

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)	CARLSTROM CENTER	School # 14-0271 School District DeSoto County DeSoto	Security Level Moderate-High Risk Career Type 2 ESE Service Delivery Consultation Support Facilitation
Program Name	DeSoto Dual Diagnosis Facility	Capacity 144 Population Co-Ed	Diplomas by: Program All
Address	5871 SE Highway 31 Arcadia, FL 34266	Head Count 145 SD Registered 132 HSD/GED 13 DJJ Committed 145	
Education Provider	Human Services Association, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 12:1	Other School in SD None
Facility Provider	Department of Juvenile Justice (DJJ)		Students' Home/Zoned Schools None
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies 107
SD Contract Manager	Dan Dubbert	Phone (863) 494-4222 Fax (863) 494-6481	E-mail dan.dubbert@desoto.k12.fl.us
Other SD Contact		Phone Fax	E-mail
Lead Educator	Carol Duncan	Phone (863) 491-5367 Fax (863) 993-4521	E-mail carol.duncan@desoto.k12.fl.us
Facility Director	Patricia Wilson	Phone (863) 491-5367 Fax (863) 491-6298	E-mail patricia.wilson2@djj.state.fl.us
SD Transition Contact	Dan Dubbert	Phone (863) 494-4222 Fax (863) 494-6481	E-mail dan.dubbert@desoto.k12.fl.us
QA Reviewer Pat Collins Mike Plummer, Peer Reviewer		E-mail pacollins@fsu.edu	
Review Dates November 3-6, 2008		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEOP 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:	9 Teachers 2 Teacher Aides 2 Guidance Staff 14 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 18 Current Educational Files 14 Cumulative Transcripts <input type="checkbox"/> Others:
On-site Observations	10 Classrooms	1 Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

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

Satisfactory Performance – Rating of 4, 5, or 6

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

Partial Performance – Rating of 1, 2, or 3

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

Nonperformance – Rating of 0

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

SUMMARY

DeSoto Dual Diagnosis Facility is a specialized residential commitment program operated by the Department of Juvenile Justice (DJJ). Academic services are provided by the Human Services Associates, Inc. (HSA). The program serves high/maximum-risk female students and moderate/high-risk male students who have mental health and substance abuse issues. Moderate-risk students stay from 12 to 18 months, and maximum-risk students stay from 18 to 36 months. Teachers rotate among the units to provide instruction. HSA provides a substantial year-round academic program that includes opportunities for students to receive career/technical hands-on training.

The program's experienced and professional teaching and administrative staff demonstrate determination to provide high quality educational services to all students. The program received satisfactory and superior ratings in this review.

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

QA TRENDS: DeSoto Dual Diagnosis

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **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	7	4.83	Testing & Assessment	6	5.50	Testing & Assessment	7
Student Planning	7	4.58	Student Planning	7	4.11	Student Planning	7
			Community Reintegration	5	5.47	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	7.00	4.89	STANDARD ONE: TRANSITION Standard Average	6.25	5.08	STANDARD ONE: TRANSITION Standard Average	7.25
Academic Curriculum & Instruction	4	5.33	Academic Curriculum & Instruction	5	5.06	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	3	3.76	Reading Curriculum & Instruction	5	4.88	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	5	5.71	Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	7
ESE & Related Services	7	5.54	ESE & Related Services	5	5.17	Specially Designed Instruction & Related Services	8
STANDARD TWO: SERVICE DELIVERY Standard Average	4.75	5.21	STANDARD TWO: SERVICE DELIVERY Standard Average	5.50	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	6	4.53	Educational Personnel Qualifications	8
Professional Development & Teacher Retention	7	5.53	Professional Development & Teacher Retention	7	5.53	Professional Development & Teacher Retention	6
Learning Environment & Resources	5	4.83	Learning Environment & Resources	6	5.61	Learning Environment & Resources	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00	5.33	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50	5.58	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.25
OVERALL AVERAGE	5.82	5.15	OVERALL AVERAGE	6.08	5.31	OVERALL AVERAGE	7.08
STANDARD FOUR: CONTRACT MANAGEMENT	6.00	3.88	STANDARD FOUR: CONTRACT MANAGEMENT	6.00	4.95	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

DeSoto Dual Diagnosis--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File	284				TOTAL	285
						Dropout Prevention File	284				(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	131	46	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	4	1	
Female	154	54	13	7	2	6	1	0	Emotional/Behavioral Disabilities	57	20	
RACE	#	%	14	33	12	7	2	1	Specific Learning Disabled	14	5	
White (NH)	184	65	15	46	16	8	24	8	Autism Spectrum Disorder	0	0	
Black (NH)	86	30	16	72	25	9	69	24	Speech/Language Impaired	0	0	
Hispanic	15	5	17	92	32	10	96	34	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	0	0	18	33	12	11	71	25	Gifted	0	0	
			19 & above	2	1	12	22	8	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	97	97	Diplomas Earned	#	%				Other Health Impaired	3	1	
2006-07 Math	97	97	Standard *	4	1				TOTAL ESE	78	27	
2007-08 Reading	101	92	GED	1	0	LEP STUDENTS	#	%				
2007-08 Math	103	94	Special	0	0		1	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:		
<p>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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and 18 current files reviewed document that the program assistant or the exceptional student education (ESE)/transition specialists request students' 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. All 18 current files reviewed document that students are enrolled in appropriate courses for student progression and intensive reading, as needed.
<p>1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has two full-time, professionally certified personnel who serve as ESE support facilitators, transition specialists, and guidance counselors; consequently, they have frequent contact with students to provide comprehensive services throughout their stay at the program. The ESE/transition specialists meet with students at entry to provide guidance in all the areas noted in this benchmark. Guidance request forms are available to students in the classrooms. The ESE/transition specialists and the director of education document in guidance logs ongoing guidance services. All 18 current files reviewed document via student signatures that they receive initial guidance and review of credits, assessment results, and grades. Most students interviewed are aware of their credits earned and diploma options.
<p>1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and 12 of 14 closed files reviewed document that the ESE/transition specialists attend students' exit staffings and collaborate with other treatment team members to develop transition plans. Exit staffings are held at 90, 60, and 14-day intervals. Signatures of the team, including the students and the ESE/transition specialists, are on conditional release participant forms. Two files document that the exit planning process was not completed because the students left abruptly.
<p>1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program assistant compiles students' educational exit packets. All 14 closed files contain exit packets that include all required components and document transmittal to the transition contacts in students' receiving school districts by fax and/or mail. Signatures document that copies are also provided to the case manager and the parents. Two of the 14 files document that the students left abruptly; noteworthy is the transition specialist's efforts to locate the students and transmit their educational exit packets.
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 for records requests, enrollment, and students' transition processes. The ESE/transition specialists and the director of education deliver and document a thorough process for providing initial and ongoing guidance 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 18 current files reviewed document that the exceptional student education (ESE)/transition specialists or designee administers the BASI and a learning styles assessment appropriately 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 students' individual academic plan (IAP) goals and objectives.
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	All 18 current files reviewed document that the ESE/transition specialists or designee administers the Choices Interest Profiler to all students within 10 school days of student entry. The ESE/transition specialists review results with the students and develop IAP career/technical goals and objectives.
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	Twelve of the 14 closed files reviewed document that the ESE/transition specialists or designee administers the BASI to all exiting students. Two files document that the program did not administer exit assessments to the students because they left abruptly. Interviews and MIS screen printouts document that the program assistant inputs entry/exit BASI standard scores and growth scale values into the MIS.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program effectively uses students' assessment scores to develop their IAPs and ensures that the students and the teachers are aware of the assessment results. The program administers a learning styles modality test to all students and uses the results to individualize instruction and incorporate learning style modalities into lesson planning. 	
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews document that the ESE/transition specialists review entry assessments with the students and develop their IAP goals and objectives based on assessments, past records, and student progression needs. Twelve non-ESE files reviewed document that the ESE/transition specialists develop IAPs that include all of the required components for all non-ESE students within 15 schools days of entry.
3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All students' IAPs are reviewed monthly to determine progress toward completion of their objectives. Teachers prepare academic summaries based upon students' academic progress prior to IAP review and revise objectives, as needed. Twelve IAPs reviewed document that students' progress summaries are provided to the ESE/transition specialists or the director of education, who serve as the educational representatives at monthly treatment meetings. All students interviewed indicated that the teachers review their progress toward completion of their IAP objectives and their 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 six exceptional student education (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>	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, as documented in six IEPs reviewed.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE/transition specialists assist students in developing ePEPs that are based on their goals for post-secondary education and careers using the FACTS.org, as documented in four current middle school files reviewed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The ESE/transition specialists document a cohesive process of student planning, 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 six conditional release plans reviewed document that case managers invite parents and aftercare providers by letter to participate in monthly treatment team meetings and the exit meetings. The program assistant mails a quarterly educational program newsletter to parents with report cards. Six IEPs reviewed document that the parents are invited to participate in the development of IEPs and 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>	Twelve of the 14 closed files reviewed document that the ESE/transition specialists collaborate with the treatment team in the exit meetings to develop educational exit plans. Two files document that the students left abruptly prior to completion of the exit plans; however, the ESE/transition specialists completed their plans with information obtained from the students' case manager. 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>	Twelve of the 14 closed files reviewed document that the ESE/transition specialists notify the transition contacts in students' receiving school districts at least one week prior to their scheduled release. Two files document that students left the program abruptly.
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 specialist works with students throughout their stay at the program and makes 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program offers all diploma options and advises students regarding each option. Eligible students receive supplemental GED materials and pre-tests to help them prepare for the test. A GED administrator from the school district administers the GED at the program regularly. Human Services Associates, Inc. incurs the cost for students to take the GED test.
5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	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 are preparing 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The facility places students in residential units based on security levels and gender. Teachers meet quarterly to analyze student data, including Basic Achievement Skills Inventory (BASI), Florida Comprehensive Assessment Test (FCAT), and Progress Monitoring and Reporting Network (PMRN) results, to individualize instruction and develop specific lesson plans. Teachers rotate to each unit to provide individualized instruction in their respective content areas. Teachers use mobile carts equipped with multilevel textbooks, resource materials, workbooks, worksheets, a teacher laptop computer, and reading materials. Observations document large group and small group instruction, hands-on activities, and computer-assisted instruction (CAI). All students interviewed indicated that the teacher begins lessons with a common theme, then they complete individual work assignments according to their specific courses. Two students indicated that they would like to complete assignments at their own pace. Interviews document that the math teacher has begun a science club to enhance science instruction and will hold meetings after school in all of the units on a rotating basis.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> Teachers meet quarterly to analyze student data to individualize instruction and develop specific lessons and learning strategies. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should implement competency-based instruction that would allow students opportunities 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:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The reading teachers provide explicit reading instruction based on FCAT results, entry assessment, progress monitoring results, and IAP/IEP goals for reading. FCAT Level 1 and 2 students are provided with 50 minutes of daily intensive reading instruction. The school district comprehensive reading plan requires that disfluent students receive 90 minutes of uninterrupted instruction or one period of intensive reading followed by one period of language arts taught by the same teacher, who has a reading endorsement. Reading teachers provide students with laptop computers to integrate technology instruction with the PLATO software. Reading instruction is also included in the language arts class. Reading teachers use a variety of comprehensive and supplemental materials included in the school district comprehensive reading plan to address all five construct areas. Observations and lesson plans include curricula such as Reading Skills for Life, Scholastic Read XL, Be a Better Reader, the McDougal-Little Literature and Language, and the Interactive Reader.

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and printouts document that the Florida Oral Reading Fluency (FORF) and the Maze tests are administered three times per year in accordance with the school district comprehensive plan and the program assistant enters scores into the Progress Monitoring and Reporting Network (PMRN).
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Student and staff interviews document that the program provides students with ample opportunity for leisure reading and enrichment activities, including reader's theater during the school day. Students indicate that they have access to plenty of reading materials from teachers' carts.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and one student file document that the reading tutor 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 and individualize lessons. Interviews with the reading teachers indicate that most students demonstrate progress in reading via the PLATO and Scholastic Read XL curricula.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that disfluent FCAT Level 1 and 2 students are enrolled in 90 minutes of instruction or in two blocked periods taught by the same teacher, per the school district comprehensive reading plan. • The program should ensure that students' DAR-2 results are used to modify their reading goals and objectives. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 7
<i>Type I programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The educational program addresses employability, social, and life skills through the workplace essentials, peer counseling, personal, career, and school development (PCSD), and the business technology courses. Curricula include Microsoft manuals and school district-approved textbooks, Choices software, and a variety of supplemental resources. All courses are based on school board standards, follow appropriate course descriptions, and are offered for credit.
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>	Interviews, the self-report, and three middle school students' schedules document that students in grades 7 or 8 are enrolled in the approved PCSD middle school career education course that provides 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 individualized via Choices, school district-approved textbooks and hands-on training in the business technology course. Observations document hands-on training in keyboarding skills, 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 non-credit enrichment class in cosmetology taught by a licensed cosmetologist, and career exploration opportunities. They may also take the Scholastic Assessment Test (SAT) to prepare for college application and the Armed Services Vocational Aptitude Battery (ASVAB) that includes a follow-up summary and analysis of the scores. Several students completed the Florida Ready to Work Credential this past year.

<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 and skills training via the Choices program, multiple guest speakers, and career portfolio development.
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, SAT testing, and ASVAB testing and follow-up. The program goes beyond the requirements for a Type 2 career education program by providing a hands-on career course in business skills. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SUPERIOR SCORE: 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six special education student files reviewed document that the ESE/transition specialists or the program assistant requests records to initiate the ESE process. The ESE/transition specialists develop course schedules and ensure that ESE students are appropriately enrolled. The ESE/transition specialists inform teachers of new ESE students and the specially designed instruction or related services that they require.
8.2 Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE/transition specialists review IEPs/EPs to determine whether they are appropriate. All six 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 		Six 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 six IEPs reviewed document that the ESE/transition specialists solicit parent participation in IEP development meetings via written invitations and telephone calls. IEPs reviewed document that the program mails 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 exceptional student education (ESE) files reviewed document appropriate transition-related requirements for students who are 14 or older.
<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 six individual educational plans (IEPs) reviewed document that the ESE/transition specialists serve as the LEA representatives and document letters of approval from the school district ESE coordinator.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE/transition specialists provide consultative services to all of 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 serve students who are on the special diploma track via support facilitation, as documented in logs. All services identified on the six IEPs reviewed are provided to the students. Interviews and the self-report indicate that speech and language services are contracted by the school district, as 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The self-report and interviews document that the school district provides or contracts services for ELL, Section 504, and gifted students.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents multiple sources for initiation of the ESE process, collaboration/consultation with the teachers, and support facilitation provided to appropriate students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> 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 school schedule documents 300 minutes of daily instruction. Students remain in their units during the entire school day, and the teachers have five minutes to transition between classes. Observations document that teacher transition is completed 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"/> <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 documents communication between the school district and educational program. Sign-in logs, agendas, and meeting notes document that the contract manager and the director of education attend monthly facility management meetings. Participation and collaboration among staff at monthly treatment team meetings are documented via signatures on monthly review forms.
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 and represent the One-Stop career center, Heartland Workforce, vocational rehabilitation, military recruitment, health and nutrition, and the local blood bank. Although students cannot leave the facility, they are allowed to earn community service hours after school by completing landscaping projects on site.

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 leveled behavior management system that takes into consideration students' academic progress and participation that are reported at monthly treatment team meetings. A majority of students interviewed indicated that the rules are explained to them at entry and posted in all classrooms. Students say that the rules are fair and are consistently followed during class time. Interviews and photographs document that positive reinforcement includes Honor Roll celebrations, certificates of recognition, and graduation ceremonies.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents regularly scheduled meetings with the school district, the private educational provider, and facility personnel to facilitate the smooth operation of the educational program. The 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: SUPERIOR SCORE: 8
All instructional personnel:		
<u>10.1</u> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has nine core academic teachers who all have professional teaching certification in the areas they teach. Both reading teachers have reading endorsements. A new language arts teacher, who also has professional certification in her assigned subject, will begin the week after this review. A school district-approved substitute filled the teacher vacancy for five weeks.
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 career/technical teacher and five of the core academic teachers have professional certification and teach the career or life skills courses.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> All of the program's teachers are well-qualified and have professional certification in the areas they teach. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
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 work. The plans incorporate SIP initiatives and goals and foster professional growth. The school district offers a beginning teacher program in which three of the teachers participated this past year.

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 training opportunities from a variety of sources that include the Department of Juvenile Justice (DJJ), the Department of Education (DOE), the Florida Inclusion Network (FIN), and the school district. Training is based on the educational needs of the teachers, the program, and individual instructional assignments. Topics of professional development training this past year included safety, Maze and FORF assessments, ESE accommodations and modifications, reading leadership, facility orientation and procedures, PLATO, QA, effective teaching, online learning, the Ready to Work Credential, and reading competencies. Interviews with teachers indicated that they would like training in their 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 in place to retain highly qualified staff include offering salaries that are competitive with those of school district public school teachers, incentive pay for meeting highly qualified requirements, incentive pay for ESE certification, retirement benefits, a generous time off allowance, reimbursement for certification expenses, and individual laptops for the teachers.
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 have opportunities to receive professional development training in the areas that they teach. 	
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 11 teachers, two full-time permanent substitute teachers, and a full-time tutor. One teacher vacancy was filled during this review. The average class size is 14. In addition the program has a full-time director of education, two ESE/transition specialists, and a program assistant.
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 for the courses and ability levels of the students. Teachers report that they have access to a variety of school district-approved textbooks and Parallel Alternative Strategies for Students (PASS) books. High-interest leisure reading materials are available to the students in the classrooms and in the residential units. Most students interviewed indicated that there are adequate quantities of high-interest leisure reading materials and that they have opportunities to select books to read during the school day.
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>	Teachers have laptop computers for PowerPoint presentations and Internet video streaming. The program has 57 laptops for student use that have the PLATO learning software. The program also has a large computer lab that is used for the business systems and technology classes. Teachers have access to computer projectors and overhead projectors, and each classroom is equipped with TVs/DVD players. Students have access to a large printer, laminating equipment for large projects, reports, and posters.
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 via large carts. Two large work/resource rooms are available to teachers to store additional resources, texts, leisure reading materials, laptop computers, and supplies. Teachers have desk spaces in the resource room with computers for teacher planning. Each classroom displays limited charts, maps, motivational posters, and content area posters; walls in some units are painted with student murals. The classrooms are well lit, clean, contain an adequate number of student desks and work areas, and provide a comfortable environment for learning.

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, but no students are currently enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has received grants from Books A Million for leisure reading materials, Citicorp for collaboration and development of a combined reading and social studies project, and an Artist In Residence grant from USF that provides an art class for students. Partnerships with Heartland Workforce, the military, the Charlotte County Extension, the local teen court, and vocational rehabilitation provide a variety of involvement and activities for 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 teachers and the students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
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 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 14 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 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 92% in reading and 94% 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 from the reading coach regarding curriculum development, reading strategies, and guidance for teachers completing the reading competencies. However, the reading coach does not conduct fidelity checks or walk-throughs, and the school district does not ensure that extended time is provided for disfluent Level 1 and 2 students, as required in the school district comprehensive reading plan.
<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 provides appropriate oversight and assistance through documented regular visits and participation in facility and educational program meetings. Oversight includes on-site access to the school district MIS and Genesis software, regular technical assistance and support, professional development training, Title I Neglected and Delinquent funding, school district-approved substitutes, and exceptional student education (ESE) support. Interviews and the school improvement plan (SIP) document that the contract manager conducts annual evaluations of the educational program through analysis student assessment data.

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 Department of Juvenile Justice (DJJ) and a contract between the school board and Human Services Associates. All parties interviewed, a review of the documents, and observations document that the terms of the agreement and contract are being followed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district management information systems (MIS) department should work with the program to ensure that its statewide assessment participation data are accurately reported to the DOE. • The school district should provide the support services outlined in the current school district comprehensive reading plan approved by Just Read, Florida! 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • The exceptional student education (ESE)/transition specialists work with students beginning at entry, verify their records, provide guidance services, assist with individual academic plan (IAP)/individual educational plan (IEP) development, provide IEP consultation and support facilitation, conduct monthly review of IAP/IEP goals and progress, and develop students' exit plans. This ensures a seamless process throughout the students' stay. All students interviewed were aware of the ESE/transition specialist assigned to them and know they can request to speak to them, as needed. 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	