Florida’s Common Assessment for Juvenile Justice Education Programs

George Pesta
Juvenile Justice Education & NCLB Project

July 10, 2007: Tampa
Florida’s Juvenile Justice Population

- 189 Programs
  - 25 Detention Centers
  - 122 Residential Programs
  - 42 Day Treatment Programs
- In 2004-05, 33,930 students served
  - 16,179 in detention
  - 13,742 in residential
  - 4,009 in day treatment
History of Pre/Post Assessment

The issues:

- Traditional statewide assessment programs are administered annually
- In Florida most students are committed to programs for 6 to 9 months
- No way to evaluate effectiveness of educational programs in juvenile justice settings
History of Pre/Post Assessment

- In 1999 the Florida Legislature passed legislation requiring measurement of student academic progress in the basic areas of reading, writing, and mathematics for students in DJJ.
- Florida Department of Education in collaboration with school districts:
  - Identified assessments that met psychometric rigor requirements
  - 32 assessments in use in juvenile justice education programs were identified
  - Students assessed at entry and exit
In 2004 Florida Statute 1003.52(3)(b) was enacted

- Requires the Department of Education, with assistance from school districts, to select a common assessment instrument for measuring progress of students while in juvenile justice programs

- Meet requirements for Federal Title I, Part D
The Selection Process

- Common assessment workgroup involving key stakeholders was established and given the charge to:
  - Identify and recommend critical elements to be considered for selection of an assessment
  - Identify and recommend critical elements and decision points for implementing the assessment system
  - Review information on existing assessments
Workgroup Recommendations

- Critical Elements for the Assessment
  - One assessment tool
  - Covers content areas of reading, language arts, and math
  - Covers grades 3 through 12
  - Has psychometric rigor
  - Easy to administer and score
  - Minimal training requirements
  - Low cost
Workgroup Recommendations

- Implementation of the Assessment System
  - Only students in residential and day treatment programs
  - Entry assessment within 10 school days (new statutory language)
  - Exit assessment for students in program for 45 school days or more
  - Consideration be given to assessing students in long term commitment annually
The Selection Process

- Request for Proposal
  - Using the recommendations from the workgroup DOE issued an RFP for a common assessment
  - Evaluation Committee was formed
  - Bidders were evaluated based on cost, qualifications, and technical quality of their proposal
  - The Basic Achievement Skills Inventory (BASI) was selected
  - Pearson Assessments was awarded a three year contract with option for renewal
Basic Achievement Skills Inventory

- Has four grade-specific levels
  - Level 1 – grades 3-4
  - Level 2 – grades 5-6
  - Level 3 – grades 7-8
  - Level 4 – grades 9-12

- Each level has two forms
Basic Achievement Skills Inventory

- **BASI™ Comprehensive**
  - Each test booklet has six subtests
    - Vocabulary (10 minutes)
    - Spelling (10 minutes)
    - Language Mechanics (10 minutes)
    - Reading Comprehension (30 minutes)
    - Math Computation (20 minutes)
    - Math Application (35 minutes)
  - Total test administration time is 115 minutes
Basic Achievement Skills Inventory

- Accommodations for Students with Disabilities
- Computer Administered or Paper and Pencil
- Advantages of computer administered
  - Reduces scoring error
  - Insures standardized administration
  - Minimizes administration training needs
Implementation

- Legislature provided funds to DOE to purchase assessment
  - On-line ordering windows for juvenile justice programs in May and November
Implementation

- Training
  - Six train the trainer sessions provided last year for all Juvenile Justice program lead educators
  - Step by step process in both hard copy and cd
Implementation

- Start date was July 1, 2006
- Data reporting
  - Format established for reporting results through the statewide automated student database for each student
  - Report results for reading, language arts, and math
Implementation

- Quality Assurance Reviews
  - Juvenile Justice Education Enhancement Program (JJEEP) conducts annual reviews of all juvenile justice education programs
  - Indicator in quality assurance standards that addresses both administration of common assessment and reporting of results
The next set of challenges

- Multiple administrations for students moving from one program to another
- Determining what is meaningful growth over varying periods of time
  - Pearson has developed growth tables for us to use (9 weeks, semester, and across school years)
- Use of assessment based on grade and time of year
- Using results for program evaluation and research
Conference on Juvenile Justice Education and No Child Left Behind

For Information, Contact The Center for Criminology and Public Policy Research
850–414–8355