reading teachers document completion of one or more reading competencies per instructional year at the facility. One teacher has an English language learners (ELL) endorsement.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career education teacher has a valid statement of eligibility in business education and coaching.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that the reading teachers complete reading endorsement course work, as required. • The program should assist the teachers in obtaining ESE and ELL endorsements. • The program should assist the teachers in obtaining professional certification in the subjects they teach. • The lead educator should renew her professional certification.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION	RATING: SATISFACTORY SCORE: 6
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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 six teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The school district provides a beginning teacher program which all of the teachers who have statements of eligibility have successfully completed, as documented in teacher and administrator interviews.

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]).	<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 the Associated Marine Institutes, Inc., the Department of Juvenile Justice (DJJ), colleges, the facility, and the school district. Teachers have received trainings recently on differentiated reading strategies, professional development planning, working with at-risk youth, content specific strategies training, and facility safety procedures.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	To retain teachers, the program offers job training, vacation and holidays, planning days, flexible scheduling, fees for professional certification, a casual dress code, sick days, health insurance, and retirement plans. The program recruits teachers through its corporate Web site and the school district.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• None	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SATISFACTORY SCORE: 6
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, one career teacher, a transition coordinator, an administrative assistant, a guidance counselor, and a lead educator, who does not have classroom duties. The average class size is 10 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and classroom observations document an adequate quantity of educational supplies and instructional materials are age and grade appropriate and texts are aligned with the Florida Sunshine State Standards (FSSS). The program also has American Guidance Services (AGS) books and low-level books for appropriate students. 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.
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, overhead projectors, printers, and teacher computers, and a computer lab is equipped with 15 student computers. The program offers Internet accessibility for research and the Reading Plus and the Jamestown Navigator software programs.
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 displays classroom rules, facility mission statements, subject area posters, photographs of student activities, and students' projects and work samples. Classrooms are clean and well lit.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as appropriate, but no current students are enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title I, Part D funds to purchase program materials and educational supplies and has community partnerships with United Way, Lowes, and Gap. Associated Marine Institutes (AMI) offers scholarships to eligible students.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	• None
RECOMMENDATIONS	• None
DEFICIENCIES REQUIRING A CAP	• None

INDICATOR 13: STUDENT ATTENDANCE		RATING: SUPERIOR SCORE: 7
The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:		
13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record and submit student attendance daily to the administrative assistant, who inputs it into the MIS, as documented on monthly attendance screens.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Documented strategies used to encourage student attendance include point cards and individual incentives that relate to each level. Additionally, a school district social worker makes home visits to address student attendance concerns.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	• The program is assisted by a school district social worker who makes home visits to address student attendance concerns.	
RECOMMENDATIONS	• None	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
The school district ensures that:		
14.1 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>14.2</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 is assigned an individual school number. The lead educator inputs all student data required in this benchmark accurately into the MIS, as documented on data screens reviewed. Transcripts in five of six closed files reviewed document entry/exit BASI standard scores and growth scale values; one file documents only the standard scores, as required at the time the student exited the program.
14.3 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 reported 2007-2008 statewide assessment participation rates were 88% for reading and 87% for math.
14.4 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 current school district comprehensive reading plan approved by Just Read! Florida and receives the support services identified in the plan such as biweekly assistance from a reading coach; walk-throughs and fidelity checks by the contract manager and other school district staff; and mock quality assurance (QA) reviews that involve academic assessment teams, as documented in reports and an interview with the contract manager.

<p>14.5 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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager serves as the assistant principal for the school district Educational Alternative Outreach Program (EAOP) and provides sufficient oversight and assistance to the program. Sign-in logs document that school district staff visit the program often. The school district provides support services via an exceptional student education (ESE) staffing specialist and teacher, a guidance counselor, professional development staff, and a gifted teacher. The contract manager stated in an interview that she conducts annual reviews of the educational program via a school district evaluation tool, as documented in teacher professional development plans. The contract manager actively monitors the school district transition plan and student attendance. The contract manager also develops monthly, quarterly, and yearly reports that include, but are not limited to, monitoring information.</p>
<p>14.6 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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>There is a current and approved contract with the school district and the Associated Marine Institutes, Inc. (AMI) and a cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents in the program's self-report verify that the terms are being followed. The school district EAOP director and the contract manager monitor the program's quarterly expenditures of all state and federal educational funds.</p>
<p>RATING JUSTIFICATION</p>	<p>The intent of the indicator is being met.</p>	
<p>COMMENDATIONS</p>	<ul style="list-style-type: none"> • None 	
<p>RECOMMENDATIONS</p>	<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 DOE. 	
<p>DEFICIENCIES REQUIRING A CAP</p>	<ul style="list-style-type: none"> • None 	
<p>OTHER FINDINGS</p>	<ul style="list-style-type: none"> • None 	
<p>ADDITIONAL RECOMMENDATIONS</p>	<ul style="list-style-type: none"> • None 	