

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)	DESOTO OUTWARD BOUND CENTER	School # 14-0191 School District Desoto County Desoto	Security Level Low Risk Career Type 1 ESE Service Delivery Consultation
Program Name	Peace River Youth Academy (Peace River Outward Bound)	Capacity 35 Population Male	Diplomas by Program None
Address	8806 SW Start Center Street Arcadia, FL 34269	Head Count 23 SD Registered 23 HSD/GED 0 DJJ Committed 23	Other School in SD None
Education Provider	Global Youth Services (For-Profit)	Max Ratio (Student: Teacher) 10:1	Students' Home/Zoned Schools All
Facility Provider	Global Youth Services (For-Profit)		
Education Provider Change	August 2008	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 22
SD Contract Manager	Dan Dubbert	Phone (863) 993-1333 Fax (863) 993-0254	E-mail <i>dan.dubbert@desoto.k12.fl.us</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Sherry Breitenstein	Phone (863) 993-4610 Fax (863) 993-4612	E-mail <i>sherry.breitenstein@desoto.k12.fl.us</i>
Facility Director	Cory Burgess	Phone (863) 375-2000 Fax (863) 375-9929	E-mail <i>cburgess@gysinc.com</i>
SD Transition Contact	Dan Dubbert	Phone (863) 993-1333 Fax (863) 993-0254	E-mail <i>dan.dubbert@desoto.k12.fl.us</i>
QA Reviewer Pat Collins E-mail <i>pacollins@fsu.edu</i>		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC	
Review Dates May 19-21, 2009		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

JJEOP 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 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 type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Academic Assistant	<u>3</u> Teachers <u>1</u> Teacher Aides <u>0</u> Guidance Staff <u>8</u> Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input checked="" type="checkbox"/> Private Provider Contract <input checked="" type="checkbox"/> Quarterly Expenditures <input checked="" type="checkbox"/> Program Evaluation Materials <input checked="" type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement <u>11</u> Current Educational Files <u>6</u> Closed Educational Files <input checked="" type="checkbox"/> Others: Technical Assistance Final Report
On-site Observations	<u>3</u> Classrooms	<u>0</u> Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

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

Satisfactory Performance – Rating of 4, 5, or 6

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

Partial Performance – Rating of 1, 2, or 3

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

Nonperformance – Rating of 0

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

SUMMARY

Peace River Youth Academy, formerly known as the Desoto Outward Bound Center, is a low-risk residential treatment program that serves male students. Global Youth Services (GYS) is the Department of Juvenile Justice (DJJ) provider and offers Behavior Health Overlay Services (BHOS) via group and individual counseling. GYS also became the academic provider in August 2008.

In April 2009, students' length of stay was extended from 40 to 90 calendar days. Consequently, several benchmarks received a N/A rating, with recommendations to the program to include this benchmark in preparation for future educational quality assurance (QA) reviews.

The program received a partial rating for student planning but received superior ratings for on-site transition services, testing and assessment, and educational personnel qualifications. The school district received a satisfactory rating.

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

QA TRENDS: Peace River Youth Academy

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	7	5.44	On-Site Transition Services	4	4.94	On-Site Transition Services	7
Testing & Assessment	2	4.73	Testing & Assessment	4	5.73	Testing & Assessment	7
Student Planning	7	4.65	Student Planning	4	4.18	Student Planning	3
			Community Reintegration	4	5.60	Community Reintegration	6
STANDARD ONE: TRANSITION Standard Average	5.33	4.94	STANDARD ONE: TRANSITION Standard Average	4.00	5.13	STANDARD ONE: TRANSITION Standard Average	5.75
Academic Curriculum & Instruction	6	5.45	Academic Curriculum & Instruction	4	4.94	Academic Curriculum & Instruction	5
Reading Curriculum & Instruction	6	4.51	Reading Curriculum & Instruction	2	4.52	Reading Curriculum & Instruction	5
Employability & Career Curriculum & Instruction	6	5.63	Employability & Career Curriculum & Instruction	4	6.05	Employability & Career Curriculum & Instruction	5
ESE & Related Services	2	5.37	ESE & Related Services	4	5.45	Specially Designed Instruction & Related Services	5
STANDARD TWO: SERVICE DELIVERY Standard Average	5.00	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	3.50	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	5.00
Collaboration	6	5.49	Collaboration	4	5.69	Collaboration	4
Educational Personnel Qualifications	4	4.86	Educational Personnel Qualifications	3	5.00	Educational Personnel Qualifications	8
Professional Development & Teacher Retention	6	5.40	Professional Development & Teacher Retention	4	5.46	Professional Development & Teacher Retention	5
Learning Environment & Resources	2	5.00	Learning Environment & Resources	5	5.53	Learning Environment & Resources	5
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.50	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.00	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.50
OVERALL AVERAGE	4.91	5.25	OVERALL AVERAGE	3.83	5.31	OVERALL AVERAGE	5.42
STANDARD FOUR: CONTRACT MANAGEMENT	2.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	4.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Peace River Youth Academy-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED											Attendance File 138	TOTAL 138	
											Dropout Prevention File 139	(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE				
									#	%			
Male	138	100	12 & under	1	1	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	4	3		
Female	0	0	13	1	1	6	0	0	Emotional/Behavioral Disabilities	14	10		
RACE	#	%	14	23	17	7	9	7	Specific Learning Disabled	10	7		
White (NH)	62	45	15	42	30	8	15	11	Autism Spectrum Disorder	0	0		
Black (NH)	59	43	16	42	30	9	43	31	Speech/Language Impaired	0	0		
Hispanic	16	12	17	26	19	10	51	37	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0		
Other	1	1	18	3	2	11	17	12	Gifted	0	0		
			19 & above	0	0	12	3	2	Traumatic Brain Injured	0	0		
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0		
2006-07 Reading	13	93	Diplomas Earned	#	%				Other Health Impaired	0	0		
2006-07 Math	13	93	Standard *	0	0				TOTAL ESE	28	20		
2007-08 Reading	18	95	GED	0	0	LEP STUDENTS		#	%				
2007-08 Math	18	95	Special	0	0			0	0				

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

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SUPERIOR SCORE: 7
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the lead educator and the school district registrar collaboratively review students' previous transcript, entry assessment scores, and FCAT results to develop students' course schedules. All 11 current files reviewed document that students are enrolled in appropriate courses for student progression. Prior to May 2009, reading enrollment requirements were not applicable; however, course schedules document that students who have reading deficiencies are enrolled in intensive reading.
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 type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	Prior to May 2009, this benchmark was not applicable. Interviews and all 11 current files reviewed document that the lead educator and the educational assistant provide guidance services to students at entry and throughout their stay. All students interviewed know their diploma options, credits earned, and major areas of interest. All files reviewed contain completed guidance request forms and contact logs that document ongoing guidance. The educational assistant interviews all students to complete individual needs assessments regarding their current and future educational goals and provides the information to the case managers.
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>	Interviews and signatures in all six closed files reviewed document that the lead educator participates in exit staffings or transition meetings two weeks prior to students' scheduled release dates. Interviews document that the lead educator collaborates with treatment team members to assist students with successful transition to their next educational placements.
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>	Interviews and all six closed files reviewed document that the educational assistant transmits the educational exit packets to the transition contacts in the receiving school districts prior to students' exit. In addition, exit packets are provided to the students and maintained in students' Department of Juvenile Justice (DJJ) files. Educational exit packets reviewed contain all the components required in this benchmark.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The lead educator and the school district registrar document a seamless process for reviewing students' previous academic histories and developing course schedules for student progression. • The program completes a needs assessment for each student, based on assessments and information provided in interviews with the students, to develop educational goals. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
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	Prior to May 2009, the program was not required to administer the BASI. Of 11 files reviewed, eight files document that the paraprofessional administers the Woodcock-McGrew-Werder Mini-Battery of Achievement (MBA) for reading, language arts, and mathematics to students prior to May 2009 and three files document that the program administers the BASI. All 11 files document that entry assessments are administered within the required time frame. The paraprofessional also administers the Standardized Test for Assessment of Reading (STAR) for reading. Teachers use assessment results to develop individual academic plans (IAPs)/individual educational plans (IEPs) and to guide instruction.
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 type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This benchmark was not applicable for the program prior to May 2009. However, all 11 current files reviewed document that the paraprofessional administers the Choices Interest Profiler to students. Students use the Choices program comprehensively to develop their portfolios for continued career interest assessment and exploration after completing all beginning aspects of the Choices program at entry that relate to career interest areas, work values, and basic skills.
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 type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This benchmark was not applicable for the program prior to May 2009. Interviews and all six closed files reviewed document that the paraprofessional administers the MBA to exiting students. Current students who were administered the MBA at entry will be administered the MBA at exit. Interviews document that students who were administered the BASI at entry will be administered the BASI prior to their exit, if they remain in the program for 45 or more school days. Test scores are faxed and hand delivered to the school district registrar for MIS reporting.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program initially administers Choices career assessments and surveys, assists students in developing personal portfolios that are used as supplemental resources via FACTS.org throughout their stay at the program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: PARTIAL SCORE: 3
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	Interviews and eight non-ESE files reviewed document that the lead educator develops IAPs within the required time frame. Reading, writing, and math goals are specific, based on entry assessment results; however, none of the career goals in all IAPs reviewed is specific or individualized. Prior to May 2009, the program was not required to have short-term objectives, remedial strategies, or a schedule for determining progress on students' IAPs. However, all components of this benchmark are now required.

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 type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This benchmark was not applicable prior to May 2009. Interviews document that the teachers, the case managers, and the students meet to review individual academic plan (IAP) goals and objectives on a weekly basis. The program requires that students have copies of their IAPs to monitor their own progress by checking off objectives as they are completed. Students' files do not document the review or revision of IAP goals and objectives.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews document that the exceptional student education (ESE) teacher writes IEP goals and objectives. Three ESE files reviewed document that two IEPs contain goals and objectives that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs and one IEP meeting has been scheduled.
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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews with the lead educator and current files reviewed document that the program sends overall academic progress reports to the parents every four and a half weeks for all students. The two IEPs reviewed document that the program does not send IEP progress reports 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and all 11 current files reviewed document that the lead educator assists students in developing or updating their ePEPs.
RATING JUSTIFICATION	The intent of the indicator is not being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program develops and/or updates ePEPs for all students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should develop IAPs that contain specific, individualized, and measurable long-term goals for reading, writing/language arts, math and career/technical areas; include two short-term objectives per goal; identify remedial strategies; and include a schedule for determining progress. The program should maintain documentation of IAP review/revision to document students' progress. The program should send IEP progress reports to the parents as often as progress reports are sent home for all students. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SATISFACTORY SCORE: 6
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 type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	Prior to May 2009, this benchmark was not applicable. Three ESE files reviewed document that the ESE teacher or the educational assistant solicits participation from parents in the ESE process. Interviews and signed transition forms document that the case managers invite the parents and the aftercare providers to participate in transition planning meetings. Additionally, the program sends parents informational letters about academics and how to access their students' grades via the Internet.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All six closed files reviewed contain educational exit plans developed in exit meetings approximately two weeks prior to students' release. Exit plans contain all information required in this benchmark.

4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and all six closed files reviewed document that the educational assistant e-mails or telephones the transition contacts in the receiving school districts prior to students' release.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• None	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SATISFACTORY RATING: 5
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 diploma options, provides eligible students with GED preparation materials, and advises eligible students regarding the GED diploma option.
<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 type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	Prior to May 2009, this benchmark was not applicable. The program addresses the year-round curriculum requirement via language arts and math courses that are based on the Course Code Directory, the FSSS, and the course descriptions. Interviews document that students receive instruction for the courses in which they are enrolled. Because students' length of stay in the program has been extended, the program should offer a substantial year-round curriculum to include social studies and science courses.
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The facility divides students into three groups for instruction. Lesson plans, student interviews, and classroom observations document that the teachers provide individualized instruction and a variety of instructional strategies based on students' IAPs/IEPs and ability levels. Most students interviewed document that they receive instruction for the courses in which they are enrolled. Observations and interviews document that teachers provide instruction via one-on-one assistance, small groups, thematic units, games, graphic organizers, word walls, video streaming, educational videos, and LCD projectors for presentations.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• The program should now offer a substantial year-round curriculum that includes social studies and science courses to meet students' progression needs.	
DEFICIENCIES REQUIRING A CAP	• 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 type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	<p>Prior to May 2009, this benchmark was not applicable. The program uses reading strategies workbooks, the Plato Learning System, and classroom novel sets for intensive reading instruction. All students begin the school day in 90-minute intensive reading classes. Two teachers co-teach these classes with the reading teacher. The program should now align curricula and class size with requirements in the school district comprehensive reading plan and address students' reading goals and objectives in their IAPs/IEPs.</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 type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	<p>Prior to May 2009, this benchmark was not applicable. The program does not administer quarterly progress monitoring assessments identified in the school district comprehensive reading plan for reporting to the DOE.</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 stated in interviews that they have opportunities to read after their class work is completed. Lesson plans and teacher interviews document that students write book reports, participate in creative writing, and make oral report presentations.</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 type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	<p>Prior to May 2009, this benchmark was not applicable. The reading teacher documents via Plato diagnostic assessments that students are making progress in reading.</p>

RATING JUSTIFICATION

The intent of the indicator is being met.

COMMENDATIONS

- None

RECOMMENDATIONS

- The program should include explicit reading instruction that addresses students' IAP/IEP goals and objectives and align the curricula and class size with the requirements in the current school district comprehensive reading plan.
- The program should administer quarterly progress monitoring assessments identified in the school district comprehensive reading plan and report the data to the DOE.
- The program should administer a diagnostic reading assessment identified in the school district comprehensive reading plan to students who are not progressing in reading and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results.

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>The program addresses employability, social, and life skills through the community and volunteer services course that is offered for credit. Teachers use life skills textbooks and workbooks and provide instruction that is based on state and school board standards and course descriptions.</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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program does not offer a middle school career course. Middle school students are enrolled in a middle school community and volunteer services course and complete career exploration via the Choices software and FACTS.org.
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 checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Career/technical instruction is provided via individualized instruction and a variety of instructional strategies including group projects, computer-assisted instruction (CAI), and portfolio development using the Choices program, as documented in lesson plans. Student interviews document the use of the Internet, Choices, and FACTS.org to explore post-secondary education opportunities and career options.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Currently, there are no high school graduates enrolled in the program. Interviews and the self-report document that these students attend classes, assist the teachers, and tutor other students upon request. High school graduates also assist the facility in landscaping and participate in off-campus community service projects.
Type 2 programs 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 type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type I career education program.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type I career education program.
Type 3 programs 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"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type I career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type I 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 enroll middle school students in an approved career and education planning course. 	
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews, course schedules, and three ESE files reviewed document that the school district registrar requests records to initiate the ESE process in a timely manner.

8.2 Completing the ESE process: <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The exceptional student education (ESE) teacher reviews students' IEPs/EPs to determine whether they are appropriate, as documented in three ESE files reviewed.
<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 		Two IEPs reviewed document that the ESE teacher convenes IEP meetings as soon as possible and re-writes the plans. One IEP reviewed documents that the student has been enrolled three weeks, and the parents have been notified of the scheduled IEP meeting.
<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 		Three IEPs reviewed document that the ESE specialist solicits and documents participation from the parents, and two files document the mailing of IEPs to parents who do not attend the meetings.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		The ESE teacher completes transition-related requirements for students who are 14 or older, as documented in two ESE files reviewed.
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		The LEA representative is a school district ESE specialist and documents via signatures on two IEPs reviewed that she attends IEP meetings.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE teacher maintains a consultation log and a support facilitation log and serves as both the ESE teacher and the general education teacher. The school district provides speech and language services required on students' IEPs.
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>	Interviews and the self-report document that the school district provides services to ELL, Section 504, and gifted students, as needed.
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 support facilitation services for students who are on the special diploma are provided by a certified ESE teacher who does not also serve as the general education teacher.
DEFICIENCIES REQUIRING A CAP		<ul style="list-style-type: none"> None

INDICATOR 9: COLLABORATION		RATING: SATISFACTORY SCORE: 4
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The previous bell schedule and the self-report document that the program provides 300 minutes of daily instruction. However, the current bell schedule used for the summer documents that students do not receive 300 minutes of daily instruction.
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>	Agendas, sign-in logs, and e-mails document that communication among school district administrators, facility administrators, facility staff, and school personnel is conducted on a regular basis.

9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	Prior to May 2009, this benchmark was not applicable. The program documents motivational speakers and students' participation in an urban experience camping activity and off-campus community service projects with the Catholic Association and state parks.
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>	Classroom behavior management procedures are understood by all staff and students. The point and level system requires students to meet academic goals to progress to program completion. Observations during this review document a few instances of disruptive behavior. Part of the behavior management plan includes positive reinforcement from the class. Students stated in interviews that they do not like that discipline is applied to the entire group due to the disruptive behavior of a few students.
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 provide 300 minutes of daily instruction or the weekly equivalent to all students. • The program should continue to provide students a variety of community involvement activities that are focused on education and transition. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SUPERIOR SCORE: 8
All instructional personnel:		
10.1 In core academic areas have professional or temporary Florida teaching certification, a valid statement of eligibility, or proof of accepted application for teaching certification	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All three core academic teachers have professional certification and teach in their certification areas. The reading teacher has a reading endorsement, and two teachers have exceptional student education (ESE) certification. One previous teacher had a statement of eligibility.
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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The two noncore academic teachers have professional certification.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • All of the academic teachers have professional certification, teach in their areas of certification, and have ESE certification. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION		RATING: SATISFACTORY SCORE: 5
All instructional personnel:		
11.1 Develop and use written professional development plans that incorporate school improvement plan (SIP) initiatives to foster professional growth and participate in a beginning teacher program when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and files document that the teachers develop and use professional development plans that incorporate SIP initiatives. One new teacher hired four weeks prior to this review is completing a professional development plan. The school district offers a beginning teacher program, but it does not apply to the current teachers.

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.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive annual professional development training based on educational program needs on such topics as protective active response (PAR), QA, Choices, Basic Achievement Skills Inventory (BASI), literacy skills, and working with at-risk youths. Professional development training is provided through Global Youth Services, the school district, and the Juvenile Justice Educational Enhancement Program (JJEPP).
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>	Teacher vacancies are advertised via the school district and the Global Youth Services Web site. The agency provides paid holidays, 20 paid days off during the year, year-round employment, and pay increases for teachers who achieve highly qualified teacher status.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• The program should ensure that all teachers receive continual annual professional development training from a variety of sources and on topics relevant to their teaching assignments.	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SATISFACTORY SCORE: 5
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 a lead educator, who also teaches intensive reading; two content area teachers; a paraprofessional; and an educational assistant.
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>	Observations document that classrooms have an adequate quantity of educational supplies and instructional materials that are appropriate to students' ages, grades, and ability levels. Instructional materials for science and social studies should be added to the program's resources. The program offers a variety of high-interest leisure reading materials for students in the reading/language arts classroom and in the dorms, as documented by student interviews and observations.
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>	Observations document that each class has overhead projectors and TVs/DVD players. The reading classroom has 10 student computers, and the language arts classroom has five student computers. Classrooms have printers, and teachers have access to a LCD projector.
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>	Classrooms are conducive to learning and display motivational posters, student work, maps, and content area posters. Classrooms are clean and large enough for student desks and work areas.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has access to the FLVS for instructional purposes, but no students are currently enrolled.

12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program documents use of Title I, Part D funds to purchase new books and has developed a partnership with the Catholic Association.
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 continue to pursue grants, scholarships, and business and/or community partnerships. • The program should provide science and social studies instructional materials that are appropriate to students' ages and ability levels. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number, and six closed files reviewed document that all student data in this benchmark are accurately reported in the MIS. Interviews document that the program submits Basic Achievement Skills Inventory (BASI) standard scores and growth scale values for MIS reporting.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record daily student attendance, and the academic assistant e-mails or faxes the data to the school district registrar, who maintains accurate attendance records in 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The 2007-2008 statewide assessment participation rates for the previous Desoto Outward Bound Center were 95% for both reading and 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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is included in the school district comprehensive reading plan under the previous school name and receives support from the school district reading coach regarding literacy training and reading certification; however, the required reading walk-throughs or fidelity checks are not conducted.
<u>13.6</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	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager documents appropriate oversight and assistance to the educational program that include weekly visits, meetings, and frequent communication and provides a local education agency (LEA) representative at all individual education plan (IEP) meetings. Because students' length of stay at the program has been extended, the program needs training and assistance to develop IEP progress reports. The school district registrar supports the program by requesting students' records and entering all MIS data. The contract manager conducts annual mock quality assurance (QA) reviews and oversees the development of a needs assessment in the school improvement plan (SIP) as part of the annual evaluation of the educational 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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	There is a current and approved cooperative agreement between DOE and the DJJ and a current and approved contract between Global Youth Services and the school district. Interviews with key personnel and observations document that the terms of the contract are being followed, including monitoring of education expenditure reports.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should provide reading walk-throughs and fidelity checks required in the school district comprehensive reading plan. • The school district should train educational staff in the development of IEP progress reports. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • None 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	