

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)	PENSACOLA BOY'S BASE SCHOOL	School # 17-0961 School District Escambia County Escambia	Security Level Moderate Risk Career Type 2 ESE Service Delivery Consultation
Program Name	Pensacola Boys Base	Capacity 28 Population Male	Diplomas by Program All
Address	Building 3780 NTTCC Corry Station Pensacola, FL 32511	Head Count 28 SD Registered 21 HSD/GED 7 DJJ Committed 28	Other School in SD None
Education Provider	Escambia County School District (School District)	Max Ratio (Student: Teacher) 19:1	Students' Home/Zoned Schools None
Facility Provider	Department of Juvenile Justice (DJJ)		
Education Provider Change	N/A	Title I, (A) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies 8
SD Contract Manager	Vickie Mathis	Phone (850) 595-6085 Fax (850) 595-1042	E-mail <i>vmathis@escambia.k12.fl.us</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Bob Cotton	Phone (850) 453-7521 Fax (850) 453-7729	E-mail <i>bcotton@escambia.k12.fl.us</i>
Facility Director	Sylvester Scott	Phone (850) 453-7490 Fax (850) 453-7493	E-mail <i>sscott@djj.state.fl.us</i>
SD Transition Contact	Ken Myers	Phone (850) 595-6085 Fax (850) 595-1042	E-mail <i>kmyers@escambia.k12.fl.us</i>
QA Reviewer Mark Peach Review Dates February 16-18, 2009		E-mail <i>mpeach@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 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 type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input checked="" type="checkbox"/> Others: Social Services Specialist	2 Teachers 1 Teacher Aides 0 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 type="checkbox"/> Behavior Management Plan <input checked="" type="checkbox"/> Educational Policies/Procedures	<input checked="" type="checkbox"/> Meeting Agendas/Logs <input checked="" type="checkbox"/> Curricula/Resources <input checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input type="checkbox"/> Bell Schedule <input type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 7 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	2 Classrooms 0 Treatment Team Meetings		Others: Juvenile Justice Educational Training (JJET) Facility; Program Mentoring Video	

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

Pensacola Boys Base is a moderate-risk residential treatment program for up to 28 male students. The program was established in 1972 and is the only program of its kind on a military base. In past years, the Florida Department of Education (DOE) has nominated the program to receive the Crystal Star Award of Excellence.

Students who have high school diplomas or the equivalent may receive career/technical training alongside Navy personnel at the Naval Air Station via the college-accredited Juvenile Justice Education Training (JJET) program.

The program received superior ratings for 8 of 12 indicators. The program received a partial rating for on-site transition services. Because of its high overall score for this review, the program earned Exemplary status.

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

QA TRENDS: Pensacola Boys Base

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	7	4.94	On-Site Transition Services	3
Testing & Assessment	3	4.73	Testing & Assessment	3	5.73	Testing & Assessment	8
Student Planning	7	4.65	Student Planning	7	4.18	Student Planning	7
			Community Reintegration	N/A	5.60	Community Reintegration	6
STANDARD ONE: TRANSITION Standard Average	5.67	4.94	STANDARD ONE: TRANSITION Standard Average	5.67	5.13	STANDARD ONE: TRANSITION Standard Average	6.00
Academic Curriculum & Instruction	8	5.45	Academic Curriculum & Instruction	8	4.94	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	N/A	4.51	Reading Curriculum & Instruction	N/A	4.52	Reading Curriculum & Instruction	8
Employability & Career Curriculum & Instruction	9	5.63	Employability & Career Curriculum & Instruction	9	6.05	Employability & Career Curriculum & Instruction	9
ESE & Related Services	7	5.37	ESE & Related Services	7	5.45	Specially Designed Instruction & Related Services	5
STANDARD TWO: SERVICE DELIVERY Standard Average	8.00	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	8.00	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	7.25
Collaboration	N/A	5.49	Collaboration	N/A	5.69	Collaboration	8
Educational Personnel Qualifications	N/A	4.86	Educational Personnel Qualifications	N/A	5.00	Educational Personnel Qualifications	8
Professional Development & Teacher Retention	N/A	5.40	Professional Development & Teacher Retention	N/A	5.46	Professional Development & Teacher Retention	5
Learning Environment & Resources	8	5.00	Learning Environment & Resources	8	5.53	Learning Environment & Resources	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	8.00	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	8.00	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	7.25
OVERALL AVERAGE	7.13	5.25	OVERALL AVERAGE	7.13	5.31	OVERALL AVERAGE	6.83
STANDARD FOUR: CONTRACT MANAGEMENT	5.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Pensacola Boys Base-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED											Attendance File		Dropout Prevention File		TOTAL	
											75		64		77 (Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE			#	%			
Male	77	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)			1	1			
Female	0	0	13	1	1	6	0	0	Emotional/Behavioral Disabilities			7	9			
RACE	#	%	14	3	4	7	7	9	Specific Learning Disabled			11	14			
White (NH)	29	38	15	8	10	8	5	6	Autism Spectrum Disorder			0	0			
Black (NH)	44	57	16	30	39	9	36	47	Speech/Language Impaired			0	0			
Hispanic	2	3	17	22	29	10	11	14	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment			0	0			
Other	2	3	18	13	17	11	8	10	Gifted			1	1			
			19 & above	0	0	12	8	10	Traumatic Brain Injured			0	0			
FCAT PARTICIPATION	#	%				Adult	2	3	Hospital Homebound			0	0			
2006-07 Reading	16	100	Diplomas Earned	#	%				Other Health Impaired			0	0			
2006-07 Math	16	100	Standard *	2	3				TOTAL ESE			20	26			
2007-08 Reading	15	94	GED	23	30	LEP STUDENTS		#	%							
2007-08 Math	16	94	Special	2	3			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: PARTIAL SCORE: 3
The program has transition activities that include:		
1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has direct access to the MIS through the Total Education Resource Management System (TERMS), which expedites student enrollment. In general, the program enrolls students in appropriate courses for student progression and reading remediation, as needed. However, six of seven current high school students' files reviewed do not document enrollment in English/language arts courses.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator meets with students upon entry and provides guidance in all the areas noted in this benchmark, as documented by intake counseling forms in all 10 current files reviewed. The lead educator stated that additional guidance services are provided at students' requests or as needed, but these services are not documented. All students interviewed know how many credits they have earned, and files document students' major areas of interest.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator does not attend final exit meetings but submits letters to exit transition team that summarize students' status, participation in program activities, academic accomplishments, future plans, and recommendations for post-commitment placement; the letters are in all six closed files reviewed.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator sends the students' educational packets to the transition contacts in the receiving school districts prior to exit, as documented by dates on the exit packet checklist in four of six closed files reviewed. Two files were those of students who had already obtained high school diplomas. Although all required documents are in the closed files reviewed, the checklists of exit packets contents are unchecked. The lead educator stated that all required documents are included in the exit packets, except cumulative transcripts and IAPs. The case manager gives educational packets that include cumulative transcripts and IAPs to graduating students and their parents, according to the lead educator. Students and/or their parents are instructed to submit the packets to administrators at their receiving schools.
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 all students are enrolled in English/language arts. (Fluent Level 2 students may be enrolled in English/language arts instead of a second period of intensive reading.) • The program should ensure that all guidance services provided are documented. • The program should ensure that all documents required in Benchmark 1.4 are included in the exit packets. • The program should ensure that the contents of the exit packets are documented. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 8
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 within the required time frame and also administers the Standardized Test for Assessment of Reading (STAR) for math and in-house writing prompts. Results are used to develop individual academic plans (IAPs) and to place students in the curriculum.
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 document that the lead educator administers the Choices Interest Profiler and the Career Scope to all students and The Plan career assessment to 10th graders only, upon student entry. Navy testing personnel administer the Armed Services Vocational Aptitude Battery (ASVAB) to students who wish to apply for the Naval Air Station (NAS) Juvenile Justice Education Training (JJET) program.
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	Six closed files reviewed document that the lead educator administers the BASI to students prior to their exit. The lead educator inputs BASI entry/exit standard scores and growth scale values directly into the MIS, as documented on six MIS screens reviewed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers supplementary academic and career assessments to better place students in the curriculum and to enhance individualized career instruction. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SUPERIOR SCORE: 7
The program has individual student planning activities that include:		
3.1 Developing for all non-exceptional student education (ESE) students written age/grade-appropriate individual academic plans (IAPs) that are based on entry assessments, past records, and post-placement goals; are developed within 15 school days; include specific, individualized, and measurable long-term goals for reading, writing/language arts, math, and career/technical areas; include at least two short-term objectives per goal; and identify remedial strategies; include a schedule for determining progress	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	All 10 current files reviewed document that the teachers develop IAPs for all students that contain all the required components within the required time frame. IAPs also include goals and objectives for social studies and science.
3.2 Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teachers review students' progress toward achieving their IAP goals and objectives every two months, as documented via student and teacher signatures on IAPs of students who have been enrolled for at least two months.
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	All three IEPs reviewed document appropriate goals and short-term objectives that relate to the students' needs.

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>	The reading teacher, who has exceptional student education (ESE) certification, develops and mails individual educational plan (IEP) progress reports to the parents every nine weeks, as documented in a folder in her classroom.
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>	Two middle school students' files reviewed contain ePEPs that document some high school classes; however, the course schedules are not completed for all four years of high school.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The teachers develop additional individual academic plan (IAP) goals and objectives for social studies and science. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that ePEPs document courses for all four years of high school. 	
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's social services specialist solicits and documents participation from parents, community representatives, and juvenile probation officers (JPOs) in students' transition meetings, according to interviews.
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>	Exit plan development begins 120 days after entry when the Department of Juvenile Justice (DJJ) requests a preliminary exit plan from the program. Exit plans are refined throughout the students' commitment and are finalized by the lead educator and the treatment team members at final exit meetings. Exit plans in all six closed files reviewed include all required information.
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>	The lead educator notifies transition contacts in students' receiving school districts at least one week prior to their exit, as documented by letters or e-mails in students' files.
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"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SUPERIOR RATING: 7
The program offers academic curriculum and instruction through:		
5.1 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 the required diploma options and advises students regarding each option. In addition the program offers Option 2 diplomas to ESE students 18 years or older who have limited credits, which allows them to earn high school diplomas after working successfully for 18 weeks in the base galley.

5.2 A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum based on the Course Code Directory, the FSSS, and the course descriptions. Interviews and observations document that students receive instruction for the courses in which they are enrolled.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (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>	Student interviews and classroom observations document that the teachers provide individualized instruction and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. To enhance individualized and differentiated instruction, the program administers an in-house math assessment, the San Diego Quick List, and a word fluency probe to all math and reading students. Teachers supplement individualized instruction via self-paced, technology-based programs such as Fast ForWord, Plato, and Read 180 and by individual assistance provided to students by a full-time paraprofessional. Additionally, the math teacher has revised the math worksheets to accommodate exceptional student education (ESE) students. Lesson plans reviewed are very general and do not reference the updated FSSS.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program offers the Diploma Option 2 to eligible ESE students. • The program provides staff and a variety of resources to students individualized, self-paced, and one-on-one instruction. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that lesson plans are specific and reference the updated FSSS. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 8
The program provides reading instruction and services through:		
6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classroom observations and interviews with students and the reading teacher document that the program provides explicit reading instruction daily. Students interviewed are enthusiastic about the reading program, and several students stated that their reading scores have improved dramatically since enrolling in the program. The reading teacher tailors instruction to address students' IAP/IEP goals and objectives in two consecutive class periods, as required in the school district comprehensive reading plan. The program uses Plato and Fast ForWord technology-based curricula that are aligned with the school district comprehensive reading plan. In August 2008, the school district reading coach approved the use of the Read 180 program instead of the suggested Science Research Associates (SRA) comprehensive reading curriculum; however, the SRA has not been added to the program's curricula listed in the school district comprehensive reading plan. The reading teacher uses a wide range of age-graded novels and various magazines to supplement reading instruction.
6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district reading coach administers the Florida Oral Reading Fluency (FORF) probe quarterly and inputs results into the Progress Monitoring and Reading Network (PMRN), as documented by network printouts.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All students interviewed reported that they have opportunities for leisure reading during the school day. Students are involved in 30 minutes of sustained silent reading every day; read books on tape and in the Accelerated Reader (AR) program; develop PowerPoint presentations for book reports; and (through July 2008) participate in an afterschool reading program three hours per week. Additionally, the program gives monthly Best Reader awards.

6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator stated that all students make adequate progress in reading. The Diagnostic Assessment of Reading, Second Edition (DAR-2) is available.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • All students interviewed and observed demonstrate high interest and involvement in their reading class. • Literacy enrichment activities are varied and plentiful. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that the school district comprehensive reading plan is updated to reflect the reading programs that the program implements. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SUPERIOR SCORE: 9
<i>Type 1 programs</i> provide curricular activities in educational settings based on students' entry assessments, individual academic plans (IAPs), and individual educational plans (IEPs) that:		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards, and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers career/technical instruction in life skills and peer counseling courses offered for credit. The life skills teacher uses a school district developed curriculum for career exploration, and students have the opportunity to practice social and life skills via community endeavors such as Habitat for Humanity projects and speech and drama presentations. All students complete a Ropes course. Teachers access a technical education video library of over 100 titles, show Internet films, and explore careers via Choices, Dare to Dream, and Career Cruiser software and the Dictionary of Occupational Titles. Students also may enroll in the Ready to Work program, in which they may earn certificates that may help them obtain employment and participate in a drivers education course taught after school hours by a certified drivers education teacher from a local high school.
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>	Three middle school students' files reviewed document appropriate enrollment in a career and education planning course (0500022) that satisfies the Florida Department of Education A++ guidelines for middle school career education courses.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Lesson plans, activities, observations, and teacher and student interviews document individualized instruction and a variety of instructional strategies, including hands-on activities, community service activities, and research projects. Students develop PowerPoint presentations in their career interests areas enhanced with music and sound effects from Garage Band software. (See also 7.1.)
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 high school diplomas or its equivalent and students who are awaiting their General Educational Development (GED) test results are eligible to participate in a number of career/technical experiences via Habitat for Humanity construction projects; the Ready to Work certification program; and course work in carpentry, heating, air-conditioning, plumbing, and electricity at Pensacola Junior College. GED and Diploma Option 2 students may work on site or off campus at nearby restaurants. GED students who meet the criteria regarding age, aptitude testing, and interviews with Naval officers may enroll in the Naval Air Technical Training Center's Juvenile Justice Education Training (JJET) program. Students may receive technical training in electricity, hydraulics, diesel engines, or fire fighting in the 10-week program that has American Council on Education (ACE) accreditation.

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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides all students with a broad scope of career exploration and skill training. (See findings for Benchmarks 7.1 and 7.3.) Eligible students may be dually enrolled in courses at Pensacola Junior College (PJC) to complete various career offerings for college credit. Students may also receive instruction in framing and matting from an instructor, who visits the program once a week. Until July 2008, the program also offered art instruction. Additionally, students are eligible to participate in a weekly advanced technology program.
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 program offers volunteer community service, peer counseling, and employability skills courses for credit; these courses follow course descriptions. PJC courses offer courses for college credit. Students who participate in the Juvenile Justice Education Training (JJET) program also earn college credits from any institution of higher learning that accepts American Council on Education (ACE) accredited course work.
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"/> <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 exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program offers a wide range of career exploration, hands-on training, and real-life work experiences. • A large number of students have earned Ready to Work Certificates. • Some students, who do not have high school diplomas or the equivalent, are eligible to accrue college credits in career/technical training courses at PJC. • Select GED graduates may enroll in official Navy technical training courses alongside Naval personnel. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
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>	Records requests, course schedules, and MIS printouts in all ESE files reviewed document the timely initiation of the ESE process.
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 on-site ESE teacher reviews students IEPs to determine whether they are appropriate and can be implemented.
<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 		All three IEPs reviewed document that the ESE teacher convenes IEP meetings within a reasonable time frame.

<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 		All individual educational plans (IEPs) reviewed document that the exceptional student education (ESE) teacher solicits and documents participation from parents in ESE staffings via two mailed notifications and telephone calls and documents the mailing of IEPs to parents who do not attend 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 		All transition-related requirements for students who are 14 or older are addressed in their IEPs.
<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 lead educator is the program's LEA representative, as documented by signatures on all staffing sign-in sheets reviewed.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The school district provides itinerant speech and language services, as needed; however, no current student requires this service or any other special services. Students who are on the special diploma track are integrated into the general education classes. The reading teacher, who has ESE certification, provides limited support facilitation to students in one classroom; however, students do not receive support facilitation in the reading classroom. The reading/ESE teacher provides consultation services to the other teacher on an informal basis, as needed, and receives resources and support from a school district ESE consultant, who visits the program once a week. She documents her visits in the visitors log but does not maintain a record of her services or provide support facilitation to the students.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The school district provides services to ELL and Section 504 students. However, the school district ESE specialist stated that gifted students enrolled in DJJ facilities are changed to inactive status during their commitment.
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 support facilitation to students who are on the special diploma track and are integrated into regular classrooms. The school district ESE specialist should document the consultation services she provides during her weekly on-site visits. The program and the school district should provide appropriate services to gifted students at the program, per Department of Education (DOE) directives. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 8
The program facilitates collaboration to provide:		
9.1 A minimum of 300 minutes of daily instruction or the weekly equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and observations confirm that students at this program receive a minimum of 300 minutes of daily instruction or the weekly equivalent.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The faculty meet once or twice a month, as needed, and the lead educator and teachers attend quarterly alternative education meetings at the school district offices. All staff attend the weekly treatment team meetings.

9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students are actively engaged in varied community activities arranged by the lead educator and the facility related to Habitat for Humanity projects, the Feed the Children Campaign, the Pensacola Little Theater, the American Cancer Society Relay for Life, the Ronald McDonald House, the Cattle Barons Ball, the American Heart Association, the Kiwanis Club, St. Anne Catholic Church, the Pensacola Junior College Health Occupations Fair, a Title I technology camp, a morgue tour, and the United Way. Students toured a local jail this past year and periodically presented the play "No Big Deal" to various schools and churches. Guest speakers this past year included representatives from Rape Crisis, the health department, the Sexual Assault Center, Saufley Federal Prison, and the military. Students also participated in numerous fund raising car washes. For the past 12 years, volunteers from Corry Station or the Navy base come to the program to mentor students. Additionally, representatives from several religious denominations visit the program regularly.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The behavior management system allows students to earn subtract up to 90 days from their commitment times for good behavior, completion of various classes, academic excellence, earning General Educational Development (GED) diplomas, and community service. Facility staff are not present in the classrooms because student behavior does not require their supervision; student behavior observed in the classrooms during this review was excellent. All students interviewed reported that they understand the behavior management system and that discipline is fair.
RATING JUSTIFICATION		The intent of the indicator is being exceeded.
COMMENDATIONS		<ul style="list-style-type: none"> • The program has a wide range of community outreach projects including guest speakers, community service, and field trips. • All students have an adult mentor sometime during their commitment.
RECOMMENDATIONS		<ul style="list-style-type: none"> • None
DEFICIENCIES REQUIRING A CAP		<ul style="list-style-type: none"> • None

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: 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>	Both of the program's core academic teachers have professional certification and teach in their certification areas. The reading teacher has reading endorsement and exceptional student education (ESE) certification.
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>	Teachers in noncore academic areas have professional certification.
RATING JUSTIFICATION		The intent of the indicator is being exceeded.
COMMENDATIONS		<ul style="list-style-type: none"> • All of the teachers have professional certification. • All of the teachers teach in their certification areas.
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>	All teachers have current professional development plans that relate to the subjects they teach and to SIP initiatives. The school district beginning teacher program is not applicable to the current teachers but is available as needed.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive training primarily from the school district and document trainings on knowledge for administrators, knowledge for employees, online safety training, strategies for reading, ESE student strategies, matrix of services, and legal issues in education. In addition, the lead educator stated that he attended a General Educational Development (GED) math workshop, the National Association of Elementary School Principals conference, and the National At Risk Conference, but these are not documented in online school district professional development records. One teacher does not document trainings this past year but is a veteran teacher, who has received a large amount of professional development throughout his career.
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>	The school district recruits the teachers and offers full-year contracts, a superior work environment, high morale among staff and students, and the opportunity to implement innovative and cutting-edge ideas.
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 document professional development trainings that the teachers receive. • The program should ensure that teachers receive trainings from a variety of sources. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SUPERIOR SCORE: 8
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has a lead educator, who teaches part-time and performs some clerical duties; two full-time teachers; and one full-time paraprofessional. The reading teacher also has ESE certification and serves as the program's ESE specialist. The paraprofessional supervises the computer lab, helps with testing, and performs some clerical duties. The average class size is 7 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has an adequate quantity of educational supplies, including miniature white boards for student use and instructional materials. Classrooms have a large supply of age-appropriate textbooks on all appropriate grade levels. Student interviews and observations document that the program has a large selection of diverse leisure reading materials that students described as plentiful and of high interest. The program's library has over 1,100 titles, and the program subscribes to 16 magazines.

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>	Each classroom has a TV/VCR, and teachers share 20 laptops. The computer lab has nine computers that can be monitored and controlled by the classroom teacher from his/her desk through the Apple Remote Desktop 3 computer management system. Software/Internet sites commonly used include Choices, Dare to Dream, Career Cruiser, Florida Comprehensive Assessment Test (FCAT) Explorer, Flash Action X, Fast ForWord, Ready to Work, Read 180, and Plato. The program also has a large library of career videos. The school district sponsors an annual technology camp which provides all students the opportunity to use IMac computers, digital cameras, and sophisticated editing equipment to create and produce Internet movies.
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 clean and well lit. Walls are adorned with student work, student awards/recognitions, photographs from various student activities, and local newspaper articles praising the program. Students may access many of the amenities at the Naval base, including the mess hall, the library, the gymnasium, and the athletic fields.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have access to the FLVS, 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>	Students may apply for scholarships offered by The Youth Build program, which provides free tuition for career/technical classes at Pensacola Junior College (PJC) to students who complete two successful semesters at PJC. The program has attracted grants from The Youth Investment Award for students who plan to attend PJC and from Success 4 Kids to fund the framing/matting classes. Community partners include United Way of Escambia County, Pensacola Habitat for Humanity, Feed the Children, Kiwanis, Pensacola Little Theatre, American Cancer Society, Gulf Coast Enterprises, IHOP, St. Anne Catholic Church, PJC Health Occupations, and Catholic Charities. Additionally, volunteers from the Naval base participate in a mentoring program with the students.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • Students have the opportunity to participate in a school district summer technology camp. • The program has attracted scholarships, grants, and numerous community partners. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should consider hiring an educational assistant to relieve the lead educator of clerical responsibilities. 	
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 on time.
<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 accurately reports all student data required in this benchmark in the MIS.
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>	The lead educator submits student attendance records weekly to the school district for MIS reporting.

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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 94% 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 current school district comprehensive reading plan and receives assistance by the reading coach, who visits the program three times a month and conducts informal walk-throughs. The reading teacher attends school district reading meetings, and the program has a literacy assessment team.
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 checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager provides appropriate oversight and assistance to the program via regular walkthroughs, frequent telephone and e-mail communication with the lead educator, and annual evaluations 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 with the DJJ. Based on a review of the document and interviews with school district and program staff, the terms of the agreement are being followed, including the monitoring of quarterly educational 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 management information system (MIS) department should work with the program to ensure that its statewide assessment participation rate data are accurately reported to the DOE. In addition, the program should contact the school district Florida Comprehensive Assessment Test (FCAT) administrator to ascertain whether the school district holds FCAT update/corrections meetings. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	
OTHER FINDINGS	<ul style="list-style-type: none"> • The program administers surveys to the parents of exiting students. 	
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	