

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

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

DAY TREATMENT PROGRAM

School Name (MSID)	CROSSWINDS/RAINWATER FOR GIRLS	School # 05-1001 School District Brevard County Brevard	ESE Service Delivery	Support Facilitation Consultation
Program Name	Rainwater Center for Girls	Capacity 21 Population Female	Diplomas by:	
Address	1407 Dixon Boulevard Cocoa, FL 32922	Head Count 13 SD Registered 18 HSD/GED 0 DJJ Referred 18		
Education Provider	Crosswinds Youth Services (Not-For-Profit)	Max Ratio (Student: Teacher) 13:1	Program	All
Facility Provider	Crosswinds Youth Services (Not-For-Profit)		Other School in SD Students' Home/Zoned School	None None
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies	8
SD Contract Manager	Sue Carver	Phone (321) 723-2677 x14505 Fax (321) 723-4027	E-mail	<i>carvers@brevard.k12.fl.us</i>
Other SD Contract	Pat Jokela	Phone (321) 723-2677 x14501 Fax (321) 723-4027	E-mail	<i>jokelap@brevard.k12.fl.us</i>
Lead Educator	Janet Jacupke	Phone (321) 452-0800 Fax (321) 633-0635	E-mail	<i>mmjjgm@earthlink.net</i>
Facility Director	John Weimann	Phone (321) 452-0800 x 114 Fax (321) 633-0635	E-mail	<i>johnweimann@crosswindseyouth.org</i>
SD Transition Contact	Mike Folger	Phone (321) 632-5300 x199 Fax (321) 723-4027	E-mail	<i>folgerm@brevard.k12.fl.us</i>
QA Reviewer Sally Hugo E-mail <i>shugo@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 September 29 - October 1, 2008		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

JJEEP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	1 Teachers 1 Teacher Aides 1 Guidance Staff 8 Students
Document Review	<input checked="" type="checkbox"/> Self-Report <input checked="" type="checkbox"/> Previous Year's QA Report <input type="checkbox"/> Previous Year's CAP <input 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 checked="" type="checkbox"/> Volunteer Logs <input checked="" type="checkbox"/> Annual School Calendar <input checked="" type="checkbox"/> Guidance Forms <input checked="" type="checkbox"/> Class Schedules <input checked="" type="checkbox"/> Attendance Rosters <input checked="" type="checkbox"/> Student Progression Plan	<input checked="" type="checkbox"/> Community Involvement Logs <input checked="" type="checkbox"/> Visitors Log <input checked="" type="checkbox"/> Teachers' Lesson Plans <input checked="" type="checkbox"/> Student Work Samples <input checked="" type="checkbox"/> Bell Schedule <input checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	1 Classrooms	1 Treatment Team Meetings	Others: None	

QA Rating Scale

Superior Performance – Rating of 7, 8, or 9

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

Satisfactory Performance – Rating of 4, 5, or 6

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

Partial Performance – Rating of 1, 2, or 3

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

Nonperformance – Rating of 0

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

SUMMARY

Rainwater Center for Girls provides day treatment services to female students who are 12-18 years old. The program moved into a brand new facility last December and has plenty of room for its capacity of 21 students. The program has one classroom, and the lead educator/teacher is responsible for instruction of all academic and career/technical courses offered.

Both the facility director and the lead educator are new this year and demonstrate, along with the school district contract manager, dedication to helping this program provide high quality educational services. The facility director is very involved in the educational program and provides an after school class and tutors and assists students frequently throughout the day.

The program received satisfactory and superior ratings for this review.

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

QA TRENDS: Rainwater Center for Girls

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

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

2006			2007-2008			2008-2009	
Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score	Day Treatment State Avg.	Educational Indicators	Score
Transition Services	5	5.38	On-Site Transition Services	5	5.12	On-Site Transition Services	4
Testing & Assessment	3	4.45	Testing & Assessment	7	5.68	Testing & Assessment	6
Student Planning	4	4.29	Student Planning	3	4.34	Student Planning	6
			Community Reintegration	6	6.23	Community Reintegration	5
STANDARD ONE: TRANSITION Standard Average	4.00	4.71	STANDARD ONE: TRANSITION Standard Average	5.25	5.36	STANDARD ONE: TRANSITION Standard Average	5.25
Academic Curriculum & Instruction	4	4.95	Academic Curriculum & Instruction	5	5.17	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	3	3.98	Reading Curriculum & Instruction	5	4.66	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	5	5.50	Employability & Career Curriculum & Instruction	5	6.10	Employability & Career Curriculum & Instruction	5
ESE & Related Services	6	5.02	ESE & Related Services	5	5.24	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	4.50	4.90	STANDARD TWO: SERVICE DELIVERY Standard Average	5.00	5.29	STANDARD TWO: SERVICE DELIVERY Standard Average	6.25
Collaboration	7	5.43	Collaboration	6	6.29	Collaboration	7
Educational Personnel Qualifications	4	4.19	Educational Personnel Qualifications	5	4.89	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	5	5.06	Professional Development & Teacher Retention	5	5.41	Professional Development & Teacher Retention	6
Learning Environment & Resources	6	5.07	Learning Environment & Resources	5	5.88	Learning Environment & Resources	5
Student Attendance	6	6.23	Student Attendance	5	6.29	Student Attendance	6
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.60	5.27	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.20	5.79	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.80
OVERALL AVERAGE	4.83	5.02	OVERALL AVERAGE	5.15	5.51	OVERALL AVERAGE	5.77
STANDARD FOUR: CONTRACT MANAGEMENT	5.00	3.93	STANDARD FOUR: CONTRACT MANAGEMENT	5	4.76	STANDARD FOUR: CONTRACT MANAGEMENT	5.00

Rainwater Center for Girls--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED									Attendance File Dropout Prevention File	54 26	TOTAL (Unduplicated)	54
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%	
Male	0	0	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	0	0	
Female	54	100	13	4	7	6	0	0	Emotional/Behavioral Disabilities	1	2	
RACE	#	%	14	13	24	7	5	9	Specific Learning Disabled	5	9	
White (NH)	33	61	15	11	20	8	12	22	Autism Spectrum Disorder	0	0	
Black (NH)	18	33	16	21	39	9	16	30	Speech/Language Impaired	0	0	
Hispanic	1	2	17	5	9	10	18	33	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	2	4	18	0	0	11	3	6	Gifted	0	0	
			19 & above	0	0	12	0	0	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	11	85	Diplomas Earned	#	%				Other Health Impaired	0	0	
2006-07 Math	11	85	Standard *	0	0				TOTAL ESE	6	11	
2007-08 Reading	10	67	GED	0	0	LEP STUDENTS	#	%				
2007-08 Math	10	67	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: SATISFACTORY SCORE: 4
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation.)	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teacher or the teacher assistant requests students' records in a timely manner via fax, as documented in all 10 current files reviewed. Interviews document that the school district guidance counselor develops students' course schedules based on their past records, entry assessments, FCAT reading levels, and student progression requirements. All 10 current files and MIS printouts reviewed document that students are enrolled in appropriate courses, including reading, to address their student progression and remediation needs.
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 guidance counselor meets with students upon entry to the program to discuss course schedules, educational status, major area of interest, and diploma options, as documented in interviews. Guidance request forms are available to students in the classroom. All six high school students interviewed are aware of their credits earned and diploma options. The three 9th graders interviewed are not aware of their major areas of interest, although students' signatures document that the guidance counselor advises students regarding major areas of interest at entry.
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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Teacher interviews document that the teacher attends or provides written input in transition and exit staffings conducted prior to students' departure, but this participation is not documented in any of the six closed files reviewed.
1.4 Documenting transmittal of students' educational exit packets to their next educational placements prior to the time of exit (Exit packets shall include, at a minimum, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teacher assistant compiles students' educational exit packets and hand delivers them to the guidance counselor. The guidance counselor transmits the packets via school district courier to "in-county" students' receiving schools prior to their exit, as documented in five of the six closed files reviewed. One file documents that the student left the program to give birth to a baby, but her records have not been sent because the program is waiting to hear from the student. Interviews document that the program provides copies of the packets to the parents and maintains copies in students' files. None of the six closed files reviewed contain completed exit plans, and two closed files contain incomplete cumulative transcripts. However, the program counseling staff develop appropriate exit plans using a form that was previously used by the educational staff. The educational staff intends to resume use of their previous form from hereafter.
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 the participation of an educational representative in students' exit staffings. • The program should document the transmittal of students' educational exit packets prior to their exit. • The program should ensure that students' educational exit packets contain all of the required components. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SATISFACTORY SCORE: 6
The program's testing and assessment practices include administering:		
<u>2.1</u> 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 assistant teacher administers the BASI to students appropriately within the required time frame. Additional tests administered at entry include the Angel-Casey Life Skills, the Gates-McGinitie test, the Florida Oral Reading Fluency (FORF) probe, a learning styles inventory, and the Diagnostic Assessment of Reading (DAR), if needed.

2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the assistant teacher administers the Choices Interest Profiler to students appropriately within the required time frame. The teacher uses career results to enhance instruction, as documented in student work samples.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The assistant teacher administers the Basic Achievement Skills Inventory (BASI) to students prior to their exit, as documented in five of six closed files reviewed; one closed file documents that the student was not able to successfully complete the program. The assistant teacher faxes students' entry and exit BASI standard scores to the alternative sites registrar for MIS reporting, as documented in four of the six closed files reviewed. One file documents that the student departed unexpectedly, and one file documents that the BASI scores were not faxed to the registrar.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers additional assessments to students at entry. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that all students' BASI growth scale values are submitted to the registrar for input into the MIS. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: SATISFACTORY SCORE: 6
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; identify remedial strategies; and include a schedule for determining progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All four current files reviewed document that the lead educator develops IAPs for non-ESE students that include all of the required components within the required frame. IAPs developed for ESE students include career goals and short-term objectives, as documented in the files reviewed. Interviews with the teacher and the students document that IAPs are used for instructional planning.
3.2. Reviewing students' progress toward achieving their IAP goals and objectives during treatment team or other formal meetings by an educational representative and revising IAPs when needed	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The case manager invites the lead educator, the counselor, the juvenile probation officers (JPOs), the program coordinator, and the parents to review IAP goals and objectives with the students during treatment team meetings, as documented in four non-ESE files reviewed. All four IAPs reviewed include signatures and dates of review and revision, as needed. All eight students interviewed stated that they are aware of their IAPs, but only two students document that they had an input into their plans.
3.3 Developing for all special education students measurable annual individual educational plan (IEP) goals and short-term objectives or benchmarks that directly relate to students' identified academic, behavioral, and/or functional deficiencies and needs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district ESE specialist writes IEP goals for special education students. All five IEPs reviewed contain measurable annual goals and short-term objectives that directly relate to the students' identified needs. One gifted student's file reviewed contains an educational plan (EP) developed by the school district ESE specialist.
3.4. Documenting students' progress toward meeting their IEP goals and providing IEP progress reports to parents as often as progress reports are sent home for all students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE specialist creates and mails IEP progress reports to the parents at reporting time every 4½ weeks, as documented in five ESE files reviewed. The guidance counselor mails EP progress reports to parents every semester, as documented in the gifted student's file reviewed. Copies of the IEP progress reports document the mailing dates and are maintained in students' files.

3.5. Developing an electronic Personalized Education Plan (ePEP) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The part-time guidance counselor assists eligible middle school students with development of their ePEPs that are based on their aspirations and goals for post-secondary education and careers, as documented in two of three middle school students' files reviewed. One file does not contain an ePEP but documents frequent student absences.
3.6 Requesting and implementing conditional release students' exit transition plans and educational portfolios from their previous residential commitment programs and modifying the transition goals as needed	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program has not enrolled any conditional release students this past year. The facility director requests and implements exit transition plans and educational portfolios from any conditional release students' previous placements when they enroll in the program.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program develops IEP career goals for exceptional student education (ESE) students in addition to their required transition plans. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SATISFACTORY SCORE: 5
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 guidance counselor/transition coordinator solicits and documents participation in transition meetings and exit staffings from the counselor, the teacher, the case manager, the students, and the parents. After students' release, the guidance counselor/transition coordinator conducts follow-up that includes verifying that the student is enrolled and attends school, corresponding with the transition contact to ensure that all records/transcripts are received, and sending letters to the parents.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, aftercare providers, post-release educational plans, job or career/technical training plans, and the parties responsible for implementing the plans	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator develops students' educational exit transition plans at least 14 days prior to their departure. An interview with the guidance counselor/transition coordinator documents that he implements a smooth transition process; however, the transition coordinator records notes and documents services provided in students' files but not on an appropriate exit plan. One closed file reviewed does not include an exit plan. Five of six closed files reviewed contain exit plans that do not include all of the required information; exit plans do not include parents' signatures, post-release educational plans, aftercare provider, job or career plans, or the parties responsible for implementing the plans. However, the program's counseling staff used an appropriate exit plan template that was previously used by the educational staff. (The educational staff plan to resume development of this appropriate exit plan as of this review.)
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The guidance counselor/transition specialist provides follow-up to receiving schools, parents, and the transition contact post-release. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that students' educational exit transition plans include all of the required information. 	
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 Desired diploma options include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options, advises students regarding each option, and reports diplomas under the school number. The program assists eligible students with obtaining GED diplomas by providing practice materials. This past year, no student received a GED or high school diploma.
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 Florida Course Codes, course descriptions, and the FSSS. The program offers math, intensive reading, English/language arts, science, and social studies and provides curricula for low-level learners. Lesson plans and texts document alignment with the new FSSS. All eight students interviewed stated that they 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 (IAP), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The academic teacher provides individualized instruction and a variety of instructional strategies that are based on students' IAPs/IEPs. The teacher maintains detailed lesson plans that incorporate the diverse curricula and skills taught in the classes. Students are grouped at random in the classroom. Classroom observations document a variety of strategies that differentiate instruction including discussion, thematic teaching, one-on-one assistance, frequent hands-on activities, cooperative learning, Internet research, peer assistance, subject projects, and independent assignments. All eight students interviewed stated that they receive individualized instruction.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The classroom teacher develops detailed lesson plans for each subject for all appropriate grade levels. • The classroom teacher provides frequent hands-on and group activities and solicits participation from all students. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 6
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 document that the classroom teacher provides explicit reading instruction based on students' IAP/IEP reading goals. The classroom teacher uses The Edge (school district comprehensive reading intervention curriculum), which addresses all the five construct areas. The Gates McGinite test and the Florida Oral Reading Fluency (FORF) probe are administered to place students on appropriate reading levels and to individualize instruction in The Edge curriculum, as documented in the assessment reports. Supplemental programs used are the Jamestown materials, the Bluford Series, and Thinking Maps. The classroom teacher monitors students' reading progress via the FORF probe and the Gates McGinite test, as outlined in the school district comprehensive reading plan. Classroom observations document that students in intensive reading class read independently, participate in literacy circles and book talks, receive teacher-directed lessons, write in response to literature, and listen to the teacher read aloud. The reading coach also models lessons for the teacher and assists with classroom instruction, as needed, twice a week. The program follows the school district comprehensive reading plan.

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>	Progress monitoring data documents that the teacher monitors students' reading progress via the FORF probe and the Gates McGinite test administered three times a year, as outlined in the school district comprehensive reading plan. The reading coach reports data from the FORF probe to the Progress Monitoring and Reporting Network (PMRN) and from the Gates McGinite test to the school district database system, as documented in printouts. Both processes are identified in the school district comprehensive reading plan.
6.3 Reading opportunities and literacy enrichment activities during the school day	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students have opportunities for leisure reading during the school day, according to all eight students interviewed. The academic classroom has a variety of literature and magazines for students to read. Reading enrichment activities include whole class novel reading with discussion, newspaper activities, sustained silent reading, literacy circles, watching movies based on books, and creating projects based on a book.
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 reading coach administers the Diagnostic Assessment of Reading (DAR) and the Qualitative Reading Inventory (QRI) to students who are not progressing in reading, as identified in the school district comprehensive reading plan; these assessments provide information in the five construct areas. The program modifies students' reading goals, objectives, and remedial strategies based on these test results, as documented in three of 10 current files reviewed.
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 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 5
Curricular activities are demonstrated in educational settings, are based on students' individual academic plans (IAPs) and individual educational plans (IEPs), and		
7.1 Address employability, social, and life skills through courses offered for credit or integrate the skills into other courses already offered for credit; curricula must be based on state and school board standards and instruction must follow course descriptions	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program addresses employability, social, and life skills in the personal, career, and school development (PCSD), career research, and decision-making courses offered. The guidance counselor enrolls all students in at least one of these courses during their stay at the program. The curriculum includes Career Choices, Investigating Your Career, College Financial Aid Handbook, Choices, videos, newspapers, and guest speakers. The program recently began a mentoring program in which the students mentor children in the nearby childcare center.
7.2 Include a career and education planning course in grades 7 or 8 that provides students career exploration opportunities and resources	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides an approved career and education planning course, entitled Career Research and Development, to students in grades 7 and 8 that covers the 30 competencies and includes career exploration opportunities and resources, as documented in students' course schedules, lesson plans, and interviews.
7.3. Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, and aptitudes	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teacher lesson plans and students' work samples document individualized instruction, and classroom observations document group work, paired work, peer assistance, hands-on application of skills, one-on-one assistance, teacher-directed whole group instruction, and board work. The program provides students the opportunity to explore careers via occupational career books, videos, and guest speakers. The program has a computer lab, but does not provide students access to the computers for career exploration.

7.4 Address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent	<input type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input checked="" type="checkbox"/> <i>N/A</i>	The program does not enroll students who have a high school diploma or its equivalent.
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 it provides students frequent opportunities to use the computers for career exploration. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION AND RELATED SERVICES		RATING: SUPERIOR SCORE: 7
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district ESE specialist requests students' individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students and develops appropriate course schedules based on their diploma options and IEP/EP goals, as documented in all six ESE files reviewed. The ESE specialist verifies students' required ESE services and informs the teacher, as documented in interviews.
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 ESE specialist reviews current IEPs/EPs to determine whether they are appropriate. All five IEPs and the one EP reviewed are current.
<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 six ESE files reviewed document that the ESE specialist convenes IEP/EP meetings as soon as possible when services are not appropriate.
<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 		The ESE specialist telephones parents and mails parent participation forms to encourage their input in IEP/EP meetings, as documented in all six ESE files reviewed. All six ESE files reviewed document that the ESE specialist mails copies of the IEPs/EPs 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 specialist writes transition statements for students who are 14-15 years old and transition plans for students who are 16 or older, as documented in five IEPs 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.) 		All IEPs reviewed document that the school district ESE specialist serves as the program's LEA representative and attends IEP meetings.
8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Students who are on the special diploma track receive instruction via support facilitation, but no current students need this service. The school district provides an itinerant speech and language teacher for two students, as documented in the ESE files and the sign-in log. The ESE specialist is on site two to three times per week and provides teachers with consultation services, as documented in students' files.

8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program recently developed an educational plan (EP) for a gifted student, and the school district will provide the gifted services. The school district provides ELL, Section 504, and educational psychological services, as needed.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The exceptional student education (ESE) specialist is on site at least two to three times a week to provide consultation and assistance, as needed. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 9: COLLABORATION		RATING: SUPERIOR SCORE: 7
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 program provides 332 minutes of daily instruction and a 10-minute morning break. Students were observed transitioning from the classroom to the lunchroom in a timely manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document monthly staff meetings and bimonthly leadership team meetings. The lead educator, the counselor, the juvenile probation officers (JPOs), the program coordinator, the case manager, and the parents meet with students monthly in treatment team meetings, as documented in treatment team notes. The ESE specialist conducts individual educational plan (IEP) meetings with the teacher and the ESE student, as needed. School district personnel and the lead educator communicate on a daily basis and discuss educational issues in various meetings, as documented in interviews.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The director of programs and the development director solicit and document via photographs and facility reports varied community involvement that focuses on educational and transition activities. Students have participated in community service projects, such as mentoring at a local childcare center, assisting with the Children's Safe Place Festival, and entering a float in the local Christmas parade. Students have also participated in field trips to the Enchanted Forest, the National Aeronautics and Space Association (NASA), St. Augustine, and a local park. Additionally, a number of guest speakers frequently meet with the students to talk about sex education, health, HIV/AIDS prevention, healthy relationships, religion, and abstinence, and a volunteer assists in the classroom, as documented in the sign-in log.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan uses a point-based level system. Students observed in the classroom were behaved and on task. All eight students interviewed stated that the classroom discipline is fair. Students stated that they receive awards such as level attainment, positive coaching, extra points, point store privileges, and leadership roles.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program exceeds the required number of instructional minutes. The program demonstrates much communication and collaboration with the facility provider and the school district. The program provides guest speakers to students on a frequent basis. 	
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: SATISFACTORY
SCORE: 5

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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program has one core academic teacher, who has temporary certification. Students' course schedules document that the math, reading, and science courses are taught out-of-field. The teacher does not have reading certification or a reading endorsement, but is currently enrolled in a reading endorsement competency course.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or document approval to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The core academic teacher, who has temporary certification, also teaches the career/technical courses.
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 assist the teacher in completing at least two reading competencies this year. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 11: PROFESSIONAL DEVELOPMENT and TEACHER RETENTION

RATING: SATISFACTORY
SCORE: 6

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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teacher has a current professional development plan that correlates to the subjects she teaches and includes SIP initiatives related to student performance. The new teacher is enrolled in the school district beginning teacher program, as documented in interviews.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL]).	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The teacher receives continual training from a variety of sources such as the Department of Juvenile Justice (DJJ), a local community college, the facility, and the school district. The teacher has received training on reading, certification areas, protective action response (PAR), CORE, community-based care, sexual harassment, school curriculum, district unified programs and textbooks, and various subject areas.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	To retain teachers, the program offers job training; vacation and holidays; planning days; sick days; health, dental, and vision insurance; tuition reimbursement from Title I; and retirement plans. The program recruits teachers through its corporate Web site, colleges/universities, the Brevard Job Link, and local newspapers.
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 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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program does not have an adequate number of instructional personnel. The lead educator serves as the academic and career teacher, managing all grade levels and all subjects. The program has a teacher assistant, who assists in the classroom part time, and a volunteer, who assists once a week. The school district Title I instructional aide visits the program to assist students twice a week. The facility director is very involved with the educational program by providing after school classes and tutors and assisting students frequently throughout the day. The school district guidance counselor/exceptional student education (ESE) specialist/transition specialist is on site at least twice a week, and the school district reading coach comes to the program twice weekly. The average class size is 13 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the Florida Sunshine State Standards (FSSS) and Parallel Alternative Strategies for Students (PASS) books for students, as appropriate. The media center and the classroom contain a variety of high-interest reading materials, dictionaries, and reference materials. All eight students interviewed stated that they have an adequate number of interesting books to read.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The classroom has a TV/VCR, an overhead projector, two printers, an LCD projector, educational videos, and five student computers; the media center has 15 computers and one printer. The program has a variety of hands-on materials and educational software that includes Success Maker and Choices.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The classroom environment is conducive to learning via displays of classroom rules, subject matter posters, student activities, and students' projects. The classroom is spacious, clean, and well lit.
12.5 Access to the Florida Virtual School (FLVS) for instructional purposes when appropriate	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students have access to the FLVS as appropriate, but no student is currently enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program receives Title I, Part D funds to employ a part-time teacher assistant and a shared reading coach and to purchase computer hardware and programs and classroom supplies. The program documents 81 community businesses and/or agencies that provide a variety of support. The program actively pursues scholarships from the Eckerd Family Foundation and grants from Title I and the Kresge Foundation.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program solicits a wealth of community businesses and/or agencies that support the program. The program has a large media center that contains new computers and high-interest reading materials. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should consider hiring an additional certified teacher to assist the lead educator/classroom teacher with instruction. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 13: STUDENT ATTENDANCE		RATING: SATISFACTORY SCORE: 6
The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by:		
13.1 Maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district management information system (MIS), including documentation of daily student attendance	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The facility director records student attendance and e-mails it to the Department of Juvenile Justice (DJJ) and the juvenile probation officers (JPOs) on a daily basis. At the end of each month, the program e-mails attendance data to the school district registrar, who inputs it into the MIS, as documented on monthly attendance printouts.
13.2 Documenting effective efforts to maintain student attendance and utilizing a plan of action for nonattending students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Documented strategies used to encourage student attendance include providing students one day off from school for perfect monthly attendance. If a student fails to arrive at school, the JPOs and the parents are notified that same day. Students whose absenteeism is problematic must appear in court. Attendance for the past year was 72%; however, attendance for September 2008 averaged 90%.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The student attendance rate is steadily improving. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 14: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 5
The school district ensures that:		
14.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report within the required time frame.
<u>14.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. The alternative sites registrar accurately inputs all MIS data required in this benchmark, except for Basic Achievement Skills Inventory (BASI) growth scale values and complete cumulative transcripts. (Cumulative transcripts are not complete because the program does not submit all information to the registrar.)
14.3 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input 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 67% for both reading and math.
14.4 The program is included in the current school district comprehensive reading plan approved by Just Read, Florida! and receives the support services identified in the plan (i.e., assistance from a reading coach, walk-throughs, fidelity checks, and literacy assessment teams)	<input 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 approved by Just Read! Florida and receives the support services identified in the plan, such as professional development, on-site assistance twice a week, supervision of reading instruction, modeling of lessons, consultation as needed, administration of reading assessments, Florida Comprehensive Assessment Test (FCAT) testing, and Creating Independence through Student-Owned Strategies (CRISS) training.

<p>14.5 The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The contract manager serves as the school district alternative sites principal and provides sufficient oversight and assistance to the program. Sign-in logs document that school district staff visit the program on a weekly basis to provide services in the areas of exceptional student education (ESE), guidance, transition, classroom assistance, professional development, curriculum, and materials. The contract manager stated in an interview and documents that she conducts annual reviews of the program via walk throughs, file reviews, and teacher observations; she also uses the school improvement plan (SIP) to evaluate the program. The contract manager actively monitors the school district transition plan.</p>
<p>14.6 There is a current and approved (by the Department of Education [DOE] and the Department of Juvenile Justice [DJJ]) cooperative agreement with the DJJ and a contract with the educational provider when educational services are not operated by the school district; the terms are being followed, including monitoring quarterly educational expenditure reports</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>There is a current and approved contract with the school district and the facility, and a cooperative agreement with the school district and the DJJ. All parties interviewed and document review verify that the terms are being followed. The contract manager monitors the program's quarterly expenditures of all state and federal educational funds.</p>
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The contract manager provides much oversight and assistance to the program. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should ensure that it reports students' Basic Achievement Skills Inventory (BASI) growth scale values for reporting on cumulative transcripts. • The school district management information system (MIS) department should work with the program to ensure that its statewide assessment participation data are accurately reported to the DOE. 	
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 	