

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 (High/Max)

School Name (MSID)	TIGER SHOP	School # 16-0441	Security Level	High Risk
Program Name	Tiger Serious Habitual Offender Program (SHOP) (Tiger Success Center)	School District Duval	Career Type	2
Address	4501 Lannie Road Jacksonville, FL 32218	County Duval	ESE Service Delivery	Consultation
Education Provider	Duval County School District (School District)	Capacity 24	Diplomas by:	
Facility Provider	Henry and Rilla White Foundation (Not-For-Profit)	Population Male	Program	None
		Head Count 24	Other School in SD	None
		SD Registered 23	Students'	All
		HSD/GED 1	Home/Zoned Schools	
		DJJ Committed 24		
		Max Ratio (Student: Teacher) 12:1		
Education Provider Change	None	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Students who have reading deficiencies	18
		Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
SD Contract Manager	Marvin McQueen	Phone (904) 390-2053	E-mail	<i>mcqueenm@duvalschools.org</i>
Other SD Contact		Fax (904) 390-2137	E-mail	
Lead Educator	Karen Patterson	Phone (904) 924-1726	E-mail	<i>pattersonk2@duvalschools.org</i>
Facility Director	Craig Jones	Fax (904) 924-1730	E-mail	<i>craigajones@bellsouth.net</i>
SD Transition Contact	Richard Seymore	Phone (904) 390-2053	E-mail	<i>seymorer@duvalschools.org</i>
		Fax (904) 390-2137		
QA Reviewer Pat Collins	E-mail <i>pacollins@fsu.edu</i>	A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
Review Dates September 15-17, 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 type="checkbox"/> Registrar <input type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input checked="" type="checkbox"/> ESE Coordinator	<input type="checkbox"/> Reading Coach <input checked="" type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	2 Teachers 2 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 checked="" 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 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 Cumulative Transcripts <input type="checkbox"/> Others:
On-site Observations	2 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

The Tiger Serious Habitual Offender Program (SHOP) is a 24-bed high-risk program that serves males ages 13-19 for 9 to 12 months. The Duval County School District provides the educational services, and the Correction Services of Florida, which is a subsidiary of the Henry and Rilla White Foundation, provides mental health, substance abuse, and life skills overlay services.

School district support personnel include the principal, a standards coach, a guidance counselor, a transition specialist, and a local education agency (LEA) representative, who demonstrate commitment to making improvements and a willingness to receive recommendations and technical assistance.

The program received a partial rating in student planning and specially designed instruction and related services.

Progress toward correcting deficiencies identified in last year's CAP: The program and the school district have corrected deficiencies in on-site transition services, employability and career curriculum and instruction, learning environment and resources, and in some areas of oversight and assistance. However, all deficiencies in the areas of student planning and specially designed instruction and related services have not been corrected.

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

QA TRENDS: Tiger SHOP

When making cross-year comparisons of your program's QA scores keep in mind that JJEP's educational standards generally become more demanding each year as the bar is raised with the expectation for continuous improvement. State average scores for **high/maximum 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	High/Max State Avg.	Educational Indicators	Score	High/Max State Avg.	Educational Indicators	Score
Transition Services	3	5.25	On-Site Transition Services	1	4.67	On-Site Transition Services	4
Testing & Assessment	3	4.83	Testing & Assessment	5	5.50	Testing & Assessment	5
Student Planning	2	4.58	Student Planning	3	4.11	Student Planning	2
			Community Reintegration	4	5.47	Community Reintegration	5
STANDARD ONE: TRANSITION Standard Average	2.67	4.89	STANDARD ONE: TRANSITION Standard Average	3.25	5.08	STANDARD ONE: TRANSITION Standard Average	4.00
Academic Curriculum & Instruction	5	5.33	Academic Curriculum & Instruction	4	5.06	Academic Curriculum & Instruction	5
Reading Curriculum & Instruction	4	3.76	Reading Curriculum & Instruction	4	4.88	Reading Curriculum & Instruction	4
Employability & Career Curriculum & Instruction	4	5.71	Employability & Career Curriculum & Instruction	1	5.50	Employability & Career Curriculum & Instruction	6
ESE & Related Services	4	5.54	ESE & Related Services	2	5.17	Specially Designed Instruction & Related Services	1
STANDARD TWO: SERVICE DELIVERY Standard Average	4.25	5.21	STANDARD TWO: SERVICE DELIVERY Standard Average	2.75	5.28	STANDARD TWO: SERVICE DELIVERY Standard Average	4.00
Collaboration	4	5.10	Collaboration	4	5.38	Collaboration	5
Educational Personnel Qualifications	5	5.05	Educational Personnel Qualifications	4	4.53	Educational Personnel Qualifications	4
Professional Development & Teacher Retention	5	5.53	Professional Development & Teacher Retention	5	5.53	Professional Development & Teacher Retention	6
Learning Environment & Resources	4	4.83	Learning Environment & Resources	3	5.61	Learning Environment & Resources	4
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.50	5.33	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.00	5.58	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	4.75
OVERALL AVERAGE	3.91	5.15	OVERALL AVERAGE	3.33	5.31	OVERALL AVERAGE	4.25
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.88	STANDARD FOUR: CONTRACT MANAGEMENT	1.00	4.95	STANDARD FOUR: CONTRACT MANAGEMENT	4.00

Tiger SHOP-- 2006-2007 SURVEY 5 DATA

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED						Attendance File 59 Dropout Prevention File 29			TOTAL 59 (Unduplicated)		
GENDER	#	%	AGE	#	%	GRADE LEVEL	#	%	ESE	#	%
Male	59	100	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	5	8
Female	0	0	13	1	2	6	1	2	Emotional/Behavioral Disabilities	8	14
RACE	#	%	14	2	3	7	7	12	Specific Learning Disabled	1	2
White (NH)	8	14	15	12	20	8	7	12	Autism Spectrum Disorder	0	0
Black (NH)	49	83	16	13	22	9	22	37	Speech/Language Impaired	0	0
Hispanic	2	3	17	28	47	10	11	19	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	1	2
Other	0	0	18	3	5	11	7	12	Gifted	0	0
			19 & above	0	0	12	4	7	Traumatic Brain Injured	0	0
FCAT PARTICIPATION	#	%				Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	13	93	Diplomas Earned	#	%				Other Health Impaired	0	0
2006-07 Math	12	86	Standard *	1	2				TOTAL ESE	15	25
2007-08 Reading	12	75	GED	0	0	LEP STUDENTS	#	%			
2007-08 Math	12	75	Special	0	0		1	2			

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:		
<p>1.1 Enrolling students in appropriate courses in the management information system (MIS) upon entry based on past records, entry assessment scores, and Florida Comprehensive Assessment Test (FCAT) results (Courses must be grade-appropriate and include English/language arts, reading, math, social studies, and science as needed for student progression or high school graduation)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Interviews document that the paraprofessional requests students' records and the guidance counselor for alternative education sites collaborates with the lead educator to develop student's course schedules based on records and student progression requirements. The guidance counselor inputs student data into the MIS. A review of 10 current files documents that one student, who scored Level 1 on the FCAT in reading, is not enrolled in intensive reading; another student's schedule documents enrollment in intensive reading, but the file documents that the student passed his grade level FCAT in reading. Course schedules in eight current files reviewed document that students are enrolled in appropriate courses for student progression and reading remediation, as needed.</p>
<p>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</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>An interview with the guidance counselor documents that she visits the program once per month to review student's records and provide guidance services to students. The program does not advise incoming 9th grade students regarding "major" areas of interest offered at the program, and the guidance counselor does not document ongoing guidance services provided to the students. The lead educator and the paraprofessional advise students at entry regarding assessments, grade levels, and diploma options. Seven of eight students interviewed indicated that they have not spoken to a guidance counselor at the program, and the visitors log documents only one visit by the guidance counselor. All 10 current files reviewed document via students' signatures initial guidance services and ongoing guidance through reviewing report cards, grades, and credits earned with the students. The guidance counselor developed request for guidance forms; however, no guidance request forms are in students' files reviewed, and students interviewed indicated that they are unaware of these forms. Documentation of ongoing guidance provided to students with regard to their abilities, aptitudes, and diploma options was not provided.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Five of six closed files reviewed document by signatures that a teacher attends student's exit meetings 10 days prior to their release. One file documents that an educational representative provided information for the exit meeting.</p>
<p>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.)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Four of the six closed files reviewed document that the students' exit packets are hand delivered to the transition contacts in the receiving school districts prior to the exit. Two files reviewed do not document transmittal of student's educational exit packets. Interviews with the transition specialist document that he forwards the exit packets to the transition contacts in students' receiving school districts. Four of the six exit packets contain all the required components; the two exit packets for out-of-county students do not contain cumulative transcripts.</p>

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should enroll students in intensive reading per the school district comprehensive reading plan. • The program should ensure that students receive ongoing guidance services regarding their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and major areas of interest and that guidance services are documented. • The program should include cumulative transcripts in all out-of-county students' exit packets. • The program should ensure the transmittal of student' educational exit packets to the transition contacts in the their receiving school districts prior to their exit.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 2: TESTING and ASSESSMENT		RATING: SATISFACTORY SCORE: 5
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and all 10 current files reviewed document that the paraprofessional administers the BASI 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 type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	Two of 10 current files reviewed document that the Choices career interest assessment is administered to students within 10 school days of student entry into the facility. Eight files document that the career assessment was administered late. Teachers do not use career assessments to enhance employability and career/technical instruction. Documentation was not provided to verify that the Choices results are used to enhance employability and career/technical instruction.
2.3 The BASI for reading, language arts, and mathematics to all exiting students who have been in the program for 45 or more school days and documenting the transmittal of entry and exit BASI growth scale value to the school district for management information system [MIS] reporting or reporting the scores directly into the MIS	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and six closed files reviewed document that the paraprofessional administers the BASI to each student prior to his exit. The paraprofessional e-mails assessment scores to the school district data entry clerk who enters them into the MIS. BASI growth scale values are not submitted to the school district for MIS reporting.
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 administer career/technical assessments to students within 10 school days of entry and use the results to enhance employability and career/technical instruction. • The program should ensure that students' entry/exit growth scale values are submitted to the school district for MIS reporting. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 3: STUDENT PLANNING

RATING: PARTIAL
SCORE: 2

The program has individual student planning activities that include:

<p>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</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>A teacher develops IAPs for all non-ESE students for reading, writing/language arts, and math. IAPs are based on entry assessments, past records, and post-placement goals and are developed within 15 school days. Eight of 10 IAPs reviewed include all required components, except for career/technical goals.</p>
<p>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</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Interviews document that a teacher or a paraprofessional attends monthly treatment team meetings and participates in a review of students' academic progress. All 10 files document by dated initials that students' IAPs are reviewed monthly; however, none of the IAPs reviewed documents revision when goals are met.</p>
<p>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</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>The lead educator develops students' IEP goals and objectives. Two ESE files reviewed contain current IEPs with measurable annual individual goals that directly relate to the students' identified academic, behavioral, and/or functional deficiencies and needs.</p>
<p>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</p>	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Two individual educational plans (IEPs) reviewed document that the goals and objectives are reviewed and that progress reports are sent home to parents as often as progress reports are sent home for all students.</p>
<p>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</p>	<input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A	<p>Middle school students are enrolled in career exploration courses but do not have access to the Internet for development of their ePEPs using FACTS.org. The facility director and lead educator continue to seek a plan to provide students with Internet access in their career courses.</p>

RATING JUSTIFICATION The intent of the indicator is not being met.

COMMENDATIONS • None

RECOMMENDATIONS

- The program should ensure that individual academic plan (IAP) goals in career/technical areas are developed for all non-exceptional student education (ESE) students within 15 school days of entry into the facility.
- The program should ensure that IAPs are revised as needed.
- The program should continue to collaborate with the facility director to ensure that students have access to the Internet to develop ePEPs via FACTS.org.

DEFICIENCIES REQUIRING A CAP • 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 lead educator invites parents to participate in IEP meetings, and the case managers invite parents to participate in monthly family days. Case managers also invite the juvenile probation officers (JPOs) and the parents to participate in treatment team and exit meetings, as documented in interviews and observation of a treatment team meeting during this review.
4.2 Developing age-appropriate educational exit transition plans (with input from an educational representative at students' final exit staffings) that accurately identify, at a minimum, students' desired diploma options, anticipated next educational placements, post-release educational plans, aftercare providers, job or career/technical training plans, and the parties responsible for implementing the plans	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six files reviewed contain age-appropriate educational exit transition plans, but two of the plans are incomplete.
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>	Most students enrolled in the program are "in-county." The lead educator or the paraprofessional contacts the transition contacts in the receiving schools regarding students who are returning, as documented in six closed files reviewed.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	• None	
RECOMMENDATIONS	• The program should ensure that exit transition plans contain all the required information.	
DEFICIENCIES REQUIRING A CAP	• None	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SATISFACTORY RATING: 5
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options, and the lead educator advises students regarding each option. Eligible students may register to take the GED test at the local community college and are provided GED preparation materials and software.
<u>5.2</u> A substantial year-round curriculum designed to provide students with educational services based on the Florida Course Code Directory and Instructional Personnel Assignments, descriptions of the courses in which students are enrolled, and the Florida Sunshine State Standards (FSSS)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program provides a substantial year-round curriculum that is based on the FSSS and course descriptions. Interviews document that students receive instruction for the courses in which they are enrolled; however, instruction in one classroom observed was not aligned with the courses in which the students are enrolled. Interviews with the students document that they complete assignments in class according to the courses in which they are enrolled. Teachers have copies of the new FSSS and are in the process of updating their courses.
5.3 Individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings; instruction that is based on individual academic plans (IAPs), individual educational plans (IEPs), and students' ability levels in reading, writing, and mathematics for all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' auditory, visual, kinesthetic, and/or tactile learning styles	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Observations, lesson plans, and student interviews document that the teachers provide individualized instruction and a variety of instructional strategies based on students' academic plans, ability levels, and learning styles. Documented teaching strategies include group instruction, peer tutoring, and computer-assisted instruction (CAI) using the Plato and Merrit software, which provides remediation and supplemental instruction. The school district standards coach provides instruction on lesson plan development and models instructional strategies in the classroom.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> The school district standards coach provides training and instruction in lesson plan development and models instructional strategies in the classroom on a regular basis.
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should ensure that students receive instruction for the courses in which they are enrolled. The program should ensure that teachers align all courses with the updated FSSS.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 6: READING CURRICULUM and INSTRUCTION		RATING: SATISFACTORY SCORE: 4
The program provides reading instruction and services through:		
<p>6.1 Explicit reading instruction that addresses students' reading goals and objectives in their individual academic plans (IAPs), individual educational plans (IEPs), or progress monitoring plans; includes more than one class period of reading intervention (if required by the school district comprehensive reading plan) for disfluent secondary level students based on school district fluency scores; and uses curricula identified in the current school district comprehensive reading plan</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The intensive reading teacher provides explicit reading instruction that addresses students' reading goals in their IAPs/IEPs, includes an 80-minute block of reading intervention, and uses most of the curricula identified in the current school district comprehensive reading plan. Curricula used include the Reading and Writing Source books, Plato, Fast ForWord, and Merit programs. Observations and lesson plans document that instruction is provided in the five areas of reading. The intensive reading teacher collaborates with a Title I reading teacher who provides tutoring to three to four students in 30-minute sessions, four days a week using Jamestown Critical Reading and supplemental novel sets. The Title I teacher administers a criterion-referenced assessment developed through Catapult Learning and uses the results to write performance goals and develop individualized instruction for each student.
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>	An interview with the reading teacher documents that she administers the Florida Oral Reading Fluency (FORF) test and submits scores to the school district data entry clerk, who reports progress monitoring data to the through the school district management information system (MIS).
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>	Interviews with students document that they have opportunities for leisure reading and are provided with newspapers and Weekly Reader magazines. Students were observed participating in writing projects and presenting oral reports.
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 type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	An interview with the reading teacher documents that she does not administer a diagnostic reading assessment; consequently, she does not revise students' initial reading goals.
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 reading instruction is fully aligned with the school district comprehensive reading plan. The program should ensure that a diagnostic reading assessment is administered to students who are not progressing in reading and that the reading teacher is trained to administer the assessment. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

RATING: SATISFACTORY
SCORE: 6

Type 1 programs 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program provides appropriate career/technical instruction the personal, career, and school development (PCSD) and middle school career exploration courses offered for credit. Curricula include new school district approved textbooks, workbooks, and supplemental sources that are based on state and school board standards, and instruction follows courses descriptions.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The guidance counselor enrolls 7th and 8th grade students in middle school Exploratory Wheel 2, which is a state-approved course that provides students with career exploration opportunities and resources.
7.3 Are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews and lesson plans document that career technical courses are delivered through individualized instruction and a variety of instructional strategies, such as computer-assisted instruction (CAI), career workbooks, and small group activities.
7.4 Address employability, social, and life skills instruction and career exploration or the hands-on technical training needs of every student who has received a high school diploma or its equivalent	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Students who have received a high school diploma or its equivalent may volunteer in the classroom as a tutor and work in the kitchen to earn a Safe Food Handlers certificate. The school district principal has received training in the Ready to Work credential but students have not had access to the training this past year.

Type 2 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:

7.5 Provide all students with a broad scope of career exploration and prerequisite skill training based on their abilities, interests, or aptitudes	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Interviews with students and staff document that career exploration is provided through the Choices program. Students report that they research financial aid, future school options, and occupational information in the Choices program.
7.6 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	The program provides appropriate career/technical instruction in courses offered for credit.

Type 3 programs provide curricular activities in educational settings based on students' entry assessments, IAPs, and IEPs that:

7.7 Provide access for all students, as appropriate, to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 2 career education program.
7.8. Offer instruction and courses for credit and follow course descriptions or career education course requirements	<input type="checkbox"/> PASS <input type="checkbox"/> FAIL <input checked="" type="checkbox"/> N/A	This is a Type 2 career education program.

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> None
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should provide additional training, such as the Ready to Work credential, to students who have received a high school diploma or the equivalent.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES

**RATING: PARTIAL
SCORE: 1**

The program provides educational support services to all students as needed, including:

<p>8.1 Documenting the initiation of the exceptional student education (ESE) process</p>	<p><input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>Two ESE files reviewed document that the paraprofessional initiates ESE services by requesting students' records and notifying the ESE teacher. Two ESE files reviewed document that the program has not initiated the services required in the students' IEPs.</p>
<p>8.2 Completing the ESE process:</p> <ul style="list-style-type: none"> Reviewing current individual educational plans (IEPs) for students with disabilities and educational plans (EPs) for gifted students to determine whether they are appropriate 	<p><input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>Two ESE files reviewed document that the lead educator reviews students' IEPs upon entry to determine whether a new IEP should be written. Two additional files reviewed document that the IEPs have expired for the two in-county students; the lead teacher indicated that she has not been notified that these students require ESE services.</p>
<ul style="list-style-type: none"> Convening IEP/EP meetings or following required procedures to amend the plans as soon as possible when the IEP/EP services are not appropriate to meet the students' goals and objectives as written 		<p>Two of four ESE files reviewed document that the ESE teacher convenes IEP meetings in a timely manner, and two files document that IEP meetings have not been conducted for the students.</p>
<ul style="list-style-type: none"> Soliciting and documenting participation from parents in ESE staffings and IEP development; mailing copies of IEPs/EPs to parents who do not attend the meetings 		<p>Two of four ESE files document that parents are invited by mail and/or telephone to participate in IEP meetings and that IEPs are provided to parents who do not attend the meetings.</p>
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		<p>Two of four files reviewed document that the lead educator writes transition statements and plans for students who are 14 or older.</p>
<ul style="list-style-type: none"> Providing an educational representative who is knowledgeable of the educational resources within the local school district to serve as the local education agency (LEA) representative (The LEA representative must meet the criteria noted in the clarification on p. 29.) 		<p>The LEA representative, who is a school district employee, attends IEP meetings as documented by signatures on two IEPs reviewed.</p>
<p>8.3 Implementing specially designed instruction and related services that are outlined in students' IEPs</p>	<p><input type="checkbox"/> PASS <input checked="" type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>Interviews document that the program currently serves all students in an inclusion setting and the lead educator provides consultative services, but the program does not maintain a consultative log. Interviews document that students who are on the special diploma track are not served via an appropriate model: co-teaching, support facilitation, or self-contained classroom.</p>
<p>8.4 Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students</p>	<p><input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A</p>	<p>The program's self-report and interviews document that the school district provides ELL, Section 504, and gifted services as identified on students' plans.</p>

RATING JUSTIFICATION	The intent of the indicator is not being met.
COMMENDATIONS	<ul style="list-style-type: none"> • None
RECOMMENDATIONS	<ul style="list-style-type: none"> • The program should ensure that specially designed instruction and related services for exceptional student education (ESE) students is initiated in a timely manner. • The program should ensure that ESE students' previous IEPs are reviewed, rewritten as appropriate, and are current. • The program should document ESE consultative services provided. • The program should ensure that students who are on the special diploma track are served via co-teaching, support facilitation, or self-contained classroom.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 9: COLLABORATION		RATING: SATISFACTORY SCORE: 5
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 school schedule reflects three 80-minute classes and one 105-minute class (totaling 345 minutes of daily instruction). Interviews indicate that students sometimes return to class a few minutes late after their lunch hour.
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>	Interviews, telephone logs, and the visitors sign-in log document communication among school district, facility, and program personnel on a regular basis. Teachers meet daily and meet weekly during the contract manager's on-site visit. The lead educator maintains a calendar and visitors log. Interviews document that the lead educator attends monthly facility management team meetings. Interviews with staff document that communication among school district and facility staff has improved.
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>	Education staff do not solicit community involvement, but facility staff solicit and document guest speakers from vocational rehabilitation agencies and the local health department, which provides instruction once each week. The faith-based community provides tutoring and teaches classes that focus on life skills after school.
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 facility director has developed and implemented new behavior management procedures that incorporate students' progress and participation in the school day. Interviews with staff and students document that the behavior management plan is fair, consistently implemented, and includes reinforcement (i.e., monthly student recognition) for positive student behavior.
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 and the facility should collaborate to ensure that students return to school after lunch according to the school schedule. • The program and the facility should continue to collaborate to invite a variety of guest speakers who focus on educational and transition activities. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 10: EDUCATIONAL PERSONNEL QUALIFICATIONS		RATING: SATISFACTORY SCORE: 4
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>	One teacher has professional certification, and the other teacher has temporary certification; neither teaches in his/her certification areas. One teacher has ESE certification. The reading teacher does not document completion of reading competencies this past year.
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 certified teachers also teach the noncore academic 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 teachers in obtaining professional certification in all the subjects they teach. • The reading teacher should complete two reading competencies each 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"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Both teachers developed their professional development plans that incorporate SIP initiatives and foster professional growth. The new teacher is participating in the school district beginning teacher program. The school district standards coach mentors all teachers and provides assistance in professional development, as needed.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Both teachers have participated in a variety of professional development training related to differentiated instruction, Florida Comprehensive Assessment Test (FCAT) preparation and training, ESE, ELL, CHAMPS, professional learning communities, educational QA standards, effective teaching strategies, and college courses. Training is documented from a variety of sources, including the school district, the facility, and the Department of Education (DOE).
The educational administration: 11.3 Has strategies in place to recruit and retain highly qualified instructional personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The school district recruits teachers via its Web site, local newspaper advertisements, and through local job fairs. Teachers are on year-round contracts and are offered opportunities to teach one-half day in Saturday school for additional pay.
RATING JUSTIFICATION	The intent of the indicator is being met.	
COMMENDATIONS	<ul style="list-style-type: none"> • The standards coach mentors all teachers and assists with professional development. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • Teachers should receive professional development training in content-related skills and knowledge. 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES

**RATING: SATISFACTORY
SCORE: 4**

The program's educational environment and resources include:

12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has two full-time teachers, one of whom also serves as the lead educator; two paraprofessionals; and a Title I reading resource teacher. The average class size is 12 students. The program also receives support from the principal, an instructional coach, a guidance counselor, a school district transition specialist, and the exceptional student education (ESE) local education agency (LEA) representative.
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>	New textbooks and workbooks were purchased last year for career/technical exploration, science, and math. Classrooms contain instructional materials that are appropriate to students' ages and ability levels, including Parallel Alternative Strategies for Students (PASS) books and General Educational Development (GED) preparation materials. Each classroom has limited high-interest books for students' leisure reading.
12.3 Media materials, equipment, and technology for use by teachers and students	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Each classroom has 12 student computers and one teacher computer. One teacher also has a laptop for instructional use. Computer software includes Plato, Merrit, GED software, and Choices.
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>	Both classrooms are conducive to learning; they are clean, have ample work areas, and provide all students with access to computer stations. Rooms display content-related posters, maps, motivational posters, lesson plans, the Florida Sunshine State Standards (FSSS), and students' work.
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 are not allowed access to the Internet during the school day. However, interviews with staff document that the teachers' computers are available for students to access the FLVS, as needed.
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 grant and funds to provide a reading resource teacher. The program also received a grant for professional development training. The program does not document business partnerships.

RATING JUSTIFICATION The intent of the indicator is being met.

COMMENDATIONS • None

RECOMMENDATIONS

- The program should consider providing the lead educator an additional planning period to fulfill administrative duties.
- The program should add additional high-interest leisure reading materials for students that include fiction and nonfiction.
- The program should provide students with access to the Internet.
- The program should pursue business and/or community partnerships.

DEFICIENCIES REQUIRING A CAP • None

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION

RATING: SATISFACTORY
SCORE: 4

The school district ensures that:

<p>13.1 The program submits a self-report in a timely manner</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program submitted its self-report in a timely manner.</p>
<p>13.2 The program is assigned an individual school number and accurately reports all management information system (MIS) data (grades, credits, student progression, certificates, entry and withdrawal dates, valid withdrawal codes, entry/exit assessment scores, and diplomas earned)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program is assigned an individual school number and reports all diplomas through students' home zoned schools. Four of six closed files reviewed contain cumulative transcripts that document grades, credits, entry and exit withdrawal dates, valid withdrawal codes, and entry/exit assessment standard scale scores; however, two files document that the program does not develop cumulative transcripts for out-of-county students. Entry and exit growth scale values are not entered into the MIS.</p>
<p>13.3 The program maintains accurate daily student attendance records in the MIS</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Teachers record daily student attendance, and the paraprofessional e-mails or faxes attendance records to the school district data entry clerk for entry into the MIS.</p>
<p>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%.)</p>	<input type="checkbox"/> <i>PASS</i> <input checked="" type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program did not meet the required 95% statewide assessment participation rate. The program's reported 2007-2008 statewide assessment participation rates were 75% for both reading and math.</p>
<p>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)</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>The program is included in the approved school district comprehensive reading plan and receives some support services from the school district standards coach and a Title I reading resource teacher. The contract manager received training and conducts walk-throughs and fidelity checks of the reading program. The program does not receive support services from a reading coach or literacy assessment teams.</p>
<p>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</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Interviews, schedules, and visitor logs document that the contract manager makes regular visits to the program, conducts classroom walkthroughs, and evaluates teachers' professional development plans. The contract manager evaluates the program through teacher observations and student assessment analysis. The contract manager and the advisory team develop a school improvement plan (SIP) needs assessment, which is used to develop goals and evaluate program progress. Interviews with staff document that previous quality assurance (QA) reports are used to guide improvements to the program. The program requires additional oversight and assistance in enrollment, guidance, student planning, and specially designed instruction and related services.</p>
<p>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</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 cooperative agreement with the DJJ. Interviews with staff document that the terms of the agreement are being met and that communication has improved over the last six months. The school district finance department monitors the program's expenditures.</p>

RATING JUSTIFICATION	The intent of the indicator is being met.
COMMENDATIONS	<ul style="list-style-type: none"> • The contract manager continues to improve communication between the school district and the facility. • School district support staff who assist the program include an instructional coach, a guidance counselor, a transition specialist, and an exceptional student education (ESE) local education agency (LEA) representative.
RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should ensure that students' entry/exit growth scale values are entered into the management information system (MIS). • The school district MIS department should work with the program to ensure that its statewide assessment participation data are accurately reported to the Department of Education (DOE). • The school district should provide all support services to the program as identified in the current school district comprehensive reading plan. • The school district should ensure that cumulative transcripts are developed for all out-of-county students and are included in their exit packets. • The school district should continue to provide oversight and assistance in the areas of enrollment, guidance, student planning, and specially designed instruction and related services.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

OTHER FINDINGS	<ul style="list-style-type: none"> • Interviews document that the educational staff could benefit from additional training and review of the quality assurance (QA) standards.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • The school district should provide the educational program staff with ongoing training on quality assurance (QA) standards and should request technical assistance, as needed.