

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)	PACE CENTER FOR GIRLS, INC.	School # 06-6091 School District Broward County Broward	ESE Service Delivery Consultation	
Program Name	PACE Broward	Capacity 85 Population Female	Diplomas by Program Standard Special GED Exit Option	
Address	2225 N. Andrew Avenue Wilton Manors, FL 33311	Head Count 61 SD Registered 77 HSD/GED 0 DJJ Referred 77	Other School in SD GED Hallandale Adult Center	
Education Provider	PACE Center for Girls, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 14:1	Students' Home/Zoned Schools None	
Facility Provider	PACE Center for Girls, Inc. (Not-For-Profit)			
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies	62
SD Contract Manager	Deanna Griest	Phone (754) 321-2120 Fax (754) 321-2129	E-mail <i>deanna.griest@browardschools.com</i>	
Other SD Contract		Phone Fax	E-mail	
Lead Educator	Jennifer Ethridge	Phone (954) 561-6939 x 309 Fax (954) 561-7317	E-mail <i>jennifer.ethridge@pacecenter.org</i>	
Facility Director	Aggie Pappas	Phone (954) 561-6939 Fax (954) 561-7317	E-mail <i>aggie.pappas@pacecenter.org</i>	
SD Transition Contact	Theresa Taylor	Phone (754) 321-1400 Fax	E-mail <i>theresa.taylor@browardschools.com</i>	
QA Reviewer George Pesta Review Dates May 11-13, 2009		E-mail <i>gpesta@fsu.edu</i>		
		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	<u>6</u> Teachers <u>0</u> Teacher Aides <u>2</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 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 checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement <u>10</u> Current Educational Files <u>6</u> Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	<u>6</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

PACE Broward is a day treatment prevention program that serves at-risk females from Broward County. Students can stay at PACE for more than one year, and PACE attempts to transition students near the end of the semester or the school year.

The program offers the students numerous options for credit recovery, including an extended school day, multiple online learning options, a competency-based curriculum, and creative scheduling, based on each student's progression needs.

The program received nine superior ratings and, consequently, earned exemplary status for its high overall quality assurance (QA) score.

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

QA TRENDS: PACE Broward

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	8	5.38	On-Site Transition Services	7	5.12	On-Site Transition Services	6
Testing & Assessment	3	4.45	Testing & Assessment	7	5.68	Testing & Assessment	5
Student Planning	8	4.29	Student Planning	6	4.34	Student Planning	6
			Community Reintegration	7	6.23	Community Reintegration	7
STANDARD ONE: TRANSITION Standard Average	6.33	4.71	STANDARD ONE: TRANSITION Standard Average	6.75	5.36	STANDARD ONE: TRANSITION Standard Average	6.00
Academic Curriculum & Instruction	6	4.95	Academic Curriculum & Instruction	7	5.17	Academic Curriculum & Instruction	8
Reading Curriculum & Instruction	N/A	3.98	Reading Curriculum & Instruction	3	4.66	Reading Curriculum & Instruction	7
Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	7	6.10	Employability & Career Curriculum & Instruction	7
ESE & Related Services	8	5.02	ESE & Related Services	7	5.24	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	7.00	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	5.29	STANDARD TWO: SERVICE DELIVERY Standard Average	7.25
Collaboration	N/A	5.43	Collaboration	7	6.29	Collaboration	8
Educational Personnel Qualifications	N/A	4.19	Educational Personnel Qualifications	3	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	N/A	5.06	Professional Development & Teacher Retention	6	5.41	Professional Development & Teacher Retention	8
Learning Environment & Resources	7	5.07	Learning Environment & Resources	7	5.88	Learning Environment & Resources	7
Student Attendance	8	6.23	Student Attendance	7	6.29	Student Attendance	7
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.67	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00	5.79	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00
OVERALL AVERAGE	6.67	5.02	OVERALL AVERAGE	6.23	5.51	OVERALL AVERAGE	6.77
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.76	STANDARD FOUR: CONTRACT MANAGEMENT	5

PACE Broward-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File	189	TOTAL		190
									Dropout Prevention File	122	(Unduplicated)		
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE			#	%
Male	0	0	12 & under	26	14	K-5	10	5	Mentally Handicapped (EMH, TMH, PMH)			0	0
Female	190	100	13	28	15	6	13	7	Emotional/Behavioral Disabilities			3	2
RACE	#	%	14	53	28	7	28	15	Specific Learning Disabled			2	1
White (NH)	58	31	15	45	24	8	45	24	Autism Spectrum Disorder			0	0
Black (NH)	105	55	16	29	15	9	51	27	Speech/Language Impaired			4	2
Hispanic	25	13	17	7	4	10	28	15	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment			1	1
Other	2	1	18	2	1	11	12	6	Gifted			0	0
			19 & above	0	0	12	3	2	Traumatic Brain Injured			0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound			3	2
2006-07 Reading	71	95	Diplomas Earned	#	%				Other Health Impaired			2	1
2006-07 Math	71	95	Standard *	1	1				TOTAL ESE			15	8
2007-08 Reading	52	88	GED	0	0	LEP STUDENTS	#	%					
2007-08 Math	50	85	Special	0	0		6	3					

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: 6
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Nine of 10 current files reviewed document that students are properly enrolled for progression and reading remediation, based on prior records, assessment results, and FCAT performance. One file documents that the student, who had only completed the first semester of Algebra 1b, was not enrolled in the second semester.
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	The lead educator, the guidance counselor, a school district Title I guidance counselor, and teachers/advisors provides extensive guidance services that begin at students' entry. Prior to entry, the program interviews the students and develops their course schedules. Student interviews and all files reviewed document guidance services that include a review of credits and credit recovery options in addition to all the areas required in this benchmark. Students receive ongoing guidance services from their teachers/advisors and can request additional guidance services from the lead educator and the guidance counselor. Students interviewed are aware of their academic progress and requirements for high school graduation.
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	All six closed files reviewed document that educational representatives participate in exit transition meetings and planning.
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 checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Three of six closed files reviewed document that the program faxes students' educational exit packets to the next educational placements prior to their exit. One file documents that the student exited the program unexpectedly due to truancy, and two files do not document the transmittal of exit packets prior to the students' exit.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program provides extensive guidance services through multiple personnel including school guidance and administrative staff, school district support staff and teachers. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should document the transmittal of educational exit packets prior to students' exit. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SATISFACTORY SCORE: 5
The program's testing and assessment practices include administering:		
<u>2.1</u> 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	Nine of 10 current files reviewed document that the program administers the BASI to students within the required time frame. One student was assessed late because he was absent seven of her first 10 school days in the program. In addition, the program administers the Wide Range Achievement Test (WRAT), the Scholastic Reading Inventory (SRI), and the Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) to all students, and also administers the Stanford Reading Assessment to middle school students for grade promotion.

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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Seven of 10 current files reviewed document that the program administers the Choices Interest Profiler to students within the required time frame; three students were administered career assessments late, in part due to documented absences. Choices results are used by the teachers to guide career exploration.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that students are administered an exit BASI. The program submits BASI standard scores and growth scale values for MIS reporting.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers multiple academic and supplemental assessments at entry to determine student's academic strengths/weaknesses and career interests. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should administer the required entry assessments to all students within the required time frame. 	
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; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Four of six files reviewed document that IAPs are developed within the required time frame; two were developed late. Career goals are individualized, based on the program's career awareness course offerings. IAPs reviewed meet all the requirements in this benchmark.
3.2. Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Student progress, including current grades, progress toward completing classes via the competency-based curriculum, and progress regarding their IAP goals and objectives, are reviewed monthly. IAP objectives are revised when necessary.
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>	All four IEPs reviewed contained measurable goals and objectives based on students' identified needs and prior school performance.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents in its online IEP database that IEP progress reports are provided to the parents as often as reports cards are sent home for all students.
3.5. Developing an electronic Personalized Education Plan (ePEP) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The guidance counselor develops ePEPs for 8th graders, as documented in appropriate students' files reviewed.

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 serve 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 should develop all students' individual academic plans (IAPs) within the required time frame. • The program should use students' Choices results to develop initial career goals and objectives on their IAPs. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 7
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 school district Title I transition specialist, the counselors, and the guidance staff solicit parent involvement in the transition process, including monthly parent meetings. In addition, the program conducts a three-year post release follow-up plan that includes providing other educational placement options for students not enrolled in school 30 days after leaving the program. The program provides a limited number of scholarships to enable eligible students to pursue post-secondary education and provides General Educational Development (GED) practice testing for students who have already left 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, 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 document that the program develops exit transition plans that contain all of the information required in this benchmark.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program conducts a three-year follow-up plan to assist the students, including providing other educational placement options for students who have not enrolled in school 30 days post-release. • The program provides a limited number of scholarships to enable eligible students to pursue post-secondary education and provides GED practice testing for students who have already left the program. 	
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 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all diploma options. Students may pursue GED testing thorough Halladale Adult Center and receive standard diplomas from their home/zoned schools.

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, including English, math, social studies, and science courses. Teachers base instruction on current course descriptions and the FSSS for the courses in which students are enrolled. Students are provided with multiple opportunities and methods for credit recovery via the Florida Virtual School (FLVS), the Broward Virtual School (BVS), PLATO, competency-based instruction, and creative scheduling.
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>	Observations and lesson plans document that a variety of instructional strategies are used to meet the diverse learning needs of the student population. Primary modes of instruction include individual assignments in school district-approved texts, multiple online learning activities, whole group, direct instruction, and hands-on activities such as science experiments. Teachers use IAPs/IEPs to guide their planning and instruction.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> Students are provided with multiple opportunities and methods for credit recovery via the FLVS, the BVS, PLATO, competency-based instruction, and creative scheduling. 	
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: SUPERIOR SCORE: 7
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 program provides explicit reading instruction via the Read 180 and Edge reading curricula, both of which are approved in the school district comprehensive reading plan. Appropriate students are enrolled in a double period of intensive reading. The reading teachers implement the Read 180 rotational model with the computer assisted instruction (CAI) component and use students' reading goals to guide instruction.
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents quarterly progress monitoring via the Florida Oral Reading Fluency (FORF) probe and submits the results to the DOE via the Progress Monitoring and Reporting Network (PMRN).
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>	Reading and literacy are encouraged throughout the program through the Women Lawyers reading program, a daily group reading known as PACE Reads, and numerous book clubs. Students are also allowed to keep books they like for their own libraries.
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 Diagnostic Assessment of Reading, Second Edition (DAR-2) is administered to students who are not making reading gains, and the results are used to revise students' reading goals and/or objectives.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • Reading and literacy are encouraged throughout the program through the Women Lawyers reading program, a daily group reading known as PACE Reads, and numerous book clubs. Students are also allowed to keep books they like for their own libraries.
RECOMMENDATIONS	<ul style="list-style-type: none"> • None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 7
Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district Title I transition specialist conducts transition group meetings for students preparing to leave the program to address marketing, housing, business, career planning, and social skills. The Florida Introduces Physical Activities and Nutrition to Youth (FLIPANY) program offers physical education (P.E.) and health courses taught by certified teachers for credit. In addition to the 300 minutes of daily instruction, the program offers the noncredit Spirited Girls! course taught by the program's licensed counselors. The program also has an art therapy program offered by artists and therapists from the community. Students may enroll in the life management course via the FLVS or BVS, as needed for student progression.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Eighth grade students are enrolled in personal development and career planning, in which the teachers address the required career competencies.
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>	High school may enroll in the Blue Print for Success course for elective credit that includes a career exploration and employability skills curriculum or participate in career exploration in their daily advisee groups, the Spirited Girls! curriculum, and guidance services. Career exploration is integrated in other courses and activities throughout the program. The Spirited Girls! is a noncredit course taught by the program's certified counselors. Students may also participate in the Florida Ready to Work program during their advisory sessions.
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 enroll students who have already earned a high school diploma or its equivalent.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • Because the program integrates employability, career, and social skills activities throughout the program, it should consider helping the students develop life and career portfolios. • The program should consider requesting school district approval for the certified counselors (who are experts in the field) to teach the Spirited Girls! course so that it can be offered for credit under a course such as peer counseling. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES

RATING: SUPERIOR
SCORE: 7

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>	All four ESE files reviewed document the timely initiation of the ESE process via records requests, enrollment in appropriate courses, and identification of needed services.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Because the students are "in-county," most IEPs/EPs can be implemented as written and updated during the students' regularly scheduled annual reviews. School district and program ESE staff determine whether the IEPs 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 		The program conducts staffings students' annual IEP/EP reviews. All IEPs reviewed are current and were reviewed in a timely manner.
<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 		IEPs document that program and school district ESE staff solicit parent participation in ESE staffings. Copies of IEPs/EPs are mailed to parents who do not attend the meetings; however, the program documents a 90% parent participation rate in ESE staffings.
<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 document appropriate transition-related statements/plans for students 14 or older.
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		The school district ESE specialist serves as the program's LEA representative.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's ESE specialist documents the consultative services she provides to the teachers in daily morning meetings. Teachers have access to IEP briefs online, which provide them with students' goals and objectives, accommodations, and instructional strategies; additional strategies are provided to the teachers from the school district and the program ESE specialists. No current students 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides speech and language services weekly and Section 504, gifted, and ELL services, as needed.

RATING JUSTIFICATION The intent of the indicator is being exceeded.

COMMENDATIONS

- Teachers are provided access to online IEP briefs and daily consultative services to assist them in serving ESE students.

RECOMMENDATIONS

- None

DEFICIENCIES REQUIRING A CAP

- None

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 8
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive morning updates regarding specific student issues, planned activities, and ESE services and participate in weekly faculty meetings. Academic meetings are held biweekly to discuss student progress in the competency-based curriculum. Program representatives attend school districtwide meetings of the juvenile justice and/or contracted sites; the program often hosts this meeting.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents a variety of guest speakers and off-campus field trips related to education, counseling, and transition. Field trips have included multiple visits to Nova Southeastern University, Museums, libraries, sporting events, and the Women's Executive Club bimonthly luncheons. Guest speakers have addressed IT Women, resume writing, career/technical school seminars, the reading project with a women lawyers group, and the Girls Empower Art project. The program hosts open house events, substance abuse speakers, and volunteers that tutor and conduct book clubs with the students.
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>	Classroom behavior management rules are clearly explained to the students. Student interviews document that the rules are consistently and fairly applied. The program also encourages positive student behavior through academic awards, behavioral rewards, and social services rewards and celebrates students' grade promotions.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program demonstrates frequent and effective communication among all program staff and provides frequent guest speakers and opportunities for students to participate in off-campus activities. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 5
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>	Three of the program's five academic teachers have professional teaching certification, and two have temporary certification. A trained substitute is filling a teacher vacancy until the new, certified reading teacher begins the week following this review. The previous reading teacher had reading certification. Three teachers teach in their areas of certification.
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 employability and career course instructor has temporary certification.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should assist the teachers in obtaining professional certification in all the subjects they teach.
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>	All teachers have professional development plans based on the program's SIP initiatives, and new teachers participate in the beginning teacher training provided by the school district.
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>	This past year, the teachers received training relevant to their teaching assignments from multiple sources that addressed the Florida Comprehensive Assessment Test (FCAT), Group Mathematics Assessment and Diagnostic Evaluation (G-Made), Plato, differentiated instruction, Basic Achievement Skills Inventory (BASI), Florida Ready to Work, reading, and content area training. PACE teachers also participated in the Juvenile Justice Education Institute (JJEI), receive assistance from school district curriculum coaches, and attend department head meetings with other school district teachers in their respective content areas.
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 follows the PACE corporate recruitment and retention plan, which includes teacher salaries that are commiserate with the school district and maintains a supportive environment among its staff. PACE pays tuition for professional certification courses and recognizes teaching staff. The program recruits teachers through its corporate Web site, Career Builder, local newspapers, and the school district.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program and school district provide teachers with multiple sources and opportunities for professional development. 	
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: SUPERIOR SCORE: 7
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has a lead educator, who does not have teaching responsibilities; a full-time guidance counselor, two teacher assistants, five teachers, and one short-term substitute.
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>	Classrooms are well supplied with school district-approved texts for the courses in which students are enrolled. The program also maintains a well-stocked library with fiction, non-fiction, and reference materials. The program receives frequent book donations from local book stores and allows students to keep books they enjoy. Interviews with students document that the program has a variety of books of varying interest and reading levels.

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 program has two computer labs with 10 computer stations each, and each classroom averages three computers for student and teacher use. Online educational sources include the Florida Virtual School (FLVS), the Broward Virtual School (BVS), Plato, Choices, and Florida Ready to Work.
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 program maintains an environment that is conducive to learning, including a well-maintained school building with classrooms, meeting rooms, assembly areas, and outdoor recreation areas and gym equipment. Students' work and achievements and educational materials are displayed throughout the building.
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 had 25 students enrolled in the FLVS and/or the BVS.
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 maintains over 44 business partnerships that directly contribute to the school's curriculum, activities, and resources. Some partnerships provide sizable donations or scholarships, and others include therapy program, the FLIPANY program, and an internship program with Nova Southeastern and Florida Atlantic University. This year the program applied for a character education film grant, a workforce development grant, and Perkins grants.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program maintains over 44 business partnerships which contribute to the program's facility, educational resources, scholarships, and special projects. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 13: STUDENT ATTENDANCE		RATING: SUPERIOR SCORE: 7
The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:		
13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents a morning student sign-in system to record absences and tardies. The program telephone students who do not arrive at school by 9:30 a.m. Daily attendance information is e-mailed to the school district for input into the MIS.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for non-attending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program implements multiple strategies and delivers positive rewards and consequences to encourage student attendance; attendance is also integrated into the program's level system. Program staff meet with the parents of students who have unexcused absences to develop attendance contracts, conduct home visits, and file for truancy in extreme cases. Students who maintain good attendance are given certificates and special recognition in student assemblies. A special breakfast is also offered weekly to girls who maintain perfect attendance. Tardy students are not able to order the catered lunches provided to all other students and dismissed last at the end of the day.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program offers positive incentives and implements proactive practices to increase student attendance. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION

RATING: SATISFACTORY
SCORE: 5

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 and provided additional materials on site.
14.2 The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an assigned school number and documents in six closed files and MIS screens reviewed that all student data required in this benchmark are accurately reported in 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 did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 85% for math and 88% for reading.
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 approved school district comprehensive reading plan and receives frequent assistance from a district reading coach. The reading coach provides curriculum assistance, resources, guidance, and lesson plan development. In addition, the school district conducts walk-throughs and reviews performance data through its literacy assessment team.
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 provides oversight and assistance through regularly scheduled site visits, including monthly school districtwide meetings of juvenile justice educators often held at the program. The school district uses the program's site-specific school improvement plan (SIP) and mid-year review to monitor the educational program's progress. The SIP has site-specific goals regarding student achievement.
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>	There is a current and approved cooperative agreement between the school district and the DJJ and a current contract with PACE, Inc. Interviews, document review, and observations document that the terms of the agreement and the contract are being followed. The school district also monitors the educational program's quarterly expenditures.

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS

- None

RECOMMENDATIONS

- 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

- None

OTHER FINDINGS

- None

ADDITIONAL RECOMMENDATIONS

- None