

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)

School Name (MSID)	THOMPSON ACADEMY	School # 06-6012	Security Level Moderate Risk
Program Name	Dena Thompson Academy (Cannon Point)	School District Broward County Broward	Career Type 2
Address	1150 Hibiscus Drive Pembroke Pines, FL 33025	Capacity 136 Population Male	ESE Service Delivery Support Facilitation Consultation Resource Room/Self-Contained
Education Provider	Broward County School District (School District)	Head Count 134 SD Registered 134 HSD/GED 3 DJJ Committed 131	Diplomas by Program All
Facility Provider	Youth Services International (For-Profit)	Max Ratio (Student: Teacher) 13:1	Other School in SD None
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students' Home/Zoned Schools None
SD Contract Manager	Deanna Greist	Phone (754) 321-2122 Fax (754) 321-2129	Students who have reading deficiencies 113
Other SD Contact	Linda Thomas	Phone (754) 321-7550 Fax (754) 321-7175	E-mail <i>deanna.greist@browardschools.com</i>
Lead Educator	Mark Howard	Phone (754) 321-7550 Fax (754) 321-7175	E-mail <i>linda.thomas@browardschools.com</i>
Facility Director	Rodney Pegram	Phone (954) 967-6355 Fax (954) 967-6327	E-mail <i>mark.howard@browardschools.com</i>
SD Transition Contact	Shelly Gay-Reid	Phone (754) 321-7170 x2064 Fax (754) 321-7175	E-mail <i>rodney.pegram@youthservices.com</i>
QA Reviewer	Sally Hugo Crystal Leonard, Gayle Beasley, Peer Reviewers	E-mail <i>shugo@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
Review Dates	April 13-16, 2009		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Math Coach	<u>12</u> Teachers <u>3</u> Teacher Aides <u>2</u> Guidance Staff <u>15</u> Students
Document Review	<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>17</u> Current Educational Files <u>13</u> Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	8 Classrooms	0 Treatment Team Meetings	Others: Two Dayrooms Serving as Classrooms	

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

Dena Thompson Academy is a large, moderate-risk facility serving male students for six to nine months. Of the 136 beds, 130 are designed for behavioral health overlay services, and 16 are designated for substance abuse treatment. The school district provides a competency-based educational program, numerous support staff, curriculum, and materials.

The program has made progress since last year's quality assurance (QA) review in that all of the teachers are certified and appropriate students are enrolled in intensive reading. The program received superior ratings in testing and assessment, community reintegration, specifically designed instruction and related services, collaboration, educational personnel qualifications, and professional development and teacher retention.

The program received a partial rating for academic curriculum and instruction for the second consecutive year. Middle school social studies and science are not offered to students on a regular basis; the program began offering middle school science in January 2009. In addition, the program still lacks Internet access and up-to-date technology for student and teacher use. Interviews document that the program should have these issues resolved within the next few weeks after this review.

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

QA TRENDS: Dena Thompson Academy

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 **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	7	5.44	On-Site Transition Services	3	4.94	On-Site Transition Services	5
Testing & Assessment	3	4.73	Testing & Assessment	4	5.73	Testing & Assessment	7
Student Planning	7	4.65	Student Planning	3	4.18	Student Planning	4
			Community Reintegration	7	5.60	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	5.67	4.94	STANDARD ONE: TRANSITION Standard Average	4.25	5.13	STANDARD ONE: TRANSITION Standard Average	5.75
Academic Curriculum & Instruction	5	5.45	Academic Curriculum & Instruction	3	4.94	Academic Curriculum & Instruction	3
Reading Curriculum & Instruction	6	4.51	Reading Curriculum & Instruction	7	4.52	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	4	5.63	Employability & Career Curriculum & Instruction	6	6.05	Employability & Career Curriculum & Instruction	4
ESE & Related Services	7	5.37	ESE & Related Services	7	5.45	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	5.50	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	5.75	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	4.75
Collaboration	3	5.49	Collaboration	7	5.69	Collaboration	7
Educational Personnel Qualifications	6	4.86	Educational Personnel Qualifications	3	5.00	Educational Personnel Qualifications	7
Professional Development & Teacher Retention	7	5.40	Professional Development & Teacher Retention	8	5.46	Professional Development & Teacher Retention	7
Learning Environment & Resources	4	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	5
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.75	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50
OVERALL AVERAGE	5.36	5.25	OVERALL AVERAGE	5.25	5.31	OVERALL AVERAGE	5.67
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 5
The program has transition activities that include:		
1.1 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	Interviews document that the guidance counselors develop students' course schedules based on past records, entry assessment scores, FCAT reading levels, and student progression plan requirements. Fifteen of 17 current files and MIS schedules reviewed document that students are enrolled in appropriate courses to address student progression and reading remediation, as needed. Two files reviewed document that students are improperly enrolled: one is enrolled in Algebra II and integrated science, but has already completed those courses, and one student, who passed English I, is enrolled in the course for a second time. Interviews document that the guidance counselors experience difficulty in reporting and updating students' schedules and transcripts to the school district registrar due to the lack of adequate technology and Internet access.
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 counselors meet with students at entry to provide guidance in all the areas noted in this benchmark, as documented in all 17 current files reviewed. The two 9th graders' files reviewed document their major areas of interest, but interviews with the two students document that they are not aware of these interest areas. Ongoing student guidance occurs on a weekly basis, as documented in the guidance log. Guidance request forms are available to students in the classrooms and/or from the guidance counselors. Six of 10 high school students interviewed are aware of their credits earned and diploma options.
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	All 13 closed files reviewed document via signatures that the transition specialist or guidance counselor participates in transition and exit staffings conducted at least 14 days prior to students' anticipated release dates.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews document that the guidance counselors compile students' educational exit packets and hand deliver them to a case manager, who signs for receipt of the packets. The case manager hand delivers the packets to the parents, the juvenile probation officers (JPOs), and aftercare providers at the time of students' exit. Interviews document that the transition specialist faxes only the students' exit plans, IAPs, school district withdrawal forms with grades in progress, and MIS screens to the transition contacts in the receiving school districts, prior to students' exit; cumulative transcripts and IEPs are not transmitted. Exit plans are provided to the conditional release provider, as needed. Exit packets in 13 closed files reviewed contain all the required components. Eleven of 13 closed files reviewed document transmittal prior to students' exit; two files document transmittal after the students' exit.
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 all students are properly enrolled for student progression. • The program should ensure that the program has the technology necessary for maintaining accurate student records. • The program should ensure that cumulative transcripts and current IEPs are included in the exit packets transmitted to the transition contacts in the receiving schools district prior to students' exit. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Seventeen current files reviewed document that the teacher assistants administer the BASI to students appropriately within the required time frame. The program also administers the Diagnostic Assessment of Reading, Second Edition (DAR-2), the Florida Oral Reading Fluency (FORF) probe, and the Test of Mathematical Abilities (TOMA) 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	Seventeen current files reviewed document that the teacher assistants administer the Choices Interest Profiler to students appropriately within the required time frame. The career teachers use career assessment results to guide 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teacher assistants administer the BASI to students prior to their exit, as documented in 13 closed files reviewed. The teacher assistants send students' BASI growth scale values and standard scores to the school district for MIS reporting, as documented in interviews with the registrar.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers additional assessments at entry to help identify students' strengths and weaknesses to address their individual needs. 	
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: 4
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 teachers write long-term IAP goals with two short-term objectives in their respective subject areas within the required time frame. All seven IAPs reviewed are age and grade appropriate and contain specific, measurable, and individualized goals for reading, writing, and math. However, three of the seven IAPs contain identical career goals and objectives that are not specific or measurable. One IAP does not contain a career goal because the student is newly enrolled in the program. All seven IAPs reviewed include a schedule for determining progress, and six identify remedial strategies, as needed. Teacher and student interviews document that IAPs are used for instructional planning.
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	Teachers review IAPs with students monthly during treatment team meetings, as documented in seven non-ESE files reviewed. All seven IAPs document review and revision, as needed, via dated signatures. However, none of the seven students interviewed is aware of his IAP or had input into his plan and reviews.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The exceptional student education (ESE) teachers and the ESE support facilitator write IEP goals for special education students. All 10 IEPs reviewed contain measurable goals and objectives that directly relate to students' identified 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>	Teachers in the two self-contained exceptional student education (ESE) classrooms and the ESE support facilitator create individual educational plan (IEP) progress reports every nine weeks, as documented in all 10 ESE files reviewed. The reports are sent to the school district ESE specialist, who mails them to the parents. The program maintains copies of the IEP progress reports and documents the mailing dates in a report binder.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Due to a lack of Internet access this past year, the program has not assisted eligible middle school students with development of ePEPs via FACTS.org. Currently, three eligible 8th graders require ePEPs.
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 individual academic plans (IAPs) contain remedial strategies, as needed. • The program should ensure that all IAPs include career goals that are specific, individualized, and measurable. • The program should ensure that students are aware of their IAPs. • The program should continue to work with the school district to provide Internet access for development of ePEPs via FACTS.org. 	
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 case manager documents that she invites participation in students' exit transition meetings from the juvenile probation officers (JPOs), the ESE support facilitator, the guidance counselors, the medical staff, the transition specialist, conditional release contacts, the students, and the parents via letters and follow-up telephone calls. All 13 closed files reviewed document signatures of the participants. Parents are also provided transition planning information by the transition specialist during monthly Family Days. The transition specialist provides post-release follow-up services that include visits or telephone calls one week and one month post release with the parents, the JPOs, and the conditional release contacts, and the receiving schools. The transition specialist is also compiling a Florida county-wide transition resource list, which will be available to all parents and transition contacts throughout the state.
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 exit transition team collaboratively develops students' educational exit transition plans in transition meetings 60 days prior to their departure with input from an educational representative. All 13 closed files reviewed contain well-developed exit plans that include all of the information required in this benchmark.
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 transition specialist notifies the transition contacts in students' receiving school districts at least 14 days prior to the students' exit, as documented in e-mail and telephone logs.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • The transition specialist meets with parents on Family Days and provides them with transition information. • The transition specialist provides follow-up services to students one week and one month post release. • The transition specialist is compiling a county-wide transition resource list to assist with successful student transitions.
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: PARTIAL RATING: 3
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 the guidance counselors advise students regarding each option. Diplomas are reported under the school number. The program assists eligible students with obtaining GED diplomas by providing practice materials prior to GED testing. The program pays the testing fees and administers the GED test to eligible students on site. This past year, one student received his high school diploma, and two students received their GED 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 type="checkbox"/> <i>PASS</i> <input checked="" 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 that include middle and high school courses in most academic areas. However, middle school social studies and science courses are not offered year round, as required in the student progression plan. This was also noted in the previous quality assurance (QA) report. Science courses have been provided since January 2009. High school students who need social studies credits to graduate are given course assignments to complete independently in other classes and are provided tutoring, as needed. Student contracts (individual learning plans) and texts are aligned with the new FSSS standards.
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>	Students are grouped according to grade levels and diploma options. Classroom observations document instructional strategies that include teacher-led discussion, one-on-one assistance, peer assistance, small groups, computer-assisted instruction (CAI) for only one student, hands-on activities, support facilitation, and independent assignments. Student contracts (individual learning plans) and interviews document that the teachers provide individualized instruction based on students' IAPs/IEPs. The program has had limited use of computers. The math and reading coaches work with the teachers two to three times a week and model lessons, provide assistance and staff development, occasionally work with students, and provide teachers with an Instructional Focus Calendar to assist with lesson planning. Exceptional student education (ESE) students interviewed stated that they receive instruction for the courses in which they are enrolled. Non-ESE students interviewed stated that they receive assignments without any direct instruction.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • Math and reading coaches assist the teachers in enhancing instruction and student performance. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that social studies and science courses are offered to students during the school year. • The program should that all teachers provide more direct teaching and a variety of instructional strategies. • The program should consider providing computers that are available to the teachers and the students to enhance instruction and student learning. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 5

The program provides reading instruction and services through:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Classroom observations and teacher interviews document that the reading teacher provides explicit reading instruction that addresses students' IAP/IEP reading goals and objectives in a 75-minute block, which is not aligned with the school district comprehensive reading plan. The reading plan requires a 120-minute block of reading instruction. The program uses The Edge and the High Impact reading curricula identified in the school district comprehensive reading plan. Classroom observations document that students enrolled in intensive reading read independently, read orally, receive teacher-directed lessons, write in response to literature, and listen to the teacher read aloud.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The reading teacher administers the Florida Oral Reading Fluency (FORF) probe quarterly to students to monitor their reading progress, as required in the school district comprehensive reading plan. The reading teacher also administers the Benchmark Assessment Test (BAT) to monitor students' reading progress. Data printouts document that the teacher assistants report progress monitoring data to the DOE quarterly through the school district Automated Student Database.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All students interviewed document that they have opportunities for leisure reading during the school day and have access to a variety of literature in all eight classrooms. Students participate in enrichment activities via literature responses, novel studies, newspapers, plays, Drop Everything And Read (DEAR), and a 100 Book Club.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>An interview with the reading teacher documents that the teacher assistant administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to students who are not progressing in reading. Seven current files reviewed document that the program modifies students' reading goals/objectives and remedial strategies based on the DAR-2 assessment results.</p>

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS • None

RECOMMENDATIONS • The program should provide a 120-minute block of intensive reading instruction, as required in the school district comprehensive reading plan.

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 4

Type I programs provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program addresses employability, social, and life skills in the computing for college and careers and career education courses that are offered for credit and follow the course descriptions. All students are enrolled in one of these courses during their stay at the program, as documented on course schedules. The curriculum is based on the previous state standards and is implemented via an outdated teacher's manual, keyboarding textbooks, videos, and guest speakers.</p>
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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 an approved career education 6-8 and MJ personal, career, and school development (PCSD) course. However, the teacher is not aware of the 30 course competencies and teaches the same curriculum to middle and high 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teachers do not provide students with individualized instruction, according to lesson plans, interviews, and observations. Classroom observations document whole group lessons but no student work folders or portfolios. Last semester, students demonstrated their individual proficiencies in keyboarding skills.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations and interviews document that students who have high school diplomas or the equivalent do not participate in post-secondary activities. The two high school graduates enrolled often perform maintenance tasks throughout the facility. When they choose to attend class, the students research technical schools/programs via career guides and catalogs.
<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 previously provided students with a broad scope of career exploration and prerequisite skill training based on their abilities/interests/aptitudes through the Home Builders Institute (HBI) carpentry class and a keyboarding class. This semester, students do not have access to this training due to a lack of career/technical and employability skills curriculum, materials, and computer access.
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 program provided appropriate career/technical instruction to general education students in courses offered for credit last semester but have discontinued these courses. However, observations and interviews document that students in the self-contained exceptional student education (ESE) classrooms receive career training.
<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.
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 teachers are aware of the 30 required career competencies and provide appropriate instruction to the middle school students. The program should ensure the teachers provide individualized instruction to all students. The program should ensure that it provides employability, social, and life skills instruction and career exploration opportunities for students who have earned high school diplomas or the equivalent. The program should provide all students with a broad scope of career exploration and prerequisite skill training. The program should provide appropriate career/technical instruction in courses offered for credit. 	
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:

<p>8.1 Documenting the initiation of the exceptional student education (ESE) process</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 ESE secretary requests new students' IEPs/EPs, as documented in all 10 ESE files reviewed. The school district ESE specialist develops appropriate course schedules based on students' diploma options and IEP/EP goals, as documented in all 10 ESE files reviewed. The ESE specialist verifies students' required services, informs the teachers, and reviews students' records and course schedules.</p>
<p>8.2 Completing the ESE process:</p> <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>	<p>The ESE specialist reviews current IEPs/EPs to determine whether they are appropriate, as documented in 10 files reviewed. All 10 IEPs reviewed are current. No gifted students are currently enrolled.</p>
<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 		<p>The ESE specialist convenes IEP meetings as soon as possible when services are not appropriate, as documented in all 10 ESE files reviewed.</p>
<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 		<p>The ESE specialist telephones parents and mails parent participation forms to encourage their input in IEP meetings. All 10 ESE files reviewed document that the ESE secretary mails copies of IEPs to parents who do not attend the meetings.</p>
<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 		<p>The ESE teachers and/or the full-time ESE support facilitator write the transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in 10 IEPs reviewed. The ESE teachers develop the plans for students who are on the special diploma track, and the support facilitator develops plans for students who are seeking standard diplomas.</p>
<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.) 		<p>Ten IEPs reviewed document that the ESE specialist serves as the program's LEA representative and attends IEP meetings.</p>
<p>8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program serves students who are on the special diploma track in self-contained classrooms. Standard diploma students are served via the full-time ESE support facilitator. The school district provides an itinerant speech and language teacher to six current students, as documented in the ESE services log. The ESE support facilitator documents in a log the consultative services that she provides to the teachers and the support facilitation she provides to the students. All students receive the services required in their IEPs.</p>
<p>8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</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 provides services to ELL, gifted, and Section 504 students, as needed.</p>

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The exceptional student education (ESE) secretary, the ESE support facilitator, the ESE specialist, and the two ESE teachers demonstrate much collaboration to ensure a smooth process of serving the needs of ESE students. The program provides a full-time support facilitator for standard diploma students and two full-time ESE teachers in self-contained classrooms for students who are on the special diploma track.
RECOMMENDATIONS	• None
DEFICIENCIES REQUIRING A CAP	• None

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program offers 300 minutes of daily instruction and five minutes to transition between classes. Students were observed transitioning between classes in a timely 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Meeting agendas and sign-in records document a variety of meetings such as weekly faculty meetings, bimonthly Department of Juvenile Justice (DJJ) advisory meetings, and DJJ administration meetings. The lead educator, the teachers, the facility staff, the mental health specialist, the on-site transition specialist, and the case manager meet with students in monthly treatment team meetings, as documented in interviews. IEP meetings are held as needed with the ESE specialist, the teachers, and the ESE students, as documented in interviews. School advisory board meetings are held every month, and school district personnel and the lead educator/assistant principal communicate on a daily basis, as documented in interviews.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The facility director, along with the school advisory committee members, solicit varied community involvement that focuses on educational and transition activities, as documented in a binder and photo displays throughout the school. (The program did not provide a visitor sign-in log for the last half of 2008.) Students have participated in a service project making Valentine's Day bags and on one field trip to a construction fair. Additionally, a number of guest speakers have talked to the students about credit unions, sex education, health, HIV/AIDS prevention, church, the Armed Services Vocational Aptitude Battery (ASVAB), power sports, college, Islamic relations, aviation, religion, animal rights, and congressional activities. The program also documents awards ceremonies, a winter holiday party, a retirement party, a gospel rap presentation, student orientation, graduation ceremonies, and a bimonthly art therapy class conducted by two volunteers.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program's behavior management plan is based on the Youth Services International (YSI) strategic model, which is a level system. Students in classrooms observed were well behaved and on task. All students interviewed stated that they understand the behavioral rules and feel that they are equitably enforced. Students stated that they receive awards such as Student of the Week and Student of the Month certificates, game time, Free Friday, and candy.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents a high level of communication among facility and school district personnel. The program solicits an abundance of guest speakers and community activities. 	
RECOMMENDATIONS	• The program should ensure that it maintains a complete visitor sign-in log.	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SUPERIOR SCORE: 7
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>	Of the program's 10 core academic teachers, nine have professional certification and one, who has temporary certification, is scheduled to take the test for professional certification within a week of this review. Students' course schedules and teacher certifications for the year document that all courses are taught by teachers in their areas of certification. Two teachers have exceptional student education (ESE) certification. One reading teacher has reading certification, and the other two reading teachers have a reading endorsement. Three teachers have an English language learners (ELL) endorsement, and three teachers also document High, Objective, Uniform State Standard of Evaluation (HOUSSE) coverages. The previous teacher has professional certification.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teachers have professional teaching certification.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • Numerous teachers have additional endorsements, certifications, and HOUSSE coverages. • All teachers teach in their areas of certification. • The two career/technical teachers have professional certification. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should assist the teachers in obtaining professional certification in all the subjects they teach. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SUPERIOR SCORE: 7
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Eleven of the 12 teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance; one teacher started employment at the program two months ago. In addition, the guidance counselors, the transition specialist, and the ESE support facilitator also have professional growth plans. The school district beginning teacher program is not applicable to the current teachers, but is available.
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 professional development training from the school district and the Whiddon Rogers Education Center, using outside consultants and school district personnel. Center trainings include prewriting strategies, literary focus, understanding bullying, collaborative best practices, vocabulary use within content areas, project-based learning and technology focus, tools for success and follow-up/best practices, and emotional behavioral disorder. The program documents at least 24 school district trainings this past year that include ESE summer academy, juvenile justice skills for life, classroom and behavior management, diversity and cultural awareness, textbook adoption training, linking assessments to reading, project-based learning and writing activities, General Educational Development (GED) testing and strategies for learners with disabilities, and math courses for algebra and geometry. The facility provides orientation to new teachers as needed.

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>	Because the teachers are employed by the school district, the program adheres to the recruitment and retention strategies of the school district human resources department. In addition, teachers receive a greatly reduced rate for child care services. Nine teachers have been retained this past year.
RATING JUSTIFICATION	The intent of this indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The guidance counselors, the transition specialist, and the exceptional student education (ESE) support facilitator also develop professional growth plans. The teachers receive an abundance of continual annual professional development trainings. The program documents a high teacher retention rate. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SATISFACTORY SCORE: 5
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has 10 academic teachers, two career teachers, an on-site transition specialist, two guidance counselors, three teacher assistants, a reading coach, a math coach, a full-time ESE support facilitator, and a lead educator/assistant principal, who does not have classroom duties. The average class size is 13 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 adequate educational materials and age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS). The program also has Parallel Alternative Strategies for Students (PASS) books, American Guidance Services (AGS) books, Florida Comprehensive Assessment Test (FCAT) and General Educational Development (GED) preparation materials for students, as needed. However, the career/technical classroom lacks up-to-date curricula and student texts. Eight classrooms contain a variety of high-interest reading materials, and all 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>	Most classrooms have TVs/VCRs, overhead projectors, and a few educational videos. Several rooms are equipped with a few laptop computers, and other rooms contain older computers, which do not appear to be used. A few of the teachers use their own laptops or a computer provided by the program. Educational software includes Steck-Vaughn EDL Reading Strategies and Language Clues, Understanding Math Plus, Math Blaster Algebra, Gregg College Keyboarding and Document Processing, and Choices.
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. Most classrooms display classroom rules, facility mission statements, educational and motivational posters, and students' assignments and educational awards. Two dayrooms in the dorms also serve as classrooms. Classrooms are small, clean, well lit, and well ventilated.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students do not have access to the FLVS for instructional purposes due to a lack of Internet access. However, the building has been wired for Internet service, and interviews document that approval for access should be provided within the next two to three weeks of this review.

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 pay for the teacher assistants, educational materials, staff development, guest speakers, fees for teacher conferences and workshops, and a liberal arts program. The program recently received a grant for a parenting program held on Saturdays. The program does not document any scholarships.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents numerous instructional staff and support personnel to provide substantial educational services. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that all classrooms are equipped with technology to best serve the educational needs of the teachers and students. The program should ensure that current textbooks and materials are provided for teacher and student use. The program should ensure that students receive access to the Florida Virtual School (FLVS), as appropriate. The program should consider pursuing scholarships. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
<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 is assigned an individual school number. The school district data processor accurately inputs most of the data required in this benchmark. However, MIS printouts in only seven of 13 closed files reviewed document Basic Achievement Skills Inventory (BASI) entry/exit standard scores; two printouts document only an entrance BASI, two document only an exit BASI, and two do not document any BASI scores. Only six of the 13 closed files reviewed document BASI growth scale values.
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>	Interviews document that the teachers record and fax student attendance daily to the data processing clerk, who inputs it 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>	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 94% for reading and 90% for math.
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 approved by Just Read, Florida! and receives the support services identified in the plan, such as a reading coach who conducts walk-throughs, models lessons, orders material, creates reading curriculum maps, and plans instruction.
<u>13.6</u> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager serves as the program development and improvement specialist for the school district. School district staff who provide on-site support services include an exceptional student education (ESE) specialist, a reading coach, a math coach, a speech and language therapist, and technology support staff. The school district provides professional development, curriculum, and materials. The contract manager conducts annual reviews of the program via walk-throughs, mock file reviews, and a system of checks and balances, as documented in evaluation reports. The contract manager provides sufficient oversight and assistance to the program. However, additional oversight is needed in the areas of year-round curriculum, employability and career curriculum, and computer technology.

13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement with the school district and the DJJ. Key personnel interviewed verify that the terms are being followed; however, a review of the cooperative agreement documents that the DJJ does not provide a DSL connection for school board business or Internet access. The contract manager monitors the program's quarterly expenditures of all state and federal educational funds.
		The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district management information system (MIS) department should work with the program to ensure that its statewide assessment participation data are accurately reported to the Department of Education (DOE). • The school district should ensure that all students' entry/exit Basic Achievement Skills Inventory (BASI) standard scores and growth scale values are reported in the MIS. • The school district should continue to assist the program in providing essential technology support and materials. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
<hr/>		
OTHER FINDINGS	<ul style="list-style-type: none"> • None 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	