

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)	SPACE COAST MARINE INSTITUTE	School # 05-1027 School District Brevard County Brevard	Security Level Moderate Risk Career Type 3 ESE Service Delivery Consultation Support Facilitation
Program Name	Space Coast Marine Institute	Capacity 36 Population Male	Diplomas by Program All
Address	1000 Inspiration Lane Melbourne, FL 32934	Head Count 32 SD Registered 32 HSD/GED 0 DJJ Committed 32	Other School in SD None
Education Provider	Associated Marine Institutes, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 11:1	Students' Home/Zoned Schools None
Facility Provider	Associated Marine Institutes, Inc. (Not-For-Profit)		
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 25
SD Contract Manager	Sue Carver	Phone (321) 723-2677 Fax (321) 723-4027	E-mail <i>carver.sue@brevardschools.org</i>
Other SD Contact		Phone Fax	E-mail
Lead Educator	Shawn Heflick	Phone (321) 752-3200 x17 Fax (321) 752-3203	E-mail <i>scmi-ed@amikids.org</i>
Facility Director	Wendall Watson	Phone (321) 752-3200 Fax (321) 752-3203	E-mail <i>scmi-ed@amikids.org</i>
SD Transition Contact	Mike Folger	Phone (321) 632-5300 x 3199 Fax (321) 723-4027	E-mail <i>folgerm@brevard.k12.fl.us</i>
QA Reviewer Karen P. Kugelmann Review Dates December 2-4, 2008		E-mail <i>kkugelmann@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	

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:	4 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 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 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	3 Classrooms	1 Treatment Team Meetings	Others: Rank Step-up Process Meeting, Kitchen Operations Tour	

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

Space Coast Marine Institute is a six- to eight-month moderate-risk residential facility for males 14-18 years of age. The program's focus is to provide students with personal growth opportunities that model the structure, supervision, care, and love that a successful family provides. Students participate in programs that teach academics, accountability, dedication, and teamwork.

The educational program has three teachers, a lead educator, a school district Title I teacher assistant, a reading coach, an exceptional student education (ESE) consultant, a transition/guidance resource teacher, and a contract manager. The program participates in extensive community involvement through the United Way, area restaurants, and business partnerships. The Associated Marine Institutes, Inc. (AMI) also has an active board of directors that supports and sponsors two fund raising events each year.

Two initiatives that the facility is hoping to accomplish this year are the addition of a career education building and improvements and updates to technology. Retaining highly qualified teachers is challenging, but the school district is supportive and provides resources to train and retain highly qualified teachers.

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

QA TRENDS: Space Coast Marine Institute

When making cross-year comparisons of your program's QA scores keep in mind that JJEEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **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	6	5.44	On-Site Transition Services	6	4.94	On-Site Transition Services	7
Testing & Assessment	5	4.73	Testing & Assessment	6	5.73	Testing & Assessment	6
Student Planning	6	4.65	Student Planning	2	4.18	Student Planning	6
			Community Reintegration	7	5.60	Community Reintegration	8
STANDARD ONE: TRANSITION Standard Average	5.67	4.94	STANDARD ONE: TRANSITION Standard Average	5.25	5.13	STANDARD ONE: TRANSITION Standard Average	6.75
Academic Curriculum & Instruction	4	5.45	Academic Curriculum & Instruction	6	4.94	Academic Curriculum & Instruction	6
Reading Curriculum & Instruction	4	4.51	Reading Curriculum & Instruction	2	4.52	Reading Curriculum & Instruction	6
Employability & Career Curriculum & Instruction	4	5.63	Employability & Career Curriculum & Instruction	4	6.05	Employability & Career Curriculum & Instruction	6
ESE & Related Services	7	5.37	ESE & Related Services	7	5.45	Specially Designed Instruction & Related Services	6
STANDARD TWO: SERVICE DELIVERY Standard Average	4.75	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	4.75	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	6.00
Collaboration	7	5.49	Collaboration	6	5.69	Collaboration	7
Educational Personnel Qualifications	6	4.86	Educational Personnel Qualifications	6	5.00	Educational Personnel Qualifications	5
Professional Development & Teacher Retention	5	5.40	Professional Development & Teacher Retention	6	5.46	Professional Development & Teacher Retention	6
Learning Environment & Resources	6	5.00	Learning Environment & Resources	6	5.53	Learning Environment & Resources	6
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.00
OVERALL AVERAGE	5.45	5.25	OVERALL AVERAGE	5.33	5.31	OVERALL AVERAGE	6.25
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	4.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	6.00

Space Coast Marine Institute--2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED										Attendance File 66	TOTAL 66	
										Dropout Prevention File 34	(Unduplicated)	
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE			
										#	%	
Male	66	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	4	6	
Female	0	0	13	0	0	6	0	0	Emotional/Behavioral Disabilities	8	12	
RACE	#	%	14	4	6	7	3	5	Specific Learning Disabled	11	17	
White (NH)	18	27	15	12	18	8	5	8	Autism Spectrum Disorder	0	0	
Black (NH)	34	52	16	20	30	9	25	38	Speech/Language Impaired	0	0	
Hispanic	10	15	17	24	36	10	21	32	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0	
Other	4	6	18	5	8	11	6	9	Gifted	0	0	
			19 & above	1	2	12	6	9	Traumatic Brain Injured	0	0	
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0	
2006-07 Reading	22	85	Diplomas Earned	#	%				Other Health Impaired	1	2	
2006-07 Math	22	81	Standard *	0	0				TOTAL ESE	24	36	
2007-08 Reading	24	100	GED	2	3	LEP STUDENTS		#	%			
2007-08 Math	24	100	Special	0	0			0	0			

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

* Includes the GED Exit Option

PERFORMANCE INDICATOR

FINDINGS

INDICATOR 1: ON-SITE TRANSITION SERVICES		RATING: SUPERIOR SCORE: 7
The program has transition activities that include:		
<u>1.1</u> Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the lead educator develops students' course schedules based on their past records, entry assessments, FCAT reading levels, and student progression requirements. All 10 current files and MIS screens reviewed document that students are enrolled in appropriate courses for student progression and reading remediation, as needed.
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The exceptional student education (ESE) transition/guidance specialist and the lead educator meet with students at entry to discuss their course schedules, educational status, major areas of interest, and diploma options, as documented in interviews and 10 current files reviewed. The transition specialist and/or the lead educator provides ongoing guidance services in weekly sessions, as documented in student progression plans and on-site observations of guidance conferences conducted during this review. Six high school students interviewed are aware of their credits earned and diploma options, and the one 9th grader interviewed knows his major area 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Six closed files reviewed document that the case manager, the lead educator, the transition specialist, the mental health counselor, and the students participate in transition and exit staffings conducted 60 days prior to students' anticipated release dates.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator compiles students' educational exit packets and transmits them via hand delivery or certified mail to the juvenile probation officers (JPOs), the case manager, the aftercare providers, and the transition contacts in the receiving school districts prior to students' exit. The program provides copies of the packets to the parents and maintains copies in students' closed files. All six closed files contain exit packets that are complete and document timely transmittal.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • All parties involved in the transition process receive students' records prior to students' exit. • The program provides ongoing guidance services to all students weekly in individual sessions. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SATISFACTORY SCORE: 6
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Ten current files reviewed document that the Title I teacher assistant administers the BASI and a learning styles inventory to students appropriately within the required time frame.
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>	Ten current files reviewed document that the Title I teacher assistant administers the Choices Interest Profiler to students appropriately within the required time frame. Teacher interviews document that students' career assessment results are used to enhance instruction.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The Title I teacher assistant administers the BASI to students prior to their exit, as documented in six closed files reviewed. The lead educator submits entry/exit BASI standard scores and growth scale values for MIS reporting, as documented on withdrawal forms in all six closed files reviewed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The program administers and uses a learning styles inventory assessment in addition to the required entry assessments. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
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; and identify remedial strategies; 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>	The lead educator and the teachers write long-term IAP goals that each have two short-term objectives in their respective subject areas. All six IAPs reviewed are age and grade appropriate, were developed within the required time frame, and contain all the required components. The teachers also write goals for behavior modification. IAPs are used for instructional planning, according to the teachers and the students.
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 lead educator, the case worker, and the mental health counselor meet with students during treatment team meetings to review IAPs, as documented in six non-ESE files reviewed and observation of a treatment team meeting during this review. All six IAPs document review and revision via dated signatures. Four of the six students interviewed have IAPs, and all stated that they have 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 ESE resource teacher, the lead educator, and the transition specialist write IEP goals for special education students. Four IEPs reviewed contain measurable annual goals and short-term objectives or benchmarks that directly relate to students' identified 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 lead educator and exceptional student education (ESE) resource teacher create and mail IEP progress reports to the parents at reporting time every four and one half weeks, as documented in all four ESE files reviewed. Copies of the IEP progress reports are maintained in students' files and document the mailing dates.
3.5 Developing electronic Personalized Education Plans (ePEPs) for all middle school students who entered grade 6 in the 2006-2007 school year or after based on their aspirations and goals for post-secondary education and possible careers using the online student advising system, Florida Academic Counseling and Tracking for Students (FACTS) via FACTS.org	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The ESE transition/guidance specialist and the social studies teacher help eligible middle school students develop ePEPs that are based on their aspirations and goals for post-secondary education and careers, as documented in three current files reviewed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> The teachers include behavior modification goals in students' IAPs/IEPs. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 4: COMMUNITY REINTEGRATION		RATING: SUPERIOR SCORE: 8
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 lead educator and the case manager solicit participation in students' transition meetings from the program director, the aftercare providers, the juvenile probation officers (JPOs), the teachers, the case manager, the mental health counselor, the ESE transition/guidance specialist, the students, and the parents, as documented on the six exit plans reviewed. The case manager, the mental health counselor, and the JPOs conduct follow-up with students via home visits and/or telephone calls post release. Observations during this review document that the lead educator collaborates with the parents to meet exiting students' reintegration needs.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, 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>	The lead educator and mental health counselor develop students' educational exit transition plans 60 days prior to their departure with input from an educational representative at the transition meetings. The lead educator attends transition meetings and treatment team meetings to collaborate with other personnel regarding the transition needs of students. All six closed files reviewed contain exit plans that 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 ESE transition/guidance specialist telephones the transition contacts in students' receiving school districts at least one week prior to their exit, as documented in transition documents, e-mails, and a communication log. E-mails, communication logs, and counseling meetings document collaboration between the lead educator and the school district ESE transition /guidance specialist.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The ESE transition/guidance specialist and the lead educator collaborate to gain greater insight into students' individual transition needs. The program conducts additional collaborative conferences with exiting students and their parents to help with reintegration. The program provides follow-up services to students post release. 	
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: SATISFACTORY RATING: 6
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 provides students with access to all required diploma options and reports diplomas under the program's school number. The program assists students with obtaining GED diplomas by providing practice materials and transporting eligible students for Test of Adult Basic Education (TABE) or GED testing. This past year, 15 students received their GED or GED Exit Option diplomas.
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, English/language arts, science, and social studies. Lesson plans and texts are aligned with the FSSS. 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 (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>	All three academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies based on IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the class. Students are grouped according to their reading levels. Classroom observations document a variety of strategies that differentiate instruction, including discussion, computer-assisted instruction (CAI), one-on-one assistance, peer assistance, science experiments/projects, co-teaching, and independent assignments. All eight students interviewed stated that they receive individualized instruction.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• None	
DEFICIENCIES REQUIRING A CAP	• 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 document that disfluent reading students enrolled in the 90-minute intensive reading classes work on technology-based reading programs, participate in read alouds, receive teacher-directed lessons, write in response to literature, and read silently. All eight students interviewed stated that they use the Success Maker program daily and keep a response to literature journal. The program follows the school district comprehensive reading plan for explicit reading instruction, as documented via classroom observations. The reading teacher uses the comprehensive reading intervention curriculum identified in the school district curriculum plan that includes the Edge series. Students' Basic Achievement Skills Inventory (BASI) results are used to place students on the appropriate reading levels to individualize instruction. Supplemental programs used include Science Research Associates (SRA), Success Maker, Jamestown Series, and Florida Comprehensive Assessment Test (FCAT) practice materials. Classroom observations and interviews document that the reading teacher provides explicit 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 reports progress monitoring data to the DOE quarterly using progress monitoring assessments identified in the school district comprehensive reading plan, as documented in Progress Monitoring and Reporting Network (PMRN) printouts and interviews with the reading coach and the reading teacher. The reading teacher and the reading coach monitor students' reading progress via the Florida Oral Reading Fluency (FORF) probe and Gates McGinty reading assessments.
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. Students have access to a variety of literature in the reading classroom, in the dorms, and in a library located in the administrative building. Students are involved in enrichment activities that include essay responses to literature, whole class novel reading with discussion, newspaper activities, written book reports, projects based on a book, and silent reading.
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, Second Edition (DAR-2) to students who are not progressing in reading. Eight current files reviewed document revision of students' reading goals, objectives, and remedial strategies, based on their DAR-2 assessment results.
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: 6
<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 provides appropriate career education instruction in the career research development and education planning courses offered for credit. All students are enrolled in these courses during their stay, and the program uses some of the Choices materials to enrich instruction.
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 research development and career course in grades 7 and 8 that covers the 30 competencies and offers career exploration opportunities and resources, as documented in classroom observations and interviews.
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>	The career/technical teachers document individualized instruction in lesson plans and student portfolios. Classroom and field 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.
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>	Currently, no high school graduates are enrolled, but such students would have the opportunity to enroll in course work at the local community college.

Type 2 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 3 career education program.
7.6 Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 3 career education program.
Type 3 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:		
7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides students with hands-on technical training in culinary arts, seamanship, and farming after school and on many weekends. All students may earn Food Safety Handlers certifications that equip them for immediate employment in the food and beverage industry upon their release. Students were observed working in the kitchen and helping prepare meals for students and staff.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Cumulative transcripts document that students may earn credits in the culinary arts course. Classroom observations and interviews document that the career/technical training teacher follows the course descriptions and career education requirements.
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 consider offering the Ready to Work credential to enhance career exploration. The program should consider offering additional hands-on career/technical courses for credit. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SATISFACTORY SCORE: 6
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The lead educator and/or the ESE transition/guidance specialist telephones or faxes schools to request IEPs/EPs for incoming special education students, as documented in four ESE files reviewed. The school district ESE resource teacher and the lead educator develop appropriate course schedules based on diploma options and IEP/EP goals. Interviews document that the ESE resource teacher and the ESE transition/guidance specialist verify students' required ESE services and informs the teachers.
<u>8.2</u> 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The ESE resource teacher and the ESE transition/guidance specialist review IEPs/EPs to determine whether they are appropriate. Four IEPs reviewed are current. Currently, no gifted students are enrolled in the program.
<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 		The ESE transition/guidance specialist convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in four ESE files reviewed.

<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 lead educator telephones the parents and mails parent participation forms to encourage their input in individual educational plan (IEP)/educational plan (EP) meetings. Four exceptional student education (ESE) files reviewed document that the lead educator mails copies of 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 transition/guidance specialist writes transition statements for students who are 14-15 years old and transition plans for students 16 years or older, as documented in four 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.) 		IEPs document that the school district ESE transition/guidance 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 consultation services and support facilitation. The school district provides an itinerant speech and language teacher, as needed, and the school district ESE/transition/guidance specialist documents the support facilitation she provides to appropriate students. The on-site ESE resource teacher provides teachers with consultation services, as documented in consultation logs.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district provides ELL, gifted, and Section 504 services, but no current students require these services.
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 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 offers 300 minutes of daily instruction and two minutes to transition between classes. Students were observed transitioning between classes in a timely manner.
9.2 Demonstrated and documented communication among school district administrators, facility administrators, facility staff, and school personnel on a regularly scheduled basis	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Meeting agendas and sign-in records document weekly staff meetings. The lead educator, the teachers, facility staff, the mental health specialist, the school district transition specialist and the case manager meet with students biweekly for treatment team meetings, as documented in treatment team notes and observation of a treatment team meeting during this review. IEP meetings are held as needed with the exceptional student education (ESE) resource teacher, the lead educator, the ESE transition/guidance specialist, and the students, as documented in staff and student interviews. The community advisory board meets quarterly, and school district personnel and the lead educator document discussions of educational issues in ongoing communication and leadership team meetings held by the contract manager.

9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The facility director solicits varied community involvement activities in a binder, photos, displays of awards presented to the program from various community groups, and in facility reports. Students have participated in service projects such as a fall festival fundraiser, an annual golf tournament, and the Rotary Club Festival of Lights. They have also participated in field trips to winter and summer Olympics sponsored by the Associated Marine Institutes (AMI). Additionally, a number of guest speakers have talked to the students about health, HIV/AIDS prevention, religion, gang awareness, and Army recruiting, as documented in guest logs. The program has a drum group and volunteers that include a retired NASA engineer and a professional ball player, as documented in the sign-in log and the self-report.
9.4 Classroom behavioral management procedures that are followed by educational personnel and facility staff, are understood by all students, and include consistent use of reinforcement for positive student behavior	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's behavior management plan is a point-based level system. Students observed in the classrooms were well behaved and on task. All eight students interviewed stated that classroom discipline is fair and that they may earn awards such as off-campus privileges, Canteen shopping, incentive trips to the movies, dinner and/or lunches out, rank attainment, A and B honor roll recognition, extra time for phone calls, and the privilege to be named in the top five students.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program solicits volunteers and diverse guest speakers from the community. • The program provides a variety of community involvement activities and service projects. 	
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Of the two core academic teachers, one has professional certification and one has temporary certification. Students' course schedules and teacher certifications for the year document that reading courses are taught by an out-of-field teacher. The exceptional student education (ESE) resource teacher has professional ESE certification, and two teachers have English language learners (ELL) endorsement.
10.2 In noncore academic areas (including social, employability, and career education courses) have teaching certification or be approved to teach through the school board policy for the use of noncertified instructional personnel based on documented expert knowledge or skill	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The career/technical teacher has professional teaching certification.
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 teachers in obtaining professional certification in all the subjects they teach. • The program should ensure that all teachers teach in their certification areas. • The program should ensure that some teachers have ESE endorsement. • The program should ensure that the reading teacher begins course work toward the required reading endorsement. 	
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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All four teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives regarding student performance. The program has one new teacher who is finishing the Educator Preparatory Institute (EPI) program at the local community college per school district policy.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers received continual training this year from a variety of sources such as local colleges, the facility, and the school district on safety and security, instructional strategies, differentiated instruction, and required school district trainings for literacy, Florida Comprehensive Assessment Test (FCAT) administration, and mock QA reviews. The reading coach documented in an interview that instructional training on reading strategies and graphic organizers was provided to enhance instruction. The program does not document professional develop provided to the teachers in the content areas.
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	To retain teachers, the program offers job training, vacation and holidays, planning days, travel allowances for conferences, casual dress, sick days, health insurance, and retirement plans. The program recruits teachers through its corporate Web site, the school district, job fairs, and local newspapers. An interview with the lead educator documents that retaining teachers is a challenge.
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 teachers have specific content area training related to the subjects they teach. • The program should explore strategies and/or specific staff development that address teacher retention. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SATISFACTORY SCORE: 6
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 three academic teachers, an ESE resource teacher, two administrative assistants, one Title I teacher assistant, and a lead educator, who does not have classroom duties. The average class size is 10 students.
12.2 An adequate quantity of educational supplies and instructional materials that are appropriate to students' ages and ability levels, including a variety of diverse instructional texts for core content areas and high-interest leisure reading materials for students (including fiction and nonfiction) that address the characteristics and interests of adolescent readers	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews and classroom observations document an adequate quantity of educational supplies and instructional materials that are age and grade appropriate. Classroom instructional texts are aligned with the FSSS. The program also has Glencoe and American Guidance Services (AGS) books and low-level books for appropriate students. One classroom contains a variety of high-interest reading 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Classrooms have some educational materials and equipment such as TVs/VCRs, overhead projectors, printers, and educational videos. The reading/English language arts classroom is also the computer lab equipped with 15 computers; none of the other classrooms have computers for student use. Students receive computer-assisted instruction (CAI) via the Success Maker program. The lead educator stated that the program plans to purchase new computers and computer carts that will house Internet projection equipment.
12.4 An environment that is conducive to learning	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The environment is conducive to learning and features displays of classroom rules, facility mission statements, subject area posters, and students' projects. Classrooms are clean and well lit.
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 student is currently enrolled in the program.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program receives Title I, Part D funds to purchase supplies and educational materials and received support from community partnerships with United Way and about a dozen local restaurants and businesses. The program's advisory board is instrumental in obtaining donations and sponsors two major fund-raisers that help pay teacher salaries, student incentives, and facility operating costs. The Eckerd program offers a scholarship program to college-bound students.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that all classrooms have a variety of high-interest reading materials. • The program should ensure that all classrooms have computers for student use. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SATISFACTORY SCORE: 6
The school district ensures that:		
13.1 The program submits a self-report in a timely manner	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program submitted its self-report in a timely manner.
<u>13.2</u> The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program is assigned an individual school number. The school district registrar accurately inputs all student data required in this benchmark into the MIS. However, the MIS data clerk has not been able to enter students' BASI growth scale values because the school district has yet to create a new field for reporting this data.
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>	MIS screens document that the teachers record student attendance daily and the school district registrar inputs the data into the MIS.
13.4 The program participates in the Adequate Yearly Progress (AYP) process and accurately reports its statewide assessment participation rate data (The required participation rate is 95%.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program's 2007-2008 statewide participation rates for both reading and math were 100%.

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 the support services identified in the plan such as assistance from a reading coach and walk-throughs and fidelity checks conducted by the contract manager.
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 serves as the principal and provides sufficient oversight and assistance to the program. Sign-in logs document that school district support staff visit the program often and provide services related to exceptional student education (ESE), reading, Title I assistance, and professional development. The contract manager stated in an interview that she conducts annual reviews of the program via mock quality assurance (QA) reviews and assists in development of teacher professional development plans. The school district has a protocol for students transitioning from another DJJ program that involves the ESE transition/guidance specialist in assigning the students to appropriate schools in the school district. The contract manager actively monitors the school district transition plan.
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 contract with the school district and the facility, and a cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verify that the terms are followed. The contract manager monitors the program's quarterly expenditures of all state and federal educational funds.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • None 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should resolve technological issues and create a field in the MIS for reporting students' entry/exit Basic Achievement Skills Inventory (BASI) growth scale values. 	
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 	