

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

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

### DAY TREATMENT PROGRAM

<b>School Name (MSID)</b>	ESCAMBIA BAY MARINE INSTITUTE	<b>School #</b> 17-2019 <b>School District</b> Escambia <b>County</b> Escambia	<b>ESE Service Delivery</b>	Support Facilitation Consultation
<b>Program Name</b>	Escambia Bay Marine Institute	<b>Capacity</b> 75 <b>Population</b> Co-Ed	<b>Diplomas by:</b>	All None None
<b>Address</b>	3685 Muldoon Rd. Pensacola, FL 32526	<b>Head Count</b> 52 <b>SD Registered</b> 52 <b>HSD/GED</b> 0 <b>DJJ Referred</b> 51		
<b>Education Provider</b>	Associated Marine Institutes, (AMI) (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 15:1	<b>Program</b>	All
<b>Facility Provider</b>	Associated Marine Institutes, (AMI) (Not-For-Profit)		<b>Other School in SD</b>	None
			<b>Students' Home/Zoned School</b>	None
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Students who have reading deficiencies</b>	47
<b>SD Contract Manager</b>	Kerri Coots	<b>Phone</b> (850) 595-6085 x 233 <b>Fax</b> (850) 595-1042	<b>E-mail</b>	<i>kcoots@escambia.k12.fl.us</i>
<b>Other SD Contract</b>	Vicki Mathis	<b>Phone</b> (850) 595-6085 <b>Fax</b> (850) 595-1043	<b>E-mail</b>	<i>vmathis@escambia.k12.fl.us</i>
<b>Lead Educator</b>	Kenny Long	<b>Phone</b> (850) 453-1910 x 105 <b>Fax</b> (850) 457-2769	<b>E-mail</b>	<i>ebmi-doe@amikids.org</i>
<b>Facility Director</b>	Bernard Williams	<b>Phone</b> (850) 453-1910 <b>Fax</b> (850) 457-2769	<b>E-mail</b>	<i>ebmi-ed@amikids.org</i>
<b>SD Transition Contact</b>	Ken Myers	<b>Phone</b> (850) 595-6085 x 232 <b>Fax</b> (850) 595-1042	<b>E-mail</b>	<i>kmyers@escambia.k12.fl.us</i>
<b>QA Reviewer</b> Thelma J. Nolan	<b>E-mail</b> <i>tnolan@fsu.edu</i>	<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
<b>Review Dates</b> October 6-8, 2008		<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

# JJEEP QA REVIEW METHODS

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

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Case Manager, Director of Operations	6 Teachers 0 Teacher Aides 0 Guidance Staff 8 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement  10 Current Educational Files 6 Closed Educational Files  <input checked="" type="checkbox"/> Others: Bureau of Quality Assurance Program Review, Student Handbook, Statistical Improvement Plan, Community Service Log, Case Management Files
<b>On-site Observations</b>	6 Classrooms		1 Treatment Team Meetings	Others: 0

## 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

Escambia Bay Marine Institute is a six- to nine-month day treatment program for males and females ages 14 to 17. In addition to the academic and career curriculum, the program provides extended day activities that include group therapy and anger management.

The facility and the educational component are experiencing staff transition and program reorganization. The new lead educator, who began in August, is the fourth lead educator since the last quality assurance (QA) review. The lead educator indicated that he is enthusiastic and anxious to make improvements in the educational component. In addition, four of the five teachers are new hires and are learning the QA process. Additionally, the facility director has been at the program less than a year and has new staff in some positions.

Communication among school district and facility administrators is strained; consequently, some educational concerns have not been addressed. However, the facility director stated that communication is improving. Morning meetings facilitated by facility staff are held daily, and the facility director conducts monthly management team meetings in which the educational staff participate.

The program has corrected some of the deficiencies cited in the 2007-2008 QA report in reading and student planning; however, improvement is needed in academic curriculum for individualizing student instruction. The program received a partial rating for collaboration. The facility director stated that he is committed to correcting deficiencies and providing ongoing improvement initiatives.

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

## QA TRENDS: Escambia Bay Marine Institute

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 **day treatment programs** are provided for comparison purposes between your program's performance and the state average.

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	4	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	5
Testing & Assessment	2	4.45	Testing & Assessment	6	5.68	Testing & Assessment	4
Student Planning	3	4.29	Student Planning	2	4.34	Student Planning	4
			Community Reintegration	7	6.23	Community Reintegration	5
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>3.00</b>	<b>4.71</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.00</b>	<b>5.36</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.50</b>
Academic Curriculum & Instruction	3	4.95	Academic Curriculum & Instruction	3	5.17	Academic Curriculum & Instruction	5
Reading Curriculum & Instruction	2	3.98	Reading Curriculum & Instruction	3	4.66	Reading Curriculum & Instruction	4
Employability & Career Curriculum & Instruction	4	5.50	Employability & Career Curriculum & Instruction	6	6.10	Employability & Career Curriculum & Instruction	4
ESE & Related Services	1	5.02	ESE & Related Services	5	5.24	Specially Designed Instruction & Related Services	7
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>2.50</b>	<b>4.90</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.25</b>	<b>5.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.00</b>
Collaboration	4	5.43	Collaboration	5	6.29	Collaboration	2
Educational Personnel Qualifications	1	4.19	Educational Personnel Qualifications	4	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	4	5.06	Professional Development & Teacher Retention	5	5.41	Professional Development & Teacher Retention	5
Learning Environment & Resources	4	5.07	Learning Environment & Resources	5	5.88	Learning Environment & Resources	5
Student Attendance	4	6.23	Student Attendance	4	6.29	Student Attendance	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>3.40</b>	<b>5.27</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.60</b>	<b>5.79</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.80</b>
<b>OVERALL AVERAGE</b>	<b>3.00</b>	<b>5.02</b>	<b>OVERALL AVERAGE</b>	<b>4.62</b>	<b>5.51</b>	<b>OVERALL AVERAGE</b>	<b>4.77</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>2.00</b>	<b>3.93</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>4.76</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>

# Escambia Bay Marine Institute--2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	232 132	TOTAL (Unduplicated)	232
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	171	74	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0	
Female	61	26	13	5	2	6	10	4	Emotional/Behavioral Disabilities	16	7	
RACE	#	%	14	38	16	7	14	6	Specific Learning Disabled	25	11	
White (NH)	84	36	15	68	29	8	49	21	Autism Spectrum Disorder	0	0	
Black (NH)	142	61	16	77	33	9	109	47	Speech/Language Impaired	0	0	
Hispanic	1	0	17	40	17	10	36	16	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	5	2	18	4	2	11	12	5	Gifted	2	1	
			19 & above	0	0	12	2	1	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	41	87	Diplomas Earned	#	%				Other Health Impaired	1	0	
2006-07 Math	42	89	Standard *	1	0				TOTAL ESE	44	19	
2007-08 Reading	42	93	GED	16	7	LEP STUDENTS	#	%				
2007-08 Math	41	93	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

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
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	Most students enrolled are "in-county." Upon student entry, the lead educator accesses the MIS to view and print in-county students' records and requests records for "out-of-county" students. Based on records and assessment data, the lead educator develops students' course schedules and submits them to the school district data specialist for entry into the MIS. From October to July, the previous lead educator enrolled all students in five academic courses and a study hall (which is not a credit bearing course) as an elective with a course number approved by the school district. Seven of 10 current files reviewed document that the students are enrolled appropriately in intensive reading courses based on assessment scores and in courses needed for high school graduation. One student does not have a course schedule, and two students are not enrolled in science courses.
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	Various forms in all 10 current files reviewed document that the lead educator provides guidance services to students at entry and intermittently throughout the students' stay. Guidance services are relevant to students' placement goals and progression toward obtaining a high school diploma. Most students interviewed know their educational status and credits earned.
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	The exit transition process begins 45 days prior to the students' scheduled release dates. The case manager facilitates the transition/exit staffings in which the lead educator participates to assist students with successful transition to their next educational or career placements. Signatures in six case management files reviewed document that an educational representative attends and participates in the transition/exit staffings and provides student information to the transition team.
1.4 Documenting transmittal of students' educational exit packets to their next educational placements <b>prior</b> to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator develops students' educational exit packets and forwards one copy to the case manager. One week prior to students' release, the lead educator sends copies of the exit packets to the receiving schools and maintains copies on site; one exit packet reviewed was sent the day of the students' release. The case manager coordinates transmittal of out-of-county students' exit packets with the transition contacts in the receiving school districts. All six exit packets reviewed contain all of the required components and signatures documenting transmittal.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all students are enrolled in grade-appropriate courses needed for student progression or high school graduation.</li> <li>• The program should ensure that all educational exit packets are transmitted prior to the students' release.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 2: TESTING and ASSESSMENT</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 4</b>
The program's testing and assessment practices include administering:		
<u>2.1</u> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Seven of the 10 current files reviewed document that the lead educator administers the BASI to students appropriately within the required time frame; three files document that the BASI was administered late. The program also administers the BASI at intervals to determine students' progress.

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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Six of the 10 current files reviewed contain the Choices administered by the lead educator within the required time frame. The program does not document that career assessment results are used to enhance the employability and career/technical instruction.
2.3 The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator faxes entry and exit Basic Achievement Skills Inventory (BASI) standard scores to the school district data specialist for entry into the MIS. Three of the six MIS testing screens reviewed document that the lead educator administers the BASI to each student prior to his/her exit. One file documents the reason that scores are not available, and two files reviewed do not contain entry and exit scores or document the reason scores are not available. Four files document that exit scores are sent to the school district MIS or the reason they were not sent. The school district data specialist stated in an interview that the program rarely sends exit assessment data to the school district to be entered into the MIS. The program documents sending standard scores, but does not document reporting growth scale values to the school district for entry into the MIS.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that the Choices career assessment is administered to all students within the required time frame and that the teachers use the results to enhance employability and career/technical instruction.</li> <li>The program should administer the BASI only at entry and exit and submit the scores in a timely manner to the data specialist for entry into the MIS.</li> <li>The program should ensure that students' BASI growth scale values are reported to the school district for MIS entry.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 3: STUDENT PLANNING</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 4</b>
The program has individual student planning activities that include:		
<b>3.1</b> Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator and the teachers develop specific, measurable, and individualized long-term IAP goals for reading, writing, math, and the career areas. IAPs reviewed contain long-term goals with two short-term objectives that are based on students' assessment scores and past records, remedial strategies, and a schedule for determining progress. Five of six current IAPs reviewed document that the program develops non-ESE students' IAPs that include all of the required components within the required time frame. One file does not contain an IAP.
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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teachers submit written academic progress reports to the treatment team staff for review. IAP goals and objectives are not reviewed in treatment team meetings with the teachers or the lead educator. In addition, most students stated in interviews that they are unaware of their goals and objectives on IAPs or of a review of their goals and objectives. The program does not document revising goals when appropriate.
<b>3.3</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The IEP staffing team develops measurable annual IEP goals and short-term objectives that directly relate to special education students' identified academic, behavioral, and/or functional deficiencies and needs. All four IEPs reviewed contain measurable goals and objectives.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Forms in the four ESE files reviewed document that the ESE teacher reports students' progress toward meeting their IEP goals and objectives every nine weeks on progress reports and documents in the consultation log the dates that the reports are sent to the parents.

3.5. Developing an electronic Personalized Education Plan (ePEP) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator stated in an interview that the students assist in developing their ePEPs using FACTS.org. based on their individual career and post-secondary goals. The one current file reviewed for an eighth grader does not contain an ePEP.
3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll conditional release students.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should develop individual academic plans (IAPs) for all non-ESE students and ensure that students are aware of their IAP goals and objectives.</li> <li>• The program should ensure that ePEPs are developed for appropriate students.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager documents sending formal letters inviting parents/guardians, juvenile probation officers (JPOs), and aftercare providers to attend students' transition meetings and notifies education and facility staff via e-mails and telephone calls. All parties are invited to participate in transition meetings to ensure students' successful return to the community.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, aftercare providers, post-release educational plans, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator develops students' age-appropriate educational exit transition plans at the final exit meetings. The program uses two different exit transition plans: one contains all of the required information, and one does not include the aftercare providers or career technical training plans. Four of the six exit packets reviewed contain exit plans that include all of the required information; two contain exit plans that are incomplete.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all students' educational exit transition plans contain all of the required information.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION**

**SCORE: SATISFACTORY**  
**RATING: 5**

The program offers academic curriculum and instruction through:

<p>5.1 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program offers all of the required diploma options, and the lead educator advises students regarding each option at entry. Teachers integrate GED preparation into the regular curriculum for appropriate students via a variety of instructional materials. Students are administered the GED test at a school district career/technical site. The facility arranges transportation to the test site and pays the testing fees. Nine students have received their GED diplomas while at the program this past year.</p>
<p>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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program provides a substantial year-round curriculum based on the Course Code Directory, the old and new FSSS, and course descriptions. Interviews and observations document that students receive instruction for the courses in which they are enrolled. Students are enrolled in appropriate academic courses year round.</p>
<p>5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAP), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Lesson plans, student interviews, and classroom observations document that some teachers provide individualized instruction and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. Documented teaching strategies observed in four of six classrooms include one-on-one instruction, computer-assisted instruction (CAI), worksheets, lectures, and board work. Classroom observations and all students interviewed document that some teachers provide individualized instruction, but others assign students the same course work regardless of their ability levels. Students in one core academic class observed played card games, remained off task, and socialized with other students. Students also stated that they are not provided a curriculum to make up credits for graduation.</p>
<p><b>RATING JUSTIFICATION</b></p>		<p>The intent of the indicator is being met.</p>
<p><b>COMMENDATIONS</b></p>		<ul style="list-style-type: none"> <li>• None</li> </ul>
<p><b>RECOMMENDATIONS</b></p>		<ul style="list-style-type: none"> <li>• The program should ensure that all teachers provide individualized instruction that is documented in lesson plans and use a variety of instructional strategies to accommodate students' varying learning styles.</li> <li>• The program should ensure that all students are engaged in class work and remain on task.</li> <li>• The program should explore options to obtain a credit recovery program to be implemented into the curriculum.</li> </ul>
<p><b>DEFICIENCIES REQUIRING A CAP</b></p>		<ul style="list-style-type: none"> <li>• None</li> </ul>

**INDICATOR 6: READING CURRICULUM and INSTRUCTION**

**RATING: SATISFACTORY**  
**SCORE: 4**

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>The program has had three reading teachers this past year before the current teacher began in August 2008. Based on classroom observations, the reading teacher provides explicit reading instruction that addresses students' IAP/IEP reading goals and objectives. The program implements the Read 180 curriculum, which is aligned with the school district comprehensive reading plan, in a 90-minute reading class for disfluent secondary level students. Students rotate in groups for whole group instruction, independent study, and computer-assisted instruction (CAI). One of the three previous reading teachers interviewed via telephone stated that she implemented the Read 180 curriculum and provided explicit instruction based on students' individual needs and IAP/IEP reading goals.</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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The reading teacher administers the Florida Oral Reading Fluency (FORF) test quarterly to students to monitor their reading progress, as required in the school district comprehensive reading plan. The reading teacher reports the data to the DOE via the Progress Monitoring and Reporting Network (PMRN), as documented in the reading files maintained by the teacher.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students interviewed stated that the program provides reading opportunities and literacy enrichment activities daily during the reading class that include reading magazines, novels, and playing educational reading games in the reading course. Minimal leisure reading enrichment activities are offered in the other academic classes.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Diagnostic assessments identified in the school district comprehensive reading plan include the Diagnostic Assessment of Reading (DAR), the Comprehensive Test of Phonological Processing (CTOPP), and the Florida Oral Reading Fluency (FORF) probe. However, the self-report documents that the Basic Achievement Skills Inventory (BASI), the FORF, and Read 180 assessments are administered for diagnostic purposes. The program does not document access to or administration of the DAR or the CTOPP to students who are not progressing in reading; consequently, the program does not modify students' initial reading goals and remedial strategies based on diagnostic reading assessment results. The FORF probe is also used for progress monitoring.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that students are provided leisure reading enrichment activities in all classes.</li> <li>• The program should ensure that the reading diagnostic assessment identified in the school district comprehensive reading plan is available and administered to students, when appropriate.</li> <li>• The program should modify students' reading goals, objectives, and remedial strategies based on diagnostic reading assessment results.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 4</b>
Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Employability, social, and life skills instruction is integrated into academic courses already offered for credit. The life skills curricula are based on state and school board standards and follow course descriptions. Classroom observations, student interviews, and four of six teachers' lesson plans reviewed document that some teachers integrate employability, social, and life skills into the academic courses they teach, as well as in the character education class. The program solicits guest speakers and provides community field trips and extended day activities (i.e., art therapy) to further enhance social and life skills.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Two 8th grade students are enrolled in a career and education planning course that provides career exploration opportunities and resources with the appropriate course code number. However, the teacher of the course is not aware of the curriculum or the required components and competencies for the course.

7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Although the program administers the Choices career interest assessment, the program does not document providing students a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes and hosts few guest speakers who discuss career topics with the students.
7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	The program does not enroll students who have high school or GED diplomas.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should provide career instruction and career exploration opportunities to all students in a career education class or integrated into other courses offered for credit.</li> <li>The program should ensure that all career education teachers are aware of the competencies required for the career and education planning course for 7th and 8th graders.</li> <li>The program should provide career exploration and prerequisite training to all students based on their abilities, interests, and aptitudes.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Upon student entry, the lead educator identifies students' ESE status based on the enrollment information. The lead educator and the ESE teacher requests IEPs or accesses in-county students' IEP records in the MIS. Four special education files reviewed document that the ESE initiation process is initiated by the enrollment of students in appropriate courses.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The on-site ESE teacher reviews students' IEPs/EPs to determine whether they are appropriate and can be implemented as written. The school district ESE liaison is contacted to review EPs for gifted students. All four ESE files reviewed document that IEPs are reviewed in a timely manner.
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		The ESE teacher convenes IEP/EP meetings in a timely manner to amend or write new IEPs/EPs. All four IEPs reviewed were rewritten within a reasonable time period to address students' goals objectives and to accommodate students' needs at the program.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		The ESE teacher mails two written invitations within 10 days to notify the parents/guardians of the IEP meetings, as documented in the four ESE files reviewed. The ESE teacher also solicits participation from parents via telephone calls and conference calls for parents who cannot attend the meetings. The ESE teacher mails copies of IEPs/EPs to parents who do not attend the meetings; the program does not document the mailing dates in students' files but the ESE teacher maintains the information in planning notes and on the student conference forms.

<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		The exceptional student education (ESE) teacher facilitates the development of transition statements/plans at the individual educational plan (IEP) meetings for students who are 14 or older, as documented in all four ESE files reviewed. In addition, the ESE teacher involves Pensacola Junior College representatives in IEP meetings to discuss vocational rehabilitation transition services available to students.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		The school district ESE consultant serves as the LEA representative and attends all meetings, as documented in the four ESE files reviewed.
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 program implements inclusion/consultation and support facilitation models to provide appropriate services for special education students. The ESE teacher/support facilitator provides appropriate services and accommodations to ESE students, and all teachers are responsible for implementing appropriate services outlined in students' IEPs. However, the support facilitator provides students with ESE support based on their IEPs (i.e., weekly, bi-weekly) in all academic classes. ESE files contain students' individual consultation logs, positive intervention reports, and conference forms. All four IEPs reviewed document that appropriate ESE services are provided and that progress reports are sent home to parents for at least one grading period.
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 school district provides services for ELL, Section 504, and gifted students, as appropriate.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has a systematic process for providing all specials need students with equal access to education regardless of their functional abilities.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: PARTIAL</b> <b>SCORE: 2</b>
The program facilitates collaboration to provide:		
<u>9.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Classroom observations and student and staff interviews document that students do not receive 300 minutes of daily instruction. Students were observed conducting menial tasks (i.e., sweeping and mopping the large group area) after lunch during school time. Students and staff stated that students perform this daily task on a rotating basis; however, the female students are not included in the rotation. Staff also stated that a contingency plan is in place for students to make up the missed class time.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Communication among facility administrators and school district administrators is improving. The school district documents numerous e-mails, on-site visits, telephone calls, and formal meetings with corporate, facility, and educational staff on a regular basis. Management meeting minutes and agendas document monthly faculty meetings, treatment team meetings, and ESE consultation meetings. Communication among facility and education staff is ongoing. The school district demonstrates commitment to frequent communication to address educational concerns at the program.

9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator and the facility administrators solicit community involvement activities that focus on education, career, and transition activities. Students participate in educational field trips per the program rules that include visits to the Pensacola Museum, local elementary schools for career days, Associated Marine Institutes (AMI) Olympics, water rafting trips, and to the state capitol for the Department of Juvenile Justice (DJJ) week. Students also participate in community projects such as Girls Rally and Tally, Escambia Westgate, and education awards ceremonies. Guest speakers include graduation speakers and representatives from the armed services, the health department, and the AMI Board of Directors. The program participates in numerous community involvement activities but does not consistently document them.
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>	Interviews with students and teachers indicate that the program and the facility staff collaboratively implement the behavior management plan based on a point and level rank system. A token economy system is used wherein students can redeem the daily points they earn for appropriate behavior for tangible rewards on a weekly basis. Education and facility staff communicate daily using the point cards and discuss student behavior at treatment team and staff meetings. Student behavior observed during this review was appropriate. The teachers and the director of operations are responsible for managing classroom behavior. Students interviewed stated that they understand the behavior rules and facility expectations; however, all teachers observed do not desist or redirect inappropriate behavior in their classrooms, post classroom rules and expectations, or enforce the rules equitably and consistently. Students were observed on task in two of six classes; students in one classroom played cards, and one or two students in three classes were sleeping.
<b>RATING JUSTIFICATION</b>		The intent of the indicator is not being met.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The facility director addressed the staff concerning the lack of instructional minutes provided to students and developed an action plan that was signed by all staff members and presented to the reviewer prior to the exit meeting for this quality assurance (QA) review.</li> </ul>
<b>RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>The program should ensure that all students receive 300 minutes of daily instruction and are not assigned menial chores during class time.</li> <li>The program should ensure that a contingency plan is developed for students who are out of class for an extended period of time.</li> <li>The program should document all its community involvement activities (i.e., guest speakers, program activities, and graduation ceremonies).</li> <li>The program should ensure that all teachers post the classroom rules and expectations and enforce them consistently.</li> <li>The program should ensure that all teachers desist and redirect inappropriate behavior at the time that it occurs.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>		<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING:</b> SATISFACTORY <b>SCORE:</b> 5
All instructional personnel:		
<b>10.1</b> 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 six core academic teachers, four have professional certification and two have temporary certification. The reading teacher documents completion of two reading courses toward a reading endorsement. Two of the three previous reading teachers have a professional certification; the program does not document certification for the other teacher. The exceptional student education (ESE) teacher, who serves as the support facilitator and teaches two reading classes, has a reading endorsement. Classroom observations document that courses are taught in-field by five of the six teachers.

10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All noncore academic teachers have teaching certification.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that the teacher of reading completes the requirements to obtain a reading endorsement.</li> <li>• The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers have developed professional development plans that incorporate SIP initiatives. The lead educator stated that professional development plans are reviewed and used to provide teachers feedback for professional growth and for annual evaluation. Three of the five new teachers are enrolled in the school district beginning teacher program or an alternative certification program; one of the five teachers is not enrolled in the beginning teacher program, and one teacher, who previously taught at the program, does not document participating in the 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].	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Five of the six teachers are new, but all teachers have participated in professional development training this year on topics such as classroom management, the Harry Wong Seminar, the alternative certification program for beginning teachers, protective action response (PAR), classroom management, team building, Choice therapy, inclusion, and facility orientation. Most of the training is provided by the school district and the facility. The program does not document teachers' participation in training related to working with delinquent and at-risk youth, instructional techniques, and content-related skills and knowledge.
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 does not document teacher recruitment strategies; however, the facility director stated in an interview that the program networks with the corporate office staff and advertises in newspapers and on the Internet to solicit teacher applicants. The program documents several strategies to retain highly qualified instructional personnel that include teacher salary increases, consistent positive reinforcement, and wellness days in addition to company days, staff recognition, and creative freedom with team activities.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all teachers receive professional development trainings from a variety of sources in the content-related areas, working with at-risk students, and instructional techniques.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES**

**RATING: SATISFACTORY  
SCORE: 5**

The program's educational environment and resources include:

12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has six teachers, a lead educator, and two community volunteers, who provide clerical assistance to the program. The program does not have educational support personnel to assist students and teachers in the classroom. The average class size is 13 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has instructional materials appropriate to students' various ages and ability levels for reading, language arts, and math; however, more current textbooks are needed in all academic areas. Leisure reading materials include fiction and nonfiction books available in some classrooms, and limited reading materials such as newspapers, novels, and magazines of teen interest are in four classrooms. Students stated in interviews that more high-interest leisure reading materials are needed.
12.3 Media materials, equipment, and technology for use by teachers and students	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations and interviews document that calculators, media materials, and technology are limited. The program has 13 operable computers distributed among six classrooms; two classrooms do not have computers, and one of the four computers in the language arts class is not operable. All teachers have access to TVs/VCRs. Although the self-report documents software that includes Compass Learning, Choices, and Failure Free Reading, it was not observed being used. The six teachers share one overhead projector; most teachers stated in interviews that sharing one overhead projector is challenging and that more equipment is needed to enhance instruction (i.e., laptops, LCD projectors and screens, and educational videos).
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The facility is large, and all classrooms have adequate space for creative teaching strategies. Classrooms are well lit and well ventilated; however, the floors are untidy. Students' work products are displayed in four of the six classrooms observed, and most classrooms have attractive educational posters and banners with encouraging messages.
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>	Teachers and students have Internet access to the FLVS for instructional purposes.
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 is a recipient of funds from the Switzer Brothers Foundation, United Way, and the City of Pensacola. The Associated Marine Institutes (AMI) Board of Directors is the program's primary business partnership. The lead educator stated that the program assists students with applying for entry into branches of the armed services and for all state scholarship programs, such as Bright Futures, Gold Seal, and Florida Academic Scholars.

**RATING JUSTIFICATION** The intent of the indicator is being met.

**COMMENDATIONS** • None

**RECOMMENDATIONS**

- The program should explore options to secure additional educational support staff to assist students and teachers in the classroom (i.e., recruiting tutors and/or mentors).
- The program should increase technology, media equipment, instructional materials, and leisure reading materials.

**DEFICIENCIES REQUIRING A CAP** • None

<b>INDICATOR 13: STUDENT ATTENDANCE</b>		<b>RATING: SUPERIOR SCORE: 7</b>
The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:		
13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record daily student attendance at the beginning of each period. Students who arrive late to school sign in with the secretary prior to entering class. The exceptional student education (ESE) teacher records attendance prior to lunch daily and faxes the attendance and the sign-in sheets to the school district data specialist for entry into the MIS.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program implements a systematic process to maintain student attendance. The case managers telephone the parents daily to verify whether their student's absence is excused or unexcused. The case managers have direct communication with students' parents/guardian via monthly home visits, as documented in case management files reviewed. Additional case management files were not available for review, but the case manager stated that he had been on a revival and the other files had not been organized. The other case manager stated that documentation for three home visits need to be filed; one home visit was documented in a closed case management file selected at random. In addition, parental contact is made via conference calls during treatment team meetings. To maintain student attendance, the school district liaison and the educational staff collaboratively conduct child study team meetings for students who have frequent absences. The ESE teacher mails letters to parents encouraging them to attend the meetings with the juvenile probation officers (JPOs) and the educational staff. All stakeholders brainstorm solutions to improve students' attendance. The program also follows a graduated sanctions matrix for absences. The program provides students with an array of incentives for maintaining regular attendance that include praise, special activities, and daily points that can redeemed via a token economy system.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has a structured system for maintaining student attendance.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should consider developing an attendance contract with the students, the parents, the JPOs, and other stakeholders to maintain regular attendance.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SATISFACTORY SCORE: 5</b>
The school district ensures that:		
14.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted all self-report materials to the JJEOP offices within the required time frame and provided additional information and resources on site.
<u>14.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an assigned school number and documents on four of the six MIS printouts reviewed that entry/exit assessment data are reported for three students, and one MIS printout documents the reason entry and exit scores are not provided. The program reports all of the student data required in this benchmark, except for students' Basic Achievement Skills Inventory (BASI) growth scale values, to the MIS. The program reports BASI standard scores.
14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 93% for both reading and math.

14.4 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the approved school district comprehensive reading plan. The reading teacher receives on-site support services from the reading coach, who is scheduled to visit monthly, but is often on site weekly, as documented on the sign-in log. The reading coach conducts walk throughs and the contract manager designee oversees the reading component, as documented in the sign-in log.
<u>14.5</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 and school district designees provide appropriate oversight and assistance to the program. The contract manager liaison conducts informal reviews on site and documents annual reviews using the previous year's quality assurance (QA) report to evaluate and make program improvements. In addition, the school district provides assistance and oversight via telephone calls, memos, faxes, and e-mails. More oversight and assistance is needed to ensure that students receive 300 minutes of daily instruction and that the program documents all of its community involvement activities.
14.6 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current cooperative agreement between the School Board of Escambia County and the Department of Juvenile Justice (DJJ) and a contract between the School Board of Escambia County and the Associated Marine Institutes, Inc. (AMI). A review of the cooperative agreement and the contract documents that the terms are being followed by both parties, except in the cooperative agreement section IX, Funding number 5 which states that students must be provided a minimum of 1500 minutes of instruction per week.
<b>RATING JUSTIFICATION</b>		The intent of the indicator is being met.
<b>COMMENDATIONS</b>		<ul style="list-style-type: none"> <li>• The school district ensures that reading support services are provided to the program in addition to the required services outlined in the school district comprehensive reading plan.</li> <li>• The school district continues to encourage ongoing communication among facility administrators to ensure that educational issues and concerns are addressed.</li> </ul>
<b>RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>• The school district should ensure that the program accurately reports Basic Achievement Skills Inventory (BASI) growth scale values to the management information system (MIS).</li> <li>• The school district MIS department should work with the program to ensure that its statewide assessment participation data are accurately reported to the DOE.</li> <li>• The school district should ensure that the program provides students with 300 minutes of daily instruction.</li> <li>• The school district should ensure that the program documents all community involvement activities.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>		<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>OTHER FINDINGS</b>		<ul style="list-style-type: none"> <li>• The school district documents numerous communications that substantiates providing the program with education updates and assistance with deficiencies cited in the 2007-2008 QA report.</li> <li>• The program should ensure that all home visits are documented and filed in all case management files.</li> <li>• The facility has a Statistical Improvement Plan designed for the executive director to identify problems and pre-established guidelines to solve situations.</li> </ul>
<b>ADDITIONAL RECOMMENDATIONS</b>		<ul style="list-style-type: none"> <li>• None</li> </ul>