

## 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

<b>School Name (MSID)</b>	PACE CENTER FOR GIRLS-JAX	<b>School #</b> 16-0811 <b>School District</b> Duval <b>County</b> Duval	<b>ESE Service Delivery</b> Consultation	
<b>Program Name</b>	PACE Jacksonville (PACE Duval)	<b>Capacity</b> 90 <b>Population</b> Female	<b>Diplomas by Program</b> None	
<b>Address</b>	2933 University Blvd North Jacksonville, FL 32211	<b>Head Count</b> 56 <b>SD Registered</b> 66 <b>HSD/GED</b> 0 <b>DJJ Referred</b> 5	<b>Other School in SD</b> None	
<b>Education Provider</b>	PACE Center for Girls, Inc. (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 12:1	<b>Students' Home/Zoned Schools</b> All	
<b>Facility Provider</b>	PACE Center for Girls, Inc. (Not-For-Profit)			
<b>Education Provider Change</b>	N/A	<b>Title I, (A)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Title I, (D)</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<b>Students who have reading deficiencies</b>	53
<b>SD Contract Manager</b>	Dr. Marvin McQueen	<b>Phone</b> (904) 390-2053 x2037 <b>Fax</b> (904) 390-2137	<b>E-mail</b> <a href="mailto:mcqueenm@duvalschools.org">mcqueenm@duvalschools.org</a>	
<b>Other SD Contract</b>	Faye Bell	<b>Phone</b> (904) 390-2474 <b>Fax</b> (904) 390-2137	<b>E-mail</b> <a href="mailto:bellf@duvalschools.org">bellf@duvalschools.org</a>	
<b>Lead Educator</b>	Janet Terlouw	<b>Phone</b> (904) 448-8002 <b>Fax</b> (904) 421-3399	<b>E-mail</b> <a href="mailto:jterlouw@pacecenter.org">jterlouw@pacecenter.org</a>	
<b>Facility Director</b>	Lynn Bertram	<b>Phone</b> (904) 421-8830 <b>Fax</b> (904) 421-3399	<b>E-mail</b> <a href="mailto:lynn.bertram@pacecenter.org">lynn.bertram@pacecenter.org</a>	
<b>SD Transition Contact</b>	Richard Seymore	<b>Phone</b> (904) 521-2558 <b>Fax</b> (904) 390 2137	<b>E-mail</b> <a href="mailto:seymorer@duvalschools.org">seymorer@duvalschools.org</a>	
<b>QA Reviewer</b> Thelma J. Nolan Kelly Day, Peer Reviewer		<b>E-mail</b> <a href="mailto:tnolan@fsu.edu">tnolan@fsu.edu</a>		
<b>Review Dates</b> April 21-23, 2009		<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
		<b>DOE intervention is required.</b> <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.

<b>Pre-Review Contacts and Self-Report Verification</b>				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
<b>Interviews</b>	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Counselors, School District LEA Representative, On-site ESE Resource Teacher	<u>11</u> Teachers <u>0</u> Teacher Aides <u>1</u> Guidance Staff <u>10</u> Students
<b>Document Review</b>	<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 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>12</u> Current Educational Files <u>8</u> Closed Educational Files <input checked="" type="checkbox"/> Others: ePEPs
<b>On-site Observations</b>	<u>11</u> Classrooms	<u>0</u> Treatment Team Meetings	Others: Green Day Assembly Recognizing Earth Day	

## 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 gender-specific educational and psychological program for females, ages 12-18. The program's primary focus is to provide females early intervention services that address long-term self-destructive and antisocial behaviors. In addition to an academic curriculum, the program provides students with social services, group and family counseling, and gender-specific activities.

PACE provides the educational services, with assistance from the school district. Students are provided opportunities to develop their cognitive competencies, emotional and social skills, and occupational interests and participate in a variety of community activities to prepare them to successfully transition back to their communities or schools.

The program has four new teachers, a new transition coordinator, and a new lead educator, who began in December 2008. However, the education and the facility staff continue to make improvements and explore innovative approaches to strengthen the program.

The program and the school district staff demonstrate commitment to ongoing communication, and the program has developed numerous community/business partnerships and resources that enhance the educational program. Business and community partners also serve as tutors and mentors at the program.

The attractive facility enhances the learning environment, and the education and the facility staff demonstrate commitment to collaborating to ensure that the students receive the services they need.

The program received satisfactory and superior ratings for most of the indicators; however, it received partial ratings for deficiencies in the areas of assessment and reading.

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

## QA TRENDS: PACE Jacksonville

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	7	5.38	On-Site Transition Services	7	5.12	On-Site Transition Services	5
Testing & Assessment	7	4.45	Testing & Assessment	7	5.68	Testing & Assessment	2
Student Planning	7	4.29	Student Planning	7	4.34	Student Planning	5
			Community Reintegration	N/A	6.23	Community Reintegration	7
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.00</b>	<b>4.71</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>7.00</b>	<b>5.36</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>4.75</b>
Academic Curriculum & Instruction	7	4.95	Academic Curriculum & Instruction	7	5.17	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	7	3.98	Reading Curriculum & Instruction	7	4.66	Reading Curriculum & Instruction	1
Employability & Career Curriculum & Instruction	7	5.50	Employability & Career Curriculum & Instruction	7	6.10	Employability & Career Curriculum & Instruction	5
ESE & Related Services	7	5.02	ESE & Related Services	7	5.24	Specially Designed Instruction & Related Services	7
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.00</b>	<b>4.90</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>7.00</b>	<b>5.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.00</b>
Collaboration	7	5.43	Collaboration	7	6.29	Collaboration	7
Educational Personnel Qualifications	N/A	4.19	Educational Personnel Qualifications	N/A	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	N/A	5.06	Professional Development & Teacher Retention	N/A	5.41	Professional Development & Teacher Retention	7
Learning Environment & Resources	6	5.07	Learning Environment & Resources	6	5.88	Learning Environment & Resources	8
Student Attendance	7	6.23	Student Attendance	7	6.29	Student Attendance	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.25</b>	<b>5.27</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.25</b>	<b>5.79</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>6.80</b>
<b>OVERALL AVERAGE</b>	<b>6.73</b>	<b>5.02</b>	<b>OVERALL AVERAGE</b>	<b>6.73</b>	<b>5.51</b>	<b>OVERALL AVERAGE</b>	<b>5.62</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>3.93</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>7.00</b>	<b>4.76</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>5.00</b>

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

**STUDENT DEMOGRAPHIC DATA 2006-2007**

STUDENTS SERVED									Attendance File Dropout Prevention File	207 130	TOTAL (Unduplicated)	207
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	0	0	12 & under	15	7	K-5	2	1	Mentally Handicapped (EMH, TMH, PMH)	0	0	
Female	207	100	13	40	19	6	24	12	Emotional/Behavioral Disabilities	1	0	
<b>RACE</b>	<b>#</b>	<b>%</b>	14	35	17	7	24	12	Specific Learning Disabled	5	2	
White (NH)	83	40	15	48	23	8	25	12	Autism Spectrum Disorder	0	0	
Black (NH)	110	53	16	46	22	9	21	10	Speech/Language Impaired	0	0	
Hispanic	5	2	17	20	10	10	4	2	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	9	4	18	3	1	11	107	52	Gifted	0	0	
			19 & above	0	0	12	0	0	Traumatic Brain Injured	0	0	
<b>FCAT PARTICIPATION</b>	<b>#</b>	<b>%</b>				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	42	95	<b>Diplomas Earned</b>	<b>#</b>	<b>%</b>				Other Health Impaired	1	0	
2006-07 Math	41	93	Standard *	5	2				<b>TOTAL ESE</b>	<b>7</b>	<b>3</b>	
2007-08 Reading	29	97	GED	7	3	<b>LEP STUDENTS</b>	<b>#</b>	<b>%</b>				
2007-08 Math	29	97	Special	0	0		0	0				

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

\* Includes the GED Exit Option

# PERFORMANCE INDICATOR

# FINDINGS

<b>INDICATOR 1: ON-SITE TRANSITION SERVICES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
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.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator develops students' course schedules based on student interviews, assessment results, and the student progression plan. The program enrolls students in intensive reading classes based on their FCAT and Basic Achievement Skills Inventory (BASI) scores; however, the BASI is not an approved screening assessment, according to the school district comprehensive reading plan. All 12 current files reviewed document that students are appropriately enrolled in courses for student progression and reading remediation, as needed. All high school students are enrolled in the graduate initiative program, in which they may obtain General Educational Development (GED) diplomas.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teachers provide guidance services to students regarding all the areas required in this benchmark, except the major areas of interest. Interviews with the lead educator and the contract manager document that the program will begin providing middle school students with information on major areas of interest because they will now remain at the program and not be socially promoted. Most students interviewed know their educational status and diploma options. Guidance services are documented bimonthly in the Efforts To Outcome (ETO) database, and all 12 current files reviewed document that students receive guidance services at entry and throughout their stay.
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	Eight closed files and transition meeting records document that the lead educator participates in all transition/exit meetings to assist students with successful transition to their next educational or career placements. Prior to the exit meetings, the transition counselor advises exiting students and contacts the parents, as documented on transition forms. The program's counselors also assist students with appropriate placements.
1.4 Documenting transmittal of students' educational exit packets to their next educational placements <b>prior</b> 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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The transition counselor is responsible for developing and transmitting students' educational exit packets, and the counselors contact school officials in the receiving school districts prior to students' exit. Eight educational exit packets reviewed contain some of the required components; none contains all of the required components, and withdrawal forms in all the exit packets reviewed are incomplete. The program does not document transmittal of educational exit packets.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that it administers reading screening assessments that are approved in the school district comprehensive reading plan.</li> <li>• The program should ensure that withdrawal forms in all students' educational exit packets contain complete information and should document via signatures or fax verifications the transmittal of the packets to the next educational placements prior to students' exit.</li> <li>• The program should ensure that all educational exit packets document the reason the exit process was not completed.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 2: TESTING and ASSESSMENT</b>		<b>RATING: PARTIAL SCORE: 2</b>
The program's testing and assessment practices include administering:		
<b>2.1</b> The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Nine of 10 current files reviewed document that the program administers the BASI, the Test of Written Language (TOWL), and the Standardized Test for Assessment of Reading (STAR) to students during intake in the testing room. Eleven of the 12 current files reviewed contain the BASI administered appropriately within the required time frame; one file does not contain the BASI. Ten of 12 current files reviewed contain the STAR, and 7 of 12 contain the TOWL.
<b>2.2</b> 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program administers the Choices Interest Profiler and the Spirited Girls! assessments to students. The career teacher uses career assessment results to enhance employability and career/technical instruction. Seven of the 12 current files reviewed contain the Choices administered within the required time frame; five files do not contain the Choices assessment.
<b>2.3</b> The BASI for reading, language arts, and mathematics to <b>all exiting students who have been in the program for 45 or more school days</b> 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The resource specialist administers the BASI to exiting students, as documented in all eight closed files reviewed, and the guidance counselor enters the scores into the MIS. Three of eight MIS testing screens reviewed document entry/exit BASI scores; two contain only entry scores, and three do not document any BASI scores. The program does not document reporting BASI growth scale values or standard scores to the MIS. The previous guidance counselor and the former lead teacher reported standard scores directly into the MIS. Since January, the new lead educator has participated in MIS training but does not enter entry/exit scores; however, she stated in an interview that she would begin entering the information.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should administer career assessments to all students within 10 school days of entry.</li> <li>• The program should ensure that students' entry/exit BASI standard scores and growth scale values are entered into the MIS and document the reasons exit tests are not administered.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 3: STUDENT PLANNING</b>		<b>RATING: SATISFACTORY SCORE: 5</b>
The program has individual student planning activities that include:		
<b>3.1</b> Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All content area teachers develop IAPs based on student interviews, past records, and entry assessment results. Academic goals on six IAPs reviewed are specific, individualized, and measurable, but none of the career goals contains a measurement; teachers and advisors stated in interviews that career goals are measured via portfolios and assessments. IAPs contain remedial strategies for appropriate students and schedules for determining progress, but do not document dates of development. The lead educator, the students, and the teachers verified that IAPs are developed within the required time frame. The program plans to correct the IAP template in the Efforts to Outcomes (ETO) database.
<b>3.2.</b> 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>	IAP goals and objectives are reviewed bimonthly in care review meetings and in teacher/advisor sessions with the students. All six IAPs reviewed document in the Efforts to Outcomes (ETO) database progress notes and the revision of goals, as appropriate.

<b>3.3</b> Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The exceptional student education (ESE) staffing team develops measurable annual IEP goals and short-term objectives or benchmarks that directly relate to the students' identified academic behavioral and/or functional deficiencies and needs. The program does not document implementation of the revised school district policy for developing IEP goals and objectives; consequently, all four goals reviewed contain two short-term objectives.
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>	All four exceptional student education (ESE) files reviewed document that the program develops individual educational plan (IEP) progress reports and mails them to the parents as often as progress reports are sent home for all students. Documentation of this process is accurately filed with the ESE resource 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>	All students have been registered in FACTS.org for completion of their ePEPs by the end of students' 8th grade year. All information is based on students' academic, career, and post-secondary goals.
3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll conditional release students.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all career goals are measurable.</li> <li>• The program should ensure that all individual academic plans (IAPs) document the development dates.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 4: COMMUNITY REINTEGRATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
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 transition counselor solicits via telephone calls participation in transition planning meetings from the parents, the juvenile probation officers (JPOs), and other social agencies, as appropriate, and documents the information in the Efforts to Outcomes (ETO) database. Educational staff and the students are also invited to attend. Participation from community representatives depends on the individual needs of each student; the transition counselors and the parents determine who to invite to the meetings. To follow-up with students post release, program representatives visit schools and monitor students' academic and social progress. Transition counselors document follow-up transition contacts and services to students for three years post release.
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>	The transition counselor develops age-appropriate educational exit transition plans with input from the education and the transition staff 30 to 45 days prior to students' release dates. Exit plans in six closed files reviewed contain all of the required information.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides extensive follow-up services to students transitioning from the program to the community.</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>

<b>INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION</b>		<b>SCORE: SUPERIOR</b> <b>RATING: 7</b>
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 of the required diploma options. Teachers integrate GED preparation for appropriate students into the regular curriculum, and eligible students may take the GED exam at Florida Community College in Jacksonville.
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 offers a substantial year-round curriculum that provides students with educational services based on the Florida Course Code Directory. Course schedules and classroom observations document that students receive instruction based on the course descriptions and the FSSS 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>	The program provides middle and high school students with individualized instruction and a variety of instructional strategies. High school students participate in fine arts and the graduate initiative program in preparation for the GED exam. Most teachers' lesson plans and all classroom observations document a variety of instructional strategies to accommodate students' learning styles. One teacher provided lesson plans for only one week. Instructional strategies include white board activities, classroom interaction, seat work, and direct instruction based on IAPs/IEPs and students' individual ability levels. Students stated in interviews that they have adequate access to computers for instructional purposes and individualized instruction.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program provides numerous programs for students during the school day and after school hours that focus on future educational plans and allow them to progress toward obtaining high school diplomas or the equivalent.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that all teachers maintain comprehensive lesson plans for review.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 6: READING CURRICULUM and INSTRUCTION</b>		<b>RATING: PARTIAL</b> <b>SCORE: 1</b>
The program provides reading instruction and services through:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations document that teachers provide reading instruction in small groups and via one-on-one assistance. Teachers stated that students' reading goals and objectives are addressed via individualized assignments. The reading curriculum is not aligned with the school district comprehensive reading plan; two of the three teachers use the Science Research Associates (SRA) curriculum, and one uses the Jamestown Reader supplemental reading resource. The program offers a 52-minute reading block, although the school district comprehensive reading plan requires 90 minutes of reading remediation. Disfluent secondary level students are provided reading instruction in content area classes.

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program does not administer progress monitoring assessments and report the data to the DOE, as required in the school district comprehensive reading plan. The lead educator stated in an interview that she will begin the progress monitoring process.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students interviewed stated that the program provides reading opportunities and literacy enrichment activities daily using novels, magazines, journal writing, educational reading games, short stories, plays, and sustained silent reading.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	According to the self-report, the program administers the Basic Achievement Skills Inventory (BASI) and Florida Oral Reading Fluency (FORF) probe as diagnostic reading assessments; teachers stated that the Diagnostic Assessment of Reading (DAR) has not been administered. Because the program does not administer progress monitoring assessments, they cannot determine whether students are progressing in reading and need further diagnostic assessment. Teachers stated in interviews that they are not familiar with DAR administration, as required in the school district comprehensive reading plan.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is not being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all reading teachers are familiar with the school district comprehensive reading plan.</li> <li>• The program should ensure that the reading curriculum, instruction, and required minutes are aligned with the school district comprehensive reading plan.</li> <li>• The program should administer progress monitoring assessments to students quarterly and report the results to the Department of Education (DOE).</li> <li>• The program should administer the diagnostic reading assessment identified in the school district comprehensive reading plan to students who are not progressing in reading and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>		<b>RATING: SATISFACTORY</b>
		<b>SCORE: 5</b>
Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program addresses employability, social, and life skills in the Spirited Girls! class. The Exploring Careers and Glencoe Health curricula are based on state standards and address topics such as employment searches, job interviews, resume writing, self-esteem, nutrition, infant prevention simulator, health and safety, and career exploration. The course is offered for credit and follows the course description. All students are enrolled in an employability skills course during their stay at the program, as documented on course schedules.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides students numerous career opportunities but does not offer a career and education planning course in grades 7 or 8. Five of 12 students' course schedules reviewed document that they are not enrolled in an appropriate career and education planning course.

7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides all students with a broad scope of career exploration and prerequisite skill training via the Spirited Girls! curriculum, based on their abilities, interests, and aptitudes. In addition, students are provided textbook assignments, career day activities, Earth Day recognition activities, computer research via the Choices program, and role playing activities. Career exploration is further enhanced by field trips and guest speakers from Planned Parenthood and other community agencies. Students may also participate in credit recovery programs, Florida Ready To Work, childcare activities, and the National Construction Curriculum Education and Residential Program.
7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll students who have received a high school or GED diploma.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should enroll all appropriate students in a career and education planning course that provides career exploration opportunities and resources.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The intake counselor identifies students' ESE status upon entry, verifies it in the school district MIS, and forwards ESE information to the on-site ESE teacher. Four special education files reviewed document that the ESE process is initiated by enrolling students in appropriate courses, based on students' enrollment information and prior records.
<u>8.2</u> Completing the ESE process: <ul style="list-style-type: none"> <li>Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate</li> </ul>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The on-site ESE resource teacher reviews IEPs/EPs to determine whether they are appropriate. All four ESE files reviewed document the timely review of IEPs/EPs.
<ul style="list-style-type: none"> <li>Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		The on-site ESE resource teacher convenes IEP/EP meetings to amend or write new plans. Parents are informed of the meetings at the pre-conference meeting during student entry. New IEPs/EPs are written for all ESE students entering the program from a school or another educational facility. All four ESE files reviewed contain current IEPs that were developed as soon as possible.
<ul style="list-style-type: none"> <li>Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		Two letters are mailed within 10 days to notify parents of the IEP/EP meetings, as documented in four ESE files reviewed. The on-site ESE resource teacher solicits participation from parents via telephone calls, and parents who cannot attend the IEP meetings may participate via conference calls. The on-site resource teacher documents mailing IEPs/EPs to the parents, as documented in all four ESE files reviewed.
<ul style="list-style-type: none"> <li>Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		The IEP staffing team develops transition statements and plans for students who are 14 or older for review in the IEP meetings, as documented in all four ESE files reviewed.

<ul style="list-style-type: none"> <li>Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.)</li> </ul>		The school district exceptional student education (ESE) staffing specialist or the contract manager serves as the LEA representative and attends all individual educational plan (IEP) meetings, as documented in the four ESE files reviewed.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program implements the inclusion/consultation model to provide appropriate services to special education students. Teachers provide instruction and related services outlined in students' individual educational plans (IEPs), and the school district provides speech and language services, as needed. The on-site exceptional student education (ESE) resource teacher provides teachers with copies of students' IEPs and a list of their accommodations, as documented in lesson plans. Regular consultative services are also provided to teachers via the ESE resource teacher, as documented in the Efforts to Outcomes (ETO) database and students' ESE files. No current students are on the special diploma track. The school district provides speech and language services, as needed. All four IEPs reviewed document that appropriate services and accommodations are provided to the students.
8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides ELL, Section 504, and gifted services, as required in students' plans, but no current students require these services.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The on-site ESE resource teacher implements a seamless process of coordinating ESE services to ensure that all students have equal access to an education, regardless of their functional abilities. The teachers are aware of ESE processes.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
The program facilitates collaboration to provide:		
<u>9.1</u> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school schedule, classroom observations, and student and teacher interviews document that the program provides 364 minutes of instruction and two minutes to transition between classes.
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>	Communication among facility and administrative staff, school district administrators, and school personnel are well documented with agendas, meeting minutes, and "kudos." Meeting minutes and agendas document monthly faculty meetings, care review meetings, educational staff meetings, and daily morning meetings. The facility administrator conducts and documents management team meetings attended by the lead educator. The program director and the contract manager meet occasionally; however, minimal documentation was provided. Ongoing communication between the facility and the educational staff is evident.

9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The facility administrator solicits an abundance of community involvement activities that focus on education, career, and transition activities. The program documents students' participation in educational field trips to University of North Florida, the Regency Square Mall, the Florida Theatre, the Whole Food Grocery Store Capitol building in Tallahassee, and Florida Community College of Jacksonville. Guest speakers included representatives from Bank of America, Community Real Women, the Jacksonville Symphony, the military for Armed Services Vocational Aptitude Battery (ASVAB) testing, and Citibank. Program and community involvement activities include graduation ceremonies, family nights, holiday activities, gift wrapping at Barnes and Nobles, job shadowing with service marketing companies, and "Pennies for Pasta," to benefit the Florida Leukemia Foundation.
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>	Observations and interviews with students and teachers document that the program and the facility staff collaboratively implement a point system and a positive reinforcement approach to relearning basic social behaviors. Classroom expectations are posted in the classrooms, and rule infractions result in point deductions. Teachers are responsible for managing classroom behavior with assistance from facility staff, if needed. Students interviewed stated that they understand the behavioral rules and feel that the rules are equitably enforced. Teachers were observed redirecting and desisting inappropriate behavior when it occurred. Most students observed were on task and engaged in their class work, but some were sleeping. Student behavior has improved this past year, and the staff continues to brainstorm strategies for improvement. Overall, student behavior observed during this review was appropriate.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program and the facility staff provide a variety of high quality community activities to enhance the educational program.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should document formal meetings with the school district contract manager.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
All instructional personnel:		
<b>10.1</b> In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Of the nine core academic teachers, four have professional certification, four have temporary certification, and one has a statement of eligibility. Three teachers teach courses out-of-field. Both of the reading teachers have completed two reading competencies, and two other core academic teachers have currently enrolled in their second reading competency.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Of the three career/technical teachers, two have professional certification and one has temporary certification.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should assist teachers in obtaining professional certification in all the subjects they teach.</li> <li>The program should ensure that all of the reading teachers obtain reading certification or endorsement.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

**INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION**

**RATING: SUPERIOR**  
**SCORE: 7**

All instructional personnel:

11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers have developed professional development plans that incorporate SIP initiatives; the lead educator reviews the plans with the teachers and provides feedback for professional growth and annual evaluation. Four of the 11 teachers are enrolled in the beginning teacher program. Three teachers are enrolled in the alternative certification program, and one teacher is enrolled in the school district Teacher in Preparation (TIP) program.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL]).	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All teachers have participated in professional development training this year from a variety of sources that include the facility, the school district, community organizations, online continuing education programs, and post-secondary institutions. Teachers document professional development training on topics such as team building, Florida Comprehensive Assessment Test (FCAT) training, Plato software, the Florida Juvenile Justice and Alcohol Association, empowering girls and women, gender-responsive training, QA reviews, behavior management, substance abuse, and reading and literacy development. Teachers do not document participation in professional development training for ESE and ELL; however, the ESE resource teacher documents training conducted in regularly scheduled meetings on site.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers are recruited through the PACE Web site, newspapers, interagency postings, job fairs, advertisements, Career Builder, and external postings. Strategies to retain highly qualified teachers include providing adequate professional development training, creating a wholesome work environment, offering opportunities to fulfill personal goals, and hosting teacher recognitions. Five of the 11 teachers have been at the program for two or more years.

<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should ensure that all teachers document participation in professional development training in more content-related skills areas, ESE, and ELL.</li> </ul>
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES**

**RATING: SUPERIOR**  
**SCORE: 8**

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 11 teachers, three resource teachers, a guidance counselor, two transition counselors, and a lead educator (academic director), who does not have teaching responsibilities. In addition, community tutors and facility staff support the students in academic and career/technical programs. The average class size is 12 students.
--	--	--

12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and classroom observations document an abundance of educational materials and age-and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS). The program has calculators, manipulatives, and abundant supplies for crafts/projects. The media area has a variety of diverse instructional texts for core content areas and high-interest leisure reading materials that include fiction and nonfiction, biographies, and the Bluford series. In addition to materials in the media area, students have access to a variety of high-interest reading materials in all of the classrooms. All eight students interviewed stated that they have an adequate number of interesting books to read and that they especially like the Bluford books.
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>	Classroom observations and student and staff interviews document that the program has abundant media materials and technology. All classrooms are equipped with appropriate materials and equipment, and the program has 12 to 15 computers on the middle school and the high school wings. All teachers have personal computers and have access to TVs/VCRs, overhead projectors, white boards, academic software (i.e., Plato), and educational videos.
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 education facility is clean, attractive, and decorated with multiple educational displays. All classrooms have adequate space for creative learning activities. In addition, all classrooms are well lit, well ventilated, and display students' work products and educational posters.
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>	All students have Internet access to the FLVS, but no current students are enrolled in the school.
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 obtained a Perkins Grant for expansion of the career lab and a \$1 million grant from a private donor that has been used to establish a program endowment and the PACE Works afterschool career program. In addition, the program helps eligible students apply for state scholarships such as Bright Futures, Gold Seal, and Florida Academic Scholars and for Department of Juvenile Justice (DJJ) scholarships. Community/business partnerships include the CSX Railroad Organization, the Jacksonville School of Nursery, Gateway Community Services, and the University of Florida (Shands Pediatric Residential Program).
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program has an abundance of instructional materials, resources, and technology.</li> <li>The program seeks and solicits additional funding to enhance the overall quality of the educational program.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 13: STUDENT ATTENDANCE</b>		<b>RATING: SUPERIOR</b> <b>SCORE: 7</b>
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's attendance policy is aligned with the Department of Juvenile Justice (DJJ) policy. Students sign in with the counselor daily upon arrival at the program; the counselor notifies the parents of students who are tardy or absent. The social services manager enters attendance data into the Efforts to Outcomes (ETO) database, and the administrative assistant enters attendance into the Service and Activities management Information System (SAMIS), which is the Jacksonville Children's Commission database system. All parties maintain accurate attendance records on site, and the lead educator enters student attendance into the MIS weekly.
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 implements a systematic process to maintain student attendance. The counselors have direct communication with students' parents daily (if needed) and document home visits in students' logs. In addition, the counselors implement a progressive system of consequences for nonattendance.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program implements a structured system for maintaining student attendance.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, &amp; EVALUATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 5</b>
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 materials to the JJEP offices on time and provided additional information and resources on site.
<u>14.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an assigned school number under which the on-site lead educator reports all MIS data. The lead educator accurately reports grades, credits, and student progression. Five of eight data printouts reviewed do not report both entry/exit Basic Achievement Skills Inventory (BASI) scores; the new lead educator stated that she is learning the system and would now be responsible for entering all data. All other program data in this benchmark are accurately reported by the lead educator.
14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's 2007-2008 statewide participation rates for both reading and math were 97%.
14.4 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the approved school district comprehensive reading plan; however, it does not receive support services identified in the plan (i.e., support from a reading coach and a literacy assessment team). The contract manager stated that he conducts walk-throughs but did not provide documentation of this service.

<p><b>14.5</b> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program</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 provides appropriate oversight and assistance to the program via informal on-site visits, walk-throughs, and fidelity checks to evaluate the educational program and make improvements; however, documentation of walk-throughs was not provided. In addition, the contract manager provides assistance and oversight via telephone calls, faxes, and e-mails. Additional oversight and assistance are needed in the areas of educational exit packet development, entry/exit assessment data reporting in the MIS, reading curriculum alignment with the school district comprehensive plan, reading support services, and appropriate career education planning courses for students in grades 7 and 8. The contract manager provided a one-page summary of an annual evaluation of the educational program.</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 Board of Duval County and PACE, Inc. and a cooperative agreement with the DJJ and the School Board of Duval County. A review of both documents reveals that the terms of the contract and the cooperative agreement are being followed by all parties. Quarterly educational expenditure reports from the program are monitored in the financial office at the school district.</p>
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The school district should ensure that entry/exit Basic Achievement Skills Inventory (BASI) standard scores and growth scale values are entered into the management information system (MIS).</li> <li>• The school district should ensure that all students in grades 7 and 8 are enrolled in an appropriate career education planning course.</li> <li>• The school district should ensure that the program obtains and implements a reading curriculum that is aligned with the school district comprehensive reading plan and provide the support services identified in the plan.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>OTHER FINDINGS</b>	<ul style="list-style-type: none"> <li>• The program offers students an excellent career/technical program during the extended day that includes training in PACE Works, Florida Ready to Work, Child Care Development, and the National Construction Curriculum Education and Residential program.</li> </ul>	
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	