

## 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>	PANAMA CITY MARINE INSTITUTE	<b>School #</b> 03-0604	<b>ESE Service Delivery</b> Support Facilitation Consultation	
<b>Program Name</b>	Panama City Marine Institute	<b>School District</b> Bay <b>County</b> Bay		
<b>Address</b>	200 East Beach Drive Panama City, FL 32402	<b>Capacity</b> 100 <b>Population</b> Co-Ed	<b>Diplomas by Program</b> GED GED Exit Option Special	
<b>Mailing Address</b>	PO Box 268 Panama City, FL 32402	<b>Head Count</b> 64 <b>SD Registered</b> 94 <b>HSD/GED</b> 0 <b>DJJ Referred</b> 57		
<b>Education Provider</b>	Associated Marine Institutes, Inc. (Not-For-Profit)	<b>Max Ratio (Student: Teacher)</b> 13:1	<b>Other School in SD</b> Standard 0531	
<b>Facility Provider</b>	Associated Marine Institutes, Inc. (Not-For-Profit)		<b>Students' Home/Zoned Schools</b> None	
<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>	42
<b>SD Contract Manager</b>	Joan Harris	<b>Phone</b> (850) 872-4310 <b>Fax</b> (850) 872-4806	<b>E-mail</b> <i>harrijo@bay.k12.fl.us</i>	
<b>Other SD Contract</b>		<b>Phone</b> <b>Fax</b>	<b>E-mail</b>	
<b>Lead Educator</b>	Garey Lantis	<b>Phone</b> (850) 872-4715 x 19 <b>Fax</b> (850) 785-6880	<b>E-mail</b> <i>pcmi-de@amikids.org</i>	
<b>Facility Director</b>	Rusty Russell	<b>Phone</b> (850) 872-4715 x 12 <b>Fax</b> (850) 785-6880	<b>E-mail</b> <i>pcmi-ED@amikids.org</i>	
<b>SD Transition Contact</b>	Anne Martin	<b>Phone</b> (850) 872-4706 x 119 <b>Fax</b> (850) 872-7394	<b>E-mail</b> <i>martila@bay.k12.fl.us</i>	
<b>QA Reviewer</b> Karen P. Kugelmann <b>Review Dates</b> November 12-14, 2008	<b>E-mail</b> <i>kkugelmann@fsu.edu</i>	<b>A corrective action plan (CAP) is required.</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>per Rule 6A-6.05281 [10], FAC</small> <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 checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" 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 type="checkbox"/> Others:	7 Teachers 1 Teacher Aides 1 Guidance Staff 12 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 type="checkbox"/> Quarterly Expenditures <input 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 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  14 Current Educational Files 10 Closed Educational Files  <input type="checkbox"/> Others:
<b>On-site Observations</b>	6 Classrooms	0 Treatment Team Meetings	Others: 1ESE Staffing, 1 Faculty Meeting	

### 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

Panama City Marine Institute (PCMI), operated by the Associated Marine Institutes, Inc. (AMI), is a nonprofit organization dedicated to helping troubled youth develop into responsible and productive citizens. One mission of AMI is to protect the public safety and positively impact as many students as possible through responsibility, accountability, and education.

The community-based rehabilitation program offers respectful discipline and a place of leadership to every student. PCMI serves adjudicated students who have received disciplinary actions from the Bay County School District, which supervises the educational program. The 94 co-eds enrolled range in age from 12 to 18.

The program has a lead educator, seven teachers, one teacher assistant, one paraprofessional, and an on-site exceptional student education (ESE) support facilitation consultant.

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

## QA TRENDS: Panama City Marine Institute

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	7
Testing & Assessment	5	4.45	Testing & Assessment	5	5.68	Testing & Assessment	6
Student Planning	5	4.29	Student Planning	5	4.34	Student Planning	6
			Community Reintegration	7	6.23	Community Reintegration	7
<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>5.67</b>	<b>4.71</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.00</b>	<b>5.36</b>	<b>STANDARD ONE: TRANSITION Standard Average</b>	<b>6.50</b>
Academic Curriculum & Instruction	3	4.95	Academic Curriculum & Instruction	5	5.17	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	2	3.98	Reading Curriculum & Instruction	3	4.66	Reading Curriculum & Instruction	7
Employability & Career Curriculum & Instruction	4	5.50	Employability & Career Curriculum & Instruction	5	6.10	Employability & Career Curriculum & Instruction	2
ESE & Related Services	7	5.02	ESE & Related Services	5	5.24	Specially Designed Instruction & Related Services	6
<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.00</b>	<b>4.90</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>4.50</b>	<b>5.29</b>	<b>STANDARD TWO: SERVICE DELIVERY Standard Average</b>	<b>5.25</b>
Collaboration	6	5.43	Collaboration	5	6.29	Collaboration	6
Educational Personnel Qualifications	1	4.19	Educational Personnel Qualifications	4	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	6	5.06	Professional Development & Teacher Retention	5	5.41	Professional Development & Teacher Retention	5
Learning Environment & Resources	4	5.07	Learning Environment & Resources	5	5.88	Learning Environment & Resources	6
Student Attendance	6	6.23	Student Attendance	6	6.29	Student Attendance	7
<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>4.60</b>	<b>5.27</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.00</b>	<b>5.79</b>	<b>STANDARD THREE: EDUCATIONAL RESOURCES Standard Average</b>	<b>5.80</b>
<b>OVERALL AVERAGE</b>	<b>4.67</b>	<b>5.02</b>	<b>OVERALL AVERAGE</b>	<b>5.15</b>	<b>5.51</b>	<b>OVERALL AVERAGE</b>	<b>5.85</b>
<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>3.00</b>	<b>3.93</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>4.00</b>	<b>4.76</b>	<b>STANDARD FOUR: CONTRACT MANAGEMENT</b>	<b>3.00</b>

# Panama City Marine Institute-- 2006-2007 SURVEY 5 DATA

## STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	74 111	TOTAL (Unduplicated)	145
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	105	72	12 & under	14	10	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0	
Female	40	28	13	21	14	6	12	8	Emotional/Behavioral Disabilities	9	6	
RACE	#	%	14	26	18	7	18	12	Specific Learning Disabled	22	15	
White (NH)	100	69	15	43	30	8	26	18	Autism Spectrum Disorder	0	0	
Black (NH)	38	26	16	34	23	9	26	18	Speech/Language Impaired	6	4	
Hispanic	4	3	17	6	4	10	27	19	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	3	2	18	1	1	11	30	21	Gifted	0	0	
			19 & above	0	0	12	6	4	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	55	85	Diplomas Earned	#	%				Other Health Impaired	1	1	
2006-07 Math	52	80	Standard *	4	3				TOTAL ESE	38	26	
2007-08 Reading	44	77	GED	17	12	LEP STUDENTS	#	%				
2007-08 Math	42	74	Special	0	0		2	1				

**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: SUPERIOR</b> <b>SCORE: 7</b>
The program has transition activities that include:		
<b>1.1</b> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Upon students' entry, the educational assistant enters students' enrollment information into the MIS and develops students' course schedules based on entry assessment results, FCAT scores, and previous transcripts. All 14 current files reviewed contain MIS schedules that reflect enrollment in grade-appropriate courses that meet students' needs for progression and reading remediation.
<b>1.2</b> 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 14 current files reviewed document on orientation materials signed by the students, that the education assistant advises students in the areas required in this benchmark and regarding credits earned and credits needed. The 12 students interviewed stated that they have an understanding of their major areas of interest, are provided guidance on post-secondary opportunities, and may discuss their educational status and progress with educational staff. The education assistant indicated that she provides most of the guidance services; however, she does not participate in school district counselor meetings and/or training workshops on a regular basis.
<b>1.3</b> 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The education assistant and/or the lead educator attend exit staffings or transition meetings to assist students with a successful transition to their next educational or career/technical placements. The lead educator or the education assistant participates in child study team meetings two weeks prior to students' release to discuss their placements. All 10 closed files reviewed document that an educational representative attends all students' exit transition meetings.
<b>1.4</b> 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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The education assistant compiles students' educational exit packets that contain all the required components, as documented in 10 closed files reviewed. Five closed files document that the education assistant faxes the exit packets to students' next educational placements prior to or at the time of exit; five files for students who are on the General Educational Development (GED) diploma track document that the program hand-delivered their exit packets to the parents or to the juvenile probation officers (JPOs) for transmittal to the next educational placements prior to or at the time of exit. All 10 closed files document via signatures transmittal of the exit packets to the parents, the JPOs, and/or the next educational placement placements, as 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 convenes a child study team as part of the transition process.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure that the education assistant attends all school district guidance counselor meetings and/or trainings.</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: SATISFACTORY</b> <b>SCORE: 6</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>	The education assistant administers the BASI to students appropriately within 10 school days of entry, as documented in all 14 current files reviewed. The program also administers the Woodcock-McGrew-Werder Mini-Battery of Achievement (MBA) and a learning styles inventory to students at entry.

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>	The education assistant administers the Choices career/technical assessment to students within 10 school days of entry, as documented in all 14 current files reviewed. Observations of educational staff during this review documents that they use students' career assessment results to develop their career goals and to guide career planning and instruction.
2.3 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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Six of 10 closed files reviewed document that the education assistant administers the Basic Achievement Skills Inventory (BASI) exit assessment to appropriate students at least a week prior to their release. The program did not administer exit assessments to three students who received a General Educational Development (GED) diploma and documents in one file that the student was transferred to a detention facility prior to exit testing. Until the week prior to this review, the school district had not set up the MIS for entry of BASI growth scale values; consequently, the education assistant reported that she had only recently been able to enter this data. All six closed files reviewed document students' exit/entry BASI standard scores and growth scale values.
<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 students' entry/exit BASI growth scale values are reported through the MIS.</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</b> <b>SCORE: 6</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>	Eight current files reviewed for non-ESE students document that the education assistant writes IAP goals and objectives for math, reading, writing, and career areas with support from the content area teachers. All eight IAPs reviewed were developed within 15 school days and contain all the required components.
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>	The self-report, teacher interviews, and student interviews document that students' progress toward meeting their IAP goals and objectives is reviewed monthly in treatment team meetings. Teachers provide academic reports to the lead educator and/or the teacher assistant, who presents the reports in treatment team meetings with the students. All eight IAPs reviewed document specific dates for student mastery and progression or the revision and continuation of goals and objectives as needed.
<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 ESE resource teacher and the teachers write all IEP goals and objectives. All six IEPs reviewed contain goals and short-term objectives that are measurable and directly relate to students' identified academic, behavioral, and functional deficiencies and 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>	All six ESE files reviewed document that IEP progress reports are sent to parents every four and a half weeks and that progress reports are also sent home with report cards every nine weeks.

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 and the education assistant help eligible students with development of their ePEPs upon entry to the program. Four files for students, who are eligible for ePEPs, document that the plans are developed based on student aspirations and goals for post-secondary education and possible careers via FACTS.org. Student participation is documented by signatures on their ePEPs.
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The education assistant requests students' records and exit transition plans and documents multiple requests. The lead educator modifies students' transition goals, as needed, and the case manager and the students are assisted with the implementation of the plans.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	
<b>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>	Ten closed files reviewed document that the case manager sends letters soliciting participation in monthly treatment team meetings and also invites them to exit transition meetings along with the director of treatment, the lead educator, and the students. The program contacts parents and the juvenile probation officers (JPOs) for input regarding students' transition needs, as documented in 10 closed files reviewed. All 10 files document that an educational representative attends students' exit transition meetings. The case managers help students, who are not returning to their homes or schools, with securing employment and living arrangements. The education assistant notifies the school district transition contact when students are returning to Bay County schools. For students who are returning to school, the program conducts child study team meetings with the counselors from their zoned schools, the case manager, and an educational representative to determine the best placement and students' transition needs.
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 lead educator, the education assistant, the exceptional student education (ESE) support facilitation consultant, and the case manager develop educational exit transition plans at exit meetings 60 days prior to students' release. Exit plans in all 10 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 and the school district collaboratively assist students with reintegration to schools and/or communities; case managers network and participate in the transition process.</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: SATISFACTORY</b> <b>RATING: 6</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 lead educator advises students regarding all four diploma options offered at the program. The program offers a GED preparation class to students who meet the criteria and schedules GED testing at the Shaw Adult Center or the Haney Vocational Technical School. Some GED students participate in a work release program.
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 curriculum based on the Florida Course Code Directory and the FSSS. The summer schedule documents that all students are enrolled in language arts or English and math classes to meet their student progression needs. Classroom observations and interviews with teachers and students document that students receive instruction for the courses in which they are enrolled. All teachers document the course descriptions and the FSSS in their lesson plans.
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>	Classroom observations document the use of a variety of instructional strategies via graphic organizers, direct instruction, small group instruction, cooperative learning groups, some computer-assisted instruction (CAI) in only one class, and hands-on manipulatives, including calculators. Teacher interviews and classroom observations document that all teachers use students' IAPs/IEPs to guide instruction. Teacher and student interviews document the need to group students in classes according to middle and high school levels to create a balance of targeted and appropriate teaching strategies to accommodate students' various learning styles and abilities.
<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 consider grouping students in classes according to their ages and (middle and high school) grade levels to provide a balance of targeted and appropriate teaching strategies.</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: SUPERIOR</b> <b>SCORE: 7</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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The reading teachers review the Basic Achievement Skills Inventory (BASI) and the Jamestown Reader assessments to place students on the appropriate reading levels in the core and supplemental reading curricula. The Jamestown Series, Scholastic materials, Bluford novels, newspapers, Science Research Associates (SRA) Mastery Plus, Reading/Writing Sourcebooks, the Critical Readers series, and Bridges to Literature comprise the comprehensive reading intervention program that is aligned with the school district comprehensive reading plan. Classroom observations and interviews document that the reading teacher provides explicit reading instruction to appropriate students in 90-minute intensive reading classes via independent reading, computerized reading programs, read alouds, teacher-directed lessons, writing in response to literature, and listening to the teacher read aloud. The program has added a paraprofessional to assist the reading teachers.

6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program follows the school district comprehensive reading plan and administers the Florida Oral Reading Fluency (FORF) probe to students who score Level 1 or 2 on the Florida Comprehensive Assessment test (FCAT) and the Diagnostic Assessment of Reading, Second Edition (DAR-2) to Level 1 and 2 students who also disfluent. However, the program administers the FORF probe to all students, and subsequently administers the Maze test to monitor progress in comprehension and vocabulary to students who score "at-risk" on the FORF probe. Students who score below grade level on the FORF are administered the DAR-2 to determine reading placement and/or needed services for reading progression. Classroom observations, teacher lesson plans, and interviews with the teachers document that the teachers utilize progress monitoring tools to create student progression plans and guide instruction. An interview with the reading coach documents that progress monitoring data is reported to the DOE through the management information system (MIS). The reading paraprofessional also documents assisting students with progress monitoring and providing one-on-one assistance with fluency and reading progression via the Success Maker computer program.
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>	Classroom observations and student interviews document that appropriate leisure reading materials are available to students in the reading teachers' classrooms; students may check out books to read in other classrooms and at home. Teacher interviews also document that students are encouraged to read whenever they have free time in class. Interviews with the reading teachers document that the school district reading coach provides assistance with reading assessments and progress monitoring and models specific reading strategies weekly. The reading teachers also document field trips to the new local public library so that students can obtain library cards and participate in library enrichment activities.
6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The DAR-2 covers all five construct areas and is available at the program. The exceptional student education (ESE) support facilitation consultant administers the DAR-2 to students who score below grade level on the FORF probe to guide instruction. All 14 current files reviewed document that the students show improvement based on progress monitoring data. The reading coach also provided FORF probe results that document overall reading improvement by all of the students.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The reading teachers collaboratively monitor students' reading progress and implement specific reading strategies modeled by the school district reading coach.</li> <li>• The program enhances literacy instruction via enrichment activities provided by the local public library.</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 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION</b>		<b>RATING: PARTIAL</b> <b>SCORE: 2</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 peer counseling course already offered for credit via the Casey Life Skills curriculum and supplemental career resources. Only Level 3 students are enrolled in this course, as documented in two students' course schedules; the program integrates employability, social, and life skills into the physical education (P.E.) course already offered for credit for all other students.

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 does not provide an approved career and education planning course that covers the 30 competencies in grades 7 or 8 and includes career exploration opportunities and resources, as documented in classroom observations and interviews.
7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The physical education (P.E.) and the English teachers document individualized instruction in their lesson plans for some students and list completed assignments; however, they do not offer career competencies and career exploration for the prerequisite skill trainings based on students' abilities, interests, and aptitudes.
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 high school graduates.
<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 provide a career and education planning course that covers the 30 competencies to students in grades 7 and 8.</li> <li>• The program should ensure that all students are enrolled in an age- and grade- appropriate career course or address employability, life, and social skills in courses already offered for credit.</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:</b> SATISFACTORY <b>SCORE:</b> 6
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 education assistant notifies the on-site ESE support facilitation consultant and the school district ESE specialist of incoming students who require ESE services, as documented in all six ESE files reviewed.
<b>8.2</b> 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 ESE support facilitation consultant reviews students' IEPs/EPs and consults via telephone with the school district ESE specialist to determine whether they are appropriate.
<ul style="list-style-type: none"> <li>• Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written</li> </ul>		If the IEP goals and objectives are not appropriate as written, the staffing specialist schedules staffings as soon as possible, as documented in all six ESE files reviewed.
<ul style="list-style-type: none"> <li>• Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings</li> </ul>		Six ESE files reviewed document that the ESE support facilitation consultant sends two letters inviting parents to participate in IEP staffings and also contacts parents via telephone to solicit their participation and obtain information about students' needs. IEPs document that copies of the IEPs are mailed to parents who do not attend the meetings.
<ul style="list-style-type: none"> <li>• Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs</li> </ul>		All six ESE files reviewed contain transition statements or plans, as required for students who are 14 years or older. Observation of an ESE staffing during this review also documents this process.

<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) specialist serves as the LEA representative and attends all ESE meetings, as documented in all six IEPs.
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>	Interviews with students and teachers document that the ESE support facilitation consultant meets with teachers as needed regarding accommodations, modifications, and the ESE students' progress. The ESE consultant documents in a log the support facilitation provided to ESE students. Interviews document that all services identified on students' IEPs reviewed are provided. A school district speech teacher, provides services, as needed.
8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, Section 504, and gifted services.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>None</li> </ul>	

<b>INDICATOR 9: COLLABORATION</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
The program facilitates collaboration to provide:		
<b>9.1</b> A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers 300 minutes of daily instruction and five minutes to transition between classes. Students were observed transitioning between classes in a timely manner.
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>	Meeting agendas and sign-in forms document that staff meet daily. The lead educator, the teachers, the facility staff, the mental health specialist, and the on-site case managers meet with students monthly in treatment team meetings, as documented in treatment team notes. IEP meetings are held as needed, and the community advisory board meets quarterly. Interviews document that school district personnel and the lead educator communicate on a weekly basis, and teachers and administrators discuss educational issues in various meetings.
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 director and the lead educator solicit varied community involvement activities, as documented in a binder, via photo displays throughout the school, and in facility reports. Students participate in service projects such as making benches for parks and memorials, working with the Jaycees on a community haunted house, and participating in field trips to ropes course parks and the Associated Marine Institutes, Inc. (AMI) winter and summer Olympics. Additionally, a number of guest speakers have talked to the students about sex education, health, HIV/AIDS prevention, religion, gang awareness, and Army recruiting.
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 program's behavior management plan is a point-based level system that includes a store/canteen where points can be redeemed for purchases. Students in classrooms observed were behaved and on task, and all students interviewed stated that the classroom discipline is fair. Students stated that they receive awards such as Student of the Month certificates, pizza, incentive trips within the community, level attainment, and A/B Honor Roll trips.

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

<b>INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS</b>		<b>RATING:</b> SATISFACTORY <b>SCORE:</b> 5
All instructional personnel:		
<p><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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Of the five core academic teachers, three have professional certification, and two have temporary certification; two teach in-field. The out-of-field teachers are working toward reading and content area endorsements by the end of their validity periods, but do not have professional development plans that address this requirement.
<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>	The physical education (P.E.) teacher also teaches the peer counseling course offered for credit to some students and has temporary certification with a validity period that will soon expire.
<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 with obtaining professional certification in all the subjects they teach.</li> <li>• The program should ensure that the reading teachers complete the reading endorsement competencies required.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	

<b>INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION</b>		<b>RATING:</b> SATISFACTORY <b>SCORE:</b> 5
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>	All teachers have current professional development plans, but the plans do not include SIP initiatives on student performance or address teachers' plans to obtain endorsement or certification. They do require courses and workshops on safety and behavior modification per the Associated Marine Institutes, Inc. (AMI) policy. The school district offers a beginning teacher program.
<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>	All teachers receive continual training from a variety of sources such as the Juvenile Justice Education Institute (JJEI), the Department of Juvenile Justice (DJJ), colleges, the facility, and the school district. One teacher attended a training on differentiated instruction this past summer; however, most professional development trainings are provided through AMI and address safety, security, and CPR training, as documented in training log sheets.

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>	To retain teachers, the program offers financial incentives, job training, vacation and holidays, planning days, travel allowances for conferences, casual dress, sick days, health insurance, retirement plans, and pay commensurate with the school district. The program recruits teachers through its corporate Web site, the school district, job fairs, local newspapers, and an annual Associated Marine Institutes (AMI) recruitment fair.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	• None	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• The program should participate in professional development training opportunities provided by the school district.</li> <li>• The program should collaborate with the school district to plan days for professional development training.</li> <li>• The program should participate in professional development training opportunities in content-related skills and knowledge.</li> </ul>	
<b>DEFICIENCIES REQUIRING A CAP</b>	• None	

<b>INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES</b>		<b>RATING: SATISFACTORY</b> <b>SCORE: 6</b>
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 six teachers, an on-site exceptional student education (ESE) support facilitation consultant, a reading paraprofessional, a lead educator, an education assistant, and a school district reading coach, who visits the program weekly. The average class size is 10 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 has an adequate quantity of instructional materials that are appropriate to students' ages and ability levels, including a variety of instructional texts for core content areas. The two reading classrooms have a variety of high-interest leisure reading materials that students may check out. Teacher interviews indicated that they would like to have more reading materials for students to access in each classroom that address the characteristics and interests of adolescent readers. Student interviews also revealed that more leisure reading books are needed in the classrooms.
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>	Classrooms have dry erase boards, teacher computers, TVs/VCRs, and overhead projectors. The math classroom has some calculators; however, the math teacher reports that he has to closely monitor their use because half of the calculators have disappeared since the beginning of the school year. The reading, science, and General Educational Development (GED) classrooms each have three or more computers for student use, and the reading lab has several computers for use with the Success Maker program. The meeting room has several computers that are not being used. The lead educator and the education assistant stated in interviews that they utilize office computers for entry and exit testing. One language arts classroom and the physical education (P.E.), social studies, and math classrooms do not have computers for student use.
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 environment in some classrooms is conducive to learning. P.E. classes are conducted outside in good weather, and all classroom are clean, well lit, and ventilated. Classrooms display behavior rules, motivational posters, and students' work.
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>	Students have access to the FLVS, in which one student is 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 has access to multiple resources from local charities, grants, and business partnerships, many of which are solicited by the facility board of directors. The program has a large televised auction every year to raise funds for the facility, and the Community Foundation of Panama City is a large supporter of the program's many projects. The program has partnerships with the Chamber of Commerce, the Rotary Club, Family Services, and the health department. Scholarships for students are provided by the Rotary Club, Gulf Coast Community College, and Florida State University. The program's newest initiative is to sell Associated Marine Institutes, Inc. (AMI) license plates to generate funds to benefit all AMI facilities across the state of Florida.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being met.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program initiated the creation of an AMI license plate to raise funds for AMI programs statewide.</li> </ul>	
<b>RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program should ensure an equal distribution of student computers among all of the classrooms.</li> <li>The program should ensure that all classrooms have interesting reading materials available to the students.</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>	Daily student attendance is recorded upon students' arrival at school and in each class period. Teachers input attendance directly into the MIS. The education assistant reviews entries and enters excused absences, reasons for tardiness, and reasons for students leaving the program before the end of the school day. Review of MIS attendance screens document that attendance records are accurate.
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 uses the procedure established by AMI regarding student absences. At the first unexcused absence, the case manager contacts the students' parents and juvenile probation officers (JPOs), who meet with the students to explain the attendance policy; the student loses a daily point for unexcused absences and may not participate in extra program activities. At the second unexcused absence, the same procedure is followed, and the absence is reported to the local judicial office. Students must appear before a judge with the JPOs and, depending on the severity of prior charges, can be deferred to a detention facility or suspended from the program until placed in a program. The facility director reports that this process has significantly improved attendance and documents that teachers have a half day of training monthly and are required to conduct home visits to encourage student attendance.
<b>RATING JUSTIFICATION</b>	The intent of the indicator is being exceeded.	
<b>COMMENDATIONS</b>	<ul style="list-style-type: none"> <li>The program collaborates with the local judiciary agency to address students' unexcused absences.</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>	

**INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION**

**RATING: PARTIAL**  
**SCORE: 3**

The school district ensures that:

<p>14.1 The program submits a self-report in a timely manner</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program submitted its self-report by the deadline.</p>
<p><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)</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 assigned an individual school number. MIS screens document that the teacher assistant accurately inputs all the student data required in this benchmark into the MIS. All files reviewed document that the school district has added a new field to enter students' entry/exit BASI growth scale values into the MIS.</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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 77% for reading and 74% for 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! and receives some of the support services identified in the plan such as a district reading coach, who visits the program on a weekly basis, implement school district supplemental programs, and assists with progress monitoring assessments. An interview with the contract manager documents that school district support staff are provided to the program for FCAT administration and that test information is maintained in the MIS. However, no fidelity checks, instructional review checklists, or attendance at District Assistance Team (DAT) biweekly meetings and/or documentation for any of the above information, as required in the school district comprehensive reading plan, was provided.</p>
<p><u>14.5</u> 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager serves as the director of education for the school district. The contract manager does not provide sufficient oversight and assistance to the program. Sign-in logs document that the contract manager's visits to the program have been infrequent, and an interview with the contract manager documents only two to three visits per year (including FCAT administration dates). The school district provides services via an exceptional student education (ESE) staffing specialist and a reading coach. The contract manager stated in an interview that she does not conduct an annual evaluation of the program and does not monitor the school district transition plans or the school improvement plan (SIP). An interview with the lead educator documents that the program would like to have more oversight from the contract manager. The contract manager was asked several times to provide documentation of annual evaluation and/or oversight provided via support services per the school district comprehensive reading plan, but none was provided. Interviews with the lead educator and the education assistant document that the program submitted the SIP to the school district for review as required in the 2008-2009 Contract for Services agreement and in accordance with Florida Statutes 1003.02, (1), (i), (3), but the contract manager returned it without review by the School Board Review Team.</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 facility, and a cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verify that the terms are being followed as written with two exceptions related to communication between the program and the school district for supervision of the educational program and the required approval and timeline for SIPs. The contract manager does not monitor the program's quarterly expenditures of all state and federal educational funds, but the program bookkeeper does send monthly expenditure reports to the school district finance department.</p>

<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 school district should ensure that the contract manager provides appropriate oversight of the education program through fidelity checks, District Assistance Team (DAT) reports, and annual evaluations of the program, including administrative/leadership meetings, collaborative trainings, development of school improvement plans (SIPs) that are aligned with school district initiatives, and teacher professional development plans.</li> <li>• The school district should ensure that all cooperative agreement terms between the school district and program are followed with appropriate oversight.</li> <li>• The school district management information systems (MIS) department should work with the program to ensure that its statewide assessment participation data are accurately reported to Department of Education (DOE).</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>•</li> </ul>
<b>ADDITIONAL RECOMMENDATIONS</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>