

## 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)				
<b>School Name (MSID)</b>	HOPE SCHOOL	<b>School #</b> 03-0605	<b>Security Level</b>	Moderate Risk
<b>Program Name</b>	Helping Ourselves Progress Effectively (Hope)	<b>School District</b> Bay	<b>Career Type</b>	2
<b>Address</b>	11617 Van Doren Lane Fountain, FL 32438	<b>County</b> Bay	<b>ESE Service Delivery</b>	Support Facilitation Other
<b>Education Provider</b>	Universal Health Services (For-Profit)	<b>Capacity</b> 32	<b>Diplomas by:</b>	None
<b>Facility Provider</b>	Universal Health Services (For-Profit)	<b>Population</b> Female		
		<b>Head Count</b> 29	<b>Program</b>	All #03-0531
		<b>SD Registered</b> 29	<b>Other School in SD</b>	None
		<b>HSD/GED</b> 0	<b>Students' Home/Zoned Schools</b>	None
		<b>DJJ Committed</b> 29		
		<b>Max Ratio (Student: Teacher)</b> 10:1		
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Students who have reading deficiencies</b>	18
		<b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
<b>SD Contract Manager</b>	Anna Prevost	<b>Phone</b> (850) 872-4317	<b>E-mail</b> <i>prevoal@bay.k12.fl.us</i>	
		<b>Fax</b> (850) 872-7394		
<b>Other SD Contact</b>	Anne Martin	<b>Phone</b> (850) 872-4706 x119	<b>E-mail</b> <i>martila@bay.k12.fl.us</i>	
		<b>Fax</b> (850) 872-7394		
<b>Lead Educator</b>	Jackie Barton	<b>Phone</b> (850) 722-6117x108	<b>E-mail</b> <i>bartoj@bay.k12.fl.us</i>	
		<b>Fax</b> (850) 722-9559		
<b>Facility Director</b>	Linda Ellis	<b>Phone</b> (850) 722-6117 x100	<b>E-mail</b> <i>Linda.Ewardsellis@UHSINC.com</i>	
		<b>Fax</b> (850) 722-9559		
<b>SD Transition Contact</b>	Anne Martin	<b>Phone</b> (850) 872-4706 x119	<b>E-mail</b> <i>martila@bay.k12.fl.us</i>	
		<b>Fax</b> (850) 872-7394		
<b>QA Reviewer</b> Sally Hugo Elizabeth Forsyth		<b>E-mail</b> <i>shugo@fsu.edu</i> <i>eforsyth@fsu.edu</i>		<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC
<b>Review Dates</b> October 22-24, 2008		<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

# JJEEP QA REVIEW METHODS

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

<b>Pre-Review Contacts and Self-Report Verification</b> <input type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Paraprofessional, Regional Program Supervisor	3 Teachers 1 Teacher Aides 1 Guidance Staff 8 Students
<b>Document Review</b>	<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 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 type="checkbox"/> Others:
<b>On-site Observations</b>	3 Classrooms                      0 Treatment Team Meetings                      Others: None			

## QA Rating Scale

### ***Superior Performance – Rating of 7, 8, or 9***

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

### ***Satisfactory Performance – Rating of 4, 5, or 6***

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

### ***Partial Performance – Rating of 1, 2, or 3***

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

### ***Nonperformance – Rating of 0***

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

## SUMMARY

Helping Ourselves Progress Effectively (HOPE) is located in a rural setting and offers an intensive mental health program for females ages 12-18, who have a mental health diagnosis and a history of sexual trauma. The school district provides a competency-based curriculum that includes career and employability skills education. The program, the facility, and the school district staff communicate on a frequent basis to provide a comprehensive program that meets the students' needs.

The program improved overall from last year's quality assurance (QA) review and received satisfactory ratings in every area, except reading. The program failed Benchmark 1.4 (exit packet transmittal) and Benchmark 12.1 (adequate number of personnel) for the second consecutive year. The program continues to struggle because the lead educator also has a full-time teaching load.

**Progress toward correcting deficiencies identified in last year's CAP:** The program corrected all deficiencies identified in last year's CAP related to 300 minutes of daily instruction, qualified substitutes, adequate classroom space and instructional materials, and access to the Florida Virtual School (FLVS).

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

## QA TRENDS: HOPE

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **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	7	5.44	On-Site Transition Services	3	4.94	On-Site Transition Services	4
Testing & Assessment	5	4.73	Testing & Assessment	4	5.73	Testing & Assessment	5
Student Planning	4	4.65	Student Planning	4	4.18	Student Planning	4
			Community Reintegration	5	5.60	Community Reintegration	5
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.33</b>	<b>4.94</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.25</b>	<b>5.13</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.50</b>
Academic Curriculum & Instruction	4	5.45	Academic Curriculum & Instruction	4	4.94	Academic Curriculum & Instruction	5
Reading Curriculum & Instruction	0	4.51	Reading Curriculum & Instruction	4	4.52	Reading Curriculum & Instruction	3
Employability & Career Curriculum & Instruction	7	5.63	Employability & Career Curriculum & Instruction	5	6.05	Employability & Career Curriculum & Instruction	5
ESE & Related Services	5	5.37	ESE & Related Services	4	5.45	Specially Designed Instruction & Related Services	5
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.00</b>	<b>5.34</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.25</b>	<b>5.27</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>
Collaboration	5	5.49	Collaboration	2	5.69	Collaboration	6
Educational Personnel Qualifications	4	4.86	Educational Personnel Qualifications	5	5.00	Educational Personnel Qualifications	4
Professional Development & Teacher Retention	4	5.40	Professional Development & Teacher Retention	4	5.46	Professional Development & Teacher Retention	5
Learning Environment & Resources	3	5.00	Learning Environment & Resources	3	5.53	Learning Environment & Resources	5
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.00</b>	<b>5.39</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>3.50</b>	<b>5.50</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.00</b>
<b>OVERALL AVERAGE</b>	<b>4.36</b>	<b>5.25</b>	<b>OVERALL AVERAGE</b>	<b>4.00</b>	<b>5.31</b>	<b>OVERALL AVERAGE</b>	<b>4.67</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>2.00</b>	<b>3.87</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>4.82</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED

Attendance File 2  
Dropout Prevention File 54

**TOTAL** 55  
(Unduplicated)

GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	0	0	12 & under	4	7	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	3	5
Female	55	100	13	9	16	6	1	2	Emotional/Behavioral Disabilities	9	16
<b>RACE</b>	<b>#</b>	<b>%</b>	14	16	29	7	4	7	Specific Learning Disabled	6	11
White (NH)	32	58	15	12	22	8	10	18	Autism Spectrum Disorder	0	0
Black (NH)	18	33	16	10	18	9	18	33	Speech/Language Impaired	0	0
Hispanic	5	9	17	4	7	10	15	27	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	0	0	18	0	0	11	5	9	Gifted	0	0
			19 & above	0	0	12	2	4	Traumatic Brain Injured	0	0
<b>FCAT PARTICIPATION</b>	<b>#</b>	<b>%</b>				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	25	93	<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>				Other Health Impaired	1	2
2006-07 Math	25	93	Standard *	3	5				<b>TOTAL ESE</b>	<b>19</b>	<b>35</b>
2007-08 Reading	19	95	GED	0	0	<b>LEP STUDENTS</b>	<b>#</b>	<b>%</b>			
2007-08 Math	19	95	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

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 4</b>
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator requests "out-of-county" students' records in a timely manner via fax, as documented in all 10 current files reviewed. Interviews and files reviewed document that the lead educator develops students' course schedules and enrolls students in appropriate courses based on past records, entry assessment scores, and FCAT results for student progression and reading remediation, as needed.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator meets with students at entry to provide guidance in all the areas noted in this benchmark, except for the major areas of interest. However, guidance services are not documented. Guidance request forms are available to students in the classrooms. All five high school students interviewed are aware of their credits earned and diploma options.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Five of six closed files reviewed document that the lead educator participates in transition and exit staffings conducted 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 <b>prior</b> 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>	The lead educator compiles students' educational exit packets and hand delivers the sealed packets to the parents or the students at exit and maintains a copy in students' files; she does not document transmittal to the transition contacts in the receiving school districts prior to students' exit. Exit packets in the six closed files reviewed contain all of the required components except for cumulative transcripts for the out-of-county students.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should document all guidance services provided to the students.</li> <li>• The program should ensure that all files document participation of the lead educator in exit staffings.</li> <li>• The program should document the transmittal of students' educational exit packets to the transition contacts in the receiving school districts prior to students' exit.</li> <li>• The program should ensure that cumulative transcripts are included in all students' exit packets.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 2: TESTING and ASSESSMENT</b>		<b>RATING: SATISFACTORY SCORE: 5</b>
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the lead educator or the teachers appropriately administer the BASI to students within the required time frame. Additional tests administered at entry include the Learning Styles Inventory, a writing assessment, and the Florida Oral Reading Fluency (FORF) probe.
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	Nine of 10 current files reviewed document that the lead educator or the teachers administer the Choices Interest Profiler to students within the required time frame; one file documents that the assessment was administered late. Career results are used to enhance instruction, as documented in teacher interviews. The lead educator or the teachers also administer the Occupational Interest assessment.
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	Four of six closed files reviewed document that the lead educator or the teachers administer the BASI to each student prior to her exit and reports the entry/exit BASI growth scale values to the school district transition coordinator for MIS reporting. One file does not contain an exit BASI because the student withdrew unexpectedly, and one file does not contain an exit BASI or document an explanation.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides additional assessments to students at entry.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that career assessments are administered to all students within the required time frame.</li> <li>The program should administer an exit assessment to all exiting students.</li> <li>The program should report students' BASI standard scores and growth scale values to the school district.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 3: STUDENT PLANNING</b>		<b>RATING: SATISFACTORY SCORE: 4</b>
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator develops IAPs for all non-ESE students within the required time frame. All six IAPs reviewed document that IAPs contain the required components and are discussed and signed by the students.
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	The therapist, the case manager, the youth worker, the nurse, the teachers, and the parents meet with the students during treatment team meetings to review their IAPs, as documented in three of six non-ESE files reviewed. Three IAPs reviewed document via dated signatures review and revision, as needed. The remaining three files document that the students have not been in the program long enough for IAP review. Five of six students interviewed stated that they are aware of their IAPs but did not have input into 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 lead educator and the school district liaison develop appropriate IEPs that include measurable goals and objectives, as documented on all four IEPs reviewed.
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>	Interviews document that the lead educator creates and mails IEP progress reports to the parents at reporting time every four weeks. Copies of the IEP progress reports are maintained in students' files but do not document the dates the reports are mailed to the parents.
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 checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator is responsible for helping eligible middle school students develop ePEPs based on their aspirations and goals for post-secondary education and careers. At the time of this review, the lead educator had not received the appropriate training; consequently, no middle school students have used FACTS.org or have begun to develop their ePEPs.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that students have input into the development of their individual academic plans (IAPs).</li> <li>• The program should document the dates when IEP progress reports are mailed home to the parents.</li> <li>• The program should ensure that all eligible middle grade students develop ePEPs.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager invites via letter and telephone calls participation in students' transition meetings from the program director, the aftercare providers, the juvenile probation officers (JPOs), the lead educator, the therapist, the clinical supervisor, the students, and the parents. Five of six closed files reviewed document signatures of the participants and collaboration with outside agencies. One file documents an unexpected student withdrawal.
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 lead educator develops students' educational exit transition plans in meetings 60 and 14 days prior to their departure. Five of six closed files reviewed contain exit plans that include all of the required information; one file does not contain an exit plan because the student withdrew unexpectedly.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator does not contact the transition contacts in the receiving school districts prior to students' exit. Interviews document that the students, the parents, and outside agencies (if appropriate) are responsible for assisting with students' transition to their receiving schools.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should notify the transition contacts in students' receiving school districts at least one week prior to students' scheduled release from the program.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION</b>		<b>SCORE: SATISFACTORY</b> <b>RATING: 5</b>
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all of the required diploma options, and the lead educator advises students regarding each option. Diplomas are reported under the New Horizon Learning Center (school number 0531). The program assists students with GED preparation and test taking. This past year, two students received their high school diplomas.
<u>5.2</u> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Florida Course Codes, course descriptions, and the FSSS. Observations and interviews document that the students receive instruction for the courses in which they are enrolled.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator groups students according to their dorm assignments. The teachers develop a competency-based curriculum for all students based on their individual needs and the FSSS. Documented teaching strategies include computer-assisted instruction (CAI), one-on-one assistance, Internet research, and independent assignments. Direct instruction was not observed during this review and is not provided as a common instructional strategy. Observations document that students are assigned work to complete via the computer, worksheets, or textbooks and that the teachers primarily assist students one-on-one in the classroom. Two of eight students interviewed stated that they receive individualized instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that teachers provide a variety of instructional strategies and techniques to address all students' learning styles.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 6: READING CURRICULUM and INSTRUCTION**

**RATING: PARTIAL**  
**SCORE: 3**

The program provides reading instruction and services through:

<p><b>6.1</b> 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>	<p><input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>The reading teacher follows the school district comprehensive reading plan and uses the school district’s supplemental programs in tandem to provide a comprehensive intervention reading curriculum that addresses all five construct areas. The Florida Oral Reading Fluency (FORF) placement test is administered to place students on the appropriate reading levels for individualized instruction in the various curricula, as documented in the printed reports. Interviews document that the reading teacher provides reading instruction that addresses students’ IAP/IEP reading goals and objectives. According to the school district comprehensive reading plan, students who require intensive reading are enrolled in two consecutive periods of reading intervention; classroom observations document that these students read independently and work on the computerized reading program. Explicit and direct reading instruction did not occur during any of the three classroom observations during this review, and an interview with the teacher documents that direct instruction is not provided.</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>	<p><input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>The reading teacher monitors students’ reading progress quarterly via the FORF probe and the Maze test, as outlined in the school district comprehensive reading plan. The paraprofessional reports progress monitoring data to the DOE quarterly through the Progress Monitoring and Reporting Network (PMRN), as documented via the network printouts.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<p><input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>Students have opportunities for leisure reading only on Friday afternoons and after school, according to all eight students interviewed. The two academic classrooms have a variety of literature for students to read. Students are involved in enrichment activities such as whole class novel reading with discussion, newspaper activities, projects based on books, “unjournaling,” and sustained silent reading.</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>	<p><input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>An interview with the reading teacher documents that she administers the Diagnostic Assessment of Reading, Second Edition (DAR-2), which addresses the five construct of reading, to students who are not progressing in reading. The lead educator uses the results to modify students’ initial reading goals, objectives, and remedial strategies, as needed.</p>

**RATING JUSTIFICATION**

The intent of the indicator is not being met.

**COMMENDATIONS**

- None

**RECOMMENDATIONS**

- The program should ensure that the reading teacher provides explicit and direct reading instruction.
- The program should ensure that it provides additional opportunities for leisure reading.

**DEFICIENCIES REQUIRING A CAP**

- None

**INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION**

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

**Type 1 programs** 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program addresses employability, social, and life skills in the vocational employability skills for youth and career planning, the work experience, and the personal, career, and school development (PCSD) courses offered for credit. All students are enrolled in one of these courses during their stay at the program. The curriculum includes textbooks such as the Occupational Handbook, Life-Centered Career Education, and Janus Life Skills, in addition to guest speakers, career encyclopedias, assistance from the Bay County Extension office, and the Zero Net Center Web site.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides two approved career and education planning courses PCSD and career planning, and vocational employability skills for youth and career planning, that cover the 30 competencies in grades 7 or 8; courses include career exploration opportunities and resources, as documented in classroom observations and interviews.
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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The career/technical teacher provides students with individualized work assignments, as documented in lesson plans and completed assignments. Because a substitute teacher was at the program during this review, no individualized instruction was observed. Student interviews document that all career course work is in the form of assigned lessons.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides students, who have received a high school diploma or the equivalent, distance education courses through Gulf Coast Community College and opportunities to participate in the career courses. Currently, no high school graduates attend the program.

**Type 2 programs** 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students are provided with a broad scope of career exploration and prerequisite skill training through guest speakers, Internet searches, master gardener training, and kitchen duty. Students may earn certificates through The University of Florida Extension Services for master gardener certification, and through the local health department for food preparation certification.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides appropriate career/technical instruction in courses offered for credit, as noted in Benchmarks 7.1 and 7.2.

**Type 3 programs** 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"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	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"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 2 career education program.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides opportunities for students to earn certificates in gardening and food preparation.</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should provide individualized instruction and a variety of instructional strategies for career exploration.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator faxes schools to request IEPs for incoming special education students, as documented on all four ESE files reviewed. The lead educator and the school district liaison develop appropriate course schedules. The lead educator verifies students' required ESE services and informs the teachers, as documented in interviews.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator reviews current IEPs for students with disabilities and EPs for gifted students to determine whether they are appropriate and can be implemented as written, as documented in all four files reviewed.
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		Four IEPs reviewed document that the lead educator convenes IEP staffings or follows other procedures to amend students' plans in a timely manner, as needed.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		The lead educator telephones parents and mails parent participation forms to encourage their input in IEP/EP meetings. All four ESE files reviewed document that the lead educator mails copies of IEPs/EPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		The lead educator writes transition statements for the students who are 14-15 years old and transition plans for students 16 years or older, as documented in four IEPs reviewed.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		All four IEPs reviewed document that the school district liaison serves as the program's LEA representative and attends IEP meetings with all the other required team members.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students who are on the special diploma track are served via support facilitation provided by the lead educator. No student is currently in need of support facilitation; however, because the lead educator is a full-time teacher, she must arrange for a substitute teacher to cover her class when she provides support facilitation to appropriate students. The school district provides an itinerant speech and language teacher as needed, but no current students require these services. The lead educator provides teachers with consultation services once a week, as documented in the ESE files reviewed.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, Section 504, and gifted services, as needed.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that an additional exceptional student education (ESE) teacher provides support facilitation instead of the lead educator/ESE teacher, who has a full-time teaching load.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides 300 minutes of daily instruction and 10- 15 minutes between double class periods. Students transition between classes and during breaks in a timely manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document weekly management and monthly advisory meetings. The lead educator, the teachers, the facility staff, the mental health specialist, and the case manager meet with the students monthly for treatment team meetings, as documented in treatment team notes. IEP meetings are held as needed with the ESE teacher and the ESE students, and community advisory board meetings are held every month. School district personnel and the lead educator communicate on a daily basis, as documented in interviews.
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 facility manager, the lead educator, and the liaison solicit varied community involvement that focuses on educational and transitional activities, as documented in a binder and on log sheets. Students have participated in service projects such as helping out in the local library. Students were not provided opportunities to go on field trips during the past year due to student behavior and security levels. Guest speakers have met with students to talk about health, HIV/AIDS prevention, religion, and gang awareness. The program also documents several volunteers from the University of Florida Extension Services and the local health department.
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 students interviewed stated that they understand the behavioral rules and feel that they are fairly enforced. Students observed during this review were quiet, pleasant, helpful, and on task.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SATISFACTORY SCORE: 4</b>
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has one core academic teacher, who has professional certification, and one new teacher, who has a valid statement of eligibility. Students' course schedules and teacher certifications for the year document that all courses are taught by teachers in their areas of certification. One teacher has exceptional student education (ESE) certification, and the reading teacher documents completion of five reading competencies. The previous teacher at the program has professional 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The career/technical teacher did not provide documentation of application for a statement of eligibility.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> <li>• The program should ensure that the reading teacher completes the reading endorsement.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SATISFACTORY SCORE: 5</b>
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All three teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The two new teachers are in the school district beginning teacher program, as documented in interviews.
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	The lead educator receives continual training from a variety of sources such as the Juvenile Justice Education Institute (JJEI), the Department of Juvenile Justice (DJJ), the DOE, Beacon online courses, the facility, and the school district. Training topics include Florida Comprehensive Achievement Test (FCAT), reading, Nova Net, and Success Maker. The two new teachers are in the beginning teacher program and recently completed coursework for certification; they do not document additional training this past year.
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	To retain teachers, the program offers annual pay raises, job training, vacation and holidays, planning days, sick days, optional health insurance, and retirement benefits. The program recruits teachers through its corporate Web site, the school district, job fairs, and local newspapers. Two of the three teachers are new this year.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that all teachers attend content area and professional development trainings.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program does not have an adequate number of personnel. The program has three teachers, one of whom serves as the career teacher, and two paraprofessionals. The lead educator is also a full-time classroom teacher and must enlist a substitute teacher to cover her classes so that she can provide exceptional student education (ESE) support facilitation, as needed. The average class size is nine 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 Parallel Alternative Strategies for Students (PASS) books for appropriate students. The two academic classrooms contain high-interest reading materials. Six of eight students interviewed stated that they have an adequate number of interesting books to read but would like to see a greater variety of books.
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 sufficient media materials such as TVs/VCRs, overhead projectors, printers, and six computers in each room. The program documents very little science equipment. The career/technical classroom is the multipurpose room and has limited media materials. The program has Choices, FCAT Explorer, Success Maker, Nova Net, Carman San Diego Word Detective, math, and science software programs.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The environment is conducive to learning. Both academic classrooms display behavioral rules, educational posters, and students' projects. Classrooms are small, but clean and well lit. Additional classroom space is available in the multipurpose room that is currently used for the career and P.E. classes. Observations document that the paraprofessional and the substitute teacher converse loudly in the classroom.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students have access to the FLVS as appropriate, but none is currently enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program receives Title I, Part D funds to pay for computer curricula, classroom supplies, two paraprofessionals, and a transition specialist. The program has community partnerships with the University of Florida Extension Office, which assists the program with growing a vegetable garden on campus; a local Baptist church; the Sheriff's office; Freedom 180; the health and fire departments; and a local florist. The program does not document any grants or scholarships in addition to Title I.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has a business partnership with the University of Florida Extension Office which assists the program with growing a vegetable garden on the campus.</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should provide the lead educator time in the daily schedule to perform administrative duties.</li> <li>The program should ensure that classrooms maintain a quiet working atmosphere.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
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.
<b>13.2</b> 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 documents in all six closed files and MIS printouts reviewed that all student data required in this benchmark are accurately reported in the MIS, including students' BASI standard scores and growth scale values.
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>	Teachers record student attendance daily and provide it to the lead educator, who faxes it monthly to the school district clerk. Weekly printouts document accurate reporting of student attendance in the MIS.
13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's 2007-2008 statewide participation rates for both reading and math were 95%.
13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the approved school district comprehensive reading plan and receives the support services identified in the plan, such as visits from the reading coach and professional trainings.
<b>13.6</b> 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 school district education liaison serves as the contract manager and provides assistance to the program; however, additional oversight is needed in the area of explicit reading instruction. Sign-in logs document that school district staff visit the program at least once a month to conduct walk-throughs and ensure that the quality assurance (QA) standards are followed. The school district provides support services via two paraprofessionals and the education program liaison. The contract manager stated in an interview that she conducts annual evaluations via mock QA reviews and a mid-year review, as documented in the evaluation reports reviewed.
13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved contract with the school district and the facility and a cooperative agreement with the school district and the DJJ. All key personnel interviewed and a review of the documents verify that the terms are being followed. The school district contract manager monitors the quarterly expenditure reports and the Title I funds, as documented in the Title I budget form.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The school district contract manager provides much assistance to the program via monthly site visits and daily e-mails and/or telephone calls.</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The school district should ensure that the program provides direct reading instruction.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>