

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

School Name (MSID)	PACE CENTER FOR GIRLS	School # 17-2034 School District Escambia County Escambia	ESE Service Delivery	Consultation Support Facilitation
Program Name	PACE Escambia - Santa Rosa	Capacity 60 Population Female Head Count 53 SD Registered 53 HSD/GED 0 DJJ Referred 12	Diplomas by:	
Address	1201 College Blvd, Bldg 98 Pensacola, FL 32504	Max Ratio (Student: Teacher) 10:1	Program	All
Education Provider	PACE Center for Girls, Inc. (Not-For-Profit)		Other School in SD	None
Facility Provider	PACE Center for Girls, Inc. (Not-For-Profit)		Students' Home/Zoned School	None
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	35
SD Contract Manager	Kerri Coots	Phone (850) 595-6085 Fax (850) 595-1043	E-mail	<i>kcoots@escambia.k12.fl.us</i>
Other SD Contract	Vicki Mathis	Phone (850) 595-6085 Fax (850) 595-1043	E-mail	<i>vmathis@escambia.k12.fl.us</i>
Lead Educator	Karen Atkinson	Phone (850) 478-7060 Fax (850) 494-0840	E-mail	<i>karen.atkinson@pacecenter.org</i>
Facility Director	Laurie Rodgers	Phone (850) 478-7060 Fax (850) 494-0840	E-mail	<i>laurie.rodgers@pacecenter.org</i>
SD Transition Contact	Ken Myers	Phone (850) 595-6085 x 232 Fax (850) 595-1042	E-mail	<i>kmyers@escambia.k12.fl.us</i>
QA Reviewer	Karen P. Kugelmann Julie Orange	E-mail <i>kkugelmann@fsu.edu</i> <i>jorange@fsu.edu</i>	A full follow-up QA review is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Review Dates	October 15, 2008			

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 type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Reading Teacher	<u>3</u> Teachers <u>1</u> Teacher Aides <u>0</u> Guidance Staff <u>3</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 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 type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input 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>6</u> Current Educational Files <u>3</u> Cumulative Transcripts <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

Practical, Academic, and Cultural Education (PACE) Center for Girls is a nonresidential therapeutic prevention and intervention program that provides female students with a variety of services. The program serves students from Escambia and Santa Rosa counties; most are referred directly from their schools and/or through the Department of Juvenile Justice (DJJ).

The program offers a well-rounded academic and social curriculum with gender-specific educational services to meet students' individual needs and helps students complete their education, build self-esteem, and develop personal, social, and family relationship skills. The program also has an on-site exceptional student education (ESE) resource specialist/testing coordinator.

The program continues to show strength in the areas of community/family outreach, student planning services, and grant development. Areas that need improvement include the appropriate development of educational plans (EPs) for gifted students and teacher qualifications. Evident strengths are involvement of the program's executive director in juvenile justice issues as chairperson of the Juvenile Justice Council and the wealth of support provided by the PACE Board of Directors and the community that significantly impacts the success of the program.

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

QA TRENDS: PACE Escambia – Santa Rosa

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	7	5.38	Onsite Transition Services	7	5.12	Enrollment	Pass
Testing & Assessment	6	4.45	Testing & Assessment	7	5.68	Entry Academic Assessment	Pass
Student Planning	5	4.29	Student Planning	7	4.34	Individual Academic Plans (IAPs)	Pass
			Community Reintegration	7	6.23	Individual Educational Plans (IEPs)	Pass
STANDARD ONE: TRANSITION Standard Average	6.00	4.71	STANDARD ONE: TRANSITION Standard Average	7.00	5.36	Substantial Academic Curriculum	Pass
Academic Curriculum & Instruction	5	4.95	Academic Curriculum & Instruction	7	5.17	Explicit Reading Instruction	Pass
Reading Curriculum & Instruction	7	3.98	Reading Curriculum & Instruction	5	4.66	ESE Process	Fail
Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	7	6.10	Adequate Instructional Time	Pass
ESE & Related Services	5	5.02	ESE & Related Services	7	5.24	Community Involvement	Pass
STANDARD TWO: SERVICE DELIVERY Standard Average	6.00	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	6.50	5.29	Teacher Certification	Pass
Collaboration	5	5.43	Collaboration	8	6.29	Data Management	Pass
Educational Personnel Qualifications	5	4.19	Educational Personnel Qualifications	4	4.89	Contract Management Oversight	Pass
Professional Development & Teacher Retention	7	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	8	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		
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.20	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.40	5.79		
OVERALL AVERAGE	6.08	5.02	OVERALL AVERAGE	6.62	5.51		
STANDARD FOUR: CONTRACT MANAGEMENT	7.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.76		

PACE Escambia Santa Rosa-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File Dropout Prevention File	126 78	TOTAL 126 (Unduplicated)			
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	0	0	12 & under	5	4	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0
Female	126	100	13	22	17	6	9	7	Emotional/Behavioral Disabilities	0	0
RACE	#	%	14	37	29	7	17	13	Specific Learning Disabled	5	4
White (NH)	65	52	15	37	29	8	27	21	Autism Spectrum Disorder	0	0
Black (NH)	54	43	16	19	15	9	47	37	Speech/Language Impaired	0	0
Hispanic	2	2	17	5	4	10	22	17	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	5	4	18	1	1	11	2	2	Gifted	1	1
			19 & above	0	0	12	2	2	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	1	1
2006-07 Reading	45	98	Diplomas Earned	#	%				Other Health Impaired	0	0
2006-07 Math	44	98	Standard *	0	0				TOTAL ESE	7	6
2007-08 Reading	45	98	GED	0	0	LEP STUDENTS	#	%			
2007-08 Math	44	98	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

BENCHMARK 1.1: ENROLLMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program has transition activities that include:		
1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	Because the students are from Escambia and Santa Rosa counties, the lead educator has access to records from both school districts in the MIS. The lead educator requests records and develops students' course schedules based on FCAT scores and previous transcripts. All six current files reviewed document that students are appropriately enrolled for progression and reading remediation (for students whose FCAT reading scores are Level 1 or 2).	
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"> • None 	

BENCHMARK 2.1: ENTRY ACADEMIC ASSESSMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
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	The resource specialist administers the BASI and the Learning Modality Inventory (LMI) to students as part of an assessment orientation before enrollment. All six files reviewed contain these assessments administered within the required time frame.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program administers the LMI to determine students' learning preferences. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 3.1: INDIVIDUAL ACADEMIC PLANS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
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	The academic teachers develop students' IAP goals that include additional goals and objectives for science, social studies, Spirited Girls!, and elective courses. The guidance counselor develops students' career goals. All four IAP's reviewed include specific, measurable, and individualized long-term goals and short-term objectives; one IAP goal has three short-term objectives that are the same as the related goal. All required components were developed within 15 school days of entry. Teachers have access to students' IAPs through the on-line Efforts To Outcomes (ETO) software program.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program develops additional IAP goals for science, social studies, Spirited Girls!, and elective areas. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should develop short-term objectives in IAPs that are specific steps to meeting an established long-term goal. 	

BENCHMARK 3.3: INDIVIDUAL EDUCATIONAL PLANS		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program has individual student planning activities that include:		
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	The local education agency (LEA) representative and the exceptional student education (ESE) teacher develop measurable annual IEP goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs, as documented in one IEP and one educational plan (EP) reviewed.	
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"> • None 	

BENCHMARK 5.2: SUBSTANTIAL ACADEMIC CURRICULUM		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program offers academic curriculum and instruction through:		
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)	The program provides a substantial year-round curriculum that is based on the Course Code Directory, course descriptions, and the FSSS. Courses offered include language arts, writing, math, science, social studies, electives (i.e., physical education [P.E.] and debate), and career/technical education. Classroom observations and students' folders document that grades and credits are awarded based on courses assigned. All lesson plans reviewed document alignment with the FSSS.	
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"> • None 	

BENCHMARK 6.1: DIRECT READING INSTRUCTION		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
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	The program provides explicit reading instruction via 20 minutes of direct instruction, 20 minutes of sustained silent reading, 20 minutes of individual or group work, and 20 minutes of review and/or remediation. Teachers write IAP goals to address the specific construct areas, as documented by teacher interviews, classroom observations, and IAPs/IEPs. For students who score on Level 1 or 2 on the FCAT reading section, the program provides 80 minutes of intensive reading instruction via the Read 180 curriculum that is aligned with the school district comprehensive reading plan and supplemental materials that enhance reading instruction. Each reading classroom has the Read 180 library and computer software, classic Choices library, and the Newspapers in Education and Just Read, Florida! programs.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program utilizes a sound model of explicit reading instruction. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	

BENCHMARK 8.2: ESE PROCESS		PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A <input type="checkbox"/>
-----------------------------------	--	--

The program provides educational support services to all students as needed, including:	
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 	The resource specialist and the school district ESE liaison review IEPs/ EPs. One IEP reviewed documents development within three weeks of student entry, but one EP reviewed documents development 10 months after the student's enrollment. (This student's EP meeting was held the day prior to this review.)
<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 	E-mails document that the resource specialist notifies the local education agency (LEA) representative of students' gifted status upon entry. The school district coordinator of gifted services recommended developing an EP one week after a gifted student enrolled, but the EP documents that a meeting to develop this student's plan was not convened 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 	The resource specialist invites parents to attend the IEP/ EP meetings. One IEP file reviewed documents appropriate notification, and one EP file reviewed does not include the date that the parent was notified. Parents of both students attended the respective IEP/EP meetings.
<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 	The resource specialist and the LEA representative write transition statements and plans as needed. This is documented on one IEP reviewed.
<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 liaison serves as the LEA representative for this program and documents attendance at IEP/EP meetings.
RATING JUSTIFICATION	The intent of the indicator is not being met.
COMMENDATIONS	<ul style="list-style-type: none"> None
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should convene meetings to develop students' EPs as soon as possible. The program should document the dates that all parents are invited to attend EP meetings.

BENCHMARK 9.1: ADEQUATE INSTRUCTIONAL TIME		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	The program's bell schedule documents 315 minutes of daily instruction with one minute to transition between each class. Classroom observations and student transitions confirm that students receive at least 300 minutes of daily instruction.	
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"> None 	

BENCHMARK 9.3: COMMUNITY INVOLVEMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The program facilitates collaboration to provide:		
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	Each program staff member is responsible for scheduling one community service opportunity and one guest speaker per year. Documented community involvement activities include guest speakers from the Northwest Florida Association of Women Lawyers, Channel 3 News, and real estate and insurance groups and community service activities, such as reading to children, making decorations for community events, job shadowing at day care facilities, making crafts with "The Church Ladies," dancing in a Christmas show, participating in a field trip to an art exhibit, making blankets for a blanket drive, baking for a day care center, participating in "Make a Difference Day," job shadowing at a local law firm, hosting family nights, and attending reunions for former students. The program also awards students who have perfect attendance or are on the A/B Honor Roll with trips to the park or the movies. The volunteer log also documents various volunteers who come to the program that include an art instructor, a retired teacher (who tutors students), and St. Luke's Church members, who make crafts with the students. The program also has an active board of directors that continually solicits donations and plans fundraisers for the program.	
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program involves the teachers and program staff in soliciting community service opportunities and guest speakers. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	

BENCHMARK 10.1: TEACHER CERTIFICATION		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
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	The program has six full-time academic teachers. Two have professional certification, but only one is teaching in field; four have temporary certification. One of the reading teachers has completed two reading competencies this past year, and a new reading teacher has signed up for the next available course to meeting the reading endorsement requirements.	
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 teachers in obtaining professional certification and/or endorsements in all the subjects they teach. The program should ensure that the reading teachers complete the courses required for a reading endorsement. 	

BENCHMARK 14.2: DATA MANAGEMENT		PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A <input type="checkbox"/>
The school district ensures that:		
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)	The school district has assigned the program an individual school number and accurately reports all MIS data required in this benchmark. Cumulative transcripts reviewed contain all required information except for students' BASI growth scale values.	
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 school district should ensure that cumulative transcripts include students' entry/exit BASI growth scale values along with the standard scores. 	

BENCHMARK 14.5: CONTRACT MANAGEMENT OVERSIGHT

PASS **FAIL** **N/A**

The school district ensures that:

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

The director of alternative education is the contract manager, and a teacher on special assignment serves as her designee. The contract manager documents in a binder regularly e-mail communication with the lead educator. Visitor logs also document three visits to the program this past year. Documented evaluation includes a mock quality assurance (QA) review. Visitors logs document numerous visits from the school district transition contact. The school district has assigned a reading coach to the program that has assisted with reading instruction and modeled best practice strategies each week since July of this year. Meeting minutes document monthly school advisory council (SAC) meetings, and the school district communications binder documents ongoing communication between the program and the school district.

RATING JUSTIFICATION

The intent of the indicator is being met.

COMMENDATIONS

- The school district provides ongoing support to ensure that the program provides high quality educational services to the students.

RECOMMENDATIONS

- None

OTHER FINDINGS

- None

ADDITIONAL RECOMMENDATIONS

- None