

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

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

RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)			
School Name (MSID)	IMPACT HALFWAY HOUSE	School # 16-0431 School District Duval County Duval	Security Level Moderate Risk Career Type 2 ESE Service Delivery Consultation
Program Name	Impact Halfway House	Capacity 25 Population Male	Diplomas by Program Special Standard
Address	940 Bridier Street Jacksonville, FL 32206	Head Count 24 SD Registered 24 HSD/GED 0 DJJ Committed 24	Other School in SD Florida Community College - JAX GED Exit Option GED
Education Provider	Duval County School District (School District)	Max Ratio (Student: Teacher) 12:1	Students' Home/Zoned Schools None
Facility Provider	Gateway Community Services, 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 13
SD Contract Manager	Marvin McQueen	Phone (904) 390-2053 Fax (904) 390-2137	E-mail <i>mcqueenm@duvalschools.org</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Mary Perret	Phone (904) 354-7545 Fax (904) 356-4219	E-mail <i>perretm@duvalschools.org</i>
Facility Director	Carlos Alvarez	Phone (904) 354-7545 Fax (904) 356-4219	E-mail <i>calvarez@gatewaycommunity.com</i>
SD Transition Contact	Richard Seymore	Phone (904) 390-2053 Fax (904) 390-2137	E-mail <i>seymorer@duvalschools.org</i>
QA Reviewer Melinda Edwards E-mail <i>medwards2@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	
Review Dates February 16-19, 2009		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Standards Coach	2 Teachers 1 Teacher Aides 1 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input type="checkbox"/> Private Provider Contract <input type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	2 Classrooms	0 Treatment Team Meetings	Others: Computer Lab Class	

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

Impact Halfway House provides educational and rehabilitation services to males ages 13-18. Gateway Community Services, Inc. provides custody care that includes treatment for behavior, mental health, and substance abuse. The educational program integrates social skills throughout the program.

The school district provides technology support, ongoing professional development training, and a standards coach to assist the teachers. The lead-educator has teaching and administrative duties. The school district, the educational program, and the facility staff work collaboratively to provide students with a variety of community involvement activities. The contract manager and the facility director communicate frequently concerning educational and behavioral issues and to make program improvements.

This year, the program received superior ratings for testing and assessment, academic curriculum and instruction, collaboration, professional development and teacher retention, and learning environment and resources. Areas of concern include on-site transition services and monitoring, accountability, and evaluation.

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

QA TRENDS: Impact Halfway House

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	5	5.44	On-Site Transition Services	5	4.94	On-Site Transition Services	2
Testing & Assessment	5	4.73	Testing & Assessment	6	5.73	Testing & Assessment	7
Student Planning	2	4.65	Student Planning	6	4.18	Student Planning	5
			Community Reintegration	5	5.60	Community Reintegration	5
STANDARD ONE: TRANSITION Standard Average	4.00	4.94	STANDARD ONE: TRANSITION Standard Average	5.50	5.13	STANDARD ONE: TRANSITION Standard Average	4.75
Academic Curriculum & Instruction	5	5.45	Academic Curriculum & Instruction	7	4.94	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	47	4.51	Reading Curriculum & Instruction	4	4.52	Reading Curriculum & Instruction	4
Employability & Career Curriculum & Instruction	6	5.63	Employability & Career Curriculum & Instruction	8	6.05	Employability & Career Curriculum & Instruction	5
ESE & Related Services	7	5.37	ESE & Related Services	6	5.45	Specially Designed Instruction & Related Services	5
STANDARD TWO: SERVICE DELIVERY Standard Average	6.25	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	6.25	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	5.25
Collaboration	5	5.49	Collaboration	7	5.69	Collaboration	7
Educational Personnel Qualifications	7	4.86	Educational Personnel Qualifications	5	5.00	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	5	5.40	Professional Development & Teacher Retention	7	5.46	Professional Development & Teacher Retention	7
Learning Environment & Resources	3	5.00	Learning Environment & Resources	7	5.53	Learning Environment & Resources	7
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.50	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75
OVERALL AVERAGE	5.18	5.25	OVERALL AVERAGE	6.08	5.31	OVERALL AVERAGE	5.58
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	2.00

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: PARTIAL SCORE: 2
The program has transition activities that include:		
<p>1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Interviews document that the school district guidance counselor reviews students' previous records and assessments to develop their course schedules and inputs enrollment data into the MIS. Students who score below Level 3 on the FCAT or two levels below grade placement on the Basic Achievement Skills Test (BASI) are placed in intensive reading classes. However, the BASI is not included in the school district comprehensive reading plan; the plan requires that the Scholastic Reading Inventory (SRI) and the Florida Oral Reading Fluency (FORF) probe and the Maze tests be administered to middle and high school students, respectively, if their FCAT scores are not available. Four of 10 current files reviewed document that the students are not enrolled in reading, as needed, and one file documents that a student, who does not have reading deficiencies is enrolled in intensive reading. One file does not have any records for determining whether enrollment is appropriate, and one file documents that the middle school student is not enrolled in social studies, as needed for student progression.</p>
<p>1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The teachers provide guidance services to students at entry in all the areas noted on this benchmark, as documented in all current files reviewed. However, the high school credit requirement sections on these guidance forms are blank, and none of the eight high school students interviewed knows how many high school credits he had earned. Four high school students interviewed know how many high school credits are needed for high school graduation. All high school students interviewed know their diploma selections. The facility, the guidance counselor, and the Department of Education (DOE) document different major areas of interest for the program, and none of the students interviewed is knowledgeable of major areas of interest.</p>
<p>1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The lead educator or the exceptional student education (ESE) teacher attends transition and exit staffings conducted 14 and 60 days prior to students' anticipated release dates, as documented by signatures in all closed files reviewed. Exit packets contain a page of teacher recommendations to assist students in their next educational placements.</p>
<p>1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The teacher assistant compiles students' exit packets and maintains a log documenting transmittal to the school district transition specialist. The transition specialist stated in an interview that he transmits the packets via hand delivery for "in-county" students and by mail for "out-of-county" students to students' next placements, but he does not document transmittal. The program also provides copies to the parents and maintains copies in students' files. Exit packets reviewed contain the required components, except for one packet that does not include a school district withdrawal form with grades in progress.</p>
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should review past transcripts and FCAT reading scores to determine appropriate course enrollment for student progression and reading remediation. • The program should ensure that middle school students are enrolled in social studies for student progression and in intensive reading, as needed. • The program should advise students regarding the credits they have earned. • The program should advise students regarding the major areas of interest offered at the program. • The program should document mailing students' exit packets to the transition contacts in the receiving school districts prior to their transition to "out-of-county" schools. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the teacher assistant administers the BASI and a learning styles inventory to students appropriately within the required time frame.
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the teacher assistant administers the Choices Interest Profiler to students appropriately within the required time frame. The program also administers the Workplace Readiness assessment and the Armed Services Vocational Aptitude Battery (ASVAB) to help determine students' career interests to guide individualized instruction. Career assessment results are used to enhance 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	All closed files reviewed document that the teacher assistant administers the BASI to students prior to their exit. The teacher assistant sends entry/exit BASI standard scores and growth scale values to the school district registrar for input into the MIS, as documented in a log.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers additional assessments to students at entry, including multiple career assessments and a learning styles inventory. 	
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: 5
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	All current files reviewed document that the program develops non-ESE students' IAPs within the required time frame that include all of the required components. All files reviewed contain a schedule for determining progress on a daily, weekly, monthly, and quarterly basis; therefore, it was difficult to determine how often they should be reviewed.
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	Observations, interviews, teachers' review notes with signatures, and all non-ESE current files reviewed document that the teachers review and revise students' IAPs monthly. The IAP template does not include space for revision of goals; consequently, revisions are made via handwritten notes at the top or along the side of the page. Three of six IAPs reviewed document one month when review/revision was not completed; one IAP does not document review for three months. Interviews document that none of the students assisted with the development of his IAP. All students interviewed stated that while their IAP progress is not discussed with them, the teachers do give warnings if they have incomplete work or are not progressing.

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) teacher develops IEPs that contain measurable goals and short-term objectives that directly relate to the students' identified needs as documented in 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE teacher creates IEP progress reports monthly, as documented in all four ESE files reviewed. The teacher assistant stated that she mails progress reports to the parents, but does not document the mailing dates.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	FACTS printouts in appropriate middle school students' files document the development of ePEPs based on the students' individual career and post-secondary goals. In an interview, the school district guidance counselor stated that the program creates ePEPs for all of the students.
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 identify only one type of schedule for determining progress on students' individual academic plans (IAPs). • The program should document that IEP progress reports are mailed to the parents as often as progress reports are sent home for all students. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SATISFACTORY SCORE: 5
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 the students, the parents, the juvenile probation officers (JPOs), the teachers, the transition specialist, and the program director to the transition meetings, as documented on forms in students' closed files. The transition specialist provides monthly follow-up visits to students at their schools post release, as documented in an interview and a log detailing the students' names, the dates, and the outcome of the visits.
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>	All six closed files reviewed contain educational exit transition plans developed in students' exit meetings held 14 and 60 days prior to their release. Exit plans contain all of the required information.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The transition specialist telephones transition contacts in the receiving schools at least one week prior to the students' exit, as documented in an interview. However, he was not able to provide documentation of these contacts.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> The transition specialist makes follow-up contacts with students post release.
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should document communication with the transition contacts in students' receiving school districts prior to students' exit.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SUPERIOR RATING: 7
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options and advises students regarding each option. The program assists students with GED preparation and test taking; students do not prepare for GED testing during the school day but may use the computer lab to practice for the GED exam after school hours. The school district furnishes practice materials and provides transportation to the testing site. This past year, one student received his GED diploma.
<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 program follows a 4 x 4 block schedule. At entry, students are placed into ESE or general education classrooms, then rotate to a different classroom the second day. As the class grows, students who have been in the program the longest move to the second teacher's homeroom to make room for new students. Lesson plans, student interviews, and classroom observations document that the teachers provide individualized instruction and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. Documented teaching strategies include whole group instruction, discussion, computer-assisted instruction (CAI), one-on-one assistance, peer assistance, science projects, independent assignments, small group instruction, integrated subjects for the content areas, and art activities integrated into the academic units.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents that the teachers use multiple teaching strategies. The program documents that the teachers integrate subject areas. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
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>	<p><input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i></p>	<p>The reading teacher implements the Jamestown Reading and the Great Source Reading and Writing Sourcebook curricula, as required in the school district comprehensive reading plan. Students' Basic Achievement Skills Inventory (BASI) scores determine their placement on appropriate reading levels, in intensive reading courses, and for individualized instruction, as documented in lesson plans and teacher interviews. However, the school district comprehensive reading plan requires that the Scholastic Reading Inventory (SRI) be administered to middle school students and the Florida Oral Reading Fluency (FORF) and the Maze tests be administered to high school students who do not have statewide assessment scores for placement in the reading curriculum. The program uses the Fast ForWord, PLATO, and Skills Bank technology-based programs, but does not use the computer-assisted instruction (CAI) programs required in the school district comprehensive reading plan. Supplemental materials include the Weekly Reader, the Scholastic Science Magazine, teacher-created materials, and novels, but these are not aligned with the school district comprehensive reading plan. The program uses Title I, Part D funds to provide a 12-week, 3-hour Saturday school to supplement reading instruction prior to FCAT testing. Classroom observations and interviews document that the reading teacher provides explicit reading instruction through a daily 90 minute reading block.</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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i></p>	<p>The reading teacher does not administer the FORF and the MAZE progress monitoring assessments required in the school district comprehensive reading plan or submit the data to the DOE. Instead, the program reviews results of students' ongoing assessments embedded in the Fast ForWord and Horizon curricula and via fluency probes. This was also addressed in last year's quality assurance (QA) review.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<p><input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i></p>	<p>Students have opportunities for leisure reading during the school day according to student and teacher interviews. Directed and independent literacy activities include sustained silent reading, News in Education exercises, and novel reading. The students created the Impact Book Club with membership by invitation only. A local librarian assists the club by locating books, taking the students to the library, guiding them through comprehension activities, and helping them create books and other creative writing projects. She also escorts them to the public library to view the movie versions of books they read to compare/contrast events in the two versions. Another librarian brings books for the students to read one half day every other week. The librarian, the teachers, and facility staff also provide books that the students request.</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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i></p>	<p>The school district comprehensive reading plan requires that the Read 180 assessments (for middle school students) and the FORF and Maze tests (for high school students) be administered to students who are not progressing in reading based on progress monitoring data. However, the program uses students' BASI and FCAT scores to modify students' initial reading goals, objectives, and remedial strategies.</p>

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<p>The program conducts Saturday school to assist students with statewide assessment preparation.</p> <ul style="list-style-type: none"> • The program provides literacy activities such as a book club.
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should use the technology components in the reading curricula outlined in the school district comprehensive reading plan. • The program should conduct progress monitoring as outlined in the school district comprehensive reading plan and report the results to the Department of Education (DOE), as required. • The program should administer the diagnostic reading assessment required in the school district comprehensive reading plan.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 5
<i>Type 1 programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Employability, social, and life skills are taught year-round in the personal, career, and school development (PCSD) course offered for credit. The curriculum includes Choices, Career Choices (texts and workbooks), and Possibilities, is based on state and school board standards, and follows the course description. Observations and interviews document that the program also integrates employability, social, and life skills instruction into other classes offered for credit.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The PCSD course in grades 7 and 8 provides students with resources and opportunities to explore careers; however, four middle school students are not enrolled appropriately in career and education planning courses, including two 8th graders who need the course for promotion to high school.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Student interviews, lesson plans, and classroom observations document that students receive a variety of instructional strategies and individualized instruction. Students conduct career research and exploration, complete job applications, create resumes, practice interviewing skills, and create projects on chosen careers.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	No high school graduates are currently enrolled.

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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides students a broad scope of career exploration and prerequisite skill training via field trips, guest speakers, individual research, career days, discussions, hands-on experiences, and special events. The facility staff and the teachers solicit various speakers and business representatives from the community to provide students with a multitude of career/technical opportunities, as documented via sign-in sheets, photographs in a binder, and interviews. Guest speakers this past year have addressed education required for specific careers, military recruiters, and various job skills required training. Some represented careers related to fire and rescue services, truck driving, culinary expertise, emergency medical technicians (EMTs), construction, manufacturing, the automotive industry, and Web design.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers appropriate instruction and courses for credit that follow course descriptions or career education requirements.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides all students with a broad scope of career exploration through field trips, guest speakers, and a scheduled career day that introduces students to a wide variety of careers via hands-on experiences. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that middle school students are appropriately enrolled in a career education planning course for student progression. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SATISFACTORY SCORE: 5
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 teacher assistant identifies students who need ESE services and notifies the ESE teacher, who requests records as needed to initiate the ESE process.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE teacher reviews students' previous IEPs/EPs to determine whether they are appropriate as written. All ESE files reviewed document IEP review and development of IEPs for new students.
<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 		All four ESE files reviewed document that the IEP/EP meetings are held as soon as possible.

<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		The exceptional student education (ESE) teacher telephones parents and mails parent participation forms to encourage their input in ESE meetings. All four ESE files reviewed document that the ESE teacher mails copies of IEPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		The ESE teacher writes transition statements for students who are 14-15 years old and transition plans for students who are 16 or older.
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		All IEPs reviewed document that the school district ESE test coordinator 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"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews, observations, and logs document that students receive the services outlined in their IEPs/EPs, except one student does not receive vocabulary strategies via a co-teaching model, as outlined in his IEP. The teachers have copies of the IEPs/EPs and know the services, accommodations, and/or modifications that each student requires. ESE students are served via inclusion; the ESE teacher provides consultative services to the reading teacher but does not maintain a consultation log. Students who are on the special diploma track are not served via an appropriate model: support facilitation, co-teaching, or self-contained classroom. The school district provides an itinerant speech/language teacher as needed, but no current students require this service.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The school district provides ELL, Section 504, gifted, and educational psychological services, as needed. The facility provides physical and mental health services.
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 provide the services stated on students' IEPs/EPs or amend/rewrite the plans to align them with services the students need. The program should provide an appropriate model to serve students who are on the special diploma track. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 7
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The bell schedule and observations document that the program provides 360 minutes of instruction. Students were observed transitioning in an orderly and timely manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and sign-in logs document weekly treatment team meetings, monthly faculty meetings, full faculty meetings (when determined necessary by the principal), and bimonthly meetings with the educational and the facility staff. Interviews and records document that the contract manager and the standards coach visit weekly; they conduct walk-throughs and discuss their observations with the teachers. The community advisory board only met once this past year.

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 educational and the facility staff solicit varied community involvement, as documented on a sign-in sheet, in a binder, and via photographs and interviews with students, teachers, and administrators. The program provides numerous educational and social opportunities. During career day, students may participate in hands-on experiences, one-on-one discussions, and presentations by guest speakers. Students have participated in a variety of field trips including a trip to Tallahassee for a guided tour of the state capitol, the City of Bethlehem, a job fair, St. Augustine historical sites, movies, the library, universities, museums, the planetarium, and many more. Additionally, guest speakers have talked to the students about health, sex education, personal motivation, HIV/AIDS prevention, careers, education, military recruiters, and other areas.
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 and that the educational staff has strong support from the facility staff. The detailed behavioral plan is based on a point and level system that includes weekly progress reports, participation in Conversation Help Activity Movement Participation (CHAMPS), opportunities for additional counseling sessions, and rewards such as student choice time, art projects, educational games, and field trips. All eight students interviewed stated that they understand the behavioral rules, and all but two feel that the rules are equitably enforced. Student behavior observed during this review was appropriate.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides more daily class time than the required 300 minutes. • The program hosts career days to enhance career exploration. • The program provides students with opportunities for educational and social field trips to enhance their personal growth. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that the community advisory board meets more frequently. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 6
All instructional personnel:		
<u>10.1</u> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's two core academic teachers have professional certification. Both teach in their certification areas, and one teaches in other areas as well. One teacher has ESE certification, one has the middle grades endorsement, and the reading teacher is working toward the reading endorsement.
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 non-certified 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 professionally certified teachers also teach the noncore academic courses.
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 assist the teachers in obtaining professional certification in all the subjects they teach. • The program should ensure that the reading teacher completes the competencies for reading endorsement. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Both teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The school district provides a beginning teacher program but it does not apply to the current teachers.
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	Interviews and records document that the teachers receive continual training from a variety of sources such as the Department of Juvenile Justice (DJJ), the school district, the facility, and the Florida Diagnostic and Learning Resources System (FDLRS). Documented training received this past year included content area skills in Professional Learning Communities, Fast ForWord, Writing Across the Curriculum, Tools for Inclusion, Secondary Transition Compliance, Economics: "It's a Wonderful Life," an Evening with the Feds, and Conversation Help Activity Movement Participation (CHAMPS).
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program recruits teachers through transfer requests from school district teachers and job fairs. The contract manager stated in an interview that teacher turnover is quite low as both teachers have been at the program for over three years. To retain teachers, the program offers additional pay for teaching year-round and at Saturday school, job training, planning days, health benefits, leave and holiday pay, and half-day professional development days biweekly.

RATING JUSTIFICATION The intent of the indicator is being exceeded.

- COMMENDATIONS**
- The program documents that the teachers attend a variety of professional development trainings.
 - The program documents that teachers participate in Professional Learning Communities.

RECOMMENDATIONS • None

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES

RATING: SUPERIOR
SCORE: 7

The program's educational environment and resources include:

12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has two academic teachers and one teacher assistant. The lead educator also has classroom duties. The average class size is 12 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 sufficient educational supplies and 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) texts and low-level books for appropriate students. Both classrooms contain a variety of high-interest reading materials. Three of eight students interviewed stated that the books available do not interest them; they would like more books about sports, adventure, and action.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Classrooms have TVs/VCRs, educational videos/DVDs, software, and a computer for every student. The program also has a computer lab in which students use the Fast ForWord program; one of the six computers is currently inoperable. Other technology-based programs include PLATO and My Skills.

12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning. Both classrooms display behavioral rules, educational and motivational posters, student projects, and work samples. Classrooms are small, but the space is arranged well for the number of students. The teachers also use the computer lab and the multipurpose room for instruction. The hallways are decorated with students' artwork.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS for instructional purposes. The teachers document that one student, who is enrolled in the FLVS, completes the course work on a facility staff computer because students do not have Internet access in the classrooms.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title I, Part D funds to purchase computers, pay for a transition specialist, and fund the newly created juvenile prevention specialist position. The program documents community partnerships with Publix, the Jacksonville Public Library, Winn Dixie, the Duval County Health Department, the Jacksonville Jaguars, and the Jacksonville Urban League. The program has successfully acquired donated computers for implementation of the Fast ForWord program in a computer lab and received a grant from the Department of Juvenile Justice (DJJ) to provide an artist in residence.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides a computer for each student. • The program documents that the teachers obtained donated computers to create a computer lab. • The program has an artist in residence who is funded by a grant. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should survey students about their personal reading choices and obtain books based on the findings. • The program should ensure that all computers are operable. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: PARTIAL SCORE: 2
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; however, some information was not provided or is incorrect.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. Some of the data reported to the school district is not entered accurately. Three of the six closed files and MIS printouts reviewed do not document entry or exit Basic Achievement Skills Inventory (BASI) scores; three printouts document only the entry scores, one of which reports only the standard scores. One closed file documents that students' exit BASI scores were entered into the MIS five weeks after they were submitted. Three of six transcripts reviewed also document a discrepancy in the number of credits earned; these students have earned credits that are not recorded on their cumulative transcripts.
13.3 The program maintains accurate daily student attendance records in the MIS	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and attendance reports document that all students are considered present unless they are in court. Students are not marked absent when they are sick or not in class.
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 were 100% for both reading and math.

<p>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)</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program is included in the school district comprehensive reading plan approved by Just Read! Florida and receives the services of a standards coach, who assists the teachers in all subject areas. The comprehensive reading plan requires that reading leadership teams hold regular meetings with the principal and reading coach to review students' performance data and conduct classroom walk-throughs to ensure fidelity of the reading plan implementation. The standards coach stated that she conducts weekly walk-throughs in all classes. However, documentation provided includes a monitoring schedule of her planned visits but no documentation of walk-throughs, fidelity checks, or leadership team meetings. The school district provides computers and software to support the reading curriculum, as documented in the self-report.</p>
<p>13.6 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager serves as the principal and provides sufficient oversight and assistance to the program through weekly site visits, walk-throughs, and ongoing communication by telephone and e-mail. Sign-in logs document frequent visits by school district support staff such as a guidance counselor, a standards coach, a local education agency (LEA) representative, and a transition specialist. However, the school district does not provide exceptional student education (ESE) support facilitation or assistance in the enrollment process. The contract manager documents annual evaluations of the educational program in yearly reports.</p>
<p>13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>There is a current and approved cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the agreement verify that the terms are being followed. The school district finance manager and the contract manager monitor the program's quarterly expenditures of all state and federal educational funds.</p>
RATING JUSTIFICATION		The intent of the indicator is not being met.
COMMENDATIONS		<ul style="list-style-type: none"> • None
RECOMMENDATIONS		<ul style="list-style-type: none"> • The school district should review the program's self-report before it is submitted to ensure that the information is complete and accurate. • The school district should ensure that the program documents attendance appropriately and should enter the data correctly into the management information system (MIS). • The school district should provide oversight to ensure that students' credits earned and entry/exit BASI growth scale values are accurately reported in the MIS. • The school district should provide oversight in the areas of enrollment and ESE support facilitation. • The school district should provide the support services from a reading coach and leadership team 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"> • None
ADDITIONAL RECOMMENDATIONS		<ul style="list-style-type: none"> • None