

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

School Name (MSID)	FLORIDA OCEAN SCIENCES INSTITUTE	School # 06-6051 School District Broward County Broward	ESE Service Delivery Consultation Support Facilitation Limited Pull-out
Program Name	Florida Ocean Sciences Institute	Capacity 55 Population Co-Ed	Diplomas by Program All
Address	3220 SW 4th Avenue Fort Lauderdale, FL 33315	Head Count 39 SD Registered 57 HSD/GED 0 DJJ Referred 57	Other School in SD None
Education Provider	Associated Marine Institutes, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 10:1	Students' Home/Zoned Schools None
Facility Provider	Associated Marine Institutes, Inc. (Not-For-Profit)		
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 48
SD Contract Manager	Deanna Greist	Phone (754) 321-2122 Fax (754) 321-2129	E-mail <i>deanna.greist@browardschools.com</i>
Other SD Contract	Joel Smith	Phone (754) 321-2122 Fax (754) 321-2129	E-mail <i>joel.smith@browardschools.com</i>
Lead Educator	Derrick Meyers	Phone (954) 764-2733 Fax (954) 764-3128	E-mail <i>fosi-de@amikids.org</i>
Facility Director	Luis Ceruti	Phone (954) 764-2733 Fax (954) 764-3128	E-mail <i>fosi-ed@amikids.org</i>
SD Transition Contact	Theresa Taylor	Phone (754) 321-1400 Fax (754) 321-2129	E-mail <i>theresa.taylor@browardschools.com</i>
QA Reviewer Karen P. Kugelmann Review Dates April 27-30, 2009		E-mail <i>kkugelmann@fsu.edu</i>	A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC 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 checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input checked="" type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Title I Transition Coordinator, SD Guidance Counselor, SD Assistant Principal of Hallandale Adult Community Center, SD Instructional Coach.	6 Teachers 1 Teacher Aides 3 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 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: Director of Case Management
On-site Observations	6 Classrooms	0 Treatment Team Meetings	Others: Large Group Meeting	

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

Florida Ocean Sciences Institute (FOSI) day treatment program is a non-profit alternative education program for at-risk students ages 14-18. FOSI serves male and female offenders, referred through the Broward County court system, via programs that focus on academics and behavior modification to encourage students to make positive changes in their lives. The students also participate in victim awareness education and individual, group, and family counseling.

The school district provides support staff from the Hallandale Adult Community Center (HACC) and the Whiddon-Rogers Education Center (WREC) for transition services, reading instruction, and enrollment/withdrawal of students in the school district management information system (MIS).

The program demonstrates superior services in community reintegration, professional development, teacher retention, and collaboration.

Progress toward correcting deficiencies identified in last year's CAP: The program corrected the deficiencies noted in last year's corrective action plan (CAP) related to transition services, student planning, and reading curriculum and instruction.

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

QA TRENDS: Florida Ocean Sciences Institute (FOSI)

When making cross-year comparisons of your program's QA scores keep in mind that JJEOP'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	2	5.38	On-Site Transition Services	1	5.12	On-Site Transition Services	6
Testing & Assessment	4	4.45	Testing & Assessment	4	5.68	Testing & Assessment	6
Student Planning	1	4.29	Student Planning	2	4.34	Student Planning	6
			Community Reintegration	7	6.23	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	2.33	4.71	STANDARD ONE: TRANSITION Standard Average	3.50	5.36	STANDARD ONE: TRANSITION Standard Average	6.25
Academic Curriculum & Instruction	3	4.95	Academic Curriculum & Instruction	4	5.17	Academic Curriculum & Instruction	6
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	5	6.10	Employability & Career Curriculum & Instruction	6
ESE & Related Services	4	5.02	ESE & Related Services	5	5.24	Specially Designed Instruction & Related Services	6
STANDARD TWO: SERVICE DELIVERY Standard Average	3.25	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	4.25	5.29	STANDARD TWO: SERVICE DELIVERY Standard Average	5.50
Collaboration	2	5.43	Collaboration	4	6.29	Collaboration	7
Educational Personnel Qualifications	4	4.19	Educational Personnel Qualifications	6	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	4	5.06	Professional Development & Teacher Retention	5	5.41	Professional Development & Teacher Retention	7
Learning Environment & Resources	4	5.07	Learning Environment & Resources	4	5.88	Learning Environment & Resources	6
Student Attendance	5	6.23	Student Attendance	4	6.29	Student Attendance	5
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	3.80	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.60	5.79	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00
OVERALL AVERAGE	3.25	5.02	OVERALL AVERAGE	4.15	5.51	OVERALL AVERAGE	5.92
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	4.00	4.76	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Florida Ocean Sciences Institute--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	224 98	TOTAL (Unduplicated)	225
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	197	88	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	2	1	
Female	28	12	13	13	6	6	3	1	Emotional/Behavioral Disabilities	11	5	
RACE	#	%	14	24	11	7	22	10	Specific Learning Disabled	11	5	
White (NH)	31	14	15	56	25	8	32	14	Autism Spectrum Disorder	0	0	
Black (NH)	169	75	16	54	24	9	105	47	Speech/Language Impaired	4	2	
Hispanic	21	9	17	53	24	10	39	17	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	4	2	18	19	8	11	15	7	Gifted	1	0	
			19 & above	6	3	12	9	4	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	31	55	Diplomas Earned	#	%				Other Health Impaired	2	1	
2006-07 Math	29	52	Standard *	2	1				TOTAL ESE	31	14	
2007-08 Reading	44	61	GED	0	0	LEP STUDENTS	#	%				
2007-08 Math	45	63	Special	1	0	3	1					

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: 6
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 submits enrollment information via fax to the guidance counselor at the Hallandale Adult Community Center, who develops students' course schedules based on their credit history, assessment scores, FCAT results, and student progression requirements. The director of education reviews students' schedules for accuracy. All 10 current files reviewed document that students are enrolled appropriately for student progression or high school graduation.
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, the transition specialist, and the Title I transition coordinator collaboratively provide guidance services to students in all the areas required in this benchmark. Classroom teachers also serve as advisees to students and encourage them to schedule appointments with one of the guidance team members. All 10 current files document student signatures on initial guidance intake forms; three files for eligible students contain electronic Personalized Education Plans (ePEPs). Six students interviewed know how many credits they have earned and are needed for graduation.
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>	The director of education, the education assistant, the community center transition specialist, and the transition coordinator attend exit meetings three to four weeks prior to students' release, as documented via signatures in three of six closed files reviewed. Three closed files document that the exit meetings took place after students' transfer to detention centers.
1.4 Documenting transmittal of students' educational exit packets to their next educational placements prior 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The education director and the education assistant compile students' exit packets and document on checklists that all the required components are included or are accessible in the MIS. All six closed files reviewed document via signatures receipt of the packets by the parents at the exit meetings or document that the packets are mailed. Fax transmittal receipts and e-mails verify that the transition coordinator and/or the education director assists students with successful transition to their next educational or career/technical placements. None of the files reviewed contain career education certificates earned at the program.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program has a Title I transition coordinator to ensure that students receive ongoing guidance and transition services. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that career education certificates that students earn at the program are included in their exit packets. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SATISFACTORY SCORE: 6
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Seven of the 10 current files reviewed document that the director of education or the education assistant administers the BASI to students within the required time frame; three BASI scores from prior commitment programs are less than three months old. The director of education stated that recent BASI scores are used unless teacher observations and/or students' work indicates the need to re-administer the assessment. Additional assessments administered upon entry include the Transformational Education (TEd) writing prompt, the Florida Oral Reading Fluency (FORF) probe, and a learning styles inventory, as documented in all 10 current files. Teachers use assessments to guide individualized instruction, as documented in lesson plans and interviews.
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The education assistant administers the Choices career assessment to students within 10 school days of student entry, as documented in all 10 current files reviewed. Interviews document that the Choices assessment results are used to enhance employability and career/technical instruction.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The director of education and/ or the education assistant administer the BASI assessment to students within two weeks of their scheduled departure, as documented in three of six closed files reviewed. Three files documented that the BASI exit assessments were not administered to students who were unexpectedly transferred to detention programs. All six closed files document transmittal of BASI standard scores and growth scale values.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers a learning styles inventory to all students to facilitate individualized instruction. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SATISFACTORY SCORE: 6
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; 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 director of education and the education assistant develop students' IAPs with teacher input, within 15 school days. All six IAPs reviewed contain all the required components.
3.2. Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students' IAP goals and objectives are reviewed on a monthly basis, as documented by teachers' dated initials on all six IAP review schedules. Teacher interviews and one student's IAP documents the revision of IAP objectives upon mastery. Interviews with teachers and students also document that goals and objectives are discussed frequently in the classrooms.

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 exceptional student education (ESE) specialist develops students' IEP goals and objectives with input from the on-site ESE teacher. Four ESE files reviewed document that the IEPs contain measurable annual goals and short-term objectives that directly relate to students' identified academic, behavioral, and/or functional needs.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE specialist indicated in an interview that the on-site ESE teacher documents students' progress toward meeting their IEP goals and objectives every quarter and mails the reports to the parents. Progress reports are not included in the IEPs reviewed; however, the on-site ESE teacher documents when the reports are mailed.
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 Title I transition coordinator visits the program weekly to follow up on new students' initial guidance information, specific student guidance requests, and/or development of eligible students' ePEPs. Of the 10 current files reviewed, four eligible students have ePEPs that contain all of the required components via the online FACTS.org. The ePEPs also contain students' signatures and the transition coordinator's guidance notes.
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education and/or the education assistant requests' exit plans and educational portfolios from previous commitment programs, as needed. Student interviews and files indicate that students' educational exit transition plans are reviewed and implemented upon entry or intake.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• None	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 7
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The community center transition specialist and the transition coordinator solicit and document participation from parents, families, and community members in transition planning via invitation letters in students' closed files. Visitors logs and agendas document that the transition specialist and the Title I transition coordinator assist students and their parents, while they are enrolled in the program, and provide community service information related to parenting training, continuing education programs, college entrance tests, scholarship applications, Career Pathways through the Sheridan Technical Center, motivational speakers, the Fort Lauderdale National College Fair, Firesetter Juvenile Prevention and Intervention Programs, Miami Heat Project, and sexually transmitted disease programs post release. Additionally, the program solicits parent and community involvement and hosts an annual open house.
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 education director, the education assistant, the transition specialist, and the Title I transition coordinator develop students' exit/transition plans. The transition team participates in exit/transition meetings 14 and 60 days prior to students' exit. Three of six closed files reviewed include all the information required in this benchmark, except for the parties responsible for implementing the plans. Three files contain exit/transition plans for students who unexpectedly transferred to detention programs.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The community center transition specialist and the Title I transition coordinator meet students' community reintegration needs by providing diverse post-release activities and resources for students and their families.
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that students' exit plans identify the parties responsible for implementing the plans.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION	SCORE: SATISFACTORY RATING: 6
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The program offers academic curriculum and instruction through:		
5.1 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of education, the education assistant, the transition specialist, and/or the Title I transition coordinator discuss all the desired diploma options with the students. Eligible students prepare for the GED via workbooks after they complete assignments in their academic courses. The director of education helps students register for the GED test, and the program pays the testing fees.
5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Florida Course Code Directory and the FSSS. Classroom observations, student and teacher interviews, and student course contract folders document that students receive instruction for the courses in which they are enrolled. Lesson plans and student course contracts document that courses are aligned with the FSSS.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students are placed in classes based on their grades and/or ability levels. Lesson plans, classroom observations, and interviews document differentiated instruction based on students' IAPs/IEPs via whole group discussion, direct instruction, independent work, one-on-one assistance, guided instruction, peer tutoring, cooperative groups, educational videos, manipulatives, and science experiments. Computer-assisted instruction (CAI) is limited; computers are used for research and reading comprehension skill building. Interviews document that teachers maintain students' IAPs/IEPs in binders to guide instruction and accommodation of students' learning styles.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program conducts hands-on science experiments. The program provides instruction that accommodates students' learning styles and is based on students' academic plans. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should consider providing all students frequent access to CAI to enhance learning in all subject areas. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

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>An interview, observations, and lesson plans document that the reading teacher provides explicit reading instruction that addresses students' reading goals and objectives in a 50-minute intensive reading class, followed by a 50-minute English/language arts class. This schedule follows the school district comprehensive reading plan, except that the two classes are not taught by the same teacher. Curricula include the Hampton Brown Edge series and REWARDS, as listed in the school district comprehensive reading plan. The reading teacher uses supplemental curricula also identified in the school district comprehensive reading plan such as the Read-On computer program; chapter books for skills practice in vocabulary, phonemic awareness, comprehension, and fluency; the Steck-Vaughn Reading for Today series; and classroom novel sets. Student interviews document that they participate in silent reading each day after lunch.</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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The education assistant administers the Florida Oral Reading Fluency (FORF) probe to all students at entry. An interview with the reading teacher documents that the FORF is not administered quarterly to monitor students' reading progress, as required in the school district comprehensive reading plan; consequently, progress monitoring results are not reported quarterly to DOE.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students are provided opportunities for leisure reading via newspapers, books, novels, and magazines for 20 minutes daily after lunch and for 15 minutes before each class begins. Classroom teachers also provide ongoing activities that include book talks, book reports, field trip reviews displayed on bulletin boards, and collaborative thematic studies across the curriculum.</p>
<p>6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Interviews document that the exceptional student education (ESE) teacher administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to ESE students upon entry and when the reading teacher recognizes a need for additional test data. Interviews with the instructional coach and the reading teacher and one IAP reviewed document that test results are used to modify and/or amend reading goals and objectives. However, the program does not monitor students' reading progress quarterly to determine whether students are progressing in reading.</p>

RATING JUSTIFICATION

The intent of the indicator is being met.

COMMENDATIONS

- None

RECOMMENDATIONS

- The program should ensure that the same teacher teaches the extended reading intervention block, as required in the school district comprehensive reading plan.
- The program should monitor students' progress quarterly via the FORF probe to determine whether students are progressing in reading.

DEFICIENCIES REQUIRING A CAP

- None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

**RATING: SATISFACTORY
SCORE: 6**

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>	The program addresses employability, social, and life skills through the personal, career, and school development (PCSD) course offered to all students for credit. The course follows the course descriptions and is based on state and school board standards. The PCSD curriculum includes Arise Life Management Skills, Succeeding in the World of Work, Entrepreneurship, and Skills for Living texts. Units focus on interviewing skills, job readiness, and life skills such as completing job applications, creating a resume, and managing incomes. Interviews document that the Ready-to-Work program will begin within a month of this review to enhance the life skills course work and to address additional employability skills.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career and education planning course for grades 7 and 8 is provided through the Exploratory Wheel-2 course for middle school students. Exploration opportunities include the 30 competencies for career planning, which is provided through the Choices Planner and The Real Game 2.0.
7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews, observations, lesson plans, and student work folders document that the program provides students with opportunities to complete career research/exploration based on students' abilities, interests, and aptitudes via career books. Student work folders document student's assignments in textbooks. The PSCD course is enhanced by training in CPR, First Aid, life-guarding, seamanship, and SCUBA diving.
7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students with high school diplomas are not enrolled in the program. However, such students would participate in the academic classes and in enrichment activities related to life skills/careers, employment, and application for college scholarships and/or financial assistance.

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 continue with its plan to implement the Ready to Work program to provide students with more employability skills training.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES

**RATING: SATISFACTORY
SCORE: 6**

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 community center guidance counselor reviews students' prior academic records and notifies the ESE contact of incoming students who require ESE services. The guidance counselor develops ESE students' course schedules and provides copies to the ESE specialist. This process of initiating services is documented in all four ESE files reviewed.
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<p>8.2 Completing the ESE process:</p> <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The exceptional student education (ESE) specialist, the director of education, and the on-site ESE teacher review students' IEPs/EPs to determine whether they are appropriate and amend/revise as necessary.</p>
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		<p>If IEPs/EPs cannot be implemented as written, staffings are convened as soon as possible. The IEP/EP staffing team consists of the parents, the students, the ESE specialist, the ESE teacher, the director of education, and the students' teachers.</p>
<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		<p>The ESE specialist and/or the ESE teacher solicit participation in IEP/EP meetings, as documented via dated parent notifications and an electronic contact log. The program mails copies of IEPs/EPs to parents who do not attend the meetings, as documented on the contact log and in ESE files reviewed.</p>
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		<p>The ESE specialist completes students' transition statements/plans, as documented via interviews and IEPs reviewed.</p>
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		<p>The community center ESE specialist serves as the LEA representative and attends all IEP meetings, as documented by signatures on all IEPs reviewed.</p>
<p>8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The ESE teacher documents in a log the consult services she provides to the teachers and to the students. The ESE teacher also provides support facilitation and some limited pull-out services to students who are on the special diploma track, as documented in lesson plans and classroom observation. The school district ESE specialist provides continuous updates and ongoing communication via e-mails and telephone calls and visits the program for IEP staffings and to review IEPs for compliance. Contracted speech and language services are provided, as documented on speech students' schedules and IEPs and on sign-in logs. The program currently provides speech services to four ESE students.</p>
<p>8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Interviews and the self-report document that the school district provides services to ELL, gifted, and Section 504 students. One current student has a Section 504 plan; interviews and the plan document that appropriate services are provided by the ESE teacher and all of the academic teachers.</p>
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"> None
DEFICIENCIES REQUIRING A CAP		<ul style="list-style-type: none"> None

<p>INDICATOR 9: COLLABORATION</p>		<p>RATING: SUPERIOR SCORE: 7</p>
<p>The program facilitates collaboration to provide:</p>		
<p>9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Classroom observations, interviews, and the bell schedule document that students receive 300 minutes of daily instruction in six 50-minute classes, with five minutes to transition between classes.</p>

9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents ongoing communication among the teachers and program administrators via morning teachers meetings, educational staff meetings every Tuesday to discuss student point cards and academic issues, and teachers and facility staff meetings every Thursday, concerning student behavior and rank promotions. Additionally the contract manager documents on-site visits approximately two times per month for meetings and/or communication with administrators and staff. The assistant principal visits the program occasionally to observe and/or communicate with the program administrators. The contract manager holds bimonthly meetings with all Department of Juvenile Justice (DJJ) administrators, as documented by meeting agendas and e-mails.
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>	Associated Marine Institutes, Inc. (AMI) staff and administrators solicit guest speakers and/or community involvement through community organizations, the parents, and the school advisory council. Interviews and guest speaker sign-in logs document varied community involvement with NOVA Southeastern University, Henderson Mental Health Clinic, Childnet (foster care), Palm Beach Marine Institute, American Recovery And Reinvestment Plan (ARRP), Sheridan Technical Center, Psych Solutions, Inc., school district staff, the Broward County Sheriff's Office, Associated Marine Institutes, Inc. (AMI), South Florida Marine Institute, Orlando Marine Institute, the Broward County Health Department, Broward Team Advocacy Program, Steck-Vaughn, former students, Guardian Ad Litm, the Seagull program for fathers, AMI Winter/Summer Olympics, SCUBA diving/snorkeling trips, firefighters, a Wild Life Center, and the Florida Initiative Suicide Prevention, Inc.
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 document that the program and the facility staff collaboratively implement the behavior management plan. All classrooms post the behavioral expectations, and students interviewed stated that they understand the behavioral rules and feel they are equitably enforced. Student behavior observed during this review was appropriate. Student interviews also document pizza parties for dress code and perfect attendance, lunch out in the community, and rank promotions that are impacted by students' behavior.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides an abundance of community involvement that is focused on educational and transition activities. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 5
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 has five core academic teachers and an exceptional student education (ESE) teacher. Four teachers have professional certification, and one has a statement of eligibility that has been extended. The ESE teacher has professional certification and English language learners (ELL) endorsement. The director of education has temporary certification, but does not have teaching responsibilities. The reading teacher recently completed all competencies required for the reading endorsement, and two teachers have ESE certification. All core academic courses except English/language arts and some math courses are taught by in-field 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>	The life skills employability teacher has temporary certification in business education and middle grades integrated curriculum.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• The program should assist the teachers in obtaining professional certification in all the subjects they teach.	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SUPERIOR SCORE: 7
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers document professional development plans that incorporate personal and school improvement goals. The school district offers the New Educator Support System (NESS) program in which two current teachers participate.
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>	Interviews and professional development files document that teachers participate in a variety of professional development and facility training provided by the school district, the Department of Juvenile Justice (DJJ), Associated Marine Institutes, Inc. (AMI), the American Red Cross, and online college course work. The reading teacher and the English/language arts teacher have been enrolled in continuing education this past year, and all teachers who have not obtained ELL endorsement are registered to take the course work. Topics of documented training include Florida Ocean Sciences Institute (FOSI) orientation, protective action response (PAR), aggression replacement, child abuse, controlling violent youth, problem solving, communication skills, cultural diversity, suicide prevention, safety first, and gang awareness.
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 advertises teacher vacancies on its Web site and recruits teachers through job fairs. The program retained all but one teacher this past year. The program has tenured staff who average over six years of service to the program. Retention strategies include offering planning periods, incentives such as merit pay increases, year end performance pay, wellness benefits, tuition reimbursement, a unified family atmosphere, higher pay for highly qualified teachers status, staff recognitions, gift cards, staff lunches, and a bonus to the FOSI Teacher of the Year.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	• The program has tenured staff who average over six years of service to the program.	
RECOMMENDATIONS	• The program should continue to ensure that teachers receive professional development training in the content areas.	
DEFICIENCIES REQUIRING A CAP	• 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has six teachers and two instructional assistants. The school district documents weekly visits by educational support personnel that include an instructional coach, a school social work intern, and a Title I transition coordinator/guidance counselor. The average class size is 10 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 adequate instructional materials for students' ages and ability levels in all classes. Teachers use textbooks that are correlated with the Florida Sunshine State Standards (FSSS) and provide high-interest, low-level reading materials, magazines, and newspapers in some of the classrooms. Two of the eight students interviewed stated that the selection of books needs to include mysteries and high-interest teen series. Four of the six classrooms have libraries of high-interest reading materials.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All classrooms have some media materials, TVs/VCRs, and DVD players. Teachers do not have overhead projectors but have access to laptops. The reading classroom has 12 computers for student use during the reading teacher's planning period.
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>	All classrooms are conducive to learning, and the teachers creatively use the limited space.
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 sign an Internet use policy at entry and have access to the FLVS. Currently, no student is enrolled in FLVS courses.
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 self-report and interviews with the executive director and the director of education document application for the following grants from the Ludwick Family Foundation, the Jim Moran Foundation, the United Way of Broward County, the Commission on Substance Abuse, Juvenile Assistance, Community Foundation of Broward Nonprofit Resource Center, Publix Supermarket Charities, and the Staples Foundation for Learning. The program has developed partnerships with the City of Fort Lauderdale Parks and Recreation, the Florida Initiative for Suicide Prevention, Inc., the Department of Parks and Recreation, the Cultural Arts of the City of Hollywood, and West Marine. Additionally, any student who successfully completes the program is eligible for a two-year scholarship to college or a trade school. The program's self-report also documents that Title I money is used to provide an education assistant, educational software, and student incentives.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program solicits additional funds through grants and provides students scholarships for two years of college/trade school. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should consider providing each classroom with a library of high-interest reading materials. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 13: STUDENT ATTENDANCE		RATING: SATISFACTORY SCORE: 5
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>	Observations document that students sign-in upon their arrival at the program each day. Teacher interviews document that they submit daily student attendance to the director of education. Absences and tardies are reported to the school district guidance department 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>	Each morning, the operations secretary or the student advisor calls parents of students who do not report to school and notifies the juvenile justice officers (JPOs) of their absence. During evening hours, the student advisor calls the parents to report absences and to inquire whether assistance is needed to ensure that students attend school. Strategies to encourage student attendance include perfect attendance lunches and trips to local restaurants. Students' rank promotions are affected by their attendance. During this review, daily attendance averaged 40 students of the 57 students enrolled.
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 implement effective efforts to maintain student attendance by surveying students' attendance motivation frequently and utilizing the results in the existing plan of action for nonattending students. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
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 its self-report in a timely manner.
<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 is assigned an individual school number and accurately reports all student data required in this benchmark, as documented in all six closed files reviewed. Three of six MIS screens reviewed document that the BASI entry/exit standard scores and growth scale values are reported in the MIS. The program documents that five students earned standard diplomas and seven students earned their General Educational Development (GED) diplomas this year.
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 61% for reading and 63% 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 type="checkbox"/> <i>PASS</i> <input checked="" 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 an instructional coach once a week to support all teachers and to model best practices in the classroom. However, a reading coach is needed to assist the program with progress monitoring, as required in the school district comprehensive reading plan. The contract manager and the education director conduct weekly and bimonthly walk-throughs in all classrooms, as documented in logs and teacher evaluations. The school district comprehensive reading plan has an ongoing training plan that includes Reading Leadership Teams (RLT) to begin conducting reading walks at each school.
14.5 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager provides appropriate oversight and assistance to the educational program via biweekly visits and conducts mock quality assurance (QA) reviews. The contract manager documents an annual evaluation of the educational program and shares the findings with the program administrators and staff. The contract manager also maintains meeting minutes, agendas, and sign-in documents and communicates via ongoing e-mails and telephone calls to promote collaboration.
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>	Interviews with the contract manager and program administrators document that all contractual and cooperative agreements are being honored. Quarterly educational expenditure reports document that the facility executive director and the school district finance department monitor the program's educational expenditures.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program receives support services from an instructional coach weekly to model best practices in the classroom to all of the teachers. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district management information system (MIS) department should work with the program to ensure that its statewide assessment participation data are accurately reported to the Department of Education (DOE). • The school district should ensure that a reading coach is available to assist the program with progress monitoring, as required in the school district comprehensive reading plan. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • During this QA review, the contract manager reported that the Hallandale Adult Community Center (HACC) will no longer provide school district support services to the program after July 1, when the Whiddon-Rogers Education Center will begin providing these services. • The executive director for FOSI documents that the Associated Marine Institutes, Inc. (AMI) has changed the program's capacity from 66 to 55 students. The student population is over capacity by two students; however, a review of attendance reports document weekly changes in student population. 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	