

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

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

RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)				
School Name (MSID)	Whispering Pines	School # 06-6015	Security Level	Moderate Risk
Program Name	Lighthouse Juvenile Residential Facility	School District Broward County Broward	Career Type	2
Address	5960 SW 106 Avenue Cooper City, FL 33328	Capacity 30 Population Female	ESE Service Delivery	Support Facilitation
Education Provider	Broward County School District (School District)	Head Count 23 SD Registered 23 HSD/GED 0 DJJ Committed 23	Diplomas by:	
Facility Provider	Lighthouse Care Center (Private for Profit)	Max Ratio (Student: Teacher) 12:1	Program	All
			Other School in SD	None
			Students'	None
			Home/Zoned Schools	
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	23
SD Contract Manager	Deanna Greist	Phone (754) 321-2112 Fax (754) 321-7665	E-mail	deanna.greist@browardschools.com
Other SD Contact	Robin Lurie	Phone (754) 321-7616 Fax 754-321-7690	E-mail	robin.lurie@browardschools.com
Lead Educator	Debra Esposito	Phone (754) 321-7673 Fax (754) 321-7621	E-mail	debra.esposito@browardschools.com
Facility Director	Lazara Cruz	Phone 754-321-7673 Fax (754) 434-8825	E-mail	lazara.cruz@horizonhealth.com
SD Transition Contact	Angela Ryan	Phone (754) 321-2122 Fax (754) 321-2129	E-mail	angela.ryan@browardschools.com
QA Reviewer	Julie Orange Melinda Edwards	E-mail jorange@fsu.edu medwards2@fsu.edu	A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
Review Dates	September 30 - October 3, 2008		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification <input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input checked="" type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Speech/Language Pathologist, Shift Supervisor,	<u>3</u> Teachers <u>0</u> Teacher Aides <u>1</u> Guidance Staff <u>8</u> Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input type="checkbox"/> Private Provider Contract <input type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input 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 <u>10</u> Current Educational Files <u>6</u> Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	<u>2</u> Classrooms	<u>0</u> 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

The Lighthouse Juvenile Residential Facility continues to provide outstanding educational services to a maximum of 30 female students. The school district operates the educational program under the administrative umbrella of Whispering Pines Off-Campus Adult Programs. Both of the program's teachers have professional certification in multiple areas, including exceptional student education (ESE) and numerous High, Objective, Uniform State Standard of Evaluation coverages; one teacher is a National Board Certified Teacher (NBCT).

The program's grounds are beautifully landscaped. Students interviewed during this review described the program as an exceptional, life enhancing experience. The program provides extracurricular activities that include a student-run bank, art projects, numerous guest speakers from the community, and opportunities for off-campus activities as rewards for appropriate student behavior. There is program wide commitment to providing a family atmosphere and quality education.

The program received a partial rating for collaboration but received satisfactory and superior ratings for all other indicators.

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

QA TRENDS: Lighthouse Juvenile Residential Facility

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score
Transition Services	7	5.44	On-Site Transition Services	7	4.94	On-Site Transition Services	7
Testing & Assessment	3	4.73	Testing & Assessment	7	5.73	Testing & Assessment	7
Student Planning	7	4.65	Student Planning	4	4.18	Student Planning	6
			Community Reintegration	5	5.60	Community Reintegration	8
STANDARD ONE: TRANSITION Standard Average	5.67	4.94	STANDARD ONE: TRANSITION Standard Average	5.75	5.13	STANDARD ONE: TRANSITION Standard Average	7.00
Academic Curriculum & Instruction	8	5.45	Academic Curriculum & Instruction	6	4.94	Academic Curriculum & Instruction	8
Reading Curriculum & Instruction	N/A	4.51	Reading Curriculum & Instruction	6	4.52	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	7	5.63	Employability & Career Curriculum & Instruction	6	6.05	Employability & Career Curriculum & Instruction	7
ESE & Related Services	8	5.37	ESE & Related Services	6	5.45	Specially Designed Instruction & Related Services	8
STANDARD TWO: SERVICE DELIVERY Standard Average	7.67	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	7.00
Collaboration	N/A	5.49	Collaboration	5	5.69	Collaboration	3
Educational Personnel Qualifications	N/A	4.86	Educational Personnel Qualifications	6	5.00	Educational Personnel Qualifications	8
Professional Development & Teacher Retention	N/A	5.40	Professional Development & Teacher Retention	7	5.46	Professional Development & Teacher Retention	8
Learning Environment & Resources	8	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	5
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.50	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.75	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00
OVERALL AVERAGE	6.95	5.25	OVERALL AVERAGE	5.83	5.31	OVERALL AVERAGE	6.67
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	7	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Lighthouse Juvenile Residential Facility-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED

Attendance File 84
Dropout Prevention File 33 **TOTAL 86**
(Unduplicated)

GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	0	0	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0
Female	86	100	13	2	2	6	0	0	Emotional/Behavioral Disabilities	21	24
RACE	#	%	14	11	13	7	5	6	Specific Learning Disabled	7	8
White (NH)	47	55	15	17	20	8	13	15	Autism Spectrum Disorder	0	0
Black (NH)	26	30	16	24	28	9	20	23	Speech/Language Impaired	0	0
Hispanic	6	7	17	20	23	10	25	29	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	7	8	18	9	10	11	14	16	Gifted	0	0
			19 & above	3	3	12	9	10	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	22	100	Diplomas Earned	#	%				Other Health Impaired	1	1
2006-07 Math	22	100	Standard *	1	1				TOTAL ESE	29	34
2007-08 Reading	14	93	GED	0	0	LEP STUDENTS	#	%			
2007-08 Math	14	93	Special	0	0		0	0			

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

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SUPERIOR SCORE: 7
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator and the Title 1 tutor request students' records via fax, as documented in 10 current files reviewed. Interviews and all current files reviewed document that the lead educator and the guidance counselor enroll students in appropriate courses for student progression and reading remediation, as needed. Students who have reading deficiencies are identified by their FCAT, Basic Achievement Skills Inventory (BASI), and Diagnostic Assessment of Reading (DAR) scores.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the guidance counselor conducts entry and exit interviews and advises students in all areas noted in this benchmark during on-site visits twice a week. Interviews document that the guidance counselor also conducts whole group guidance sessions at various times to review graduation requirements and diploma options. Five of six high school students interviewed know their diploma options, and four know how many credits they have earned. The guidance counselor documents services on the MIS intervention screen. Students may request additional meetings with the guidance counselor.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All closed files document that the guidance counselor, lead teacher, and transition specialist attend transition and exit meetings. The transition specialist contacts students weekly for one month post release.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<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' exit packets, completes a checklist of required components, and transmits the packets via fax to the transition contacts in the receiving school districts prior to the students' exit. The lead educator gives copies of the packets to the therapist for distribution to the students, the parents, or the receiving agency. Exit packets in six closed files reviewed contain the required components, transition information, and assessments administered at the program.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides comprehensive guidance services and assists students with successful transition to their next educational programs or placements. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator or Title I tutor administers the BASI within 10 school days of entry, as documented in 9 of the 10 current files reviewed; one file documents that the student refused to take the test. Files reviewed document that the teachers review the assessment results with the students. Additional tests administered at entry include the Diagnostic Assessment of Reading, the placement test for the Jamestown Reading program, an informal writing prompt, the Learning Styles Inventory (LSI), and the placement test for the Edge reading program.
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Nine of ten current files reviewed document that the lead educator or the Title I tutor administers the Career Interest Inventory and the Holland Self-Directed Assessment within 10 school days of student entry. One student's file documents the student's refusal to take the test until six weeks after her entry.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Six closed files and the MIS testing screens reviewed document that the program administers the BASI to students at exit. The data clerk submits the standard scores for input into the MIS. The program is unable to use the current version of the BASI because it has not received it from the publisher. The Department of Education (DOE) has been notified.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers additional assessments to students at entry. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that it installs the current version of the BASI (upon availability) and reports growth scale values for MIS reporting. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SATISFACTORY SCORE: 6
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teachers develop academic IAP goals and objectives for all students using their BASI grade equivalent scores. IAPs reviewed for non-ESE students include all of the required components and are completed within the required time frame. Career goals are written based on the completion of the career course rather than on their career assessment results. Students' short-term objectives are individualized.
3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator reviews students' IAP goals with written input from the teachers at weekly treatment team meetings. All IAPs reviewed document via students' signatures, the review and revision, as appropriate, every 30 days.

3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The teachers develop IEP goals with input from IEP staffing members. All students' IEPs reviewed include measurable goals and objectives that relate to the students' identified needs. One of the seven ESE files reviewed contains an educational plan (EP) for a gifted student.
3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers develop individual educational plan (IEP) progress reports quarterly, and three of five IEPs reviewed document the mailing of these reports to parents when all students receive report cards. Two exceptional student education (ESE) files document that the students were not enrolled during this reporting period.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career teacher has received ePEP training to assist students with FACTS.org. The career teacher will assist middle school students in ePEP development before the end of the semester. Interviews with students and the guidance counselor document that they use FACTS.org.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program documents that students' IEP goals address their academic and personal needs. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should develop measurable IAP career goals using career assessment information. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 8
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager notifies the parents, the students, the school district transition specialist, the therapist, the re-entry coordinator, the juvenile probation officers, (JPOs), the aftercare providers, the teachers, and the Department of Children and Families, as necessary, of transition and exit meeting dates by letter. The school district transition specialist documents notifying parents of monthly parent training academies and seminars. Additionally, the school district transition specialist provides resources to students for assistance with community reintegration in their receiving school district. The transition specialist conducts a follow-up for one month post release and contracts with the parents, the JPOs, or the aftercare providers to ensure that students are enrolled in school and receive additional assistance, as needed. The transition specialist documents detailed transition follow-up reports for all students who have exited the program.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All closed files reviewed document that the transition team members collaboratively develops students' educational exit plans in meetings held 60 and 14 days prior to students' release. Educational exit plans contain all required information and identify contact persons who can assist students further.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from 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 notifies the transition contacts in the receiving school districts by fax at least one week prior to students' release, as documented in all closed files reviewed.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> Transition planning activities, including follow-up from the school district transition specialist, assist students with community re-integration.
RECOMMENDATIONS	<ul style="list-style-type: none"> None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SUPERIOR RATING: 8
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all required diploma options and advises students regarding each option. Students have access to GED workbooks and pre-tests and are transported off site for GED testing. Three students earned a standard or GED diploma while enrolled at the program this year. The program recognizes graduates in graduation ceremonies.
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 Course Code Directory, the FSSS, and course descriptions. Teachers' lesson plans and some textbooks are aligned with new FSSS. Observations, interviews, and individual student work folders document that students complete coursework for their assigned courses.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Lesson plans, and classroom observations, document individualized instruction and a variety of instructional strategies. Classroom strategies observed include whole group and small group instruction, one-on-one tutoring, peer tutoring, videos, board work, and discussion. Other documented strategies include hands-on poster activities, presentations, journal writing, and listening centers. Both teachers observed begin each class with whole group instruction, focused on prior knowledge, to engage the students. Teachers use educational content area magazines to supplement instruction, and all students interviewed stated they are learning.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> All students interviewed stated that they are learning. Teachers consider students' individual needs when planning lessons. 	
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: 5
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>	Observation and interviews document that students' reading goals and objectives on their IAPs and IEPs are addressed through explicit reading instruction. Students who score Levels 1 or 2 on the Florida Comprehensive Assessment Test (FCAT) receive 90 minutes of intensive reading instruction. All students use the Jamestown and Reading XL curricula, Signature Reading, FCAT practice workbooks, Multi-sensory Reading Comprehension, and Vocabulary Word Parts, which are listed in the school district comprehensive reading plan.

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"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program does not administer the Florida Oral Reading Fluency probe (FORF) as required for progress monitoring in the school district reading plan. The assistant principal stated that the program received the FORF test via e-mail in August, but educational staff are not sure how to administer the test. The reading coach stated that progress monitoring data should be reported through the automated database system.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides students with opportunities for leisure reading when assignments are completed. Literacy enrichment activities include book reports, creative projects, use of the "Upfront New York Times" and "Scholastic" magazines, and novel studies.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All files reviewed and an interview with the reading teacher document that the program administers the Diagnostic Assessment of Reading, Second Edition (DAR-2), which addresses the five constructs of reading, upon student entry. DAR-2 results are considered when initial reading goals are developed
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 administer progress monitoring assessments to students quarterly using the assessment identified in the school district comprehensive reading plan and report the data to the Department of Education (DOE). 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 7
<i>Type 1 programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program addresses employability, social, and life skills in the personal, career, and school development course offered for credit. Teachers follow the course descriptions, and the curriculum includes <i>Career Cruiser</i> , the Florida <i>Next</i> magazine, the Choices workbook, Character Education curriculum, the Occupational Outlook Handbook, and the School to Work Library. Students complete Dare to Dream workbooks in the afterschool program and create resumes and apply for jobs and colleges. The community liaison discusses scholarship opportunities with individual students.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students in the 7th grade complete the PCSD and the career planning courses that include Character Education curriculum, Career Choices, Occupational Outlook Handbook, the School to Work Library, Enter Here videos, Discover computer program, and The Entrepreneurs Video Series. Students observed worked independently, in small groups, in pairs, or with a staff member and used a variety of materials.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students develop career portfolios that document their individual assignments. Instructional strategies include individual exploration via Choices, whole group instruction, cooperative learning, and real life activities, such as budgeting and career planning.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students who have received their high school diplomas participate in career instruction and serve as peer tutors. No current students have a high school diploma or its equivalent.

Type 2 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students are provided with a broad scope of career exploration via Choices and the Occupational Outlook Handbook, guest speakers, and planned activities, such as creating a personal folder about a career they have chosen, writing projects, creating posters, and participating in other activities.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Lessons and report cards document that the PCSD course is offered for credit and follows course descriptions.
Type 3 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 2 career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 2 career education program.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> Students are provided ample opportunities for career exploration and develop individual career portfolios. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should consider offering the Ready to Work credential. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SUPERIOR SCORE: 8
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator or the teacher assistant requests students' records and previous IEPs to initiate the ESE process in a timely manner, as documented in all seven ESE files reviewed.
8.2 Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Seven ESE files reviewed document that the teachers review IEPs/EPs to determine whether they are appropriate.
<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 		New IEPs are developed for ESE students within four weeks of entry, as documented in all six ESE files reviewed. One gifted student's EP was implemented as written by her previous school until the week of this review. The lead educator stated that because the gifted student had met all of the goals on the previous plan, the EP was rewritten prior to its expiration to develop more challenging goals.

<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 ESE specialist solicits and documents participation from parents in ESE staffings and IEP development meetings. Student files document that two attempts are made to notify parents. Copies of IEPs/EPs are sent via certified mail to parents who do not attend the meetings, as documented in all ESE files reviewed. Some parents participate in meetings via conference calls. IEPs are written online via a network system that is accessible to the teachers.
<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 six individual educational plans (IEPs) reviewed meet all transition-related requirements.
<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 and educational plans (EPs) reviewed document that the school district exceptional student education (ESE) specialist serves as the program's LEA representative and attends the staffings with all other required team members.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program documents that it utilizes the support facilitation model to assist students who are on the special diploma track.
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 Section 504, ELL, and gifted services as needed. A Section 504 plan and an EP reviewed document that monthly services are provided per the plans.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides equal access to educational services for all students, regardless of functional ability, disability, or behavioral characteristics. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: PARTIAL SCORE: 3
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The program schedule documents 300 minutes of daily instruction with three minutes provided for transition between classes; however, observations and student interviews confirm that the schedule is not followed. Students frequently arrive late to class in the mornings, after bathroom breaks, and after lunch. Both teachers confirm that recently the bell schedule has not been followed. The movement log confirms late start times most days of the week because students receive medicines and complete chores in the morning during school hours. During this review, students arrived for first period 45 minutes late, returned from the bathroom break 15 minutes late, and returned from lunch 50 minutes late. Bathroom breaks taken during the three-minute transition times between classes often last up to 30 minutes. The program does not document that students make up the missed instructional time. An interview with the shift supervisor documents that she is not aware of the correct school start time and believes that 30 segments are allocated for bathroom breaks.</p>

9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The assistant principal is on site two to three days per week, and the lead educator documents meetings with the teachers on Fridays to solicit their input for the treatment team meetings she subsequently attends. Additionally, the program documents that the lead educator meets with the assistant principal monthly on early release days; the reading and curriculum specialist consults with the teachers monthly; the assistant principal, the lead educator, and the case manager meet monthly; the lead educator attends all transition and exit meetings; the administrators meet bimonthly to discuss concerns; the Department of Juvenile Justice (DJJ) staff meet with educational program administration bimonthly to collaborate; and the case manager meets with the lead educator monthly to discuss curriculum.
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>	Teachers and facility staff solicit community involvement and guest speakers. Guests have included a Holocaust survivor, a Red Cross representative, an oral surgeon on health care, a therapy dog, a motivational speaker, and speakers who addressed self-esteem, fire prevention, yoga, and several other areas, as documented in a notebook. Some students have participated in field trips to the park, Pet Smart -Adopt a Dog, Habitat for Humanity, Target, bowling, skating, and horseback riding. Staff indicate that no educational field trips have been planned lately due to inappropriate student behavior.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews with students and teachers document that the program and the facility staff collaboratively implement the behavior management plan; all but one student interviewed stated that they understand the behavioral rules and feel they are equitably enforced. Student behavior observed during this interview was satisfactory, except for the behavior of one student.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program solicits a variety of speakers on various topics. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The facility director and the educational staff should collaborate to develop a new bell schedule that includes adequate time for medication distribution and completion of chores in the morning before school and for bathroom breaks. • The program should document when educational time is missed and document how the program makes up the missed instructional time. • The program should plan educational field trips. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SUPERIOR SCORE: 8
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 documents that the two core academic teachers have professional certification in ESE and other areas. One teacher is a National Board Certified Teacher (NBCT). The reading teacher has reading endorsement, and the other teacher is working toward completion of the reading endorsement. Both teachers have professional certification or High, Objective, Uniform State Standard of Evaluation (HOUSSE) coverage in all the subjects they teach.
10.2 In non-core academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of non-certified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	A teacher with professional certification teaches career education courses.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • Both teachers are certified in multiple subject areas. • One teacher is a National Board Certified Teacher (BCT).
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: SUPERIOR SCORE: 8
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>	Both teachers helped develop their professional development plans that incorporate the SIP initiatives and promote professional growth. Participation in New Education Support System (NESS) is available for new teachers but is not needed by these veteran teachers.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The teachers attended an excess of 150 hours of professional development training this past year. Training topics included individual educational plan (IEP) writing, electronic Personal Educational Plan (ePEP) development, FACTS.org, child abuse recognition, Creating Independence through Student-Owned Strategies (CRISS), applied linguistics, Library Electronic Text Resource System (LETRS), testing and evaluation, safety and security orientation, Florida Comprehensive Assessment Test (FCAT) preparation, career education, and ELL. Training is provided by the school district, the Department of Education (DOE), the provider, and national organizations. The teachers are provided one early release day per month for professional development, and one teacher attends a different national conference each year and mentors teachers in Broward County.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has strategies in place to recruit and retain highly qualified teachers that include hosting quarterly teacher fairs, advertising available positions on the school district Web site, providing extensive support from the administrative team, maintaining a family atmosphere, and offering extra salary opportunities for summer teaching and monthly professional development opportunities. One teacher attends a national conference yearly that is partially funded by the school district. Administrators document that the current teachers were "hand picked" and have been retained for the past two years.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • Teachers participate in numerous continuing education opportunities via the school district, college courses, and state and national conferences. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
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 two full-time teachers, a lead educator (who does not have teaching duties), a certified guidance counselor, an ESE specialist, and an assistant principal. The average class size is 12 students.

12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Observations and interviews document age and grade appropriate, diverse textbooks for core content areas and adequate classroom supplies. The program has ordered the school district-adopted Jamestown Reading curriculum. Because of a budget freeze, the program does not have an adequate supply of student workbooks; consequently, the teachers must make copies of existing workbooks or use the materials provided from another school. Both classrooms have small libraries that include books that interest teens. The school district transition specialist provided \$900 for books and educational supplies.
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>	Media materials include TVs/DVD players, listening centers, white boards, and overhead projectors. Both classes share a cart with 14 student computers; computer software includes Encarta, Microsoft, Print Artist, Discover Career, Mavis Beacon Typing, and Math Party. Internet access is available on each teacher's computer. Teachers stated that science equipment is not available.
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>	One classroom displays students' work, and both classrooms display the behavioral rules and educational posters and have adequate lighting and furnishings. Classrooms are small but well utilized.
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 Internet access and the FLVS only on the teachers' individual computers.
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 and documents business partnerships with Memorial Hospital, who donated hygiene products, and Volume One Books, who donated books and raised money to buy books for the students to keep. The program does not receive funds from grants or scholarships.
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 facility should continue to collaborate to ensure that Internet accessibility is secured for student use. • The program should acquire science equipment for lab activities or related computer programs. • The program should pursue additional resources such as grants or other community partnerships. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report before the deadline.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. Six closed files and MIS printouts reviewed document all required student data, except Basic Achievement Skills Inventory (BASI) growth scale values. (The school district reports BASI standard scores.)

13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Each teacher documents daily attendance and faxes it to the data entry clerk for entry into the MIS.
13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 93% for both reading and math.
13.5 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the current school district comprehensive reading plan approved by Just Read! Florida. Interviews document that the reading coach is on site every nine weeks, but written documentation of these services is not maintained. Interviews also indicate that the reading coach assists teachers with administration of the Diagnostic Assessment of Reading (DAR) and is available by telephone. Walk-throughs are not conducted as required in the school district comprehensive reading plan.
13.6 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager and the administrative team are on site frequently (two to three days per week) to assist teachers and monitor the program. Both teachers report tremendous support from the school district. The assistant principal conducted a mock quality assurance (QA) review in April.
13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement between the Department of Education (DOE) and the Department of Juvenile Justice (DJJ) . Interviews and observations document that all terms are being followed, except for the provision of the Internet for students' use in the academic classrooms. The DJJ does not provide Internet access as per the agreement; however, the school district has provided access on a limited number of computers.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The school district provides numerous support personnel to ensure that the students receive a high quality education. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should ensure that the MIS will accept BASI growth scale values. • The school district should document assistance from the reading coach and walk-throughs. • The school district MIS department should work with the program to ensure that its statewide assessment participation data are accurately reported to DOE. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • None 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	