

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

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

## DAY TREATMENT PROGRAM

<b>School Name (MSID)</b>	PACE Alachua	<b>School #</b> 01-0604 <b>School District</b> Alachua <b>County</b> Alachua	<b>ESE Service Delivery</b>	Support Facilitation Consultation
<b>Program Name</b>	PACE Alachua	<b>Capacity</b> 48 <b>Population</b> Female	<b>Diplomas by:</b>  <b>Program</b> <b>Other School in SD</b> <b>Students' Home/Zoned School</b>	None
<b>Address</b>	1010 SE 4th Avenue Gainesville, FL 32601	<b>Head Count</b> 40 <b>SD Registered</b> 40 <b>HSD/GED</b> 0 <b>DJJ Referred</b> 7		None
<b>Education Provider</b>	PACE Center for Girls, Inc. (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 10:1		All
<b>Facility Provider</b>	PACE Center for Girls, Inc. (Not-For-Profit)			
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Title I, (D)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Students who have reading deficiencies</b>	30
<b>SD Contract Manager</b>	Charles Hall	<b>Phone</b> (352) 955-7634 <b>Fax</b> (352) 955-7131	<b>E-mail</b> <i>hallcf@gm.sbac.edu</i>	
<b>Other SD Contract</b>		<b>Phone</b> <b>Fax</b>	<b>E-mail</b>	
<b>Lead Educator</b>	Tawanna Hines	<b>Phone</b> (352) 374-8799 <b>Fax</b> (352) 378-6602	<b>E-mail</b> <i>pacetawanna@aol.com</i>	
<b>Facility Director</b>	Kathie Southwick	<b>Phone</b> (352) 374-8799 <b>Fax</b> (352) 378-6602	<b>E-mail</b> <i>pacekatie@aol.com</i>	
<b>SD Transition Contact</b>	Charles Hall	<b>Phone</b> (352) 955-7634 <b>Fax</b> (352) 955-7131	<b>E-mail</b> <i>hallcf@gm.sbac.edu</i>	
<b>QA Reviewer</b> Mark Peach <b>E-mail</b> <i>mpeach@fsu.edu</i>			<b>A full follow-up QA review is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Review Dates</b> September 11, 2008				

# JJEEP QA REVIEW METHODS

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

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>2</u> Teachers <u>0</u> Teacher Aides <u>0</u> Guidance Staff <u>3</u> Students
<b>Document Review</b>	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> 2006 QA Report/CAP <input checked="" type="checkbox"/> Cooperative Agreement <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input type="checkbox"/> Program Evaluation Materials <input type="checkbox"/> Behavior Management Plan <input type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input type="checkbox"/> Attendance Rosters <input 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	<u>8</u> Current Educational Files <u>0</u> Closed Educational Files <u>0</u> DJJ Commitment Files  Others: 3 Cumulative Transcripts
<b>On-site Observations</b>	<u>1</u> Classrooms	<u>0</u> Treatment Team Meetings	Others: 0	

### 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

Practical, Academic, and Cultural Education (PACE) Alachua is a prevention program that serves female students for approximately 12-15 months. The program provides a complete academic curriculum and documents strong community involvement to reinforce successful student transition.

The program passed all of the critical benchmarks in this year's one-day exemplary review. Next year the program will undergo a full quality assurance (QA) review.

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

## QA TRENDS: PACE Alachua

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Critical Benchmarks	Score
Transition Services	8	5.38	Onsite Transition Services	8	5.12	Enrollment	Pass
Testing & Assessment	6	4.45	Testing & Assessment	6	5.68	Entry Academic Assessment	Pass
Student Planning	8	4.29	Student Planning	8	4.34	Individual Academic Plans (IAPs)	Pass
			Community Reintegration	N/A	6.23	Individual Educational Plans (IEPs)	Pass
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.33</b>	<b>4.71</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.33</b>	<b>5.36</b>	Substantial Academic Curriculum	Pass
Academic Curriculum & Instruction	5	4.95	Academic Curriculum & Instruction	5	5.17	Explicit Reading Instruction	Pass
Reading Curriculum & Instruction	7	3.98	Reading Curriculum & Instruction	7	4.66	ESE Process	Pass
Employability & Career Curriculum & Instruction	8	5.50	Employability & Career Curriculum & Instruction	8	6.10	Adequate Instructional Time	Pass
ESE & Related Services	3	5.02	ESE & Related Services	3	5.24	Community Involvement	Pass
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.75</b>	<b>4.90</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.75</b>	<b>5.29</b>	Teacher Certification	Pass
Collaboration	8	5.43	Collaboration	8	6.29	Data Management	Pass
Educational Personnel Qualifications	7	4.19	Educational Personnel Qualifications	7	4.89	Contract Management Oversight	Pass
Professional Development & Teacher Retention	5	5.06	Professional Development & Teacher Retention	5	5.41	Full Follow-up QA Review Required <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Learning Environment & Resources	7	5.07	Learning Environment & Resources	7	5.88	Exemplary programs who fail two or more critical benchmarks will receive a full follow-up QA review the same year.  For state agency and annual reporting purposes, the QA scores for those programs who receive exemplary status are carried over each year for the duration of their exemplary status until they receive another full educational QA review.	
Student Attendance	7	6.23	Student Attendance	7	6.29		
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.80</b>	<b>5.27</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.80</b>	<b>5.79</b>		
<b>OVERALL AVERAGE</b>	<b>6.58</b>	<b>5.02</b>	<b>OVERALL AVERAGE</b>	<b>6.58</b>	<b>5.51</b>		
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>3.93</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>4.76</b>		

**PACE Alachua--2006-2007 SURVEY 5 DATA**

**STUDENT DEMOGRAPHIC DATA 2006-2007**

<b>STUDENTS SERVED</b>						Attendance File	107	<b>TOTAL</b>			107
						Dropout Prevention File	73	<b>(Unduplicated)</b>			
<b>GENDER</b>	<b>#</b>	<b>%</b>	<b>AGE</b>	<b>#</b>	<b>%</b>	<b>GRADE LEVEL</b>	<b>#</b>	<b>%</b>	<b>ESE</b>	<b>#</b>	<b>%</b>
Male	0	0	12 & under	15	14	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0
Female	107	100	13	9	8	6	13	12	Emotional/Behavioral Disabilities	2	2
<b>RACE</b>	<b>#</b>	<b>%</b>	14	24	22	7	13	12	Specific Learning Disabled	13	12
White (NH)	31	29	15	29	27	8	14	13	Autism Spectrum Disorder	0	0
Black (NH)	71	66	16	22	21	9	38	36	Speech/Language Impaired	0	0
Hispanic	2	2	17	8	7	10	22	21	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	3	3	18	0	0	11	7	7	Gifted	1	1
			19 & above	0	0	12	0	0	Traumatic Brain Injured	0	0
<b>FCAT PARTICIPATION</b>	<b>#</b>	<b>%</b>				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	33	100	<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>				Other Health Impaired	2	2
2006-07 Math	32	100	Standard *	0	0				<b>TOTAL ESE</b>	18	17
2007-08 Reading	28	93	GED	0	0	<b>LEP STUDENTS</b>	<b>#</b>	<b>%</b>			
2007-08 Math	27	0	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

## BENCHMARKS

## FINDINGS

<b>BENCHMARK 1.1: ENROLLMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program has transition activities that include:		
<b>1.1</b> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	The lead educator requests students' records, reviews students' prior transcripts to initiate enrollment, and faxes all student information to the school district data clerk for input into the MIS. All eight current files reviewed document requests and receipt of records. The lead educator develops students' course schedules based on previous records, student progression needs, and FCAT and entry assessment scores. FCAT and entry assessment scores are also used to identify students who need intensive reading classes. All eight current files reviewed contain MIS course schedules that document students' enrollment in appropriate courses. A comparison of course schedules and a printout of the most recent FCAT scores documents that one student, who scored at Level 3 on the FCAT reading subsection, is enrolled in intensive reading. However, the student is taking the M/J Intensive Reading and Career Planning class to satisfy the middle school career planning requirement, rather than for reading remediation.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>BENCHMARK 2.1: ENTRY ACADEMIC ASSESSMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program's testing and assessment practices include administering:		
<b>2.1</b> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	All eight current files reviewed document that the lead educator administers the BASI to students in a designated testing room within the required time frame. BASI scores are used to develop students' individual academic plan (IAP) or individual educational plan (IEP) goals.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>BENCHMARK 3.1: INDIVIDUAL ACADEMIC PLANS</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program has individual student planning activities that include:		
<b>3.1</b> Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	Each student is assigned a teacher/advisor who develops their IAP goals and objectives. All three IAPs reviewed include all of the required components and document development within the required time frame.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>BENCHMARK 3.3: INDIVIDUAL EDUCATIONAL PLANS</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program has individual student planning activities that include:		
<b>3.3</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	All eight current files reviewed document that the lead educator administers the BASI to students in a designated testing room within the required time frame. BASI scores are used to develop students' individual academic plan (IAP) or individual educational plan (IEP) goals.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>BENCHMARK 5.2: SUBSTANTIAL ACADEMIC CURRICULUM</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program offers academic curriculum and instruction through:		
<b>5.2</b> 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)	Course offerings include middle and high school courses based on the Florida Course Code Directory. Curricula match the course descriptions for student enrollment. Although teacher lesson plans document alignment with previous FSSS, they are not yet aligned with the updated FSSS. The program offers math, science, English, and social studies year round.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that teachers align their lesson plans and instruction with the updated FSSS.</li> </ul>	

<b>BENCHMARK 6.1: DIRECT READING INSTRUCTON</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program provides reading instruction and services through:		
<b>6.1</b> Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	Interviews and observations document that the reading teacher provides direct instruction using Science Research Associates (SRA) and Reading Counts curricula and the Bluford novels. The reading teacher uses Jamestown fluency drills for weekly fluency assessment. These materials are aligned with the school district comprehensive reading plan. Interviews document that the reading teacher uses students' IAPs/IEPs to develop individualized lessons. The program offers two consecutive periods of intensive reading for students, as appropriate.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>BENCHMARK 8.2: ESE PROCESS</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program provides educational support services to all students as needed, including:		
<b>8.2</b> Completing the ESE process:		A contracted ESE staffing specialist assists the lead educator with IEP reviews to determine whether the IEPs are appropriate. No gifted students are currently enrolled, but a school district specialist assists the program in EP review and/or development for gifted students.
<ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>		
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		If an addendum or a new IEP is required, IEP meetings are convened in a timely manner, as documented on the four IEPs reviewed.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		Program staff record soliciting participation from parents in ESE staffings and the mailing of IEPs to parents who do not attend the meetings in the Efforts to Outcomes (ETO) data system, as documented on ETO screens reviewed.
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		All IEPs reviewed document transition statements or transition plans, as appropriate.
<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		The lead educator serves as the LEA representative and has written approval from the school district ESE director to serve in this capacity.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>BENCHMARK 9.1: ADEQUATE INSTRUCTIONAL TIME</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program facilitates collaboration to provide:		
<b>9.1</b> A minimum of 300 minutes of daily instruction or the weekly equivalent		Based on observations, the bell schedule, and interviews with teachers and students, the program provides at least 300 minutes of daily instruction, excluding transition time between classes.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>BENCHMARK 9.3: COMMUNITY INVOLVEMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The program facilitates collaboration to provide:		
<b>9.3</b> Varied community involvement that is solicited, documented, and focused on educational and transition activities	The program provides a wide range of documented community involvement that includes job shadowing, volunteer days, theater workshops, Shands Hospital Arts and Medical Program workshop, guest speakers, and field trips.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program offers an impressive variety of community involvement activities.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>BENCHMARK 10.1: TEACHER CERTIFICATION</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
All instructional personnel:		
<b>10.1</b> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	The program has five academic teachers; three have temporary certification, and two have applied for teaching certification. Two of the reading teachers are working on their reading endorsements, and three have not yet begun the course work. All teach in the certification areas and in other areas as well.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that all reading teachers complete the reading endorsement as soon as possible.</li> <li>The program should assist all teachers in obtaining professional certification in all the subjects they teach.</li> </ul>	

<b>BENCHMARK 14.2: DATA MANAGEMENT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The school district ensures that:		
<b>14.2</b> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	The program is assigned an individual school number, and MIS printouts reviewed document that all student data required in this benchmark are accurately reported in the MIS.	
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>BENCHMARK 14.5: CONTRACT MANAGEMENT OVERSIGHT</b>		<b>PASS</b> <input checked="" type="checkbox"/> <b>FAIL</b> <input type="checkbox"/> <b>N/A</b> <input type="checkbox"/>
The school district ensures that:		
<b>14.5</b> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	The contract manager is the Director of Title I Migrant Education and Dropout Prevention. The visitors log documents his site visits at least once a month, and discussion with the lead educator documents that the contract manager maintains close telephone and e-mail contact with the program. School district personnel have provided support, training, and/or assistance this year in the areas of Title I accountability, school improvement plan (SIP) development, new teacher orientation, and major areas of interest. The school district conducts an annual evaluation of the educational program through evaluations integrated into the SIP.	

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

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