

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

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

RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)			
School Name (MSID)	FLORIDA ENVIRONMENTAL INSTITUTE	School # 22-0023 School District Glades County Glades	Security Level Moderate Risk Career Type 2
Program Name	Florida Environmental Institute (Last Chance Ranch)	Capacity 25 Population Male	ESE Service Delivery Consultation Support Facilitation
Address	P. O. Box 506 Venus, FL 33960	Head Count 25 SD Registered 25 HSD/GED 0 DJJ Committed 25	Diplomas by Program All
Education Provider	AMikids, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 6:1	Other School in SD None
Facility Provider	AMikids, Inc. (Not-For-Profit)		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 21
SD Contract Manager	Katrina Fey	Phone (863) 946-2083 Fax (863) 946-1529	E-mail katrina.fey@gladesschools.org
Other SD Contact		Phone Fax	E-mail
Lead Educator	Muriel Killion	Phone (863) 699-3785 Fax (863) 699-3787	E-mail fei-edu@amikids.org
Facility Director	Joseph Chestnut	Phone (941) 575-5790 Fax (863) 699-3787	E-mail fei-ed@amikids.org
SD Transition Contact	Deborah Pressley	Phone (863) 946-2083 Fax (863) 946-1529	E-mail debbie.pressley@gladesschools.net
QA Reviewer Sandra Rogers Review Dates May 19-22, 2009		E-mail sarogers@fsu.edu	
		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Director of Curriculum, SD ESE Liaison	4 Teachers 0 Teacher Aides 0 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input checked="" type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	4 Classrooms	0 Treatment Team Meetings	Others: Graduation Ceremony, Maintenance Workshop, Ranch Activities	

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

The Florida Environmental Institute is a moderate-risk, staff secure residential treatment program for males ages 15-18. Designed as a therapeutic community, the program is also known as "The Last Chance Ranch" and is one of 56 programs in eight states affiliated with the Associated Marine Institutes, Inc.

The facility's remote location outside Venus, Florida offers a wide range of opportunities for the students to learn about their relationship with the environment on a large scale. Students were observed learning how to use a bush hog machine, feed chickens, remodel the school building, and install a water fountain. Additionally, the program invites the parents to attend students' high school graduation ceremonies held on campus.

The director of education has 34 years of experience and has been at the program since 2007. She demonstrated dedication to providing a quality education and community reintegration support to the students.

The program received superior ratings for testing and assessment, student planning, community reintegration, career curriculum and instruction, collaboration, and educational personnel qualifications. The program received a partial performance rating for specially designed instruction and related services.

Progress toward correcting deficiencies identified in last year's CAP: The school district corrected all of the deficiencies noted in last year's CAP except for accurately reporting the students' previously earned credits; the program does not report all previously earned credits to the school district registrar because the director of education assumed that the registrar had access to this information in other school districts' management information systems.

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

QA TRENDS: Florida Environmental Institute

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score
Transition Services	1	5.44	On-Site Transition Services	4	4.94	On-Site Transition Services	5
Testing & Assessment	3	4.73	Testing & Assessment	7	5.73	Testing & Assessment	7
Student Planning	1	4.65	Student Planning	5	4.18	Student Planning	7
			Community Reintegration	5	5.60	Community Reintegration	8
STANDARD ONE: TRANSITION Standard Average	1.67	4.94	STANDARD ONE: TRANSITION Standard Average	5.25	5.13	STANDARD ONE: TRANSITION Standard Average	6.75
Academic Curriculum & Instruction	3	5.45	Academic Curriculum & Instruction	5	4.94	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	3	4.51	Reading Curriculum & Instruction	5	4.52	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	4	5.63	Employability & Career Curriculum & Instruction	4	6.05	Employability & Career Curriculum & Instruction	8
ESE & Related Services	1	5.37	ESE & Related Services	3	5.45	Specially Designed Instruction & Related Services	3
STANDARD TWO: SERVICE DELIVERY Standard Average	2.75	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	4.25	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	5.50
Collaboration	5	5.49	Collaboration	5	5.69	Collaboration	8
Educational Personnel Qualifications	5	4.86	Educational Personnel Qualifications	4	5.00	Educational Personnel Qualifications	7
Professional Development & Teacher Retention	5	5.40	Professional Development & Teacher Retention	5	5.46	Professional Development & Teacher Retention	5
Learning Environment & Resources	5	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	6
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.75	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50
OVERALL AVERAGE	3.27	5.25	OVERALL AVERAGE	4.67	5.31	OVERALL AVERAGE	6.25
STANDARD FOUR: CONTRACT MANAGEMENT	1.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	2.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	4.00

Florida Environmental Institute-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED

Attendance File 50
Dropout Prevention File 8 **TOTAL 50**
(Unduplicated)

GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	50	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0
Female	0	0	13	0	0	6	0	0	Emotional/Behavioral Disabilities	1	2
RACE	#	%	14	4	8	7	0	0	Specific Learning Disabled	10	20
White (NH)	12	24	15	9	18	8	0	0	Autism Spectrum Disorder	0	0
Black (NH)	31	62	16	14	28	9	25	50	Speech/Language Impaired	2	4
Hispanic	6	12	17	12	24	10	17	34	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	1	2	18	7	14	11	7	14	Gifted	0	0
			19 & above	4	8	12	1	2	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	18	95	Diplomas Earned	#	%				Other Health Impaired	0	0
2006-07 Math	18	95	Standard *	0	0				TOTAL ESE	13	26
2007-08 Reading	14	88	GED	0	0	LEP STUDENTS	#	%			
2007-08 Math	14	82	Special	0	0		0	0			

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

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 5
The program has transition activities that include:		
1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education develops students' course schedules based on past records, entry assessment scores, and FCAT reading levels. Five of 10 current files and MIS schedules reviewed document that students are not enrolled in appropriate courses for progression but are enrolled in reading remediation, as needed. Five students have already earned many elective credits and do not need all six elective classes offered during the summer term. These students' schedules were corrected during the review week, which is the beginning of the semester.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education meets with students at entry to discuss course schedules, educational status, major areas of interest, and graduation plans, as documented in interviews and current files reviewed. She also meets with students for ongoing guidance, as documented in student interviews. Most high school students interviewed are aware of their credits earned, diploma options, and their major areas of interest.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document via signatures that the director of education participates in transition and exit meetings held 60 and 14 days prior to students' anticipated release dates.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and certified mail receipts document that the director of education sends students' educational exit packets to the next educational placements post release. The program also provides copies to the parents and maintains copies in students' files. Exit packets in six closed files reviewed contain all the required components, except cumulative transcripts. The absence of transcripts in the exit packets and the delay in sending the exit packets were also noted in last year's report.
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 students are enrolled in courses to meet their progression needs. • The program should transmit educational exit packets to the transition contacts in the receiving school districts prior to students' exit and ensure that cumulative transcripts are included in the packets. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the director of education administers the BASI to students appropriately within the required time frame. The program also administers the Self-Directed Search, a writing prompt, the Test of Adult Basic Education (TABE), a Self-Inventory of Multiple Intelligences, a learning self-assessment, and a learning styles inventory to students at entry.
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the director of education administers the Choices Interest Profiler and Transferable Work Skills assessment to students appropriately within the required time frame. Teachers use the career assessment results to enhance employability and career instruction, as documented in interviews.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education administers the BASI to students prior to their exit, as documented in five of six closed files reviewed. One file documents that the student did not take the exit BASI due to his arrest. The director of education submits entry/exit BASI growth scale values and standard scale scores to the school district for MIS reporting.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers additional academic and career assessments at entry to determine students' academic strengths/weaknesses, career interests, and learning styles. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SUPERIOR SCORE: 7
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education develops IAPs for all non-ESE students that meet all the requirements in this benchmark. Teacher and student interviews document that IAPs are used for instructional planning.
3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education reviews IAPs with students individually and at monthly treatment team meetings, as documented in student interviews and all five non-ESE files reviewed. IAPs include dated signatures that document review and revision, as needed. All non-ESE students interviewed stated that they are aware of their IAPs and have an input into the development and review of their plans.

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>	The director of education writes IEP goals for special education students with input from the school district ESE liaison. All five IEPs reviewed contain measurable annual goals and short-term objectives that directly relate to students' identified needs.
3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education mails IEP progress reports to the parents at reporting time every nine weeks, as documented in the students' files.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The director of education helps all high school students develop ePEPs based on their aspirations and goals for post-secondary education and careers, as documented in interviews and ePEP printouts reviewed. No middle school students are enrolled in the program.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program assists all high school students with ePEP development. 	
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: 8
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 director of education and the case manager solicit participation in exit transition meetings from the director of education, the juvenile probation officers (JPOs), the counselors, the students, and the parents, as documented via signatures on the six exit plans reviewed. The director of education also schedules appointments for students and their parents at admission offices at local community colleges and technical centers and assists them with financial aid research and college applications. Students who will transition soon participate in tours to the South Florida Community College (SFCC) and hear presentations regarding various career programs (i.e., nursing, cosmetology, culinary arts, and dental hygiene).
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education develops students' educational exit transition plans in meetings conducted 30 days prior to the students' departure with input from an educational representative. All six closed files reviewed contain well-developed exit plans that include 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>	The director of education telephones the transition contacts in the receiving school districts at least one week prior to students' exit, as documented in the chronological notes in the six closed files reviewed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides re-entry resources and schedules appointments at post-secondary institutions for the students to ensure a smooth transition. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION

SCORE: SATISFACTORY
RATING: 6

The program offers academic curriculum and instruction through:

<p>5.1 Required diploma options that 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 the required diploma options and reports diplomas under the school number. The program assists eligible students with obtaining GED diplomas by providing practice materials and administering the Test of Adult Basic Education (TABE). The program pays the testing fees and provides transportation to the GED testing site at the Moore-Haven High School. This past year, six students received GED diplomas. The program hosts graduation ceremonies for students and their families in which graduating students present speeches, as observed during this review.</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 Florida Course Code Directory, course descriptions, and the FSSS that includes math, English, science, and social studies. Lesson plans are aligned with the new FSSS. All students interviewed stated that they receive instruction for the courses in which they are enrolled.</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 (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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students are grouped according to class size. Classroom observations document differentiated instruction via teacher-led discussion, one-on-one assistance, board work, peer assistance, overhead projection, and independent assignments based on students' IAPs/IEPs and learning styles. One student is enrolled in EdOptions for credit recovery. All eight students interviewed stated that they receive individualized instruction and are learning.</p>
<p>RATING JUSTIFICATION</p>		<p>The intent of the indicator is being met.</p>
<p>COMMENDATIONS</p>		<ul style="list-style-type: none"> • None
<p>RECOMMENDATIONS</p>		<ul style="list-style-type: none"> • None
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> • None

INDICATOR 6: READING CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 5

The program provides reading instruction and services through:

<p>6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Classroom observations and interviews document that the reading teacher provides explicit reading instruction in a 90-minute block. Interviews document that the teacher addresses students' IAP/IEP reading goals via independent reading, teacher-directed lessons, guided reading lessons, workbooks, and one-on-one instruction. The reading teacher uses the Science Research Associates (SRA) Corrective Reading Series and kit to address all five construct areas. Students read Accelerated Reader (AR) books, but the program does not implement the AR technology component designated in the school district comprehensive reading plan. The program uses all other curricula listed in the school district comprehensive reading plan.</p>
<p>6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The director of education monitors students' reading progress quarterly via the Maze test; however, the Florida Oral Reading Fluency (FORF) probe is the progress monitoring tool approved in the school district comprehensive reading plan. The program submits progress monitoring data to the school district registrar, who reports them through the Automated Student Database.</p>

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>	All students interviewed document that they have opportunities for leisure reading during the school day, including sustained silent reading. The program hosts literacy competitions such as spelling bees and awards students with gift certificates to Books-A-Million and field trips to purchase books. The director of education also prepares lunches for students in the 4.0 grade point average (GPA) club. Students watch movies based on novels they have read and write summaries of the books. Each month the director of education has a planned literacy activity related to a content area.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to appropriate students and rewrites students' reading goals, based on the assessment results. This past year, only one student required this diagnostic assessment.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides multiple opportunities for literacy enrichment across the curriculum. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should implement the Accelerated Reader (AR) technology component, as designated in the school district comprehensive reading plan and correct the plan to reflect the progress monitoring test the program administers. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 8
<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 program provides appropriate career/technical instruction in the personal, career, and school development (PCSD) and work experience courses offered for credit. All students are enrolled in both courses during their stay at the program, as documented on course schedules. The curriculum is based on state standards and South Florida Community College (SFCC) coursework and includes Life Skills and Building Maintenance textbooks. Interviews document that the teachers follow the course descriptions.
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 type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll middle school students.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teachers provide students with individualized instruction, as documented in interviews. Classroom observations document one-on-one assistance, use of the overhead projector, hands-on machinery demonstrations, planning a remodeling project, assisting with the installation of a fountain, and whole group instruction. The program provides training in the handling and care of horses, cattle, goats, hogs, and chickens and hands-on work experience in general maintenance of the facility.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	No high school graduate currently attends the program. The program offers graduates hands-on technical training in building maintenance and animal husbandry in the work experience course and students may earn building maintenance helper certification from the SFCC after completing 900 hours of work experience.

<i>Type 2 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides students with hands-on technical training in carpentry, building maintenance, electronics, plumbing, and animal husbandry. Students may earn certification as a building maintenance helper if they document 900 hours of work experience via a partnership with South Florida Community College (SFCC). A college instructor is on site to register students and provide the course work for the noncredit college course. The instructor also takes students to the SFCC to observe classes, talk to instructors in the various career areas, visit the career center, and conduct career research online. Students were observed working on the ranch and around the facility. Additionally, the program is an approved site for the Florida Ready to Work program.
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>	Cumulative transcripts document that students earn credits in the career/technical courses offered to students. Classroom observations and interviews document that the career/technical teachers follow the course descriptions and the work experience course requirements.
<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 hands-on technical and animal husbandry experience. The program provides career exploration, technical certification, and college coursework. 	
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: PARTIAL SCORE: 3
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education request new students' IEPs/EPs, as documented in the five ESE files reviewed. The school district ESE liaison verifies students' required ESE services, as documented in interviews.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education reviews current IEPs/EPs to determine whether they are appropriate. All five IEPs reviewed are current. No gifted students are currently enrolled.
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		The director of education convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in all ESE files reviewed.

<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		The director of education telephones parents and mails them participation forms to encourage their input in IEP/EP meetings, as documented in her contact log. All ESE files reviewed and the chronological log documents that she mails copies of IEPs/EPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		The director of education writes transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in all IEPs reviewed.
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		All IEPs reviewed document that the school district ESE liaison serves as the program's LEA representative but does not attend the IEP meetings. She reviews the IEPs/EPs after the meetings, as documented via her signature.
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	No current students are on the special diploma track. The school district provides an itinerant speech and language teacher as needed, as documented in interviews. The ESE teacher from the neighboring Associated Marine Institutes (AMI) program documents in a log the consultative services he provides to the teachers. All teachers interviewed are aware of their students' IEP accommodations and fully implement the IEPs, as written.
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 to ELL, gifted, and Section 504 students, as needed. No student currently enrolled required these services.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program and school district should collaborate to provide an LEA representative at IEP/EP meetings. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 8
The program facilitates collaboration to provide:		
<u>9.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program offers 300 minutes of daily instruction in three blocks. Students were observed transitioning between classes in a timely manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Meeting agendas and sign-in records document a variety of meetings. The director of education, the director of operations, the mental health specialist, and the case manager meet with students in monthly treatment team meetings, as documented in interviews. Faculty meetings are held daily, and staff meetings are held monthly. School advisory board meetings are held monthly. School district personnel and the director of education communicate on a regular basis, as documented in interviews. The program and the school district document in interviews that their collaboration has improved.

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 director of education, the teachers, and the facility director solicit varied community involvement, as documented in facility reports. Students have participated in field trips to play basketball against other juvenile justice students, to AMI week in Tallahassee, horseback riding to church, trail riding to herd cattle at a large ranch, speaking engagements at nearby middle and high schools, and to the community college. Students provide community service to the United Way, the Holiday Inn Express, the YMCA, the Women's Auxiliary, and the Putnam Ranch. Additionally, a number of guest speakers have talked to the students about religion, animal husbandry, careers, college, building maintenance, the military, and sexually transmitted diseases.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan is based on a point and level system. Students in classrooms observed were well behaved and on task. All students interviewed stated that the classroom discipline is fair and that they receive awards for good behavior such as certificates, academic improvement recognition, treats, incentive trips, the privilege to stay in the air-conditioned bunk room, and level attainment.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides a variety of community involvement on and off campus. 	
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: 7
All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's two academic teachers have professional certification. Students' course schedules and teacher certifications for the year document that science courses are taught by out-of-field teachers. The reading teacher is working towards reading endorsement, and the lead educator has middle grades integrated curriculum certification.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teachers have school district certification in carpentry, building construction, and animal science. One career/technical teacher has professional certification.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that the reading teacher obtains the reading endorsement. The program should assist the teachers in obtaining professional certification in all the subjects they teach. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

RATING: SATISFACTORY
SCORE: 5

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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Two of the four teachers have current professional development plans that correlate to the subjects they teach; plans were developed during the review for the two career/technical teachers. The school district offers a beginning teacher program but it does not apply to the current teachers. (The program does not have a SIP.)
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers receive continual professional development training from the facility, private consultants, Florida Diagnostic and Learning Resource System (FDLRS), Just Read, Florida!, the Department of Juvenile Justice (DJJ), and the school district. Teachers have received training on ESE issues, the Florida Assessment for the Instruction of Reading (FAIR), Science Research Associates (SRA) curriculum, Promise math and science overview, building academic vocabulary, the reading endorsement, the electronic Personalized Educational Plan (ePEP), and 120 hours of DJJ Correctional Officers Recurring Education (CORE) topics.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program's strategies for teacher retention include offering salaries that compete with the school district, job training and retreats, paid vacation and holidays, family and medical leave, health and life insurance, free meals on campus, and retirement plans. Additionally, the program provides reimbursement for teaching certification testing fees and course work. The program recruits teachers through local newspapers, corporate postings, and employment fairs.
RATING JUSTIFICATION		The intent of the indicator is being met.
COMMENDATIONS		<ul style="list-style-type: none"> • None
RECOMMENDATIONS		<ul style="list-style-type: none"> • The program should ensure that all teachers have professional development plans and that they incorporate SIP initiatives.
DEFICIENCIES REQUIRING A CAP		<ul style="list-style-type: none"> • None

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES

RATING: SATISFACTORY
SCORE: 6

The program's educational environment and resources include:

12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has four teachers and a director of education, who does not have classroom duties. The average class size is 5 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS). The program also has American Guidance Services (AGS) and Parallel Alternative Strategies for Students (PASS) books for appropriate students. Academic classrooms contain a variety of high-interest reading materials, and all students interviewed stated that they have an adequate number of interesting books to read. Students can check out books in the library to take to the dorms.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Classrooms have TVs/VCRs, overhead projectors, and educational videos. Students have access to three computers in the reading classroom and four in the lead educator's office. The program uses Choices, FACTS.org, and the Florida Comprehensive Assessment Test (FCAT) Explorer. The mechanical workshop and ranch are fully equipped with tools, machinery, and stocked with animals.

12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning, and the program displays classroom rules, facility mission statements, subject area posters, and photographs of student activities. The education department has an aquarium and a rabbit cage, and the classrooms are clean and well lit.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as appropriate.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title I, Part D funds to purchase reading materials and received a grant to attend a scuba diving invitational. The program has community partnerships with United Way, South Florida Community College (SFCC), the YMCA, the Boy Scouts, Mid-Florida Central Bank, and local churches. The program provides scholarship to high-achieving students.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides an environment conducive to learning in the classrooms, on the ranch, and in the career/technical workshops. 	
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: 4
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. The school district data processor does not accurately input all data required in this benchmark, as documented on the MIS screens reviewed. The registrar was not aware of the requirement to input the Basic Achievement Skills Inventory (BASI) growth scale values, as documented in interviews; consequently, she only reports the entry/exit BASI standard scores, as documented in all six closed files reviewed. In addition, the program does not submit the credits students earn at the program to the school district for accurate development of cumulative transcripts; four of six closed files reviewed contain incomplete transcripts that report only the credits students earned at the program. This deficiency was also noted in last year's quality assurance (QA) review.
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 with the teachers and the data processor document that student attendance recorded by the teachers daily is faxed to the registrar for input into the MIS on a weekly basis.
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 88% for reading and 82% for math.
13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives support services from the director of curriculum. She provides the program with professional development and curriculum and reports the program's reading progress monitoring data. She conducted a fidelity check and walk-through as part of an annual evaluation.

<p>13.6 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager serves as the supervisor of No Child Left Behind (NCLB) and federal programs for the school district. Sign-in logs document that school district support staff who visit the program include the contract manager and the director of instruction. The school district provides professional development, and the contract manager conducts annual reviews of the educational program via fidelity checks and the Title 1, Part D monitoring reports, as documented in the evaluations provided. The contract manager provides oversight and assistance to the program; however, additional oversight is needed related to the exceptional student education (ESE) process, development of a school improvement plan (SIP), reporting of data required in Benchmark 13.2, and statewide assessment participation rates.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>There is a current and approved contract with the school district and the facility, and a cooperative agreement with the school district and the DJJ. All parties interviewed and documents reviewed verify that the terms are being followed. The contract manager monitors the program's quarterly expenditures.</p>
<p>RATING JUSTIFICATION</p>		<p>The intent of the indicator is being met.</p>
<p>COMMENDATIONS</p>		<ul style="list-style-type: none"> • None
<p>RECOMMENDATIONS</p>		<ul style="list-style-type: none"> • The school district should accurately input all data required in Benchmark 13.2 into the management information system (MIS). • The school district 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 additional oversight to the program in the areas noted in the findings for Benchmark 13.6.
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> • None
<p>OTHER FINDINGS</p>		<ul style="list-style-type: none"> • None
<p>ADDITIONAL RECOMMENDATIONS</p>		<ul style="list-style-type: none"> • None