

2008-2009 Quality Assurance (QA) Report (Final) Juvenile Justice Educational Enhancement Program (JJEED)

Florida Department of Education, Bureau of Exceptional Education and Student Services

RESIDENTIAL COMMITMENT PROGRAM (Low/Mod)				
School Name (MSID)	PANTHER SUCCESS CENTER	School # 24-9009 School District Hamilton County Hamilton	Security Level Career Type	Moderate Risk 2
Program Name	Panther Success Center	Capacity 48 Population Male	ESE Service Delivery	Consultation
Address	11180 N W 38th Street Jasper, FL 32052	Head Count 46 SD Registered 46 HSD/GED 0 DJJ Committed 46	Diplomas by:	
Education Provider	Hamilton County School District (School District)	Max Ratio (Student: Teacher) 9:1	Program	All
Facility Provider	Henry & Rilla White Foundation (Not-For-Profit)		Other School in SD Students' Home/Zoned Schools	Standard None
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies	10
SD Contract Manager	Rex Mitchell	Phone (386) 792-6571 Fax (386) 792-6623	E-mail <i>mitchell_r01@firn.edu</i>	
Other SD Contact	Fred Robinson	Phone (386) 792-6591 Fax (386) 792-6595	E-mail <i>robinson_fl@firn.edu</i>	
Lead Educator	Charles Fultz	Phone (386) 792-6419 Fax (386) 792-6587	E-mail <i>fultz_c01@firn.edu</i>	
Facility Director	Patrick Brinson	Phone (386) 792-6404 Fax (386) 792-6401	E-mail <i>pbrinson@hrwyf.org</i>	
SD Transition Contact	Fred Robinson	Phone (386) 792-6591 Fax (386) 792-6595	E-mail <i>robinson_fl@firn.edu</i>	
QA Reviewer	Thelma J. Nolan	E-mail <i>tnolan@fsu.edu</i>	A corrective action plan (CAP) is required. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
Review Dates	October 13-15, 2008		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input checked="" type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Data Clerk	6 Teachers 0 Teacher Aides 1 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input type="checkbox"/> Private Provider Contract <input type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input 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 10 Current Educational Files 6 Closed Educational Files <input checked="" type="checkbox"/> Others: Resident Handbook, Professional Development Plans
On-site Observations	6 Classrooms	1 Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

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

Satisfactory Performance – Rating of 4, 5, or 6

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

Partial Performance – Rating of 1, 2, or 3

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

Nonperformance – Rating of 0

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

SUMMARY

Panther Success Center is a residential, educational treatment program for males ages 13 to 18 for four to six months. The program is designed to provide basic care, custody, and treatment. The Hamilton County School District provides the academic and career education services.

Communication among school district and facility administrators is ongoing, and communication between the educational staff and the facility staff is improving. The school district provides resources and support to the program; however, additional assistance is needed in the areas of reading and career exploration.

The facility staff, the educational staff, and school district personnel acknowledge the need for program improvements. All parties stated that they are committed to correcting deficiencies and providing continuous quality improvement of the educational component.

Progress toward correcting deficiencies identified in last year's CAP: The school district and the program corrected some of the deficiencies cited in the 2007-2008 quality assurance (QA) report: they now have qualified teachers, maintain accurate attendance records, and provide students appropriate exceptional student education (ESE) services. Additional oversight and assistance is needed to correct deficiencies regarding the provision of guidance/advising and reading support services, the development and implementation of individual academic plans (IAPs), and the delivery of individualized instruction to all students.

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

QA TRENDS: Panther Success Center

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 **low/moderate security 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	Low/Mod State Avg.	Educational Indicators	Score	Low/Mod State Avg.	Educational Indicators	Score
Transition Services	4	5.44	On-Site Transition Services	5	4.94	On-Site Transition Services	4
Testing & Assessment	5	4.73	Testing & Assessment	7	5.73	Testing & Assessment	6
Student Planning	3	4.65	Student Planning	2	4.18	Student Planning	2
			Community Reintegration	5	5.60	Community Reintegration	4
STANDARD ONE: TRANSITION Standard Average	4.00	4.94	STANDARD ONE: TRANSITION Standard Average	4.75	5.13	STANDARD ONE: TRANSITION Standard Average	4.00
Academic Curriculum & Instruction	5	5.45	Academic Curriculum & Instruction	5	4.94	Academic Curriculum & Instruction	4
Reading Curriculum & Instruction	4	4.51	Reading Curriculum & Instruction	5	4.52	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	7	5.63	Employability & Career Curriculum & Instruction	7	6.05	Employability & Career Curriculum & Instruction	5
ESE & Related Services	5	5.37	ESE & Related Services	4	5.45	Specially Designed Instruction & Related Services	5
STANDARD TWO: SERVICE DELIVERY Standard Average	5.25	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	5.25	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	4.75
Collaboration	5	5.49	Collaboration	4	5.69	Collaboration	3
Educational Personnel Qualifications	3	4.86	Educational Personnel Qualifications	3	5.00	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	5	5.40	Professional Development & Teacher Retention	5	5.46	Professional Development & Teacher Retention	4
Learning Environment & Resources	5	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	4
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.50	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.25	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.00
OVERALL AVERAGE	4.64	5.25	OVERALL AVERAGE	4.75	5.31	OVERALL AVERAGE	4.25
STANDARD FOUR: CONTRACT MANAGEMENT	4.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	2.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	2.00

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SATISFACTORY SCORE: 4
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students are enrolled from all over the state; very few students are from Hamilton County. Upon student entry, the data clerk directly inputs student information into the MIS, requests records, and identifies special education students. The lead educator develops course schedules based on students' past records, assessment scores, and student interviews. All 10 current files reviewed document that the students are enrolled appropriately in intensive reading courses based on assessment scores and in courses needed for student progression or high school graduation.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	A guidance log and a telephone interview with the guidance counselor documents that minimal guidance services are provided to the students. The guidance counselor stated that time does not permit her to provide appropriate guidance services to the students and indicated that she will inform the contract manager of the lack of guidance services provided to the students. Students have not received guidance services since April, and none of the teachers documents advising students in the areas required in this benchmark. Most students interviewed are not aware of their educational status/progress, diploma options, or major areas of interest. The lack of guidance services was also cited in last year's quality assurance (QA) report.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The exit transition process begins 60 days prior to the students' scheduled release dates. The case manager facilitates the transition/exit staffings, in which the lead educator or an assigned teacher participates and to assist students with successful transition to their next educational or career placements. Signatures in six case management files reviewed document that an educational representative attends and participates in the transition/exit staffings and provides student information to the transition team.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, 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 data clerk develops students' educational exit packets and forwards them to the case manager or the secretary, who documents receipt via signatures. Copies of the exit packets are given to the students and the juvenile probation officers (JPOs). The data clerk also maintains a log to document appropriate transmittal of students' exit packets.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The data clerk has a systematic process to document transmittal of all students' exit packets. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that all students are provided guidance services upon entry and throughout their stay. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SATISFACTORY SCORE: 6
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the lead educator administers the BASI to students appropriately within the required time frame. All files also contain a learning styles inventory administered at entry, although five inventories are not dated.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed contain the Choices administered by the lead educator within the required time frame. The program does not document that career assessment results are used to enhance the employability and career/technical instruction.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator administers the BASI exit assessment approximately 10 days prior to students' scheduled exit dates. The data clerk enters BASI exit standard scores into the MIS, as documented in six closed files reviewed. The program does not document reporting BASI growth scale values to the MIS.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that students' entry/exit BASI growth scale values are entered into the MIS. • The program should use students' career assessment results to enhance employability and career/technical instruction. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 3: STUDENT PLANNING		RATING: PARTIAL SCORE: 2
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator and the teachers develop specific, measurable, and individualized long-term IAP goals for reading, math, and the career areas, but do not develop writing goals. Reading goals are based on students' BASI scores; however, math goals are developed from interviews and past records. IAPs reviewed contain long-term goals with two short-term objectives that are based on students' assessment scores and past records, remedial strategies, and a schedule for determining progress. IAPs do not document the dates they were developed.
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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers stated in interviews that they review student's progress toward achieving their IAP goals and objectives with students monthly. Although most IAPs document progress review, students stated in interviews that they do not participate in the review process and are not familiar with their IAPs. The program does not document revising IAPs when needed.

3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The IEP staffing team develops measurable annual IEP goals and short-term objectives that directly relate to special education students' identified academic, behavioral, and/or functional deficiencies and needs. All four IEPs reviewed contain measurable goals and objectives.
3.4 Documenting students' progress toward meeting their IEP goals and objectives and reporting this progress to students' 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>	Forms in the four exceptional student education (ESE) files reviewed document that the ESE teacher reports students' progress toward meeting their individual educational plan (IEP) goals and objectives every nine weeks on reports mailed to the parents.
3.5 Developing electronic Personalized Education Plans (ePEPs) 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 stated in an interview that students' ePEPs are developed with student input. Of the 10 current files reviewed, one file for an eighth grader contains an ePEP. The ePEP is not signed by the guidance counselor or the student.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that individual academic plan (IAP) writing goals are developed for all students. • The program should base academic goals in all areas on students' entry assessment scores. • The program should ensure that students participate in the IAP review process and that IAPs are revised, when needed. • The program should ensure that all ePEPs contain signatures of the students, the guidance counselor, and the parents (when available). 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SATISFACTORY SCORE: 4
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 case manager documents sending formal letters to invite the parents/guardians, the juvenile probation officers (JPOs), and the aftercare providers to attend the transition meetings to ensure that the students have a successful return to their communities. The education and the facility staff are notified via e-mail and telephone.
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, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed contain educational exit plans developed in students' transition/exit meetings. The final treatment team meetings are students' exit meetings prior to their official release from the program. Exit plans include all of the required information except post-release educational plans and career technical training plans.
4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator stated that no one notifies the transition contacts in students' receiving school districts prior to their scheduled release from the program, but that he would ensure that these contacts are made with future students exiting the program.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that students' exit transitions plans are age-appropriate and contain all of the required information. • The program should ensure that the transition contacts in the receiving school districts are notified at least one week prior to students' scheduled release from the program.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SATISFACTORY RATING: 4
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that 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, and the lead educator advises students regarding each option at entry. Teachers integrate GED preparation into the regular curriculum for appropriate students via a variety of instructional materials. The facility arranges transportation to the test site at Madison North Florida Community College, and the school district pays the testing fees. Thirteen students received their GED diplomas while at the program this past year.
<u>5.2</u> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Course Code Directory, the old and new FSSS, and course descriptions. Interviews and observations document that students receive instruction for the courses in which they are enrolled. Students are enrolled in appropriate academic courses year round.
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 (IAPs), 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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Lesson plans, student interviews, and classroom observations document that some teachers provide individualized instruction and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles; however, most teachers do not document or demonstrate in the classroom that they use a variety of teaching strategies. Classroom observations and all students interviewed document that students receive the same assignments and textbooks regardless of their grades or ability levels and that they work mostly from worksheets with minimal direct instruction. In addition, instruction is not based on students' IAPs/IEPs and does not accommodate students' varied learning styles.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that all teachers provide individualized instruction that is documented in lesson plans and use a variety of instructional strategies to accommodate students' varying learning styles. • The program should ensure that all instruction is based on students' grades and ability levels. • The program should ensure that all students are engaged in class work and remain on task. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 5

The program provides reading instruction and services through:

<p>6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The reading teacher provides explicit reading instruction that addresses students' reading goals and objectives in their IAPs/IEPs. Student interviews and classroom observations document that reading instruction is provided via small groups, comprehensive activities, computer-assisted instruction (CAI), and independent reading. The reading curriculum is aligned with the school district comprehensive reading plan and is provided in a 90-minute reading class. The Read 180 and Science Research Associates (SRA) curricula used are identified in the school district comprehensive reading plan. The program has all of the resources to successfully implement the Read 180 program except the audio books sets. Whole group instruction is provided to students who have the same reading remediation needs, as documented via classroom observations.</p>
<p>6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The reading teacher administers the Florida Oral Reading Fluency (FORF) test quarterly to students to monitor their reading progress, as required in the school district comprehensive reading plan. The reading teacher reports the data to the on-site data clerk, who reports the information to DOE via the Progress Monitoring and Reporting Network (PMRN), as documented in the data clerk's files.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students interviewed stated that the program provides reading opportunities and literacy enrichment activities daily during the school day that include reading magazines and novels and playing educational reading games.</p>
<p>6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The diagnostic assessment identified in the school district comprehensive reading plan is the Diagnostic Assessment of Reading (DAR). The reading teacher has not administered the DAR but stated that the assessment was administered by a previous reading teacher. The progress monitoring data recently submitted to DOE document that all reading students are making progress.</p>

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS • None

RECOMMENDATIONS • The program should provide all of the reading materials outlined in the school district comprehensive reading plan.

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 5

Type 1 programs provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:

<p>7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Employability, social, and life skills instruction is provided in the life skills course offered for credit. The life skills curriculum is based on state and school board standards and follows course descriptions. Career Finder and Success To Work curricula are implemented and include topics such as setting goals, applying for a job, dressing for success, and getting to know one's self.</p>
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7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers an educational planning course for students in grades 7 or 8 that provides career exploration opportunities and resources to meet the Middle School Reform A++ Implementation. The lead educator is aware of the 30 competencies needed for students to successfully complete the course.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations and student interviews document that minimal individualized instruction is provided. Most assignments are worksheets and book work; in addition, teachers do not document in lesson plans a variety of instructional strategies. Students' work products and assignments were not available for review.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students who have received a high school diploma or the equivalent serve as peer tutors and occasionally attend the horticulture class. They may also participate in online courses. The lead educator stated that these students do not participate in a structured career education curriculum but are provided career activities.
<i>Type 2 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers students prerequisite skill training in a horticulture course. The program is restrained from implementing greenhouse activities that were previously included in the curriculum; however, the teacher stated that she is collaborating with the facility to renovate and restore the greenhouse to enhance the curriculum.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The horticulture course is offered for credit and follows course descriptions and course requirements. Students may earn course credit and certificates of completion.
<i>Type 3 programs</i> provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	This is a Type 2 career education program.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that career instruction is individualized and provided via a variety of instructional strategies. The program should ensure that student work products and/or portfolios are maintained to document students' work. The program should ensure that a structured curriculum is developed for students who have received high school diplomas or the equivalent. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SATISFACTORY SCORE: 5
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>	Upon student entry, the data clerk or the ESE teacher identifies and students' ESE status based on enrollment information. The lead educator and the ESE teacher request all ESE records. Four special education files reviewed document that the ESE process is initiated via enrollment of students in appropriate courses.

<p>8.2 Completing the ESE process:</p> <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The on-site ESE teacher reviews students' IEPs/EPs to determine whether they are appropriate and can be implemented as written. The school district ESE liaison is contacted to review EPs for gifted students. All four ESE files reviewed document that IEPs are reviewed in a timely manner.</p>
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		<p>The ESE teacher convenes IEP/EP meetings in a timely manner to amend or write new plans. All four IEPs reviewed were rewritten within a reasonable time period.</p>
<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		<p>The exceptional student education (ESE) teacher mails two written invitations within 10 days to notify the parents/guardians of the individual educational plan (IEP) meetings, as documented in the four ESE files reviewed. The ESE teacher also solicits participation from parents via telephone calls and conference calls for parents who cannot attend the meetings. The ESE teacher mails copies of IEPs/EPs to parents who do not attend the meetings, as documented on the IEPs.</p>
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		<p>The ESE teacher facilitates the development of transition statements/plans at the IEP meetings for students who are 14 or older, as documented in all four ESE files reviewed.</p>
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		<p>The lead educator, who is a school district employee, serves as the LEA representative and attends all meetings, as documented in the four ESE files reviewed.</p>
<p>8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program implements the inclusion/consultation model to serve special education students. All teachers are responsible for implementing appropriate services outlined in students' IEPs, but most of them do not document that they provided ESE services. Most of the teachers assign the same course work to all students regardless of their abilities and needs.</p>
<p>8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The school district provides services for ELL, Section 504, and gifted students, as appropriate.</p>
<p>RATING JUSTIFICATION</p>		<p>The intent of the indicator is being met.</p>
<p>COMMENDATIONS</p>		<ul style="list-style-type: none"> None
<p>RECOMMENDATIONS</p>		<ul style="list-style-type: none"> The program should ensure that all teachers provide ESE services based on the needs outlined in students' IEPs.
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> None

INDICATOR 9: COLLABORATION

**RATING: PARTIAL
SCORE: 3**

The program facilitates collaboration to provide:

<p>9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The school schedule documents daily instruction in a block schedule of four 90-minute classes with three minutes of transition time. Classroom observations and teacher and student interviews document that transition time is adequate. Several students were observed out of class painting sections of the facility during this review; the lead teacher stated that these students had been suspended and were not allowed in class. The program does not document a contingency plan to follow when students miss class work. In addition, the teachers' lack of commitment to reporting to class on time detracts from students' instructional minutes. Students and some staff members stated in interviews that all teachers do not consistently begin their classes on time.</p>
<p>9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Communication between the facility and the education staff is improving. The lead educator stated that numerous meetings, including weekly staff meetings, facility meetings, and morning meetings, are conducted; however, few meetings are documented via minutes and/or agendas. The facility administrator conducts and documents management team meetings that the lead educator attends, but minimal communication among school district and facility administrators is documented.</p>
<p>9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The lead educator and the facility administrators solicit community involvement activities that focus on educational and transition activities. Students participate in educational field trips to Cedar Creek Ranch, a folk festival, and the Stephen Foster Memorial. Students also participate in award ceremonies, graduation ceremonies, and faculty cookouts. Guest speakers include graduation speakers and representatives from the armed services.</p>
<p>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</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Students and teachers stated in interviews that the program collaborates with the facility staff to implement the behavior management plan, based on a point and level rank system. Teachers and students are familiar with the behavior management plan; however, the plan is not consistently enforced by all teachers and staff. Teachers stated in interviews that they do not assign points for inappropriate behavior. Students interviewed stated that they understand the behavior rules and facility expectations; however, all teachers observed do not desist or redirect inappropriate behavior in their classrooms, post classroom rules and expectations, or enforce the rules equitably and consistently. Most students observed were not working on their assignments or following directions. In several classes, students were observed walking out of class, frequently using inappropriate language, and being disrespectful to authority. Although the self-report states that the teachers and the facility staff are responsible for behavior in the classroom, the behavior management observed was ineffective.</p>

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS • None

- RECOMMENDATIONS**
- The program should ensure that all teachers begin their classes on time daily.
 - The program should ensure that a contingency plan is developed for students to make up missed assignments when they are out of class.
 - The program should document all communication among facility and school district administrators.
 - The program and the facility should consider reviewing and amending the behavior management plan.
 - The program should consider developing a behavior management contract that involves participation from the juvenile probation officers (JPOs), the students, the parents, and other stakeholders who impact the students' progress.

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS

RATING: SATISFACTORY
SCORE: 5

All instructional personnel:

<p>10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Three of the four academic teachers have professional certification, and one has temporary certification. The reading teacher has completed two courses toward a reading endorsement. The teachers teach in their certification areas and other areas as well.</p>
<p>10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>A teacher, who has professional certification, teaches the employability and career education courses, and the horticulture teacher has a career/technical certification.</p>
<p>RATING JUSTIFICATION</p>		<p>The intent of the indicator is being met.</p>
<p>COMMENDATIONS</p>		<ul style="list-style-type: none"> • None
<p>RECOMMENDATIONS</p>		<ul style="list-style-type: none"> • The program should assist the teachers in obtaining professional certification in all the subjects they teach.
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> • None

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

RATING: SATISFACTORY
SCORE: 4

All instructional personnel:

<p>11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>All teachers have developed professional development plans with goals and objectives that incorporate SIP initiatives; the plans reviewed are signed from the contract manager. One current teacher has completed the school district beginning teacher program.</p>
<p>11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Most teachers have participated in professional development training this year on topics such as reading and literacy skills, crisis intervention, and individual educational plan (IEP) development, and transition and have completed college courses. Training is provided by the school district, the facility and post-secondary institutions. The program does not document that the teachers participate in training such as working with delinquent and at-risk students, instructional techniques, ELL, and content-related skills and knowledge.</p>
<p>The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program documents teacher recruitment strategies using the Internet and recruiting fairs. The program documents strategies to retain highly qualified instructional personnel that include wellness days in addition to company days, staff recognition, and creative freedom with team activities.</p>
<p>RATING JUSTIFICATION</p>		<p>The intent of the indicator is being met.</p>
<p>COMMENDATIONS</p>		<ul style="list-style-type: none"> • None
<p>RECOMMENDATIONS</p>		<ul style="list-style-type: none"> • The program should ensure that all teachers receive professional development training in the content-related areas, working with at-risk students, instructional techniques, and ELL. • The education administration should increase strategies to retain highly qualified instructional personnel.
<p>DEFICIENCIES REQUIRING A CAP</p>		<ul style="list-style-type: none"> • None

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES

RATING: SATISFACTORY
SCORE: 4

The program's educational environment and resources include:

12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has five teachers, including the lead educator, who has teaching responsibilities. The program has no educational support staff to assist teachers and students in the classrooms. The average class size is 8 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 educational supplies and instructional materials appropriate to students' various ages and ability levels for reading, language arts, and math; however, additional current textbooks are needed in all academic areas. Leisure reading materials include fiction and nonfiction books available in some classrooms, and limited reading materials, such as newspapers, novels, and magazines of teen interest, are in four of the five classrooms. Students stated in interviews that more high-interest leisure reading materials are needed.
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 interviews document that calculators, media materials, and technology are limited. The program has approximately 21 operable computers distributed among the five classrooms; one classroom does not have computers, and one of three computers in one classroom is inoperable. All teachers have access to TVs/VCRs. The five teachers share the overhead projector; most teachers stated in interviews that more educational equipment (i.e., laptops, LCD projectors and screens, and educational videos) is needed to enhance instruction.
12.4 An environment that is conducive to learning	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Some classrooms are attractive, have educational displays, and feature students' work products. Most classrooms are limited in space, which curtails the use of creative teaching strategies. Classrooms are well lit and well ventilated, but the floors are untidy, and most rooms are in disarray. Classroom rules are not posted in all classrooms, and the furniture (supplied by the school district) in some classrooms is in need of repair; equipment also needs to be installed in some classrooms.
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>	Teachers and students have Internet access to the FLVS for instructional purposes.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator stated in an interview that students have the opportunity to apply for scholarships and military opportunities. In addition, applications are available for all state scholarship programs, such as Bright Futures, Gold Seal, and Florida Academic Scholars, as appropriate. The program did not receive any grants and does not document the development of business or community partnerships.

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS • None

RECOMMENDATIONS

- The program should explore options to obtain additional educational support staff (i.e., tutors, mentors, and clerical staff).
- The program should increase technology, media equipment, educational supplies, instructional materials, and leisure reading materials.
- The program should explore options to renovate the horticulture equipment.
- The program should ensure that all classrooms are tidy and conducive to learning.
- The program should collaborate with community organizations to secure additional resources such as business and community partnerships.

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION

**RATING: PARTIAL
SCORE: 2**

The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program submitted all self-report materials to the JJEEP offices within the required time frame and provided information and resources on site and after the review.
13.2 The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has an assigned school number and documents on the six MIS printouts reviewed that all student data required in this benchmark, except for BASI growth scale values, are accurately reported in the MIS. The program reports BASI standard scores.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers record daily student attendance and submit it to the data clerk for entry into the MIS.
13.4 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program's reported 2007-2008 statewide assessment participation rates were 100% for reading and 96% for math.
13.5 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"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program is included in the approved school district comprehensive reading plan; however, the school district does not document providing support services (i.e., assistance from the reading coach, walk-throughs, fidelity checks, or literacy assessment teams).
13.6 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The contract manager designee is assigned to provide most of the oversight and assistance to the program. The designee conducts informal reviews on site; however, annual program evaluations and improvements are not documented, as also cited in last year's quality assurance (QA) report. In addition, assistance and oversight are also provided by the contract manager and designee via telephone calls, memos, faxes, and e-mails. More oversight and assistance are needed in the areas of effective individual academic plan (IAP) development and implementation; the provision of guidance services (as cited in the previous QA report), individualized instruction, and reading support services; and oversight of annual evaluations of the program.
13.7 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	There is a current cooperative agreement between the School Board of Hamilton County and the DJJ and a contract between the School Board of Hamilton County and Henry & Rilla White Foundation. A review of the contract documents that most of the terms are being followed, except General Provisions in the contract (1) which states that the facility will maintain cleanliness, facility repairs and facility maintenance and in (7) which states that the facility will provide protection and replace school board property and instructional supplies and equipment damaged or destroyed. Most of the terms in the cooperative agreement are being met except II b, which states that the board will evaluate the education program; IV, which states that the Board will purchase and maintain materials, equipment, and supplies used in educational program; and XIV, which states that the program will implement recommendations in the previous QA report.

RATING JUSTIFICATION	The intent of the indicator is not being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should ensure that the program reports Basic Achievement Skills Inventory (BASI) growth scale values to the MIS. • The school district should ensure that teachers are provided assistance in implementing IAPs for all students.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • The school district does not provide appropriate guidance and advising services to students at entry and throughout their stay, as was also cited in the 2007-2008 QA report. • The school district does not ensure that teachers develop individualized, specific, and measurable writing goals on students' IAPs. • The school district does not ensure that all teachers provide individualized instruction that is documented in lessons plans and demonstrated in all classrooms. • The school district does not ensure that the program develops a plan for students to complete assignments that they miss when they are out of class. • The school district does not document frequent communication among facility administrators to address educational concerns. • The school district does not provide the program with reading support services as outlined in the school district comprehensive reading plan. • The school district does not conduct an annual evaluation of the program, as cited in the 2007-2008 QA report. • The school district does not meet all of the terms in the cooperative agreement regarding maintaining materials and equipment.

OTHER FINDINGS	<ul style="list-style-type: none"> • The school district and the program should ensure that all teachers are in their class providing adequate supervision during class time. • The bell schedule does not provide equal planning time for all teachers. • The contract manager stated that its broken furniture will be replaced.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should consider conducting joint professional development training for the facility and the teaching staff. • The school district and the facility should explore options to provide additional classroom space. • The school district should ensure that the teachers are not providing cleaning services in the classrooms and bathrooms in the educational building (as cited in the previous quality assurance (QA) report.)