

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

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

<b>DAY TREATMENT PROGRAM</b>			
<b>School Name (MSID)</b>	JACKSONVILLE MARINE INSTITUTE - EAST	<b>School #</b> 16-1851 <b>School District</b> Duval <b>County</b> Duval	<b>ESE Service Delivery</b> Consultation
<b>Program Name</b>	Jacksonville Marine Institute	<b>Capacity</b> 62 <b>Population</b> Co-Ed	<b>Diplomas by Program</b> None
<b>Address</b>	7801 Lone Star Road Jacksonville, FL 32277	<b>Head Count</b> 32 <b>SD Registered</b> 63 <b>HSD/GED</b> 0 <b>DJJ Referred</b> 63	<b>Other School in SD</b> None
<b>Education Provider</b>	Associated Marine Institutes, Inc. (AMI) (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 16:1	<b>Students' Home/Zoned Schools</b> All
<b>Facility Provider</b>	Associated Marine Institutes, Inc.(AMI) (Not-For-Profit)		
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Students who have reading deficiencies</b> 49
<b>SD Contract Manager</b>	Dr. Marvin McQueen	<b>Phone</b> (904) 390-2043 <b>Fax</b> (904) 390-2137	<b>E-mail</b> <i>mcqueenm@duvalschools.org</i>
<b>Other SD Contract</b>	Dr. Doretha Stinson	<b>Phone</b> (904) 390-2872 <b>Fax</b> (904) 3092137	<b>E-mail</b> <i>stinson@duvalschools.org</i>
<b>Lead Educator</b>	David Cobb	<b>Phone</b> (904)-223-1121 x112 <b>Fax</b> (904) 223-4252	<b>E-mail</b> <i>jmi-doe@amikids.org</i>
<b>Facility Director</b>	Ralph Parker	<b>Phone</b> (904) 223-1121 x114 <b>Fax</b> (904) 223-4252	<b>E-mail</b> <i>rparker@amikids.org</i>
<b>SD Transition Contact</b>	Richard Seymore	<b>Phone</b> (904) 390-2037 <b>Fax</b> (904) 390-2137	<b>E-mail</b> <i>seymorer@duvalschools.org</i>
<b>QA Reviewer</b> Elizabeth Forsyth	<b>E-mail</b> <i>eforsyth@fsu.edu</i>	<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <i>per Rule 6A-6.05281 [10], FAC</i>	
<b>Review Dates</b> February 24-26, 2009		<b>DOE intervention is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

## JJEEP QA REVIEW METHODS

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

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Case Manager	4 Teachers 0 Teacher Aides 1 Guidance Staff 2 Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input 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  11 Current Educational Files 7 Closed Educational Files  <input type="checkbox"/> Others:
<b>On-site Observations</b>	4 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

Jacksonville Marine Institute is a co-ed day treatment facility at a temporary site; the search for a permanent site is ongoing. The students spend as many as seven hours a day on a school bus to and from the program. The facility director and the lead educator are aware of the need to decrease students' time on the bus.

Students observed during this review were quiet, respectful, and engaged in their class work. The reading teacher received a 2008 Excellence in Teaching Award for the most improved Florida Comprehensive Assessment Test (FCAT) reading scores among students who have disabilities.

The program received superior ratings for on-site transition services, testing and assessment, student planning, and collaboration. All other indicators were rated satisfactory.

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

## QA TRENDS: Jacksonville Marine Institute

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	2	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	7
Testing & Assessment	4	4.45	Testing & Assessment	5	5.68	Testing & Assessment	7
Student Planning	4	4.29	Student Planning	6	4.34	Student Planning	7
			Community Reintegration	6	6.23	Community Reintegration	6
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>3.33</b>	<b>4.71</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.50</b>	<b>5.36</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.75</b>
Academic Curriculum & Instruction	5	4.95	Academic Curriculum & Instruction	5	5.17	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	5	3.98	Reading Curriculum & Instruction	5	4.66	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	4	5.50	Employability & Career Curriculum & Instruction	6	6.10	Employability & Career Curriculum & Instruction	5
ESE & Related Services	4	5.02	ESE & Related Services	5	5.24	Specially Designed Instruction & Related Services	5
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>	<b>4.90</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.25</b>	<b>5.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.25</b>
Collaboration	7	5.43	Collaboration	5	6.29	Collaboration	7
Educational Personnel Qualifications	5	4.19	Educational Personnel Qualifications	5	4.89	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	5	5.06	Professional Development & Teacher Retention	7	5.41	Professional Development & Teacher Retention	5
Learning Environment & Resources	7	5.07	Learning Environment & Resources	4	5.88	Learning Environment & Resources	6
Student Attendance	6	6.23	Student Attendance	5	6.29	Student Attendance	6
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.00</b>	<b>5.27</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.20</b>	<b>5.79</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.00</b>
<b>OVERALL AVERAGE</b>	<b>4.83</b>	<b>5.02</b>	<b>OVERALL AVERAGE</b>	<b>5.31</b>	<b>5.51</b>	<b>OVERALL AVERAGE</b>	<b>6.00</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>2.00</b>	<b>3.93</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>	<b>4.76</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>4.00</b>

# Jacksonville Marine Institute-- 2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	271 138	TOTAL (Unduplicated)	271
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	230	85	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	6	2	
Female	41	15	13	15	6	6	25	9	Emotional/Behavioral Disabilities	16	6	
RACE	#	%	14	36	13	7	29	11	Specific Learning Disabled	18	7	
White (NH)	65	24	15	72	27	8	47	17	Autism Spectrum Disorder	0	0	
Black (NH)	193	71	16	69	25	9	101	37	Speech/Language Impaired	2	1	
Hispanic	6	2	17	54	20	10	25	9	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	7	3	18	21	8	11	37	14	Gifted	0	0	
			19 & above	4	1	12	7	3	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	1	0	
2006-07 Reading	40	78	Diplomas Earned	#	%				Other Health Impaired	6	2	
2006-07 Math	41	80	Standard *	4	1				TOTAL ESE	49	18	
2007-08 Reading	24	69	GED	0	0	LEP STUDENTS	#	%				
2007-08 Math	25	71	Special	0	0	2	1					

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

\* Includes the GED Exit Option

## PERFORMANCE INDICATOR

## FINDINGS

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program has transition activities that include:		
<b>1.1</b> 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>	Interviews document that the lead educator develops students' course schedules based on past records, entry assessments, FCAT reading levels, and student progression plans. Eleven current files and MIS screens reviewed document that students are enrolled in appropriate courses for student progression and reading remediation, as needed. The lead educator has access to student information in the MIS to facilitate student enrollment.
<b>1.2</b> Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator meets with students upon entry to discuss course schedules, educational status, major areas of interest, and diploma options, as documented via interviews and signatures on guidance forms in all files reviewed. The treatment team meets with students monthly for ongoing guidance, as documented on progress reports. Guidance request forms are available to students in the classrooms. Nine high school students interviewed are aware of their credits earned and diploma options, and seven of eight 9th graders interviewed are aware of their major areas of interest.
<b>1.3</b> Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All closed files reviewed document that the lead educator participates in transition and exit staffings conducted five days prior to students' departure.
<b>1.4</b> Documenting transmittal of students' educational exit packets to their next educational placements <b>prior</b> to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator compiles students' educational exit packets and transmits them via hand delivery to exit staffing participants. The program sends copies to other relevant parties via fax or certified mail and maintains copies in students' files. Seven exit packets reviewed contain all the required components and document timely transmittal.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The lead educator documents a thorough process of serving students from entry to exit.</li> <li>The lead educator/guidance counselor provides monthly academic guidance services to the students.</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 2: TESTING and ASSESSMENT</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program's testing and assessment practices include administering:		
<b>2.1</b> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 11 current files reviewed document that the lead educator administers the BASI to students appropriately within the required time frame and also administers the Modality Strength Inventory and the Learning Self Assessment to the students.
<b>2.2</b> Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 11 current files reviewed document that the lead educator administers the Choices Interest Profiler to students appropriately within the required time frame. Career results are used to enhance instruction, as documented in lesson plans and in goal review forms.

2.3 The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator administers the Basic Achievement Skills Inventory (BASI) to students prior to their exit, as documented in all seven closed files reviewed. The lead educator inputs entry/exit BASI growth scale values and standard scores directly into the MIS, as documented on six of seven MIS screens reviewed. One closed file contains only the entry scores, although the exit BASI score is in the student's file.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program administers additional tests to enhance individualized instruction.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that all students' BASI growth scale values and standard scores are entered in the MIS.</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: SUPERIOR</b> <b>SCORE: 7</b>
The program has individual student planning activities that include:		
<b>3.1</b> Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator collaborates with the teachers to develop long-term IAP goals and two short-term objectives within the required time frame, as documented on five IAPs reviewed. IAPs are age and grade appropriate and contain all the components required in this benchmark. Interviews with teachers and students document that IAPs are used for instructional planning.
3.2. Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator meets with students during treatment team meetings to review IAPs, as documented in five non-ESE files reviewed. Dated signatures document review and revision, as needed. Five of nine students interviewed are aware of their IAPs/IEPs and had input into the development of their plans. Three students are aware of their goals and objectives and discuss them with their teachers; one student said that the teachers remind him daily about his goals and objectives.
<b>3.3</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator writes IEPs that contain measurable annual goals and short-term objectives that directly relate to the students' identified needs.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator and the teachers collaboratively create IEP progress reports and mail them to the parents every four weeks, as documented in six ESE files reviewed. Copies of IEP progress reports are maintained in students' files and document the mailing dates.
3.5. Developing an electronic Personalized Education Plan (ePEP) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator helps all students develop ePEPs that are based on their aspirations and goals for post-secondary education and careers, as documented in three of four eligible students' files reviewed. One student has been at the program less than a month. All current files reviewed contain ePEP printouts.
3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager reviews conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs, modifies their goals as needed, and merges them into the students' supervision plan. The case manager and the teachers assist students with implementing their transition plans.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program consistently uses students' ePEPs to provide additional academic assistance to the students.</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 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</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 lead educator invites participation in transition meetings and exit staffings from the school district transition contact, the teachers, the case manager, and the parents, as documented by signatures on the exit plans reviewed.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, aftercare providers, post-release educational plans, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator develops students' educational exit transition plans 45-15 days prior to their departure with input from participants in the transition meetings. All closed files reviewed contain exit plans that include the required information. Signatures in six of seven files reviewed document parent participation in the transition meetings.
<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 5: ACADEMIC CURRICULUM and INSTRUCTION</b>		<b>SCORE: SATISFACTORY</b> <b>RATING: 6</b>
The program offers academic curriculum and instruction through:		
5.1 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides students with access to all diploma options and reports them under students' home/zoned school numbers. The program assists students with obtaining GED diplomas by providing practice materials and arranging for them to take the pre-GED test. The program pays the testing fees and provides transportation to GED testing at the local community college. This past year, three students received their GED diplomas.
5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Florida Course Codes, course descriptions, and the FSSS. The program offers math, English/language arts, science, and social studies. Lesson plans and texts are aligned with the FSSS, and all students interviewed stated that they 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 (IAP), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies based on IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the class. Classroom observations document differentiated instruction via discussion, computer-assisted instruction (CAI), one-on-one assistance, peer assistance, hands-on science projects (i.e., building volcanoes with cardboard and play dough), and independent assignments. Eight of nine students interviewed stated that they receive individualized instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	• None	
<b>RECOMMENDATIONS</b>	• None	
<b>DEFICIENCIES REQUIRING A CAP</b>	• None	

<b>INDICATOR 6: READING CURRICULUM and INSTRUCTION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
The program provides reading instruction and services through:		
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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The reading teacher uses the comprehensive reading intervention curriculum Fast ForWord to address the five construct areas. The program uses students' Florida Comprehensive Assessment Test (FCAT), Florida Oral Reading Fluency (FORF) probe, and the Maze test scores to place students on appropriate reading levels and to individualize instruction in the Jamestown Curriculum, as documented in testing/progress monitoring reports. Supplemental reading materials include the Source Book and the Surprise and Twists spelling programs for appropriate students. Classroom observations and interviews document that the reading teacher provides explicit reading instruction and that students read independently, work on the computerized reading programs, read aloud, write in response to literature, and listen to the teacher read aloud. Six reading students interviewed stated that they use the computer four times a week. Students in the 80-minute intensive reading class read silently and receive instruction in English/language arts by a teacher who does not have a reading endorsement. However, the school district comprehensive reading plan requires 90-minute intensive reading classes.
6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program does not report progress monitoring data to the DOE. The reading teacher monitors students' reading progress via weekly reading comprehension tests, monthly timed fluency tests, and the Florida Oral Reading Fluency (FORF) probe, as outlined in the school district comprehensive reading plan.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have opportunities for leisure reading during the school day, according to all nine students interviewed, and have access to a variety of literature and magazines in the classrooms. Students are involved in enrichment activities such as literature responses, written reports on field trips, whole class novel reading with discussion, newspaper activities, written book reviews, projects based on books, and sustained silent reading.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district comprehensive reading plan calls for administering the Scholastic Reading Inventory (SRI) to students who are not progressing in reading. The program has not administered the SRI because all students are progressing in reading.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should provide 90 minutes of intensive reading instruction by the reading teacher to appropriate students.</li> <li>The school district should assist the program with reporting its reading progress monitoring data to the Department of Education (DOE).</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>		<b>RATING:</b> SATISFACTORY <b>SCORE:</b> 5
Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program addresses employability, social, and life skills in the personal, career, and school development (PCSD) course via the Choices, Everyday Life Skills, and Keystone materials. All students are enrolled in this course during their stay at the program.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides the approved M/J peer counseling course that covers the 30 competencies in grades 7 or 8 and includes career exploration opportunities and resources, as documented in lesson plans and interviews.
7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teacher provides students with individualized instruction, as documented in lesson plans and classroom observations.
7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students who have received a high school diploma or its equivalent participate in academic classes and complete job applications.
<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 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES</b>		<b>RATING:</b> SATISFACTORY <b>SCORE:</b> 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 lead educator faxes schools to request IEPs/EPs for incoming special education students, as documented in six ESE files reviewed. The lead educator develops appropriate course schedules based on diploma options and IEP/EP goals and informs the teachers of students' required ESE services. The lead educator also accesses student information in the school district Genesis system.

<p><b>8.2</b> Completing the ESE process:</p> <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>	<p>The lead educator, who has exceptional student education (ESE) certification, reviews current IEPs/EPs to determine whether they are appropriate. The six IEPs reviewed are current. Currently, no gifted students are enrolled in the program.</p>
<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>		<p>The lead educator convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in six ESE files reviewed.</p>
<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>		<p>The lead educator telephones parents and mails parent participation forms to encourage their input in IEP/EP meetings. Six ESE files reviewed document that the lead educator mails copies of IEPs/EPs to parents who do not attend the meetings.</p>
<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>		<p>The lead educator writes transition statements for students who are 14-15 years old and transition plans for students 16 or older, as documented on six IEPs reviewed.</p>
<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>		<p>The school board provides an LEA representative who attends IEP meetings, as documented via signatures on the six IEPs reviewed</p>
<p>8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The lead educator documents in a log the consultation services she provides to the teachers and provides teachers with lists of students' modifications and accommodations. IEPs reviewed document that the program provides appropriate services to all ESE students, except for those on the special diploma track; the program does not provide support facilitation, co-teaching, or a self-contained classroom for special diploma students. The school district provides a speech/language specialist who consults students individually on a weekly basis.</p>
<p>8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district provides services for ELL, gifted, and Section 504 students.</p>
<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 serve students who are on the special diploma track via an appropriate ESE model: co-teaching, support facilitation, or self-contained classroom.</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: SUPERIOR</b> <b>SCORE: 7</b>
The program facilitates collaboration to provide:		
<p><b>9.1</b> A minimum of 300 minutes of daily instruction or the weekly equivalent</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program offers the weekly equivalent of 300 minutes of daily instruction and two minutes to transition between classes. Students were observed transitioning between classes in a timely manner.</p>

9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-records document daily facility staff meetings and biweekly faculty meetings. The lead educator and the on-site case manager meet with students in monthly treatment team meetings, as documented in interviews and students' plans. Individual educational plan (IEP) meetings are held as needed with the lead educator and the students. The community advisory board meets monthly, and school district personnel and the lead educator document weekly communication via interviews and sign-in logs. Interviews with teachers and administrators document that they discuss educational issues in various meetings.
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 director and the mental health specialist solicit varied community involvement, as documented in a binder, a photo album, facility reports, and calendars. Students have served in the Mission House Soup Kitchen and participated in field trips to Fort Mose, Fort Clinch, a re-enactment of the Battle of Olustee, Fast T of Jacksonville, Jacksonville Jaguars Honor Rows, the IMAX theater, the University of North Florida Job Fair, Bowl America, snorkeling, and swimming with the Dolphins. Additionally, a number of guest speakers have talked to the students about sex education, various health topics, HIV/AIDS prevention, domestic violence, and Girls, Inc.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan uses a point/level-based system with a bid store. Students observed in the classrooms were behaved and on task. Nine students interviewed stated that the classroom discipline is fair, and that they receive awards such as incentive trips, level promotions, lottery chances, and blue and gold card steps to program completion.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program is providing the students with a wide range of field trips and outings to address their social, educational, and community reintegration needs.</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:</b> SATISFACTORY <b>SCORE:</b> 6
All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has three core academic teachers who have professional certification and one teacher who has temporary certification. Course schedules and teacher certifications for the year document that four of the five courses are taught by in-field teachers. The lead educator has exceptional student education (ESE) certification, and the reading teacher has a reading endorsement.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teacher has professional teaching certification.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should assist the teachers in obtaining professional certification in all the subjects they teach.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING: SATISFACTORY SCORE: 5</b>
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives on student performance. The new teacher is enrolled in the school district beginning teacher program.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL]).	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive continual training from a variety of sources such as colleges, the facility, Associated Marine Institutes (AMI), and the school district. Teachers have received trainings on Genesis, teacher training, assessment and instruction, curriculum and lesson planning, protective action response (PAR), working with at-risk students, writing IEPs/IAPs, First Aid, CPR, and various aquatic certifications.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	To retain teachers, the program offers financial incentives, annual raises, job training, vacation and holidays, planning days, college tuition for professional certification, travel, a casual dress code, sick days, health insurance, retirement plans, and pay commensurate with the school district teachers. The program recruits teachers through its corporate Web site, job fairs, and local newspapers.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should provide professional development to the teachers in their respective teaching areas.</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 SCORE: 6</b>
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has four teachers and a lead educator, who does not have classroom duties. The average class size is 8 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS). The program also has American Guidance Services (AGS) texts and low-level books for appropriate students. Four classrooms contain a variety of high-interest reading materials, and nine students interviewed stated that they have an adequate number of interesting books to read.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have limited media supplies; some classrooms have TVS/VCRs, overhead projectors, printers, LCD projectors, educational videos, or computers, and the career/technical classroom is not fully equipped. The program's software is limited to Fast ForWord and Plato, access only on the nine computers in the reading classrooms.

12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning, and classrooms display rules, facility mission statements, and subject posters, and students' projects. Classrooms are clean and well lit.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS as appropriate, but no student is currently enrolled.
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 pay for a part-time transition specialist and has developed community partnerships with The University of North Florida and the Florida Community College of Jacksonville. The program has successfully acquired donated bicycles to use as prizes for students, and eligible students may receive scholarships from Associated Marine Institutes (AMI), Second Step, and the Jacksonville Journey Grant. The program is actively pursuing resources such as an arts grant, with assistance from a community board member. Additionally, an intern in criminal justice and a volunteer from the University of North Florida work at the program with the case managers.
<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 continue with its acquisition of additional student computers.</li> <li>• The program should provide computer access to all students.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 13: STUDENT ATTENDANCE</b>		<b>RATING:</b> SATISFACTORY <b>SCORE:</b> 6
The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:		
13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The teachers record daily student attendance, and the lead educator inputs it into the MIS, as documented on monthly attendance screens.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Documented strategies used to encourage student attendance include weekly drawings, perfect attendance awards, bid store, point cards, and weekly trips. The executive director and the lead educator are working to address attendance issues. The school district provides transportation to students to and from school, and some students spend three or more hours on the bus one way.
<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 and the school district should collaborate to decrease the amount of time students spend on the bus in transit to and from the program.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

**INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION**

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

The school district ensures that:		
14.1 The program submits a self-report in a timely manner	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program did not submit its self-report on time.
14.2 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program is assigned an individual school number under which the lead educator accurately inputs all required student data into the MIS, as documented on MIS screens.
14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 69% for reading and 71% for math.
14.4 The program is included in the current school district comprehensive reading plan approved by Just Read! Florida and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	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, including Fast ForWord software. The school district conducts classroom walk-throughs and provides a curriculum coach but does not conduct fidelity checks, as required in the school district comprehensive reading plan.
14.5 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The contract manager serves as the principal and provides sufficient oversight and assistance to the program. Sign-in logs document visits by a school district local education agency (LEA) representative, a standards coach, a guidance counselor, and professional development and grant writing staff. The contract manager stated in an interview that he conducts annual reviews of the educational program via weekly visits, as documented in sign-in logs and written evaluation reports. Additionally, the contract manager actively monitors the school district transition plan.
14.6 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	There is a current and approved contract with the school district and the Associated Marine Institutes (AMI) and a cooperative agreement with the school district and the DJJ. All parties interviewed and review of the documents verify that the terms are being followed. The school district finance manager and the contract manager monitor the program's quarterly expenditures of state and federal educational funds
<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 school district should assist the program with the completion and submission of its self-report.</li> <li>• The school district should conduct fidelity checks, per the school district comprehensive reading plan.</li> <li>• The school district MIS department should work with the program to ensure that its statewide assessment participation data are accurately reported to the DOE.</li> </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>