

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

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

DAY TREATMENT PROGRAM

School Name (MSID)	JACKSONVILLE YOUTH CENTER	School # 16-0401 School District Duval County Duval	ESE Service Delivery Consultation	
Program Name	Jacksonville Youth Center	Capacity 20 Population Male	Diplomas by Program None	
Address	198 Century 21 Drive, Suite 13 Jacksonville, FL 32216	Head Count 17 SD Registered 17 HSD/GED 0 DJJ Referred 17	Other School in SD None	
Education Provider	Universal Health Services, Inc (For-Profit)	Max Ratio (Student: Teacher) 20:1	Students' Home/Zoned Schools All	
Facility Provider	Universal Health Services, Inc. (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	9
SD Contract Manager	Dr. Marvin McQueen	Phone (904) 390-2053 Fax (904) 390-2137	E-mail mcqueenm@duvalschools.org	
Other SD Contract		Phone Fax	E-mail	
Lead Educator	Scott Sassman	Phone (904) 724-6488 Fax (904) 724-6072	E-mail scottsassman@hotmail.com	
Facility Director	Julie Wintz	Phone (904) 724-6488 Fax (904) 724-6072	E-mail juliewintz@jaxyouthcenter.com	
SD Transition Contact	Richard Seymore	Phone (904) 390-2053 Fax (904) 390-2137	E-mail seymorer@duvalschools.org	
QA Reviewer George Pesta Review Dates February 2-3, 2009		E-mail gpesta@fsu.edu		
		A corrective action plan (CAP) is required. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
		DOE intervention is required. <input checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: SD Instructional Coach	1 Teachers 0 Teacher Aides 0 Guidance Staff 6 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input checked="" type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input type="checkbox"/> Student Progression Plan	<input type="checkbox"/> Community Involvement Logs <input type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	1 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 Youth Center is a 20-bed sex offender day treatment program. The facility and educational program are operated by Universal Health Services, Inc. The program has had the same professionally certified teacher for over six years, and provides curriculum and differentiated instruction to address students' varying ability levels and progression needs. Observations during the review document that students are highly engaged in their school work.

Progress toward correcting deficiencies identified in last year's CAP: The program has made significant progress in correcting the deficiencies cited in last year's CAP. However, the school district received a partial rating for the third consecutive year due to deficiencies in the areas of reporting attendance, entry/exit assessment results, statewide assessment data, and progress monitoring data.

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

QA TRENDS: Jacksonville Youth Center

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	5	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	4
Testing & Assessment	4	4.45	Testing & Assessment	5	5.68	Testing & Assessment	3
Student Planning	3	4.29	Student Planning	1	4.34	Student Planning	5
			Community Reintegration	4	6.23	Community Reintegration	5
STANDARD ONE: TRANSITION Standard Average	4.00	4.71	STANDARD ONE: TRANSITION Standard Average	3.75	5.36	STANDARD ONE: TRANSITION Standard Average	4.25
Academic Curriculum & Instruction	7	4.95	Academic Curriculum & Instruction	5	5.17	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	2	3.98	Reading Curriculum & Instruction	2	4.66	Reading Curriculum & Instruction	4
Employability & Career Curriculum & Instruction	5	5.50	Employability & Career Curriculum & Instruction	6	6.10	Employability & Career Curriculum & Instruction	5
ESE & Related Services	4	5.02	ESE & Related Services	2	5.24	Specially Designed Instruction & Related Services	2
STANDARD TWO: SERVICE DELIVERY Standard Average	4.50	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	3.75	5.29	STANDARD TWO: SERVICE DELIVERY Standard Average	4.50
Collaboration	5	5.43	Collaboration	5	6.29	Collaboration	5
Educational Personnel Qualifications	5	4.19	Educational Personnel Qualifications	4	4.89	Educational Personnel Qualifications	7
Professional Development & Teacher Retention	5	5.06	Professional Development & Teacher Retention	4	5.41	Professional Development & Teacher Retention	5
Learning Environment & Resources	7	5.07	Learning Environment & Resources	5	5.88	Learning Environment & Resources	5
Student Attendance	7	6.23	Student Attendance	7	6.29	Student Attendance	3
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.80	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00	5.79	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.00
OVERALL AVERAGE	4.92	5.02	OVERALL AVERAGE	4.23	5.51	OVERALL AVERAGE	4.62
STANDARD FOUR: CONTRACT MANAGEMENT	1.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	3.00	4.76	STANDARD FOUR: CONTRACT MANAGEMENT	2.00

Jacksonville Youth Center-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	44 18	TOTAL (Unduplicated)	44
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	44	100	12 & under	2	5	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0	
Female	0	0	13	5	11	6	3	7	Emotional/Behavioral Disabilities	3	7	
RACE	#	%	14	11	25	7	3	7	Specific Learning Disabled	8	18	
White (NH)	11	25	15	12	27	8	12	27	Autism Spectrum Disorder	0	0	
Black (NH)	28	64	16	6	14	9	17	39	Speech/Language Impaired	0	0	
Hispanic	3	7	17	5	11	10	5	11	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	2	5	18	3	7	11	2	5	Gifted	0	0	
			19 & above	0	0	12	2	5	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	13	81	Diplomas Earned	#	%				Other Health Impaired	1	2	
2006-07 Math	13	81	Standard *	0	0				TOTAL ESE	12	27	
2007-08 Reading	17	94	GED	0	0	LEP STUDENTS	#	%				
2007-08 Math	17	94	Special	0	0		1	2				

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

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 4
The program has transition activities that include:		
1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All of the students are "in-county." The lead educator reviews students' current transcripts via an MIS terminal at a nearby school, develops course schedules, and enrolls students in the MIS. Nine of 10 current files reviewed document that students are enrolled properly based on past records, student progression, and reading remediation, as needed. One file documents that the student, who is on the special diploma track, is enrolled in standard diploma courses.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the lead educator reviews students' grades and report cards with them on a regular basis during class and treatment team meetings. The program provides educational and occupational guidance at entry, via ePEP development and in treatment team meetings. The school district also provides guidance services, but these services are not documented on the guidance forms provided in students' files. The major areas of interest listed for the program on FACTS.org do not match the actual courses offered. Students interviewed are aware of their diploma tracks and the related requirements.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	An educational representative does not attend students' exit transition staffings, but the lead educator provides the names of students' next placements and educational progress reports for consideration at the transition staffings.
1.4 Documenting transmittal of students' educational exit packets to their next educational placements prior to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	All six closed files reviewed contain exit packets that are provided to parents at the time of students' exit. The receiving schools access students' current transcripts via the MIS. Exit packets do not include IEPs (which need to be requested by the receiving schools), school district withdrawal forms (which are program generated and provided to students at exit), or exit plans.
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 document all guidance services provided to the students. The program and/or the school district should revise the major areas of interest list on FACTS.org to accurately reflect the program's course offerings. The program should ensure that exit packets contain all components required in Benchmark 1.4 and transmit them to the receiving schools prior to the students' exit. The program should record information on withdrawal forms generated by the school district. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: PARTIAL SCORE: 3
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	The lead educator administers entry assessments to the students. All 10 current files reviewed document that the BASI is administered to students 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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Nine of 10 current files reviewed document that the program administers the Choices career assessment to students upon entry. However, administration dates on only five of the nine assessments reviewed are within the required time frame. (This may be due to printing errors.) The lead educator uses career assessment results to plan 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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	All six closed files reviewed document that the program administers an exit BASI to exiting students. As noted in last year's quality assurance (QA) report, the program does not submit entry/exit BASI results for MIS reporting.
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 administer and/or print Choices assessment results within the required time frame. • The program should submit students' entry/exit BASI standard scores and growth scale values for MIS reporting. 	
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; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All seven non-ESE files reviewed document that IAPs are developed within the required time frame. IAP goals are individualized and measurable, and the plans contain all the required components.
3.2. Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All current files reviewed document that the lead educator reviews and revises (when necessary) IAPs during monthly treatment team meetings.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All three exceptional student education (ESE) files reviewed document that the program develops IEPs that include measurable and individualized goals based on students' disabilities and 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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program and school district do not develop IEP progress reports or mail them to the parents.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Files for all middle school students contain ePEPs developed by the lead educator and signed by the students.

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 type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll conditional release 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 and/or the school district should develop individual educational plan (IEP) progress reports and mail them to the parents as often as report cards 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 program therapist and the case-manager document the solicitation of parent involvement in students' exit staffings. Parents who cannot attend the meetings may participate via conference calls.
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>	All six closed files reviewed contain educational exit transition plans. Students are expected to return to local schools, as documented on the plans. Parents are responsible for enrolling students in their next educational placements. Exit plans do not contain students' desired diploma options or job and career plans, when appropriate.
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"> Exit plans should identify students' diploma options and job plans, when appropriate. 	
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 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>	All diploma options are available at the program. Eligible students may be referred to Florida Community College at Jacksonville upon release to pursue a GED.
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 offers English, math, social studies, science, and electives throughout the year in a 4x4 block schedule. The program has one teacher and a teaching assistant to provide academic instruction for 17 students. The teacher develops lessons for all core subject areas for grades 6-11, based on course descriptions and the FSSS.

5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAP), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Lesson plans, daily instruction, and observations document that the teachers provide individualized instruction to meet students' diverse needs. Instructional strategies include computer assisted instruction (CAI), direct instruction, group assignments and discussion, reading, and small group learning stations, based on students' grade and ability levels.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The teacher consistently provides differentiated instruction that engages the students. 	
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:		
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 curriculum consists of the Jamestown Reader, Rewards, and the Great Source Reading and Writing Sourcebook, all of which are approved in the school district comprehensive reading plan. Instruction includes direct instruction, oral reading, and individual assignments based on the students' reading goals. Disfluent students receive instruction in an intensive reading course and in the English course; however, these classes are not taught consecutively.
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 lead educator administers the Florida Oral Reading Fluency (FORF) and Maze tests quarterly to monitor students' reading progress but does not enter the data into the Progress Monitoring and Reporting Network (PMRN) or the MIS.
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 read novels and discuss books in their English classes. The program also offers incentives and rewards for students' reading accomplishments.
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 program administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) to students who are not progressing in reading based on progress monitoring data. However, all current students are making progress in reading.
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 uninterrupted reading instruction to disfluent students in intensive reading and English courses scheduled consecutively. The program should submit progress monitoring results for reporting in the PMRN or the MIS. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

**RATING: SATISFACTORY
SCORE: 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>	When physical education (P.E.), health, critical thinking, and other life skills electives are not offered in the block schedule, the program integrates life and social skills lessons into other academic courses already offered for credit. Lessons address study skills, job preparation, financial management, etiquette, health, college preparation, and social skills.
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>	Eighth grade students are not enrolled in an approved career planning course. Although the teacher addresses career awareness throughout the year in several lessons, he does not directly address the 30 career competencies required.
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 lead educator provides career exploration for all students through the Choices Explorer, the Keystone curriculum, and life skills textbooks. Students also prepare for interviews and learn to prepare resumes.
7.4 Address the employability, social, career, and life skills 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>	The program does not serve students who have earned a high school or GED diploma.

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS

- None

RECOMMENDATIONS

- The program should enroll students in an approved 8th grade career planning course.
- The lead educator should explicitly address the 30 career planning competencies, which could be accomplished through online workforce education lesson plans, FACTS.org, Choices online, and the Florida Ready to Work program.

DEFICIENCIES REQUIRING A CAP

- None

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES

**RATING: PARTIAL
SCORE: 2**

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 self-report and interviews document that the lead educator requests IEPs from previous schools and enrolls students upon entry.
<p>8.2 Completing the ESE process:</p> <ul style="list-style-type: none"> • Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator reviews current IEPs/EPs at entry and notifies the ESE staffing team.

<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 		Three exceptional student education (ESE) files reviewed document that individual educational plans (IEPs)/educational plans (EPs) are not developed in a timely manner; IEPs were developed over several months. Last year's quality assurance (QA) report indicated that IEPs were often not developed for students who stayed at the program more than one year.
<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 self-report and interviews document that parents are solicited to participate in ESE staffings, but solicitation of parental input is not documented on the three IEPs reviewed.
<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 		All IEPs reviewed address appropriate transition-related requirements for students 14 and/or 16 years old.
<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 specialist serves as the LEA representative during staffings and signs the IEPs.
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	The lead educator has ESE certification and receives some consultative services from school district ESE staff. Because the lead educator is also the general education teacher, he cannot simultaneously serve as the ESE support facilitator; consequently, the program does not serve students who are on the special diploma track via an appropriate delivery model: support facilitation, co-teaching, or self-contained classroom.
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 speech and language, gifted, ELL, and Section 504 services, as needed.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program and school district should convene staffings to develop IEPs/EPs as soon as possible after students' entry. The school district should provide support facilitation services required on students' IEPs. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SATISFACTORY SCORE: 5
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	Observation, students' course schedules, and the bell schedule document that students receive a minimum of 300 minutes of daily instruction.
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	Because the program is small, the teacher, the therapist, the case manger, and the teacher assistant communicate informally on a daily basis, and all staff participate in monthly treatment team meetings. In addition, the school district support staff who visit the program regularly include the contract manager, an instructional coach, a guidance counselor, and an ESE representative.

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>	Community involvement is somewhat limited due to the nature of the students' offenses. The program has a community advisory board of representatives from the program, the school district, and the community. Some students have participated in field trips to the zoo and a local museum, and one guest speaker from the health department visited the program this past year.
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>	A classroom assistant assists the teacher in the classroom. All six students interviewed stated that the behavioral rules and expectations are clear and are implemented fairly. The program offers incentives for good behavior such as pizza days, Wii time, and shopping in the student store.
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 solicit guest speakers and provide opportunities for students to attend educational field trips, when appropriate. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SUPERIOR SCORE: 7
All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's lone teacher teaches all academic courses. He has profession certification in exceptional student education (ESE), middle grades integrated curriculum, and physical education (P.E.) and is working toward 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 professionally certified teacher also teaches the noncore academic courses.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> Although it is small, the program has a teacher who has professional certification in such critical areas as ESE and middle grades integrated curriculum and teaches many courses in field. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SATISFACTORY SCORE: 5
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The teacher has a professional development plan based on the SIP and has taught at the program for over six years. The school district will offer a beginning teacher program, as needed.

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>	Personnel files document that the program's teacher has received professional development training this past year from the Department of Education (DOE) online, the Jacksonville Children's Commission, and the facility. Topics of professional development included reading, the Maze test, Florida Ready to Work, Essential Writing, and various educational topics at the Juvenile Justice Education Institute (JJEI). However, the teacher does not document any professional development provided by the school district.
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 flexible scheduling, annual raises, a 401K, and a small-group orientated work environment. The program has maintained teacher stability and has not had to recruit a teacher in over six years.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that the teacher receives continual professional development from the school district, specifically in ESE, the content areas, and guidance counseling. • The teacher should continue to pursue a reading endorsement through professional development opportunities offered online and through the school district. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SATISFACTORY SCORE: 5
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 one teacher and a classroom assistant, who provide effective classroom instruction to the small student population. However, the teacher is also responsible for testing; providing ESE, transition, and guidance services; enrolling students; and entering MIS data off-site.
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>	Educational supplies are abundant. Observations document that diverse textbooks for all core academic areas are current and approved by the school district.
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>	The classroom has audiovisual equipment, a screen, and 18 computers for student use. Educational software is also available and used in computer-assisted instruction (CAI) to differentiate the curriculum.
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 classroom is spacious, has several small group learning stations, and displays educational materials and students' work.
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>	The program has access to the FLVS, but no students have been enrolled this past year.

12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is operated by a for-profit company and did not pursue any business partnerships, grants, or scholarships for students this past year.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program and the school district should ensure that support services in the areas of guidance, exceptional student education (ESE), transition, testing, and data entry are provided at a sufficient level to meet the needs of the students. • The program should pursue business partnerships, grants, and scholarship opportunities to benefit the program and the students. 	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 13: STUDENT ATTENDANCE		RATING: PARTIAL SCORE: 3
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program maintains a daily student sign-in sheet and records attendance and tardies on an excel spread sheet. However, the program does not enter attendance data into the MIS.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has a documented process for maintaining student attendance, and observations during this review document a high rate of attendance. Calls are made to the parents and the juvenile probation officers (JPOs) of students who miss one school day, and tardies result in a loss of points on their daily forms. After three consecutive absences, students are listed as absconding from the program. Chronic tardiness or periodic absences may also result in the development of a behavior contract with the student. Perfect attendance is rewarded with points and items from the student store.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• The program and or school district should ensure that attendance information is entered into the school district MIS.	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: PARTIAL SCORE: 2
The school district ensures that:		
14.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator enrolls and withdraws students from the MIS via a terminal on another school campus. All information except entry/exit assessment results, attendance, and reading progress monitoring data are entered into the MIS.

14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's reported 2007-2008 statewide assessment participation rates for both math and reading were 94%.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the school district comprehensive reading plan. The contract manger and an instructional coach visit the program at least every other week and document classroom observations for all subject areas, including reading. However, the school district does not conduct reading fidelity checks or literacy team meetings.
14.5 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager, the exceptional student education (ESE) staffing specialist, and the instructional coach maintain schedules of their visits to the program. A school district representative visits the program almost weekly, and school district staff conduct classroom observations and lesson plan checks regularly. The program submitted a school improvement plan (SIP) to the school district but has received no feedback.
14.6 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district has a current and approved contract with the educational provider. The school district and the DJJ have a current cooperative agreement. The terms of the contract are generally being met; however, the program does not have the appropriate software to access the school district management information system (MIS) on site; this is the school district's responsibility, per the contract.
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 conduct a formal evaluation of the program in addition to conducting classroom observations to address guidance, ESE, transition, testing, enrollment, and data entry. • The school district should conduct fidelity checks and/or literacy assessment team meetings at the program. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • The school district does not enter assessment results in the MIS. • The school district does not ensure that the program enters student attendance data in the MIS. • The school district does ensure that the program reports reading progress monitoring results in the MIS. • The school district MIS department does not work with the program to ensure that its statewide assessment participation data are accurately reported to the DOE. 	
OTHER FINDINGS	<ul style="list-style-type: none"> • None 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	