

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)	THE PACE PROGRAM	School # 11-9017 School District Collier County Collier	ESE Service Delivery Support Facilitation Consultation
Program Name	PACE Immokalee	Capacity 72 Population Female	Diplomas by Program
Address	160 North 1st Street Immokalee, FL 34142	Head Count 51 SD Registered 54 HSD/GED 0 DJJ Referred 43	Other School in SD GED GED Exit Option #11-0271
Education Provider	PACE Center for Girls (Not-For-Profit)	Max Ratio (Student: Teacher) 9:1	Students' Home/Zoned Schools Standard Special
Facility Provider	PACE Center for Girls (Not-For-Profit)		
Education Provider Change	N/A	Title I, (A) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies 43
SD Contract Manager	Bill Spano	Phone (239) 377-1054 Fax (239) 377-1051	E-mail spanobi@collier.k12.fl.us
Other SD Contract	Jack Staples	Phone (239) 377-1054 Fax (239) 377-1051	E-mail staplesi@collier.k12.fl.us
Lead Educator	Louise Pelletier	Phone (239) 377-9862 Fax (866) 587-1789	E-mail louise.pelletier@pacecenter.org
Facility Director	Vacharee Howard	Phone (239) 377-9864 Fax (866) 587-1789	E-mail vacharee.howard@pacecenter.org
SD Transition Contact	Bill Spano	Phone (239) 377-1054 Fax (239) 377-1051	E-mail spanobi@collier.k12.fl.us
QA Reviewer Karen P. Kugelmann Review Dates May 19-21, 2009		E-mail kkugelmann@fsu.edu	A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC 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 type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: On-site Transition Coordinator	<u>5</u> Teachers <u>0</u> Teacher Aides <u>1</u> Guidance Staff <u>8</u> Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input 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 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 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>5</u> Classrooms	<u>0</u> Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

The expected outcome of the indicator is clearly being met; the program exceeds the overall requirements of the indicator through an innovative approach, extended services, or demonstrated program-wide dedication to the overall performance of the indicator.

Satisfactory Performance – Rating of 4, 5, or 6

The expected outcome of the indicator is clearly being met; some minor exceptions or inconsistencies in meeting specific benchmarks may be evident.

Partial Performance – Rating of 1, 2, or 3

The expected outcome of the indicator is not being met, and frequent exceptions and inconsistencies in meeting specific benchmarks are evident.

Nonperformance – Rating of 0

The expected outcome of the indicator is clearly not being addressed.

SUMMARY

The Practical, Academic, and Cultural Education (PACE) Center for Girls in Immokalee is a nonresidential, gender-specific program for females, ages 11-18, who are experiencing difficulty in school and/or home. The program strives to help students complete their education, increase their self-esteem, and develop personal, social, and family relationship skills. The program has been in the new facility it built two years ago with donations and continues to utilize a networked technology system and a security program provided by the school district.

All of the teachers teach in their certification areas. Two paraprofessionals help provide exceptional student education (ESE) services and serve as substitute teachers, when needed. The program has a new executive director, an interim lead educator, and two teacher vacancies.

The program offers a substantial year-round curriculum and a work experience program in which students work in local businesses that relate to their career interest areas. The school district also provides extensive oversight and assistance to the program.

The program received superior ratings for 12 of the 13 indicators and earned Exemplary II status for its high overall quality assurance (QA) score. The school district also received a superior rating.

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

QA TRENDS: PACE Immokalee

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	5	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	7
Testing & Assessment	5	4.45	Testing & Assessment	5	5.68	Testing & Assessment	7
Student Planning	3	4.29	Student Planning	5	4.34	Student Planning	7
			Community Reintegration	8	6.23	Community Reintegration	8
STANDARD ONE: TRANSITION Standard Average	4.33	4.71	STANDARD ONE: TRANSITION Standard Average	5.75	5.36	STANDARD ONE: TRANSITION Standard Average	7.25
Academic Curriculum & Instruction	7	4.95	Academic Curriculum & Instruction	5	5.17	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	5	3.98	Reading Curriculum & Instruction	6	4.66	Reading Curriculum & Instruction	7
Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	8	6.10	Employability & Career Curriculum & Instruction	8
ESE & Related Services	8	5.02	ESE & Related Services	6	5.24	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	6.75	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	6.25	5.29	STANDARD TWO: SERVICE DELIVERY Standard Average	7.25
Collaboration	8	5.43	Collaboration	7	6.29	Collaboration	7
Educational Personnel Qualifications	5	4.19	Educational Personnel Qualifications	6	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	7	5.06	Professional Development & Teacher Retention	6	5.41	Professional Development & Teacher Retention	7
Learning Environment & Resources	8	5.07	Learning Environment & Resources	8	5.88	Learning Environment & Resources	7
Student Attendance	7	6.23	Student Attendance	7	6.29	Student Attendance	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.00	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.80	5.79	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.80
OVERALL AVERAGE	6.25	5.02	OVERALL AVERAGE	6.31	5.51	OVERALL AVERAGE	7.08
STANDARD FOUR: CONTRACT MANAGEMENT	6.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	8.00	4.76	STANDARD FOUR: CONTRACT MANAGEMENT	8.00

PACE Immokalee-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File	71	TOTAL		71
									Dropout Prevention File	45	(Unduplicated)		
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE			#	%
Male	0	0	12 & under	23	32	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)			0	0
Female	71	100	13	5	7	6	5	7	Emotional/Behavioral Disabilities			0	0
RACE	#	%	14	11	15	7	11	15	Specific Learning Disabled			4	6
White (NH)	3	4	15	14	20	8	9	13	Autism Spectrum Disorder			0	0
Black (NH)	4	6	16	14	20	9	17	24	Speech/Language Impaired			4	6
Hispanic	64	90	17	4	6	10	11	15	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment			0	0
Other	0	0	18	0	0	11	8	11	Gifted			1	1
			19 & above	0	0	12	10	14	Traumatic Brain Injured			0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound			0	0
2006-07 Reading	32	100	Diplomas Earned	#	%				Other Health Impaired			0	0
2006-07 Math	32	100	Standard *	0	0				TOTAL ESE			9	13
2007-08 Reading	34	100	GED	0	0	LEP STUDENTS	#	%					
2007-08 Math	34	100	Special	0	0		2	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: SUPERIOR SCORE: 7
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The interim lead educator and the on-site transition coordinator enroll students and develop their course schedules based on past records, entry assessment and FCAT scores, and student progression requirements. The majority of students are "in-county," so the program can access students' records in the MIS. The lead educator faxes students' enrollment information and schedules to the school district data entry clerk for alternative education programs and also maintains the records in the program's Efforts to Outcome (ETO) database. All 10 current files reviewed document that students are appropriately enrolled in appropriate courses for student progression and reading remediation, as needed.
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	Student interviews and all 10 current files reviewed document that the lead educator, the social workers, and/or the teachers advise students regarding the areas required in this benchmark. Students meet with their assigned teachers/advisors weekly to discuss their academic progress. The program documents all meetings with the students and their families in the student information binder or in the ETO database.
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	Transition services begin at entry, and the program sets a 15-month transition date for each student. The on-site transition coordinator, the parents, the students, the social worker, the program director, and the exceptional student education (ESE) staff (if appropriate) attend exit staffings 14 days prior to their transition dates and assist students' with successful transition to their next educational or career/technical placements, as documented in all six files reviewed.
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	Because all of the students are in-county, most students return to their home/zoned schools. The program documents that the transition coordinator accompanies students' to their schools to assist with enrollment and scheduling and to hand deliver students' exit packets to the guidance counselors prior to or the day of exit. The program also sends letters to the receiving schools to ensure that they can access students' cumulative records in the MIS. Dated signatures of the transition coordinator document this process in all six closed files reviewed. Transition packets are created at exit meetings 30 and 14 days prior to students' exit. All six closed files reviewed contain the required components.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The on-site transition coordinator assists the students by implementing a seamless exit transition process. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
<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	The math teacher administers the BASI to students within the requires time frame, as documented in all 10 current files reviewed. In addition, the social services counselor administers the SMART Girls Life Skills Assessment and a learning styles inventory to students to enhance instruction and to address career, social, and life skills and all learning styles.

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>	A social services counselor administers the Choices Interest Profiler to students within the required time frame, as documented in all 10 current files reviewed. Interviews and students' career/technical portfolios document that results of the Choices assessment are used to enhance career/technical instruction.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The math teacher administers the Basic Achievement Skills Inventory (BASI) approximately two weeks prior to students' exit. Fax transmittal verifications document that the program director faxes students' entry/exit BASI scores to the alternative education data clerk for MIS reporting. Two of six closed files reviewed do not contain exit assessments but document that the students left the program without notice.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers life skills and learning style assessments to guide career/technical instruction and address students' <u>varying learning styles</u>. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SUPERIOR SCORE: 7
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>	All six current files reviewed document that the teachers/advisors develop age- and grade-appropriate IAPs that meet all the requirements in this benchmark and develop additional goals to address science, social studies, and social skills.
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 and teacher interviews and Efforts to Outcomes (ETO) screens document review of students' progress in biweekly Care Review meetings. Student signatures in teacher/advisee logs and ETO records document weekly sessions with the teachers to review students' IAP goals/objectives and grades in progress. Additionally, two current files document revision of goals/objectives upon mastery.
3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The itinerant ESE teacher and the school district ESE specialist write students' IEPs. IEPs in all four ESE files reviewed contain measurable goals and objectives that directly relate to the students' identified academic, behavioral, and/or functional needs.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The itinerant ESE teacher creates IEP progress reports that are sent home monthly with regular program reports. Parents are called in to meet with the itinerant ESE teacher and the classroom teachers to discuss IEP progress reports, as documented in ongoing communication logs for four ESE students. A social worker and a teacher makes home visits to parents who cannot attend the meetings, as documented in an interview with the itinerant ESE teacher.

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 lead educator helps students develop ePEPs via FACTS.org, as documented in eligible students' career/technical portfolios.
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>	All students transfer to this program from public schools.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program develops individual academic plans (IAPs) for non-exceptional student education (ESE) students that address more than the required areas to include science, social studies, and social skills goals. • The itinerant ESE teacher, the teachers, and the program's social worker collaborate to schedule meetings with the parents for monthly review of individual educational plan (IEP) progress reports and/or to make home visits to parents who do not attend the meetings. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 8
The program has community reintegration activities that include:		
4.1 Soliciting and documenting participation from parents, families, and representatives from the communities to which students will return that is focused on transition planning and activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator and/or the transition coordinator solicit participation in students' transition meetings from the parents, the students, the social services counselors, and the ESE itinerant teacher (if appropriate). All six closed files reviewed document that the receiving schools are notified of transitioning students. Additionally, the program documents efforts to continue exit transition planning for two students who left unexpectedly to assist them with reintegration. Most of the students return to their in-county home/zoned schools. The itinerant lead educator and/or the transition coordinator inform the school district transition coordinator of a transitioning student, and the transition coordinator notifies the receiving schools. The transition coordinator and/or the itinerant lead educator accompany students' to their home/zoned schools to assist with reintegration. The transition coordinator conducts three years of follow-up with students post release via monthly telephone calls for the first three months and then makes one call every three months. Students also have access to counselors via a 24/7 crisis hotline.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, aftercare providers, post-release educational plans, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed contain age-appropriate exit/transition plans that include all required information. The lead educator, the social services counselors, the ESE itinerant teacher (if appropriate), and/or the transition coordinator develop the exit plans.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides follow-up services to students for three years post release. • The program continues to solicit parent participation in transition planning to assist students who left the program unexpectedly. • The transition coordinator and/or the lead educator accompany students to their next educational placements to assist with reintegration.
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: 7
The program offers academic curriculum and instruction through:		
5.1 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all diploma options and reports standard and special diplomas earned under students' home/zoned school numbers; GED diplomas are reported under the alternative education program number. The program assists students with preparing for the GED Exit Option diploma via study materials along with their regular course work. Students pay their own testing fees and are responsible for their own transportation to the GED testing site.
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 that is aligned with the Florida Course Code Directory, course descriptions, and the FSSS. Credited academic courses include math, English/language arts, science, and social studies. Classroom observations, student interviews, lesson plans, and students' schedules document that students receive instruction for the courses in which they are enrolled.
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>	Students are placed in classes according to their grade levels and progression needs. Classroom observations and teacher interviews document that they provide individualized instruction and varied instructional strategies based on students' IAPs/IEPs. Teachers maintain lesson plans that differentiate instruction to address students' ability levels and learning styles. Classroom observations document direct instruction, one-on-one assistance, thematic units across the curriculum, computer-assisted instruction (CAI), group projects, cooperative learning, hands-on activities, and technology-based instruction. The science classroom also provides hands-on activities and experiments, as documented in lesson plans and observations. Additionally, classroom observations document triangulation of assessments to show mastery of course requirements and that the standards are met. All eight students interviewed indicated that they receive individualized instruction and that the teachers make their lessons interesting.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • Teachers use triangulation strategies to track progression and mastery of course requirements. • The program documents that the teachers consistently use differentiated strategies to address students' learning styles 	
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:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program administers the Scholastic Reading Inventory (SRI) to place students and guide reading instruction in the READ 180 program and provides explicit reading instruction via a rotational model. Reading intervention is provided in a 90-minute intensive reading block, as outlined in the school district comprehensive reading plan. Some reading resources include Reading Skills for Life, Failure Free Reading, and Science Research Associates (SRA) materials that are all aligned with the school district comprehensive reading plan. Computer-assisted reading instruction is provided via READ 180, River Deep, the Florida Comprehensive Assessment Test (FCAT) Explorer, and Earbonics Write Out Loud. Lesson plans, teacher interviews, and classroom observations document that IAPs/IEPs are used to guide instruction.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program administers the Florida Oral Reading Fluency (FORF) probe and the Maze test to monitor students' reading progress, as outlined in the school district comprehensive reading plan. The SRI is also used as a quarterly progress monitoring tool, and results are maintained in students' files. The reading coach and the reading teacher provide feedback from progress monitoring assessments to the program director and the teachers. The reading coach reports progress monitoring data via the Progress Monitoring and Reporting Network (PMRN) to DOE three times a year.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students have opportunities for leisure reading during the school day, as documented in student interviews. Six of the eight students interviewed indicated that reading is encouraged in each classroom. Students voluntarily participate in a Saturday Book Club and Breakfast with the counselors, the teachers, the students, and local professional women, who meet at the school to review a common book they are reading and to hear guest speakers share about their careers. In addition, students may purchase books that interest them at a local book store. Students also conduct research on the Internet for class reports and were observed participating in a spelling-bee conducted by the English/language arts teacher.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program has access to the Diagnostic Assessment of Reading, Second Edition (DAR-2) and the Comprehensive Test of Phonological Processing (CTOPP). The reading coach and the ESE itinerant teacher reported in an interview that students are tested by the school district exceptional student education (ESE) speech/language specialist when they are not progressing academically. The program documents that no current students need further diagnostic testing.</p>

<p>RATING JUSTIFICATION</p>	<p>The intent of the indicator is being exceeded.</p>
<p>COMMENDATIONS</p>	<ul style="list-style-type: none"> • The program encourages students to participate in a weekend Breakfast Book Club to enhance their literacy skills.
<p>RECOMMENDATIONS</p>	<ul style="list-style-type: none"> • None
<p>DEFICIENCIES REQUIRING A CAP</p>	<ul style="list-style-type: none"> • None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

RATING: SUPERIOR
SCORE: 8

Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program addresses employability, social, and life skills through the intensive reading and career planning and the U. S. history and career planning courses offered for credit. Both courses are based on the state and school board standards, and instruction follows the course descriptions, as documented in course schedules and teacher lesson plans. Spirited Girls! is also offered as part of the counseling program and the after-school program during the fall and spring semesters. Currently, the program counselors are providing students Spirited Girls! curricula, and the program is advertising for a Spirited Girls! teacher. Additionally, the Spirited Girls! curriculum is used in the reading courses to enhance the career planning curricula integration.</p>
<p>7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students in grade 8 are enrolled in a middle school world cultures and career planning course that integrates career and education planning curriculum and includes the 30 competencies. Exploration opportunities and resources are provided through the Spirited Girls! curriculum, the Cyber Learning computer program, and the Choices planning program.</p>
<p>7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The Tutor Corp program, PACE Works, the migrant program, Century 21 Keyboarding text, and the Plato Work Experience curriculum provide a broad scope of career exploration in the personal, career, and school development (PCSD) courses and the middle school career planning courses. Additionally, the program provides instruction in resume writing and job searches, to enhance career exploration and skill training. High school students are selected via interviews to participate in the Tutor Corp and the Migrant program, in which they tutor students in grades 1-3 after school at participating schools. The PACE Works program is designed to improve students' employability skills and to promote a smooth reintegration process. The program matches high school students with employment according to their career assessment results and provides transportation to their job sites. Work supervisors give students feedback regarding their job performance, and the program's counselors monitor students' work at their job sites. Some students earn wages, depending on their ages and quality of work. Students may earn half a credit in volunteer community service for 72 hours of documented work.</p>
<p>7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent</p>	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	<p>The program does not enroll high school graduates.</p>

RATING JUSTIFICATION The intent of the indicator is being exceeded.

COMMENDATIONS

- The Tutor Corp and the PACE Works programs provide excellent employability skills training to the students.

RECOMMENDATIONS

- None

DEFICIENCIES REQUIRING A CAP

- 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:

<p>8.1 Documenting the initiation of the exceptional student education (ESE) process</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The transition coordinator notifies the school district ESE specialist and the ESE itinerant teacher when a special education student enrolls in the program. The school district ESE specialist verifies students' status and informs the ESE itinerant teacher, as documented in planning forms reviewed. This process is documented in all four ESE files reviewed.</p>
<p>8.2 Completing the ESE process:</p> <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district ESE specialist and the ESE itinerant teacher review current IEPs/EPs to determine whether they are appropriate. All four IEPs reviewed are current.</p>
<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 		<p>The ESE specialist and the ESE itinerant teacher convene IEP/EP meetings as soon as possible, when services are not appropriate. All four IEPs reviewed were amended after the student enrolled in the program.</p>
<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 		<p>The ESE itinerant teacher solicits and documents that parents are notified via two attempts by telephone or mail to participate in ESE staffings, as documented on all four IEPs reviewed. Parents who cannot attend the meetings participate via conference calls. Two of the four IEPs reviewed document that copies of IEPs/EPs are mailed to parents who do not attend the meetings.</p>
<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 		<p>The school district ESE specialist writes transition statements for students who are 14-15 years old and transition plans for students 16 or older, as documented in all four IEPs reviewed.</p>
<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.) 		<p>All four ESE files reviewed document via signatures that the school district alternative education assistant principal serves as the LEA representative and attends all IEP/EP meetings.</p>
<p>8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The ESE itinerant teacher provides consultative services to the teachers, as documented in consultative logs reviewed, and provides lists of students' accommodations and modifications to the teachers weekly. The ESE itinerant teacher also provides biweekly support facilitation to the one student currently enrolled in the special diploma track. Four students receive speech/language services provided by the school district twice weekly per their IEPs. The ESE itinerant teacher helps provide continuous academic services to all of the ESE students enrolled.</p>
<p>8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district provides ELL, Section 504, and gifted services, but no current students require these services.</p>

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The exceptional student education (ESE) itinerant teacher helps to provide continuous academic support services to the ESE students. The program has a seamless process of providing specially designed instruction and related services.
RECOMMENDATIONS	<ul style="list-style-type: none"> None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 7
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>	Classroom observations and the bell schedule documents six 50-minute classes with two minutes for transition provided between classes. Students observed during transition moved orderly and quickly.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The self-report, meeting agendas, sign-in logs, and interviews document that the teachers, the counselors, the program director, and the program staff meet every Monday in Care Review meetings. Staff meetings are held twice monthly, and the teachers have academic meetings biweekly. Sign-in logs document that the school district alternative education assistant principal, who is the contract manager designee, visits the program monthly. The facility executive director, the lead educator, the lead teacher, and the social services counselor meet informally on a daily basis. Additionally, staff and teachers attend trainings together in order to have a continuous understanding of each other's responsibilities and to promote collaboration.
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>	Interviews and documentation verify that students volunteer at a soup kitchen, elementary schools, and the Women's Abuse Center. The Tutor Corp and PACE Works programs collaborate with community and business partners to place high school students in jobs for volunteer work experience. The Breakfast and Books program is designed to bring the community and the program together; students and community members meet every Saturday at the school for breakfast and discuss a common book they are reading. Members of the community are solicited by the executive director and the lead educator to speak to the students and to serve as mentors. These include local attorneys, judges, and numerous local business members. The Fifth and Third Bank staff visit the program throughout the year and teach banking and finance skills to the students in their mobile office. The program documents an average of 30 mentors who visit the program regularly.
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>	The behavior management plan is based on a point/level system in which students acquire daily points for rank promotions. Students may receive more privileges and rewards such as off-campus lunches, certificates, polo shirts, extra points for the show-case, field trips, and lunches out with a staff member. Interviews and observations document that the behavior management program is implemented effectively.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The Breakfast and Book Club is an innovative project to solicit community involvement. The program documents 30 mentors approved by the Department of Juvenile Justice (DJJ) to assist the program. 	
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:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Personnel files document that the on-site curriculum specialist has filled a teacher vacancy for the past seven months. The program documents that every effort has been made to advertise for and hire an English/language arts teacher. All of the program's five core academic teachers have professional certification, except the social studies teacher, who has temporary certification. All five teachers teach in their certification areas; two teachers have reading endorsements, and one teacher has exceptional student education (ESE) certification.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Two of the certified teachers incorporate social, employability and career education instruction into their content area classes. Interviews with administrators document that a teacher may be added to teach physical education (P.E.) and Spirited Girls! classes, depending on funding.</p>
<p>RATING JUSTIFICATION</p>		<p>The intent of the indicator is being met.</p>
<p>COMMENDATIONS</p>		<ul style="list-style-type: none"> • None
<p>RECOMMENDATIONS</p>		<ul style="list-style-type: none"> • The program should ensure that teacher vacancies are filled by certified teachers. • The program should assist all teachers in obtaining professional certification in all the subjects they teach.
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> • None

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

RATING: SUPERIOR
SCORE: 7

All instructional personnel:

<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All teachers have professional development plans that incorporate SIP initiatives and document ongoing review with feedback provided by the executive director and/or the program director. Two teachers began at the program in January and will begin the next scheduled school district beginning teacher program in the fall, to foster professional growth.</p>
<p>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]).</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All PACE employees receive annual training during the month of July that relates to behavior management, emergency plans, nonviolent crisis intervention, suicide prevention, ethics, cultural diversity, gang awareness, and learning styles. Other trainings include the Handy Electronic Registration Online (HERO) training program from the school district, reading endorsement classes via the Internet, or school district course offerings. The health department also conducts employee trainings. Three teachers recently received CRISS training; one teacher completed a reading endorsement; and another teacher obtained ESE certification.</p>
<p>The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program recruits through the PACE Web site, newspapers, the Career Builders Web site, job fairs, personal contacts, advertisements at colleges and universities, and through the Florida Career Web site. To retain highly qualified personnel, the program hires teachers who are well-suited for working with at-risk students. The teachers receive continuous training, supervision, feedback, planned time off, recognitions, and rewards. The lead teacher serves as a mentor to the new teachers at the program, and the new facility provides a safe and pleasant work/learning environment.</p>

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • The program ensures that all teachers have professional development plans that document review. • The program documents professional development training via a varied resources.
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should provide more content-area training to all of the teachers.
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 five teachers, two paraprofessionals, and a lead educator, who does not have teaching duties; however, she also provides guidance services. The average class size is 9 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides an adequate quantity of educational materials that are appropriate to students' ages and abilities, including a variety of instructional texts for core content areas. The program has an abundance of leisure reading materials for students in the classrooms in the school library. All eight students interviewed stated that books are available and include a variety of high-interest novel sets.
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>	All classrooms have an average of five student computers, and the math classroom has 12 computers. Computers are networked to the school district and provide access to Plato, Read 180, FCAT Explorer, and River Deep programs in all classrooms. Classroom projectors display computer programs, and teachers have access to TVs/VCRs and DVD players. Some classrooms have educational videos and audio books. The science classroom displays ongoing experiments, plants, a molecule manipulation kit, beakers, test tubes, two microscopes, mineral and rock collections, and equipment for experiments with electricity.
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 two-year-old facility has space for future growth. All classrooms are clean, spacious, and well lit and display behavioral rules, and motivation and educational materials. Students' work and projects are appropriately displayed in the hallways, and bulletin boards contain important program and student information that pertains to student learning, accomplishments, and/or opportunities.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has access to the FLVS for instructional purposes, but no students are currently enrolled.
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 successfully solicits resources to enhance the educational program. Grant applications have been submitted to the League Club for the Wellness Program, the Mimi Fund for operations, the Women's Bar Association for Breakfast with Books Club, and Title I A and D funds for educational resources. Business partners include Florida Community Bank, Fifth and Third Bank, Publix Supermarket, Inc., the Naples Daily News, Dr.'s Dery and Eads, the Immokalee Fire Department, the Collier County Library, the Kiwanis Club, the Rotary Club, the Shelter for Abused Women, and the Guadalupe Soup Kitchen.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The program provides varied educational support services to enhance the learning environment. The program uses resources from community resources, grants, and private funding to accomplish its academic, employability, and reintegration goals.
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: 8
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 maintains student attendance records electronically for accuracy. Students swipe their security nametags as they enter the building and also sign in to document their time of arrival. Teachers use students' point cards to record attendance at the beginning of each class period. The lead educator faxes student attendance to the alternative education registrar on a weekly basis for MIS entry, as documented in attendance records.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has effective attendance strategies in place that are linked to the behavior plan and level promotions. The protocol for maintaining student attendance includes telephone calls by the transition coordinator and the program director to the parents of students who do not arrive at school. The bus driver, the lead educator, or the transition coordinator goes to the students' homes and transports them to school. After 10 unexcused absences, the program contacts the truancy officer; however, attendance records reviewed show that the program rarely has this problem. The school provides a safer environment than many of the students have at home. The program also provides fun theme days throughout the school year and daily breakfast and noon meals.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program documents student attendance via a variety of recording systems. The program implements a security protocol and an accurate recording process for documenting students' tardies and absences. 	
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: SUPERIOR
		SCORE: 8
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.

<p>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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program has an individual school number. The school district accurately reports all information in the MIS, as documented in all six closed files reviewed; two closed files do not contain exit assessments due to students' unplanned exits. However, all other required information is accurately reported.</p>
<p>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%.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program's reported 2007-2008 statewide assessment participation rates were 100% for both reading and math.</p>
<p>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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! The program receives the support services identified in the plan by a reading coach and an exceptional student education (ESE) itinerant teacher. The reading coach documents periodic walk-throughs, fidelity checks, classroom observations, and training via modeled lessons and strategies and reports the findings to the contract manager.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager and his designee provide appropriate oversight and assistance to the educational program that includes annual evaluations of the educational program, walk-throughs, recorded classroom observations, and analysis of Florida Comprehensive Assessment Test (FCAT) scores, attendance records, and safe learning environment surveys. Frequent on-site visits from the contract manager designee and other school district support personnel are documented in the visitors logs. The facility director documents in staff memos and meeting notes that feedback is provided to all staff regarding program findings. Additionally, the school district installed a student identification security program to help accurately record students' daily attendance and to secure the facility.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>There is a current and approved contract with the school district and the program, and a cooperative agreement with DJJ and the school district. A review of the documents and interviews document that the contractual terms are being followed. The school district finance manger and the contract manager and designee monitor the program's quarterly expenditures of all state and federal educational funding.</p>
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The school district documents frequent on-site visits and support from various school district personnel who provide services that enhance the educational program. • The school district provides seamless oversight that enhances the support and evaluation practices of the educational program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • None 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	