

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)	WOMEN IN NEED OF GREATER STRENGTH (WINGS)	School # 13-7814 School District Dade County Dade	Security Level Career Type	Moderate Risk 2
Program Name	Women in Need of Greater Strength (WINGS)	Capacity 20 Population Female	ESE Service Delivery	Support Facilitation Consultation
Address	11000 SW 220th Street Miami, FL 33170	Head Count 15 SD Registered 14 HSD/GED 1	Diplomas by:	
Education Provider	Miami-Dade Public School District (School District)	DJJ Committed 15	Program	All
Facility Provider	Associated Marine Institutes, Inc. (Not-For-Profit)	Max Ratio (Student: Teacher) 10:1	Other School in SD Students'	None
			Home/Zoned Schools	None
Education Provider Change	N/A	Title I, (A) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Title I, (D) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Students who have reading deficiencies	14
SD Contract Manager	Mary Pineiro	Phone (305) 636-6167 Fax (305) 636-6198	E-mail	<i>marypineiro@dadeschools.net</i>
Other SD Contact	Miguel Torres	Phone (305) 636-6147 Fax (305) 636-6198	E-mail	<i>migueltorres@dadeschools.net</i>
Lead Educator	Sunil Gokul	Phone (305) 256-6275 x225 Fax (305) 256-6278	E-mail	<i>sgokul@dadeschools.net</i>
Facility Director	Mary Petras	Phone (305) 256-6275 x222 Fax (305) 256-6278	E-mail	<i>WFLSFL-ED@amikids.org</i>
SD Transition Contact	Maria Gutierrez	Phone (305) 261-4822 Fax (305) 273-9252	E-mail	<i>mdgutterrez@dadeschools.net</i>
QA Reviewer Sandra Rogers		E-mail <i>sarogers@fsu.edu</i>		
Review Dates October 15-17, 2008		A corrective action plan (CAP) is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No per Rule 6A-6.05281 [10], FAC		
		DOE intervention is required. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

JJEOP QA REVIEW METHODS

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

Pre-Review Contacts and Self-Report Verification				
<input checked="" type="checkbox"/> SD Contract Manager or Designee <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director <input type="checkbox"/> Education Coordinator				
Interviews	<input checked="" type="checkbox"/> SD Contract Manager <input type="checkbox"/> Other SD Contact <input checked="" type="checkbox"/> Lead Educator <input checked="" type="checkbox"/> Facility Director	<input checked="" type="checkbox"/> Registrar <input checked="" type="checkbox"/> Education Coordinator <input checked="" type="checkbox"/> SD ESE Consultant <input type="checkbox"/> ESE Coordinator	<input checked="" type="checkbox"/> Reading Coach <input type="checkbox"/> SD Transition Coordinator <input type="checkbox"/> Others:	3 Teachers 0 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 checked="" type="checkbox"/> Personnel Files <input checked="" type="checkbox"/> SD Comprehensive Reading Plan <input checked="" type="checkbox"/> School Improvement Plan	<input checked="" type="checkbox"/> Cooperative Agreement 10 Current Educational Files 6 Closed Educational Files <input type="checkbox"/> Others:
On-site Observations	2 Classrooms	0 Treatment Team Meetings	Others: Childcare Facility, Computer Lab	

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 mission of Women in Need of Greater Strength (WINGS) for Life, Inc. focuses on academic services, parenting education, and individualized treatment services to enable young women to enhance the quality of their lives and the lives of their children. In January 2008, WINGS' contract was revised to extend the length of stay to afford the young mothers more time to learn the art of motherhood and bond with their babies. The Center for Early Intervention and Prevention at Florida State University funds the consultation for intervention with the young mothers and their babies and provides the childcare equipment, toys, and clothing.

The lead educator and the program's other veteran teachers have organized and decorated the classrooms and the hallway to maximize academic and cultural growth. The teachers and the facility staff have gone to great lengths to include gender-specific materials to motivate the female students. For example, the social studies classroom displays every cover of Time magazine that features a woman, and the facility walls display painted murals of strong female role models.

The program has made great improvement in all indicators and earned superior ratings in every area except student planning, educational personnel qualifications, and professional development.

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

QA TRENDS: WINGS

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	4	5.44	On-Site Transition Services	5	4.94	On-Site Transition Services	8
Testing & Assessment	6	4.73	Testing & Assessment	6	5.73	Testing & Assessment	7
Student Planning	3	4.65	Student Planning	3	4.18	Student Planning	6
			Community Reintegration	7	5.60	Community Reintegration	8
STANDARD ONE: TRANSITION Standard Average	4.33	4.94	STANDARD ONE: TRANSITION Standard Average	5.25	5.13	STANDARD ONE: TRANSITION Standard Average	7.25
Academic Curriculum & Instruction	7	5.45	Academic Curriculum & Instruction	3	4.94	Academic Curriculum & Instruction	7
Reading Curriculum & Instruction	4	4.51	Reading Curriculum & Instruction	4	4.52	Reading Curriculum & Instruction	7
Employability & Career Curriculum & Instruction	5	5.63	Employability & Career Curriculum & Instruction	6	6.05	Employability & Career Curriculum & Instruction	7
ESE & Related Services	5	5.37	ESE & Related Services	5	5.45	Specially Designed Instruction & Related Services	7
STANDARD TWO: SERVICE DELIVERY Standard Average	5.25	5.34	STANDARD TWO: SERVICE DELIVERY Standard Average	4.50	5.27	STANDARD TWO: SERVICE DELIVERY Standard Average	7.00
Collaboration	7	5.49	Collaboration	6	5.69	Collaboration	7
Educational Personnel Qualifications	5	4.86	Educational Personnel Qualifications	5	5.00	Educational Personnel Qualifications	6
Professional Development & Teacher Retention	6	5.40	Professional Development & Teacher Retention	5	5.46	Professional Development & Teacher Retention	6
Learning Environment & Resources	5	5.00	Learning Environment & Resources	7	5.53	Learning Environment & Resources	8
STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.75	5.39	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	5.75	5.50	STANDARD THREE: EDUCATIONAL RESOURCES Standard Average	6.75
OVERALL AVERAGE	5.18	5.25	OVERALL AVERAGE	5.16	5.31	OVERALL AVERAGE	7.00
STANDARD FOUR: CONTRACT MANAGEMENT	3.00	3.87	STANDARD FOUR: CONTRACT MANAGEMENT	5.00	4.82	STANDARD FOUR: CONTRACT MANAGEMENT	7.00

STUDENT DEMOGRAPHIC DATA 2006-2007

STUDENTS SERVED

Attendance File 21
Dropout Prevention File 26

TOTAL 26
(Unduplicated)

GENDER			AGE			GRADE LEVEL			ESE		
#	%		#	%		#	%		#	%	
Male	0	0	12 & under	0	0	K-5	0	0	Mentally Handicapped (EMH, TMH, PMH)	1	4
Female	26	100	13	0	0	6	0	0	Emotional/Behavioral Disabilities	4	15
RACE			14	6	23	7	0	0	Specific Learning Disabled	4	15
White (NH)	11	42	15	8	31	8	3	12	Autism Spectrum Disorder	0	0
Black (NH)	15	58	16	5	19	9	13	50	Speech/Language Impaired	0	0
Hispanic	0	0	17	6	23	10	6	23	Sensory Impaired (hearing, visual, dual) & Orthopedic Impairment	0	0
Other	0	0	18	1	4	11	4	15	Gifted	0	0
			19 & above	0	0	12	0	0	Traumatic Brain Injured	0	0
FCAT PARTICIPATION						Adult	0	0	Hospital Homebound	0	0
2006-07 Reading	8	100	Diplomas Earned						Other Health Impaired	0	0
2006-07 Math	8	100	Standard *	0	0				TOTAL ESE	9	35
2007-08 Reading	8	100	GED	0	0	LEP STUDENTS					
2007-08 Math	8	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: 8
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>	All 10 current files reviewed document that the lead educator or the education specialist request students' records in a timely manner. Interviews document that the guidance counselor develops students' course schedules based on their past records, entry assessments, FCAT reading levels, and student progression requirements. All 10 current files reviewed document that students are enrolled in appropriate courses to address their student progression and reading remediation needs.
1.2 Advising all students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, "major" areas of interest, post-secondary opportunities, and educational status and progress	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The guidance counselor meets with students upon entry to discuss course schedules, educational status, major areas of interest, and diploma options, as documented in interviews and current files reviewed. Interviews document that the guidance counselor provides ongoing guidance to students, as needed, and advises them of post-secondary options close to their home communities. He also makes group presentations on credits needed to earn a diploma and documents all guidance services in the MIS. All high school students interviewed are aware of their credits earned and diploma options, and the five 9th graders interviewed are aware of their major areas of interest.
1.3 Documenting that an educational representative who is familiar with the students' performance participates in exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All six closed files reviewed document that the education specialist or the lead educator participates in transition and exit staffings. Other participants in transition meetings are the case managers, the program director, the juvenile probation officers (JPOs), the counselors, the students, the parents, the exceptional student education (ESE) educator, and the transition specialist.
1.4 Documenting transmittal of students' educational exit packets to the transition contacts in their receiving school districts prior to their exit (Exit packets shall include, at a minimum, a cumulative transcript reporting credits earned prior to and during commitment, school district withdrawal forms with grades in progress, current individual educational plans [IEPs] and/or individual academic plans [IAPs], exit plans, and career education certificates and diplomas earned at the program.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Interviews document that the education specialist compiles students' educational exit packets and transmits them via hand delivery or fax 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 sends copies via certified mail to parents who are unable to attend the exit meetings and maintains copies in students' files. All six exit packets reviewed are complete and document timely fax transmittal.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> • The program provides seamless transition services. • The program provides comprehensive guidance services to all students, including high school graduates, and documents all guidance services in the MIS. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> • None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None 	

INDICATOR 2: TESTING and ASSESSMENT		RATING: SUPERIOR SCORE: 7
The program's testing and assessment practices include administering:		
2.1 The Basic Achievement Skills Inventory (BASI) for reading, language arts, and mathematics within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the lead educator administers the BASI to students appropriately within the required time frame. Additional tests administered at entry include the Florida Oral Reading Fluency (FORF) probe, a math test, a learning styles inventory, and the Diagnostic Assessment of Reading, Second Edition (DAR-2).
2.2 Career and technical aptitude assessments and/or career interest surveys that are used to enhance employability and career/technical instruction within 10 school days of student entry into the facility	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	All 10 current files reviewed document that the teachers administer the Choices Interest Profiler, the Florida View Interest Survey, and the Interest Inventory to students appropriately within the required time frame. Students also conduct career searches on the Choices program at entry. Career assessment results are used to enhance instruction, as documented in interviews with the lead educator.
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 teachers administer the BASI to students prior to their exit, as documented in six closed files reviewed. The lead educator or the education specialist inputs entry/exit BASI growth scale values into the Department of Juvenile Justice Information System (JJIS) that uploads to the MIS, as documented in interviews and screen reviews.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program assesses students' academic and career strengths and weaknesses with additional assessments to guide targeted instruction. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 3: STUDENT PLANNING		RATING: 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 teachers write students' long-term IAP goals with two short-term objectives for all non-ESE students that are age and grade appropriate within the required time frame, as documented in all six IAPs reviewed. IAP goals are specific, measurable, and individualized for reading, writing, math, and career/technical areas. However, four of six career goals do not include students' career interests. All six IAPs reviewed include a schedule for determining progress and needed remedial strategies and are used for instructional planning, as documented in teacher interviews.
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 teachers review IAPs with the students at treatment team meetings, as documented in interviews with the lead educator and the students. All six IAPs reviewed document via dated signatures their review and revision, as needed.

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 exceptional student education (ESE) teacher writes IEP goals for special education students. All four IEPs reviewed contain measurable annual goals and short-term benchmarks per school district policy 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 ESE teacher creates and mails IEP progress reports to the parents at the monthly reporting time, as documented in interviews and in the 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 guidance counselor stated that he will help eligible middle school students develop ePEPs after he receives training in November; he currently uses FACTS.org. The Department of Education (DOE) ePEP training in November will be the first available training on ePEPs for the school district. No current 8th grade student is eligible for an ePEP.
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 guidance counselor should attend training on ePEP development. • The program should include the students' career interests in their IAP career goals. 	
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 case manager solicits via e-mail participation in transition planning from the aftercare providers, the juvenile probation officers (JPOs), the teachers, the education specialist, the transition specialist, the ESE staffing specialist, the students, and the parents, as documented by signatures on the exit plans reviewed. The transition specialist and the guidance counselor conduct follow-up to students post release to ensure that they are registered properly at the receiving schools in the school district. Additionally, the transition specialist invites representatives of the Eckerd Youth Alternatives, the Florida City Youth Academy, the Opa Locka Police Youth Academy, the Troy Community Academy, Vocational Rehabilitation, Job Corps, Ombudsman, the Life Skills Center, and the Youth Outreach Foundation to attend the meetings. She documents every contact she has with the students and these aftercare or community support organizations and maintains an electronic log of contacts and current information on every transitioning student. She created a community resource binder of brochures and information to meet the re-entry needs of the students. She also created a PowerPoint presentation to train personnel on how to use the various school district forms for transition and a response summary for quality assurance (QA) standards related to transition.
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 educational specialist initiates the educational exit transition plans two weeks after entry, develops them further 60 days prior to students' release, and revises them at exit with updated information. All six closed files reviewed contain well-developed educational exit transition plans that contain the required information and student input.

4.3 Notifying the transition contacts in students' receiving school districts at least one week prior to their scheduled release from the program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The lead educator or the education specialist faxes notifications to the transition contacts in students' receiving school districts at least one week prior to their exit, as documented in the contact logs and calendars.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program and facility provide students with transition planning activities to meet their community reintegration needs. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 5: ACADEMIC CURRICULUM and INSTRUCTION		SCORE: SUPERIOR RATING: 7
The program offers academic curriculum and instruction through:		
5.1 Required diploma options that include standard, special, General Educational Development (GED), and GED Exit Option, as appropriate	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program offers all the required diploma options and reports diplomas earned under its school number. The program assists students with obtaining the GED diploma by providing practice materials and administering the Test of Adult Basic Education (TABE) to eligible students. The program or the facility pays the testing fees and provides transportation to the GED testing at the Robert Morgan Vocational Center. The exceptional student education (ESE) staffing specialist conducts FCAT waiver/graduation requirement meetings in order for eligible students to receive their diplomas. This past year, three students received their GED diplomas, and one received a high school diploma; four students are waiting for their GED test scores.
<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 based on the Florida Course Codes, course descriptions, and the FSSS. The program offers math, English/language arts, intensive reading, science, and social studies. Lesson plans are based on the school district competency-based instruction curriculum maps that are aligned with the FSSS. All eight students interviewed stated that they receive the instruction for the courses in which they are enrolled and are learning.
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>	Both academic teachers interviewed stated that they provide individualized instruction and a variety of instructional strategies that are based on students' IAPs/IEPs. Teachers maintain lesson plans that incorporate the diverse curriculum and skills taught in the classes. Students are grouped according to achievement levels. Classroom observations document a variety of strategies that differentiate instruction, including discussion, board work, computer-assisted instruction (CAI), one-on-one assistance, support facilitation, and independent assignments. The ESE support facilitator also works with non-ESE students who have deficiencies in math, reading, and English and documents the student contacts in her log. Classrooms and hallways display students' work and projects. All eight students interviewed stated that they receive individualized instruction.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The program's ESE support facilitator also works with non-ESE students who have deficiencies in reading, math, and English. 	
RECOMMENDATIONS	<ul style="list-style-type: none"> None 	
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None 	

INDICATOR 6: READING CURRICULUM and INSTRUCTION

RATING: SUPERIOR
SCORE: 7

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>	<p>Classroom observations and interviews document that the same teacher provides explicit reading instruction for 50 minutes. Classroom observations and student interviews document that students read independently, work on the computerized reading program, receive teacher-directed lessons, practice think aloud strategies, study vocabulary on word walls, study novels, and write. The reading teacher uses the Jamestown Reading Navigator, which addresses all five construct areas and is included in the school district comprehensive reading plan. The Jamestown placement test is used to place students on the appropriate reading levels to individualize instruction in the computerized component. Supplemental programs used are Reading Plus, Success for All, Plugged Into Reading, Skills Bank, Riverdeep, and the Reading and Writing Source Books. The program follows the school district comprehensive reading plan by coupling the intensive reading class with a content area class, English, with the same teacher.</p>
<p>6.2 Progress monitoring using assessments identified in the school district comprehensive reading plan and reporting the data to the Department of Education (DOE) three times a year</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>This past year the reading teacher has monitored students' reading progress quarterly via the Florida Oral Reading Fluency (FORF) probe, as outlined in the school district comprehensive reading plan. He currently uses the Jamestown Reading Navigator for reporting progress monitoring data quarterly to the DOE, as documented on the printouts from the Progress Monitoring and Reporting Network (PMRN). The reading coach is updating the reading plan to include the new progress monitoring tool.</p>
<p>6.3 Reading opportunities and literacy enrichment activities during the school day</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Students have opportunities for leisure reading during the school day, according to all students interviewed. Students also have leisure reading opportunities at the local library. Students read the newspaper, write book reports, read silently, keep reading logs, participate in research projects, utilize research-based reading strategies, and listen to books on tape. Students were observed carrying their novels around with them.</p>
<p>6.4 Diagnostic reading assessment(s) identified in the school district comprehensive reading plan administered to students who are not progressing in reading based on progress monitoring data to determine students' reading deficiencies in the five construct areas and modify students' initial reading goals, objectives, and remedial strategies based on the assessment results</p>	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	<p>Current files reviewed document that the reading teacher administers the Diagnostic Assessment of Reading, Second Edition (DAR-2) at entry to students who perform three levels below grade placement on the Basic Achievement Skills Inventory (BASI). The results are used to provide targeted instruction in the five construct areas, but are not used to write students' reading goals and objectives.</p>

RATING JUSTIFICATION

The intent of the indicator is being exceeded.

COMMENDATIONS

- The program provides struggling readers with numerous literacy enrichment activities.

RECOMMENDATIONS

- The program should use DAR-2 results to write and modify students' reading goals.

DEFICIENCIES REQUIRING A CAP

- None

INDICATOR 7: EMPLOYABILITY and CAREER CURRICULUM and INSTRUCTION

RATING: SUPERIOR
SCORE: 7

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 addresses employability, social, and life skills in the career research and decision making course offered for credit. All students are enrolled in this course during their stay at the program. The curriculum includes FACTS.org, Choices, and Skills for Independent Living.
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 program provides an approved career and education planning course in grade 8 that includes career exploration opportunities and resources, as documented on course schedules. No middle school students are currently enrolled at the program.
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	The career/technical teachers provide students with individualized instruction, as documented in interviews and lesson plans. Classroom observations document a discussion on job skills and a test. Students use the computer lab regularly to go online to gather career development information and resources from Facts on File.
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	The program provides career exploration, job applications, Armed Services Vocational Aptitude Battery (ASVAB) testing, college searches, information and testing for the College Level Examination Program (CLEP), and college applications to students who have received a high school diploma or the equivalent, as documented in interviews. High school graduates also participate in the career class, assist as tutors, or work in the daycare with the babies.

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	The program provides guest speakers, field trips, and a "career corner" with brochures for career exploration. The transition specialist provides students with resource material on jobs and college coursework, and the program provides opportunities for students to participate in debate teams at the University of Miami and to volunteer with the Youth Volunteer Corps. Additionally, students have access to the Internet via the Department of Juvenile Justice (DJJ) Alternative Educational Outreach Web site to research careers via Choices and FACTS.org. The Outreach Web site also has a link for Ready to Work testing, but students have not accessed it.
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	Cumulative transcripts document that students earn credits in career courses offered to students. Classroom observations and interviews document that the career/technical training teachers follow the course descriptions and career education requirements.

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 exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The program provides students with the opportunity to learn debating skills and to participate in volunteerism.
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should provide students with Ready to Work certificate testing.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 8: SPECIALLY DESIGNED INSTRUCTION and RELATED SERVICES		RATING: SUPERIOR SCORE: 7
The program provides educational support services to all students as needed, including:		
8.1 Documenting the initiation of the exceptional student education (ESE) process	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The ESE teacher or the education specialist requests students' IEPs/EPs, as documented on all four ESE files reviewed. Interviews document that the ESE department chairperson verifies 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 teacher reviews current IEPs/EPs to determine whether they are appropriate. All four IEPs reviewed are current. No gifted students are currently 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 teacher convenes IEP/EP meetings as soon as possible when services are not appropriate, as documented in all 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 ESE teacher telephones the parents, mails parent participation forms to encourage their input in IEP/EP meetings, and mails copies of IEPs/EPs to parents who do not attend the meetings, as documented in the four ESE files reviewed.
<ul style="list-style-type: none"> Ensuring that all transition-related requirements (including career plans) for students who are 14 or older are addressed in their IEPs 		The ESE teacher writes the transition statements for the students who are 14-15 years old and transition plans for students who are 16 or older, as documented in all 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.) 		All four IEPs reviewed document that the school district ESE teacher 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program serves students who are on the special diploma track via support facilitation. The ESE support facilitator is on site two days a week to assist students in the math, reading, and English classes, as documented in her contact log. She also provides consultation and lesson planning to teachers at students' treatment team meetings and lunch breaks, as documented in interviews and in her contact log. Speech and language services are provided by the school district itinerant teacher, as documented in interviews.
8.4. Providing services as outlined in the students' plans for English language learners (ELL), students eligible under Section 504, and gifted students	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The school district provides ELL, gifted, and Section 504 services, as documented in support service logs.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The program provides a part-time exceptional student education (ESE) support facilitator for students who are on the special diploma track. The ESE support facilitator assists teachers with lesson planning.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program offers 330 minutes of daily instruction with time to transition between classes. Students observed transitioned 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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	Meeting agendas and sign-in records maintained by the contract manager, the ESE supervisor, and the lead educator document various educational meetings held on site and at the school district offices. The contract manager meets with the faculty informally to provide assistance, as well as formally to conduct walkthroughs, mock quality assurance (QA) reviews, and teacher evaluations. Even though the program is small, the lead educator sends memos to the facility staff to keep them abreast of educational activities. He also holds managers' meetings monthly to collaborate with the facility staff. The lead educator, the teachers, the facility staff, the ESE teacher, and the case manager meet with students monthly in treatment team meetings, as documented in interviews; IEP meetings are held as needed. The transition specialist documents an abundance of communication with the receiving schools, other juvenile justice programs, aftercare workers, and community agencies and provides summaries to all participants. The on-site and itinerant teachers work together well as an educational team.
9.3 Varied community involvement that is solicited, documented, and focused on educational and transition activities	<input checked="" type="checkbox"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The transition specialist, the facility director, and the lead educator solicit varied community involvement that focuses on educational and transition activities, as documented in photos displayed throughout the school. Students have participated this year in service projects with the Youth Volunteer Corps and participated in field trips to the public library, Parrot Jungle, the Miami Metro Zoo, the Dolphin Care Facility, the Lowe Art Museum, the Miami Science Museum and Planetarium, and the drivers license office. Additionally, students participated in a debate tournament discussing hunger in Africa at the University of Miami.
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"/> PASS <input type="checkbox"/> FAIL <input type="checkbox"/> N/A	The program's behavior management plan uses a point system. Students in classrooms observed were well behaved and on task. All eight students interviewed stated that the classroom discipline is fair. Students stated that they receive stamps for good behavior that can be redeemed at the bid store for food, photo albums, and baby clothing.
RATING JUSTIFICATION	The intent of the indicator is being exceeded.	
COMMENDATIONS	<ul style="list-style-type: none"> The school district and the facility staff collaborate to provide high-quality educational services the at-risk students. 	
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: 6
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>	The program's three core academic teachers have professional certification. Students' course schedules and teacher certifications for the year document that all courses are taught in-field except reading. The reading teacher has completed only one reading competency towards the endorsement since he began at the program in 2007. One teacher has the English language learners (ELL) endorsement, and another has an ELL teaching certificate.
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 ensure that the reading teacher completes at least two competencies towards the reading endorsement each year in accordance with the Just Read, Florida! requirements. 	
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 teachers have current professional development plans that correlate to the subjects they teach and include SIP initiatives on student performance. The school district offers a beginning teacher program, but no current teacher is a beginning teacher.
11.2 Receive continual annual professional development training or continuing education (including college course work) based on educational program needs, actual instructional assignments, professional development plans and/or annual teacher evaluations, and quality assurance (QA) review findings (Professional development training must be from a variety of sources on such topics as instructional techniques, reading and literacy skills development, content-related skills and knowledge, working with delinquent and at-risk youths, and exceptional student education [ESE] and English language learners [ELL] programs.)	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers receive continual training from the school district and private and non-profit consultants. Teachers have received trainings this year on Plato Learning Systems, Jamestown Reading Navigator, social studies, ESE compliance, diploma options, reviewing individual educational plans (IEPs), QA team follow up, school improvement instructions, foundations in language, cooperative planning, and gifted studies. The education specialist used the school district PowerPoint presentation on transition forms to learn how to assist the program with students' exit meetings. An interview with the facility director documents that the facility has not provided training for the teachers.
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 program does not have difficulty in hiring or retaining teachers because it offers extended year assignments, sixth period extended day schedules, competitive salaries, and a Department of Juvenile Justice (DJJ) cost differential to its teachers. Recruiting efforts are not necessary because teachers in the school district request to be assigned to Department of Juvenile Justice (DJJ) programs.

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 the teachers with professional development regarding working with pregnant teens and teenage mothers.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

INDICATOR 12: LEARNING ENVIRONMENT and RESOURCES		RATING: SUPERIOR SCORE: 8
The program's educational environment and resources include:		
12.1 An adequate number of instructional personnel and educational support personnel	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The program has three academic teachers and a part-time exceptional student education (ESE) support facilitator. The lead educator also has classroom duties. The average class size is seven 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>	Classrooms have an abundance of educational supplies. Interviews and classroom observations document age- and grade-appropriate texts that are aligned with the standards and Parallel Alternative Strategies for Students (PASS) books for appropriate students. The classrooms contain a variety of high-interest reading materials, and 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 TVs, educational DVDs, overhead projectors, printers, and a computer lab. Educational software includes Success Maker, Ed-Connect, Riverdeep, McGraw-Hill General Educational Development (GED), STAR Reading/Math, the Florida Comprehensive Assessment Test (FCAT) Explorer, and Typing Tutor; students also have access to Grolier online.
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 classrooms and hallways display facility mission statements, subject area posters, photographs of student activities, and students' projects. Classrooms are clean and well lit. The classrooms are highly organized and decorated to maximize academic and cultural growth. The teachers have gone to great lengths to include gender-specific materials to motivate the girls.
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 as appropriate, but no student is currently enrolled.
12.6 Active pursuit of resources such as grants, scholarships, and business and/or community partnerships	<input checked="" type="checkbox"/> <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 pay for after school tutoring, classroom libraries, audio visual materials, furniture, awards, Plato Learning Systems, and computer hardware. The program also received a Department of Juvenile Justice (DJJ) allocation for supplemental academic instruction. The program has various community partnerships such as the University of Miami Street Law curriculum, an internship program through Florida International University and University of Miami, an infant mental health specialist, the Miami Dade Police Department, Recapturing the Vision International, Inc., Family Counseling Service, Miami-Dade Family Learning Partnership, and Children's Home Society/Miami Dade Healthy Families Program. The program has applied for grants from the Women's Fund of Miami-Dade County, Associated Marine Institutes (AMI), the Jim Moran Foundation, Perkin's Grant, Maren Foundation, Dade Community Foundation, and the Scaife Family Foundation. The transition specialist works with the Beauty School of America, Catholic Charities, the Cuban American Scholarship & Aid Foundation, the Dade Group Treatment Center, Employ Florida, Esperanza USA, George T. Baker Aviation, the Jewish Federation of South Florida, the Kendall Recovery Life Skills Center, Miami Rivers of Life, South Florida Workforce Development Ex-Offenders One Stop Center, Transition Inc., and the various military recruiting stations.

RATING JUSTIFICATION	The intent of the indicator is being exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> The program secures substantial funding for educational services so that students have access to high-quality materials and resources.
RECOMMENDATIONS	<ul style="list-style-type: none"> The program should provide clerical help to the teachers.
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> None

INDICATOR 13: SCHOOL DISTRICT MONITORING, ACCOUNTABILITY, & EVALUATION		RATING: SUPERIOR SCORE: 7
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 lead educator and the registrar input all student data required in this benchmark for accurate MIS reporting, as documented on MIS screens reviewed.
13.3 The program maintains accurate daily student attendance records in the MIS	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	Teachers record daily student attendance online into the MIS, as documented in screen reviews.
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 approved by Just Read! Florida and receives the support services identified in the plan, such as professional development related to the reading curriculum, lesson planning, materials distribution, and coaching. The assistant principal conducts walk-throughs and provides feedback.
<u>13.6</u> The contract manager or designee provides appropriate oversight and assistance to the educational program that include conducting and documenting an annual evaluation of the educational program	<input checked="" type="checkbox"/> <i>PASS</i> <input type="checkbox"/> <i>FAIL</i> <input type="checkbox"/> <i>N/A</i>	The contract manager serves as the school district assistant principal and provides an abundance of assistance to the program. School district personnel who assist the program include a part-time exceptional student education (ESE) support facilitator, a guidance counselor, a transition specialist, and an education specialist; others assist with professional development and grant writing. The contract manager conducts mock quality assurance (QA) reviews, as documented in the self-report, and 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 cooperative agreement with the school district and the DJJ. All parties interviewed and a review of the documents verifies that the terms are being 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 exceeded.
COMMENDATIONS	<ul style="list-style-type: none"> • The school district monitors and assists the program weekly to provide high quality educational services. • The program and the school district exceeded the required AYP participation rate with 100%.
RECOMMENDATIONS	<ul style="list-style-type: none"> • None
DEFICIENCIES REQUIRING A CAP	<ul style="list-style-type: none"> • None

OTHER FINDINGS	<ul style="list-style-type: none"> • The school district is in the process of obtaining partial full-time equivalent (FTE) funding for the babies at the site.
ADDITIONAL RECOMMENDATIONS	<ul style="list-style-type: none"> • None