

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

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

RESIDENTIAL COMMITMENT PROGRAM (High/Max)			
School Name (MSID)	JOSHUA CREEK CENTER	School # 14-0261 School District DeSoto County Desoto	Security Level Moderate-High Risk Career Type 2 ESE Service Delivery Consultation Support Facilitation
Program Name	Desoto Correctional Facility	Capacity 130 Population Male	Diplomas by Program All
Address	5991 SE Highway 31 Arcadia, FL 34266	Head Count 124 SD Registered 123 HSD/GED 1 DJJ Committed 124	Other School in SD None
Education Provider	Human Services Associates (Not-For-Profit)	Max Ratio (Student: Teacher) 12:1	Students' Home/Zoned Schools None
Facility Provider	Department of Juvenile Justice (DJJ)		
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 112
SD Contract Manager	Dan Dubbert	Phone (863) 993-1333 x 316 Fax (863) 993-0254	E-mail dan.dubbert@desoto.k12.fl.us
Other SD Contact		Phone Fax	E-mail
Lead Educator	Anita Briseno	Phone (863) 491-5300 x 1252 Fax (863) 491-5343	E-mail anita.briseno@desoto.k12.fl.us
Facility Director	Edgar Carter	Phone (863) 491-5300 x 1121 Fax (863) 491-5343	E-mail edgar.carter2@djj.state.fl.us
SD Transition Contact	Dan Dubbert	Phone (863) 993-1333x 316 Fax (863) 993-0254	E-mail dan.dubbert@desoto.k12.fl.us
QA Reviewer George Pesta Mike Plummer, Peer Reviewer		E-mail gpesta@fsu.edu	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 November 3-6, 2008			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 type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>12</u> Teachers <u>0</u> Teacher Aides <u>2</u> Guidance Staff <u>12</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 checked="" type="checkbox"/> Private Provider Contract <input 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 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>16</u> Current Educational Files <u>10</u> Cumulative Transcripts <input type="checkbox"/> Others:
On-site Observations	<u>10</u> Classrooms	<u>0</u> Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

Satisfactory Performance – Rating of 4, 5, or 6

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

Partial Performance – Rating of 1, 2, or 3

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

Nonperformance – Rating of 0

The expected outcome of the indicator is clearly not being addressed.

SUMMARY

Desoto Correctional Facility, known locally as the Joshua Creek Center, is a specialized residential commitment program operated by the Department of Juvenile Justice (DJJ). The program serves up to 100 moderate-risk and 30 high-risk males, ages 14 to 18; some require mental health services.

Human Services Associates, Inc. provides the educational services. The program has an experienced and professional teaching and administrative staff.

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

QA TRENDS: DeSoto Correctional Facility

When making cross-year comparisons of your program's QA scores keep in mind that JJEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **high/maximum security programs** are provided for comparison purposes between your program's performance and the state average.

Note that the score for *Standard Four: Contract Management* is not included in the program's overall average because it solely measures the performance of the supervising school district.

2006			2007-2008			2008-2009	
Educational Indicators	Score	High/Max State Avg.	Educational Indicators	Score	High/Max State Avg.	Educational Indicators	Score
Transition Services	7	5.25	On-Site Transition Services	7	4.67	On-Site Transition Services	8
Testing & Assessment	5	4.83	Testing & Assessment	7	5.50	Testing & Assessment	7
Student Planning	3	4.58	Student Planning	7	4.11	Student Planning	7
			Community Reintegration	5	5.47	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	5.00	4.89	STANDARD ONE: TRANSITION Standard Average	6.50	5.08	STANDARD ONE: TRANSITION Standard Average	7.25
Academic Curriculum & Instruction	7	5.33	Academic Curriculum & Instruction	6	5.06	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	5	3.76	Reading Curriculum & Instruction	6	4.88	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	6	5.71	Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	7
ESE & Related Services	8	5.54	ESE & Related Services	5	5.17	Specially Designed Instruction & Related Services	8
STANDARD TWO: SERVICE DELIVERY Standard Average	6.50	5.21	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	5.28	STANDARD TWO: SERVICE DELIVERY Standard Average	6.75
Collaboration	7	5.10	Collaboration	7	5.38	Collaboration	7
Educational Personnel Qualifications	5	5.05	Educational Personnel Qualifications	3	4.53	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	7	5.53	Professional Development & Teacher Retention	7	5.53	Professional Development & Teacher Retention	6
Learning Environment & Resources	7	4.83	Learning Environment & Resources	7	5.61	Learning Environment & Resources	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50	5.33	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00	5.58	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75
OVERALL AVERAGE	6.09	5.15	OVERALL AVERAGE	6.20	5.31	OVERALL AVERAGE	6.92
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.88	STANDARD FOUR: CONTRACT MANAGEMENT	7.00	4.95	STANDARD FOUR: CONTRACT MANAGEMENT	6.00

DeSoto Correctional Facility-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	278	TOTAL			279
						Dropout Prevention File	275	(Unduplicated)			
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	279	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	9	3
Female	0	0	13	14	5	6	1	0	Emotional/Behavioral Disabilities	90	32
RACE	#	%	14	38	14	7	16	6	Specific Learning Disabled	16	6
White (NH)	183	66	15	67	24	8	37	13	Autism Spectrum Disorder	0	0
Black (NH)	93	33	16	77	28	9	76	27	Speech/Language Impaired	3	1
Hispanic	3	1	17	52	19	10	83	30	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	0	0	18	27	10	11	49	18	Gifted	1	0
			19 & above	4	1	12	17	6	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	101	99	Diplomas Earned	#	%				Other Health Impaired	4	1
2006-07 Math	101	99	Standard *	1	0				TOTAL ESE	123	44
2007-08 Reading	85	99	GED	1	0	LEP STUDENTS	#	%			
2007-08 Math	83	97	Special	1	0		0	0			

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

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

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	The program has a full-time education clerk and on-site access to the MIS. Interviews and 16 current files reviewed document that the program assistant or the exceptional student education (ESE)/transition specialists request students' previous records via fax. The ESE/transition specialists review past records, entry assessment scores, individual education plans (IEPs), and FCAT results to develop students' course schedules. The program assistant enrolls all students and enters their course schedules in the MIS, as documented in all 16 files reviewed. All files reviewed document that students are enrolled in appropriate courses for student progression or high school graduation and in intensive reading, as needed.
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 program has two full-time, certified personnel who serve as ESE support facilitators, transition specialists, and guidance counselors and have frequent contact with the students throughout their stay. The ESE/transition specialists meet with students upon entry to provide guidance in all the areas noted in this benchmark. Students have access to guidance request forms in all classrooms. The ESE/transition specialists document in guidance logs the ongoing guidance services they provide. All 16 current files reviewed document by student signatures initial guidance and review of credits, assessments, and grades. Most 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	Interviews and all 10 closed files reviewed document that the ESE/transition specialists attend students' exit staffings and collaborate with other treatment team members in developing exit transition plans. Exit staffings are held 60 and 14 days prior to students' release. Signatures of the transition team members, including the students and the ESE/transition specialists, are on the conditional release participant forms.
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	The program assistant compiles students' educational exit packets. All 10 closed files reviewed contain exit packets that include all required components. Exit plans document transmittal via fax or mail to the school district transition contacts and other parties responsible for post-placement services prior to students' exit. The program provides copies of the packets to the parents and maintains copies in students' files. The exit packet for one student, who was released to another state, was sent directly to the receiving school.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The programs' two ESE/transition specialists and the program assistant document a systematic and seamless process related to records requests, enrollment, and student transition. The ESE/transition specialists deliver and document a thorough process of providing initial and ongoing guidance and transition services. 	
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:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 16 current files reviewed document that the exceptional student education (ESE)/transition specialists or a designee administers the BASI within 10 school days of student entry. The ESE/transition specialists provide students and teachers with test result summaries and use the data to develop individual academic plan (IAP) goals and objectives. In addition, the ESE/transition specialists administer a learning styles modality to all students and the Scholastic Assessment Test (SAT) to eligible students.
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 16 current files reviewed document that the ESE/transition specialists or a designee administers the Choices Interest Profiler to all students within 10 school days of student entry. The ESE/transition specialist reviews the results with the students and develops their IAP career/technical goals and objectives. Eligible students may also take the Armed Services Vocational Aptitude Battery (ASVAB).
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>	All 10 closed files reviewed document that the ESE/transition specialists or a designee administers the BASI to all exiting students. Interviews and MIS screen printouts in all files reviewed document that the program assistant enters entry/exit BASI standard scores and growth scale values directly into the MIS.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program documents effective use of assessment results to develop IAPs and to inform the students and the teachers. • The program administers a learning styles modality to all students and uses the results to individualize instruction and incorporate learning style modalities in lesson planning. In addition, the program administers the ASVAB and the SAT to students, as appropriate. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 3: STUDENT PLANNING		RATING: SUPERIOR SCORE: 7
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the ESE/transition specialists review entry assessments with the students and develop IAP goals and objectives based on the results, previous records, and student progression needs. Seven non-ESE files reviewed document that the ESE/transition specialists develop IAPs for all students within 15 schools days of entry. Goals are based on BASI results, and objectives are based on course description requirements for the courses in which students are enrolled. IAPs include all of the required components.

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>	Individual academic plans (IAPs) are reviewed monthly to determine students' progress toward completion of their objectives. Teachers prepare academic summaries based upon students' progress prior to the review and revise objectives as needed. Seven non-exceptional student education (ESE) files reviewed document that students' progress summaries are provided to the ESE/transition specialists, who serve as the educational representatives at monthly treatment team meetings. All students interviewed document that the teachers review their progress toward completion of objectives and grades with them on a monthly basis.
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 nine ESE files reviewed document that the ESE/transition specialists develop measurable annual IEP goals and objectives that directly relate to special education students' identified academic, behavioral, and/or functional deficiencies and needs.
3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	As documented in all ESE files reviewed, the ESE/transition specialists document students' progress toward meeting their IEP goals and objectives during monthly treatment team meetings and mail progress reports to the parents at the end of each semester.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All three 7th and 8th grade students' files reviewed contain current and complete ePEPs. The ESE/transition specialists assist students in developing ePEPs based on their post-secondary education and careers goals using FACTS.org.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The educational program implements a cohesive process of student planning via IAP development and revision and IEP development and progress reporting. 	
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>	Observations, interviews, and 10 conditional release plans reviewed document that the case managers invite parents and aftercare providers to participate in monthly treatment team meetings and exit meetings 60 and 14 days prior to students' release. The program assistant mails quarterly educational program newsletters to the parents with report cards. Nine IEPs reviewed document that parents are invited to attend and participate in IEP development, which includes development of transition plans.
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>	Nine of 10 closed files reviewed document that the ESE/transition specialists collaborate with the treatment team during exit meetings to develop students' educational exit plans. Exit plans contain all of the required information.

4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Nine of 10 closed files reviewed document that the exceptional student education (ESE)/transition specialists notify transition contacts in the receiving school districts at least one week prior to students' scheduled release. The program contacted the out-of-state receiving school for one student prior to his exit and sent his educational information to the school.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents a seamless process whereby the ESE/transition specialists work with students continuously and make detailed recommendations regarding post-release activities. 	
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: SUPERIOR RATING: 7
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 diploma options and advises students regarding each option. The program pays the testing fees for eligible students to take the GED exam on site.
<u>5.2</u> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Course Code Directory, the FSSS, and the course descriptions. Interviews and observations document that students receive instruction for the courses in which they are enrolled and that the teachers prepare lessons based on the new FSSS.
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>	The facility places students into residential units based on their risk/security levels and treatment needs. Teachers meet monthly to analyze student assessment data from the Basic Achievement Skills Inventory (BASI), the Florida Comprehensive Assessment Test (FCAT), and reading progress monitoring tests to better individualize instruction and develop specific lesson plans. Teachers rotate to each unit to provide individualized instruction in their respective subject areas. Observations and interviews document the use of multilevel textbooks, resource materials, workbooks, worksheets, teacher laptop computers, projectors, reading materials, and educational videos. In addition, technology carts with student laptops are shared among the teachers to provide computer-assisted instruction (CAI) in several different content areas. Observations document large group, small cooperative learning groups, hands-on activities, and CAI. All students interviewed indicated that their classes begin with a common lesson, followed by individual assignments in their respective courses.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> Teachers meet monthly in groups according to their subject areas to analyze student data from entry/exit assessments, the Progress Monitoring and Reporting Network (PMRN), CAI progress monitoring, and FCAT results to individualize instruction and develop specific lessons and learning strategies. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should consider offering students competency-based instruction for credit recovery. 	
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>Disfluent reading students participate in a daily 100-minute block of reading and work in the READ 180 curriculum. Teachers provide students with laptop computers at least two times weekly for CAI in reading. Reading teachers use a variety of comprehensive and supplemental materials listed in the school district comprehensive reading plan to address all five construct areas. Observations and lesson plans document explicit reading instruction that includes the Read 180, PLATO, Weekly Readers, and Scholastic Read XL curricula. Fluent reading students attend a 100-minute block of reading every other day, although the school district comprehensive reading plan requires these students to receive 50 minutes of instruction daily. The program also has a Title I teacher who assists students one-on-one and helps the reading program develop literacy activities.</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 program administers the Florida Oral Reading Fluency (FORF) probe and the Maze tests to students quarterly per the school district comprehensive plan and reports the scores via the Progress Monitoring and Reporting Network (PMRN), as documented by PMRN reports.</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>Students and staff interviews document that the program provides students with ample opportunities for leisure reading and enrichment, including reader's theater, during the school day.</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>Interviews and one student file documents that the Title I teacher administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to students who are not progressing in reading. Results of the DAR-2 are used to diagnose students' strengths and weakness, individualize lessons, and modify reading goals. Interviews with the reading teachers document that most students demonstrate progress in reading through the READ 180, PLATO, and Scholastic Read XL technology-based curricula.</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 program and the school district should align the school district comprehensive reading plan and class schedule regarding the amount of instructional time provided to fluent reading students.
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> • None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

RATING: SUPERIOR
SCORE: 7

Type 1 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 educational program addresses employability, social, and life skills through workplace essentials and business technology courses and a dedicated computer lab. Courses are based on school board standards, follow appropriate course descriptions, and are offered for credit. Instructional materials include Microsoft Business Applications, Choices, and the Florida Ready to Work (off-line, networked) program.</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>	Course schedules document that 7th and 8th graders are enrolled in an approved intensive reading and career planning course or a computer and career planning course, depending on their needs. The courses provide students with opportunities for career exploration.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Observations and lesson plans document that employability and career instruction is delivered through individualized instruction using Choices, school district-approved textbooks, off-line Florida Ready to Work materials, and hands-on training in Microsoft business applications. Observations document instructional strategies that include keyboarding skills practice, small group, large group, PowerPoint presentations with discussion, and whole-group thematic instruction.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students who have received a high school diploma or its equivalent may participate in the business technology courses; a noncredit enrichment class in horticulture, taught by a certified agri-science staff member; and career exploration opportunities, including Florida Ready to Work. Students may also take the Scholastic Assessment Test (SAT) to prepare for college application and the Armed Services Vocational Aptitude Battery (ASVAB), that includes follow-up summaries and analysis of their scores.
<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>	Course schedules and interviews document that students are provided with a variety of career exploration activities and skills training. Student interviews document that they use the Choices program and School-to-Work texts, listen to numerous guest speakers about careers, and develop career portfolios. The program also offers a not-for-credit horticulture enrichment class taught by a certified agri-science staff member.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Lesson plans and observations document that the educational program provides appropriate instruction and courses for credit that follow course descriptions.
<i>Type 3 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	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 exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides students with multiple resources for career exploration, including Choices, business technology skills, the Ready to Work Credential program, and SAT and ASVAB testing and follow-up. The program goes beyond the requirements for a Type 2 career education program by offering a hands-on career course in business skills and a not-for-credit course in horticulture. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should consider offering an official Microsoft industry certification and high school credit for the horticulture enrichment class. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES

**RATING: SUPERIOR
SCORE: 8**

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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All nine special education student files reviewed document that the ESE/transition specialists request records to initiate the ESE process. The ESE/transition specialists develop appropriate course schedules and inform the teachers of new ESE students' required services and specially designed instruction.
8.2 Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The ESE/transition specialists review IEPs/EPs to determine whether they are appropriate. All nine IEPs reviewed were reviewed and re-written.
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		Nine IEPs reviewed document that the ESE/transition specialists convene staffings as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives.
<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		All nine IEPs reviewed document that the ESE/transition specialists solicit parent involvement in staffings by written invitation and telephone calls and mail copies of the IEPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		All ESE files reviewed document appropriate transition-related requirements for students who are 14 or older. Transition goals specifically address post-secondary education and career planning.
<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 nine IEPs reviewed document that the ESE/transition specialists serve as the LEA representatives with the approval of the school district ESE coordinator, as documented in a letter.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The ESE/transition specialists provide consultative services to the teachers, as documented in interviews and consultative logs. They notify teachers regarding students' diploma options, exceptionalities, and required accommodations or modifications. The ESE/transition specialists also serve students who are on the special diploma via the support facilitation model, as documented in logs. All services listed on IEPs reviewed are provided, and speech/language services are provided through the school district, when needed.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The self-report and interviews document that the school district provides direct or contracted services to ELL, Section 504, and gifted students, as needed. One of the nine ESE files reviewed is for a gifted student, who has a completed EP and is enrolled in advanced classes via the Florida Virtual School (FLVS).

RATING JUSTIFICATION The intent of the indicator is being exceeded.

COMMENDATIONS

- The program documents multiple sources for initiation of the ESE processes, collaboration/consultation with teachers, and support facilitation provided to appropriate students.

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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's schedule documents 300 minutes of daily instruction through block scheduling. Students remain in their units during the entire school day; the teachers have five minutes to transition between classrooms. Observations document a timely transition between classes.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews, meeting logs, and notebooks document regularly scheduled meetings and e-mail communication between the school district and the educational program. Sign-in logs, agendas, and meeting notes document monthly facility management meetings attended by the contract manager and the program's director of education. In addition, teachers meet monthly to review individual students' progress and discuss instructional strategies in their respective teaching areas.
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 program documents a variety of community involvement that includes guest speakers who focus on education and transition activities. Community involvement includes guest speakers who discuss career planning, One-Stop Career centers, Heartland Workforce, vocational rehabilitation, military careers, health and nutrition, and donating blood. Although students cannot leave the facility, they are allowed to earn community service hours after school by completing landscaping projects around the facility.
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 has a level system in which students' academic progress and school participation are considered in monthly treatment team meetings. A majority of students interviewed indicated that the behavioral rules are explained to them at entry and are posted in all classrooms. Students say that rules are fair and consistently followed in the classrooms. Interviews and photographs document that positive reinforcement is provided via Honor Roll celebrations, certificates of recognition, graduation ceremonies, and writing contests.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents collaboration among program, school district, private educational provider, and facility personnel to facilitate a smooth operation of the educational program. The educational program provides students with a variety of guest speakers who focus on transition awareness. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 6
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 11 core academic teachers, eight have professional certification and teach in their certification areas; one has temporary certification. One of the three reading teachers has a reading endorsement, and two are working toward endorsement.
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>	One workplace essentials and business technology instructor has professional certification in computer science and teaches career/business technology courses.

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 assist the teachers in obtaining professional certification in all the subjects they teach. • The program should continue to assist the reading teachers in obtaining reading endorsements.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SATISFACTORY SCORE: 6
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers document professional development plans that they collaboratively developed with the director of education. All plans reviewed incorporate SIP initiatives and goals to foster professional growth. Eligible teachers participate in the school district beginning teacher program.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers participate in professional development opportunities from a variety of sources that include the Juvenile Justice Educational Enhancement Program (JJEPP), the Florida Humanities council, the Northeast Florida Education Consortium, post-secondary institutions, and the school district. Training is based on the educational needs of the teachers, the program, and individual instructional assignments. Topics in which teachers participated this past year include program orientation, the Maze and the Florida Oral Reading Fluency (FORF) tests training, effective teaching, online learning, Ready to Work, and reading competencies. Teachers interviewed indicated that they would like more training in specific content areas.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program recruits highly qualified instructional personnel through its Web site and the school district. Strategies used to retain highly qualified staff include incentive pay for meeting highly qualified requirements, incentive pay for ESE certification, retirement benefits, 30 days of regular annual leave, 20 bonus leave days, reimbursement for certification costs, and a teacher laptop.
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 instructors receive professional development in their respective subject areas. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SUPERIOR SCORE: 8
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 a full-time lead educator, 12 teachers, two full-time ESE transition specialists, one full-time Title I teacher, and an educational clerk. The average class size is 12 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>	The program has an adequate quantity of educational supplies and instructional materials that are appropriate to the courses offered and to students' varying ability levels. Teachers report that they have access to a variety of school district-approved textbooks and Parallel Alternative Strategies for Students (PASS) books. Students have access to high-interest leisure reading materials in the classrooms and the residential units. Students indicated that the collections of books in many of the classrooms are plentiful.

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>	All classrooms have TV/DVD players, and the teachers have laptop computers that they can use for PowerPoint presentations and Internet video streaming. The program has 45 laptops for student use with the PLATO and Encarta learning software, 25 desktop computers for READ 180 instruction, and 15 desktop computers in the career/business technology lab. Internet resources are regularly accessed by the teachers; however, student Internet access for educational purposes is inconsistent due to occasional technical and security issues.
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>	Teachers rotate among the classrooms and transport their teaching materials on carts. Teachers store additional resources, texts, leisure reading materials, laptop computers, and supplies in two large resource rooms, which also have desk spaces with computers for teacher planning. Classrooms display limited charts, maps, motivational posters, and content area posters. Students have painted murals on the walls in some of the units. The classrooms are well lit, clean, contain an adequate number of student desks and work areas, and provide a comfortable learning environment.
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 Internet and the FLVS, through which one gifted student is currently enrolled in advanced classes.
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 has received a Citigroup grant to collaborate and develop a combined reading and social studies project. Partnerships with Heartland Workforce, the military, the Charlotte County Extension Office, and vocational rehabilitation provide a variety of involvement and activities to the students.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides an abundance of educational materials, technology, and resources for the staff and students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should continue to work with the Department of Juvenile Justice (DJJ) to ensure that students have consistent and secure Internet access for instructional purposes and projects. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY
		SCORE: 6
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 all self-report materials in a timely manner and provided additional materials on site.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an assigned school number and documents in 10 closed files reviewed that all student data required in this benchmark are accurately reported in the MIS.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the program assistant enters and maintains accurate daily student attendance records in 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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's reported 2007-2008 statewide assessment participation rates were 99% in reading and 97% in 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 and receives some support services regarding curriculum development and reading strategies from the reading coach. However, the reading coach does not conduct fidelity checks or classroom walk-throughs.
13.6 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager provides appropriate oversight and assistance through documented visits and participation in facility and educational program meetings. Oversight includes providing on-site access to the MIS and Genesis software, ongoing technical assistance and support, professional development training, Title I Neglected and Delinquent funding, school district-approved substitutes, and exceptional student education (ESE) support. The contract manager conducts and documents annual evaluations of the educational program through a review of student assessment data and the evaluation of needs for development the school improvement plan (SIP).
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 between the DeSoto School District and the DJJ and a contract between the school board and Human Services Associates. All parties interviewed, a review of documents, and observations document that the terms of the agreement and the contract are being followed. The school district also monitors quarterly expenditure reports.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should provide support services as outlined in the current school district comprehensive reading plan approved by Just Read, Florida!, including walkthroughs and/or fidelity checks. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • The ESE/transition specialists work with students beginning at entry, verify previous records, provide guidance services, and participate in individual academic plan (IAP)/individual educational plan (IEP) development and progress review, ESE consultation and support facilitation, and development of students' exit plans. This ensures a seamless process throughout the students' stay. All students interviewed know the ESE/transition specialist assigned to them and know that they can request to speak to them. 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	