

PREFACE

With the publication of the 2003 Annual Report to the Florida Department of Education (FLDOE), the Juvenile Justice Educational Enhancement Program (JJEPP) completes six years of operation. Over these six years, Florida's juvenile justice education system has undergone continuous quality improvement. JJEPP is particularly pleased to report that Florida's efforts to develop and ensure research-based quality education for juvenile justice youths are, in fact, contributing to their successful academic attainment and subsequent community reintegration.

In Florida's effort to implement the *No Child Left Behind Act* (NCLB), a series of activities were undertaken during 2003. These efforts included a detailed review of NCLB legislation as it relates to juvenile justice education, a continuing survey of other states' efforts to implement NCLB, and an assessment of where Florida now stands in relation to meeting the various NCLB requirements. Subsequent discussions between FLDOE, the United States Department of Education (U.S. DOE), and JJEPP were conducted for the purpose of planning Florida's implementation of various NCLB requirements for juvenile justice education.

During 2003, Florida continued to advance the quality of education throughout its juvenile justice system. Beginning in 1998 and each year thereafter, the bar has been raised in what is expected of the state's juvenile justice educational programs. Nonetheless, and each year since 1998, the overall quality assurance (QA) scores for the state's juvenile justice educational programs have improved. Clearly, this pattern of overall improvement in QA scores along with the annual raising of the expectations for these educational programs demonstrates that Florida's QA process and its ongoing research, corrective action, and increasing technical assistance efforts are, indeed, effective. Further, and what can be stated conclusively is, the receipt of these increasingly high quality educational services does serve as a positive turning point in the life course of many low and moderate security risk delinquent youths who comprise 73% of the total delinquent population incarcerated in Florida.

II. Results

- In 2003, JJEPP completed 180 QA reviews of programs that provided educational services to 9,148 youths on any given day. As in previous years, and despite the consecutive annual raising of the bar, overall QA scores continued to improve in Florida's juvenile justice educational programs.

- While the number of corrective actions declined in 2003, JJEPP's technical assistance efforts were expanded for low QA performing educational programs. Of particular note was the significant improvement in the low-performing programs' indicators in which targeted on-site technical assistance was provided.
- Facility and classroom size, profit status of the program provider, teacher qualifications, strength of contracts, and quality of contract management all were significantly correlated to educational program quality.
- The completion of such academic core courses as math, English, social studies, and science is integral to whether youths return to and stay in school following release from juvenile justice facilities.
- Youths whose course work is largely concentrated in vocational and elective courses are less likely to return to and stay in school and are, therefore, more likely to be re-arrested.
- Overall, youths who receive high school diplomas while incarcerated are less likely to be re-arrested within 12 months of release as compared to those students over 16 years of age who did not receive high school diplomas or return to school upon release.
- Youths who earned General Educational Development (GED) diplomas while incarcerated were slightly more likely to be re-arrested as compared to those youths earning standard high school diplomas. In part, this conclusion reflects that in Florida as well as in a number of other states, it is possible for 16 and 17 year olds to get a GED.
- Older youths and youths released from maximum and high-risk programs are not as likely to return to school and stay in school and are, therefore, more likely to be re-arrested.

III. Recommendations

- With the numerous NCLB requirements for juvenile justice education, it will be increasingly important to maintain the proven effective policy of local school district responsibility for juvenile justice educational programs with FLDOE providing quality assurance, technical assistance, and ongoing best practices research to ensure the continuous quality improvement of these educational programs.
- Expand the role of technical assistance, focusing on increasing the quality of educational services within low-performing programs.

- Continue to increase the number of certificated teachers teaching in their areas of professional certification in the state's juvenile justice educational programs.
- Continue to operate smaller facilities with low student-to-teacher ratios.
- Continue to increase requirements and expectations for individualized educational services and instruction in juvenile justice educational programs.
- Develop a comprehensive plan for the implementation of *Just Read, Florida!* that addresses reading assessment, curriculum, and instruction specific to academically deficient adolescents.
- Consider ways to implement quality transition and aftercare to assist youths in their transition from incarceration into their respective home communities.
- Conduct future research that identifies effective strategies for educating and treating older, deep-end incarcerated youths.

IV. Conclusion

During JJEPP's 2004 QA cycle, a series of initiatives will be undertaken by JJEPP to support FLDOE's efforts to systematically implement the various juvenile justice education requirements of NCLB. Prominent among these initiatives will be the use of educational program self-reports in which each educational program provides responses to a series of questions related to program practices and resources prior to the program's QA review.

In an effort to expand and improve technical assistance, JJEPP and FLDOE will begin the selection of several demonstration educational programs in 2004. The criteria for demonstration program selection include consistently high QA scores over the past six years (1998 - 2003) and the results of comprehensive case studies of these high QA performing programs. The underlying goal of each case study will be to describe the program as comprehensively as possible in order to identify various program inputs and activities that are associated with desired and positive educational program results and outcomes. These case study results will enable JJEPP to describe, explain, and predict the particular juvenile justice educational program input characteristics and activities that lead to particular positive student results and outcomes. Specific demonstration program protocols will be developed to structure visits to the programs and to increase the technical assistance benefits of these visits.

In response to the NCLB requirement to employ scientifically validated (peer-reviewed) juvenile justice education practices, JJEPP will seek peer review of its major program and longitudinal research findings and conclusions.

Finally, JJEEP will continue to collaborate with the U.S. DOE in its nationwide effort to familiarize every state with the juvenile justice education requirements of NCLB and the strategies for successfully implementing these requirements.

CHAPTER 1

CONTEXT OF QUALITY ASSURANCE IN THE NO CHILD LEFT BEHIND ACT

1.1 Introduction

With the publication of the 2003 Annual Report to the Florida Department of Education (FLDOE), the Juvenile Justice Educational Enhancement Program (JJEEP) completes its sixth year of operation. Over these six years, Florida's juvenile justice education system has undergone continuous quality improvement. Each year, the bar has been raised in what is expected to be provided in the education of the state's incarcerated youths. Further, while the expectations and education program requirements have increased each year, annual overall educational program performance has improved. Moreover, and what is particularly notable, JJEEP has found that Florida's unique efforts to employ research driven education practices throughout the state's juvenile justice system is, indeed, producing positive community reintegration outcomes for many of the state's delinquent youths. Specifically, it has been documented that the receipt of quality education services does work in turning the lives of incarcerated youths away from delinquency and crime and toward law abiding and conventional life styles upon return to their home communities.

Over the past several years, the U.S. Department of Education (U.S. DOE), the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP), and the American Correctional Association (ACA) have recognized Florida's research and accountability-driven system for juvenile justice education as an exemplary state system. Further, Florida's system has been found to embody many of the major components of juvenile justice education mandated by the No Child Left Behind Act (NCLB). As a result, JJEEP is now working with the U.S. DOE in a collaborative effort to advance the successful implementation of NCLB in each state's juvenile justice educational system.

In Florida's continuing effort to implement NCLB, a series of activities were undertaken during 2003. These efforts included a detailed review of NCLB legislation as it relates to juvenile justice education, a continuing survey of other states' efforts to implement NCLB, and an assessment of where Florida now stands in relation to meeting the various NCLB requirements. Subsequent discussions between FLDOE, U.S. DOE, and JJEEP were conducted for the purpose of planning Florida's implementation of various NCLB requirements for juvenile justice education. Furthermore, the role of JJEEP's quality assurance (QA) reviewers is shifting to that of technical assistance providers. Technical assistance is becoming more primary, and QA is being monitored largely through educational programs' self-reports of their various program practices, processes, and outcomes, which are reviewed and validated by JJEEP's QA staff.

In terms of JJEEP's 2003 research efforts, several important findings are presented in this Annual Report. Fundamental among these findings is documentation that high-quality educational programs for low- and moderate risk incarcerated youths have a significantly higher proportion of their exiting youths returning to school upon release. Further, return to school significantly reduces the likelihood of re-arrest. These are important findings that demonstrate the critical role of high quality education as a potential positive turning point in the lives of many delinquent youths.

Beyond holding a very successful Juvenile Justice Education Institute (JJEI) in July, at which Robert Flores, Executive Director of OJJDP, and Florida Lt. Governor Toni Jennings spoke, JJEEP completed several other major activities. These included delivering several special presentations at the ACA conferences on the value of quality education upon community reintegration, NCLB requirements for states' juvenile justice education systems, and the role of facility size upon education and community reintegration. A series of lectures were provided on the role of quality and evaluation upon social services at the request of Lille University in Lille, France. Additionally, several presentations were given at the annual meetings of the American Society of Criminology related to the role of quality education upon the life course of delinquent youth. Further, and as mentioned previously, JJEEP is collaborating with the U.S. DOE in assisting other states in their efforts to successfully implement the requirements of NCLB for their juvenile justice education systems. Clearly, 2003 was a productive and eventful year and 2004 promises to be even more eventful as Florida more fully implements NCLB.

This chapter is comprised of two subsequent sections. Section 1.2 provides overviews of Chapters 2 through 12. Section 1.3 provides a summary discussion focused upon JJEEP's recent and ongoing implementation of the NCLB requirements for juvenile justice education.

1.2 Overview of Chapters

Chapter 2 summarizes the NCLB requirements for juvenile justice educational programs. The chapter specifies that juvenile justice schools will be required to demonstrate improvement in students' reading literacy, in the qualifications of their teachers, and in the provisions of special education services and transition services. In addition, it is required that each state evaluate each juvenile justice school in relation to pupil progression, graduation rates, and students transition back into their home communities in relation to return to school and post-release employment. Finally, to demonstrate proficiency, all juvenile justice students must be tested in reading, math, language arts/writing, and eventually, science.

Chapter 3 presents the QA review scores from the 2003 review cycle. JJEEP completed 180 QA reviews in 2003. These programs provided educational services to 9,148 youths on any given day. Depending upon facility types, youths were in these programs from one day (in detention centers) to three years (in residential facilities).

Of the 180 programs that received QA reviews, 14 (8%), scored in the superior range; 56 (31%), scored in the high satisfactory range; 72 (40%), scored in the mid-satisfactory range;

31 (17%), scored in the marginal satisfactory range; and only seven (four percent), scored below satisfactory. Consistent with previous year's QA results, overall QA results continue to show consecutive annual improvement despite the annual raising of the bar in the expectations for Florida's juvenile justice educational programs.

Chapter 4 describes JJEPP's corrective action and technical assistance activities during 2003. In 2003 there was a reduction in the number of programs receiving corrective actions as compared to previous years. In the last several years, including 2003, technical assistance efforts have become increasingly focused upon low QA performing programs. Moreover, most programs receiving special on-site technical assistance in 2002 demonstrated significant improvement in the 2003 QA scores for the indicators targeted for technical assistance. The corrective action and technical assistance efforts appear to be effective in increasing the quality of the educational services offered throughout Florida's juvenile justice system.

Chapter 5 assesses some of the program characteristics related to educational QA scores. The program characteristics examined included facility size, student-to-teacher ratio or classroom size, provider status, teacher qualifications, the strength of contracts, and the quality of contract management that school districts provide. The chapter confirms that facility and classroom size, profit status of the education provider, proportion of teachers with professional certifications, contract strength, and quality of contract management are all significantly correlated to the quality of the program's educational services and practices.

Chapter 6 provides findings from JJEPP's continuing efforts to assess the relationship between treatment and education services offered in Department of Juvenile Justice (DJJ) residential facilities. The chapter examines the DJJ mean QA treatment score in relation to JJEPP's mean QA education score. The chapter includes identification and discussion of some of the future research necessary in JJEPP's efforts to more fully describe and interpret the relationship between education and treatment upon youth outcomes.

Chapter 7 provides a review of crime and life course literature and findings. Life course theory is discussed as a useful conceptual framework for JJEPP's longitudinal research on the role of juvenile justice education in successful community reintegration. The chapter describes how life course theory provides a dynamic and comprehensive framework that is able to both confront and provide meaningful interpretation of various longitudinal research results that include continuity in the delinquent to crime life course as well as turning points and desistance from delinquency and crime over the life course.

Chapter 8 reports findings addressing the question of whether educational opportunity and academic attainment while incarcerated serves as a positive turning point in the subsequent life course of incarcerated delinquent youth. The findings are drawn from a cohort of 4,794 youth released from Florida juvenile justice residential programs during FY 2000-01. The chapter includes discussion of the policy implications that can be drawn from the reported longitudinal findings, particularly in relation to NCLB.

Chapter 9 identifies and describes the various academic assessment tests used throughout Florida's juvenile justice system to measure students' academic gains. The chapter identifies 32 approved tests that do not allow for meaningful or accurate comparisons across programs or with non-delinquent peers in the public schools. As a result, it remains unclear as to what the exact levels of academic attainment are for students in different educational programs with different QA scores.

Chapter 10 provides updates and exploratory analyses related to JJEEP's ongoing implementation of a pilot QA system for Volusia County's alternative disciplinary schools. The chapter is focused upon a brief history of the project, identification of the best practices for alternative education schools that are incorporated into the QA standards, and the identification of several program and student outcome data sources that will be used in JJEEP's subsequent pre-and-post QA analyses. The chapter concludes with discussion of the research that will be forthcoming in JJEEP's continuing efforts to pilot test the usefulness of QA in alternative disciplinary schools.

Chapter 11 describes JJEEP's 2004 plans for implementing the juvenile justice education requirements of NCLB. The chapter reviews the changes in JJEEP's QA process that are being implemented during the 2004 review cycle and the case studies that are being conducted for the development of model demonstration sites to be used for education-related training and other technical assistance responsive to the intent of NCLB.

Chapter 12 provides chapter summaries, conclusions, and descriptions of JJEEP's 2004 initiatives.

1.3 Summary Discussion

The 2003 Annual Report identifies and discusses a series of important accomplishments emerging from Florida's ongoing efforts to provide quality education for its incarcerated youths. Florida's underlying belief has been and continues to be that providing quality and accountable education to incarcerated youths will increase the likelihood of their successful community reintegration. In fact, over the past several years, JJEEP's longitudinal research findings have documented that high quality educational programs do, in fact, serve as a positive turning point in the life course of numerous moderate and low risk incarcerated youths. This finding is notable and important, in part, because moderate and low risk youths constitute 73% of the state's entire incarcerated juvenile population. With regard to the state's remaining maximum and high-risk incarcerated delinquents, the role of quality education as a positive turning point is not clear and appears to be more complicated. As a result, JJEEP faces not only major challenges in its efforts to fully implement the requirements of NCLB but continuing research questions related to the successful community reintegration for all low, moderate, high-risk, and maximum-risk juvenile justice youths.

The chapters that follow outline and describe JJEEP's 2003 activities and results as well as our forthcoming plans and activities. As we approach 2004, we look forward to successfully

confronting the many challenges that lie ahead in our continuing effort to ensure that no juvenile justice youths will be left behind in the receipt of quality and effective education.

CHAPTER 2

NO CHILD LEFT BEHIND AND ITS IMPLICATIONS FOR SCHOOLS SERVING FLORIDA'S AT-RISK AND DELINQUENT YOUTHS

2.1 Introduction

The No Child Left Behind Act (NCLB) of 2001, which was signed into law in 2002, poses unprecedented challenges for the reform of this country's entire elementary and secondary school system. Specifically, NCLB mandates that the country's juvenile justice schools meet essentially the same reform requirements as all other elementary and secondary public schools. Clearly, there will be many impediments that will have to be overcome if this important reform movement is to be successfully implemented, particularly in the case of juvenile justice schools.

This chapter provides an overview of NCLB, particularly in relation to the requirements for schools serving neglected and delinquent youths. Specifically, the chapter examines the implications of NCLB requirements for juvenile justice schools and identifies ways in which the Juvenile Justice Educational Enhancement Program (JJEPP), in conjunction with the Florida Department of Education (FLDOE), can assist Florida in successfully implementing the various requirements of NCLB throughout the state's juvenile justice educational system.

This chapter is comprised of four subsequent sections. Section 2.2 outlines NCLB through a listing of Title I through Title X and a discussion of NCLB and Florida's school accountability requirements; the *Just Read, Florida!* program; and highly qualified teacher guidelines. Section 2.3 provides a summary of the requirements specific to educational programs for neglected, delinquent, or at-risk youths as described in Title I, Part D, as well as other NCLB implications for juvenile justice schools. Section 2.4 discusses Florida's current quality assurance and research efforts for juvenile justice schools and their relevance to the implementation of NCLB. Section 2.5 summarizes the chapter.

2.2 Overview of the No Child Left Behind Act

NCLB addresses the concern that too many of the most needy children are not academically achieving (United States Department of Education [U.S. DOE], 2001, 2001a, 2001b). The new law emphasizes four major education reform ideals: stronger accountability for states, local school districts, and schools; increased local control and flexibility; expanded choice for parents; and a concentration on scientifically based teaching methods that have been empirically supported (U.S. DOE, 2001b).

In emphasizing stronger accountability, NCLB requires that states establish their own set of standards for what a child should learn and know at all grade levels in math, reading, and science. Further, NCLB calls for states to test students for proficiency with tests corresponding to the established standards. The Florida Sunshine State Standards (FSSS) and the Florida Comprehensive Assessment Test (FCAT) fulfill these requirements. Additionally, NCLB expects states, as well as local school districts and individual schools, to make adequate yearly progress toward meeting the state standards for proficiency. To ensure that no children are left behind, the states must then report assessment results and develop progress objectives in the subgroups of poverty, race, ethnicity, disability, and limited English proficiency (U.S. DOE, 2001a, 2001b).

Beyond greater accountability requirements, NCLB mandates research-based school processes and practices that lead to improved student academic achievement. In particular, it is specified that teaching methods must be empirically validated. This principle focuses on the *Reading First* program and places an emphasis on “highly qualified” teachers.

Finally, NCLB stresses increased local control and flexibility. It allows states to have more autonomy in how they direct their federal education money by giving local districts more opportunities to provide input into the determination of what programs best serve students. The law also attempts to simplify and combine programs in order to decrease the amount of bureaucratic detail with which schools must comply to receive federal funding (U.S. DOE, 2001b). Further, NCLB provides increased choices for parents of students attending Title I schools. Local education agencies (LEAs) must provide students who are attending a Title I school that has been chronically identified as needing improvement with the option of attending a better public school within the school district (U.S. DOE, 2001a).

The following is a listing of the different titles and sections included in the Elementary and Secondary Education Act of 1965 (ESEA) and its reauthorization through NCLB. The sections pertinent to juvenile justice schools are italicized and are discussed in greater detail throughout the chapter.

Title I: Improving the Academic Achievement of the Disadvantaged

Part A—Improving Basic Programs Operated by Local Education Agencies

Part B—Student Reading Skills Improvement Grants

Part C—Education of Migratory Children

Part D—Prevention and Intervention Programs for Children and Youths who are Neglected, Delinquent, or At-Risk

Part E—National Assessment of Title I

Part F—Comprehensive School Reform

Part G—Advanced Placement Programs

Part H—School Dropout Prevention

Part I—General Provisions

Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals

Part A—Teacher and Principal Training and Recruiting Fund

Part B—Mathematics and Science Partnerships

Part C—Innovation for Teacher Quality

Part D—Enhancing Education Through Technology

Title III: Language Instruction for Limited English Proficient and Immigrant Students

Part A—English language Acquisition, Language Enhancement, and Academic Achievement Act

Part B—Improving Language Instruction Educational Programs

Title IV: 21st Century Schools

Part A—Safe and Drug-Free Schools and Communities

Part B—21st Century Community Learning Centers

Part C—Environmental Tobacco Smoke

Title V: Promoting Informed Parental Choice and Innovative Programs

Part A—Innovative Programs

Part B—Public Charter Schools

Part C—Magnet Schools Assistance

Part D—Fund for the Improvement of Education

Title VI: Flexibility and Accountability

Part A—Improving Academic Achievement

Part B—Rural Education Initiative

Part C—General Provisions

Title VII: Indian, Hawaiian, and Alaskan Native Education

Part A—Indian Education

Part B—Native Hawaiian Education

Part C—Alaskan Native Education

Title VIII: Impact Aid Program

Title IX: General Provisions

Part A—Definitions

Part B—Flexibility in the Use of Administrative and Other Funds

Part C—*Coordination of Programs; Consolidated State and Local Plans and Applications*

Part D—Waivers

Part E—Uniform Provisions

Part F—Evaluations

Title X: Repeals, Redesignations, and Amendments to Other Statutes

Part A–Repeals

Part B–Redesignations

Part C–Homeless Education

Part D–Native American Education Improvement

Part E–Higher Education Act of 1965

Reading First and Just Read, Florida!

The *Reading First State Grant* program is intended to result in every child being able to read by the end of the third grade. This program provides six-year grants to states, which, in turn, make competitive sub-grants to local communities. These increased federal investments in reading instruction in the early grades are tied to those reading programs demonstrated as scientifically effective. The local grant recipients are responsible for reading assessments for children at risk of reading failure, as well as professional development for teachers in the area of early reading instruction. According to NCLB, state education agencies (SEAs) must ensure that schools concentrate on those teaching methods that have been empirically validated, and must specifically address the goals of the *Reading First State Grant* and the *Improving Teacher Quality State Grants* programs (U.S. DOE, 2001a, 2001b). Only those schools receiving *Reading First* grant money, however, are expected to meet the *Reading First* requirements.

Florida's commitment to reading preceded the federal *Reading First* program with Governor Bush's executive order authorizing the *Just Read, Florida!* program in September 2001. Like *Reading First*, the *Just Read, Florida!* initiative relies on scientifically based reading research to improve current reading programs, standards, teaching strategies, and course requirements. The initiative emphasizes five key components of reading instruction: phonemic awareness, phonics, fluency, comprehension and vocabulary. The goal of *Just Read, Florida!* is "for all students in Florida to be able to read on grade level or higher by 2012" (FLDOE, 2001, p. 1). In conjunction with the federal *Reading First* program, Florida strives to have all children reading fluently by the end of the third grade. *Just Read, Florida!* is required in all schools, including juvenile justice schools.

Improving Teacher Quality Program

NCLB includes the new *Improving Teacher Quality State Grants* program, which is a combination of the Eisenhower Professional Development and Class Size Reduction programs. The emphasis of this new program is on the utilization of scientifically validated practices regarding the recruitment, hiring, and training of high-quality teachers. In addition to increased federal spending to promote teacher quality, this program allows the states and LEAs flexibility in their selection of strategies to improve teacher quality. In turn, the LEAs are responsible for demonstrating annual progress toward having highly qualified teachers in all core academic subjects. As part of this program, states must develop a plan that ensures teachers in all core academic subjects will achieve these high qualifications by 2005-2006.

In response to the NCLB teacher requirements, Florida now requires its teachers teaching core academic subjects to meet the following highly qualified teacher requirements (FLDOE, 2002a). Those teachers of core academic subjects who were hired after the first day in the 2002-2003 school year and whose salaries are funded either wholly or in part by Title I, Part A funds must meet the requirements at the time of hire. Other teachers of core academic subjects must meet the requirements no later than the end of the 2005-2006 school year. Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Florida has established specific requirements for highly qualified teachers. All “not new” teachers (defined as teachers hired on or before the first day of the 2002-2003 school year) must obtain a valid temporary certificate with appropriate certificate area in PK-3, K-3, 1-6, K-6, K-8, or K-12 for elementary level teachers, and in 5-9, 6-12, 7-12, K-8, or K-12 for middle/secondary level teachers (FLDOE, 2002b). Each teaching assignment requires a passing score on the Florida Subject Area Exam for each certificate area *or* a valid temporary or professional certificate with appropriate certificate area, and a satisfactory or higher performance evaluation. The performance evaluation must demonstrate subject area competence in each subject taught. “New” teachers (defined as those hired after the first day of the 2002-2003 school year) are similarly required to have a valid temporary certificate with appropriate certificate area in PK-3, K-3, 1-6, K-6, K-8, or K-12 for elementary level teachers, and in 5-9, 6-12, 7-12, K-8, or K-12 for middle/secondary level teachers (FLDOE, 2002b). Additionally, either a passing score on the Florida Subject Area Exam *or* a valid temporary or professional certificate with appropriate certificate area for each assignment is required. All teachers of core academic subjects in Florida’s schools, including teachers working in juvenile justice schools, must meet the highly qualified teacher requirements.

Accountability

NCLB requires that each state have one accountability system for all schools. Florida’s accountability system combines Governor Bush’s A+ Plan and NCLB’s Adequate Yearly Progress (AYP) into one comprehensive school report card for each school. AYP is calculated by using FCAT scores for reading, math, and writing, and graduation rates. The accountability system includes all school districts, schools, and students. All schools are held to the same criteria, and the accountability system includes sanctions and rewards. The system is designed to annually determine the progress of schools and districts.

Adequate Yearly Progress

To meet federal accountability requirements, states must develop and implement a uniform assessment and evaluation method to determine AYP for each school. According to NCLB, AYP at the secondary level is calculated using a standardized assessment for reading and math, and two additional measures chosen by the state. Florida has selected graduation rates and the Florida Writes assessment as their two additional indicators. Student participation in standardized assessment testing is imperative, and each student subgroup within each school must have a minimum 95% FCAT (including alternative assessment for students with disabilities and limited English proficiency [LEP] students) participation rate. In addition to

AYP, Florida's accountability system includes "school grades as defined by state law, individual student progress towards annual learning targets to reach proficiency, and a return on investment measure that links dollars spent to student achievement" (FLDOE, 2003, p. 6). Florida meets the NCLB requirement for testing, according to the standards, through the use of the FCAT (see parenthetical on previous page) (FLDOE, 2003).

NCLB requires that the state accountability system and its yearly progress decisions be completed in a timely manner. Florida has met this provision through having the tests administered in late February and early March, with test results available by the end of the school year. NCLB further requires that "all students are included in the State Accountability System" (FLDOE, 2003, p. 6). Florida has implemented this system by having locally developed alternate assessments available for those students with significant cognitive disabilities and receive a functional skills curriculum, as the FSSS and the FCAT are not appropriate for these students. Moreover, Florida has alternative measures of achievement to use with LEP students "who have been enrolled in an approved English for Speakers of Other Languages (ESOL) program for 12 months or less" (FLDOE, 2003, p. 13).

Another NCLB requirement is that each state's definition of AYP be "based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014" (FLDOE, 2003, p. 18). To meet these AYP objectives, Florida has developed a timeline to ensure that all students will meet or exceed the defined proficiency level of academic achievement in these areas. Furthermore, Florida has set forth annual measurable objectives for a minimum percentage of students in schools and districts to meet or exceed the proficiency level of achievement in both reading and mathematics on the state's assessments. For example, by 2003-2004, Florida's objective is for at least 31% of a school's students to meet or exceed the proficiency level for reading/language arts achievement and, by 2004-2005, for at least 48% to meet this goal. Similarly, by 2003-2004, at least 38% of students are expected to have met or exceeded proficiency in math, and, by 2004-2005, at least 53% are expected to have met or exceeded proficiency.

In summary, NCLB requires that each state have one accountability system for all schools. Florida's accountability system merges NCLB requirements using the formulas for AYP and the Florida A+ Plan. Under this comprehensive accountability system, schools receive report cards with disaggregated FCAT results for reading and math, Florida Writes assessment results, and graduation rates. Assessment and graduation results are compared to the previous year's results in each school in order to calculate adequate yearly progress and academic achievement. Other indicators include each school's dropout rate, percentage of certified and highly qualified teachers, student membership, kindergarten school readiness, and other administrative reporting requirements.

It is notable, however, that when the formula in this accountability system and AYP is applied to all schools, the vast majority of juvenile justice schools will not meet the data reporting requirements of the formula. Therefore, these schools will not be assigned a state report card or an AYP designation. Florida's consolidated workbook for implementing NCLB states that "Schools with highly mobile populations such as juvenile justice facilities,

teen parent programs, and hospital/homebound programs will not receive an Adequate Yearly Progress designation. Students' performance and participation rates will be rolled up to the district and/or state level" (U.S. DOE, 2003b, p. 6). Additionally, in a U.S. DOE technical assistance document on Title I Part D, the Department recognizes that the definition and reporting requirements for AYP may not provide an appropriate indication of progress for schools serving neglected and delinquent youths. It recommends that states develop alternative methods for evaluating the effectiveness of these schools (U.S. DOE, 2003a, p. 19). Therefore, it is in the language of Title I, Part D that we develop a student outcome program evaluation system designed to better fit the small number of students, mobility issues, and temporary placements experienced in juvenile justice schools.

2.3 Overview of Title I, Part D: Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At-Risk

The provisions of Title I, Part D are intended to ensure that neglected and delinquent youths "have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet" (U.S. DOE, 2001c, section 1401). This section of the act further stipulates the necessary successful reintegration of this population into schools and employment. Moreover, it addresses the dropout risk for neglected and delinquent youths and discusses the provision of a support system for returning to the community from correctional facilities to ensure their continued education (U.S. DOE, 2002). It should be noted that most changes to Title I, Part D occurred during the 1994 reauthorization of ESEA. The 2001 reauthorization adds new language regarding transition services and requirements that LEA's spend more Title I money on transition services and new data reporting requirements (U.S. DOE, 2003a).

To meet these requirements, NCLB provides additional financial assistance to educational programs serving youths in either state operated institutions or community day programs. Further funding is provided to support local school district programs involving cooperation with locally operated correctional facilities, and the provision of technical assistance in planning development to SEAs. In return, the SEAs are expected to develop a plan that sets forth program objectives, goals, and performance measures to ensure the effectiveness of the programs in meeting and improving the educational skills of delinquent, neglected, and at-risk youths in general, and to guarantee that these youths have the same opportunities as children in public schools.

Educational Services for Juvenile Justice Schools

As mentioned previously, NCLB emphasizes school accountability and research-based practices that are empirically validated to increase student achievement. Students in juvenile justice schools should receive educational services that prepare them to meet the same rigorous achievement standards as students in traditional public schools. These standards include the FSSS and state pupil progression and graduation requirements. Juvenile justice schools also are required to meet the state's testing requirements, *Just Read, Florida!*

requirements, and federal and state special education requirements. Programs that receive Title I, Part A funding must additionally meet highly qualified teacher requirements. Recognizing the unique circumstances under which delinquents receive educational services, and the chronic underachievement that this population has historically exhibited, Title I, Part D outlines additional services required in juvenile justice schools.

Juvenile justice schools that receive Neglected and Delinquent funds must conduct a comprehensive assessment of each child's educational needs upon entry into the facility. Special education services must be provided regardless of the students' environment, and parents should be involved in the students' educational experience while incarcerated. In addition to these requirements, Title I, Part D emphasizes transition services that focus on returning to school after release from state and local institutions. In an effort to improve youths' transition back into their community, school, or employment, each institution is required to have a designated individual whose primary purpose is to provide these transition services. In addition, school districts must provide both transition services and a means for local students incarcerated within the districts to successfully return to school upon release. In order to ensure that the educational services provided are, indeed, producing positive student outcomes and academic achievement, state and local education agencies also are required to conduct program evaluations of their juvenile justice schools.

Evaluation of Juvenile Justice Schools

Although NCLB requires states to develop one uniform accountability system for all schools, the U.S. DOE implementation guide for Title I, Part D further explains that annual state achievement indicators such as FCAT scores and AYP measures may not be the best means of program evaluation for juvenile justice schools:

Q. In assessing the impact of Part D State and local programs for children and youths who are neglected, delinquent or at risk of dropping out, must States and LEAs use the same State or Local assessment system developed for all children?

A. The State agency or LEA should use the same State assessment system unless it is determined that the State assessments are not available or would not provide accurate information about the progress of children in institutions for neglected or delinquent children. Under those circumstances, other assessments, as well as any additional indicators to measure the progress of these programs, may be selected that are more appropriate and reflect the progress of those children toward meeting the State's standards.

Q. Must the same definition for adequate yearly progress that the SEA has defined in its State plan be applied to State and local programs for neglected, delinquent, or at risk children and youths when evaluating these programs?

A. In many cases, State definitions of adequate yearly progress may not provide an appropriate indication of progress for programs that serve children and youths in institutions for neglected or delinquent children. Because of high turnover and limited length of stay in many of these institutions, State agencies and LEAs may not be able

to use the same measures that are applied to children attending a school in a more traditional setting. Frequently, students in these institutions are not available during the period in which the assessments are given and it is very difficult to measure progress over time. However, programs serving this population must develop criteria by which the impact of these programs on participants will be evaluated (U.S. DOE, 2003a, pp. 19-20).

State Plans

Each state that receives funds under Title I, Part D must submit a plan to the Secretary of the U.S. DOE that specifies how educational and transition services for return to school are provided, and how the state will conduct program evaluations of their juvenile justice schools.

A primary part of the state plan for schools serving delinquent, at-risk, and neglected youths is that the SEAs must ensure that the services for these students meet the same State standards required for all public school students. Consequently, all schools are responsible for results. As detailed previously, this accountability consists of the development of state standards for all grades in math, reading, and science, along with testing students with instruments that correspond to the standards (U.S. DOE, 2001a, 2001b).

Under the modified NCLB, states may submit one consolidated state plan in order to receive funding for multiple federal programs, including Title I, Part D funds. (Note: Florida chose the consolidated application option and, therefore, did not submit a separate plan for serving neglected and delinquent students in state and local institutions.) The plan must include a section on evaluating the effectiveness of juvenile justice schools that receive Neglected and Delinquent funds. Evaluations must be conducted once every three years, and the SEA should monitor and provide technical assistance to juvenile justice schools in between the three-year evaluations. Title I, Part D also provides the guidelines listed below for conducting such an evaluation.

Program Evaluation for Juvenile Justice Schools

“In conducting each evaluation a State Agency shall use multiple and appropriate measures of student progress,” (U.S. DOE. 2001c, section 1431). Juvenile justice schools also should be monitored and provided technical assistance. Each state agency shall evaluate juvenile justice schools based on the following student outcomes:

- Maintain and improve educational achievement
- Accrue school credits for grade promotion and high school graduation
- Successful transition back to school after release
- Complete high school and obtain employment after release
- Participate in post-secondary education and job training
- The state is not required to conduct program evaluations on detention centers

- Evaluation results must be submitted to state and federal education agencies and must be used to plan and improve the juvenile justice education system (U.S. DOE, 2001c, section 1431).

In summary, Title I, Part D requires an accountability and program evaluation system that fits the smaller numbers of students, mobility issues, and temporary placements found in juvenile justice schools. Furthermore, the Secretary of the U.S. DOE may set aside up to two and one half percent of all Title I, Part D funds to develop a uniform model to evaluate the effectiveness of programs and to provide technical assistance in support of the capacity-building of state agency programs. The following is a summary listing of requirements for juvenile justice schools:

- Each juvenile justice school must have at least a 95% FCAT (and alternate assessments for students with disabilities and LEP students) participation rate (despite this provision, FCAT results may not be used to evaluate juvenile justice schools).
- FCAT (and alternate assessments for students with disabilities and LEP students) results from students in juvenile justice schools will be rolled up and averaged in with all FCAT (and alternate assessments for students with disabilities and LEP students) scores for each district.
- Juvenile justice schools must administer academic entry assessments to identify the educational needs of students.
- Juvenile justice teachers will have to meet the highly qualified teacher requirements.
- As Florida's *Just Read!* program exceeds the requirements of NCLB's *Reading First* program, it is required in all schools, including juvenile justice .
- Transition Services and return to school are emphasized in the federal legislation.
- Juvenile Justice schools must meet all Federal and state ESE requirements.
- Data collection and verification is emphasized through the program evaluation methods and requirements.
- Under Title I Part D, all juvenile justice schools must receive a program evaluation.

The U.S. DOE plans to implement a uniform program evaluation for all juvenile justice schools in all states. Although school and student performance data are currently limited or are altogether missing in some states, the U.S. DOE will begin collecting juvenile justice school data from states and plans to create a uniform evaluation and data reporting system. The U.S. DOE has begun this process by contracting with the American Institutes for Research (a research organization based in Washington, D.C.) to provide states with technical assistance regarding neglected and delinquent schools.

2.4 Research and Quality Assurance in Juvenile Justice Schools in Florida and the Implementation of NCLB

As previously discussed, NCLB and Title I, Part D contain specific requirements for juvenile justice schools. The intent and level of accountability requirements are designed to ensure that neglected, delinquent, and at-risk students receive the same high quality educational services and academic achievement standards as public school students. Nonetheless, these goals and requirements present particular difficulties for schools serving delinquent and at-risk youths.

In JJEEP's study of the educational deficiencies of juvenile justice students, it was found that juvenile justice students' academic performance was significantly lower than that of their public school student counterparts, as measured by grade promotion, grade level, and grade point averages. A significant number of students from juvenile justice schools were promoted to a higher grade level without meeting the minimum requirements of performance for pupil progression compared to public school students. Similarly, juvenile justice students were retained in the same grade at a higher rate than nondelinquent youths. In fact, 85% of juvenile justice students were overage for grade placement (JJEEP, 2003). These findings are supported by literature that finds delinquent youths "suffer disproportionately from various educational deficiencies when compared to nondelinquent youths" (JJEEP, 2003, p. 6). Past research has shown that delinquents tend to function at least two to four years below their expected level of academic achievement. Moreover, a large number of these youths can be categorized as exceptional, making the path to achievement that much more difficult. In Florida, 15% of the public school student population is identified as exceptional; however, JJEEP has found that 43% of Florida's juvenile justice students have been categorized as exceptional. Therefore, the challenge for juvenile justice students in meeting NCLB's goals within Florida's timeline will be difficult to successfully confront. Nonetheless, through JJEEP, Florida has begun to conduct the necessary research guided accountability to ensure that the state will meet the NCLB requirements of transition, high quality teachers, *Just Read, Florida!*, and program evaluation.

Transition Services

Transition services have been the focus of numerous studies in juvenile justice education, and are strongly emphasized under Title I, Part D. Educational personnel working in juvenile justice schools often have multiple duties, and transition is merely one. Many students also are committed to institutions outside of their home school districts, and several districts do not have official transition systems in place to support students returning to their home district after release from a residential institution. JJEEP's QA process addresses educational transition services for juvenile justice students, and JJEEP's research efforts have begun to determine the rate of return to school for specific institutions. See Chapter 8 for our longitudinal findings on return to school.

Highly Qualified Teachers

Although the QA process has assisted in increasing the percentage of professionally and temporarily certified teachers working in juvenile justice schools, from 64% in 2000 to 80% in 2003, Florida still faces the challenge of having teachers meet highly qualified requirements. According to a JJEEP study, of the 778 juvenile justice classroom teachers providing services in Florida's juvenile justice facilities in 2003, 60% had professional certification, 20% had temporary certification, seven percent had a statement of eligibility, five percent were school district approved, and seven percent were noncertificated. Thus, 80% of the 778 teaching professionals serving juvenile justice students in 2003 partially met the requirements for highly qualified teachers according to Florida's implementation of NCLB. In these same schools, however, 86% of math teachers, 78% of English teachers, and 83% of science teachers were teaching without area-specific certification.

Thus, the overwhelming number of teachers in juvenile justice schools would not meet the highly qualified teacher requirements as outlined in Florida. Although the QA process has assisted in increasing the percentage of professionally and temporarily certified teachers working in juvenile justice schools, the majority of teachers are teaching core academic subjects that are outside of their areas of certification. The QA process must, therefore, continue to focus on teacher quality.

Just Read, Florida!

The *Just Read, Florida!* program, which meets the federal *Reading First* requirements, is a requirement for all schools, including juvenile justice schools. Again, the objectives of *Just Read, Florida!* may pose particular problems for schools serving delinquent and at-risk youths. Past research has shown that delays in reading constitute the most severe form of academic underachievement for delinquents. Based on survey data collected on site by JJEEP staff during the 2003 QA cycle, juvenile justice educational programs currently are not using reading assessments that address the five areas of reading outlined in the *Reading First* initiative. Over 30% of programs do not have a organized reading curriculum for students, only 26% of programs employ (at least part-time) certified or trained reading specialists, and juvenile justice teachers cite the administration of appropriate reading assessments and the delivery of effective reading instruction as the most difficult requirements to implement. Therefore, the goal that all students in Florida be able to read on grade level or higher by 2012 sets a high bar for delinquent and at-risk youths who are substantially more disadvantaged in their abilities to read and are more delayed in their reading than students in public schools. In response to this far-reaching reading initiative, JJEEP developed a "Literacy and Reading" indicator in the 2003 educational QA standards to provide programs with appropriate guidance and has begun monitoring the effective implementation of *Just Read, Florida!* in all of Florida's juvenile justice schools.

Evaluation Research

To date, Florida's juvenile justice schools have been evaluated through on-site QA reviews, which are largely characterized by component compliance (e.g., level of teacher certification, course offerings, educational support services, and student planning). Since its inception in 1998, JJEEP's goal has been to validate promising or best educational practices (many of which are now requirements of NCLB) through academic achievement and community reintegration research. NCLB not only requires research-based school practices, but Title I, Part D also requires evaluation research using academic achievement and community reintegration indicators. JJEEP began large-scale evaluations of educational services and student outcomes in 2002. Academic achievement and longitudinal research results can be found in Chapter 8. In fact, Florida's efforts to develop and ensure research-based quality education for juvenile justice youths are contributing to successful academic achievement and subsequent community reintegration. Specifically, it has been found that, despite the numerous and disproportionate educational deficiencies and behavior problems that Florida's juvenile justice youths share upon entering juvenile justice facilities, the receipt of quality education and attainment of academic achievement provide many of these youths a positive turning point in their delinquent life course.

2.5 Summary Discussion

To successfully implement the requirements of NCLB, Florida's juvenile justice schools must address a number of programmatic and evaluative requirements to ensure that no child is left behind. In particular, schools serving at-risk and delinquent youths will need to improve reading literacy, qualifications of teachers, special education services, and transition services. Juvenile justice schools also must be evaluated on pupil progression, graduation rates, student transition back into community schools, and post-release employment, and must focus on testing students according to Florida's standards for reading, math, language arts, and eventually, science.

NCLB focuses on accountability and student outcomes and emphasizes the importance of research-based school processes. To meet the numerous requirements of NCLB, given the high turnover of programs and program staff (specifically, new programs, closed programs, provider change, teacher turnover, and administrative turnover), it is essential that juvenile justice schools continue to receive on-site evaluations. Given JJEEP's nearly six years of evaluating and conducting research on Florida's juvenile justice schools, it is clear that required and needed research-based best practices are inconsistently implemented across juvenile justice schools. Therefore, any program evaluation system of juvenile justice schools must identify specific student outcomes and continue to monitor school processes to ensure that the most effective research based best practices are appropriately implemented and continuously validated. To accomplish this goal, JJEEP is initiating programmatic case studies to identify model demonstration sites that can be used as examples of these best practices (See Chapter 11).

While NCLB poses a number of challenges to juvenile justice schools, Florida already has made strides toward meeting the new requirements. With assistance from JJEEP, the FLDOE has developed new reading literacy QA benchmarks, improved teacher quality, and tracked the transition results of youths. Furthermore, in 2004, JJEEP plans to implement numerous revisions in its research, QA, and technical assistance processes. Such initiatives and modifications include:

- conducting case studies, which will provide more comprehensive information as to what practices contribute to positive student outcomes and what impediments are associated with a lack of student progress;
- the development of model demonstration sites to serve as an example for lower performing programs;
- new QA procedures and methods, which will assist the research function by providing better baseline data on all programs and will allow JJEEP and FLDOE to focus their resources on lower performing programs;
- a new system improvement process, which will provide more technical assistance to lower performing programs.

With continued aid from JJEEP, Florida will serve as a model to other states through its successful implementation of NCLB for juvenile justice schools, thus ensuring that this

critical population of students is not left behind. For a more detailed description of JJEEP's new evaluation and monitoring system for 2004 and beyond see Chapter 11.

CHAPTER 3

ANALYSIS OF 2003

QUALITY ASSURANCE REVIEW RESULTS

3.1 Introduction

This chapter presents data collected by the Juvenile Justice Educational Enhancement Program (JJEED) during the 2003 quality assurance (QA) review cycle. The primary data source is QA reviews, during which reviewers collect information relating to transition, service delivery, administration, and contract management for each juvenile justice educational program. Additionally, reviewers collect supplemental data that provide general information about the facility and educational providers, program and educational staff, and current student demographics. These data provide the basis for analyzing QA review results in relation to various program characteristics¹.

This chapter is comprised of six subsequent sections that describe the educational program database and its uses, and provide general analyses of the 2003 QA review data. Section 3.2 describes program and student characteristics. Section 3.3 provides specific information on the database, including available data and reports, which can be generated by JJEED staff upon request. Section 3.4 explains the QA review methods and performance rating system. Section 3.5 presents QA review results by program model, security level, school district, and educational program provider for both regular and deemed program QA reviews. Section 3.6 compares QA review scores from 2001 through 2003. Section 3.7 provides summary discussion of QA review findings for 2003.

3.2 Educational Program and Student Characteristics

There were 196 programs that were under the purview of educational quality assurance in 2003. One of these was a special deemed program that received no QA review. Four new programs, which opened in 2003, and 11 programs undergoing a provider change did not receive QA reviews. The data and analyses presented in this and subsequent chapters are primarily drawn from the remaining 180 QA reviews that JJEED conducted during the 2003 review cycle. Fifty of these programs were deemed in 2003 and received shorter QA reviews.

¹ These data also assist in the specification of facility and student outcomes, such as school success (e.g., graduation rates, rates of return to school) and continuation of delinquency (e.g., arrest rates, recommitment rates). Beginning last year, some of these outcomes and longitudinal tracking capabilities were made available from the Florida Department of Education (FLDOE) and Florida Education Training Placement Information Program (FETPIP), Florida Department of Corrections (FLDOC), and Florida Department of Law Enforcement (FDLE) databases. These new data, along with those already collected by JJEED over the past six years, provide the foundation for JJEED's ongoing multiple research efforts.

During the 2003 QA review cycle, data on student populations were collected both from the registrar and through a head count of students present on the days when the reviews were actually conducted. The head count indicates that these programs supervised 9,416 juveniles of which 9,148 were enrolled in school. Two hundred thirty-eight students already had high school diplomas. The remaining 30 juveniles were not currently enrolled due to transition periods upon entering and exiting the programs. Depending on program type and student performance, students remained in facilities anywhere from one day (in detention centers) to up to three years (in maximum risk facilities).

Table 3.2-1 provides a break down of the different types and security levels as well as summary length of stay and population information for all programs that were under JJEEP's purview during the 2003 review cycle. All 25 detention programs are public, with a range of stay from one to 365 days and a capacity ranging from 39 to 215 students. For day treatment programs, all prevention, intensive probation, and mixed programs are private not for profit programs with length of stays ranging from one to 730 days and a maximum capacity 22 to 190 students. Two of the four conditional release programs are public, and one is private for profit. Among the residential programs, 72 are public, 41 are private not for profit, and 12 are private for profit. Lengths of stay in residential programs range from 30 to 1,095 days, and the capacity varies from 12 to 350 students. All but one of the private for profit programs is a residential program.

Table 3.2-1: 2003 Facility Type, Length of Stay, and Capacity by Security Level

<i>Security Level</i>	<i>Number of Programs</i>	<i>Public</i>	<i>Private Not For Profit</i>	<i>Private For Profit</i>	<i>Range of Stay (days)</i>	<i>Max. Capacity Range</i>
Detention						
Detention Secure	25	25	0	0	1-365	39-215
Detention Total	25	25	0	0	1-365	39-215
Day Treatment						
Prevention	19	0	19	0	1-730	26-84
Intensive Probation (IP)	3	0	3	0	90-360	22-65
Conditional Release (CR)	4	2	1*	1	90-540	16-38
Mixed = IP & CR	18	0	18	0	120-300	30-190
Day Treatment Total	44	2	41	1	1-730	16-190
Residential						
Low Risk	10	6	4	0	30-220	18-52
Moderate Risk	84	45	31*	8	30-540	12-240
Mixed - Moderate & Low	2	1	0	1	120-270	62-72
High Risk	22	14	5	3	120-720	15-350
Maximum Risk	3	1	1	1	365-1095	50-100
Mixed - Moderate & High	6	5	1	0	180-720	65-185
Residential Total	127	72	41	12	30-1,095	12-350
TOTAL FOR ALL	196	99	82	13	1-1,095	12-350

Note. Facility Type categories include government-run programs that are not directly operated by school districts.

As indicated in Table 3.2-1, moderate risk programs comprise 66% of residential facilities and house the majority of youths, while maximum risk programs comprise only 2% of residential facilities. Given the longer lengths of stay in maximum risk institutions (identified by the Florida Legislature as juvenile prisons), these facilities transition far fewer youths. Further, while conditional release programs have closed over the years, resulting in fewer opportunities for youths to receive aftercare services, several new detention facilities have been built.

Table 3.2-2 provides student demographics on gender and race in the 180 programs that JJEEP reviewed during the 2003 review cycle.

Table 3.2-2: 2003 Gender and Race of Students By Program Type (In Percentages)

Program Type	Gender			Race				Total
	Male	Female	Total	Black Non-Hispanic	White Non-Hispanic	Hispanic	Other	
Detention Centers	80% (1,366)	20% (342)	100% (1,708)	50% (846)	40% (681)	10% (166)	1% (17)	101% (1,710)
Day Treatment	44% (907)	56% (1,162)	100% (2,069)	41% (839)	46% (950)	12% (247)	2% (34)	101% (2,070)
Residential	81% (4,674)	19% (1,078)	100% (5,752)	45% (2,581)	46% (2,627)	8% (437)	2% (94)	101% (5,739)
All Programs Combined	73% (6,947)	27% (2,582)	100% (9,529)	45% (4,266)	45% (4,258)	9% (850)	2% (145)	101% (9,519)

Note. Gender is based on a head count roster of juveniles in a program. Race is based on the number of students enrolled in school, and therefore, may differ. Percentages may not total 100% due to rounding. Total percentages may not total 100% due to rounding.

Due to the preponderance of Practical, Academic, and Cultural Education (PACE) prevention programs for girls, females are disproportionately represented in day treatment programs, though the overall population is overwhelmingly male. African-American youths remain over-represented in the juvenile justice population as compared to the general population in Florida.

Table 3.2-3 provides a break down of the total number of students identified as needing exceptional student education (ESE) services into different primary disabilities as a percentage of the total ESE population.

Table 3.2-3: 2003 ESE Student Population By Program Type (In Percentages)

<i>Program Type</i>	<i>EH or SED</i>	<i>SLD</i>	<i>MH</i>	<i>Other</i>	<i>Total</i>
Detention Centers	46% (320)	34% (238)	11% (79)	8% (55)	99% (692)
Day Treatment	35% (194)	49% (272)	6% (35)	10% (58)	100% (559)
Residential	52% (1,416)	35% (960)	8% (213)	5% (141)	100% (2,730)
All Programs Combined	48% (1,930)	37% (1,470)	8% (327)	6% (254)	99% (3,981)

Note. ESE disabilities designated in this table are EH = emotionally handicapped, SED = severely emotionally disturbed, SLD = specific learning disability, MH = mentally handicapped. Total ESE is computed as a percent of total registered students, and does not include juveniles who just entered and were not enrolled or who have attained their high school diploma or its equivalent. EH and SED categories have been combined to reflect the percentage of students with behavior disorders.

Since 1999, the percentage of students identified as needing ESE services has increased from 36% to 44%, indicating that school districts and educational providers are increasing their efforts to appropriately identify students in need of these special services as they enter juvenile justice facilities. This is most likely the result of continuing QA monitoring on the identification of, and services for, students in need of ESE services. According to the 2003 SEA PROFILE brief 2004-08B (December 2003) from the FLDOE, 15% of the students enrolled in public school for Fall 2003 were identified as students with disabilities. The percentage of ESE students in Department of Juvenile Justice (DJJ) schools was 44%, more than twice that of public schools. More specifically, students with behavior disorders comprise 48% of the ESE juvenile justice population, but represent only seven percent of the ESE public school population. Learning disabled and mentally handicapped populations vary only slightly between DJJ and public schools. Clearly, students identified with behavior disorders are much more likely to enter the juvenile justice population than any other type of ESE student. This potentially predicting variable needs further examination to determine the causal factors of this finding. In contrast, gifted students comprise 22% of the ESE public school population, but represent less than one percent in DJJ schools.

3.3 Database

One of JJEPP's fundamental activities is the ongoing development of a historical juvenile justice educational program database for the State of Florida. This database has evolved into a comprehensive research tool that has enabled JJEPP to identify effective educational practices in juvenile justice facilities. The database is comprised of various data fields that include numerous program information items and related variables. This information is collected by QA staff during on-site visits and is based on interviews, observations, and a review of documentation. These data are useful in diagnosing program needs, trends, and

identifying potential areas for technical assistance, as well as for providing an overview of each educational program's performance. As the database continues to expand, analysis of its contents will continue to facilitate major improvements and assist Florida's juvenile justice educational programs with implementing best practices.

Currently, the database contains information from every JJEEP QA review and includes detailed QA review ratings and program information. In the 2003 QA cycle, for example, the database contains more than 100 fields of data for each program. While variables within the database may change from year to year through the inclusion of more detailed information, the overall categories remain consistent. These categories include facility characteristics, provider information, educational staff characteristics, student characteristics, educational program information, and QA review scores.

JJEEP staff frequently use the database to provide technical assistance to programs, network educational program personnel, and conduct internal research. Additionally, JJEEP is able to provide useful information on the educational QA review process to juvenile justice educators, program providers, and Florida school districts. The JJEEP database is used to prepare the data presented in the JJEEP and DOE annual reports. Numerous other reports may be generated from the database upon request.

An ongoing purpose of the database is to inform programs, contracted providers, and school districts about the educational QA process. Comparing one program's QA review scores to another, or comparing one school district or provider to another, is often useful for diagnosing program needs or identifying potential areas for technical assistance. Additionally, these comparisons can identify high and low performing programs and their specific educational program practices, assisting JJEEP in the identification of specific examples of best practices that may be disseminated. In 2004, JJEEP plans to conduct case studies of selected high and low performing programs based on five years of QA data and available student outcomes. For detailed information on the selection and identification of these demonstration sites, see Chapter 11.

Currently, the JJEEP database can provide a variety of reports to assist programs, providers, school districts, and other interested parties in understanding the multiple factors relating to the quality of juvenile justice education in Florida. Data can be grouped, sorted, or otherwise organized for various analyses. The most frequent and useful requests are the groupings of QA review scores by school district, provider, security level, and other program characteristics.

When requesting information from the JJEEP database, please be as specific as possible concerning the exact information needed and how the data will be used. This information will be helpful in generating reports. Information can be requested by contacting JJEEP via mail, phone, fax, or through the JJEEP website (325 John Knox Rd., Bldg. L, Suite 102, Tallahassee, FL 32303; phone: 850-414-8355; fax: 850-414-8357; www.jjeep.org).

3.4 QA Methods

The QA review process uses multiple data sources to evaluate the quality of educational services provided by each DJJ program. Information about educational performance is gathered by QA reviewers through reviews of policies, documents, student files, and teacher files; interviews with school administrators, support personnel, teachers, and students; and observations of educational activities and services. Indicator ratings are based on substantiated information using multiple sources to verify program practices. Educational QA review ratings are determined using a uniform protocol, methodology, and rating scale for each DJJ educational program.

In conducting reviews, JJEEP personnel rely upon the preponderance of available evidence to determine scores for all indicators. Ultimately, reviewers must consider all information and decide whether the weight of the evidence demonstrates that the intent of the indicator is being met. The preponderance of evidence determinations are based on the multiple data sources that JJEEP staff review during the QA process. Moreover, there are occasions when reviewers will document that a particular process guideline is not being met, but the overall intent of the indicator is being achieved. In such instances, the reviewer will determine the numerical QA score in relation to all the indicator's performance evidence, not just in relation to a single guideline that is not being met.

Educational QA reviewers examine each program according to the indicators appropriate to the program type. Although educational standards are largely consistent across all program types, specific indicators have been designed for residential commitment programs, day treatment programs, and detention centers. Residential commitment programs supervise students for up to three years, depending on program security level, the judge's sentence, and student performance. Day treatment programs can be either voluntary or involuntary and allow students to remain in their home environment while attending the program during the day. Detention centers hold students anywhere from one day up to one year, usually until students are sentenced or while students are awaiting placement in a residential program. Because of the different time frames and purposes of these different program types, each type is held to its own educational requirements.

Though each program type is expected to perform specific functions within the three QA standards for which programs are responsible (transition, service delivery, and administration), each program's set of indicators are adapted to meet the needs of students specific to that program type. The specific content and total number of indicators within each standard varies by program type. As a result, comparisons of averages of a specific indicator across program types are not appropriate. Comparisons across program types are possible, however, using both the means of each standard and the overall mean of the three standards for which programs are responsible. Scores for standard four, contract management, do not affect the overall mean score for a program. Instead, these scores reflect the performance of the local school district responsible for the program.

Historically, deemed and special-deemed programs have presented a unique challenge to evaluating the educational programs within Florida's juvenile justice system. Deemed status

is conferred upon programs by DJJ based on each program's combined DJJ and JJEPP QA score; however, the educational standards account for only a small percentage of a program's overall DJJ QA score. Once they are so designated by DJJ, special-deemed programs do not receive any review from DJJ or JJEPP for one year and receive an abbreviated review for two subsequent years. In contrast, deemed programs only receive an abbreviated review for two years. Therefore, direct inclusion of deemed programs within the overall computation of indicator, standard, and overall mean averages was not previously possible.

In past years, JJEPP reported only pass/fail scores for programs that DJJ assigned as deemed. The result of this practice was that, over time, as more and more programs became deemed, the data available to conduct research into best educational practices was diminished. Therefore, this year JJEPP expanded the deemed review from one to two days, and modified the deemed process so that numeric scores were assigned to these deemed programs. Deemed programs receive scores on a subset of nine indicators that have been selected for their correlation with the program's overall score as well as their relative importance with regard to compliance with state statutes. These indicators include enrollment, assessment, student planning, exit transition, academic curriculum, instructional delivery, classroom management, funding and support, and instructional personnel qualifications. The complete standards and indicators for all program types can be found in Appendix B.

If deemed programs only made up a relatively small proportion of the programs in Florida, the problem would not substantially affect analyses, and JJEPP would continue reporting on deemed programs separate from those programs that receive a full review; however, the number of deemed programs has consistently increased over the five year time span that JJEPP has been evaluating Florida's juvenile justice education. In 1999, 18% of all programs in the state were deemed. In 2002, 24% of the programs within the state were deemed, which triggered the reanalysis of the process. This trend continued, and the number of Florida's deemed programs increased in 2003 to 28%. Since deemed status is not necessarily an indication of educational quality due to the low weight the educational QA review is given in the overall QA score, it is important to assess the educational quality of deemed programs independent of DJJ's methodology and review process.

Rating System

There are two types of indicators: performance and compliance. For performance indicators, programs can receive ratings of superior (rating of 7, 8, or 9), satisfactory (rating of 4, 5, or 6), partial (rating of 1, 2, or 3), or nonperformance (rating of 0). For compliance indicators, programs may receive ratings of full compliance (rating of 6), substantial compliance (rating of 4), or noncompliance (rating of 0).

Table 3.4-1 shows the rating definitions used by reviewers to score individual indicators during reviews.

Table 3.4-1: Indicator Rating Definitions

PERFORMANCE INDICATOR RATING DEFINITIONS	
<p>Superior Performance = 7, 8, 9 The expected outcome of the indicator is clearly being met; there are no exceptions to the specific requirements of the indicator being met, and the program has exceeded the overall requirements of the indicator through an innovative approach, extended services, or an apparently evident program-wide dedication to the overall performance of the indicator.</p>	<p>Superior – 9 The expected outcome of the indicator is clearly being met; there are no exceptions to the specific requirements of the indicator being met, and the program has exceeded the overall requirements of the indicator, with no room for improvement, through an innovative approach, extended services, or an apparently evident program-wide dedication to the overall performance of the indicator.</p> <p>Superior – 8 The expected outcome of the indicator is clearly being met; there are no exceptions to the specific requirements of the indicator being met, and the program has exceeded the overall requirements of the indicator through an innovative approach or extended services.</p> <p>Superior – 7 The expected outcome of the indicator is clearly being met; there are no exceptions to the specific requirements of the indicator being met, and the program has met the requirements of the indicator seamlessly through an apparently evident program-wide dedication to the overall performance of the indicator.</p>
<p>Satisfactory Performance = 4, 5, 6 The expected outcome of the indicator is clearly being met, and all of the requirements of the indicator are being met, or there are only minor exceptions or inconsistencies in the specific requirements for the indicator.</p>	<p>Satisfactory – 6 The expected outcome of the indicator is clearly being met; all of the requirements of the indicator have been met, or there are very few if any minor exceptions or inconsistencies in the specific requirements for the indicator; and the program has dedicated consistent attention to meeting the requirements of the indicator.</p> <p>Satisfactory – 5 The expected outcome of the indicator is clearly being met, and all of the requirements of the indicator are being met, or there were few minor exceptions or inconsistencies in the specific requirements for the indicator.</p> <p>Satisfactory – 4 The expected outcome of the indicator is clearly being met, but there is a pattern of minor exceptions or inconsistencies in the specific requirements for the indicator.</p>
<p>Partial Performance = 1, 2, 3 The expected outcome of the indicator is not being met, and/or there are frequent exceptions and inconsistencies in the specific requirements for the indicator.</p>	<p>Partial – 3 The expected outcome of the indicator is not being met, and/or there are several exceptions and inconsistencies in the specific requirements for the indicator.</p> <p>Partial – 2 The expected outcome of the indicator is not being met, and/or there are frequent exceptions and inconsistencies in the specific requirements for the indicator.</p> <p>Partial – 1 The expected outcome of the indicator is not being met, and the specific requirements are not being systematically addressed.</p>
<p>Nonperformance = 0 The expected outcome of the indicator is clearly not being met, and the specific requirements of the indicator are not being significantly addressed.</p>	
COMPLIANCE INDICATOR RATING DEFINITIONS	
<p>Full Compliance = 6 The expected outcome of the indicator is clearly being met, and all of the requirements of the indicator have been met, or there are very few if any exceptions or inconsistencies in the specific requirements for the indicator.</p>	
<p>Substantial Compliance = 4 The expected outcome of the indicator is clearly being met, but there are minor patterns of exceptions or inconsistencies in the specific requirements for the indicator.</p>	
<p>Noncompliance = 0 The expected outcome of the indicator is clearly not being met, and/or there are frequent exceptions and inconsistencies in the specific requirements for the indicator.</p>	

For each program, an average score of all applicable indicators under each of the four QA standards is calculated. This is called the *mean QA review score for a QA standard* or the *standard mean* and is reported in the tables of this and subsequent chapters.

Additionally, for each program, an overall average score for the three QA standards for which an educational program is responsible (transition, service delivery, and administration) is calculated.

This is called the *overall mean*. Since the highest score on a compliance indicator is a 6, the actual maximum possible overall mean score for detention is 8.29, for day treatment 8.53, and for residential 8.50.

Categories of Overall Performance

Six categories of overall performance are used to identify and divide educational programs based on the overall mean of their QA review scores for standard one through standard three:

- superior performance (an overall mean of 7.00-9.00)
- high satisfactory performance (an overall mean of 6.00-6.99)
- satisfactory performance (an overall mean of 5.00-5.99)
- marginal satisfactory performance (an overall mean of 4.00-4.99)
- below satisfactory performance (an overall mean of 1.00-3.99)
- poor performance (an overall mean of 0.00-0.99)

The 2003 QA review scores, including specific indicator scores for each program, are listed in appendix D for the 180 programs reviewed. This appendix groups all programs according to the analyses provided in this chapter: program type, security level, school district, facility size, and program provider, including specific providers and their profit status.

3.5 2003 Educational QA Review Findings

The following comparisons provide information regarding the performance of various program types and administrative models. It is important to take into account the changes in the educational QA standards from 2002 to 2003 when making cross-year comparisons and in drawing conclusions about changes in performance scores from year to year. Specifically, it should be noted that the standards have generally become more demanding, reflecting the commitment of FLDOE and JJEEP to high standards and continuous improvement. It is also important to note that standard four, contract management, is not included in the overall mean score for a program, as this standard is intended to measure the supervising school district's performance and does not reflect directly on individual program performance.

Of the 196 educational programs that were under the purview of educational quality assurance during 2003, Falkenburg Academy was special deemed and did not require a review. Bartow Youth Training Center Halfway House, Intensive Halfway House, and Serious Habitual Offender Program (SHOP) were temporarily closed for reconstruction and

did not receive a review. They will reopen as one program in 2004 and will be renamed Polk Achievement Center. Twelve other programs did not receive a review due to a provider change. These programs are Brevard Halfway House, Dina Thompson Academy, Cypress Creek Academy, Miami Halfway House, Okeechobee Juvenile Offender Correctional Center, Palm Beach Halfway House, Polk Halfway House, Sabal Palm School, Blackwater Career Development Center, Blackwater Short Term Offender Program (STOP) Camp, Eckerd Comprehensive Treatment, and Volusia Halfway House. Of the 180 programs that were reviewed, 50 were deemed, and 130 were non-deemed. Beginning this year, the deemed programs, while still not receiving a full review, received numerical scores on nine major indicators and on all standards except contact management. This allowed the inclusion of deemed programs in analyses with non-deemed programs. In order to compare the QA results of deemed and non-deemed programs and to determine the impact on overall QA results due to the scoring of deemed programs in 2003, Table 3.5-1 provides QA review data for deemed and non-deemed programs separately. The remaining tables in this chapter provide information concerning the overall spread of QA scores and rank the highest and lowest performing programs.

Table 3.5-1 identifies mean QA review scores for deemed and non-deemed separately by program type—residential commitment programs, day treatment programs, and detention centers. Although each of these program types is subject to different QA standards for education, including a different number of indicators and modified programmatic requirements, they are all reviewed according to the same three standard areas (transition, service delivery, and administration). Programs can be compared by the mean of each QA standard, as well as the mean of the overall QA review scores.

Table 3.5-1: 2003 Standard Means and Overall Means for Non-Deemed and Deemed Programs by Program Type

Program Type	Number of Deemed Programs	Number of Non-Deemed Programs	Transition		Service Delivery		Administration Deemed	Administration Non-Deemed	Overall Mean Deemed	Overall Mean Non-Deemed
			Deemed	Non-Deemed	Deemed	Non-Deemed				
Detention Centers	5	20	5.80	5.86	6.53	5.91	7.10	6.40	6.33	6.06
Day Treatment	20	24	5.16	5.40	5.58	5.80	4.83	5.47	5.24	5.57
Residential	25	86	6.05	5.21	6.67	5.61	6.38	5.53	6.33	5.46
All Programs Combined	50	130	5.67	5.35	6.26	5.69	6.10	5.65	5.97	5.57

Note. The total number of programs across all program types represents only educational programs reviewed, not necessarily the number of DJJ facilities open in 2003. Furthermore, the overall mean cannot be calculated by summing the three standard averages and dividing by three. Each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Standard four, contract management, is not included in the overall mean for the 2003 QA review cycle and was not scored for deemed programs.

Of the 180 programs reviewed in 2003, 50 (28%) were deemed. Of these, 25 (50%) were residential commitment programs; 20 (40%) were day treatment programs, and five (10%) were detention centers. Deemed day treatment programs were overrepresented (45%) compared to both residential (23%) and detention (20%). The deemed residential programs scored higher than their non-deemed counterparts on all standards, and detention centers scored higher on all but transition. Although day treatment programs have a higher proportion of deemed programs, they scored lower than their non-deemed counterparts, specifically in the area of administration, where day treatment programs historically score lower.

Table 3.5-2 contains the standard means and the overall means for programs reviewed in 2003, by security level. Overall mean scores range from 4.45 in maximum risk programs to 6.11 in detention centers.

Table 3.5-2: 2003 Standard Means and Overall Means by Security Level

<i>Security Level</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Detention	25	5.84	6.04	6.54	5.67	6.11
Prevention	19	5.38	6.19	5.21	4.78	5.62
Intensive Probation	3	5.61	5.29	5.06	4.67	5.34
Conditional Release	4	4.83	6.18	5.83	5.00	5.64
Mixed Day Treatment	18	5.18	5.08	4.92	5.33	5.08
Day Treatment Total	44	5.29	5.68	5.17	5.17	5.41
Low Risk	9	5.73	6.29	5.78	5.62	5.90
Moderate Risk	73	5.38	5.93	5.71	4.80	5.68
High Risk	20	5.48	5.64	5.87	4.77	5.65
Maximum Risk	2	4.42	4.21	4.75	3.67	4.45
Mixed Residential	7	5.14	5.67	5.79	5.05	5.54
All Residential	111	5.38	5.85	5.72	4.83	5.65
All Programs Combined	180	5.43	5.84	5.70	5.02	5.65

Note. The overall mean cannot be calculated by summing the three standard averages and dividing by three. Each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Standard four, contract management, is not included in the overall mean for the 2003 QA review cycle.

All programs combined had an overall mean of 5.65. This finding is an improvement over the previous year's score (5.42). This finding is due, in part, to the scoring of deemed programs; however, when removing deemed programs from the analysis, the 2003 overall mean is 5.57, which still demonstrates an improvement from the previous year. A score of 5.0 represents a mid-range (i.e., "satisfactory") level of educational services. In other words, the average program generally provided services that met or exceeded expectations and requirements of the State of Florida. Of course, there was substantial variation in the QA review scores for different programs and for different program types. For instance, individual program total mean scores ranged from 2.68 to 7.78. Detention centers scored higher than day treatment and commitment programs in 2003 across all standards. For the second consecutive year, this finding contradicts previous observed trends where detention centers tended to score lower than commitment programs. This is particularly surprising since Section 3.4 indicates that the maximum possible score for detention centers was slightly lower than the other two types of programs due to the scoring process, which includes a larger proportion of compliance indicators.

Of the QA standards for transition, service delivery, and administration, the highest rated standard across all program types was service delivery, which averaged 5.84. In contrast, transition was the lowest rated standard, with an average score of 5.43.

Table 3.5-3 identifies the 2003 mean QA review scores for each standard and the overall mean scores for each of the 43 supervising school districts (not necessarily the same as the county in which the program is located) for both district-operated and district-contracted programs. (It is important to consider the total number of programs supervised by a school district when determining the overall quality of their juvenile justice educational programs.) The table has been broken down into four categories based on the number of programs under school district's supervision. Within each category, the supervising school districts are listed in descending order by the overall mean of the QA review scores.

Table 3.5-3: 2003 Standard Means and Overall Means Ranked by Overall Mean for District-Operated and District-Contracted Educational Programs

<i>Number of Programs Supervised</i>	<i>Supervising School District</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
1 Program	Bradford	1	6.17	6.33	6.33	6.00	6.28
	Holmes	1	6.75	6.33	5.00	N/A	6.22
	Hardee	1	5.33	5.86	5.00	5.33	5.42
	Jefferson	1	4.83	5.57	5.33	5.33	5.26
	Hamilton	1	3.67	6.43	4.50	4.00	4.95
	Levy	1	4.33	5.43	5.00	3.33	4.95
	Glades	1	4.33	4.29	4.33	2.67	4.32
	Total	7	5.06	5.75	5.07	4.44	5.34
2-3 Programs	Nassau	2	6.12	6.71	6.50	6.00	6.42
	Martin	2	5.38	6.50	5.25	N/A	5.72
	Osceola	3	5.60	5.65	5.83	5.78	5.70
	Monroe	2	5.38	6.62	4.83	5.33	5.70
	St. Johns	2	4.83	5.76	6.42	4.67	5.58
	Charlotte	2	5.50	5.93	5.08	3.67	5.53
	St. Lucie	2	5.40	5.05	5.17	4.33	5.31
	Liberty	2	5.00	5.71	4.58	6.00	5.13
	Lee	3	4.83	4.67	5.44	5.56	5.01
	Walton	2	5.00	5.00	5.00	N/A	5.00
	Sarasota	2	4.92	5.07	4.75	4.33	4.92
	Madison	3	3.72	5.38	4.78	2.00	4.58
	Okeechobee	2	3.67	4.57	3.33	3.33	3.89
	Hendry	2	3.17	3.86	3.67	1.33	3.58
	Total	31	4.88	5.44	5.08	4.42	5.14
4-6 Programs	Washington	4	6.88	6.83	7.25	N/A	6.94
	Collier	4	6.04	6.44	6.29	4.83	6.25
	Volusia	6	5.72	6.32	6.69	5.56	6.19
	Brevard	4	6.04	6.07	6.17	6.00	6.10
	Bay	4	6.04	5.68	6.79	5.33	6.09
	Polk	6	6.08	5.90	5.83	6.00	5.97
	Escambia	5	5.88	5.75	5.67	5.33	5.72
	Alachua	4	5.00	6.19	5.96	4.33	5.69
	Seminole	4	5.23	5.36	5.71	5.17	5.46
	DeSoto	4	5.50	5.03	5.58	5.17	5.35
	Leon	5	5.25	5.65	4.87	5.78	5.34
	Marion	5	5.20	5.22	5.37	4.67	5.26
	Palm Beach	5	4.81	5.35	5.30	5.33	5.19
	Total	60	5.66	5.83	5.94	5.30	5.80
7+ Programs	Okaloosa	7	6.37	6.41	6.31	6.00	6.36
	Pinellas	19	5.81	6.35	5.97	5.54	6.07
	Pasco	7	5.74	6.24	6.10	5.47	5.99
	Orange	8	5.72	5.93	6.15	5.56	5.92
	Broward	7	5.58	6.27	5.83	5.33	5.88
	Hillsborough	8	5.39	5.71	5.77	6.00	5.59
	Dade	10	4.82	5.73	5.75	3.22	5.46
	Manatee	8	5.19	5.79	5.31	4.00	5.38
	Duval	8	4.74	5.30	5.06	5.14	5.04
	Total	82	5.49	6.00	5.82	5.14	5.77
	All Districts Combined	Total	180	5.43	5.84	5.70	5.02

Note. The total number of programs across all school districts represents only educational programs reviewed, not necessarily the number of DJJ facilities included in the reviews. Furthermore, the overall mean cannot be calculated by summing the three standard averages and dividing by three. Each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Contract management totals for each group are computed from non-deemed programs only. Standard four, contract management, is not included in the overall mean for the 2003 QA review cycle, and deemed programs did not receive scores in contract management. The contract management cells for these programs are, therefore, left blank.

There are seven school districts that supervise only one program. These programs' overall mean scores range from 4.32 for Glades County to 6.28 for Bradford County. Fourteen school districts supervise two to three programs, with overall mean scores ranging from 3.58 for Hendry County to 6.42 for Nassau County. Thirteen school districts supervise four to six programs, with overall mean scores ranging from 5.19 for Palm Beach County to 6.94 for Washington County. Nine school districts supervise seven to 20 programs, with overall mean scores ranging from 5.04 for Duval County to 6.36 for Okaloosa County.

Of the school districts supervising only one program, two received an overall high satisfactory score (6.00-6.99); two received a satisfactory score (5.00-5.99), and three received a marginal satisfactory score (4.00-4.99). None of these school districts received below satisfactory scores (0.00-3.99). Of school districts supervising two to three programs, one received a high satisfactory score (6.00-6.99); 10 received satisfactory scores (5.00-5.99); one received a marginally satisfactory score (4.00-4.99), and two received below satisfactory scores (0.00 to 3.99). Of school districts supervising four to six programs, five received high satisfactory scores (6.00-6.99); eight received satisfactory scores (5.00-5.99), and none received marginally satisfactory scores (4.00-4.99) or lower. Of school districts supervising seven to 20 programs, two scored in the high satisfactory range (6.00-6.99); seven received satisfactory scores (5.00-5.99), and none received marginally satisfactory scores (4.00-4.99), or lower.

In total, 10 supervising school districts had overall mean scores in the high satisfactory range (6.00-6.99); 26 had overall mean scores in the satisfactory range (5.00-5.99), five had overall mean scores in the marginal satisfactory range (4.00-4.99), and two had an overall mean score in the below satisfactory range (1.00-3.99).

While it may not be appropriate to judge a particular school district as weak when its ranking is a reflection of a single program in one year, the high average rating for Pinellas County School District is notable, considering the large number of programs supervised by the district. Additionally, Okaloosa with seven programs and Brevard, Collier, and Washington with four each are to be commended for receiving high satisfactory scores for each standard as well as their overall scores. It is also interesting to note that of all districts with more than three programs, none received overall below satisfactory scores.

Table 3.5-4 presents the 2003 standard means, ranked by overall mean, of educational program providers in both district-operated and district-contracted programs.

Table 3.5-4: 2003 Standard Means for Educational Providers, Ranked by Overall Mean of Educational Providers (School Districts and Contractors)

<i>Educational Provider</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Escambia	2	6.66	7.33	7.33	6.00	7.05
Washington	4	6.88	6.83	7.25	N/A	6.94
Three Springs Corporation	1	6.75	7.00	7.00	N/A	6.89
Leon	1	6.57	6.75	6.83	6.00	6.71
Okaloosa	6	6.73	6.76	6.69	6.00	6.71
Bay	2	6.13	6.67	7.75	N/A	6.67
Collier	2	6.42	6.73	6.67	5.33	6.58
First Step Adolescent Services II	1	6.75	6.33	6.50	N/A	6.56
Alachua	2	5.71	6.74	7.42	4.67	6.53
Martin	2	6.38	6.50	5.25	N/A	5.72
Volusia	4	5.83	6.65	6.92	5.56	6.42
Securicor New Century	1	6.17	6.57	6.33	6.00	6.37
Keystone Educational Youth Services	1	6.17	6.71	6.17	5.33	6.37
Nassau	1	5.83	6.43	6.83	6.00	6.37
Bradford	1	6.17	6.33	6.33	6.00	6.28
Polk	3	6.18	6.09	6.44	6.00	6.23
Crosswinds Youth Services	1	6.50	6.00	6.00	N/A	6.22
Orange	5	5.97	6.03	6.63	6.00	6.20
Pinellas	8	5.51	6.50	6.52	5.50	6.19
Eckerd Youth Alternatives, Inc	9	6.23	6.46	5.67	5.89	6.16
Bay Point Schools	2	4.75	6.86	6.50	3.33	6.08
Hillsborough	5	5.59	6.30	6.37	6.00	6.02
Brevard	2	5.50	6.21	6.33	6.00	6.01
Manatee	2	5.25	6.73	6.17	6.00	5.98
Seminole	1	5.43	5.00	7.17	6.00	5.94
Pasco	5	5.30	6.11	6.17	5.11	5.81
Broward	5	5.26	6.15	5.93	5.50	5.75
Children's Comprehensive Services, Inc	1	4.67	6.57	5.83	5.33	5.74
Osceola	3	5.60	5.65	5.83	5.78	5.70
EXCEL, Inc	1	5.33	5.71	5.83	4.67	5.63
Human Services Associates	3	5.89	5.10	6.00	6.00	5.63
PACE Center for Girls, Inc	19	5.38	6.19	5.21	4.78	5.62
St. Johns	2	4.83	5.76	6.42	4.67	5.58
Central Florida Youth Service	1	5.33	5.86	5.00	5.33	5.42
St. Lucie	1	6.14	4.25	5.33	6.00	5.41
Twin Oaks Juvenile Development	1	5.00	6.29	4.67	6.00	5.37
DISC Village	2	4.17	6.57	5.50	4.00	5.35
North American Family Institute	2	4.83	5.57	5.42	5.67	5.29
Associated Marine Institutes, Inc	26	5.40	5.28	5.04	5.15	5.26
Affiliated Computer Services (ACS)	2	5.08	5.36	4.92	5.00	5.13
Hurricane Island Outward Bound	4	5.52	5.25	4.67	4.67	5.12
Marion	3	5.00	4.79	5.61	3.67	5.11
Youthtrack, Inc	2	4.67	5.07	5.42	5.33	5.05
Lee	2	4.83	4.71	5.33	5.33	5.01
Radar Group, Inc	2	5.00	5.00	5.00	N/A	5.00
Department of Agriculture	1	4.33	5.43	5.00	3.33	4.95
Hamilton	1	3.67	6.43	4.50	4.00	4.95
Dade	4	4.05	4.82	5.88	3.17	4.91
Liberty	1	5.00	5.14	4.50	6.00	4.89
Police Athletic League Charter School	3	5.06	5.14	4.39	2.00	4.88
Coastal Recovery, Inc	1	4.67	5.14	4.33	1.33	4.74
Palm Beach	3	3.93	4.63	5.44	5.11	4.70
Duval	4	4.80	4.49	4.83	4.83	4.70

<i>Educational Provider</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Okeechobee	1	4.00	4.43	4.00	5.33	4.16
Sarasota Family YMCA, Inc	1	4.17	4.43	3.50	3.33	4.05
Vision Quest, Ltd	1	3.33	4.71	2.67	1.33	3.63
Hendry	2	3.17	3.86	3.67	1.33	3.58
Correctional Services Corporation	1	2.83	3.00	3.33	.00	3.05
Total	180	5.43	5.84	5.70	5.02	5.65

Note. The overall mean cannot be calculated by summing the three standard averages and dividing by three. Each standard must be weighted by the number of indicators within each standard, which varies by program type. Similarly, the means for all programs combined must be weighted by the number of programs in each category. Contract management totals for each group are computed from non-deemed programs only. Standard four, contract management, is not included in the overall mean for the 2003 QA review cycle, and deemed programs did not receive scores in contract management. The contract management cells for these programs are, therefore, left blank.

Scores in Table 3.5-4 range from a high of 7.05 for the programs operated by Escambia County School District to a low of 3.05 for the programs operated by Correctional Services Corporation. Escambia was the only provider to score in the superior range, but 22 providers scored in the high satisfactory range. These highest scoring providers included 16 school districts with a total of 49 programs and seven contracted providers with 15 programs. Three providers scored in the below satisfactory range. These lowest scoring programs included Hendry County School District, with two programs (3.58), and two contracted providers, Correctional Services Corporation (3.05) and Vision Quest, Ltd (3.63), with one program each.

Table 3.5-5 provides an overview of program performance by listing the percentage of programs in each performance category.

Table 3.5-5: Categories of Overall Performance by Number and Percentage for Reviewed Programs

<i>Overall Performance Category</i>	<i>Score Range</i>	<i>Number of Programs With This Score</i>	<i>Percentage of Programs With This Score</i>
Superior Performance	7.00 - 9.00	14	8%
High Satisfactory Performance	6.00 - 6.99	56	31%
Satisfactory Performance	5.00 - 5.99	72	40%
Marginal Satisfactory Performance	4.00 - 4.99	31	17%
Below Satisfactory Performance	0.00 - 3.99	7	4%
Total	—	180	100%

Of the 180 reviewed programs, 14 (eight percent) scored in the superior performance range, and 56 (31%) scored in the high satisfactory performance. The largest proportion of programs (73 programs, or 40%) scored in the satisfactory performance range. Thirty (17%) programs scored in the marginal satisfactory performance range, and only seven (four percent) programs scored in the below satisfactory performance range. With eight percent of the programs scoring in the superior range and four percent in the below satisfactory range,

this represents a slight positive skew to the distribution of QA scores for 2003. See appendix D1 for the 2003 ranking of all programs by overall mean score.

Table 3.5-6 identifies the programs receiving below satisfactory overall mean scores during the 2003 QA review cycle.

Table 3.5-6: Below Satisfactory Programs

<i>Program Name</i>	<i>Supervising District</i>	<i>Level</i>	<i>Service</i>			<i>Contract Management</i>	<i>Overall Mean</i>
			<i>Transition</i>	<i>Delivery</i>	<i>Administration</i>		
Tallahassee Marine Institute	Leon	Mixed Day Treatment	4.75	4.00	1.50	N/A	3.78
Vision Quest Okeechobee	Okeechobee	Mixed - Mod & Low	3.33	4.71	2.67	1.33	3.63
Hendry Halfway House	Hendry	Moderate Risk	3.17	3.86	3.67	1.33	3.58
Hendry Youth Development Academy	Hendry	Moderate Risk	3.17	3.86	3.67	1.33	3.58
JoAnn Bridges Academy	Madison	Moderate Risk	2.83	3.00	3.33	0.00	3.05
Tampa Marine Institute	Hillsborough	Mixed Day Treatment	3.25	2.00	4.00	N/A	3.00
Impact Halfway House	Duval	Moderate Risk	2.50	2.00	3.67	2.67	2.68

Note. Standard four, contract management, is not included in the overall mean for the 2003 QA review cycle, and deemed programs did not receive scores in contract management. The contract management cells for these programs are, therefore, left blank.

Seven (four percent) of the 180 programs scored below satisfactory. Four of the seven programs in the below satisfactory range are operated by private providers. This is a decrease in the number of programs performing below satisfactory from previous years, falling from 17 in 2001 and nine in 2002.

Table 3.5-7 identifies the programs receiving superior overall mean scores during the 2003 QA review cycle.

Table 3.5-7: Programs Receiving Superior Overall Mean Scores in 2003, Rank-Ordered by Overall Mean Score

<i>Program Name</i>	<i>Supervising District</i>	<i>Level</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Dozier Training School for Boys	Washington	High Risk	7.50	8.00	8.00	N/A	7.78
Jackson Juvenile Offender Correction Center	Washington	High Risk	7.50	7.67	7.50	N/A	7.56
Gulf Coast Youth Academy	Okaloosa	Moderate Risk	7.33	7.71	7.33	6.00	7.47
Okaloosa Youth Academy	Okaloosa	Moderate Risk	7.25	7.67	7.50	N/A	7.44
Bay Regional Juvenile Detention Center	Bay	Detention Secure	7.00	7.33	8.00	N/A	7.33
PACE Broward	Broward	Prevention	7.25	7.67	6.50	N/A	7.22
Pensacola Boys Base	Escambia	Moderate Risk	6.75	7.67	7.50	N/A	7.22
Polk County Boot Camp	Polk	Moderate Risk	7.00	7.33	7.50	N/A	7.22
Orange Regional Juvenile Detention Center	Orange	Detention Secure	7.00	7.00	7.33	6.00	7.12
Vernon Place	Washington	High Risk	7.25	6.33	8.00	N/A	7.11
Alachua Regional Juvenile Detention Center	Alachua	Detention Secure	6.25	7.33	8.00	N/A	7.00

<i>Program Name</i>	<i>Supervising District</i>	<i>Level</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
Eckerd Intensive Halfway House	Pinellas	Moderate Risk	7.25	7.67	5.50	N/A	7.00
Eckerd Youth Challenge Program	Pinellas	Moderate Risk	6.75	7.33	7.00	N/A	7.00
Volusia Regional Juvenile Detention Center	Volusia	Detention Secure	7.00	6.75	7.17	6.00	7.00

Note. Standard four, contract management, is not included in the overall mean for the 2003 QA review cycle, and deemed programs did not receive scores in contract management. The contract management cells for these programs are, therefore, left blank.

Of the 180 programs reviewed during 2003, 14 (eight percent) programs scored in the superior range. Four of these programs are detention centers, while only one is a day treatment program. Public school districts operate ten of the 14 programs in the superior range. Fifty-six (31%) programs scored in the high satisfactory range, ranging from 6.00 to 6.95.

3.6 Comparison of 2001 Through 2003 QA Review Scores

The QA standards were modified for the 2003 review cycle, and the required performance level was increased in several areas. In general, QA scores have continually improved since 1999. Scores continued to increase this year. Also observed was a dramatic increase in the number of superior and high performing programs. In examining the 70 programs that were rated superior or high satisfactory in 2003, 20 of these also were rated superior or high satisfactory in 2002. Two of these programs have maintained this status since 1998. Five of the 45 high scoring programs in 2002 changed providers; one obtained special-deemed status, and one combined with another program, leaving only 17 scored programs that dropped out of the superior or high satisfactory category. Of these 17 programs, 15 remained in the satisfactory range, and only one program declined into the below satisfactory category in 2003.

The number of below satisfactory programs decreased from 17 in 2001 to nine in 2002 to seven in 2003. Of the nine programs that were below satisfactory in 2002, only three remained in one of these designations in 2003; one program was closed, and five improved their scores above these low categories in 2003.

A different kind of comparison is made between QA scores in 2002 and 2003. Table 3.6-1 presents 22 indicators that can be directly compared.

Table 3.6-1: Average Mean Comparison for Each Indicator, Excluding those for Detention Centers

<i>Indicator</i>	<i>2002 Mean</i>	<i>2003 Mean</i>	<i>Difference</i>
E1.01	5.66	5.83	0.17
E1.02	4.87	5.13	0.26
E1.03	4.96	5.06	0.10
E1.04	5.2	5.23	0.03
E1.05	5.58	5.88	0.30
E1.06	4.32	4.95	0.63
E2.01	5.26	5.52	0.26
E2.02	5.4	5.72	0.32
E2.03 Day Treatment /2.04 Residential	5.18	5.39	0.21
E2.04 Day Treatment /2.05 Residential	5.54	5.96	0.42
E2.05 Day Treatment /2.06 Residential	5.49	5.79	0.30
E2.06 Day Treatment /2.07 Residential	6.15	6.3	0.15
E2.07 (Day Treatment only)	6.15	6.22	0.07
E3.01	5.78	6.04	0.26
E3.02	5.09	5.15	0.06
E3.03	5.54	5.54	0.00
E3.04	5.45	5.74	0.29
E3.05	5.44	5.38	-0.06
E3.06	5.36	5.52	0.16
E4.01	5.07	5.24	0.17
E4.02	5.33	5.46	0.13
E4.03	4.24	4.11	-0.13
AVERAGE	5.35	5.58	0.23

Note. Detention centers are excluded due to differences within indicators.

Of the 22 indicators, 20 had higher scores in 2003 than in 2002, while only two showed a decline. Exit transition (E1.06) showed the greatest increase, while policies and procedures (E3.05) and data management (E4.03) showed a slight decline. See Appendix C for detailed descriptions of each indicator.

3.7 Summary Discussion

During the 2003 QA review cycle, there were 196 educational programs under the purview of educational quality assurance. Sixteen of these programs received no review. Of the 180 programs that received reviews, 111 were of residential commitment programs, 44 were of day treatment programs, and 25 were of detention centers. Detention centers scored the highest overall (6.11), followed by residential commitment programs (5.65), and day treatment programs (5.41). Moderate risk programs represented the greatest proportion of all programs in the state in 2003, and their average was in the satisfactory range (5.68), which is slightly above the average for all programs (5.65). All levels achieved an overall satisfactory performance. The overall mean score for all programs reviewed was 5.65, which is an increase from the previous year. The highest rated standard in 2003 was standard two, service delivery, which averaged 5.84. Standard one, transition, was lowest, receiving an overall mean score of 5.43.²

Historically, detention centers have scored lower than day treatment and residential programs. In 2002, however, this situation reversed itself – a trend that persisted in the 2003 QA cycle. This is most likely due to a combination of factors, including the fact that all detention centers are district operated, and that the standards have been revised to remove measures that are inappropriate given the relatively short length of time that most students spend in detention.

Forty-three school districts supervised juvenile justice educational programs that received QA reviews in 2003. School districts were broken down into four categories based on the number of programs each supervised to allow comparisons among school districts with a similar number of programs. The school districts supervised from one to 19 programs, with scores ranging from 3.58 to 6.94. Overall, 10 supervising school districts received scores in the high satisfactory range, and two received a score in the below satisfactory range.

In overall performance in 2003, 70 programs (39%) scored in the high satisfactory or superior range, and seven programs (four percent) scored in the below satisfactory range. This is a definite improvement from last year when 30% scored high satisfactory or superior, and six percent scored below satisfactory. In fact, the number of below satisfactory programs decreased from 17 in 2001 to nine in 2002 to seven in 2003.

Again, one finding that is important to note concerns the prevalence of particular ESE students in Florida's juvenile justice system. The percentage of ESE students in DJJ schools was 44%, almost three times that of public schools (15%). More specifically, students with behavior disorders comprise 48% of the ESE juvenile justice population, but only seven percent of the ESE public school population. Learning disabled and mentally handicapped populations vary only slightly between DJJ and public schools. Clearly, students identified with behavior disorders are much more likely to enter the juvenile justice population than any other type of ESE student. This potentially predicting variable needs further examination to

² Overall means for contract management are not included, because contract management indicators are compliance and cannot be compared with other standard means.

determine the causal factors of this finding. In contrast, gifted students comprise 22% of the ESE public school population, but represent less than one percent in DJJ schools.

Refer to appendix D, Tables D-1 through D-11, for detailed data on individual educational programs.

CHAPTER 4

SYSTEM IMPROVEMENT THROUGH CORRECTIVE ACTION AND TECHNICAL ASSISTANCE

4.1 Introduction

This chapter describes the corrective action and technical assistance processes and results for the 2003 quality assurance (QA) review cycle. Corrective action and technical assistance practices were developed to ensure that Florida's juvenile justice facilities maintained the high educational standards necessary to assist students in making the transition back to their local communities and increasing potential for future success in their school, work, and home settings. Both the corrective action and technical assistance processes continue to be facilitated using a cooperative approach involving educational providers, the school district, the Department of Juvenile Justice (DJJ), the Juvenile Justice Educational Enhancement Program (JJEED), and the Florida Department of Education (FLDOE).

The primary reason for the development of a corrective action process was to establish a procedure that would ensure that school districts and juvenile justice educational programs do, in fact, provide quality educational services to the approximately 10,000 students assigned to Florida's juvenile justice facilities on any given day. Beginning with the 1998 QA review cycle, if a JJEED reviewer identified serious program deficiencies, such deficiencies were brought to the attention of the FLDOE, which then worked with JJEED to help the programs resolve the identified deficiency. This practice was the first technical assistance initiative and included meetings with program and school district personnel, telephone calls, and written correspondence.

Five years later, technical assistance continues to be generated from the corrective action process; however, it has become more focused on the identified needs of specific programs. During the 2003 review cycle, individual site visits were added as a comprehensive follow-up process for lower scoring programs. It is encouraging that 24 of the 25 programs that received low scores and subsequent technical assistance with a follow-up site visit in the winter of 2002-2003 received a higher QA score in 2003.

Corrective action and technical assistance have afforded programs and school districts the opportunity to receive training and support for the improvement of educational services. In an effort to ensure that each program receives the support that it needs, corrective action and technical assistance processes are continuously refined. The corrective action and technical assistance processes help to ensure compliance with state rules and regulations as they relate to juvenile justice education.

The No Child Left Behind Act of 2001 (NCLB) became the national "raising of the bar" for educational programs throughout the country. This new accountability system requires that

states make needed changes to ensure that all students are performing on grade level. The corrective action and technical assistance processes initiated by JJEEP and FLDOE at JJEEP's inception fit neatly with the requirements of NCLB.

This chapter is comprised of seven subsequent sections. Section 4.2 describes the corrective action and technical assistance protocol that was used during the 2003 review cycle. Section 4.3 identifies and provides a rationale for each priority indicator. Section 4.4 contains data analyses of the corrective actions. Section 4.5 examines the effect of special on-site technical assistance visits. Section 4.6 contains data analyses of various technical assistance efforts. Section 4.7 illustrates the methods for delivering technical assistance. Section 4.8 provides a summary discussion, including future plans for the expansion of both corrective action and technical assistance in relation to NCLB.

4.2 Corrective Action/Technical Assistance Protocol

Rule 6A-6.05281, FAC, requires school districts to provide all students with educational services that prepare them for grade-to-grade progression and high school graduation, regardless of a student's commitment in a juvenile justice facility. In order to meet this requirement it is necessary for school districts to collaborate with DJJ programs and private providers to ensure equitable services for DJJ students. The requirements for quality educational services include proficiency in the areas of student records, student assessment, transition services, curriculum and instruction, and funding. JJEEP staff assess each area during QA reviews.

After a program has been reviewed, JJEEP submits the QA report to the FLDOE. If no deficiencies are identified, school district superintendents are notified that the program is in compliance with applicable state statutes and rules. If deficiencies are identified, JJEEP staff notify the school district juvenile justice education contact and provide additional information regarding the deficiencies that require corrective action. FLDOE staff then send the school district's superintendent a letter informing them of the problem(s) along with a copy of the QA report and the corrective action(s). The program formulates a corrective action plan (CAP) for addressing any deficiencies that are found. The CAP must be submitted to JJEEP's office within 35 days of the date of the notification letter and must be fully implemented within 90 days of the date of the letter. Last year, school districts could take up to six months to implement the CAP. Successful implementation must be verified in writing by the school district superintendent and submitted to the JJEEP office. If the CAP has been fully completed within the required time frame, the superintendent will be notified that no further action is required. Failure to fully implement the required corrective actions within six months may result in interventions and sanctions by the FLDOE, pursuant to Rule 6A-6.05281, FAC.

If a program is having difficulty implementing its CAP in a timely manner, technical assistance may be offered to the program as required in section 1003.52, F.S. Whenever possible, the JJEEP reviewer who conducted the initial review provides technical assistance. The reviewer begins by contacting the program and offering support via telephone, fax, mail,

or networking. If the program requires additional help, the reviewer may make arrangements to visit the program that received a corrective action while conducting another review in the same district or geographical region.

At the end of the review cycle, the reviewer meets with the QA coordinator and technical assistance coordinator to determine if further on-site technical assistance is necessary. If a visit is needed, the reviewer, QA coordinator, and technical assistance coordinator develop an on-site technical assistance plan and schedule a time to visit the program. The reviewer may partner with a peer reviewer or other JJEEP reviewer as necessary.

Interventions and Sanctions

According to Rule 6A-6.05281, FAC, if the educational program in a DJJ detention, commitment, day treatment, or early delinquency intervention program has received an unsatisfactory rating on the educational component of the QA review, it does not meet the minimum standards for a designated priority indicator of the educational QA review, or has demonstrated noncompliance with state and federal requirements, the FLDOE shall initiate a series of interventions and graduated sanctions. Sanctions shall be initiated against programs that have not taken appropriate corrective action within six months.

The interventions shall include

- the provision of technical assistance to the program
- The development of a CAP with verification of the implementation of the corrective actions within 90 days
- a follow-up review of the educational program

The sanctions shall include:

- public release of the unsatisfactory findings, the interventions, and/or corrective actions proposed
- assignment of a monitor, master, or management team to address identified deficiencies paid by the local school board or private provider if included in the contract
- reduction in payment or withholding of state and/or federal funds

If the sanctions proposed above are determined to be ineffective in correcting the deficiencies in the educational program, the State Board of Education (SBE) shall have the authority to require further actions that include requiring the school board to

- revoke the current contract with the private provider, if applicable
- contract with the private provider currently under contract with the DJJ for the facility
- contract with the same provider for education that DJJ utilizes for facility operation

([Rule 6A-6.05281 (10)])

Administration of Sanctions in 2003

Although not officially sanctioned by FLDOE, because of QA and corrective action findings, both Hendry Youth Academy and Hendry Halfway House (both operated by North American Family Institute [NAFI]) in Hendry County were closed. These programs had multiple corrective actions in all QA standards for three consecutive years. Due to similar corrective action findings, the educational contracts of two other NAFI programs in Walton County (NAFI Halfway House and NAFI SHOP) were cancelled by the school district and awarded to Radar Group, Incorporated.

4.3 Priority Indicators

The corrective action process focuses on priority indicators, which are areas identified as critical to the delivery of quality educational services. The process began in 1999 with five priority indicators. In 2003, there were 11 priority indicators. The increase in the total number of priority indicators is in keeping with JJEEP's and the FLDOE's annual raising of the bar for quality educational services in juvenile justice facilities and reflects JJEEP's ongoing research on best education practices.

The 2003 priority indicators for residential commitment programs, day treatment programs, and detention centers are:

- E1.01 Entry Transition: Enrollment
Students are properly enrolled so they may make progress toward a high school diploma or its equivalent. Failure to properly enroll students hinders their progression to the next grade level.
- E1.02 Entry Transition: Assessment
Assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of students. Failure to properly assess students can result in specific needs not being identified and proper services not being offered.
- E1.03 On-Site Transition: Student Planning
Programs develop individual academic plans (IAPs) for non-exceptional education students and individual educational plans (IEPs) for students in exceptional student education (ESE) programs. This ensures that all students receive individualized instructional services. Research and literature indicate that individualized instruction is essential to student success. A specific plan for each student includes grade requirement completion and addresses the individual needs of each student, supporting promotion to the next grade.
- E1.06 Exit Transition (E1.07 for Detention Centers)
Programs assist students with reentry into school and/or work settings and transmit educational exit portfolios to appropriate personnel at the students' next education placements. Preparation for reentry includes transfer of appropriate and current student information, transition planning, and transition services.

- E2.01 Curriculum: Academic
Students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to make progress toward a high school diploma or its equivalent. Curriculum equivalent to that offered in area schools is essential for student success and transition.
- E2.06 Support Services (E2.04 for Detention and E2.05 for Day Treatment)
Juvenile Justice programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics. Special education services must be provided for all students who qualify, as required by federal and state law.
- E2.08 Literacy and Reading (Residential and Day Treatment only)¹
Students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.
- E3.02 Instructional Personnel Qualifications
Qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities. Research indicates that fully trained and credentialed teachers deliver a higher quality of educational services.
- E3.06 Funding and Support
Programs receive funding to provide for high-quality educational services. Access to academic personnel and resources is essential for academic progress.
- E4.01 Contract Management
There is local oversight by school districts of educational services. It is necessary for the local school district and program to work cooperatively in the provision of educational services.
- E4.03 Data Management
School districts accurately report all pertinent student and program data in juvenile justice educational programs. This allows for outcome evaluations, on program effectiveness and holds individual programs accountable for their progress.

The following section evaluates data concerning corrective actions gathered during the 2003 review cycle.

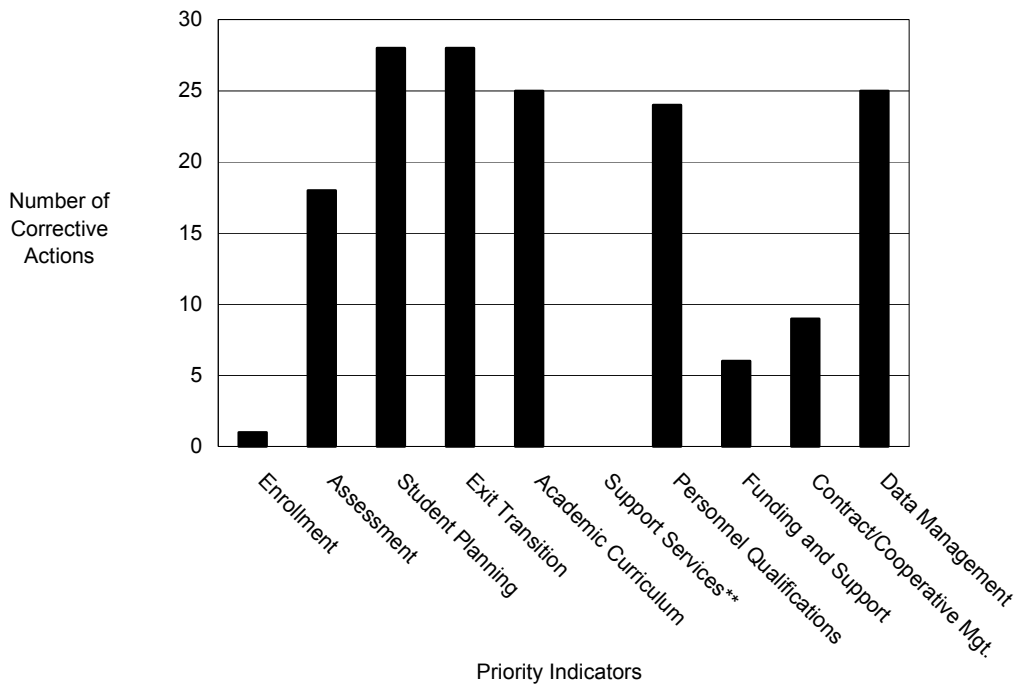
4.4 Corrective Action: Data Analysis

During the 2003 review cycle, 192 identified deficiencies required corrective action by 83 (46%) of the 180 programs reviewed. Each of these 83 programs was required to develop a CAP. This is a decrease from the previous year in which 92 programs were responsible for 220 CAPs. It is important to note that the assessment indicator was designated a priority indicator in the 2003 quality assurance standards and exit transition was made a priority

¹ E2.08 was not rated in 2003 and will be incorporated in other indicators in 2004.

indicator for detention centers. Prior to 2003, exit transition had been a priority indicator only for residential and day treatment programs. Figure 4.4-1 shows the distribution of corrective actions by priority indicator for 2003. All types of programs are included in this chart.

Figure 4.4-1: Total Number of Corrective Actions by Priority Indicator* in 2003



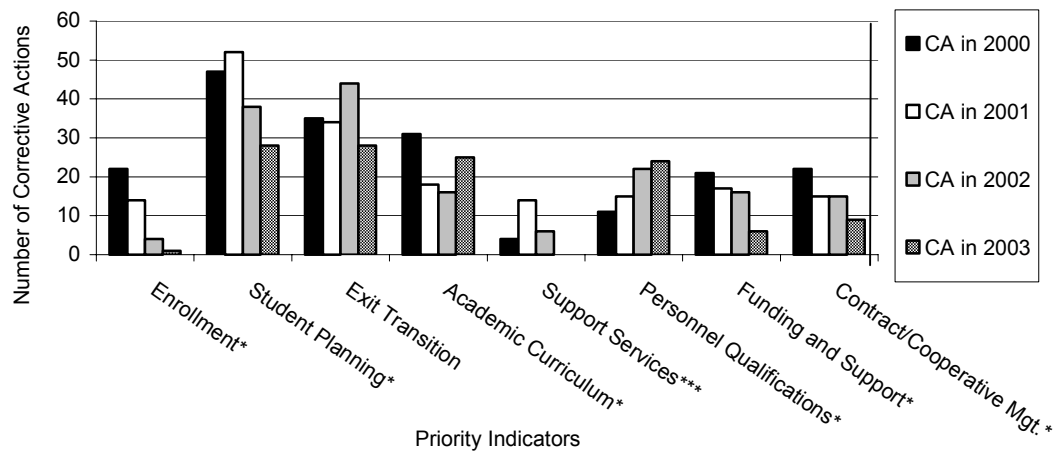
*Enrollment = E1.01, Assessment = E1.02, Student Planning = E1.03, Exit Transition = E1.06 and E1.07 (Detention only), Academic Curriculum = E2.01, Support Services = E2.04 (Detention only), E2.05 (Day Treatment only), E2.06 (Residential only), Personnel Qualifications = E3.02, Funding and Support = E3.06, Contract/Cooperative Management. = E4.01, Data Management = E4.03.

** There were zero corrective actions for this indicator in 2003.

Ten priority indicators were analyzed (the new Literacy and Reading indicator was not rated in 2003). The highest number of corrective actions was received within the transition standard. This has been a consistent finding since 2000, indicating that there is still a need for technical assistance in this area. The student planning and exit transition indicators both received the highest number of corrective actions (28). The support services indicator did not receive any corrective actions in 2003.

Figure 4.4-2 is a comparison of the total number of corrective actions required in each priority indicator from the 2000 through 2003 review cycles. There were 11 priority indicators in 2003, but only eight can be compared over the last four years. In 2003, there were 192 corrective actions; however, 29 of them are not included in the chart because they were received in the two new priority indicators.

Figure 4.4-2: Comparative Analysis of 2000 - 2003 Corrective Actions



Note. Includes deemed programs. For the other priority indicators, deemed programs were not included in the analysis because these indicators were not priority indicators for deemed reviews.

**Exit transition was not added to deemed reviews until the 2003 review cycle.

***Support Services was not part of the deemed reviewed and did not receive any corrective actions in 2003. There were zero corrective actions in this indicator for 2003.

Student planning received the highest number of corrective actions overall for the four years. In 2002, exit transition received the greatest number of corrective actions; however, that number has significantly decreased from last year, declining from 44 to 28. It should be noted, however, that 2002 was a peak year and the number for 2003 was closer to previous years. This could be attributed to the efforts JJEPP and DOE have made to supply programs with technical assistance (TA) in the area of transition. The indicator that measures enrollment has declined in total number of corrective actions over a four-year period. Conversely, the instructional personnel qualifications indicator has increased in the total number of corrective actions over the four-year period. The indicator measuring academic curriculum has substantially increased from 2002 and 2001. In general, corrective actions decreased in 2003 in all but two indicators when compared to other years.

Table 4.4-1 contains the percentage of corrective actions received by each type of provider. Contracted providers include not-for-profit, for-profit, and governmental. The category of governmental includes other non-private programs contracting with school districts for the provision of educational services, such as the Florida Department of Agriculture. The footnote section of the table contains the process by which the corrective action percentage is obtained.

Table 4.4-1: Percentage of Corrective Actions by Provider Type

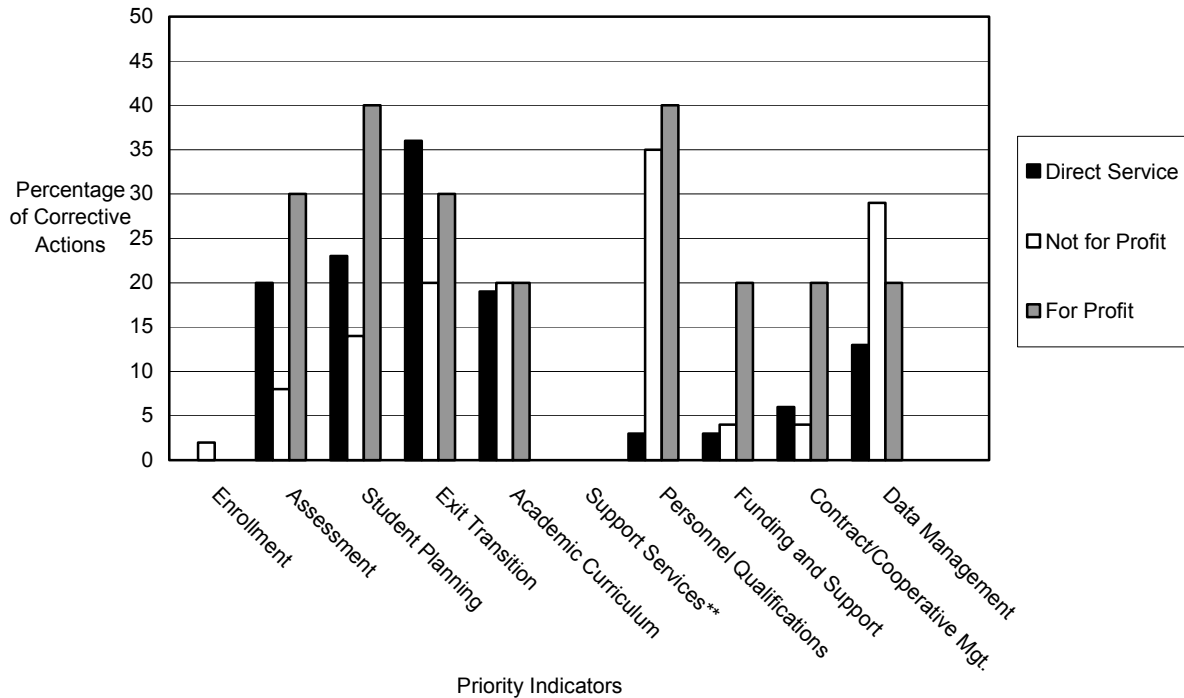
<i>Type of Provider</i>		<i>Number of Programs</i>	<i>Number of Corrective Actions Received</i>	<i>Possible Number of Corrective Actions*</i>	<i>Corrective Action Percentage</i>
Direct Service	District Operated	90	76	797	10
	Not-for-Profit	78	90	645	14
Contracted Providers	For-Profit	11	22	105	21
	Governmental	1	4	10	40
Total		180	192	1,557	12

*Possible number of corrective actions is computed by multiplying the number of regular reviews by 10 and deemed reviews by six and summing these by type of provider, except when a particular priority indicator for a particular program was not assessed during the QA review; in such instances the number of non-assessed priority indicators were subtracted from the denominator. Corrective action percentage is derived by taking the number of corrective actions received and dividing this number by the total possible number of corrective actions that could have been received by each provider. The corrective action percentage for governmental programs is misleading because there is only one program in this category.

The direct service district-operated programs had the lowest percentage of corrective actions (10%). The contracted providers had the highest percentage of corrective actions at 21%, with the one governmental program being the highest among the contracted providers at 40%, an increase of 20% from 2002. Note, however, that there is only one government-operated program.

Figure 4.4-3 extends the table above by comparing the percentage of corrective actions for each priority indicator by both direct service and contracted providers, excluding governmental providers. Deemed programs are included in this analysis.

Figure 4.4-3: Comparative Analysis of Corrective Actions by Priority Indicators for Direct Service, Not-For-Profit, and For-Profit Providers*



*includes deemed programs.

**There were zero corrective actions for this indicator in 2003

Direct service providers received the lowest percentage of corrective actions for five of the ten indicators that received corrective actions. They did not receive corrective actions in either the enrollment indicator or the support services indicator. Not-for-profit and for-profit providers received a similar corrective action percentage for instructional personnel qualifications, substantially higher than district-operated programs. For-profit providers had a significantly greater corrective action percentage for the funding and support indicator, due to students having limited access to resources. The contract/cooperative management indicator was highest for for-profit providers, which can be attributed to lack of school district oversight for contracted providers. Please refer to Chapter 5 for further discussion on provider differences that affect QA scores.

Table 4.4-2 illustrates the percentage of corrective actions by each private provider. The table is organized according to the corrective action percentage in ascending order. Each private provider is listed, along with the number of programs to which they provide educational services within juvenile justice facilities, the number of possible corrective actions they could have received, and their corrective action percentage.

Table 4.4-2: Comparative Analysis of Private Providers' Corrective Action Percentage in 2003

Private Provider	Number of Programs	Number of Possible Corrective Actions	Corrective Action Percentage
Crosswinds Youth Services	1	6	0
Securicor New Century	1	10	0
EXCEL, Inc	1	10	0
Radar Group Inc	2	12	0
Central Florida Youth Services	1	10	0
Keystone Educational Youth Services	1	10	0
Three Springs	1	6	0
First Step Adolescent Services II	1	6	0
Human Services Associates	3	30	3
Eckerd Youth Alternatives, Inc	9	77	4
North American Family Institute	2	20	5
Children's Comprehensive Services, Inc	1	9	11
PACE Centers for Girls, Inc	19	132	11
Youthtrack, Inc	2	20	15
Associated Marine Institutes, Inc	26	216	16
Hurricane Island Outward Bound	4	40	18
Twin Oaks Juvenile Development	1	10	20
ICare Baypoint	1	10	20
Affiliated Computer Services (ACS)	2	20	20
Police Athletic League	3	30	27
DISC Village	2	16	31
Coastal Recovery, Inc	1	10	40
Department of Agriculture	1	10	40
Bay Point Schools	1	10	40
Sarasota Family YMCA	1	10	40
Correctional Services Corporation	1	10	70
VisionQuest, Ltd	1	10	70
Total	90	760	15.3

Note. Possible number of corrective actions is computed by multiplying the number of regular reviews by 10 and deemed reviews by 6 and summing these by type of provider, except when a particular priority indicator for a particular program was not assessed during the QA review; in such instances the number of not-assessed priority indicators was subtracted from the denominator. Corrective action percentage is derived by taking the number of corrective actions received and dividing this number by the total possible number of corrective actions that could have been received by each provider.

The weighted average of the corrective action percentage is 15.3% with a range between zero percent and 70%. Eight private providers did not receive any corrective actions. Twenty of the twenty-seven private providers had a corrective action percentage that is less than 30%. Nearly half of the providers had a corrective action percentage of 10% or less. Practical, Academic, and Cultural Education (PACE) Centers for Girls, Inc. and Associated Marine Institutes, Inc. provide service for several programs and had a corrective action percentage of less than 20%. The two highest corrective action percentages were for Correctional Services Corporation and VisionQuest, Ltd., but each had only one program for which it was responsible for providing educational services.

Table 4.4-3 lists, by district, the number of school district-operated programs, the possible corrective actions they could have received, and their corrective action percentage.

Table 4.4-3: Comparative Analysis of School District-Operated Programs' Corrective Action Percentage in 2003

<i>School District</i>	<i>Number of Programs</i>	<i>Number of Possible Corrective Actions</i>	<i>Corrective Action Percentage</i>
Bay	2	12	0
Bradford	1	10	0
Brevard	2	19	0
Collier	2	19	0
Escambia	2	15	0
Hillsborough	5	40	0
Leon	1	9	0
Nassau	1	10	0
Okaloosa	6	55	0
Orange	5	49	0
Polk	3	25	0
Seminole	1	9	0
Washington	4	24	0
Osceola	3	29	3
Pinellas	8	78	4
Manatee	2	19	5
Alachua	2	16	6
St. Johns	2	16	6
Broward	5	45	7
Martin	2	12	8
Volusia	4	34	9
Pasco	5	41	8
Liberty	1	10	10
St. Lucie	1	9	11
Marion	3	26	12
Duval	4	39	21
Palm Beach	3	29	21
Lee	2	19	21
Hamilton	1	10	30
Okeechobee	1	10	30
Miami-Dade	4	39	38
Hendry	2	20	70
Total	90	797	9.5

Note. Possible number of corrective actions is computed by multiplying the number of regular reviews by 10 and deemed reviews by 6 and summing these by type of provider, except when a particular priority indicator for a particular program was not assessed during the QA review; in such instances the number of not assessed priority indicator was subtracted from the denominator. Corrective action percentage is derived by taking the number of corrective actions received and dividing this number by the total possible number of corrective actions that could have been received by each provider.

The corrective action percentage ranges from zero to 70%. Thirteen of the 32 school district-operated programs had a corrective action percentage of zero percent. The two highest corrective action percentages were for Hendry County School District (70%) and Miami-Dade County School District (38%). Miami-Dade was responsible for providing educational services to four programs, while Hendry was responsible for two programs.

Overall, the figures in the previous four tables and charts indicate that school district-operated educational programs require fewer corrective actions and are, therefore, operating at a higher level. It is important to note, however, that many factors affect the overall quality of an educational program. All private providers are required to work with the local school districts in the delivery of educational services. The responsibility for improving the quality of educational services is the task of both the private provider and the local school district.

A comparative analysis between 2003, 2002, and 2001 was conducted to examine the programs that received consecutive corrective actions for the same priority indicators. The 2003 QA scores were used as a baseline. Programs that received corrective actions for 2003 were then examined to determine if they received corrective actions for the same indicators for the years 2002 and 2001. The following programs received corrective actions for the last three years:

- Dade Regional Juvenile Detention Center
- Duval START Center
- Florida Institute for Girls
- Forestry Youth Academy
- Hendry Halfway House
- Hendry Youth Development Academy
- Impact Halfway House
- Price Halfway House

All of the listed programs, with the exception of Florida Institute for Girls, received corrective actions in all three years for student planning. Three programs received corrective actions in all three years for academic curriculum. Two programs received corrective actions in instructional personnel qualifications. Hendry Halfway House and Hendry Youth Development Academy received corrective actions for student planning, academic curriculum, and instructional personnel qualifications for three consecutive years. No programs received consecutive corrective actions for all three years in funding and support.

Programs that received corrective actions for the same indicators in 2003 and 2002 also were examined. Following is a list of 21 programs that received corrective actions for both years for the same indicators.

- Alachua Halfway House
- Alachua Regional Marine Institute (GOMI)
- Bay Point Schools -West/Kennedy
- Dade Regional Juvenile Detention center
- Duval START
- Emerald Coast Marine Institute
- Florida Institute for Girls
- Forestry Youth Academy
- Hastings Youth Academy
- Hendry Halfway House
- Hendry Youth Development Academy
- Impact Halfway House
- Kissimmee Juvenile Correctional Facility
- Marion Youth Development Center
- PACE Hillsborough
- PACE Treasure Coast
- Palm Beach Marine Institute
- Price Halfway House
- Sago Palm
- Sarasota YMCA Character House
- VisionQuest Okeechobee

More than half of the listed programs received a corrective action in the student planning indicator for both years. Nine of the 21 programs received corrective actions for instructional personnel qualifications. Eight of the 21 programs received corrective actions for academic curriculum. VisionQuest and Duval START received corrective actions in both years in Funding and Support. Although the comparison of corrective actions for the years 2003 and 2002 found that student planning continues to be problematic, the new system improvement process intends on targeting these areas in transition. JJEEP increased its on-site technical assistance for the 2003 QA cycle. The results of this more intensive technical assistance effort are discussed in the following section. To read more about JJEEP's system management process, see Chapter 11.

The next sections discuss the methods of technical assistance that address the identified deficiencies as outlined previously. Highlighted in Section 4.5 are on-site technical assistance visits, while Section 4.6 analyzes program requests for technical assistance. Section 4.7 delineates other methods of technical assistance that JJEEP provides.

4.5 Special On-Site Technical Assistance: Follow-Up from 2002

Mail, faxes, e-mails, and telephone calls continue to be the most frequently utilized method of technical assistance for disseminating requested information to programs. Additionally, JJEEP and DOE personnel conducted 32 special on-site technical assistance visits to school districts and juvenile justice educational programs due to special requests, CAPs, or the presence of new programs. Networking programs has increased as a technical assistance device and is discussed in subsequent sections.

On-site visits were conducted if a program had multiple and/or consecutive corrective actions, if it was a new program, or if the program requested additional technical assistance. Of the 32 site visits, four were new programs. The increase in special on-site technical assistance, which occurred during the 2003 QA cycle, was due to JJEEP's emphasis on providing more one-on-one technical assistance to programs.

Table 4.5-1 illustrates the difference between 2002 and 2003 QA scores after special on-site technical assistance was provided. Tabulation involved identifying low scores in 2002 and their corresponding indicators. Only the indicators that were targeted for technical assistance were considered in this analysis. Indicators in 2003 were then matched to the prior 2002 indicators. The scores from 2002 were subtracted from 2003 scores to obtain the difference between the years.

Table 4.5-1: Special On-Site Technical Assistance Follow-Up Visit

<i>Program</i>	<i>2002 QA Score</i>	<i>Indicator(s) Targeted for Technical Assistance</i>	<i>2003 QA Score</i>	<i>Difference</i>
Seminole Detention	0.0	E1.01	6.0	6.0
Silver River Marine	0.7	E1.06; E4.01; E4.03	6.3	5.6
Escambia River Outward Bound	1.5	E1.06; E4.03	6.5	5.0
Kingsley Center	1.7	E1.03; E1.06; E4.03	6.0	4.3
Camp E-Nini-Hassee	1.3	E1.03; E1.06; E2.01; E2.05; E4.01; E4.02	5.5	4.2
St. Lucie Detention	3.0	E1.02; E1.04	7.0	4.0
Bristol Youth Development	2.5	E1.03, E1.06	5.5	3.0
GUYS	2.0	E1.03	5.0	3.0
Palm Beach Detention	2.6	E1.01; E1.02; E1.03; E1.06; E2.01	5.2	2.6
Alachua MI	3.1	All indicators	5.3	2.1
Central Florida MI	2.0	E1.03; E1.04; E1.06; E2.03; E2.04; E3.02; E3.06	4.0	2.0
Duval START	1.2	E1.03; E1.06; E2.01; E2.05; E3.06; E4.03	3.2	2.0
Monticello New Life	3.6	E3.05; E1.04; E2.03; E2.06; E3.03	5.4	1.8
Big Cypress	3.4	All indicators	5.2	1.8
Alachua HWH	4.4	All indicators	6.1	1.7
SW Florida MI	2.8	E1.02; E1.04; E1.06; E3.02	4.3	1.5
Marion Youth Development	3.2	E1.01; E1.03; E1.06; E2.01; E3.06	4.6	1.4
RAMC	4.0	All indicators	5.2	1.2
Duval HWH	4.5	E1.03; E1.06	5.5	1.0
Vision Quest	2.9	All indicators	3.6	0.7
Dade Detention	3.2	All indicators	3.8	0.6
SW Florida Detention	6.0	E1.03; E3.04	6.5	0.5
Price HWH	2.8	E1.03; E1.04; E1.06; E2.03; E2.04	3.0	0.2
Greenville Hills	3.0	E1.06; E4.02; E4.03	3.0	0.0
Sago Palm	4.7	All indicators	4.3	-0.4

Note. Please refer to the 2003 QA Standards for a description of the indicators.

As illustrated in Table 4.5-1, most programs demonstrated significant improvement after receiving special on-site technical assistance. Average improvement of their scores was 2.2. Four programs - Bowling Green, Desoto Correctional Facility, JUST, and Milton Girls - are not presented in the table because they were new programs and did not have scores for the

2002 review cycle; however, they did receive special on-site visits with a technical assistance focus for new programs. Two other programs, Bartow Youth Training Center and Sabal Palm Academy, were not reviewed in 2003 due to a provider change and, therefore, are not included in the table.

4.6 Identifying Areas in Need of Technical Assistance

Technical Assistance Survey Results

Corrective action is one way to identify the programs that are in need of technical assistance and the areas in which support should be provided. In addition, each year, a technical assistance survey is distributed to practitioners and administrators in juvenile justice education to determine their needs. In July 2003, a technical assistance survey was disseminated to participants who attended the Juvenile Justice Education Institute (JJEI) in Orlando, Florida. The following two tables illustrate responses.

Table 4.6-1 illustrates how participants of the JJEI conference prefer to access technical assistance. The total number of respondents to this question was 38; however, several survey participants indicated that they would prefer more than one type of technical assistance; therefore, the total number of responses increased to 57.

Table 4.6-1: Preferred Ways to Access Technical Assistance

<i>Type of Access for Technical Assistance</i>	<i>Number of Responses</i>	<i>Percentage of Responses</i>
Regional Meetings and Trainings	23	40.4
Web or Internet-based Technical Assistance	19	33.3
Technical Assistance Papers	9	15.8
Networking	4	7.0
Other (On site)	2	3.5
Total Responses	57	100

Table 4.6-1 illustrates that the majority of juvenile justice practitioners prefer face-to-face meetings and trainings to receive technical assistance information. The second choice for technical assistance is web or internet-based. Refer to the section on JJEEP's website for more information.

Table 4.6-2 demonstrates the types of technical assistance that respondents found to be most beneficial to their programs. Once again, the respondents were asked to indicate all types of TA applicable to their program. Therefore, the total number of responses exceeds the actual number of respondents.

Table 4.6-2: Types of Technical Assistance Most Beneficial to Programs, School Districts, and Providers

Type of Technical Assistance	Number of Responses	Percentage of Responses
Academic Plans (Individual Academic Plan (IAP) and Individual Education Plans (IEP))	26	68.4
Career and Vocational Curriculum	22	57.9
Reading Curriculum and Instruction	20	52.6
Academic Entry/Exit Assessments	19	50.0
Graduation Options and Requirements	18	47.4
Exceptional Student Education Services	16	42.1
Exit Transition Planning	15	39.5
Teacher Certification Requirements	15	39.5
Curriculum Development	14	36.8
Legislative Issues	12	31.6
Technology Initiatives	12	31.6
Transition Services	11	28.9
Development of Contract/Cooperative Agreement	8	21.1
Contract Management	6	15.8
Reading Assessments	1	2.6
Quality Assurance	1	2.6
Student Data Collection	1	2.6
Stafford Achievement Test (SAT) and College Level Examination Program (CLEP)	1	2.6
Program Startup	1	2.6
Retention of Staff	1	2.6
Total Responses	220	N/A

Note: Categories are not mutually exclusive; therefore, the percentage total exceeds 100%. Total number of respondents is 38.

According to Table 4.6-2, most respondents chose academic plans as the area of technical assistance most beneficial to their individual schools. Moreover, when asked to rank the types of technical assistance according to the most important, 15.8% of the respondents chose academic plans as most important.

Developing academic plans is the area of technical assistance most requested by educational practitioners, followed closely by career/vocational curriculum. Lead educators, however, requested the most technical assistance in reading curriculum and instruction. Overall, regardless of an educational practitioner’s affiliation, technical assistance needs are consistent.

The following section describes the technical assistance that was provided to programs during 2003 by JJEEP staff during on-site QA reviews or through communication, including telephone, mailings, fax, or e-mail.

Frequency of Technical Assistance by QA Standard

In 2003, as in previous years, transition continues to be the principal area for which programs and school districts requested technical assistance. Data were collected from the QA reviewers to determine the QA standard that involved the most technical assistance. Figure 4.6-1 shows the amount of technical assistance that was given in 2003 for the four standards. This includes any type of correspondence between reviewers and program staff prior to, during, and after the QA review. Special on-site visits are not included.

Figure 4.6-1: Frequency of Technical Assistance for Each QA Standard

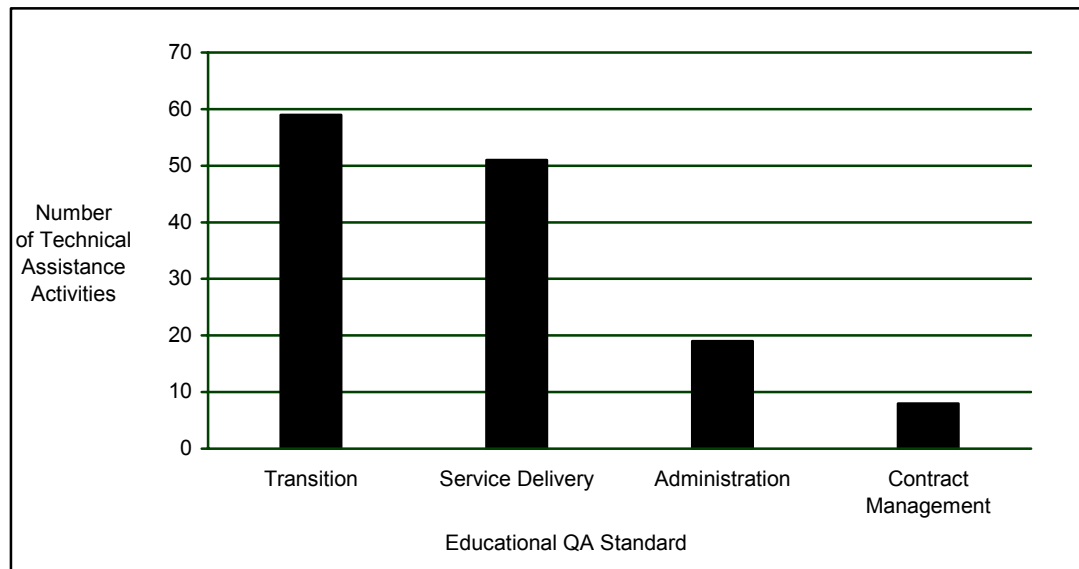


Figure 4.6-1 illustrates the continuing need for technical assistance in both transition and service delivery areas. There was an increase in the frequency of technical assistance given for both transition and service delivery during the 2003 review cycle, which can be attributed to the focus on legislation from NCLB and the *Just Read, Florida!* initiative. Many teachers and administrators sought guidance in the area of reading assessment and curriculum.

Technical assistance for transition continued to involve assistance with developing IAPs and IEPs as well as the administration of the FLDOE-approved entry and exit assessments. Technical assistance for the service delivery standard included recommendations for incorporating vocational topics into existing curricula, providing educational resources and materials, and effective instructional strategies and classroom management practices. Technical assistance for the administration standard involved training in QA reviews for new staff, including lead educators and new facility directors, as well as suggesting strategies for staff retention and reorganization. Technical assistance for the contract management standard included assistance with data management systems and improving communication between juvenile justice program providers, educational providers, and school districts.

4.7 Delivery of Technical Assistance

Conferences & Trainings

Since 1998, in the spirit of information sharing and collaborative exchange, JJEPP has hosted and participated in numerous training sessions and conferences. During 2003, JJEPP staff presented and participated in the following conferences and meetings:

Statewide

- Juvenile Justice Education Institute (JJEI) and Southern Conference on Corrections, Orlando, Florida, July 2003 (See description of this conference below.)
- No Child Left Behind and QA Pre-Conference Workshop, JJEI Conference, Orlando, Florida, July 2003
- 2003 Standards Revision Meeting, Tallahassee, Florida, October 2003
- 2003 QA Standards Revisions Statewide Conference Calls, December 16, 17, and 18, 2003

National

- Fifteenth Annual Conference Southeast Evaluation Association (SEA) in Tallahassee, Florida, January 2003
- American Correctional Association (ACA) Conference, Nashville, Tennessee, August 2003
- American Society of Criminology (ASC) Conference in Denver, CO, November 2003
- Transition Conference; National Evaluation and Technical Assistance Center for the Education of Children who are Neglected, Delinquent, or At-risk, Washington DC, December 8-9, 2003

International

- Seminars on Juvenile Justice Educational Accountability and Research, Universite de Lille, Lille, France, September 2003

A wide audience representing the educational, juvenile justice, and correctional systems from across the state, the nation, and beyond, attended these conferences and learned from presentations that focused on JJEPP's best practice research. Other topics presented at the conference addressed JJEPP's research on private/public educational programs of DJJ facilities, aftercare, the QA process, impact of NCLB on juvenile justice schools, and JJEPP's mission and structure.

In preparation for the 2004 QA cycle, JJEPP and the FLDOE hosted three days (December 16-18) of technical assistance during which school districts and providers called the JJEPP offices with needs and questions concerning the final draft of the 2004 Educational Quality Assurance Standards.

JJEI

Juvenile Justice Education Institute and Southern Conference on Corrections, Orlando, Florida, July 2003

In addition to the panels and workshops at JJEI, keynote speakers included J. Robert Flores, Administrator for the Office of Juvenile Justice and Delinquency Prevention (OJJDP), Office of Justice Programs, U.S. Department of Justice, and Florida Lieutenant Governor Toni Jennings.

Approximately 300 practitioners participated in the July 2003 Juvenile Justice Education Institute and Southern Conference on Corrections, co-sponsored by JJEI and the FLDOE. This annual event provided an opportunity for school districts, providers, and educators to network and share their ideas, strategies, and best practices. The conference was held over four days and included a pre-conference workshop, a technical assistance day, and two days of clinics presented by juvenile justice practitioners from various programs throughout the state of Florida. Table 4.7-1 highlights a few of the workshops presented.

Table 4.7-1: 2003 JJEI Workshops

Workshop Title	Workshop Description
Career and Technical Education in Serving the ESE Population	Suggested proven methods for serving this type of population in career and technical education programs.
<i>Just Read Florida!</i> What is My Role?	Discussed relationship between AIPs, student progression, and the Just Read Florida initiative.
No Child Left Behind	Federal law as related specifically to the juvenile justice population.
Transition	Developing clearer more precise transition procedures.
Stepping Out of the Box with Girls	Focused on ways to teach girls vocational skills that are marketable.
Hometown Workforce	Described the development of a unique vocational partnership with Washington-Holmes.
Problem Solving through Academic Intervention Plans	Focused on the development of a problem-solving process for the academic intervention for students with learning and behavior problems.
Plants for Everyday Life	Discussed inclusion of the fields of horticulture and agri-science within the curriculum.
Career and Technical Education Data: Reporting for Dollars	Provided information for reporting career and technical education for proper funding and how students earn credits and certificates.
JJEI's Educational Quality Assurance	Reviewed quality assurance process with a focus on program and student performance outcomes.

Workshop Title	Workshop Description
Evaluating Educational Achievement as a Turning Point in the Delinquent Life Course	Provided an overview of a statewide evaluation research effort by JJEEP that documents the potential of quality education and associated educational achievement to provide a turning point in the life course of incarcerated delinquent youth.
JJEEP's Evaluation Research, Politics, and Juvenile Justice Policy	Examined the politics of informing juvenile justice education policies through a discussion of the presenters' experiences conducting and disseminating research as part of JJEEP.
The JJEEP, Volusia County School District Pilot Project	Showcased the pilot projects in Volusia County's alternative school discipline programs.
Meeting the Needs of Juvenile Justice Educational Programs	Discussed JJEEP's new technical assistance process and the development of demonstration sites, such as programs that excel in vocational training, transition services, community involvement, and literacy instruction.

According to the JJEI 2003 conference evaluation, participants found the workshops informative and relevant to their educational needs. Workshops addressing NCLB and the *Just Read Florida!* initiative received considerable praise for their comprehensive and valuable information. The overall conference rating was 4.03 out of a score of 5.

Comments included:

- “Very well organized”
- “Impressive variety of topics”
- “Plenty of information”
- “[There was] a spirit of cooperation”
- “Sourcebooks were excellent”
- “Refreshing to be appreciated and thanked for all we do.”
- “All the speakers were informed.”
- “The location and facilities were top notch.”

The conference evaluation also contained suggestions on ways to improve future conferences, including adding more workshops on assessment, providing examples of IAPs and IEPs, and utilizing larger rooms for the sessions. Participants enjoyed the lunch with fellow colleagues from similar programs and requested more group activities to increase networking. Other suggestions included having an orientation session prior to the conference for first time participants and extending the conference another day so that all workshops could be attended. It is also important to note that this conference was the most successful in exhibitor attendance. Conference participants enjoyed introductions to products and services from 21 different vendors, the largest number of exhibitors for any JJEI conference.

Technical Assistance Papers (TAPs) and Publications

Since 1998, JJEPP and the FLDOE have published numerous documents relating to the field of juvenile justice education. Listed below are brief descriptions of these documents that can be found on the JJEPP and DOE websites.

TAPS

**FY 2003-1
11646** ***Juvenile Justice Cooperative Agreements and Education Service Contracts.***
This paper provides information for the development of cooperative agreements with the DJJ, education service contracts with private providers, and general contract managements strategies.

**FY 2002-7
11270** ***Recommended Practices and Requirements for Entry and Exit Assessments in Juvenile Justice Facilities.***
This paper updates Technical Assistance Paper FY 2000-10 and describes the requirements for student assessment in juvenile justice education programs as required by Florida Statutes and State Board of Education rules.

State Plan: Vocational Education for Youth in Juvenile Justice Commitment Facilities. FLDOE and DJJ: 2001.

This is a joint project between the FLDOE and the DJJ to formulate a state plan for vocational education in juvenile justice facilities. The plan outlines the development of appropriate vocational course offerings and employment opportunities for committed youth.

Research Publications

Quality Education and Academic Attainment as a Turning Point in the Delinquent Life Course. The State of Corrections (ACA), 2003. Thomas G. Blomberg, William Bales, and George Pesta.

Utilizing life course theory and as a response to Sampson and Laub's research recommendations as illustrated in their book *Crime in the Making*, this paper presents findings related to the role of academic attainment as a potential turning point in the life course of adolescent delinquents. The paper is comprised of an overview of the research, presentation of findings, and policy implications.

Evaluation Review - Special Issue: Implementing an Evaluation Research and Accountability-Driven System for Juvenile Justice Education in Florida. Edited by Thomas G. Blomberg and Gordon P. Waldo, Sage Publications, June 2002.

The purpose of this special issue is to introduce readers to the program's interrelated methodological strategies, data, and preliminary findings. This issue also focuses on continuing areas of research, political impediments and associated strategies aimed at increasing the political authority of evaluation research in the education policy-making process, particularly in the area of juvenile justice education. In addition to the title article, the issue features articles on topics such as quality assurance research, the correlates of quality educational programs, data integration, policy, and longitudinal evaluations. Contributing authors include several members of the JJEEP staff, including Christine Arazan, Terry Coxe, George Pesta, and Jessamyn Tracy.

Data-Driven Juvenile Justice Education. Edited by Thomas G. Blomberg, Gordon P. Waldo and Mark R. Yeisley, National Juvenile Detention Association, Richmond, KY, 2001.

This publication was written to aid practitioners and researchers in their efforts to measure and evaluate the effectiveness of educational programs for youths in juvenile justice facilities. It is intended to introduce readers to Florida's strategy, related practices, and experiences in its attempt to improve juvenile justice education. Since 1998, when Florida initiated its current system, a number of issues and practices have evolved in the state's move toward best practices in juvenile justice education. These issues and practices have national implications, as numerous other states have recognized the important role of quality and effective education in positively altering the academic performance and life course of juvenile justice youths. This volume provides specific details on Florida's practices and experiences that have general relevance to those states and juvenile justice educators who are considering and/or implementing reform in juvenile justice education. A publication of the [National Juvenile Detention Association](#), 301 Perkins Bldg, 521 Lancaster Ave, Richmond, KY 40475-3102, 859-622-6259, Fax: 859-622-2333.

Implementing Research-Based Best Practices in Juvenile Justice Education; Corrections Today (ACA). December 2001. Thomas G. Blomberg and Gordon Waldo.

This paper presents JJEEP's history and its four main functions, with a focus on research based educational practices. It further discusses the ongoing research strategy JJEEP utilizes to implement promising educational concepts and methods into institutionalized best educational practices. There is a report on preliminary findings, as well as an outline of continuing research efforts.

A Transition Guidebook for Educational Personnel of Juvenile Justice Programs: Providing a Continuum of Care for Delinquent youth in Education, Treatment, and Conditional Release. Developed by George Pesta, Linda Maily, Trinetia Respress, and Deborah Stahly. Juvenile Justice Educational Enhancement Program, 2000.

The goal of transition is to successfully reintegrate individual students into their homes, communities, peer groups, schools, and work settings. This guidebook develops a holistic model that utilizes a multiple agency approach to the process of transition. Features include

an explanation of the transition process, procedural suggestions, illustration of treatment and transition team models, and identification of community resources.

Further, JJEEP has published an annual report since 1998. These reports contain specific information on best practices in juvenile justice education, relevant literature, research findings, and QA performance information. All annual reports can be found on JJEEP's website, which also provides comprehensive coverage on JJEEP's interrelated activities and functions.

JJEEP Website: www.jjeep.org

JJEEP's website, which is updated on a regular basis, was introduced in December 2002. In the development of the website, JJEEP attempted to provide its visitors with a comprehensive coverage of JJEEP's multiple and interrelated functions and activities. It provides fast and convenient access to current information on the program, QA review protocol, standards, annual reports, upcoming trainings, updates on teacher of the year awards, and current research in juvenile justice education. Moreover, it has a component specifically related to technical assistance that includes a comprehensive list of vocational planning documents, TAPs, FLDOE memos, frequently asked questions and answers, and links to other useful sites. The site provides timely and comprehensive information for providers of juvenile justice programs, school district administrators, educational program personnel, parents, and other parties interested in knowing how JJEEP works to serve juvenile justice youths.

4.8 Summary Discussion

The corrective action process is becoming an institutionalized tool for programs and school districts, affording them greater access to technical assistance. Additionally, technical assistance is increasingly focusing on lower performing programs. Habitually low scoring programs have become a focus for the 2003 and 2004 review cycles. Generally, these programs have had the most corrective actions for several years. FLDOE and JJEEP staff conducted special on-site technical assistance visits to help these programs facilitate necessary changes and to bring them up to the level achieved by the majority of programs.

Data analyses indicate that there is a reduction in the number of programs that are receiving corrective actions from previous years. This trend should continue as each program meets the standards required for every juvenile justice educational program in the state of Florida. Furthermore, as noted in Chapter 3, significantly fewer programs performed at the below satisfactory level than in previous years. Low performing programs that received special technical assistance visits increased their QA performance from 2002 to 2003, which indicates that focused corrective action and technical assistance does, indeed, increase program performance.

The goal of corrective actions is to ensure that quality education is being provided to youths in juvenile justice facilities. It continues to be one of several methods used by JJEEP to improve the quality of educational services provided to all students in Florida's DJJ programs. Technical assistance is readily available by phone, mail, fax, and JJEEP's website

(www.jjeep.org). The response during this year's Juvenile Justice Educational Institute in Orlando confirmed that practitioners in juvenile justice education are receiving technical assistance in critical areas of need. Consequently, Florida's juvenile justice students are receiving a higher standard of education.

In accordance with NCLB's Title I, Part D, Sec. 1432 requirement that states use program evaluation results for improvement, JJEED has increased the scope of its technical assistance for 2004. In this endeavor, JJEED will further focus and intensify its efforts on identifying and assisting low performing programs, as well as designating high performing programs as demonstration sites to assist other facilities. This new model of system improvement, which incorporates old and new methods for implementing corrective action and technical assistance, is discussed in detail in Chapter 11.

Requesting Technical Assistance

To request technical assistance for your program, e-mail ta@jjeep.org, call the JJEED office at (850) 414-8355, send a fax to (850) 414-8357, or complete the request for technical assistance form on the website. When requesting technical assistance via e-mail, please include your name, the name of the program, and the type of technical assistance requested.

CHAPTER 5

CORRELATES OF QUALITY JUVENILE JUSTICE EDUCATIONAL PROGRAMS

5.1 Introduction

Best practices in juvenile justice education are not achieved by means of a simple formula of quality teachers using quality resources in a quality environment. While these are certainly among the most important factors that shape and influence the quality of educational services in Florida's juvenile justice system, there are a variety of other salient factors involved in achieving educational best practices in juvenile justice education. The Juvenile Justice Educational Enhancement Program (JJEED) quality assurance (QA) standards have been created to measure such factors as student transition (entry through exit), service delivery, and administration. There are other relevant factors, some more concrete than others, which are often beyond the scope of JJEED, individual schools, and school districts. Some of these factors include the size of the facility, the student-to-teacher ratio in the classroom, the educational services provider (public, private, for-profit, etc.), the level of teacher qualifications, and the strength of the contracts between school districts and private educational providers. Although educational QA standards cannot address these issues comprehensively, JJEED's ongoing research efforts, aimed at identifying and implementing best practices, examine some of these factors on an annual basis.

This chapter examines multiple variables, including facility size, student to teacher ratio, provider status, teacher qualifications, the strength of contracts, and the quality of contract management as they relate to QA performance. The information presented in this chapter is based on 180 reviews conducted during the 2003 QA cycle. Fifty of these programs were assigned deemed status from the Department of Juvenile Justice (DJJ). As detailed in Chapter 3, JJEED assigned scores to deemed programs for the first time, which enabled them to be included in the following analyses.

This chapter is comprised of five subsequent sections, which compare educational quality with a variety of factors. Section 5.2 examines facility size and student-to-teacher ratio. Section 5.3 compares educational performance among the various provider categories. Section 5.4 examines teacher certification. Section 5.5 discusses the quality of contracts and contract management; Section 5.6 provides a summary discussion of the chapter's findings.

5.2 Facility Size and Student-to-Teacher Ratio

During the past several years, Florida has closed several smaller facilities in favor of larger institutions. Increased facility size and custodial character present a number of important policy questions related to the quality of juvenile justice education services and community

reintegration outcomes. In examining the literature addressing juvenile justice facility size and educational outcomes, the reported results while pessimistic are largely fragmented (See JJEEP's 2000 Annual Report for a detailed review of the literature). A review of criminal justice literature does indicate, however, that larger juvenile institutions are problematic in several respects. For example, larger institutions may lead to *prisonization* and possible modes of negative adaptation among inmates (Sykes, 2003). On the other hand, research has found that students may develop stronger social bonds to conventional institutions within smaller facilities. Further, larger institutions are often located in rural and remote areas, isolating students from their families and communities, which may have a negative impact on their transition back to school and their home communities. The literature pertaining to alternative education for at-risk youths suggests that smaller schools produce greater academic gains.

JJEEP's examination of facility size uses the number of students at the facility as its measure. The average student capacity of the juvenile justice facilities that JJEEP reviewed in 2003 was 56, and the capacity ranged from 12 to 250 students. The state's largest facility of 350 beds was not reviewed in 2003 due to a change in provider.

Aggregate facility size does not describe the day-to-day setting in which students are learning. For instance, many facilities have a small number of students, yet *classrooms* may still be crowded. After reviewing 19 studies, Finn, Pannozzo, and Achilles (2003) found consistent evidence of the positive impact smaller classes have on students' learning and social behavior. Effects of a smaller student-to-teacher ratio were more pronounced among students from a lower socioeconomic status (SES) or minority group. These findings are particularly relevant since delinquents are disproportionately minority and of lower SES. Among programs reviewed during 2003, the student-to-teacher ratio ranged from 6:1 to 20:1, which is generally lower than the ratio found in public schools.

Data in Florida

During the 2003 cycle, JJEEP QA reviewers collected data on facility size and student-to-teacher ratios. Detention centers were excluded from the facility size analysis because they are temporary holding facilities where the daily population fluctuates. Likewise, day treatment programs were excluded because students do not reside in day treatment facilities. Furthermore, the largest facility of 350 beds was not reviewed in 2003 due to a change in provider. Ultimately, 111 residential programs were included in the analysis. While only 13 residential programs in 2003 served 101 or more youths, 40% of Florida's juvenile justice youths received educational services in these large facilities. Therefore, it is important to determine the impact of large facilities upon the quality of the educational services provided and the subsequent outcomes of the students served in these facilities.

QA scores for educational programs grouped by their student capacities are presented in Table 5.2-1.

Table 5.2-1: 2003 Overall Mean QA Scores by Facility Size

<i>Number of Students</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management</i>	<i>Overall Mean</i>
1 – 25	23	5.12	5.74	5.73	4.89	5.53
26 – 50	49	5.35	5.72	5.49	4.53	5.52
51 – 100	26	5.70	6.16	5.89	5.27	5.92
Over 100	13	5.33	5.96	6.22	5.08	5.81
Total/Average Score	111	5.38	5.85	5.72	4.83	5.65

Note. This table's analysis excludes detention centers and day treatment programs, and excludes the state's largest facility of 350 beds due to a change in the facility's provider. Standard Four: Contract Management is not included in the overall mean.

Programs serving from 51 to 100 students consistently scored higher than all other program sizes across each of the QA standards and the overall mean. While no clear trend emerged among small-sized programs and large-sized programs, previous years' analyses have found that the state's largest facilities tend to perform below average. A possible explanation for the findings on small facilities is that they are unable to provide the requisite variety of services or sufficient staff.

Table 5.2-2 presents overall mean QA scores by program size for 2000 through 2003.

Table 5.2-2: Overall Mean QA Score by Facility Size, 2000 to 2003

<i>Number of Students</i>	<i>2000</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>
1-25	5.36 (36)	5.47 (37)	5.47 (27)	5.53 (23)
26-50	5.44 (43)	5.49 (46)	5.21 (39)	5.52 (49)
51-100	5.53 (15)	5.62 (20)	5.61 (20)	5.92 (26)
Over 100	5.22 (9)	5.42 (11)	4.93 (12)	5.81 (13)
Overall Mean QA Score for All Programs	5.33 (110)	5.50 (114)	5.33 (98)	5.65 (111)

Note. This table's analysis excludes detention centers and day treatment programs. The 2002 column does not include deemed and special deemed programs. 2003 results exclude the state's largest facility of 350 beds due to a change in the facility's provider. The numbers of facilities are in parentheses.

From 2000 to 2002, a clear trend emerged in that the largest programs continued to perform below the mean QA score for all programs, and the educational services provided to youths in large facilities were generally inferior to those provided in smaller facilities. For the first time, in 2003 larger programs scores increased, which is due in part to the numerous provider changes with large facilities and the largest program not receiving a QA review in 2003. Moreover, programs ranging from 51 to 100 beds consistently performed the best over time. Additionally, the mean QA score for the smallest programs consistently increased over time. These findings indicate that programs serving 51-100 might be the optimum program size for delivering the highest quality of educational services to juvenile justice youths.

Additionally, when data are examined comparing the rates of students returning to school with the size of the facilities in which they are served, a significant finding emerges. Based on 4,356 students released from 120 residential facilities in fiscal year 2000-2001, findings indicate that, as facility size increases, the rate of students returning to school decreases. This relationship is statistically significant. Moreover, it is important to note that this relationship is driven by the largest facilities, specifically, six programs that exceed 150 beds. Since all of the residential programs over 150 beds are either moderate-risk or high-risk facilities, the comparison group of programs with fewer than 150 beds was limited to these security levels. Therefore, when specifically comparing facilities over 150 beds with those under 150 beds, the smaller programs have a 38% rate of return to school, while the largest have a 24% rate of return. This finding is also statistically significant. Furthermore, as discussed in Chapter 8, students who return to school upon release from residential programs are significantly less likely to be re-arrested.

As previously stated, aggregate facility size does not describe the day-to-day setting in which students are learning. It is therefore essential to compare QA scores across programs with different student-to-teacher ratios. JJEEP obtains the average student-to-teacher ratio from class schedules and verified the ratios with classroom observations and interviews with each program’s lead educator. Table 5.2-3 presents overall mean QA scores by student to teacher ratio in 2003.

Table 5.2-3: 2003 Overall Mean QA Scores by Average Student-to-Teacher Ratio

<i>Average</i>						
<i>Student-to-Teacher Ratio</i>	<i>Number of Programs</i>	<i>Transition</i>	<i>Service Delivery</i>	<i>Administration</i>	<i>Contract Management**</i>	<i>Overall Mean</i>
6:1-10:1	35	5.38	5.94	5.62	4.81	5.65
11:1-16:1	67	5.42	5.84	5.78	4.83	5.67
17:1-20:1	9	5.12	5.68	5.65	4.92	5.48
Total/Average Score	111	5.38	5.85	5.72	4.83	5.65

Note. Excludes detention centers and day treatment programs. Standard Four: Contract Management is not included in the overall mean.

It is clear that programs with student-to-teacher ratios from 17:1 to 20:1 scored the lowest compared to smaller student to teacher ratio groups. This finding is important considering previous research, which finds that smaller classes have a positive impact on learning gains and students’ behavior (Nye, Hedges, and Konstantopoulos, 2002).

JJEEP will continue to study the effect of facility size on academic gains while incarcerated and community reintegration, including re-arrest, recommitment, employment, and return to school. This research will help JJEEP determine how education in Florida’s juvenile justice institutions will be impacted if the trend toward larger institutions continues.

Also affecting academic gains are the status of the different educational providers in the state of Florida and the quality of teachers in juvenile classrooms. As shown by the next two

sections, these factors have significant impact on the overall education quality available to Florida's incarcerated youths.

5.3 Privatization

Among important characteristics that influence the effectiveness of educational programs are the auspices under which programs operate. In Florida, for example, many different entities operate juvenile justice facilities. Some programs are publicly operated (administered by DJJ), and some are contracted to private providers. Furthermore, while some of the private providers are for-profit organizations, there are many not-for-profit organizations as well. Further, the educational programs within these facilities may be operated by public school districts, private for-profit providers, or private not-for-profit providers.

Fueled by state statutes and since the emergence of juvenile justice privatization in Florida in 1974 with Associated Marine Institutes, a not-for-profit private-operated juvenile justice initiative, the number of private providers and private-operated educational programs has grown. The twenty-five detention centers reviewed in 2003 were excluded from all provider status analyses, since all detention centers are publicly operated and are held to different standards. It should be noted, however, that detention centers, as a category, scored higher than both residential and day treatment programs. Of the 155 residential and day treatment programs reviewed in 2003, 41% (64) of the educational programs were public, 50% (78) of the educational programs were private not-for-profit, seven percent (11) of the educational programs were private for-profit, and one educational program was operated by the Florida Department of Agriculture.

In 2003, 45% of the juvenile justice youths in residential and day treatment programs received educational services from a public provider; 48% received educational services from a private not-for-profit provider, and six percent from private for-profit providers.

Given the large proportion of programs and students that received services from private educational providers in Florida's juvenile programs, two main research questions were examined in this section. First, were there differences in the quality of educational services across different provider types (public, private for-profit, private not-for-profit)? Second, if the quality of educational services in Florida's juvenile justice facilities improved from 1999–2003, how much improvement was made among different provider types?

Table 5.3-1 compares the quality of educational services across provider types in Florida's juvenile justice educational programs. The table summarizes QA results for all educational programs that were operating in Florida's residential and day treatment facilities during 2003, including deemed programs.

Table 5.3-1: 2003 Mean QA Scores for Public and Private-Operated Educational Programs

Provider Type	Number of Programs	Transition	Service Delivery		Contract Management	Overall Mean
			Administration	Administration		
Public/School District	65	5.35	5.95	6.06	5.11	5.77
Private Total	89	5.37	5.71	5.21	4.76	5.45
PNFP	78	5.42	5.72	5.19	4.82	5.46
PFP	11	5.07	5.62	5.32	4.47	5.35
Total/Average Score	154	5.37	5.81	5.57	4.92	5.58

Note. This table's analysis excludes detention centers and one program operated by the Florida Department of Agriculture. Standard Four: Contract Management is not included in the overall mean.

PNFP = private not-for-profit

PFP = private for-profit

Across all three standards and the overall mean, public education providers consistently scored higher than private providers. Specifically, school district-operated programs scored the highest, and the private for-profit education providers consistently scored the lowest. The overall mean score for public providers was 5.77, and the private for-profit providers scored 5.35. The largest difference between the public and private for-profit education providers occurred in the areas of administration and contract management.

To further assess the quality of educational services in Florida's juvenile justice facilities, Table 5.3-2 compares QA performance from 1999-2003 over time.

Table 5.3-2: Comparative Improvement of Overall Mean QA Score from 1999-2003 by Educational Provider Type

Provider Type	Overall Mean QA 1999	Overall Mean QA 2000	Overall Mean QA 2001	Overall Mean QA 2002	Overall Mean QA 2003
Public	5.48	5.51	5.72	5.73	5.77
PNFP	5.24	5.27	5.29	5.60	5.46
PFP	4.46	4.72	4.84	4.73	5.35
All Facilities	5.33	5.36	5.48	5.61	5.58

Note. In 2003, deemed programs were scored and, therefore, were included in the analysis. This table's analysis excludes detention centers and one program operated by the Department of Agriculture. Standard Four: Contract Management is not included in the overall mean.

PNFP = private not-for-profit

PFP = private for-profit

While the results summarized in Table 5.3-2 support the claim that private providers improved upon the quality of services delivered, this tendency halted in 2003 for private not-for-profit providers, which scored lower in 2003 than in 2002. In contrast, public providers consistently increased the quality of services across the five years of data. Moreover, public providers still had much higher scores than private for-profit providers, and there was considerably more room for improvement within the for-profit category.

Since 1999, public providers of education have consistently scored the highest, private for-profit providers the lowest, with private not-for-profit providers falling in-between. Many critics of privatization contend that the services that private facilities provide are substandard in comparison to public facilities (see previous years of JJEPP Annual Reports for a more extensive review of the privatization literature.) It is thought that services are marginalized in order for private facilities to net a profit. In Florida, however, it must be pointed out that over the past five years, private for-profit educational programs actually have improved more than the public educational programs. This suggests that Florida's research, QA, and technical assistance efforts are working among all provider types.

Quality staff and the managing of contracts are two additional areas that directly relate to privatization. While quality staff, particularly teachers, are an important factor in providing effective educational services for all types of programs, the proportion of quality staff is also related to provider status and the managing of educational programs. Both of these issues are explored in the following two sections. Similarly, there are substantial differences among provider types as to teacher certification and experience. The impact of these factors on the quality of juvenile justice education will be discussed in Section 5.4.

5.4 Teacher Certification

As discussed in Chapter 2, the No Child Left Behind Act of 2001 (NCLB) includes the new *Improving Teacher Quality State Grants* program, a combination of the Eisenhower Professional Development and Class Size Reduction programs. The emphasis of this new program is on the utilization of scientifically validated best practices—in this instance, the recruitment, hiring, and training of high quality teachers. In turn, local education agencies (LEA) are responsible for demonstrating annual progress for all teachers of core academic subjects becoming highly qualified.

Another way to assess the quality of Florida teachers in juvenile justice facilities is to compare the certification credentials of the instructional staff employed by the various provider types. The following results are based upon 177 detention, day treatment, and residential facilities with available teacher certification data. In 2003, there were 987 educational staff, including lead educational administrators and support staff, working in these 177 programs. Among them, 141 were exceptional student education (ESE) and guidance support staff that did not have teaching assignments. The remaining 846 were teachers whose primary duties were teaching academic, elective, vocational, and technology classes. Seventy teachers, identified as responsible for vocational and technology instruction, who did not teach non-vocational classes, have been removed from teacher certification analysis to avoid biasing the results. Arguably, professional teacher certification is not as critical an issue in vocational courses as it is in academic courses. To avoid a different kind of bias, lead educational administrators and support staff that did not teach in a classroom also were removed from the analysis. Forty-four percent (339) were male teachers, and 56% (439) were female teachers. Two teachers had missing certification information, resulting in the inclusion of 776 teachers for analysis.

Other topics addressed in the area of teacher certification stem from the results of data collected during the 2003 review cycle. These include levels of experience and teacher turnover. Further, the relationship between the proportion of professionally certified teachers at a program and the program's QA performance is assessed.

Teacher Experience and Certification Areas

Education research consistently supports the conclusion that well-prepared and professionally certified teachers who teach in their areas of certification are the most effective classroom instructors for diverse learners. While the first step in quality education may be the hiring and retention of appropriately qualified personnel, the second step is to ensure that these teachers are teaching within their areas of certification in order to maximize the utility of their specialized knowledge and training.

An important factor to consider when examining the quality of educational staff is the teacher turnover rate. Ingersoll (2002a; 2002b) found that teacher shortages are due more to attrition than retirement. Overall, the teaching profession has a much higher rate of turnover than other professions throughout the country; namely a 17% turnover rate for teaching compared to a national average of 11% for other professions. Using national teacher survey data, Ingersoll specifically identifies the first five years of teaching as the critical time for teacher turnover. Eleven percent of new teachers leave the profession after their first year of teaching; after two years, an additional 10% leave, and by the fifth year of teaching, 39% of new teachers have left the profession.

In an effort to alleviate the problems of teacher shortages and staffing, many educational policy makers and school district administrators have allowed teachers to teach out of their areas of certification and have developed alternative routes to certification. Although these strategies have relieved some of the demand problems, it remains unclear whether they will help solve long-term teacher retention problems and how they affect student academic gains and outcomes.

“Why is working with children considered less complex and to require less expertise than working with accounts or buildings?” (Ingersoll, 2001a, p. 2). The question that Ingersoll asks is in response to an assumption articulated by several policy makers; namely, that specialization is less necessary in education than in other fields. According to national teacher survey data analyzed by Ingersoll, one third of secondary math teachers and one fourth of English teachers do not have a major or minor in the subject (Ingersoll, 2001a; 2001b). This problem is even greater in juvenile justice and alternative schools.

Not only is out-of-field teaching prevalent in juvenile justice and alternative schools, it has been shown to affect student gains. As cited by Darling-Hammond (2002), a study conducted by Monk (1994) found that the lack of college course work in the subject area being taught negatively affected student test scores. The study examined the number of college courses completed by teachers in the subject area being taught and examined the standardized test scores of their students, using gains between tests as the measure of student

performance. The study found that the fewer college classes the teacher had completed in the subject area being taught, the lower the students’ test gains in that subject.

The problem of out-of-field teaching comes down to the argument over subject knowledge versus pedagogy; however, Ingersoll (2001a; 2001b) clarifies that the two are interrelated - pedagogy is often content specific. Teachers trained in traditional, four-year college educational programs receive pedagogical training only in the subject they plan to teach, and this content-specific knowledge may not carry over to effective teaching of other subjects. Furthermore, teaching methods often accumulate over time as teachers experiment with different strategies as they gain experience in their early years of teaching.

Although area-specific certification is identified in the literature as a critical factor for providing quality educational services, current Florida laws allow juvenile justice educators to teach subjects outside their certification areas. Therefore, it is imperative to examine the general teacher qualifications of Florida’s juvenile justice teachers, as it is clear that the use of well-prepared and certificated educators is the most important best practice in juvenile justice education. Since its inception, JJEEP has included QA standards that address teacher qualifications. These standards have evolved to become as objective and accurate as possible and to reflect educational best practices identified in the literature.

Table 5.4-1 shows the types of certifications held by teachers and the percentage of teachers holding each type from 2001 to 2003.

Table 5.4-1: Type of Certification 2001-2003 (in percentages)

	<i>Professional Certification</i>	<i>Temporary Certificate</i>	<i>Statement of Eligibility</i>	<i>School District Approved</i>	<i>Non- Certificated</i>	<i>Total</i>
2001	55 (390)	16 (111)	16 (111)	5 (34)	9 (61)	101 (707)
2002	59 (462)	22 (168)	9 (72)	3 (25)	7 (51)	100 (778)
2003	60 (468)	20 (153)	7 (53)	6 (46)	7 (56)	100 (776)

Note. Row percentages may not add to 100% due to rounding. The numbers of teachers are in parentheses.

Although the percentage of non-certificated teachers has remained relatively constant, there has been a slight increase in the number of teachers with professional certification. The percentage of teachers working with statements of eligibility has steadily decreased, which may indicate that teachers are continuing to work toward professional certification.

As illustrated by Table 5.4-2, public education providers have had significantly more professionally certified teachers than private education providers. Private facilities have had more teachers with temporary certifications and statements of eligibility, or who are either non-certificated or teaching with school district approval.

Table 5.4-2: Certification Status of Teachers by Educational Provider Type (in percentages)

<i>Type of Certification</i>	<i>Public (65 programs)</i>	<i>Private Not-For-Profit (78 programs)</i>	<i>Private For-Profit (11 programs)</i>	<i>Total in State (154 programs)</i>
Professional Certification	80 (330)	36 (119)	49 (17)	60 (466)
Temporary Certificate	13 (54)	28 (92)	20 (7)	20 (153)
Statement of Eligibility	1 (3)	15 (50)	0 (0)	7 (53)
School District Approved	3 (12)	9 (28)	17 (6)	6 (46)
Non-Certificated	3 (11)	12 (39)	14 (5)	7 (55)
Total	100 (410)	100 (328)	100 (35)	100 (773)

Note. This table's analysis excludes the one program operated by the Florida Department of Agriculture. The numbers of teachers are in parentheses.

When comparing public education providers with private not-for-profit education providers, public facilities employed significantly more staff with professional certification and fewer teachers with temporary certificates and statements of eligibility or who were non-certificated or school district approved. Public providers employed a significantly larger percentage of professional certification (80%) compared with private not-for-profit (36%) and private for-profit providers (49%). Public providers employed fewer teachers with temporary certificates and statements of eligibility, or without certification.

In general, the results indicate that the instructional staff hired by private educational providers were less qualified than those hired by school districts. While certification does not automatically equate with quality, the relationship is sufficiently strong to raise concerns. It can be assumed that there were substantial differences between the quality of teachers employed by public and private providers of juvenile justice education, and it remains to be seen what the educational impact will be on youths under these different systems.

In addition to holding professional teacher certifications, experience must also be considered when measuring the quality of teachers. In this analysis, teaching experience is measured by years of teaching. Table 5.4-3 summarizes the teaching experience of the 751 teachers in juvenile justice facilities in 2003.

Table 5.4-3: Number of Years of Professional Teaching Experience, 2003

<i>Number of Years of Teaching</i>	<i>Number of Teachers</i>	<i>Percentage</i>
Less than 1 year	136	18
1-5 years	223	30
5-10 years	125	17
10-20 years	138	18
More than 20 years	129	17
Total	751	100

Note. This table's analysis excludes those teachers who have no data entered on Number of Years of Teaching with Professional Certification. Column percentages may not add to 100% due to rounding.

While 136 teachers had less than one-year teaching experience, which accounted for 18% of the total, the preponderance of teachers have taught between one and five years, for a percentage of 30%. Fifty-two percent of teachers in juvenile justice facilities have been teaching for more than five years, some of these for more than 20 years. These data support Ingersoll’s findings, discussed earlier in this chapter.

Based on information gathered from the same population, Table 5.4-4 shows the number of months of teaching in a specific program.

Table 5.4-4: Number of Months of Teaching in a Specific Program 2003

<i>Number of Months of Teaching in a Specific Program</i>	<i>Number of Teachers</i>	<i>Percentage*</i>	<i>Cumulative Percentage*</i>
1 month or less	55	7	7
2-6 months	117	16	23
6-12 months	148	20	43
13 months-24 months (2 years)	141	19	62
25 months-36 months (3 years)	117	16	78
37 months-60 months (5 years)	77	10	88
More than 60 months	95	13	101
Total	750**	101	101

Note. Column percentages may not add to 100% due to rounding. **N=750 due to missing data on one teacher.

As noted in Table 5.4-4, 43% of teachers have taught in a specific juvenile justice program for less than one year. Furthermore, 88% have taught in a juvenile justice program for less than five years. These findings indicate a particularly high teacher turnover rate in juvenile justice institutions as compared to that of public schools.

While years of teaching experience and teacher turnover are considered important factors in providing quality education, as discussed earlier, educational provider type is also a factor influencing quality education. Table 5.4-5 compares years of teaching experience and teacher turnover between public and private-operated educational programs.

Table 5.4-5: Average Years of Teaching and Average Months of Teaching in a Program by Educational Provider Type, 2003

	<i>Public</i>	<i>Private Not-For-Profit</i>	<i>Private For-Profit</i>	<i>Total</i>
Average Years of Teaching	13.7	5.9	10.1	10.5
Average Months of Teaching in a Program	39.4	20.6	25.9	29.0

Note. This table’s analysis excludes detention centers.

Not surprisingly, in public-operated programs, average years of teaching and average months of teaching in a program were strikingly greater than private not-for-profit and private for-

profit programs. This finding, together with level of teacher certification among types of programs, helps explain the higher QA performance for public programs as opposed to private not-for-profit and private for-profit programs.

Within juvenile justice schools, teachers often perform a variety of duties, both within and outside of their areas of certification. The literature demonstrates that students usually perform better when their instructors are certified in the subjects they teach.

As discussed previously, out-of-field teaching is most prevalent in alternative schools that serve neglected, delinquent, and academically at-risk students. To illustrate the frequency of this problem, Table 5.4-6 highlights the percentage of teachers teaching in-field for core academic subjects in Florida’s juvenile justice schools.

Table 5.4-6 displays the number of academic courses taught in 2003 by in-field teachers who held certification in math, English, social studies, and science, and the number of academic courses taught by out-of-field teachers who subsequently taught within those areas but did not hold certification in those content areas.

Table 5.4-6: Number of Academic Courses Taught by In-Field Teachers and Out-of-Field Teachers 2003 (in percentages)

<i>Certification/Teaching</i>	<i>Math</i>	<i>English</i>	<i>Social Studies</i>	<i>Science</i>
Courses taught by In-Field Teachers	14 (44)	22 (74)	32 (88)	17 (43)
Courses taught by Out-of-Field Teachers	86 (261)	78 (268)	68 (185)	83 (208)
Total	100 (305)	100 (342)	100 (273)	100 (251)

Note. Column percentages may not add to 100% due to rounding. The numbers of teachers are in parentheses.

According to the data presented in Table 5.4-6, the majority of teachers teaching core academic courses did not hold certifications in these content areas. While social studies courses were most often taught by in-field teachers (32%), math courses were most often taught by out-of-field teachers (86%).

As previously stated, qualified instructional personnel are essential to delivering quality education to juvenile justice youths. JJEEP maintains a comprehensive database on teacher certification that tracks the number of teachers, level and types of certifications, and the subjects taught. JJEEP also tracks administrative and support staff, including ESE and guidance support personnel. One area explored by JJEEP is the specific relationship between quality education, as measured by JJEEP’s QA indicators, and the overall proportion of professionally certified teachers at a program.

Table 5.4-7 shows the correlation between the percentage of certified teachers and QA scores for each of the QA indicators, standards, and the overall mean QA score. Those programs that had a greater proportion of teachers with professional certification had a higher overall mean QA score for 2003. This relationship was statistically significant at the 0.001 level.

Table 5.4-7: Relationship Between Scores on QA Indicators and Proportion of Teachers with Professional Certification

<i>Indicator</i>	<i>Coefficient</i>	<i>Indicator</i>	<i>Coefficient</i>
Entry Transition: Enrollment [^]	0.056	Communication	0.225*
Entry Transition: Assessment	0.206**	Instructional Personnel Qualifications	0.699***
Student Planning	0.231**	Professional Development	0.339***
Student Progress	0.110	School Improvement	0.291**
Guidance Services	0.167	Policies and Procedures [^]	0.108
Exit Transition	0.247**	Funding and Support	0.343***
Curriculum: Academic	0.327***	Contract and Cooperative Agreement Management	0.256**
Curriculum: Practical Arts and Vocational Training	0.161	Oversight and Assistance	0.155
Instructional Delivery	0.168*	Data Management	0.411***
Classroom Management	0.159	Standard 1: Transition	0.281***
Support Services [^]	-0.026	Standard 2: Service Delivery	0.252**
Community and Parent Support	0.123	Standard 3: Administration	0.503***
Student Attendance	-0.208	Standard 4: Contract Management	0.388***
		Mean Overall QA Score 2003	0.385***

*p<.05.

**p<.01.

***p<.001.

[^]Correlation computed with Kendall's Tau-b due to ordinal level indicators. All other correlations are computed using Pearson.

A strong relationship between the use of professionally certified teachers and Standard Three: Administration was expected, in part because the instructional personnel qualifications indicator in standard three rates programs according to the qualifications of their educational personnel. Thus, when programs have no or few professionally certified teachers, they receive lower QA ratings. As indicated by the strong relationship in the professional development, funding and support, and school improvement indicators, professionally certified teachers also participated in continuing education and inservice training more than teachers with temporary certificates and non-certificated teachers. Further, the proportion of professionally certified teachers affected the programs' QA ratings with regard to educational resources.

There was also a strong relationship between the prevalence of certificated teachers and high QA scores in Standard One: Transition. This relationship was statistically significant at the 0.001 level. Transition primarily relates to activities such as assessment testing, student planning, guidance services, and exit transition, all of which had strong relationships to the prevalence of professionally certified teachers. This finding may indicate that professionally certified teachers are more academically competent and more able to deliver effective transition services than non-certificated teachers.

The relationship between the prevalence of certificated teachers and Standard Two: Service Delivery was statistically significant at the 0.01 level. Not surprisingly, the academic curriculum indicator in standard three has one of the strongest relationships with the proportion of certificated teachers.

The use of professionally certified teachers also affected programs' overall QA scores. Sixty programs had all professionally certified teachers in 2002, and 14 programs had no professionally certified teachers during 2002. During 2003, while 93 programs had all professionally certified teachers, 11 programs had no professionally certified teachers, which negatively affected the programs' QA scores.

In sum, issues relating to teacher certification, retention, and out-of-field teaching are not solely confined to juvenile justice educational programs. FLDOE has projected the number of teachers needed throughout the state through 2021. According to the FLDOE Office of Policy Research and Improvement (FLDOE, 2002), over the next 19 years Florida will need 16,000 to 19,000 teachers per year—173,000 over the next 10 years. The report examines projected enrollment trends, retirement trends, and teacher migration within Florida. Although 16-20% of these teaching positions will be filled by teacher migration from one school or district to another, the report does not consider the difficulties of staffing juvenile justice or alternative schools. In light of the growing need for qualified teachers throughout the state and the nation, juvenile justice schools face particular problems hiring and maintaining highly qualified teachers.

5.5 Contracts and Contract Management

Educational contracts and cooperative agreements define and clarify the responsibilities and procedures school districts, private providers, and the DJJ are to follow to ensure effective partnerships. Contracts between school districts and private providers must include all statutory requirements, as stated in sections 1003.52 and 1003.53, F.S., and Rule 6A-6.05281, FAC. These sections provide information about 2003 contract management findings and the qualitative status of submitted 2002-2003 contracts and cooperative agreements.

The FLDOE developed model contracts and cooperative agreements in spring 2003 to assist school districts in the development of their DJJ contracts and cooperative agreements for 2003-2004. The majority of school districts and private providers used these basic documents as a framework to meet the requirements of Florida Statutes sections 230.235 and 1003.52(13) for cooperative agreements, and Rule 6A-6.05281, FAC for cooperative agreements and contracts.

A committee comprised of JJEEP, DOE, and DJJ staff participated in the 2003 contract/cooperative agreement review process. The committee used the same written protocol from the previous year, including the checklist of required and appropriate content. This review was completed in mid-December 2003.

The following are the patterns that emerged from a review of 37 cooperative agreements submitted by December 8, 2003:

Lack of specificity in the following areas:

- number of students to be enrolled (1003.52(13) c)
- school board responsibilities for delivery of assessment services (1003.52(13) d)
- academic and vocational courses to be offered and academic expectations (1003.52(13) e)
- number of certificated and non-certificated teachers to be employed (1003.52(13) g)
- transition services delivery (1003.52(13) i)
- timely documentation of credits and transfer of records (1003.52(13) j)
- DJJ or program staff ratio during school activities (1003.52(13) l)

The following are the patterns that emerged from a review of 57 contracts submitted by December 8, 2003:

Lack of specificity in the following areas:

- notification of students of the option of enrolling in a General Educational Development (GED) preparation program (6A-6.05281(1))
- student assessment (6A-6.05281(3))
- individual academic plans (IAPs) and individual educational plans (IEPs) development (6A-6.05281(4))
- instructional program and academic expectations (6A-6.05281(6))
- qualifications and procedures for selection of instructional staff (6A-6.05281(7));
- funding for workforce development programs (6A-6.05281(9))
- siting of new facilities (6A-6.05281(10))
- a room set aside for ESE/English Speakers of Other Languages (ESOL) services delivery

Numerous agencies are involved with providing services to juvenile justice youths, and often these services are contracted to private providers. Therefore, it is imperative that all school districts and programs review and build into their cooperative agreements and contracts, details and strategies to ensure compliance with the requirements of Florida Statutes sections 230.235 and 1003.52(13), Rule 6A-6.05281, FAC, and the mandates of NCLB legislation.

If managing private agencies that perform a public service were merely a matter of contractual language, then developing specific contracts would suffice. To ensure that effective services are provided, however, contractors must also manage, oversee, and monitor all contracted services. Detention centers and deemed programs were removed from the analysis of contracts and contract management. As Table 5.5-1 presents, 109 programs were included in the analysis. The 50 public-operated programs scored the highest on contract management; not surprisingly, their programs also scored the highest on overall QA mean scores across three standards; namely, transition, service delivery, and administration.

Table 5.5-1: Mean Contract Management Scores for Public-Operated and Private-Operated Educational Programs

<i>Provider Type</i>	<i>Number of Programs</i>	<i>Contract Management</i>
Public/School District	50	5.11
PNFP	49	4.82
PFP	10	4.47
Private Total	59	4.76
Total/Average Score	109	4.92

Note. This table's analysis excludes detention centers, deemed programs, and one program operated by the Florida Department of Agriculture.

PNFP = private not-for-profit

PFP = private-for-profit

School districts received the lowest score on the contract management standard when contracting with for-profit providers of educational services. In contrast, when those school districts directly operated the juvenile justice educational programs, they received higher QA ratings in contract management. Consistent with previous years' annual report findings, school districts are more likely to effectively manage their own programs and may be less likely to oversee educational services when those services are contracted to private providers.

Table 5.5-2 shows the number of programs across provider types that scored below satisfactory (lower than 4.00) on the contract management standard and confirms the findings of Table 5.5-1.

Table 5.5-2: Frequency Distribution of Programs Scoring Below Satisfactory on Contract Management in 2003

<i>Provider Type</i>	<i>Number of Programs</i>	<i>Number of Programs that Scored Below Satisfactory</i>	<i>Percentage Scoring Below Satisfactory</i>
Public/School District	50	6	12
PNFP	49	11	22
PFP	10	2	20
Private Total	59	13	22
Total	109	19	17

Note. This table's analysis excludes detention centers, deemed programs, and one program operated by the Florida Department of Agriculture.

PNFP = private not-for-profit

PFP = private-for-profit

Of the 109 programs evaluated in 2003, 50 were public-operated programs; 49 were private not-for-profit programs, and 10 were private for-profit programs. Nineteen of the total number of programs (17%) scored below satisfactory in contract management. If private not-for-profit and private for-profit were combined, 13 private-operated facilities scored below satisfactory in contract management, which accounted for 22% of the 59 private programs.

5.6 Summary Discussion

Several interesting findings emerge when examining the correlates of quality education. Facility and classroom size, the profit status of the education provider, the proportion of professionally certified teachers, and the clarity of contracts and quality of contract management continue to be significantly related to the quality of educational services within Florida's juvenile justice programs.

Policy decisions that affect the quality of education provided in these institutions is germane to the mission of JJEEP as the program that monitors the educational services of juvenile justice institutions in Florida. Not only is quality education important in and of itself, but there is also a well-established link between education and delinquency. If education is negatively affected by larger facility size, increased delinquency and other antisocial behaviors are likely results. Therefore, it is imperative that studies continue to examine the long-term impact of larger facility size and identify optimal facility size, in order to better serve juvenile justice youths.

The educational program provider is important for determining the quality of educational services. The relationship between educational provider type and quality education involves a complex dynamic that JJEEP continues to assess. In general, public providers of education received higher QA scores than private providers. In an effort to understand why this relationship may exist, the certification status of teachers within Florida's facilities was examined. The majority of teachers hired by public education providers had professional certification-80% in comparison to 36% in private not-for-profit providers and 49% in private for-profit providers. This finding helps explain some of the significant differences in QA scores when comparing across education provider types. It is important to emphasize that the quality of teachers, as measured by level of certification and teaching in-field, has the strongest relationship with overall QA scores, regardless of provider type or facility size. The specific relationship between the proportion of professionally certified teachers and quality education cannot be ignored. Specifically, the greater the numbers of professionally certified teachers, the higher the program's mean overall QA score. Because of this consistent finding over the years, in 2004, JJEEP will recommend that FLDOE and the legislature consider ways to require increased numbers of certificated teachers in juvenile justice educational programs.

In 2004, JJEEP will continue to examine the correlates of facility and classroom size, privatization, and the proportion of professionally certified teachers. In addition to continuing efforts to collect data on these correlates, facility treatment variables will be added to future analyses in order to isolate the effects of these correlates. New correlates that will be examined include student-to-teacher ratio, program service delivery models, and treatment services provided.

CHAPTER 6

TOWARD DETERMINING THE RELATIONSHIP OF INSTITUTIONAL TREATMENT AND EDUCATIONAL SERVICES UPON YOUTH OUTCOMES

6.1 Introduction

Governmental policy makers increasingly insist on outcome-driven performance evaluations of the programs and services they fund. The No Child Left Behind Act of 2001 (NCLB) requires states to report student academic outcomes at the school, the district, and the state level. While many states only recently have begun to develop the systems necessary to fulfill these new federal requirements, Florida has been developing such a research-driven accountability system since 1998 through the Juvenile Justice Educational Enhancement Program (JJEPP).

Fundamental to the system that Florida uses is the annual quality assurance (QA) review of juvenile justice facilities. These QA reviews are jointly conducted by two different state agencies: the Department of Juvenile Justice (DJJ) and the Florida Department of Education (FLDOE). DJJ assesses such areas as health, physical safety, and treatment programming (including case management, mental health, substance abuse, and behavior modification), while FLDOE, through JJEPP, assesses the educational process of students confined to juvenile justice facilities. Together, these agencies evaluate the quality of programming in Florida's juvenile justice facilities to ensure that the safety, treatment, and educational needs of confined students are being met. In addition to the QA reviews, each agency measures student-level outcomes. For DJJ, these measures almost exclusively involve student re-offending, while FLDOE's measures relate to educational success using outcomes such as return to school, credits earned, and diplomas awarded in relation to community reintegration and recidivism. Since treatment and behavioral issues may significantly impact the post release behavior and educational outcomes of students, it is important to recognize the function of treatment services as a possible factor influencing student outcomes.

At present, examining the treatment services offered in DJJ facilities is a complex task, since there is no comprehensive identification or categorization of types of treatment or treatment processes. DJJ relies on custody care providers, most of whom are privatized, to customize a treatment modality best suited for the individual program. With a classification system in place, it would be possible to evaluate what services and processes are most effective. QA scores merely assess the quality of treatment services offered but do not identify and describe the treatment process of types of services, duration, or frequency. A classification system bridges the gap between QA scores and description of what is being implemented within the individual programs. It is important to be aware not only of how a program is scoring in quality of services, but also of what services they are providing to achieve this score. It is

these specific treatment types and processes that may contribute to or mediate the positive educational and community reintegration outcomes.

In an effort to determine whether a relationship exists between the quality of educational services and quality of treatment services offered within juvenile justice facilities, DJJ QA treatment scores were correlated with JJEPP's QA education scores. In addition, an initial classification system was explored, using program self-report information on the types of treatment services offered by the individual programs during the JJEPP 2003 QA review cycle. Once again, although this preliminary classification system did not provide a level of the *quality* of treatment services at DJJ facilities, it provided descriptive information on treatment services, which DJJ QA scores do not capture.

This chapter explores the relationship between educational and treatment services offered in DJJ programs and is comprised of four subsequent sections. Section 6.2 describes the methods and data collected and used to describe this relationship. Section 6.3 provides findings that illustrate the correlations between DJJ treatment QA scores and JJEPP education QA scores and describes commonly used treatment models. Section 6.4 describes the difficulty in isolating treatment effects and discusses future research addressing the role of treatment and its effect on quality educational services. Section 6.5 provides a summary discussion of this chapter.

6.2 Methods and Data

In an effort to determine the level of performance and the overall quality of services provided in its facilities, DJJ routinely assesses such areas as health care, security, safety, emergency procedures, behavior management, and treatment services. The ultimate goal of DJJ's QA process is public safety and the welfare of students in its care. Please see the DJJ 2003 Quality Assurance Report for more information about the DJJ QA process.

JJEPP examined DJJ standards from this QA process to determine if a relationship exists between the quality of treatment and educational services offered in juvenile justice facilities. Indicators that best measured treatment services were chosen from DJJ's QA standard four (case management, performance planning, and treatment interventions), standard five (mental health and substance abuse treatment), and standard six (behavior management and disciplinary practices).¹ Not all indicators from these standards were chosen since some are compliance indicators and others measure services such as security, physical restraint, and DNA testing, which may not relate to treatment services. The scores on the selected set of indicators were averaged and correlated with JJEPP's overall education QA mean. JJEPP's overall education mean included all performance indicators scored during a QA review with the exception of contract management. A correlation matrix was developed using a one-tail test of significance² on the overall means, standards, and individual indicators. In this analysis, 86 residential programs that received both DJJ and JJEPP QA reviews in 2003 were

¹ We would like to thank the DJJ QA staff for their assistance in this research effort.

² A one-tail test is a test of significance for a Pearsonian correlation.

used. The following section provides a list and description of the treatment indicators from the DJJ standards that were used for this analysis.³

DJJ QA Standard Four: Case Management, Performance Planning, and Treatment Interventions

4.01 Treatment Team and Treatment Team Reviews

A treatment team consisting of individuals from various treatment areas and direct care is established by the program and is responsible for the assessment of the students' treatment needs, development, and execution of a performance plan. The treatment team should have a written policy and procedure and established communication and progress reports with treatment staff and students to determine participation, progress, changes in needs, and modifications.

4.02 Students Needs Assessment

Evaluations conducted by the treatment teams are utilized to assess the treatment needs of the students. Needs assessments should include questionnaires, testing instruments, and interviews with family and other relevant parties to obtain updated information about the students. There should be written policies on needs assessments, and documentation of the students' problems, needs, strengths, and limitations in order to determine the timeliness, presence, and comprehensiveness.

4.04 Performance Plans

Based on the identified needs of the student, the treatment team develops an individualized performance plan. The performance plan should be based on individualized and prioritized needs, document the participation of both the student and the parent/guardian in the development of the plan, and set measurable goals and time frames for completion of the goals. This plan identifies the responsibilities of both the student and the program in completing the goals.

4.05 Distribution of Performance Plans

Once the performance plan is completed, it must be distributed within five working days to the students, juvenile probation officers, parent/guardians, and the Florida Department of Children and Families (DCF) for students jointly served by DJJ and DCF. Copies of the letters dated within the five days should be placed in the students' files, provided to the family service worker (if applicable), and to the students.

4.06 Ongoing Review and Revisions to Performance Plans

Ongoing revisions are made to the performance plan by the treatment team. These revisions should reflect completed goals, new goals, changes in target dates, and newly identified needs. Documentation of performance plan revisions and updates should be available in the students' files along with documented comparisons to

³ For a complete listing of the JJEEP 2003 QA standards and indicators see Chapter 2 and Appendix C. For a complete listing of the DJJ QA standards please see the *DJJ QA Standards Manual for Residential and Correctional Facilities*, produced by the Bureau of Quality Assurance.

30-day progress reports. Both treatment staff and the students should be made of performance plan changes and revisions.

4.07 *30-Day Performance Summary*

After the signing of the performance plan, a performance summary is completed every 30 calendar days. The performance summary should reflect the students' status on their performance plan goals, academic status, behavior, and significant incidents. Both treatment staff and the students should review the performance summary prior to being signed and sent to the judge.

4.08 *Victim Awareness Services*

Programs should have available services that teach students the consequences of their criminal behavior with emphasis on the student's need to compensate the victim and the community. The program should have written policies and procedures addressing victim rights, awareness, and reparation.

4.09 *Group Work*

Group work based on established processes and principles should be conducted by the program. The group work should assist the students in problem-solving, social skills, and life skills. The program should provide a system to measure the student's progress in these areas and should include documentation of the level of participation, type and scope of group treatment service, and issues addressed.

4.10 *Family Reunification*

To help prepare students for their return to the community, programs should promote family involvement. Programs should offer access to family services and/or treatment, conferences, and family outreach to help provide assistance with issues concerning the return of the students to the family and community, and document involvement of the family or caregiver in treatment as well as the scope and frequency of treatment services and family outreach.

4.11 *Social and Life Skill Training*

A program should provide students with social and life skills training. Such services should include life and planning skills, acceptable alternatives to aggressive behavior, proper ways for dealing with emotions, and effective stress management. The program should have written policies and procedures for providing social and life skill training that delineate how pro-social skills will be taught. Documentation of social and life skills training should be included in the students' performance plans along with subjects discussed in the training meetings.

4.12 *Community Access*

If a student is approved for a temporary release from the program, has permission to participate in off-site activities, or is provided access to the community, proper statutory requirements must be met. All DJJ required forms such as victim notification, victim notification data sheets, home visit plan notifications, home visit reports, and risk assessments should be documented.

4.13 *Students Recognition*

In an effort to improve student confidence and provide reinforcement for positive social, academic, and vocational skills, students are recognized in several ways, including praise, certificates, increased privileges, and graduation ceremonies.

DJJ QA Standard Five: Mental Health and Substance Abuse Treatment

5.01 *Mental Health and Substance Abuse Screening*

All students admitted to a program are screened during the initial intake process for mental health and substance abuse problems. This process is conducted using the Massachusetts Youth Screening Instrument-Version 2 (MAYSI-2), via the Juvenile Justice Information System (JJIS). All DJJ required forms and the MAYSI-2 should be documented in the file, along with referrals for assessment. A review of the license of the person signing the assessment of suicide risk should be conducted.

5.03 *Comprehensive Plan for Delivery of Mental Health Services*

The program should develop a comprehensive plan for delivery of mental health services and a method of ensuring treatment. This plan should include a description of the processes used during mental health screening, suicide risk screening, assessment of suicide risk, and mental health alert. Provision of treatment should be reflected in student surveys.

5.04 *Comprehensive Plan for Delivery of Substance Abuse Services*

The program should have a comprehensive plan describing the provision of substance abuse services. This plan should describe the process of identifying substance abuse problems and include methods of treatment available. Substance abuse programs should be licensed in compliance with Rule 65D-30.003(15), Florida Administrative Code (FAC).

5.05 *Comprehensive Mental Health Assessments*

If during the initial screening process, or shown through behavior after admission to a program, a mental health problem is identified, a comprehensive mental health assessment/evaluation must be conducted. The evaluation must establish the presence, absence, or complexity of a mental disorder. Documentation must exist of all requirements that are met. The comprehensive plan must be conducted by a licensed mental health professional.

5.06 *Comprehensive Substance Abuse Assessments*

At the completion of 30 days from the date of screening, a comprehensive substance abuse evaluation must be conducted for all students indicating a substance abuse problem. Documentation must exist that shows all requirements for the evaluation have been met. Evaluations must be conducted or signed by a licensed qualified professional or Certified Addiction Professional.

5.07 *Individual Mental Health Treatment Plan*

Programs can provide records of individualized treatment plans for students receiving mental health treatment. The program must present documentation that all requirements of the individualized plan are met. Staff should be aware of and assist in the students' treatment plans. Documentation should include the frequency of counseling, content of these sessions, and validation by a licensed mental health professional of completion of the treatment plan.

5.08 *Individual Substance Abuse Intervention /Treatment Plan*

Students receiving treatment for substance abuse must have documentation by the program of a treatment plan. The program must meet substance abuse plan requirements. Student surveys should reflect meetings with therapists and assess effectiveness of counseling in addressing these problems. Staff should be aware of students' goals and participation in the treatment plan and actively assist in completion of those goals.

5.09 *Suicide Prevention Plan*

The program must provide a detailed, written plan concerning suicide prevention procedures. The plan must be evaluated each year and updated as needed. Student surveys should confirm whether procedures of the plan were followed. Procedures utilized by staff for suicide crisis intervention should be documented in their surveys.

5.10 *Precautionary Observation of Potentially Suicidal Students*

Procedures used for precautionary observation are documented in the written suicide prevention plan of a program. Neither confinement rooms nor restriction to a student's sleeping room or cell should be used during precautionary observation. The written suicide plan and files should be used to determine if procedures are being followed. Staff reactions to students exhibiting suicidal thoughts and interventions must be documented in their surveys.

5.12 *Crisis Intervention and Emergency Response Plan*

The program must have in place a written plan for mental health and substance abuse intervention and emergency response procedures. This plan is to be assessed each year and updated as needed. A review of the mental health crisis intervention, emergency response plan, and files should be conducted to determine if procedures are being followed. Student surveys must be reviewed to determine if students feel they are able to communicate with staff when they are upset.

DJJ QA Standard Six: Behavior Management and Disciplinary Practices

6.01 *Behavior Management System*

Programs must employ a behavior management system designed to enforce compliance with the programs' rules. This should be stated clearly in the written orientation material and policies and procedures. This behavior management system should include consequences and incentives for certain behaviors and provide the

students with feedback concerning these behaviors. Staff surveys should provide input about the system’s effectiveness.

In addition to correlating DJJ QA treatment scores and JJEED QA education scores, JJEED collected and categorized treatment service information for individual programs during 2003 QA reviews. One hundred fifty-three DJJ programs submitted information about the types of services they offer in the areas of treatment and behavior management. The policies and procedures were incomplete for 47 of these DJJ programs; and therefore the programs were not included in the descriptive summary of treatment services. Detention programs also were not included since, typically, students are not detained long enough to receive comprehensive treatment services. The descriptions of treatment and behavioral services were based on 106 residential and day treatment programs on which sufficient information was available.

6.3 Findings

Based on 86 residential programs, Table 6.3-1 illustrates the correlation between JJEED’s overall mean QA score and DJJ’s mean QA score using the treatment indicators selected. Additionally, Table 6.3-1 shows the relationship between JJEED’s standards and DJJ’s standards.

Table 6.3-1: Correlation Between DJJ Treatment Standards and JJEED Education Standards

	<i>JJEED Overall Mean</i>	<i>JJEED Transition Standard</i>	<i>JJEED Service Delivery Standard</i>	<i>JJEED Administration Standard</i>
DJJ Overall Mean	.178*	.123	.226*	.111
DJJ Case Management Standard	.285*	.251*	.293*	.198*
DJJ Behavior Management Standard	.405*	.345*	.409*	.302*
DJJ Mental Health and Substance Abuse Standard	.053	-.009	.126	.013

*p =/ <.05

Table 6.3-1 demonstrates that a positive relationship exists between the DJJ overall mean for treatment scores and the JJEED overall mean for educational scores. Behavior management and case management standards had the highest correlations with educational transition and service delivery standards. Although educational administration was positively related to all of the DJJ standards, the relationships were not very strong, and only significant for case management and behavior management. DJJ’s mental health and substance abuse standard had essentially no relationship with any of the education standards. Mental health and substance abuse services often are provided by a referral system and are not institutionalized into the daily routine of services, but are often an additional support provided for a sub population. Therefore, this standard is excluded from further analysis between specific educational and treatment indicators. Furthermore, the standard for educational administration was not correlated to specific indicators because administration indicators measure components related to educational staffing, resources, and school policies and do not logically relate to levels of treatment services. In an effort to gain further understanding of

specific relationships between the standards, JJEEP’s transition standard is delineated by indicator and correlated to both DJJ’s standards of case management and behavior management. These correlation scores are presented in Table 6.3-2.

Table 6.3-2: Correlation Between DJJ Treatment Indicators and JJEEP Transition Indicators

<i>DJJ Case Management and Behavior Management Indicators</i>	<i>JJEEP Transition Indicators</i>				
	<i>Assessment (E1.02)</i>	<i>Student Planning (E1.03)</i>	<i>Student Progress (E1.04)</i>	<i>Guidance Services (E1.05)</i>	<i>Exit Transition (E1.06)</i>
Treatment Team and Treatment Team Reviews (4.01)	.039	-.024	.229*	.119	-.121
Students Needs Assessment (4.02)	.069	.064	.188*	.197	.039
Performance Plans (4.04)	.255*	.214*	.203*	.230*	.213*
Distribution of the Performance Plan (4.05)	.033	-.117	.063	-.007	-.128
Ongoing Review and Revisions to Performance Plans (4.06)	.396*	.222*	.210*	.158	.213*
30-Day Performance Summary (4.07)	.029	.007	.149	.085	-.100
Victim Awareness Services (4.08)	.167	.259*	.209*	.167	.113
Group Work (4.09)	.100	.158	.153	.221*	.056
Family Reunification (4.10)	.068	.186*	.123	.240*	.166
Social and Life Skill Training (4.11)	-.027	.152	.197*	.231*	.083
Community Access (4.12)	.190	.112	.119	.166	-.094
Youth Recognition (4.13)	.178*	.276*	.160	.202*	.250*
Behavior Management System (6.01)	.217*	.300*	.237*	.274*	.253*

Note: Indicator 1.01: Entry Transition: Enrollment was excluded because it carries a compliance rating.

*p =/<.05.

DJJ indicators for behavior management system, youth recognition, performance plans, and review of performance plans have a positive and significant relationship with most education transition indicators. This finding is consistent with program practices wherein behavior management and performance planning are included at each stage of transition from entry assessment to exit transition. Moreover, the indicator for student recognition is consistently related to high educational performance, which supports findings that suggest recognizing student performance is essential to the educational process. Alternatively, DJJ’s indicators for 30-day performance summary and students needs assessment are not significantly correlated to JJEEP transition indicators.

As predicted, particular indicators which measure overlapping processes between educational and treatment services were significantly and positively correlated. These indicators include educational student planning and performance planning, educational student progress and a review of performance plans, and educational student progress and treatment team reviews. The development and review of performance, treatment, and educational goals and objectives are a critical process relating to individualization of services for students. Educational

planning without behavioral or treatment planning could lead to the fragmentation of overall program service and would not be consistent with a comprehensive approach to the treatment and education of delinquent students.

Table 6.3-3 illustrates correlations between specific education service delivery indicator scores and DJJ’s case management and behavior management indicator scores. Once again, it is expected that some treatment services may overlap with service delivery, specifically instructional delivery, and behavior management would prove to be consistently correlated to service delivery indicators.

Table 6.3-3: DJJ Treatment Indicators Correlated to JJEED Service Delivery Indicators

<i>DJJ Case Management and Behavior Management Indicators</i>	<i>JJEED Service Delivery Indicators</i>					
	<i>Curriculum: Academic (E2.01)</i>	<i>Curriculum: Employability, Social, and Life Skills (E2.02)</i>	<i>Curriculum: Career and Technical (E2.03)</i>	<i>Instructional Delivery (E2.04)</i>	<i>Classroom Management (E2.05)</i>	<i>Community and Parent Support (E2.07)</i>
Treatment Team and Treatment Team Reviews (4.01)	.082	-.097	-.021	.143	.144	.211*
Students Needs Assessment (4.02)	.250*	.114	.093	.175	.171	.396*
Performance Plans (4.04)	.281*	.100	.170	.268*	.241*	.384*
Distribution of the Performance Plan (4.05)	-.008	-.190	-.125	.081	.062	.048
Ongoing Review and Revisions to Performance Plans (4.06)	.197*	.118	.118	.248*	.220	.294*
30-Day Performance Summary (4.07)	-.006	-.078	-.097	.118	.065	.141
Victim Awareness Services (4.08)	.257*	.125	.181	.088	-.033	.269*
Group Work (4.09)	.300*	.090	.156	.214*	.020	.250*
Family Reunification (4.10)	.270*	.106	.155	.124	.173	.317*
Social and Life Skill Training (4.11)	.252*	.020	.065	.234*	.213*	.290*
Community Access (4.12)	.051	-.011	.138	.163	.050	-.143
Youth Recognition (4.13)	.325*	.249*	.360*	.225*	.253*	.510*
Behavior Management System (6.01)	.424*	.126	.242*	.252*	.340*	.415*

Note: Indicator 2.06: Support Services was excluded because it carries a compliance rating. Indicator 2.08: Literacy and Reading was excluded because it was not scored during the 2003 QA review.

*p =/ < .05.

As predicted, educational service delivery indicators and behavior management had the most consistent relationship. Quality educational services cannot take place within an institution that lacks a fundamental behavioral modification program. Appropriate and consistent behavior management is a foundation for quality educational programming. Youth recognition also was highly correlated to all educational service delivery indicators. This relationship supports the findings of positive reinforcement associated with academic gains. Educational indicators for community and parent support and academic curriculum were positively and significantly correlated with nine out of the 12 DJJ indicators. This pattern demonstrates the significance and benefit of parental and community involvement to students' development and progress during commitment.

DJJ indicators for treatment team and treatment team reviews, distribution of the performance plan, 30-day performance summary, and community access had minimal or no relationship, and many were negatively correlated with JJEEP service delivery indicators. These indicators were more consistently correlated with educational transition indicators such as educational planning and progress. Without adequate assessment and planning, service delivery is ineffective. Transition is often the fundamental first step, which determines the quality and effectiveness of the students' stay in the facilities.

Overall, it was predicted that the quality of educational services would be related to numerous treatment and behavioral performance indicators partly because of the unique relationship between educational and treatment supports. Specifically, it was predicted that behavior management would be related to the quality of classroom services such as curriculum and instruction and, in particular, classroom management. Behavior management consistently and positively correlated with each educational indicator for both transition and service delivery standards. This finding confirmed the prediction that components of a behavioral management system must be present in most phases of commitment, especially within the education phase.

QA scores may measure the quality of educational and treatment services to some degree, but they do not capture specific program processes that may contribute to community reintegration outcomes. Correlations of QA scores determine the strength and direction of relationships among the standards and indicators, but they do not provide a description of the services that are being measured.

In an effort to gather more specific descriptive information on treatment services and processes, JJEEP collected self-report information from DJJ programs during the 2003 review cycle. Although the self-report treatment information collected did not provide a measure of quality, it did help describe and illustrate the types of treatment services offered throughout Florida's juvenile justice system, an initial step toward a classification system.

Self-Report Findings

Self-reported program treatment information indicated a consistent pattern with staffing in which most programs have at least one licensed mental health staff member available, either part-time or full-time. Most programs offered referral services whereby treatment services

were managed through a contracted outside agency. Staffing included psychiatrists, psychologists, social workers, or behavioral therapists, with the variety in staff types being problematic. Specifically, different treatment practitioners offered different types of services and processes, making categorization difficult since each privatized company has its own treatment model. The following section describes the types of treatment services using the most common treatment models.

Common Treatment Models

DJJ does not have a policy for standard treatment models and relies solely on the expertise of private providers to develop their own treatment services. The following is a description of the various treatment and behavioral service models commonly employed by residential and day treatment programs as determined by an analysis of self-report information.

Individual Therapy—Services provided by a Licensed Mental Health Professional (LMHP) or other trained mental health professional in a one-on-one setting. Such therapy is process-oriented and may include a variety of treatment models, such as cognitive-behavioral therapy, multi-systemic therapy, or play therapy. The frequency of these services may be highly variable, and many LMHPs and other counselors may not be full-time staff members of the facility. Programs, especially smaller programs, may not be able to afford the full-time salary of a psychologist or other highly trained LMHP.

Individual Counseling—Refers to one-on-one services. Unlike individual therapy, in individual counseling the staff member providing mental health services is not a professional mental health clinician. The counselor may be a teacher, a student’s counselor, a school guidance counselor, or any other individual employed by the educational program or facility. Counseling sessions often involve problem solving and active listening.

Family Therapy—Services provided to students and their families by an LMHP or other trained mental health professional. Family therapy may include the student’s parents, siblings, or other family members, providing comprehensive treatment for students. Such therapy is process-oriented and may include a variety of treatment models, such as cognitive-behavioral therapy, multi-systemic therapy, or play therapy.

Family Supportive Counseling—Services provided to students and their families by someone other than a professional mental health worker. Family supportive counseling may include the student’s parents, siblings, or other family members. These sessions aid in including the family in the student’s progress via supervised visits, transition planning, problem solving, and mediation.

Group Therapy—Mental health services provided to students in groups with other students rather than one-on-one or with family members by a professional or licensed mental health clinician. Group therapy considers the interactions of all participants, including student-on-student interactions, to be beneficial. Such therapy is process-oriented and may include a variety of treatment models such as cognitive-behavioral therapy, multi-systemic therapy, or play therapy.

Group Counseling—Includes mental health services provided to students in groups with other students rather than one-on-one or with family members. The adult supervising and leading the group is not a professional or licensed mental health worker. Group work often includes life skills, social skills, and anger management. The day-to-day interpersonal problems that may arise in facilities may also be addressed in-group counseling.

Crisis Intervention—Services provided to students who are experiencing a crisis or are in a critical situation. This may include suicidal or homicidal tendencies, or any other crucial event or situation. Crisis intervention is a short-term service intended to establish appropriate precautions and treatment allowing the student to return to a stable mental health state. Crisis intervention services may be provided by professional or licensed mental health workers, or by any other person(s) at the facility.

Psychopharmacological Treatment—Refers to services in which primarily a psychiatrist prescribes and oversees the use of psychotropic medications in the overall treatment of students.

Behavior Management—Refers to a system of rewards, privileges, and consequences to encourage students to fulfill the program's expectations and teach students pro-social behavior alternatives. Programs utilize point and level systems, in conjunction with group work, to educate students about these alternative behaviors.

Behavior Therapy—The goal of behavior therapy is for students to learn positive behavior patterns that replace problematic, negative behavior. Individualized behavior therapy is directed at the specific needs of each student in contrast to behavior management systems, which are targeted at the whole program.

Treatment information submitted by the programs reveals that the majority of the programs utilize mental health and substance abuse screening and design treatment plans according to the individual student's needs as determined by assessment. Treatment models for most programs offer some type of individual and/or group counseling and/or therapy for students who have mental health, substance abuse, and behavioral problems. The majority of programs also offer crisis intervention strategies. For the sub population of students who have mental health issues, over half of the programs administer pharmacological treatment. Approximately one-third of the programs offer relapse prevention and random drug testing. Half of the programs offer substance abuse education programs.

According to their written policies and procedures, all of the programs use a behavior management system that is consistent with the student population's delinquent status. Programs serving specific populations, such as all-female or serious habitual offenders, often develop program-specific behavior management techniques that include gender-specific programming, and therapeutic recreation. Most of the programs, regardless of the type of population served, use a point and level system. Point and level systems provide rewards and consequences for student behavior and often are used, in part, when determining a student's program performance and length of stay. In addition to behavior counseling and therapy,

behavioral concerns also are addressed during group work, in which topics such as social and life skills, interpersonal relations, and responsibility acceptance are addressed.

These QA results and descriptive information provide some understanding of the role of treatment and its relationship to quality education for incarcerated students. The information is limited, however, in its ability to provide specific detail that could accurately measure the treatment processes and their potential mediating effects on education as they relate to community reintegration outcomes.

6.4 The Difficulty in Isolating Treatment Effects

Many treatment studies in the existing literature are suspect due to their small sample sizes and their focus on specific population types. Moreover, the majority of literature about treatment is descriptive in nature and speaks to promising practices but does not categorize treatment services or identify standardized approach for treatment and behavioral problems. These promising practices often are determined by evaluations of treatment services specific to individual programs and individual students. Furthermore, lack of classification and organized identification makes system-wide evaluation and generalization difficult and, therefore, offers little utility for comprehensive policy evaluation and recommendation.

Specific to the self-report treatment information, the variety of treatment services and program-specific treatment models posed a problem for a clear and systematic classification. For example, programs often report that they engage in “group work,” but they do not specify if it is group facilitation or group therapy. Furthermore, the terms “therapy” and “counseling” often are used interchangeably, despite being two types of services that have very different facilitation methods and goals. Another area of ambiguity concerns the provider of treatment services for the individual programs. As previously stated, many of the programs employ outside contracts for their treatment services. The sub-contracted providers are not the same company who is in charge of custody and care. Multiple providers add to the diversity of services offered and further obstruct the development of a classification system. Multiple providers also employ staff members with differing levels of credentials, which also increases the variation of treatment services.

To address these research concerns, other methods that promulgate a more inclusive approach to treatment research will include a literature review and further examination of private providers. A comprehensive literature review is a two-step process. The first is to identify research that has attempted to link treatment and education outcomes and the second is to extract relevant treatment practices from that research. The ultimate goal with this method is to determine promising practices within treatment and find research that explores the relationship of treatment to educational outcomes.

The second method examines the private provider. Different types of treatment services require certain certifications. For example, individual therapy should be facilitated by a mental health professional that has a clinical license, whereas group facilitation can be administered by a licensed social worker. It is also important to know the number of treatment staff available in the program. The private provider of treatment services is

another way to categorize treatment models since the majority of programs rely on private providers to manage their treatment services. Additionally, some private providers manage multiple programs; therefore, they have formed a uniform treatment model. Although the treatment model may differ in quality from program to program, they still consistently employ the same treatment services and processes. This narrows the focus when examining different programs to determine common treatment models.

Future research should also include a retroactive analysis of the combined DJJ and JJEPP QA scores in earlier cohorts developed during the JJEPP longitudinal study. Treatment services can be used as a control to examine if education outcomes remain when the treatment component is added to the analysis. Moreover, other years of DJJ treatment QA scores should be used for the correlations with previous JJEPP education QA scores. The addition of other DJJ indicators within the behavior management standard should also be included as well as additional DJJ standards such as admission and orientation process. Finally, examining the treatment services and processes will be employed during JJEPP's case study initiative. For further information on case studies, see Chapter 11.

6.5 Summary Discussion

Overall, a positive relationship exists between the DJJ mean QA treatment score and the JJEPP mean QA education score. When comparing individual standards, DJJ behavior management and case management standards were positively correlated with each of JJEPP's educational standards. Specific indicator comparisons recognize the strength and stability of DJJ's behavior management indicator within all educational services. Student recognition was also an indicator that consistently correlated with JJEPP indicators. Both behavior management and students recognition are fundamental strategies frequently employed within the realm of both treatment and education. Indicators that address student planning and progress involve processes that overlap between treatment and educational services. This confirms that there is a correlation between these two types of services, which supports a comprehensive approach to serving committed students.

In addition to the relationships between DJJ treatment and JJEPP education scores, a description of specific treatment services was obtained through self-report information from the individual programs. Although each program employs its own treatment model, it appears that each one offers some form of treatment and behavioral services on the individual, group, and family levels. Group facilitated programs, which are regularly offered within the programs' treatment curriculum, address psychoeducational topics such as victim awareness, social and life skills, substance abuse, and interpersonal relationships. The majority of programs incorporate a comprehensive behavioral management program with appropriate interventions and consequences. Programs that serve a particular population utilize specific behavioral plans. While there is difficulty in identifying what the treatment staffs' qualifications are and how often they administer services, all programs appear to have someone on site either full-time or part-time and have access to referral agencies.

This analysis is an initial attempt to further the development within treatment research by understanding the role of treatment within education and examining the effects of their interaction on student outcomes. Three of the most important future developments between education and treatment should be categorization, identification, and evaluation. Although there is no standardized treatment modality that can be employed by each DJJ program, identification and classification of treatment services may help to discern the types of services and processes that seem to have the most positive impact on student outcomes. In utilizing these student outcomes, specific types of services and processes could then be identified as promising practices, and may lead to a standardized treatment approach. It is important not only to identify treatment by a QA score but by the specific types of services offered and processes implemented. The ultimate goal of treatment research is to better classify and evaluate treatment services that would determine their relationship with educational services within a comprehensive service approach for committed students.

CHAPTER 7

CRIME IN THE LIFE COURSE

7.1 The Life Course Perspective Defined

The life course perspective is a somewhat new way of thinking about how an individual's life is determined through the occurrence of certain life events (Benson, 2001). The life course perspective can best be conceptualized as viewing life events in the context of life stages, turning points, and pathways, all of which are embedded in social institutions (Elder, 1985).

Integral to the life course perspective are two main concepts: trajectories and transitions. A trajectory is a pathway over the life course, which involves long-term patterns of events, such as employment or family history. A transition, in contrast, involves the short-term events, or turning points, that make up specific life changes, such as marriage, divorce, or parenthood (Elder, 1985; Thornberry, 1997). Transitions play a significant role in the direction of future trajectories (Elder, 1985; Sampson & Laub, 1990); a person's adaptation to a particular transition can lead to modifications and redirections in subsequent trajectories (Elder, 1985). Therefore, experiences in childhood affect events in adolescence and adulthood, just as events in adolescence or adulthood can modify future trajectories (Sampson & Laub, 1990). Given this, transitions or events at various times in the life course can have a lasting impact on numerous outcomes during the life course through the modification of one's larger pathways or trajectories (Thornberry, 1997).

This chapter will take a look at the life course perspective and how its emergence has affected criminological theory and the role of education as a preventative factor in juvenile delinquency. Section 7.2 discusses the criminological foundations of the life course perspective in addition to the variations of the life course perspective that can be found in criminological theory. Section 7.3 outlines the impact that social bonding has on an individual's life course according to Sampson and Laub. Section 7.4 discusses other theoretical constructs utilized in the theory. Section 7.5 summarizes the empirical support that can be found for the theory in the literature. Section 7.6 looks specifically at how local life circumstances impact an individual's life course, specifically desistance from crime. Section 7.7 focuses on the local life circumstance of education, and Section 7.8 outlines how education can be a turning point for adolescents, which could potentially reduce juvenile delinquency, as discussed in Section 7.9. Section 7.10 provides a summary discussion.

7.2 Life Course Criminology

The application of the life course perspective to criminology has been used to explain desistance of criminality (Sampson & Laub, 1990, 1993; Simons, Johnson, Conger, & Elder, 1998). Desistance is an area that historically has largely been ignored in criminology (Shover & Thompson, 1992; Born & Humblet, 1997). Both social causation and trait-based theories within the field have provided explanations for the causes or onset of criminal behavior but have failed to adequately address why individuals stop committing crime (Laub & Sampson, 2001).

Although life course criminologists all work from the same basic principles, their theoretical constructs vary. Researchers have built on various propositions of past non-developmental theories to advance their own life course arguments. Life course theory expands the notions of social control theory (Sampson & Laub, 1990, 1993), social learning theory (Elliott & Menard, 1996; Conger & Simons, 1997), strain theory (Agnew, 1997), symbolic interactionism (Matsueda & Heimer, 1997), and labeling theory (Laub & Sampson, 2001). In addition, recent interpretations of crime in the life course have allowed for reciprocal social interactions (Thornberry, Lizotte, Krohn, Farnworth, & Jang, 1991; Jang, 1999) and multiple typologies of offenders (Moffitt, 1993; Patterson, DeBaryshe, & Ramsey, 1989). There clearly is not one theory that can be considered *the* life course theory of crime, nor is there any consensus on how the life course relates to crime. It is understood, however, that the exploration of change is important for the study of criminal behavior over the life course.

7.3 Social Bonding Over the Life Course

Perhaps the most notable contemporary researchers to apply the life course perspective to criminal behavior are Sampson and Laub, with their examination of crime, deviance, and social control in the life course (Sampson & Laub, 1993). Their age-graded theory is based on social control theory (e.g., Hirschi, 1969), which argues that crime and delinquency occur as a result of weakened bonds to society. Individuals are assumed to be deviant unless social bonds exist to restrain these impulses. Therefore, those who have not developed important bonds to specific social institutions are more likely to participate in criminal behavior. Prior evidence of social bonds suggests that delinquency and social bonds are inversely related. Social bonds to particular institutions, including school, family, work, religious organizations and peers serve to restrict criminal behavior (Cullen & Agnew, 1999). These institutions create informal social control which, when strong, can produce conforming behavior and prevent crime, and when weak, can produce deviant behavior. Although social control theory has been an enduring theory in criminology, it does not explain informal social control at ages other than adolescence, nor does it account for the possibility of variation in controls over the life course (Simons et al., 1998). Sampson and Laub's age-graded theory of social control accounts for these shortcomings.

7.4 Theoretical Constructs

Sampson and Laub (1990, 1993) extend social control theory by suggesting that the ability of certain institutions to control criminal or conforming behavior is dependent on age-graded variability. This research provides an explanation of how the processes of informal social control and structural variables interact with individual propensities to affect behavior (Sampson & Laub, 1993). Sampson and Laub (1990; 1993) find strong evidence for the possibility of behavior changes at different points in the life course. Therefore, although delinquent behavior exists with much continuity, they assert that social bonds in adulthood (including school, family, peers, and community relations) can explain changes, such as desistance, in criminal behavior. Using Hirschi's proposition that crime and deviance are more likely to occur when an individual's bond to society is weak or broken, Sampson and Laub argue that institutions of formal or informal social control and their potential to enhance or deter criminal behavior can vary across the life span (Sampson & Laub, 1990; 1993). Sampson and Laub focus their work on social ties to institutions and other individuals in adulthood. They identify specific events or transitions that affect behavior trajectories due to changes in informal social control. These authors identify specific institutions of social control as age-linked; specifically, varying ties to particular institutions at different stages in the life course have the capacity to modify criminal trajectories.

Central to this thesis are two interrelated components that are crucial to understanding change in adulthood. The first is social capital (Coleman, 1988). Laub and Sampson (1993) argue that it is the social capital, or the resources gained from quality social relationships, rather than the mere occurrence of the bond, that determines the impact and strength of informal social controls. The greater the social capital the stronger the informal social control, which in turn increases an individual's potential to follow a non-criminal trajectory. Particular institutions of social control, such as school, employment, and family change throughout the life course in their ability to affect an individual's behavior due to the amount of social capital they provide.

The second key component is the turning point (Elder, 1985; Clausen, 1990). A turning point, or transition, can be precipitated by various events and can redirect paths, subsequently modifying future outcomes. Responses to life events will vary from individual to individual, leading to different trajectories (Elder, 1985). Researchers suggest that in order to understand crime in the life course, it is essential to learn more about turning points (Sampson & Laub, 1993). Local life circumstances, including marriage, meaningful work, and serving in the military, have been deemed positive turning points. Conversely, prolonged incarceration, heavy drinking, and subsequent job instability have been identified as negative turning points (Sampson & Laub, 1993). Researchers recognized that family, school, and peer groups are most influential in adolescence. Future research should focus on identifying what specific turning points in the adolescent years relate to these institutions (Benson, 2001). In turn, relating these identified turning points to their social capital potential will allow for a better understanding of how they can produce change in life trajectories in adolescence (Sampson & Laub 1993; 2001).

7.5 Empirical Support

Sampson and Laub's age-graded theory of social control has recently received attention in the areas of evaluation and empirical testing. Simons et al. (1998) found that weakened bonds to school or prosocial peers were important links between antisocial behavior in childhood and delinquent behavior in adolescence. Laub and Sampson (1993) claim that both gradual and abrupt changes in behavior trajectories are influenced by changes in adult social bonds. Uggen (2000) found that ex-offenders over the age of 26, who were employed, were more likely to desist from criminal activity than those who remained unemployed after release, leading to the conclusion that employment was a turning point toward a non-criminal trajectory. Warr (1998) found further support for social bonds and trajectory changes via the social institution of marriage. Rather than marriage being the direct cause of criminal desistance like employment, however, he found its influence to be indirect, mediated through decreased time spent with deviant friends.

Thornberry (1987) builds on the age-graded theory of social control, but provides a more elaborate variation of the life course perspective. He determines that delinquency and social bonds share a reciprocal relationship, concluding, "delinquency is not solely an outcome of a social process, but instead is an integral part of that process" (Thornberry, 1987, p. 867). Thornberry found that social control varies for youths in different stages of their adolescent life course (Catalano & Hawkins, 1996). During early adolescence, family has the most influence on the youth's behavior. As the children move into middle adolescence, their peers and school appear become more influential factors. Consistent with these assertions, Jang (1999) found that the negative effects, both direct and indirect, of lack of commitment to school increased from early to middle adolescence, peaking at 15 and declining thereafter. Additionally, the effects of family on delinquency were significant throughout the adolescent life course.

Sampson and Laub's original study focused on changes in trajectories, or long-term changes in behavior over time, as have most empirical studies that have followed. Few researchers have noted, however, the importance of exploring short-term changes in the life course (Horney, Osgood, and Marshall, 1995; Piquero, Brame, Mazerolle, & Haapanen, 2002). Horney et al. (1995) examined month-to-month changes in a retrospective study of incarcerated adult offenders. Using Sampson and Laub's social control theory as a framework, these authors attempted to determine whether short-term changes strengthen or weaken the social bonds that influence behavior. Findings suggest that variations in local life circumstances that are related to particular institutions, specifically family, work, and education, strongly impact participation in, or desistance from, crime. What is most promising about these findings is that it is likely that the same processes that contribute to short-term changes also play a part in altering life course trajectories. Short-term changes may produce enough social capital to encourage the individual to remain strongly bonded to conventional institutions, thereby reducing subsequent deviance over a period of time (Horney et al., 1995).

7.6 Local Life Circumstance and Desistance from Crime

“The distinguishing feature of Sampson and Laub’s theoretical work is their claim that social processes can cause even seriously delinquent individuals to desist from crime” (Benson, 2001, p. 91). At least half of all children considered antisocial do not become delinquent during adolescence, nor do all juvenile delinquents continue to commit crimes in adulthood (Loeber & LeBlanc, 1990). Given this fact, it is important to determine the processes involved with an individual desisting from criminal behavior. The importance of understanding the processes that contribute to desistance lies with the potential to identify effective interventions for those already involved in crime (Laub & Sampson, 2001).

One of the primary difficulties with studying desistance is defining the concept. Various definitions can be found in the literature, ranging from gradual reductions in offending behavior (Laub & Sampson, 1993) to crimes committed being less serious over time (Loeber & LeBlanc, 1990). The most useful definition in the study of the life course is one that describes the causal process of desistance, which eventually leads to the ultimate outcome of termination from offending behavior (Laub & Sampson, 2001). Desistance can be initiated by a triggering event, which may or may not lead to a turning point (Laub & Sampson, 2001, p.27). Prior literature has indicated that particular institutions of social control can be “triggering events” and lead to desistance. Piquero et al. (2002) found that local life circumstances, such as family, marriage, and military service, and increased social bonds can change trajectories for certain populations. Farrington, (1986) found that juvenile delinquents participated in more crime when they were unemployed than when they were employed. Mischkowitz (1994) suggested that desistance between ages 20 and 30 occurred most frequently when there was a change in a conventional activity, such as work or family, in an individual’s life. Rand (as cited in Wolfgang, Thornberry, and Figlio, 1987) found that marriage, completing high school, and receiving vocational training in the military were associated with reduced criminality. Farrington and Hawkins (1991) found that parental involvement and commitment to school were related to desistance from crime. Additionally, Labouvie (1996) identified that social institutions, such as parenthood and marriage, were the strongest predictors of reduced substance abuse. This was most effective for those aged 28 to 31, suggesting that the timing of events is important (Piquero et al., 2002).

It is quite possible that dissimilar processes of change are operating during adolescence and adulthood. For example, Uggen (2000) found that employment programs worked for adults but had little effect on youths. One possible explanation for this finding is that adolescents are socially trained in such a manner that their main responsibility is to be attending school during this life course period, and therefore, a position in the work force might not constitute a turning point. If this is true, just as employment potentially lowers risk for adults, educational attainment could potentially lower risk for adolescents.

Finally, a largely neglected population in studies of the life course, as in many other theoretical areas of criminology, is the female offender. There are few studies that focus on the process of desistance across age, gender, and race (Bushway, Brame, & Paternoster, 1999). It is an undisputed fact that there are more male offenders than female (Budnick & Shields-Fletcher, 1998). Some theorists have used this fact as a justification to exclude

females from their studies (see McDermott & Nagin, 2001). The female offender population has been rising at a much higher rate than its' male counterpart (Budnick & Shields-Fletcher, 1998). Therefore, it is crucial to identify processes that produce the onset, persistence, and desistance of delinquency for girls specifically, as they could potentially differ from those for boys (Gove, 1985; Graham & Bowling, 1995). At present, it is unclear whether the processes for girls are more unique than the progression that has been linked to delinquency for boys (Simons et al., 1998), or whether the factors of desistance are the same among both males and females (Uggen & Kruttschnitt, 1998). Born, Chevalier, and Humblet (1997) suggest that girls are more resilient and amenable to change than boys. As such, particular interventions may be more or less successful depending on the gender of the offender.

7.7 Education and Crime

Many studies have suggested that juveniles who are academically deficient are more likely to be involved in delinquent activities (Anderson, 1992; Batiuk, Moke, & Wilcox-Roundtree, 1997; Farrington, 1992; Jarjoura, 1993; Ross & Ross, 1989; Short, 1990). Specifically, current criminological literature indicates that youths who are not committed to school (Cernovich & Giordano, 1992; Jenkins, 1995), demonstrate low academic achievement (Cohill, 1991; Farrington, 1992; Jarjoura, 1993; Junger-Tas, 1992; Katsiyannis & Archwamety, 1999; Maguin & Loeber, 1996; Monk-Turner, 1989; Short, 1990; Tracy, Wolfgang, & Figlio, 1990; Vazonyi & Flannery, 1997), have poor school attendance (Elliott & Voss, 1974; Katsiyannis & Archwamety, 1999; Thornberry, Moore, & Christenson, 1985), exhibit negative attitudes towards school (Kelly & Balch, 1971; Loeber, Stouthamer-Loeber, Van Kammen, & Farrington, 1991; Farrington & Hawkins, 1991; Mak, 1991; Sederstrom & Weis, 1981), demonstrate school disciplinary problems (Flannery, Vazonyi, Rowe, 1996; Flannery & Rowe, 1994), and are truant or drop out of school (Farnworth & Lieber, 1989) are consistently more likely to engage in delinquent behavior. Moreover, the correlation between academic difficulties and juvenile delinquency is consistent across gender in that both males and females with deficient academic skills offend more frequently, commit more violent and serious offenses, and persist longer in their delinquent behavior than juveniles who are academically on grade level (Maguin & Loeber, 1996). Further, these academic deficiencies often translate into limited life opportunities in later adolescence and adulthood, which, in turn, possibly promote and perpetuate criminal behavior (Monk-Turner, 1989).

According to the U.S. Department of Education (1994), 82% of prison inmates in the United States did not graduate from high school. Youths who perform below grade level in basic skills and drop out of school are three and a half times more likely to be arrested than high-school graduates (Brier, 1995; Fine, 1990; Joseph, 1996; U.S. Department of Education, 1994). As educational levels increase, individuals tend to commit fewer criminal or delinquent acts, presumably as a result of their increased employability and social integration (Anderson, 1982; Batiuk et al., 1997; Gottfredson & Hirschi, 1990; Hirschi & Hindelang, 1977; Ross & Ross, 1989; Wilson & Herrnstein, 1985). Further, higher grade point average and more positive student attitude toward school also have been linked to decreased likelihood of delinquency (Sampson & Laub, 1993; Wiatrowski, Griswold, & Roberts, 1981). Therefore, it is quite possible that increasing educational achievement among juvenile

offenders could increase social capital and produce positive outcomes in school, work, and social relationships upon release, thereby reducing subsequent criminality.

Beyond the literature linking education and crime, there has been strong support that suggests a consistent age distribution for juvenile delinquency (Blumstein, Cohen, Roth, & Visser, 1986; Elliott & Huizinga, 1983; Farrington, 1986; Sampson & Laub, 1993; Wolfgang, Thornberry & Figlio, 1987). Participation in deviant behavior begins around the age of 12, peaks in middle adolescence, and declines thereafter (Sampson & Laub, 1993). One proposed reason for this pattern is the differential influence of social institutions, including school, family, peers and the community, as social control agents for youths at different stages of the adolescent life course (Sampson & Laub, 1993). Consequently, as the importance of school as a socializing agent differs across age, gender, or offense types, the influence of juvenile justice education may vary depending on these same characteristics. This suggests that educational intervention is a more salient strategy for particular groups of youths. Therefore, it is important to identify the intervention strategies that are most effective in changing trajectories for diverse types of youths.

Given the established relationship between poor school performance and juvenile delinquency, it is clear that providing quality education services to incarcerated youths could promote positive modifications to life course trajectories. In general, academic improvement while in confinement appears to enhance adjustment into the community upon release (Foley, 2001; Katsiyannis & Archwamety, 1999). Moreover, educational achievement could potentially have long lasting positive effects on broader social contexts, which in turn affects the lives of these youths throughout later adolescence and adulthood, including continued education, employment, involvement in community activities, family and peer relationships, and decreased criminal activity (Garrett, 1985).

7.8 Education as a Triggering Event in the Life Course

It is possible that increased educational attainment during teenage years, even for youths already labeled as delinquent, can trigger positive outcomes later in adolescence and adulthood. Arum and Beattie (1999) found that a high school education serves as a defining moment in an individual's life course. In a retrospective study examining the educational backgrounds of inmates, Arum and Beattie found that educational experience has a lasting effect on an individual's later risk of incarceration. Furthermore, Sampson and Laub (1990; 1993; 1997) previously demonstrated that high school could be a turning point in an individual's life course and could affect adult behavior. Building on this notion, it is likely that high school educational experience not only affects the risk of incarceration in adulthood, but also affects risk of participation in criminal behavior during adolescence. Therefore, one way to decrease subsequent criminality is to provide positive intervention, thus affording greater opportunities for incarcerated adolescents to attach themselves to conventional institutions, such as school (Arum & Beattie, 1999).

Sampson and Laub conclude that marriage, stable work, and military service are positive turning points in the adult life course (Sampson & Laub, 1993). Triggering events for

adolescents may be quite distinct from those of adults (Laub & Sampson, 2001). In fact, previous research has suggested that increased employment can reduce criminal activity for adults; conversely, employment negatively affects juvenile behavior (Uggen, 2000; Paternoster & Bushway, 2001). Further, marriage, much like employment, is not an age-appropriate institution for the vast majority of juveniles. Lack of social control from family, peers, and school institutions can provide causal explanation of adolescent delinquent behavior (Sampson & Laub, 1993). Attending school for adolescents can be considered the age-appropriate equivalent of employment for adults. It would seem that adolescents who obtain social capital through improved academic performance and commitment to school while incarcerated should be more likely to redirect behavior trajectories in a positive direction upon release. Therefore, it is quite possible that juvenile justice education can be a triggering event in reducing involvement in crime and increasing involvement in conventional activities after release, thereby affecting short-term outcomes in adolescence and long-term outcomes in adulthood.

7.9 Education to Reduce Juvenile Delinquency

A separate system for juvenile offenders was established due to the belief that adolescent behavior is more amenable to change, and therefore, the potential of rehabilitative interventions to change delinquent trajectories is more likely (Lipsey, 1999). It is well documented that offenders who are incarcerated during adolescence consistently suffer from poor employment, education, and parenting outcomes during adulthood (Todis, Bullis, Waintrup, Schultz, & D'Ambrosio, 2001). As a result, it is the responsibility of the correctional program to increase life opportunities and social capital for these youths during incarceration so that they will be more successful upon release. As such, correctional education programs have been identified as a central component of the rehabilitation process for incarcerated youths (Katsiyannis & Archwamety, 1999; OJJDP, 1994).

Youths in juvenile correctional facilities are among the most educationally disadvantaged in our society (Pfannenstiel, 1993) and have long histories of academic failure (Foley, 2001). Further, it is evident that delinquency reduces educational achievement and life opportunities, which negatively impacts adult outcomes and potentially increases criminal behavior (Monk-Turner, 1989; Tanner, Davies, & O'Grady, 1999). Historically, interventions have suffered from conflicting evidence of which types of interventions work to modify delinquent trajectories after release. As suggested by recent reviews of the literature, however, some interventions do work for some offenders (Garrett, 1985; Lipsey, 1999; Matthews & Pitts, 2000). Additionally, correctional education programs have been shown to produce positive outcomes in behavior, future education, and employment after release (Elliott, 1994; Foley, 2001; Jenson & Howard, 1990). Research has suggested that academic improvement in confinement is associated with reduced recidivism and greater employment rates (Foley, 2001; Jenson & Howard, 1990; Katsiyannis & Archwamety, 1997, 1999; Patterson et al., 1989).

Further, antisocial children subjected to informal social controls, such as positive parenting, non-delinquent peers, and increased school commitment, were less likely to participate in

delinquency (Elliott, 1994; Simons et al., 1998). Similarly, Tolan (1987) found that academic and family interventions were most appropriate in promoting prosocial behavior patterns and limiting the impact of criminal activity on the community after release. Farrington and Hawkins (1991) conducted a study to determine what predicts persistence in early onset versus late onset offenders and found that low paternal interaction and low commitment to school were most indicative of persistence in criminal behavior. Therefore, they suggest that efforts to strengthen delinquent youths' ties to conventional activities, such as paternal family involvement, school success, and commitment, would likely reduce recidivism among offenders. Although many of the aforementioned studies resulted in positive outcomes among incarcerated youths, Cernkovich and Giordano (2001) found that the bonding levels and antisocial behavior of institutionalized offenders are more resistant to change than are those of more typical, non-institutionalized offenders. Comparing institutionalized youths against a household sample, these researchers found that the influence of prior delinquency on adult outcomes is not mediated by social bonding variables among the institutional respondents (Cernkovich & Giordano, 2001).

It is clear that juvenile justice education can produce positive modifications to delinquent trajectories. Many juveniles' last contact with formal education will be in a juvenile facility. Therefore, in many cases, correctional education is the last meaningful opportunity to reverse a student's history of poor academic proficiency, employment preparation, and social relationships by equipping adolescent offenders with the skills necessary to succeed in the community after release (Monk-Turner, 1989). Providing adolescent offenders with these skills could quite possibly redirect youths into a more successful trajectory upon release.

7.10 Summary Discussion

The life course perspective combines the impact of both long term and short-term events on an individual's life. This perspective has been buttressed by a number of long standing criminological theories, yet there is no true consensus within the field as to the connection between life course and crime. Sampson and Laub (1990, 1993) make the argument that crime is mediated through the existence of social bonds throughout an individual's life course. Sampson and Laub extend the scope of traditional social control theory, which provided the theoretical link between crime and social bonds, by including age-linked institutions of both formal and informal social control as potential influencing agents of criminal behavior. The quality of the social relationships, via informal social control, determines the strength and direction of a transition, or turning point, in one's life course. This theory of age-graded social control has garnered empirical support in the literature. The literature suggests that local life circumstances can lead to desistance from crime. For juveniles, education is an important local life circumstance. Given that particular institutions of social control can impact an individual differently give their age and current trajectory, education can affect juveniles delinquents by increasing social bonds thereby building social capital potentially resulting in a desistance from criminal behavior.

CHAPTER 8

INCARCERATION, EDUCATIONAL OPPORTUNITY, AND COMMUNITY REINTEGRATION

8.1 Introduction

One of the primary research objectives of the Juvenile Justice Educational Enhancement Program (JJEPP) is to examine the trajectories of students released from juvenile justice educational programs. While negative outcomes are the typical focus of juvenile justice evaluation studies, JJEPP also examines positive pathways following release. These paths include improved academic performance, return to school, and employment. This chapter presents individual-level performance data as well as programmatic differences in student outcomes. Data were obtained from the Florida Department of Education (FLDOE), the Florida Department of Corrections (DOC), the Florida Department of Law Enforcement (FDLE), and FLDOE's Florida Education, and Training Placement Information Program (FETPIP).

In recent years, an increasing number of studies have appeared in the research literature that test various life-course theory arguments relating to the onset, persistence, or desistance of juvenile delinquency and adult crime. Life course theory proposes that individual lives are comprised of a series of experiences and transitions that together result in particular life course trajectories and associated patterns of behavior. A number of studies have documented behavior continuity across the life course. Specifically, these studies show that problematic young children tend to become adolescent delinquents and adult criminals (Robins, 1966; West and Farrington, 1977; Wolfgang et al., 1987; Patterson, 1992; and Moffitt, 1993).

In the life course studies by Sampson and Laub (1993) and Laub and Sampson (2003), it was concluded that while there is striking continuity between childhood antisocial behavior, adolescent delinquency, and adult crime, there are certain life events and related socialization experiences for young adults that can counteract, or serve as turning points, to their criminal life course trajectory. Several studies have similarly concluded that experiences with employment, military service, or marriage can alter the life course trajectories of many young adults who previously engaged in adolescent delinquency (Warr, 1998; and Uggen, 2001). Consequently, and in relation to continuity or change in the delinquent-to-adult crime life course, Sampson and Laub (1993) recommend that subsequent research identify and explore more fully any potential life course transitions and associated social ties occurring not only during young adulthood but during adolescence that may contribute to continuity or change in the life course. For more information on life course theory, see Chapter 7.

This chapter reports research results that respond to Sampson and Laub's recommendation. The research results reported address the question of whether educational opportunity and

academic attainment while incarcerated serve as a potential turning point in the life course of adolescent delinquents. The chapter is comprised of four subsequent sections that provide information relating to the longitudinal outcomes of students released from the Department of Juvenile Justice (DJJ) residential commitment programs between July 1, 2000, and June 30, 2001. Section 8.2 details the various data sources and methods used to conduct the study. Section 8.3 presents descriptive statistics and longitudinal outcome findings for the cohort of releases. Section 8.4 provides summary discussion of the results, policy implications, and future direction for JJEEP's longitudinal research.

8.2 Data Sources and Methods

A cohort of 4,794 students released from juvenile justice programs in FY2000-01 was constructed using the FLDOE's Survey Five data. Students enrolled under school numbers assigned to DJJ residential programs were selected and then reviewed to ensure that they had a valid withdrawal code from the residential DJJ school within FY2000-01. The variables used from this database to construct the cohort are demographics, end of year school status, exceptional student education (ESE) status, high school credits earned, diplomas received, and school attendance.¹ Once the cohort was constructed using DOE data, it was then matched to data files obtained from FDLE (arrest), DOC (imprisonment), FETPIP (employment), and JJEEP (QA scores and program characteristics) data. Two years of data were used from all state datasets, including the year of releases (FY2000-01) and an additional follow-up year (FY2001-02). For details on how the data were compiled, cleaned, and matched to other existing state data and documentation of how variables were quantified, see appendix E.

The cohort, which consists of releases from a residential program in FY2000-01, included school follow-up information from one to two years post-release, depending on the time of year the students were released from DJJ. Therefore, students may have returned to school anytime within one to two years of release. Eventual returns to school are defined as students who within the first semester of release went to another DJJ program, went to an aftercare program, or disappeared from the DOE data but returned to school by the end of the follow-up period in June 2002. Furthermore, as a new year of state data is added to the cohort, the number of eventual returns to school and high school graduations is likely to increase.

Table 8.2-1 describes the three outcome variables used in the longitudinal analysis in this chapter. JJEEP employed three community reintegration measures including return to school, re-arrest, and employment.

¹ It is possible for a students to be committed to and released from more than one DJJ program within a year. Given the focus on individual outcomes and life course trajectories, the unit of analysis here is students, and in the event that a student was released from multiple programs during the fiscal year, the last release was the one included in the cohort. Also, if a student had a high school diploma or its equivalent prior to being placed in a DJJ program and before the start of FY2000-01, then he/she would not have a record in the DOE school files for that year and would not be reported in the cohort.

Table 8.2-1: Outcome Variables Used in the Longitudinal Analysis

<i>Outcome Variables</i>	<i>Description</i>
Return to School Following Release	If the student returned to the public school within one semester after DJJ release (0=No, 1=Yes)
Re-Arrest within Six Months of Release	If the student was arrested within six months after DJJ release (0=No, 1=Yes)
Employment Upon Release	If the student was employed at any time during first six months after DJJ release (0=No, 1=Yes)

The variable “return to school following release” reflects whether or not a student released from a DJJ residential treatment facility in FY2000-01 returned to a public school within one semester after release. “Re-arrest within six months of release” indicates whether the DJJ releasee was arrested for a crime serious enough to warrant fingerprinting and submission of the arrest event to FDLE. The variable “employment upon release” reflects if the student was employed in a job reported to the state through his/her social security number. Specifically, if the student was employed at any time during the first six months after release, the employment was captured using the FETPIP data. For a more detailed description of arrest and employment information, see appendix E.

The control variables are described in Table 8.2-2. These variables are used to describe the DJJ release cohort and are included in statistical models detailed later. These variables were chosen because of their logical or theoretical likelihood of influencing the outcome variables described previously.

Table 8.2-2: Control Variables Used in the Longitudinal Analysis

<i>Control Variables</i>	<i>Description</i>
Age at DJJ Release	Age at DJJ release based on release date and date of birth
Race	White = 0, Non-White = 1
Sex	Male = 1, Female = 0
Length of Stay in DJJ	Number of months in DJJ facility
Total Educational Credits Earned in DJJ	Number of academic, vocational, and elective credits earned while in DJJ facilities during students' release commitment. This variable only includes credits earned in high school because elementary and middle school students do not earn credits.
Academic Credits Earned in DJJ	Number of academic credits earned while in the residential program prior to students' release from DJJ.
Vocational Credits Earned in DJJ	Number of vocational credits earned while in the residential program prior to students' release from DJJ.

<i>Control Variables</i>	<i>Description</i>
Percentage of Academic Credits Earned in DJJ	Percentage of the total credits earned that were academic credits while in the residential program prior to students' release from DJJ.
Percentage of Vocational Credits Earned in DJJ	Percentage of the total credits earned that was vocational credits while in the residential program prior to students' release from DJJ.
Prior Arrests	Number of arrest events reported to FDLE prior to DJJ release.
Exceptional Student Education (Cognitive Disability)	Students who were identified in DOE data as Educable Mentally Handicapped (EMH), Trainable Mentally Handicapped (TMH), or Profoundly Mentally Handicapped (PMH).
Exceptional Student Education (Behavioral Disability)	Students who were identified in DOE data as Emotionally Handicapped (EH) or Severely Emotionally Disturbed (SED).
Exceptional Student Education (Learning Disability)	Students who were identified in DOE data as Specific Learning Disabled (SLD).
Exceptional Student Education (Other)	Students who were identified in DOE data with any other disability or exceptionality.
Return to School and Attendance	If the student returned to the public school within one semester after DJJ release and the level of attendance at the school(s) (0=no return, 1=return and below average attendance, 2=return and above average attendance).
Employment and Earnings During Six Months after DJJ Release	If the student was employed in first six months after DJJ release and their level of earnings (0=not employed, 1=employed and below average earnings, 2=employed and above average earnings).
Program Security Level	The security level of the program assigned by DJJ. Includes low, moderate, high, and maximum.
High Quality Assurance (QA) Score	QA Score 5.9 or lower = 0, QA score is higher than 5.9 = 1.
Facility Size	Maximum capacity of DJJ facility that housed the student.
Publicly Operated Program	If school district directly operated educational services (0=No, 1 =Yes).

The statistical method used to determine the effect of the control variables on the outcome variables in this chapter is logistic regression analysis, or logit analysis. This technique is commonly used in scientific research when one is trying to understand the relationship, or effects, of multiple control variables on an outcome that is dichotomous (i.e., yes or no categories). Logit analysis will provide three basic types of information about the unique effect of control variables on an outcome variable. First, logistic regression determines the relative effect of each variable on the outcome variable, holding all other variables in the model constant. Second, it determines whether or not the unique effect of each control variable is statistically significant. For this chapter, we use a statistical significance threshold of $p < .05$, which means that there is less than a five percent chance that findings are not generalizable to a larger population. Third, logit models generate an “odds ratio,” which tells

us the odds of success or the likelihood of our outcome occurring when a variable of interest is present and significant, all other control variables being equal.

8.3 Findings

This section begins with a descriptive overview of the characteristics of the 4,794 students released from DJJ residential programs that make up the FY2000-01 cohort. This will be followed with findings from explanatory models, which will address several questions relating to the effect of the level of quality of educational services and the level of educational attainment on several outcome measures, such as returning to school, arrest, and employment after release from DJJ.

Table 8.3-1 displays the demographic characteristics of the students released from DJJ residential programs that comprise the FY2000-01 cohort.

Table 8.3-1: Characteristics of Students in the Cohort

	<i>Number</i>	<i>Percentage</i>
Sex		
Male	4,160	87
Female	634	13
Total	4,794	100
Race		
White	2,154	45
Black	2,240	47
Hispanic (non-white)	344	7
Other (non-white)	56	1
Total	4,794	100
Age		
Age at DJJ release	16.8 (mean)	7-21 (range)

Males account for 87% of the cohort. The average age of the students at the time of release from their residential commitment was 16.8 and the ages ranged from seven to 21. The cohort is almost evenly divided between whites (45%) and blacks (47%), with Hispanics accounting for seven percent of the students.

Table 8.3-2 displays summary statistics on age at release and length of confinement within the various DJJ program security levels. This information is presented because later analyses examine predictors of returning to school, arrests, and employment for students assigned to low or moderate security, versus high or maximum security programs.

Table 8.3-2: Ages and Lengths of Stay by Program Security Level

	<i>Low Security</i>		<i>Moderate Security</i>		<i>High Security</i>		<i>Maximum Security</i>		<i>Total</i>	
	n=576 (12%)		n=2,902 (61%)		n=1,256 (26%)		n=60 (1%)		n=4,714 (100%)	
	Mean	Range	Mean	Range	Mean	Range	Mean	Range	Mean	Range
Age at Release	16.2	11-19	16.8	7-21	17.3	11-21	17.7	15-20	16.8	7.1-21
Length of Stay in Months	3	0.1-17	7	1-22	11	3-23	12	3-22	8	0.1-23

Note. The length of stay for students released from maximum-security programs may be greater than 23 months because JJEEP was only able to retrieve entry dates from one year of previous state data.

n=number of students

The majority of students (61%) in the cohort were released from moderate security facilities; 26% from high security facilities; 12% from low security programs and only one-percent of the students from maximum-security programs. As expected, the average length of stay increases as the security level increases. Students in low security facilities averaged three months in DJJ, those in moderate security programs stayed an average of seven months, and those in high and maximum security facilities stayed an average of 11 and 12 months, respectively. Additionally, the age of the juveniles at release increases with increasing levels of facility security.

Table 8.3-3 displays the percentage of the various types of educational credits earned by youth while incarcerated and the average number of credits earned per student. Younger students enrolled in elementary and middle school grades do not earn credits. Therefore, the number of students earning credits is based on high school students who were enrolled in credit bearing courses.

Table 8.3-3: High School Credits Earned While in Residential Programs

<i>Type of Credits Earned in DJJ</i>	<i>Number of Students Who Earned Credits</i>	<i>Percentage of Credits Earned</i>	<i>Average Credits Earned per Student</i>
Total Credits	2,362	101*	4.7
Academic Credits	2,151	51	2.7
Elective Credits	2,094	36	1.8
Vocational Credits	1,359	14	1.1

Note. This table includes only students who earned credits. Total credits do not equal the sum of the three types because students can earn more than one type of credit. The average credits earned per type of credit cannot be added to equal to total average credits per student because each type of average credit earned is based on the number of students who earned that type of credit, not the total number of students who earned any credit.

*Percentage may not total 100 due to rounding.

Forty-nine percent of the cohort earned some type of credits while incarcerated. As stated previously, credits can be calculated only on students enrolled in high school credit bearing courses. Therefore, elementary and middle school students are not included in these data. Table 8.3-3 shows that, on average, students earned 4.7 high school credits while incarcerated. Academic credits included any courses completed in English, math, social studies, and science. Academic credits were the most prevalent type with 51% of the credits earned being of this type, at an average rate of 2.7 academic credits per student. Elective credits (36%) were the next most common, at an average rate of 1.8 elective credits per student. Vocational credits were the least prevalent, comprising only 14% of the credits earned by students, at an average rate of 1.1 vocational credits per student.

Table 8.3-4 provides information about the level of enrollment, attendance, and absence in public school for the 1,472 students in the cohort who returned to school within one semester of release. Of the 1,472 students, 61 did not have attendance information available. These 61 students are included in the returned to school category, but are excluded in analyses that report or use attendance information.

Table 8.3-4: Attendance in Public Schools After Release

	<i>Average School Days per Student</i>	<i>Percentage of School Days per Student</i>
Present	83	77
Absent	22	22
Enrolled	105	99

Note. Total percentages may not add to 100 due to rounding error.

These data show that for the 1,409 students (29% of the cohort) who returned to school within one semester and for whom attendance records were available, the average length of enrollment was 105 school days. On average, students who returned to school were present 77% of the days and absent 22% of the days they were enrolled in school².

Table 8.3-5 provides information about the types of disabilities for students in the cohort who were reported as exceptional student education (ESE) students.

² Looking ahead to next year’s annual report, when an additional year of DOE data is added to the longitudinal study, the total and average days of return to school will increase due to students remaining in school for the next fiscal year.

Table 8.3-5: Type of Disability for Students with Disabilities

	<i>Number</i>	<i>Percentage of Total Cohort</i>	<i>Percentage of Students with Disabilities</i>
Behavioral Disability	864	18	50
Learning Disability	624	13	36
Cognitive Disability	175	4	10
Other	56	1	3
Total	1,719	36	99

Note. Total percentages may not add to 100 due to rounding error. *Other* includes Speech Impaired, Language Impaired, Deaf or Hard of Hearing, Hospital Homebound, and other Health Impaired.

Table 8.3-5 shows that 36% of the cohort was diagnosed with some type of cognitive, behavioral, or learning disability, and one percent with some other disability. The most common disability identified was behavioral in nature, with 18% of the cohort receiving this form of diagnosis. This diagnosis accounted for 50% of the students with some type of disability. The next most common disability identified was for learning (13% of the cohort and 36% of those with a disability), and the third most common was a cognitive disability (four percent of the cohort and 10% of those with a disability).

Table 8.3-6 provides information about the residential programs from which students were released, including security level, educational provider, facility size, and the quality assurance scores received.

Table 8.3-6: Characteristics of Programs From Which Students Were Released

<i>Number of Programs=114</i>	<i>Number of Programs</i>	<i>Number of Students</i>	<i>Percentage of Programs</i>	<i>Percentage of Students</i>
Low Security	17	576	15	12
Moderate Security	73	2,902	64	61
High Security	22	1,256	19	26
Maximum Security	2	60	2	1
Total	114	4,794	100	100
Facility Size	97 (mean)		8-350 (range)	
Length of Stay (in months)	8 (mean)		0.1-23 (range)	
Educational Services Provided by School District	73	2,964	64	62
Educational Services Provided by Private Providers	41	1,830	36	38
Total	114	4,794	100	100
Low Quality Assurance (QA) Score (<=4.9)	28	1,346	25	28
Average QA Score (>4.9 and <=5.9)	35	1,795	31	37
High QA Score (>5.9)	51	1,653	45	34
Total	114	4,794	101	99

Note. Total percentages may not add to 100 due to rounding error.

Table 8.3-6 illustrates that the majority of the 114 programs in which the cohort of releases were served were moderate security facilities (64%), and 61% of the students were released from these moderate security level programs. Another 15% of the programs and 12% of the students were released from low security facilities. Nineteen percent of the facilities and 26% of the students were released from high security programs. Only two percent of the programs and one percent of the students were released from maximum risk facilities. The majority of programs (64%) and students (62%) were released from DJJ facilities in which the educational services were provided by the public school district versus a private educational provider. The level of quality assessed in the residential educational programs was considered high (greater than 5.9 on the quality assurance scale of 0 to 9) within 45% of the 114 programs and 34% of the students were released from these facilities. Another 31% of the programs, from which 37% of the students were released, were considered average in terms of the quality of their educational services. Twenty-five percent of the programs, which released 28% of the students, were considered to be low quality³.

³ For a complete definition of QA standards, methods, and scoring procedures, see Chapter 3.

Educational Opportunity and Attainment While Incarcerated and Community Reintegration Outcomes

Table 8.3-7 presents information about the releases in terms of the outcome measures. These measures include: number and percentage of students returning to school, being arrested within six months after release, frequency of earning diplomas of various types while incarcerated, and whether they were employed within six months after release.

Table 8.3-7: Descriptive Statistics on Outcome Measures: Return to School, Arrest, Prison Commitment, Diplomas, and Employment

<i>Return to School</i>	<i>Number</i>	<i>Percentage</i>
Return to school within one semester	1,472	34
Eventual return to school	462	15
Total return to school	1,934	NA
<hr/>		
<i>Arrest</i>	<i>Number</i>	<i>Percentage</i>
Arrest within six months after release	1,387	29
Arrest within one year after release	2,189	46
Prison Commitment to DOC within one to two years after release	441	9
<hr/>		
<i>Diploma</i>	<i>Number</i>	<i>Percentage</i>
Diploma in 1st DJJ program	301	6
Standard diploma	40	13
Special diploma	5	2
General Educational Development (GED) diploma*	256	85
Diploma in subsequent DJJ program	36	1
Standard diploma	5	14
Special diploma	8	22
GED diploma*	23	64
Diploma after return to public school	150	3
Standard diploma	50	33
Special diploma	36	24
GED diploma*	64	43
Total Diplomas	487	10
<hr/>		
<i>Employment</i>	<i>Number</i>	<i>Percentage</i>
Employed anytime in first six months after release for students ages 16 years and older	624	18
Employed anytime in first 12 months after release for students ages 16 years and older	834	24

Note. Percentage of youths returning to school within one semester was calculated by subtracting students who had earned diplomas in DJJ or who were transferred to another program from the total cohort (4,794). This totaled 438 students who were ineligible to return to school within one semester, leaving 4,356 who were eligible to return to school. Eventual returns to school exclude students who initially returned to school within one semester and students who earned diplomas in their first or any subsequent DJJ program. The denominator used to calculate the percent of eventual returns to school was 3,085. Percentage of employed students was based on the number of students who were 16 years of age or older at their time of release from a DJJ program (3,521).

*Includes the GED Exit Option.

As reflected in Table 8.3-7, of the 4,794 students in the cohort, 34% returned to school within one semester of release, and an additional 15% who did not return immediately, enrolled in school eventually. Twenty-nine percent were arrested within the first six months after release, and 46% were arrested within one year. Nine percent were sentenced to prison in Florida within one to two years after release from a DJJ facility.

In terms of diplomas earned, 301 students, or six percent of the cohort, earned a high school diploma or its equivalent while in their first DJJ program, and the majority (256) of these were GED diplomas. There were an additional 150 students (three percent of the cohort) who returned to school after release and earned a high school diploma or its equivalent. Of those students who earned a diploma after release, 43% earned a GED diploma, one-third (50) earned a standard diploma, and the remaining 36 (24%) earned a special high school diploma.

When examining those students who were 16 years of age or older at the time of their release, since those under age 16 would have limited access to formal employment opportunities, it was found that 18% were employed within six months. Almost one in four (24%) of the releases 16 years of age or older were employed for some duration within one year. A note of caution when considering these employment figures is that they may be underestimating the true employment levels of these students. This can occur because the only matching criterion available between the JJEPP cohort and the FETPIP employment data is social security number. In cases where this identifier is not recorded the same in both data sources, the student will be identified as not employed. Additionally, FETPIP data does not contain all of the employment information for the State of Florida (see Appendix E for more information on FETPIP data).

Educational Opportunity and Return to School

The research question addressed in this section is whether providing juvenile justice students with high educational opportunity while incarcerated positively relates to returning to school upon transition back into the community. This relationship is examined for maximum, high, moderate, and low risk programs as well as for all program types. This question was addressed by examining the empirical relationship between high educational QA scores and the likelihood of students returning to public school after release. A host of important factors, such as age at release, race, sex, ESE status, facility size, and the number of prior arrests, were controlled for using the commonly employed statistical modeling method of logistic regression. The inclusion of several control variables and the use of this modeling technique provide the ability to measure the unique effect of the level of quality education on the likelihood that students will return to school upon release. Table 8.3-8 displays the results of this analysis.

Table 8.3-8: High QA and Likelihood of Returning to School Upon Release: Logistic Regression Models

<i>Independent Variables</i>	<i>All Residential Programs (n=4,320)</i>	<i>Maximum and High Risk Programs (n=1,175)</i>	<i>Moderate and Low Risk Programs (n=3,145)</i>
High QA Score (High Educational Opportunity)	.077	-.593*	.212*
Age at Release	-.535*	-.655*	-.498*
Race (Non-White)	.164*	.262	.139
Male	.066	.250	-.021
Program Security Level (Maximum/High)	.089	NA	NA
Special Education (Cognitive Disability)	.091	-.554	.411
Special Education (Behavioral Disability)	.067	.128	.076
Special Education (Learning Disability)	.167	.021	.219
Facility Size	-.002*	-.002*	-.002*
Length of Stay	.029*	.017	.037*
Publicly Operated Program	-.179*	.187	-.259*
Prior Arrests	-.001	.027	-.006

Note. n=number of students

*p<.05.

The results in Table 8.3-8 show that for all residential programs, high QA scores are positively related to students returning to school upon transition back to their communities (.077); however, this effect was not statistically significant. For students housed in moderate or low risk programs, which comprise 73% of the students in the cohort, high QA scores were found to have a positive effect on their likelihood of returning to school that is statistically significant (.212, p<.05). In fact, students released from moderate/low risk programs with high educational opportunity while incarcerated are 23% more likely to return to school than students exposed to low educational opportunity while incarcerated. Educational opportunity had a negative effect on return to school amongst students released from maximum/high risk programs.

As expected, the age of the students was also a significantly strong predictor of return to school upon release. Older students are much less likely to return to school regardless of the security level of the program from which they were released. The results indicate that older students and students released from maximum/high security programs are less likely to return to school regardless of educational opportunity while incarcerated. Many of these older youths may be well behind their appropriate age grade level, which is highly correlated to dropping out of school. In addition, students released from maximum/high security programs may be more entrenched in their delinquent life course than youths released from moderate/low security programs, limiting the effect of educational opportunity.

Academic Attainment and Return to School

This analysis addresses the question of whether higher academic attainment, as measured by the number and proportion of academic credits earned in DJJ schools, has a positive effect on students returning to school upon release. It is important to note that the number and proportion of vocational and elective credits earned in DJJ schools was previously found to have little or no relationship with students returning to school upon release. Therefore, the model presented in Table 8.3-9 uses not only the number of academic credits earned while incarcerated, but also considers the proportion of those academic credits students earned in relation to the number of elective and vocational credits.

Table 8.3-9: Number and Proportion of Academic Credits Earned While Incarcerated and the Likelihood of Returning to School Upon Release: Logistic Regression Models

<i>Independent Variables</i>	<i>All Residential Programs (n=2,120)</i>	<i>Maximum and High Risk Programs (n=655)</i>	<i>Moderate and Low Risk Programs (n=1,465)</i>
Number and Proportion of Academic Credits Earned in DJJ	.393*	.300	.410*
Age at Release	-.728*	-.673*	-.748*
Race (Non-White)	.047	.046	.053
Male	.369*	.321	.356*
Program Security Level (High)	-.029	NA	NA
Special Education (Cognitive Disability)	.106	-.290	.292
Special Education (Behavioral Disability)	.112	.245	.039
Special Education (Learning Disability)	.233	.065	.279
Facility Size	-.002*	-.002*	-.002
Length of Stay	-.015	-.028	-.009
Publicly Operated Program	-.115	.193	-.204
Prior Arrests	-.004	-.013	.002

Note. See appendix E for detailed information on how the number and proportion of academic credits earned in DJJ variable was constructed.

n=number of students

*p<.05.

Table 8.3-9 shows that students from any residential program who had above average academic attainment were significantly more likely to return to school (.393, p<.05) than students with below average academic attainment. Students with above average academic attainment who were released from maximum/high security facilities were more likely to return to school; however, this effect was not statistically significant. For students released from low or moderate risk programs, above average academic attainment had a significantly positive effect on their likelihood of returning to school (.410, p<.05).

In fact, after controlling for several other factors, these students were 51% more likely to return to school if they had above average academic attainment while incarcerated.

Return to School, Attendance, and Re-Arrest

This section addresses the question of whether returning to school and having above average attendance results in fewer post-release arrests across maximum, high, moderate, and low risk programs. The key variable of interest here, returning to school and level of attendance, was measured in three categories; not returning to school, returning to school but having below average attendance, and returning to school with above average attendance. Students who return to school but were missing attendance information or were enrolled for less than 15 school days were excluded from this analysis.

The results of the logistic regression model are displayed in Table 8.3-10.

Table 8.3-10: Return to School, Attendance, and Re-Arrest Within Six Months of Release: Logistic Regression Models

<i>Independent Variables</i>	<i>All Residential</i>	<i>Maximum and High</i>	<i>Moderate and Low Risk</i>
	<i>Programs</i> (n=4,074)	<i>Risk Programs</i> (n=1,133)	
Return to School and Attendance	-.164*	-.028	-.207*
Age at Release	-.025	-.026	-.025
Race (Non-White)	.294*	.369*	.265*
Male	.424*	.444	.414*
Program Security Level (High)	.013	NA	NA
Special Education (Cognitive Disability)	.164	.213	.149
Special Education (Behavior Disability)	.253*	.273	.250*
Special Education (Learning Disability)	.126	.193	.106
Length of Stay	.003	.002	.004
Prior Arrests	.242*	.242*	.241*

Note. See appendix E for detailed information on how the “return to school and attendance” variable was constructed.

n=number of students

*Indicates statistical significance <.05.

These results show that, after controlling for several other factors, students from all residential facilities were significantly less likely to be arrested after release if they returned to school and had high levels of attendance (-.164, p<.05). Although the relationship between return to school, attendance, and re-arrest is in the predicted direction, the results for students from maximum/high risk programs were small and not statistically significant. The relationship between return to school, attendance, and arrest is statistically significant and in the predicted direction for students from moderate/low risk programs. More specifically, students who returned to school but exhibited below average attendance were 19% less likely to be re-arrested within six months of release than those students who did not return to school. Students who returned to school and exhibited above average attendance were 38%

less likely to be re-arrested within six months of release than those students who did not return to school⁴.

Table 8.3-11 examines the relationship between diplomas earned while incarcerated and the likelihood of re-arrest within 12 months of release from a DJJ facility. This analysis only includes students that received their high school diploma or its equivalent while enrolled in a DJJ school. According to JJEPP data collected during QA reviews, approximately 3.5% of residential students have already earned their diplomas prior to being placed in a residential program. Because these students cannot be identified in DOE student data, they are not included in this analysis. It is also important to note that when students receive a high school diploma or its equivalent, they are withdrawn from school. Since release dates are based on school withdrawal codes in the educational data, it was necessary to extend the arrest follow-up period on these students to 12 months post-release in order to ensure that the students were released well within the follow-up period for arrest. Since students under the age of 16 are not eligible to receive a high school diploma or a GED diploma, the analysis only uses students who were at least 16 at the time of release. Further, since students who return to school immediately upon release are still working toward a high school diploma, the analysis compares students who received a high school diploma or its equivalent to those students who did not earn a diploma or return to school within one semester of release.

Table 8.3-11: Earning a Diploma in DJJ and Likelihood of Re-Arrest Within 12 Months Upon Release: Logistic Regression Models

<i>Independent Variables</i>	<i>All Residential Programs (n=2,770)</i>	<i>Maximum and High Risk Programs (n=914)</i>	<i>Moderate and Low Risk Programs (n=1,856)</i>
Earned a Diploma in DJJ	-.255	-.599*	-.131
Age at Release	.114*	.096	.123*
Race (Non-White)	.302*	.424*	.236*
Male	.923*	.859*	.975*
Program Security Level (High)	-.080	NA	NA
Special Education (Cognitive Disability)	-.065	.069	-.123
Special Education (Behavior Disability)	-.050	-.047	-.071
Special Education (Learning Disability)	.089	-.005	.115
Facility Size	.001	.001	.000
Length of Stay	-.007	-.010	.005
Publicly Operated Program	.097	-.215	.244*
Prior Arrests	.287*	.325*	.264*

Note. n=number of students

*Indicates statistical significance at p<.05.

⁴ The comparison group of students who did not return to school may include students who moved out of state or whose identifiers were corrupted in the state data. This comparison group may have students who returned to school or were arrested in other states or whose identifier did not match to in state school or arrest. The finding that this comparison group had a higher arrest rate than the group who were identified in state data as returning to school may mean that this relationship is even stronger than the analysis demonstrates.

Table 8.3-11 demonstrates that earning a diploma while incarcerated reduces the likelihood of re-arrest within 12 months post-release. Specifically, for all residential programs, students who earn a diploma are 23% less likely to be arrested within 12 months of release than those students who did not earn a diploma while incarcerated and did not return to school upon release; however, this finding was not statistically significant for all facilities. Students who earned diplomas in maximum/high risk facilities were not only less likely to be re-arrested within 12 months, but this relationship was statistically significant. These students were 45% less likely to be re-arrested after release. For students released from moderate/low risk programs, the relationship was in the predicted direction but was not statistically significant. This may be related to earlier findings where students released from moderate and low risk programs were much more likely to return to school upon release than those students released from maximum/high risk programs.

Of the diplomas students received in residential programs, 256 were GED diplomas (or diplomas earned through the GED Exit Option), 40 were standard high school diplomas, and five were special diplomas. Although there were not enough cases to test for statistical significance, students who earned standard high school diplomas were less likely to be arrested at 12 months post-release than those students who earned GED diplomas or special diplomas. This may not be due only to the academic achievement differences among different diploma options, but also to the age difference of the youths receiving different types of diplomas. In Florida, as in a few other states, students are able to receive a GED diploma at 16 years of age, rather than 18 as in most other states. The mean age for the 256 students receiving GED diplomas in a residential program was 17.7, while the mean age for students receiving a standard high school diploma was 18.3.

Vocational Opportunity and Training While Incarcerated and Subsequent Community Reintegration Outcomes

In this analysis, the relationships between educational opportunity while incarcerated, vocational credits earned while incarcerated, and post-release employment were examined in the same manner as the above analyses on academic attainment and return to school. The results between high educational opportunity, as reflected in high QA scores, did not increase the likelihood of employment for youths released from either maximum/high and moderate/low security risk programs. Further, the results of the relationship between the amount and proportion of vocational credits students earned while incarcerated and post-release employment did not increase the likelihood of employment for students released from maximum/high risk programs. The number and proportion of vocational credits earned while incarcerated did, however, increase the likelihood of employment for students released from moderate/low risk programs, though, these results were small and not statistically significant.

These findings may be due to several interrelated circumstances. First, earlier analyses have demonstrated that high educational opportunity while incarcerated is significantly related to return to school for many students, and these students may have a lower rate of employment. Second, in earlier years, QA's measure of educational quality was based on a more academic model, which did not capture the quality of vocational training in residential programs. Further, and with few exceptions, maximum and high risk programs are limited in the

amount and type of vocational educational course work that is offered, due to the security risk of students working with tools and other equipment required for hands-on vocational training. As noted earlier, the extent to which it is possible to accurately capture employment data through the matching of the cohort data with FETPIP data is unknown. To the extent that the matching process may be inaccurate, the FETPIP data will reflect no employment after release and might affect the results of the models.

Employment, Earnings, and Re-Arrest

Table 8.3-12 presents results from an examination of the relationship between post-release employment and arrest within six months of release.

Table 8.3-12: Employment, Earnings and Likelihood of Re-Arrest Within Six Months of Release: Logistic Regression Models

<i>Independent Variables</i>	<i>All Residential Programs (n=3,521)</i>	<i>Maximum and High Risk Programs (n=1,108)</i>	<i>Moderate and Low Risk Programs (n=2,413)</i>
Employment and Earnings within Six Months of Release	-.092	-.206	-.046
Age at Release	.045	.001	.068
Race (Non-White)	.256*	.406*	.187
Male	.649*	.682*	.631*
Program Security Level (High)	.030	NA	NA
Special Education (Cognitive Disability)	.286	.455	.178
Special Education (Behavior Disability)	.303*	.321	.310*
Special Education (Learning Disability)	.197	.205	.196
Length of Stay	-.010	-.016	-.005
Prior Arrests	.243*	.258*	.234*

Note. Results are based only on students who are at least 16 years of age. See appendix E for detailed information on how the “employment and earnings within six months of release” variable was constructed

*Indicates statistical significance at $p < .05$.

Table 8.3-12 demonstrates that post-release employment reduced the likelihood of arrest, but the effect was not statistically significant, regardless of the security level of the program from which students were released. This, again, may be the result of limited employment data. Nonetheless, the mean age of students at release from residential programs was 16.8 years. Given this, employment may not serve as an effective measure for initial community reintegration, as many students released from DJJ are too young to gain meaningful employment. As JJEEP’s cohort ages, employment may become a more significant factor in determining the long-term community reintegration success of aging delinquents. Moreover, it also should be noted that the role of employment in delinquency and adolescence has been found to be mixed in the prior literature. Some researchers have found that part-time employment, so long as it does not interfere with school, may have a positive effect on the development of adolescents. Others have asked whether employment’s effect on social

development is meaningful when compared to other social institutions, such as community clubs, school organizations, and athletics, (i.e., Mortimer, Hamilton, & Steinberg, 2003). Furthermore, given the findings presented earlier relating to return to school and re-arrest, return to school may be a better predictor of reducing re-arrest than employment for younger delinquent adolescents.

8.4 Summary Discussion

The findings from the analyses of a cohort of 4,794 students released from residential juvenile facilities empirically demonstrate that high educational opportunity and academic attainment while incarcerated serve as a positive turning point or, at the very least, a transition in the life course of adolescent students who have delinquency problems serious enough to be committed to residential programs. This positive finding was particularly strong for moderate/low risk delinquents who comprise approximately 73% of Florida's incarcerated students. Maximum/high risk incarcerated students are more entrenched in their delinquent life course and, therefore, not likely to be as responsive to high educational opportunity and academic attainment.

The major findings in this chapter include the following:

- Students released from low and moderate risk DJJ programs that had high educational opportunities, indicated by high QA scores, were significantly more likely to return to school upon re-entry into the community.
- Students who had higher levels of academic attainment while in DJJ facilities were much more likely to return to school after release, especially those released from low and moderate risk programs.
- Older students and those released from high/maximum security facilities are less likely to return to school upon release, regardless of educational opportunity. However, these students only comprise 27% of the entire release cohort.
- Students who return to school upon release are less likely to be re-arrested, with this relationship being stronger for those students released from moderate and low risk programs, which comprise 73% of the entire cohort.
- Students who earn diplomas while incarcerated are less likely to be arrested than those students who did not earn a diploma or return to school.
- Students who were employed upon release were less likely to be arrested; however, this relationship was not statistically significant.

These results have several important and timely policy implications directly connected to the No Child Left Behind Act of 2001(NCLB). Specifically, if states are able to successfully implement the requirements and practices of NCLB, educational opportunity will be increased substantially for delinquent students throughout the country, thereby providing the

potential for positive turning points or transitions in the life course of countless numbers of delinquent students. JJEPP is continuing its research with a focus upon “best” education practices for maximum/high risk delinquent students.

JJEPP has several research agendas planned to enhance its efforts to inform policy makers and practitioners of the most effective strategies available to alter to the life course of delinquent students. First, JJEPP is now in a position to extend the follow-up period of its longitudinal analysis to two to three years. This extended follow-up study is crucial for determining whether educational opportunity and academic attainment while incarcerated do, in fact, serve as a true “turning point” or merely a temporary transition in the subsequent life course trajectory of released youths. Second, JJEPP will be developing another cohort of releases for FY2001-02 using the same methods employed with the FY2000-01 cohort analyzed for this chapter. A new cohort will allow for examination of the stability of findings within previous cohorts, and the combining of cohorts will allow for better analysis of certain subpopulations by doubling the size of each population. Third, JJEPP will be conducting outcome analysis of specific subgroups within these cohort populations to further explore the effect of the level of educational opportunity and educational attainment on the various outcome measures reported above. These subgroups will include special education students (behavioral disabilities versus learning disabilities), students who earn diplomas while incarcerated (GED or GED Exit Option diploma versus standard high school diploma), and younger and older students. Results from these analyses will provide policy makers with more refined information as to how quality education and high academic attainment affects returning to school, arrest, prison commitment, and employment for different types of students over a longer period of time.

CHAPTER 9 TOWARD A UNIFORM ENTRY/EXIT ACADEMIC ASSESSMENT

9.1 Introduction

Over the past few decades, the field of education has become increasingly interested in standardized testing that identifies, measures, and compares outcomes at all levels, including national, state, district, school, teacher, and ultimately, the level of the individual student. A number of concerns drive this interest, including the relatively low performance of American students (as compared to other industrialized nations), a general public perception of unacceptably low levels of educational achievement, and the attendant criminogenic problems that arise from a poorly educated population. With the recent implementation of the federal No Child Left Behind Act (NCLB), every state is now required to develop and implement consistent outcome measures, including measures of academic gains among students that can be connected to a specific school or program. Many states have already designed, and even implemented, educational measures that have anticipated the intent of NCLB, including Florida where the Juvenile Justice Educational Enhancement Program (JJEPP) is charged with research and evaluation of the educational component of Florida's juvenile justice system.

To that end, JJEPP uses diverse measures, which include annual quality assurance (QA) reviews, Florida Department of Education (FLDOE) Survey Five data, teacher certification information, and longitudinal study of community reintegration results. These measures, though separate, triangulate on an underlying common factor: the quality of the educational opportunities afforded students by their respective Department of Juvenile Justice (DJJ) program. High-quality educational opportunities, if taken advantage of, should lead to academic achievement and successful community reintegration. While QA serves as an indicator of the quality of educational opportunity, investigating its relationship to student performance is not an easy task. Comparing individual student academic gains achieved while in programs using different test instruments is often impossible because of incompatible scoring systems and different norm groups. Additionally, confounding variables may exist, such as DJJ school characteristics (e.g., provider type and security level) and student characteristics (e.g., socioeconomic status, age, and gender) that can obscure the relationship between quality educational opportunities and academic gains. Nevertheless, FLDOE must develop a method of assessing academic gains within DJJ schools in order to comply with the requirements of NCLB.

This chapter reviews the various student assessments used to measure academic gains in DJJ programs in Florida, and is comprised of five subsequent sections. Section 9.2 describes the Florida Comprehensive Assessment Test (FCAT), a well known standardized test given to every student in Florida from grades three through 10, and explains why the FCAT is not an

effective tool for measuring student academic gains in DJJ programs. Section 9.3 outlines the current status of entry/exit assessment in DJJ schools. Section 9.4 discusses the advantages and disadvantages of the various assessments in common use among programs. Section 9.5 describes the need for a common assessment. Section 9.6 provides a summary and discussion of future implications for policy makers and educators in Florida regarding uniform entry/exit academic assessment.

9.2 The FCAT

Recognizing the need for universal standards and accountability throughout the state of Florida, educators began development of a set of content and skill standards in the 1990s that would identify what students should know at each grade level. The results of this effort were known as the Sunshine State Standards. These standards were created to ensure that teachers were providing a baseline level of education, thereby creating a universal curriculum that would adequately meet the educational needs of Florida's youths and develop a consistent mechanism for student, teacher, school, district, and state monitoring. Florida's educators and political leaders recognized a need to provide a basic, standard education with a universal set of skills and content knowledge to students who were at the same grade level, regardless of their location in Florida, while still allowing quality teachers the creative latitude to teach to the Florida Sunshine State Standards (FSSS). Thus, the convergent needs of tracking student performance to ensure consistency and identify deficiencies, while also holding teachers, schools, districts, and ultimately the state itself accountable, led to the development of a test based on the FSSS -- the FCAT.

Implementation of the FCAT began in 1997, replacing an earlier, limited statewide assessment known as the High School Competency Test (HSCT). The FCAT was expanded gradually, each year including additional grade levels and subject areas. FCAT creators field-tested and evaluated each item on the FCAT to ensure that the test was fair, appropriate, nonbiased, and matched the FSSS.

The current FCAT is actually comprised of two distinct tests. The first of these is the criterion-referenced exam, which tests students on the content and skills as set forth in the FSSS in reading, writing, science, and mathematics. The second test is the Stanford Achievement Test ([SAT], though not to be confused with the college admissions exam with the same acronym). The SAT is a nationally norm-referenced test that provides an indication of how well Florida's students perform compared to their peers across the nation.

Current FCAT tests are administered as illustrated in Table 9.2-1.

Table 9.2-1: Administration of the FCAT for 2003-2004

<i>Grade</i>	<i>Reading</i>	<i>Writing</i>	<i>Math</i>	<i>Science</i>
3	✓		✓	
4	✓	✓	✓	
5	✓		✓	✓
6	✓		✓	
7	✓		✓	
8	✓	✓	✓	✓
9	✓		✓	
10	✓	✓	✓	✓

Note. Passing the FCAT in the 3rd and 10th grades is necessary for promotion/graduation.

In addition to the required FCAT testing in grades three through 10, third graders must “pass” the FCAT; that is, they must attain an acceptable score in reading to be promoted to the fourth grade and beyond. Furthermore, state law requires high school seniors to pass the 10th grade FCAT before receiving a standard diploma.

Score levels on the FCAT range from one to five, with five being the highest as described in Table 9.2-2. Scoring for the writing assessment is handled differently and not discussed here.

Table 9.2-2: FCAT Score Descriptions

<i>Score Level</i>	<i>Description</i>
5	Performance at this level indicates the highest achievement. A level 5 student has success with the most challenging content of the <i>Sunshine State Standards</i> and correctly answers most of the test questions.
4	Performance at this level indicates that the student has success with the content of the <i>Sunshine State Standards</i> and correctly answers many of the most challenging test questions.
3	Performance at this level indicates that the student has partial success with the content of the <i>Sunshine State Standards</i> and correctly answers many of the test questions but is generally less successful with the most challenging questions.
2	Performance at this level indicates that the student has limited success with the challenging content of the <i>Sunshine State Standards</i> .
1	Performance at this level indicates that the student has little success with the challenging content of the <i>Sunshine State Standards</i> .

Note. Descriptions provided by DOE at fcats.fdoe.org.

Currently, juvenile justice educational programs in Florida participate in administration of the FCAT along with their public school counterparts. The FCAT is given on the same dates to juvenile justice students, who must take the test regardless of their status within the juvenile justice facility or educational program. This means that students who have recently arrived from situations where they might have attended little or no school and those who have been in a juvenile facility for more than a year must all take the FCAT at exactly the same time. It is immediately clear that these unique operating conditions limit the utility of the FCAT in terms of assessing the academic gains of DJJ students. The FCAT was designed for 'normal' circumstances in which there is limited student mobility; teachers, schools, and home lives remain more or less consistent; and critical life events are the exception rather than the rule. In the juvenile justice population, students and their families are highly mobile and far less likely than their nondelinquent counterparts to remain with the same teachers and schools, creating a lack of continuity of education and instruction.

The FCAT cannot effectively serve as an accountability tool for juvenile justice teachers or programs because few students remain for extended time periods in a single program with the same teachers. Instead, FCAT scores among juvenile justice students may reflect more accurately on whatever school the student attended prior to entering the juvenile justice educational program. Although, as discussed later in this chapter, there are problems with any entry assessment test that is administered too soon after a student is admitted to a DJJ program, when FCAT exam dates fall near the DJJ program entry date of a student, the results may be a useful tool to assess needs. When FCAT exam dates fall close to the exit date of a student who has been in the DJJ program since before the previous year's administration of the FCAT, the results may even be able to show academic gains while in the program. Given the high mobility of juvenile justice students, however, test results may be of no use in determining program influence on any observed academic gains.

Finally, because of the significantly higher percentage of exceptional student education (ESE) students in juvenile justice facilities (see Chapter 3), accommodations on the FCAT are an important issue in juvenile justice educational programs. Not only is there a greater ESE population, but also ESE teachers and the training and assistance in providing those important testing accommodations may be limited. Additionally, many juvenile justice students who would qualify as ESE students simply have not been identified and may, therefore, not be receiving the accommodations they need to successfully take the test, in which case the results for these students might be compromised.

In juvenile justice education, the FCAT serves at least two useful functions. First, juvenile justice FCAT scores may be compared to the FCAT scores of their regular school counterparts to determine general educational deficiencies and needs in the juvenile justice population. Second, as required by legislative statute, the FCAT remains a requirement for obtaining a high school diploma and must be administered to afford juvenile justice students the opportunity to advance to the next grade level. Nevertheless, despite these worthwhile uses of the FCAT for DJJ students, the FCAT is inappropriate for measuring academic gains among this highly mobile population. Currently, other academic assessment tools are available and discussed in the following section.

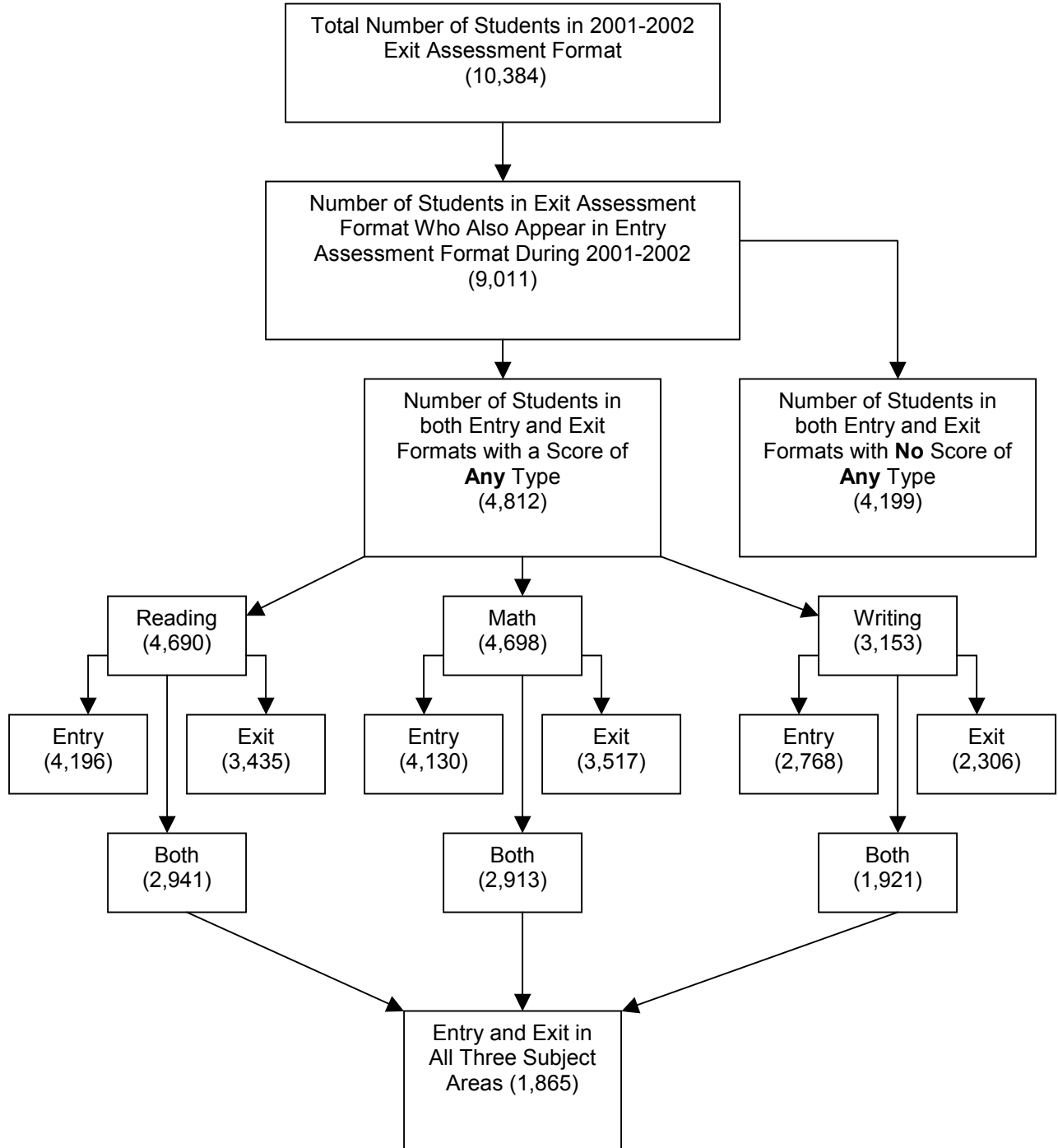
9.3 Other Academic Assessment Tools Currently in Use

Section 1003.51, F.S., requires the FLDOE, in partnership with DJJ, district school boards, and private providers, to develop procedures for the administration of entry and exit academic assessments in DJJ facilities. Rule 6A-6.05281, FAC, further clarifies this requirement to include academic entry and exit assessments that measure student performance in the areas of reading, writing, and math. Additionally, the rule requires all residential commitment and day treatment programs to report the assessment test results of students to the local school district management information system (MIS) and include them in FLDOE Survey 5 data. This reporting process began in 2002.

Also in 2002, the FLDOE developed and disseminated the technical assistance paper (TAP), *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs*. The TAP provides information on 32 different tests that have been approved for use as entry and exit assessments in juvenile justice educational programs. The TAP also describes the process for reporting student test scores to DOE. The approved assessments are scored using several different rubrics. The TAP also includes a section on the proper administration of academic assessment tests.

Figure 9.3-1 shows the breakdown of students present in the entry and exist assessment Survey Five formats for 2001-2002.

Figure 9.3-1: Entry/Exit Assessment Flow Chart



The exit assessment format should serve as an indication of the number of youths, released from juvenile justice programs, who received educational services during their stay. Because some programs have lengths of stay longer than one year, and others may admit students toward the end of one school year and not release them until after the start of the next school year, the subset of those youths who also appear in the entry assessment format is a reasonable measure of all students who **should** have been given both an entry and exit assessment during the 2001-2002 school year.

Among the 9,011 students who appeared in both the entry and exit assessment formats for Survey 5 in 2001-2002, only 53% had any assessment information. The writing assessment was missing much more often than math or reading. In the end, only 21% of students had both entry and exit assessment scores for all three subject areas.

Table 9.3-1 shows the number and percentage of DJJ schools using each assessment. Although the TAP lists 32 FLDOE-approved assessments, only half of them have been used in DJJ schools. There were 179 DJJ schools that reported information in the FLDOE exit assessment format in 2001-2002.

Table 9.3-1: Assessments Used by DJJ Schools in 2001- 2002

<i>Reading</i>			<i>Math</i>			<i>Writing</i>		
<i>Test</i>	<i>Number of Programs</i>	<i>%</i>	<i>Test</i>	<i>Number of Programs</i>	<i>%</i>	<i>Test</i>	<i>Number of Programs</i>	<i>%</i>
Tests of Adult Basic Education 7&8	164	92.1	Test of Adult Basic Education 7&8	164	92.1	Test of Adult Basic Education 7&8	164	92.1
Standard Test for Assessment of Reading	119	66.9	Standard Test for Assessment of Reading	127	71.3	Test of Written Language-3	80	44.9
Wide Range Achievement Test 3	119	66.9	Wide Range Achievement Test 3	121	68.0	Woodcock Johnson Tests of Achievement-III	60	33.7
New Century	110	61.8	New Century	110	61.8	Mini-Battery of Achievement	59	33.1
Woodcock Johnson Tests of Achievement-III	72	40.4	Woodcock Johnson Tests of Achievement-III	73	41.0	Hammill Multiability Achievement Test	46	25.8
Scholastic Reading Inventory	49	27.5	Kaufman Test of Educational Achievement	54	30.3	Basic Academic Skills Individual Screener	4	2.2
Slosson Oral Reading Test	33	18.5	Key Math Revised	39	21.9	Wide Range Achievement Test 3	4	2.2
Woodcock Reading Mastery Test-Revised	32	18.0	Mini-Battery of Achievement	27	15.2			
Kaufman Test of Educational Achievement	30	16.9	Hammill Multiability Achievement Test	12	6.7			
Mini-Battery of Achievement	27	15.2						
Hammill Multiability Achievement Test	12	6.7						
Total*	195		Total*	190		Total*	115	

Note. There were 178 DJJ schools that submitted data to the exit assessment format during Survey 5 in 2001-2002. There is some overlap in the number of assessments used because DJJ schools often used more than one type of assessment within a subject area. Additionally, where the TABE was administered to students younger than 16, a program might have reassessed the student during the year with an age-appropriate instrument.

As indicated in Table 9.3-1, during the 2001-2002 school year, the most commonly used tests for reading and math were the Tests of Adult Basic Education (TABE 7&8), the Wide Range Achievement Test 3rd Edition (WRAT-3), the Standardized Test for Assessment of Reading (STAR), the New Century Education (New Century), and the Woodcock-Johnson 3rd Edition (WJ-III). Although the Scholastic Reading Inventory (SRI) is used more frequently to assess reading than the New Century, the SRI does not have a math component. Among those schools that tested students in reading and math during 2001-2002, more than 80% used at least one of the aforementioned assessments. Similarly, DJJ schools predominantly used the TABE, the MBA, and the WJ-III to assess writing.

Since each DJJ school serves a different number of students for varying lengths of time, it also is useful to examine how many students have been tested using the assessments. Table 9.3-2 shows the percentage of students who took each test when they entered their DJJ school.

Table 9.3-2: Assessments used for Students Who Exited DJJ Schools in 2001-2002

<i>Reading</i>			<i>Math</i>			<i>Writing</i>		
<i>Test</i>	<i>Number of Students</i>	<i>%</i>	<i>Test</i>	<i>Number of Students</i>	<i>%</i>	<i>Test</i>	<i>Number of Students</i>	<i>%</i>
Test of Adult Basic Education 7&8	2,268	21.8	Test of Adult Basic Education 7&8	2,259	21.8	Test of Adult Basic Education 7&8	2,484	23.9
Wide Range Achievement Test 3	565	5.4	Standard Test for Assessment of Reading	705	6.8	Test of Written Language-3	176	1.7
Standard Test for Assessment of Reading	561	5.4	Wide Range Achievement Test 3	592	5.7	Woodcock Johnson Tests of Achievement-III	112	1.1
New Century	462	4.4	New Century	462	4.4	Mini-Battery of Achievement	102	1.0
Woodcock Johnson Tests of Achievement-III	179	1.7	Woodcock Johnson Tests of Achievement-III	180	1.7	Hammill Multiability Achievement Test	71	0.7
Scholastic Reading Inventory	74	0.7	Kaufman Test of Educational Achievement	86	0.8	Basic Academic Skills Individual Screener	4	0.0
Slosson Oral Reading Test	44	0.4	Key Math Revised	55	0.5	Wide Range Achievement Test 3	4	0.0
Kaufman Test of Educational Achievement	42	0.4	Mini-Battery of Achievement	35	0.3			
Woodcock Reading Mastery Test-Revised	41	0.4	Hammill Multiability Achievement Test	12	0.1			
Mini-Battery of Achievement	35	0.3						
Hammill Multiability Achievement Test	12	0.1						
No Test	6,101	58.8	No Test	5,998	57.8	No Test	7,431	71.6
Total Students	10,384	99.8	Total Students	10,384	99.9	Total Students	10,384	100

Note. Percentages may not total 100% due to rounding.

Of the students tested in 2001-2002 for reading and math, more than 90% of students were tested using the TABE 7&8, the STAR, the WRAT-3, the New Century, and/or the WJ-III. Similarly, to assess writing, the TABE 7&8, the MBA and the WJ-III were used for the vast majority of students.

9.4 Advantages and Disadvantages of the Different Assessments

Despite the relatively small number of different assessments in use, comparisons among students tested remains problematic for several reasons. First, the target groups of each assessment vary. For instance, the most widely used test, the TABE, is designed for students who are at least 16 years old; the STAR and the New Century are designed for students in grades one through 12; the WRAT-3 is designed for ages five-to-adult, and the WJ-III for ages two-to-adult. Second, there are variations in the subject areas tested. Some tests cover only one or two subject areas even though the FLDOE requires DJJ schools to assess students in reading, math, and writing. For instance, the STAR and the WRAT-3 do not include a writing component. Finally, even when tests assess the same academic subject, the content areas may vary from test to test. Some reading assessments, for example, cover only reading comprehension (e.g., the STAR), reading comprehension and spelling (e.g., the WRAT-3), or reading fluency and spelling (e.g., the WJ-III). Most math assessments are comprehensive, but some tests (e.g., WRAT-3) only assess arithmetic ability.

There are also differences in testing methods among the different assessments. Traditional testing methods include the use of paper and pencil tests; however, newer tests (such as the STAR and WJ-III) may be administered using a computer. According to the STAR manual, a computer-based test using “adaptive” testing methods to adjust its difficulty level to test taker’s responses, may produce more reliable test results.

For the purpose of inter-test comparison, of particular interest is the scoring system each assessments employs. One method of scoring involves percentile ranks (PR), where a student’s score is ranked against that of other respondents and reported at the percentile representing the proportion of respondents who scored lower on the test than did the student. Another method uses the normal curve equivalent (NCE) and assigns the student a score that corresponds to a point on the normal curve that can be expressed in standard deviations above or below the mean. A standard nine or STANINE scale scoring system assigns respondents a score on a nine-point scale such that the mean is five, and standard deviation is two. Finally, a grade equivalent (GE) score assigns the school grade (K-13) to which the student’s responses correspond. A decimal is sometimes used to denote months in that grade as a way to add variability to scores among students performing at the same grade level who have different ability levels.

It is well known that testing circumstances influence student performance (Campbell & Stanley, 1978). Testing time, place, and other circumstances differ in each DJJ school. Of interest is who administers a test and, furthermore, how and when it is administered. The TAP and testing manuals require either an educational diagnostician or a student service

professional as a qualifying tester; however, many programs do not have such qualified individuals. Furthermore, literature on assessment testing has documented that students should not be assessed immediately upon entry into a new school environment. Nonetheless, section 1003.51, F.S., requires that all DJJ students be assessed within five days of entry.

Table 9.4-1 outlines the scoring system, normed group, age range, and strengths and weaknesses of each of the major tests in current use in Florida DJJ schools.

Table 9.4-1: Characteristics of Reading Test Instruments Used by DJJ Schools

<i>Test</i>	<i>Scoring System(s)</i>	<i>Normed Group(s)</i>	<i>Age Appropriate Range</i>	<i>Advantages</i>	<i>Disadvantages</i>
TABE	GE, Percentiles, Stanine, Scale Score	(1) Adult basic education enrollees; (2) Vocational/technical school enrollees; (3) Adult/juvenile offenders; (4) College students	16 and up	Widely used; covers reading, math, and writing	Inappropriate for 40% of population who are younger than 16.
WRAT	GE, Percentile, Stanine, NCE, Raw Score, Absolute Score, Standard Score	Age cohorts on the national level	Ages five-to-adult	Appropriate for all ages of DJJ students; covers reading, math, and writing	Measures only arithmetic skills in math and word reading ability in reading.
STAR	GE, Percentile, NCE, Scaled Score, Instructional Reading Level	The same grade peer on the national level	Grades 1 to 12	Appropriate for all ages of DJJ students; employs adaptive testing format	Does not contain a writing or language arts component
New Century	GE	Grade peers on the national level	Grades 1 to 12	Appropriate for all ages of DJJ students;	Only uses GE and reports only as 1 st or 2 nd semester instead of the full decimal
WJ III	GE, Age Equivalents, Percentile, Standard Score	Age cohorts and Grade peers on the national level	Ages two to adult	Appropriate for all ages of DJJ students; employs adaptive testing format; covers reading, math, and writing	Difficult to score. Requires tester to hold a master's degree.

Setting aside the inherent difficulties that stem from attempting to standardize the scoring systems employed by each of these tests, it is clearly evident that each has both strengths and weaknesses. Even so, several common problems with the assessments themselves emerge, making some less attractive as candidates for system-wide implementation than others.

9.5 The Need for A Common Assessment

One of JJEEP's major research initiatives is to determine whether quality education leads to better academic achievement. The QA review process operationalizes quality education by uniformly measuring features such as percentage and type of qualified teachers, class size, support services for students, and individual attention. While it is relatively easy to compare and contrast the quality of education among DJJ schools because of these more or less

standardized measures, determining the relationship between program educational quality and academic achievement of participants is considerably more difficult. This is due to the lack of a uniform assessment in each academic subject area. A uniform, standardized assessment battery designed for the juvenile justice student is essential for establishing the strength of this relationship and for determining under what programmatic conditions certain sub-populations are most likely to succeed academically.

A large volume of research has attempted to compare test instruments that measure the academic abilities of students (Bray & Estes, 1975; Jenkins & Pany, 1978; Jones & Armitage, 1984; McCabe, Marglis, & Barenbaum, 2001; Prewett & McCafery, 1993; Sabatini, Venezky, & Bristow, 1995). The focus of these studies, however, has been correlation *between* instruments, while JJEEP's interest is to directly compare individual achievement over time. High correlation between tests is, therefore, of limited utility, since a high correlation merely indicates that scores among tests vary in the same direction. For instance, a test that systematically overestimates academic scores can be highly correlated with another test that systematically underestimates scores, as long as both tests vary in the same direction with regard to the underlying population being measured.

It is also often difficult, and in many cases impossible, to convert scores assigned using one system to a different measurement scale without distorting variability. Even when scales are the same across tests, the norm groups on which they are based may be different. For instance, the percentile rank on the STAR represents "how an individual student's performance compares to that of his or her same-grade peers on the national level" (STAR manual, p. 48). The norm group on the WRAT-3 is age-peers, however, and norm reference groups on the TABE are drawn from four different cohorts: adult basic education enrollees, vocational/technical school enrollees, adult/juvenile offenders, and college students.

Grade equivalency (GE) scores represent the lowest common denominator to which any of the other scales can be converted because they are normed against peers nationwide, share a common measurement scale, and because some tests (e.g., New Century) do not report any score *except* GE (e.g., Jones & Armitage, 1984). Important caveats should, nevertheless, be emphasized when comparing GE scores across tests. First, the meaning of GE may vary in each test, although test providers attempt to make it compatible across tests. Sampling methods and areas of testing can be sources of such discrepancies. Second, reported GE scores are simply estimates with different reliability and confidence intervals (School Renaissance Institute, 2000). Therefore, a one or two GE score disparity may simply be an artifact of chance and not a measure of true variability, particularly when the scores are obtained from different tests. For example, Jones and Armitage (1984) found that when Navy recruits took three reading tests (TABE, Nelson-Denny, and Gates-MacGinitie), their average GE scores varied significantly from test to test. The 95% confidence interval fluctuated from 8.88 to 11.45. Third, GE scores may differ across tests due to differences in testing formats. According to the STAR Norms/Technical Manual (2003), computer-adaptive testing formats such as STAR provide more consistently accurate scores than do classical non-adaptive tests. "GE obtained using classical test instruments are less accurate when a student's grade placement and GE score differ markedly," and it is "not uncommon for a fourth grade student to obtain a GE score of 8.9" when the student answers nearly all

items correctly (p. 44). Finally, and perhaps most importantly, the GE scale itself does not contain enough variability to be useful for computing academic *gains* among students who are in DJJ programs for short periods of time, which are often less than a semester. For these reasons, the use and conversion to GE scale scores of differing assessments is not a viable option.

Therefore, in order to measure students' academic progress while in a DJJ program, a uniform scale of measurement with enough variability to detect academic gains over short periods of time is essential. This almost certainly requires abandoning the use of multiple tests in favor of a single assessment or, at the very least, a single assessment in each of the three academic areas where testing is required, normed appropriately for the population or sub-population being tested. This assessment must be reliable, valid, and designed for the target group being tested. It should measure students' mastery of FSSS skills and content to assess student strengths and deficiencies, and it should be available for administration as both an entry and exit test to provide both a measure of academic gains and to serve as an accountability tool for juvenile justice educational programs.

9.6 Summary Discussion

Despite the cautionary language above, JJEPP attempted to determine if any relationship between educational quality and academic gains could be detected using the data presently available. This preliminary attempt was limited to 2001-2002 reading and math assessment scores, since they are more widely used and reported than writing assessment scores. Despite the fact that accurate reporting is required by section 1003.51, F.S., and Rule 6A-6.05281, FAC, many reported scores were unusable. In most cases, DJJ schools did not report test names or scores. Even after limiting analyses to popular tests, such as the TABE 7&8, the WRAT-3, the New Century, the STAR, and WJ-III, less than 1/3 of students had usable data. The sample was further reduced due to apparent data entry or reporting errors, such as students who took both entry and exit tests on the same date, or received the exact same score at entry and exit. This indicates that schools may have simply reported the same score twice. Additionally, schools sometimes reported that students had lengths of stay that were zero days or even a negative number of days, indicating that either the entry date or the exit date (or both) were incorrect. In the end, fewer than 1,800 cases could be used for analysis. Therefore, in addition to problems with the disparate scoring systems, data entry and reporting problems must also be addressed before assessment information can be linked to educational quality.

A common academic assessment that addresses the NCLB and FSSS target areas is desperately needed in Florida for the delinquent population. The current practice of using any of 32 approved instruments does not allow for meaningful or accurate comparisons across programs or with non-delinquent peers. To this end, JJEPP has identified several key elements that any such assessment battery must contain to be useful when attempting to link educational quality with academic performance outcomes. At a minimum, the test must:

- be normed using the complete age range of students who are to take it
- report scores using percentile rankings against those norms

- address all relevant FSSS and NCLB subject areas
- have demonstrated internal and external reliability and validity

In addition, JJEEP has identified some effective testing conditions and procedures for students in juvenile justice facilities. The tests should:

- be administered as near as possible to student entry and exit from the program while still maintaining validity
- be administered in an environment conducive to maximizing student performance that is free from unnecessary distraction
- be consistently and accurately entered into FLDOE Survey Five data submissions in a timely manner.

The technical assistance paper (TAP), *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* should be revised to specify testing time and place and the necessary qualifications of those who administer the test.

CHAPTER 10

IMPLEMENTING QUALITY ASSURANCE INTO ALTERNATIVE EDUCATION DISCIPLINARY SCHOOLS

10.1 Introduction

The Juvenile Justice Educational Enhancement Program (JJEED) quality assurance (QA) process has been successful in identifying best practices and correcting deficiencies in educational services among juvenile justice programs. Due to this accomplishment, the Volusia County School District has requested that JJEED develop a similar QA system to review alternative education schools within their district.

There are three objectives to this pilot project. First, the project is designed to provide empirical evidence to validate the “promising practices” discussed in the alternative education literature (see JJEED’s 2002 Annual Report). Second, the project will provide a QA system for alternative education schools that, once validated, could be replicated in other school districts throughout the state of Florida and the country. Third, the project will assess the effectiveness of alternative schools in achieving the goals of successfully returning students to their home public schools, decreasing the school district’s dropout rate, and altering the negative life courses of these at-risk youths.

This chapter is comprised of eight subsequent sections. Section 10.2 provides a brief description of the project history. Section 10.3 outlines the promising practices that led to the alternative disciplinary education QA standards. Section 10.4 provides an overview of the Volusia County School District and the two schools involved in the project. Section 10.5 presents the alternative school QA standards. Section 10.6 explains the data and methods that are being used in the research component of the project. Section 10.7 contains student findings, and Section 10.8 presents program level findings. Section 10.9 provides summary discussion of the project’s progress to date.

10.2 Project History

During July 2001, Volusia County School District approached JJEED with a request to modify the juvenile justice education QA process in order for it to be implemented in the district’s alternative education schools. The parties chose Volusia County’s alternative disciplinary schools to begin the pilot project for two reasons. First, combined, these two schools have the highest student population of any alternative education schools and programs in the county. Second, the student population served at these schools is similar to that of the Department of Juvenile Justice (DJJ) schools. Therefore, with minimal changes, JJEED’s educational standards for DJJ schools are suitable for Volusia County’s alternative disciplinary schools.

In October 2001, JJEEP staff visited the two alternative disciplinary schools in Volusia County - Euclid Avenue Learning Center (Euclid) and Riverview Learning Center (Riverview). The purpose of the visits was to obtain an understanding of how the schools operated, the schools' missions, and the goals they sought to achieve for their students. In February 2002, a proposal for a pilot project was presented to the Volusia County Instructional Council, which is comprised of the school district superintendent's senior staff, and the Florida Department of Education (FLDOE) Chief of the Bureau of Instructional Support and Community Services, Shan Goff. In May 2002, approval to proceed was given, and a pilot project was designed. During fall 2002, JJEEP staff made four additional visits to Euclid and Riverview, during which they met the school's administrators, support staff, and faculty.

During January 2003, JJEEP gave a presentation of the preliminary QA standards to both schools' faculty and staff, who were encouraged to offer their feedback. Also in January 2003, JJEEP gave another presentation to the Volusia County Instructional Council, which outlined the specifics of the pilot project. Shortly thereafter, the council approved the project. In March 2003, JJEEP staff visited three alternative education schools in Broward County to obtain comparison information about other alternative education schools. In May 2003, a baseline QA review was conducted at Euclid and at Riverview, during which information was gathered to refine the preliminary QA standards and accumulate preliminary baseline data. The revised standards were used in January 2004 when the JJEEP staff performed another review of Euclid and Riverview.

The current QA standards are based not only on the information gathered from the two alternative disciplinary schools in Volusia County, but also on knowledge about alternative education in existing literature. This literature is reviewed in the following section.

10.3 Promising Practices

The alternative education QA standards are the cornerstone of this pilot project. These standards are predicated on JJEEP's juvenile justice day treatment QA standards and concepts from the alternative education literature. As noted in the 2002 JJEEP Annual Report, the literature on promising practices for alternative education is disjointed and often based on descriptive studies. Nevertheless, several consistent promising practices can be assembled from existing literature. The Southwest Educational Developmental Laboratory has divided these promising practices into three categories: school organization, school culture/behavioral components, and curriculum/instruction. The following is a brief description of the practices in each category (Lange & Sletten, 2002; Southwest Educational Development Laboratory, 1995; National Research Council, 2002).

Promising practices in the school organization category include:

- 1) **Small school size** aids in the creation of a sense of community between the faculty and staff of the school and the students and their parents.

- 2) **Small class size.** There are no more than 10 students to one teacher; this allows for individualized attention.
- 3) **Physical separation of the alternative school from the traditional school** reduces stigmatization.
- 4) **Autonomy.** Students are allowed to make decisions about their own individual curriculum and make judgments about the school in general, which fosters a sense of freedom and responsibility.
- 5) **Teacher control** over decisions involving curriculum, instruction, and student behavior.
- 6) **Qualified faculty** who have experience working with the alternative school's population and are certified in the subject area in which they are teaching.
- 7) **Involvement of groups outside the school, such as social services, community agencies, and parental involvement** can assist the students in achieving educational success at both the alternative school and during the transition back to their home school.

Promising practices in the school culture and behavioral components category include:

- 1) **An informal environment in the school** fosters a caring and relaxed atmosphere in which relationships between teachers and students can grow, which is one of the best predictors of success.
- 2) **A sense of community**, fostered by the school organization component, allows the teachers and the students to feel invested in the school.
- 3) **Physical and psychological safety**, which is promoted via positive school norms, such as clear and consistent rules, disciplinary practices, and boundaries.
- 4) **Counseling services** available for all students, allowing them to address personal and social problems.
- 5) **Students are encouraged to forge supportive relationships** by participating in school activities and decision-making, youth-based empowerment strategies, and opportunities to develop meaningful relationships with adults to help them develop a sense of belonging.

Promising practices in the curriculum and instruction category include:

- 1) **Innovation in instruction** by means of flexibility in teaching strategies. This includes peer tutoring, team teaching, and cooperative learning, in order to customize the program to the student's individual needs.
- 2) **A balanced curriculum**, which is achieved by addressing social, vocational, emotional, and academic needs.
- 3) **Opportunities** for the students to enhance their social, physical, academic, and vocational skills are provided.
- 4) **An individualized academic lessons approach**, which ensures that students work at their own pace and are encouraged to make decisions concerning their curriculum.

These promising practices do not ensure the efficacy of an alternative school; however, schools that have been recognized as successful alternative schools have employed these practices in an attempt to prevent students from dropping out, engaging in additional delinquent acts, and falling further behind in their academic performance. These promising practices were combined with input from the schools participating in this project to create the alternative education QA standards. The following section provides a description of these schools and their policies and procedures.

10.4 Volusia County Alternative Schools

Placement Procedures

The Volusia County School District has two methods for placement in its alternative disciplinary schools - voluntary participation or assigned participation. *Voluntary participation* means that the student is not assigned to the school without parent or guardian permission. Voluntary participation in a Volusia County alternative disciplinary school is rare. *Assigned* participation, which is more common, means that the student being placed at the alternative disciplinary school by the school district. There are three avenues for *assignment* to an alternative disciplinary school in Volusia County. The first is as an alternative to district expulsion. The second is via the county school district's behavior referral system. In this case, if a student acquires an excessive number of disciplinary referrals for unacceptable behavior, he or she may be assigned to an alternative disciplinary school. The third is superintendent placement. With this option, the school board may assign to an alternative school any student whom it believes can benefit from the structure and approach of the school. The school district also uses the alternative disciplinary schools as a "time out" location, where students can be sent for a very short period of time as warranted by situational demands.

School Policies

According to the Alternative Education Program Information Handbook for 2002-2003, produced by Volusia County, students who are placed in alternative education schools receive an initial eligibility conference and orientation. The placement specialist conducts the orientation, which is held at Euclid or Riverview. During this conference, students are informed of the school's expectation for their academic and behavioral performance. During the first day of school, the student has an initial meeting with the guidance counselor. At this meeting the guidance counselor determines each student's academic level via the Wide Range Achievement Test (WRAT) and reports the results to the student's teachers. An assessment of the student's social services needs is performed by the school social worker within three weeks of the student's enrollment in the alternative disciplinary school.

Students must complete 65 successful days before being allowed to return to their public/zone school. This number was changed from 45 to 65 successful days within the last few years. While at the alternative disciplinary school, students are placed in an

academic program that includes a social skills instructional component and a behavior management program. The goals set forth in both of the programs determine the characterization of a successful day for each student. The student's progress is monitored by the Student Success Team, which also initiates appropriate intervention strategies for the student as needed. This team also determines the student's eligibility to return to his or her public/zone school.

Once the Student Success Team deems the student eligible to return to the home school, based on the student's completion of 65 successful days, the guidance counselor contacts the public/zone school and the school social worker two weeks prior to the student's release. Information about the student is shared with the public/zone school using appropriate protocol. The school social worker conducts an eight-week follow-up visit once the student has returned to the public/zone school to determine if the student's return has been successful. At this time, if the student's return is not successful, a return to the alternative disciplinary school is evaluated.

School Descriptions

Volusia County's two alternative disciplinary schools - Euclid Avenue Learning Center and Riverview Learning Center - serve high school and middle school students within the same facility. Euclid is located in Deland, which is near Daytona, while Riverview is located in Daytona Beach. Euclid serves a more rural student population, while Riverview's student population tends to come from the Daytona Beach area. Each school's enrollment ranges from 70 to 140 students, depending upon the time of year and the semester. On any given day, approximately 70% to 90% of the students are in attendance at each school. The age range of students in both schools is 11 to 18 years old. The male-to-female student ratio is 2:1 at Euclid and 3:1 at Riverview. The student teacher ratio is 12:1 at Euclid and 10:1 at Riverview. At the time that baseline information was collected, each school employed approximately 13 teachers, one guidance counselor, a part-time school psychologist, and a part-time reading specialist. In addition, each school shared a social worker with other public schools within the area. Euclid's facility is primarily comprised of trailers. There is one main building, which houses the school's front office, cafeteria, in-school suspension room, and two middle school classrooms. All of the high school classes, the administrative offices, and behavior specialist offices are housed in trailers. Riverview's facility is tantamount to a traditional school building. The facility that houses Riverview is well maintained and has been remodeled within the last two years.

10.5 Quality Assurance Standards

Faculty and staff from both schools were encouraged to provide feedback and comments on the preliminary QA standards. This procedure allowed individuals with firsthand knowledge of the schools, how they operate, and what aspects of the school are important, to collaborate with the JJEEP staff in the creation of the alternative education QA standards.

The purpose of the JJEEP Educational Quality Assurance (QA) Standards for Alternative Disciplinary Schools is to provide program evaluation as a means of accountability for alternative schools. The QA review process represents an important tool for assisting school districts in determining whether students enrolled in alternative schools receive quality and comprehensive educational services that increase their potential for future success.

The current alternative education QA standards are based on JJEEP's juvenile justice education standards for day treatment programs, which were modified to fit the goals of alternative schools and promising practices literature. The most notable modification is the inclusion of the program behavioral supports standard. This standard was added to the alternative education QA standards because in juvenile justice schools, DJJ is responsible for reviewing behavior, treatment, and school safety; therefore, the JJEEP juvenile justice education QA standards for day treatment do not include school behavioral supports. Within the alternative disciplinary school framework, the review of student behavior, treatment, and school safety falls solely on the school itself; consequently, the JJEEP alternative disciplinary schools QA standards include a program behavioral supports standard. The alternative education QA standards are comprised of four separate components: transition, service delivery, program behavioral supports, and administration. The program behavioral support standard replaced the inapplicable contract management standard used in JJEEP's day treatment standards.

The transition standard addresses entry, on-site, and exit transition activities. Included in this standard's indicators are proper enrollment, assessment, student planning and progress, guidance, and exit transition. The goal of transition activities in an alternative disciplinary school is to ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into their public/zone school.

The service delivery standard deals with the issues of curriculum, instructional delivery, attendance, literacy, and educational support services. Service delivery measures ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into school and the maintenance of behavior modifications.

The program behavioral support standard addresses the necessary program and support components that constitute a structured and safe environment where students' successful adolescent development can be nurtured. Included in this standard are social skills building, physical and psychological safety, and meaningful relationships within

and outside of the school. The purpose of the standard is to provide students an atmosphere where they can develop emotionally and behaviorally.

The administration standard is designed to ensure collaboration and communication among all parties involved in the alternative disciplinary schools. Administrative activities ensure that students are provided with the instructional personnel, services, and materials necessary to successfully accomplish their goals.

These QA standards were used to evaluate the alternative schools in Volusia County during this pilot project. They are only one part of the research methods employed in this project. The research methods and data are discussed in the following section.

10.6 Data and Research Methods

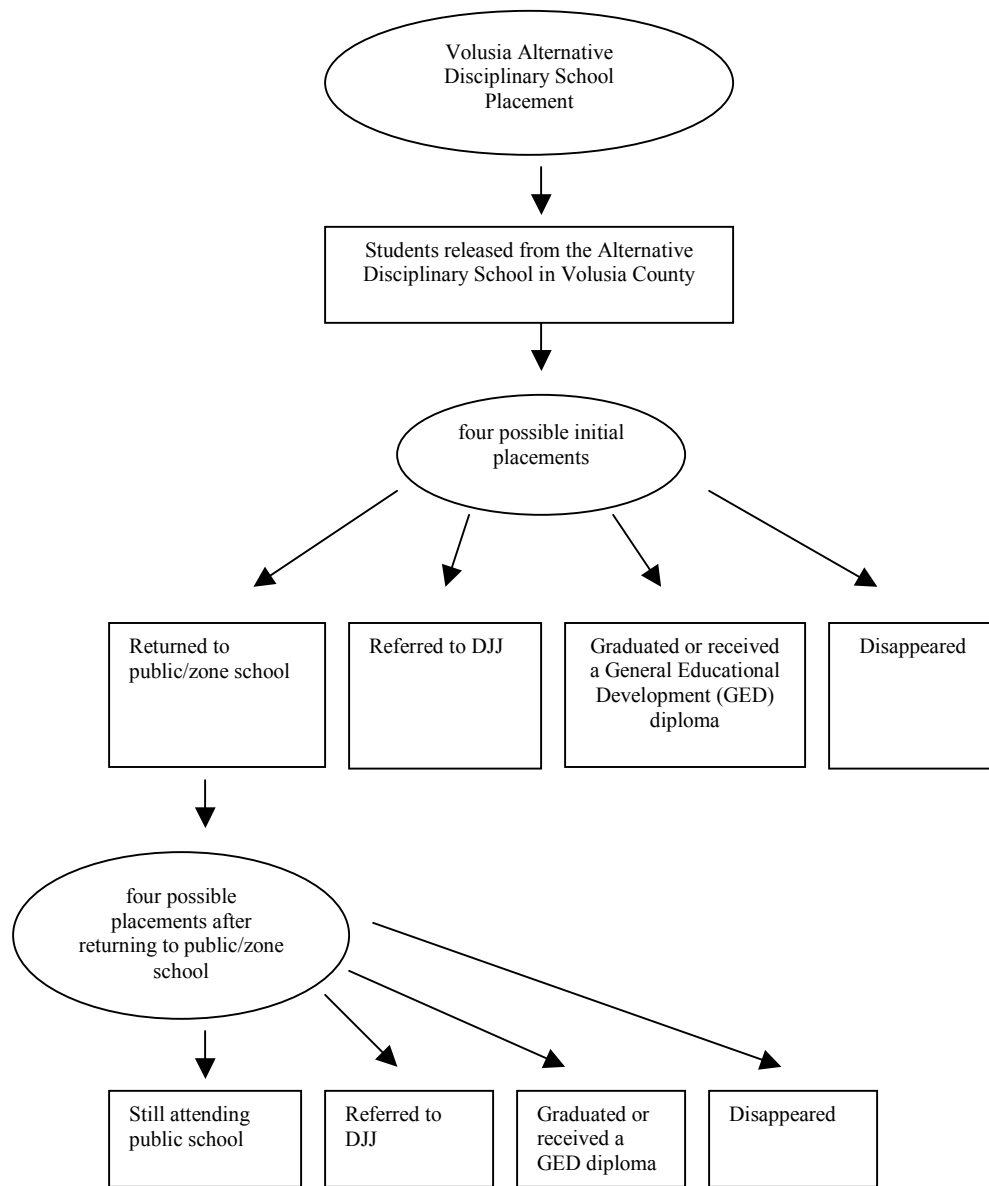
Two of the three goals of this project are to assess the effectiveness of alternative schools in achieving their goal of returning students to their home public schools and to provide empirical evidence to validate the “promising practices” discussed in the alternative education literature. Student level data are being used to complete these objectives.

Student Level Data

Students who attended either Euclid or Riverview have been selected from each academic year’s cleaned demographic format, creating a pool for each year. For a comprehensive description of the cleaning process, please see appendix E. The students from each pool are then identified in the subsequent academic year’s data. The goal is to create a chronological placement history that spans more than one year, which will allow for longitudinal student outcome evaluation, which may be directly tied to program performance. Attrition is to be expected as a result of the inability to find every student in years other than the enrollment year due to circumstances such as the student moving out of state, dropping out of school, death, or data reporting errors.

The students were tracked in order to ascertain their outcomes after their release from the alternative disciplinary school. Figure 10.6-1 illustrates a series of trajectories upon which students could embark following release from Euclid or Riverview.

Figure 10.6-1: Flow Chart of Possible Trajectories of Different Outcomes After Completion of Alternative Disciplinary School



These trajectories are based on the student’s placement history within one academic year after the student’s release from the alternative disciplinary school. The first placement was defined as the initial location upon release. Students have four possible trajectories following release from the alternative education school: returning to public school, referral to DJJ, graduating or receiving a GED diploma, or disappearing. The second placement analysis consisted of where the student progressed to after returning to their public/zone school. If the student returned to his or her public/zone school, a second follow-up analysis was performed, which consisted of four possible outcomes: still attending public school, graduated or received a GED diploma, referred to DJJ, or disappeared. The time frame for the follow-up analysis was one academic year from the student’s release; therefore, if the student’s first placement was returning to their

public/zone school and if at the end of the follow-up academic year they were still there attending classes, that would be their second placement; if the student returned to public school and was then referred to DJJ, their second placement would be a referral to DJJ.

Each of these trajectories was computed based on a careful examination of the chronologically sorted attendance records that could be located for each student for a given cohort. Referral to DJJ or return to public school following release from the alternative disciplinary school was determined by ascertaining, based on the school number, whether the next school in the student's attendance history was either a DJJ school or a public school. Students with a withdrawal code indicating that they earned a diploma were classified as having graduated or earned a GED diploma. Any student who could not be located following release from the alternative disciplinary school was classified as having disappeared. This same procedure was performed on those students whose initial placement after release from the alternative disciplinary school was return to public school.

The third goal of this project is to provide a QA system for alternative education schools. These standards are the basis for the program level data that is being collected.

Program Level Data

The implementation of the official QA review process began in January 2004; however, in May 2003, an initial QA review was performed to acquire baseline information about the schools. Two reviews will be done for each consecutive academic year, once in the fall and another in the spring. This schedule will allow the reviewers to assess the schools' strengths and weaknesses in addition to providing feedback on how the schools might overcome any observed deficiencies in the fall. In the spring, the reviewers will be able to assess the schools' progress. In addition to the program-level data that will be gathered during the QA review process, student-level data also will be collected, specifically, any information that is not contained on the state's management information system (MIS). Pre- and post-assessment test scores currently fall into this category. These data will allow the tracking of the individual outcomes of the students, thereby providing another method of assessing the efficacy of the schools.

JJEEP's research methods for reviewing alternative disciplinary schools consist of interviews, observations, and document reviews. The following are the current guidelines for reviews:

- Four reviewers conduct each review. The Euclid and Riverview reviews are done during the same visit to Volusia County, with each school's review taking approximately two and one half days.
- The principal, assistant principal, all of the teachers, on-site guidance/advising staff, reading specialist, school psychologist, each school's social workers, the exceptional student education (ESE) consultants, and the school registrar are interviewed. Other personnel interviewed include data-entry clerks, school resource officer(s), and

classroom paraprofessionals. Interviews include topics such as training, responsibilities, communication (both within the school among the administration, faculty, and staff, as well as among the school, the district, and other public schools), educational procedures, services offered at the school, and delivery of those services.

- Ten active student files and five closed student files are reviewed. Files are selected at random. The 10 active files represent four ESE and six non-ESE students. Reviewed items in the student files are past records, course assignments, academic and social skills assessments, individual academic plans (IAPs) or individual educational plans (IEPs), grade reports, state and district testing scores, progress and guidance reports, and exit plans.
- All classrooms are observed at least once. During these classroom observations, adherence to the school's schedule, interactions among students and faculty, instructional strategies, and behavior management are monitored. Included in the classroom observations is a review of curriculum documents (e.g., course descriptions, performance standards, and lesson plans). In addition, inservice training records, teacher certifications, professional development plans or annual teacher evaluations, and school board policy on use of noncertificated teaching personnel are reviewed.
- Faculty meeting minutes and agendas and any written communication between the district and the school are reviewed. A written educational mission and vision statement, along with a school plan, also are reviewed. Community involvement documentation, including volunteer logs, agreements with local businesses, communication with students' parents, and listings of special community events, is evaluated.
- Between 15 and 25 students are interviewed. Some are interviewed individually; others are interviewed in groups. Students are selected at random and are asked about their learning environment, their grades, and their career, educational, and social goals.

The approach used in reviewing the alternative disciplinary schools does not vary dramatically from the approach JJEPP uses when evaluating DJJ schools. The main difference is based on the variation between the two types of QA standards dictating that the alternative disciplinary schools' reviews collect data and monitor services linked to the program behavior and support standard, which is not included in JJEPP's juvenile justice education QA standards or review methods.

10.7 Individual Student Level Findings

The individual student level findings capture the type of student that Euclid and Riverview serve and provide baseline information on student outcomes prior to the implementation of the QA process.

Table 10.7-1 displays the gender and racial breakdown for those students released from Euclid and Riverview for both academic years.

Table 10.7-1: Gender and Racial Distributions for Students Withdrawn From Euclid and Riverview in 1999-2000 and 2000-2001

	<i>Euclid</i>				<i>Riverview</i>				
	<i>1999-2000</i>		<i>2000-2001</i>		<i>1999-2000</i>		<i>2000-2001</i>		
	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	
Gender	Males	64	76	90	75	96	75	94	75
	Females	20	24	30	25	32	25	31	25
	Total	84	100	120	100	128	100	125	100
Race	White	48	57	78	65	77	60	85	68
	Black	19	23	22	18	50	39	37	30
	Hispanic	14	17	17	14%	0	0	1	1
	Asian	1	1	1	1	0	0	0	0
	Native American	1	1	0	0	0	0	0	0
	Multiracial	1	1	2	2	1	1	1	2
	Total	84	100	120	100	128	100	125	101

Note. Percentages may not equal 100% due to rounding error.

Males make up the majority of the student population, approximately 75%, for both schools across the two years. Females consistently comprise approximately 25% of both schools' student population. White students are the majority race for both schools and both years, ranging from 57% to 68%. Black is the second most prevalent race in both schools across both academic years. Riverview consistently has a higher Black population, ranging from 30% to 39%, than Euclid, with 18% to 23%. Hispanic students are more prevalent at Euclid than at Riverview. Euclid's Hispanic population ranges from 14% to 17%, while Riverview's tops out at one percent. Asian, Native American, and multiracial students make up from 1% to 2% of the student population in both schools. One possible explanation for this racial distribution is that Riverview serves students primarily from the city of Daytona Beach, while Euclid's students come from a more rural environment. The racial distribution is similar within the schools that refer students to either Euclid or Riverview. The school's location dictates the student population that each school will serve.

Table 10.7-2 shows the distribution of grade enrollment for those students released from Euclid and Riverview during 1999-2000 and 2000-2001.

Table 10.7-2: Grade Distribution for Students Released from Euclid and Riverview in 1999-2000 and 2000-2001

Grade	Euclid				Riverview			
	1999-2000		2000-2001		1999-2000		2000-2001	
	N	Percentage	N	Percentage	N	Percentage	N	Percentage
6	2	2	8	7	3	2	17	14
7	7	8	28	23	14	11	21	17
8	19	23	43	36	16	13	28	22
9	31	37	12	10	46	36	20	16
10	10	12	11	9	23	18	23	18
11	10	12	9	8	15	12	4	3
12	4	5	8	7	10	8	7	6
Adult, Non High School Graduate	1	1	1	1	1	1	5	4
Total	84	100	120	101	128	101	125	100

Note. Percentages may not equal 100% due to rounding.

No single grade presents itself as the most prevalent in both schools or across both years. For Euclid and Riverview, the lower grades, 6 and 7, and the higher grades, 11 and 12, appear to be less populated than the middle grades, 8, 9, and 10. This could simply be attributed to older students dropping out of school more often. Another explanation could be that younger students not being behaviorally disruptive in the traditional school at the same rate as older students or that teachers at the public/zone school are more tolerant of younger students' behavior issues. Grades 7 and 8 comprise from 10% to 30% of the student population. During 2000-2001, 6th and 7th graders encompassed a higher percentage of the student population, approximately 30%, than the previous year, roughly 10% in both schools. Grades 8, 9, and 10 students make up anywhere from 55% to 72% of the student population. In 2000-2001, these grades' enrollment comprised a lower percentage of the student population, approximately 55% compared to 72%. Grades 11 and 12 routinely make up less than 20% of the student population.

Table 10.7-3 presents the number and percentage of students who received ESE services at Euclid and Riverview during both academic years.

Table 10.7-3: Primary ESE Services Distribution for Students Withdrawn from Euclid and Riverview in 1999-2000 and 2000-2001

		<i>Euclid</i>				<i>Riverview</i>			
		<i>1999-2000</i>		<i>2000-2001</i>		<i>1999-2000</i>		<i>2000-2001</i>	
		<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>
ESE	SLD ¹	12	14	24	20	6	5	21	17
	EH/SED ²	15	18	17	14	24	19	18	14
	Other ³	0	0	8	7	7	6	6	5
	No ESE	57	68	71	59	91	71	80	64
Total		84	100	120	100	128	101*	125	100

Note. Percentages may not equal 100% due to rounding error.

Between 29% and 41% of the students at both schools over both years received ESE services. This is considerably higher than the public school state average of students with disabilities of 15% and could be attributed to the hypothesis that students who receive ESE services are more apt to be referred to alternative education schools. Both schools had a lower percentage of ESE students in the 1999-2000 academic year than the subsequent year. The three most prevalent types of disabilities that required services among the student population were specific learning disability (SLD), emotionally handicapped (EH), and severely emotionally disturbed (SED). EH was combined with SED due to the fact that the latter is essentially a more acute form of the former. SLD students tend to make up 15% to 20% of the student population, with the exception of the 1999-2000 academic year at Riverview when they only comprised five percent of the student population. EH/SED students encompass approximately the same percentage as SLD. Other disabilities cover from five percent to 10% of the student population.

Table 10.7-4 describes the number and percentage of students who received lunch assistance. This table also delineates the number of students who did not apply for lunch assistance in addition to those who applied but did not qualify. Lunch status is used as a proxy for socio-economic status.

Table 10.7-4: Lunch Status Distribution for Students Withdrawn from Euclid and Riverview in 1999-2000 and 2000-2001

		<i>Euclid</i>				<i>Riverview</i>			
		<i>1999-2000</i>		<i>2000-2001</i>		<i>1999-2000</i>		<i>2000-2001</i>	
		<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>
Lunch	Did Not Apply	37	44	46	38	55	43	49	39
	Applied But Did Not Qualify	2	2	1	1	4	3	4	3
	Free	39	46	56	47	60	47	54	43
	Reduced	6	7	17	14	9	7	18	14
Total		84	99	120	100	128	100	125	99

Note. Percentages may not equal 100% due to rounding error.

¹ SLD indicates specific leaning disability.

² EH signifies emotionally handicapped and SED denotes severely emotionally disturbed.

³ The Other category is comprised of the following categories: educable mentally handicapped, speech impaired, language impaired, gifted, hospital/homebound, and other health impaired

Lunch status, or whether a student qualifies to receive free or reduced price lunch, is used as a rough estimation of the socio-economic status (SES) of the student's home environment. One potential problem with using lunch status in this manner is that to have a student's lunch status accurately assess the student's SES, the student has to have applied for free/reduced price lunch assistance. The possibility exists that some of the students in the group that did not do apply for assistance may actually qualify, but did not wish to receive it for various reasons. Therefore, any assertions based on the utilization of this variable should be interpreted with extreme caution. Given that, around 40% of the students in both schools during both academic years did not apply for free or reduced price lunch. Of the approximately 60% who did apply for assistance, between one percent and three percent did not qualify. Nearly 50% of the students were eligible for free lunches, while between seven percent and 14% qualified for reduced price lunch possibility indicating that half of the students in both schools come from a low SES.

The findings in the previous tables depict the characteristics of the student populations at Euclid and Riverview during the 1999-2000 and 2000-2001 school years. These schools' student populations display many of the characteristics that place them at risk for involvement with the juvenile justice system: minority, low SES, with disabilities. In addition, all of these students have exhibited behavior management issues severe enough to dictate that they be placed at an alternative disciplinary school, where many of these students thrive in the structured environment. Despite these impediments, many of these students learn from their alternative education experience and upon return are able to succeed in a traditional school environment, as the following results will demonstrate.

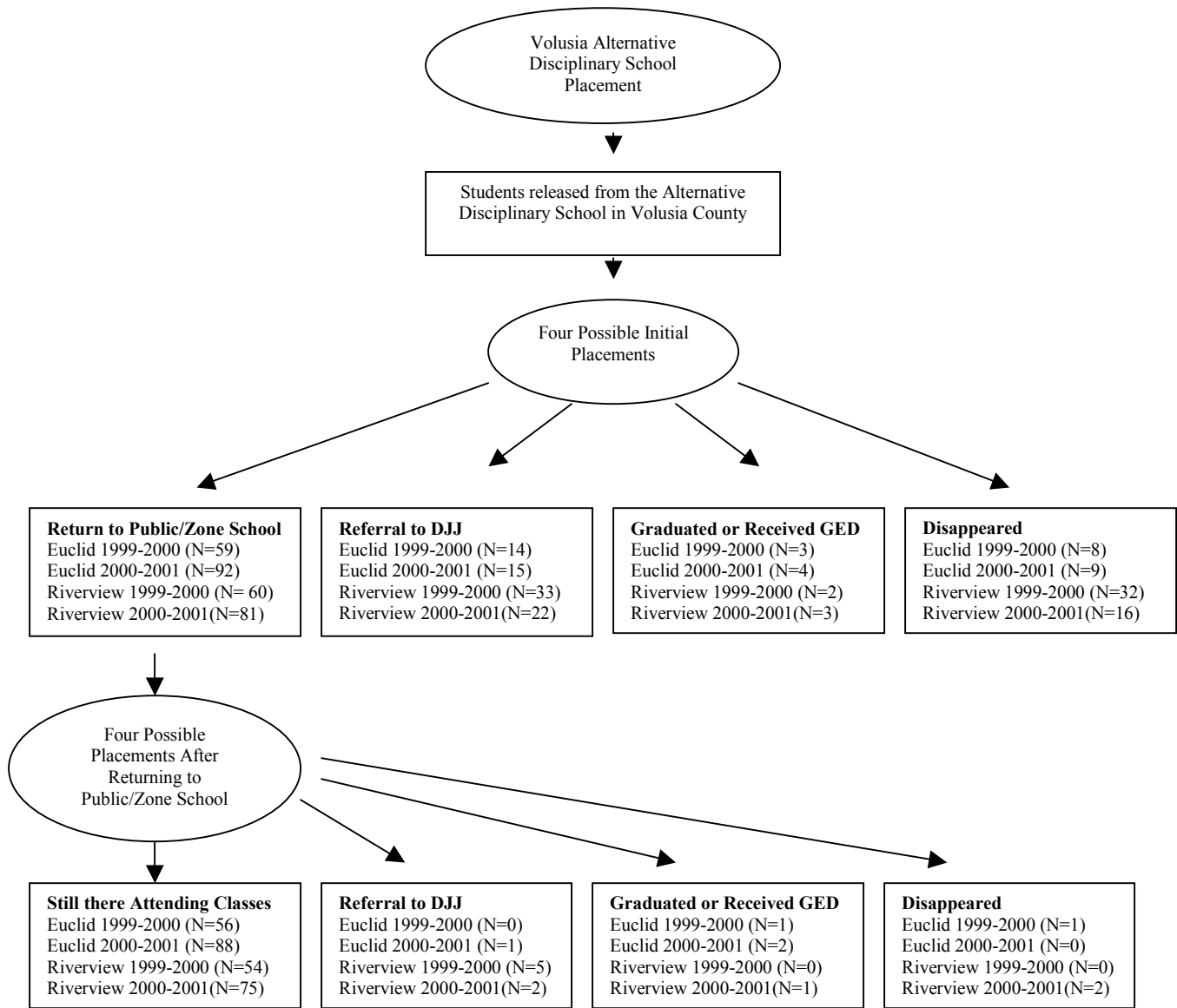
When looking at the students from both schools, a majority of the students return to public school after being released from the alternative disciplinary school. Specifically, 56% of the students who were withdrawn from either Euclid or Riverview in the 1999-2000 academic year returned to public school, and this number increased in 2000-2001 to 71%. Out of those students who returned to public school, 52% in 1999-2000 and 67% in 2000-2001 were still attending classes at the end of the analysis. A very small number, five students from the 1999-2000 cohort and three from the 2000-2001 cohort, were referred to a DJJ placement after returning to public school. In 1999-2000, four of those students were eventually committed to a DJJ facility, and all of the students in 2000-2001 were committed to a DJJ facility. One student in 1999-2000 and three students in 2000-2001 graduated within the time frame of the analysis after returning to public school. A meaningful increase can be seen in the number of students who returned to public school from 1999-2000 to 2000-2001, as well as the number of students who were remaining in public school. This increase can be attributed to many hypotheses: the caliber of the students referred to the alternative schools in 1999-2000 was lower than that of the 2000-2001 students; the schools simply performed better in 2000-2001; or, one of the years' results is simply an anomaly, but because only two years' were used in this analysis, it cannot be determined which year.

This increase in the number of students who returned to public school logically leads to the decrease of the number of students who were referred to a DJJ placement after being withdrawn from the alternative disciplinary school from 1999-2000 to 2000-2001. In

1999-2000, 22% of the students were referred to a DJJ placement, while 15% were referred in 2000-2001. In 1999-2000, 57% of those students who were referred to DJJ were ultimately committed to a DJJ facility, while 100% were committed in 2000-2001. During the 1999-2000 school year three percent of the students graduated immediately after or while attending the alternative disciplinary school, and four percent did so in 2000-2001. This rate appears low, however, the fact that only twelfth graders are eligible for graduation must be taken into consideration. Due to the difficulty of tracking students from year to year, 19% of the students in the 1999-2000 cohort and 10% in the 2000-2001 cohort disappeared from the analysis. This attrition can be explained by a variety of reasons; either the students moved out of state, dropped out of school, died, or, due to data entry error, simply were not found in the following year's data.

Figure 10.7-1 shows the outcome results separated by school for years 1999-2000 and 2000-2001. This breakdown by school allows comparisons between the two schools to be made, although it should be cautioned again that these results are based only on two years of data.

Figure 10.7-1: Flow Chart of Trajectories of Different Outcomes After Completion of Alternative Disciplinary School in 1999-2000 and 2000-20001



As shown in figure 10.7-1, Euclid consistently had more students return to public school after being released. Euclid had 70% in 1999-2000 and 77% in 2000-2001, compared to Riverview’s 47% in 1999-2000 and 65% in 2000-2001. Consistent with the above findings, Riverview had more students referred to DJJ over both years. In 1999-2000 Riverview had 26% and 18% in 2000-2001, judged against Euclid’s 17% in 1999-2000 and 13% in 2000-2001. The following graduation rates are based, not on the entire student population as are the rest of the rates, but solely on students who were eligible for graduation, specifically students in the 12th grade or adult education. Euclid had 75% of its eligible students graduate in 1999-2000 and 50% in 2000-2001, and Riverview had 20% in 1999-2000 and 43% in 2000-2001. Riverview also had more students disappear

from the analysis. In 1999-2000 25% of Riverview’s students disappeared and 13% did so in 2000-2001, which is more than Euclid’s 10% in 1999-2000 and 8% in 2000-2001.

Table 10.7-5 shows the number and percentage of students for each outcome broken down by race and gender. The table also is broken down by school and academic year.

Table 10.7-5: Race and Gender Distribution by School and Outcomes for Students Withdrawn from Euclid and Riverview in 1999-2000 and 2000-2001

Euclid													
<i>Race</i>													
<i>Sex</i>													
		<i>White</i>		<i>Black</i>		<i>Hispanic</i>		<i>Other</i>		<i>Male</i>		<i>Female</i>	
		<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>
1999-2000	Return to Public School	34	71	11	58	11	79	3	100	41	64	18	90%
	DJJ Referral	8	17	3	16	3	21%	0	0	12	19	2	10
	Graduation ⁴	1	2 (25)	2	11 (50)	0	0 (0)	0	0 (0)	3	5 (75)	0	0 (0)
	Disappear	5	10	3	16	0	0	0	0	8	13	2	10
	Total	48	100	19	100	14	100	3	100	64	100	20	100
2000-2001	Return to Public School	61	78	17	77	12	71	2	67	70	78	22	73
	DJJ Placement	11	14	2	9	2	12	0	0	12	13	3	10
	Graduation	0	0 (0)	1	5 (13)	2	12 (25)	1	33 (13)	0	0 (0)	4	16 (50)
	Disappear	6	8	2	9	1	6	0	0	8	9	1	3
	Total	78	100	22	100	17	101	3	100	90	100	30	99
Riverview													
<i>Race</i>													
<i>Sex</i>													
		<i>White</i>		<i>Black</i>		<i>Hispanic</i>		<i>Other</i>		<i>Male</i>		<i>Female</i>	
		<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>
1999-2000	Return to Public School	38	49	21	42	0	0	1	100	48	50	12	38
	DJJ Referral	16	21	17	34	0	0	0	0	25	26	8	25
	Graduation	2	3 (20)	1	2 (10)	0	0	0	0	2	2 (20)	1	3 (10)
	Disappear	21	27	11	22	0	0	0	0	21	22	11	34
	Total	77	100	50	100	0	0	1	100	96	100	32	100
2000-2001	Return to Public School	57	67	21	57	1	100	2	100	61	65	20	65
	DJJ Placement	11	13	11	30	0	0	0	0	20	21	2	6
	Graduation	6	7 (100)	0	0	0	0	0	0	4	4 (31)	2	6 (46)
	Disappear	11	13	5	14	0	0	0	0	9	10	7	23
	Total	85	100	37	101	1	100	2	100	94	100	31	100

Note. Percentages may not equal 100% due to rounding.

White students from both schools consistently returned to public school more often than students of other races. At Euclid in 1999-2000, however, Hispanic students returned to public school more often than White students (79% compared to 71%), but that was not true in 2000-2001. The percentage of White students returning to public school was higher at Euclid (71% in 1999-2000 and 78% in 2000-2001), than at Riverview (49% in

⁴The percentages shown in parenthesis are those rates based solely on students who were eligible for graduation, specifically 12th grade students and adult education students.

1999-2000 and 67% in 2000-2001). The percentage of Black students returning to public school was higher at Euclid (58% in 1999-2000 and 77% in 2000-2001), than at Riverview (42% in 1999-2000 and 57% in 2000-2001). The number of Hispanic students at Riverview who returned to public school was very small for both years, only one in 2000-2001. (These results could possibly imply that White students benefit from this type of alternative disciplinary education more than other races, which results in their higher rate of return to school.)

At Euclid in 1999-2000, the percentage of students referred to DJJ does not show a significant change across the races. Hispanic students were referred to DJJ most often (21%) although both White and Black students were referred with almost the same frequency (17% and 16% respectively). Blacks were referred least often to DJJ in both 1999-2000 and 2000-2001, although the percentage of Black students referred to DJJ dropped to 9% in 2000-2001. In this same year, White and Hispanic students' percentages dropped as well (14% and 12% respectively). Hispanic students displayed a significant drop from the 1999-2000 year to the 2000-2001 year. Black students at Riverview were most often referred to DJJ in both years (34% in 1999-2000 and 30% in 2000-2001), which could be a reflection of the predilection of the criminal justice system. This is an increase from the rate at which Black students at Euclid were referred to DJJ. This again could be due to the geographic location of both schools and the relevant availability of delinquent behaviors and activities. White students were referred to DJJ at almost the same rate at Riverview as they were at Euclid. In 1999-2000 at Riverview, 21% of White students were referred and in 2000-2001 13% were referred, compared to Euclid's 17% and 13%. Due to the variability of the findings, more data are necessary before definitive conclusions can be made in regard to race and DJJ referral.

Black students at Euclid graduated more often than White students in 1999-2000 and 2000-2001. Fifty percent of eligible Black students graduated in 1999-2000, compared to eligible White and Hispanic students in 1999-2000 and 2000-2001. No Hispanic students graduated at Euclid in 1999-2000, but 25% of eligible Hispanic students did so in 2000-2001, which was a higher percentage than White students. At Riverview in 1999-2000, eligible White and Black students graduated at the approximately the same rate (20% and 10%) but in 2000-2001 only White students were eligible and graduated at a rate of 100%. Both schools show a larger percentage of students disappearing in the 1999-2000 academic year when compared it to the 2000-2001 academic year. These findings seem counter intuitive when viewed next to the results for those students who disappeared. Black students at Euclid disappeared most often across both years (16% and 9% respectively), when compared to White students (10% and eight percent). Hispanic students at Euclid disappeared least often with none disappearing in 1999-2000 and only 6% in 2000-2001. White students at Riverview disappeared more often in 1999-2000 with 27% compared to Black students' 22%. This switches in 2000-2001 with Black students disappearing more often (14%) when compared to White students (13%). Again, given the variability of the data and the fact that only two years are examined, it is difficult to draw definitive conclusions.

When looking at the effects of an individual's gender on outcome, females tend to fare better than males. Females returned to public school more often across both years at Euclid (90% and 88% compared to the males 64% and 78%). Males were referred to DJJ more often (19%) in 1999-2000 and (13%) in 2000-2001, compared to females (10% and 12%). Males eligible to graduate did so more often in 1999-2000 (75%), but eligible females did so at a higher rate in 2000-2001 (50%). Across both years males were more likely to disappear (13% and nine percent respectively), when compared to females (10% and four percent). At Riverview, males were more likely to return to school in 1999-2000 (50%), as compared to females (38%), but in 2000-2001 their rates were equal (65%). In 1999-2000, males and females were referred to DJJ at almost the same rate (26% and 25% respectively), but in 2000-2001 males were referred more often (21%) compared to females (six percent). Interestingly, females at Riverview were more likely to disappear in both years (23%) in 1999-2000 and (23%) in 2000-2001 compared to males (22% and 10%). Males having a higher propensity toward juvenile delinquency and behavioral management problems could explain these findings. The picture that is depicted by the impact of race and gender on an individual's outcome can be expanded to account for the effects of grade.

Table 10.7-6 shows the number and percentage of students enrolled in each grade broken down by outcome trajectory. The table is separated by school and academic year.

Table 10.7-6: Grade Distribution By School and Outcomes for Students Withdrawn from Euclid and Riverview in 1999-2000 and 2000-2001

		Euclid												Adult Education			
		6		7		8		9		10		11		12		N	%
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1999-2000	Return to Public School	2	100	5	71	17	89	21	68	6	60	6	60	1	25	1	100
	DJJ Referral	0	0	1	14	1	5	8	26	1	10	3	30	0	0	0	0
	Graduation	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	3	75	0	0
	Disappear	0	0	1	14	1	5	2	6	3	30	1	10	0	0	0	0
	Total	2	100	7	100	19	100	31	100	10	100	10	100	4	100	1	100
2000-2001	Return to Public School	8	100	25	89	34	79	7	58	9	82	7	78	2	25	0	0
	DJJ Placement	0	0	2	7	7	16	2	17	1	9	2	22	0	0	1	100
	Graduation	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	4	50	0	0
	Disappear	0	0	1	4	2	5	3	25	1	9	0	0	2	25	0	0
	Total	8	100	28	100	43	100	12	100	11	100	9	100	8	100	1	100
		Riverview												Adult Education			
		6		7		8		9		10		11		12		N	%
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1999-2000	Return to Public School	3	100	7	50	13	81	19	41	7	30	10	67	1	10	0	0
	DJJ Referral	0	0	5	36	3	19	11	24	8	35	4	27	2	20	0	0
	Graduation	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	2	20	1	100
	Disappear	0	0	2	14	0	0	16	35	8	35	1	7	5	50	0	0
	Total	3	100	14	100	16	100	46	100	23	100	15	100	10	100	1	100
2000-2001	Return to Public School	16	94	18	86	20	71	7	35	15	65	1	25	2	29	2	40
	DJJ Placement	0	0	2	10	7	25	5	25	5	22	1	25	2	29	0	0
	Graduation	0	NA	0	NA	0	NA	0	NA	0	NA	0	NA	3	43	3	60
	Disappear	1	6	1	5	1	4	8	40	3	13	2	50	0	0	0	0
	Total	17	100	21	101	28	100	20	100	23	100	4	100	7	101	5	100

Note. Percentages may not equal 100% due to rounding error.

At Euclid in 1999-2000, eighth graders returned to public school more often than students from any other grade (89%), except sixth graders, whose N equaled only two and both of whom returned to public school. Seventh graders returned to public school at a rate of 71%, making them the second most likely to return, while ninth graders returned at a rate of 68%, and both tenth and eleventh graders did so at 60%. Twelfth graders returned to public school at the lowest rate (25%). This rate may be explained by the fact that twelfth graders are qualified for graduation and 75% of them graduated, which gives credence to the conclusion that twelfth students chose to graduate rather than return to their public/zone school. Eleventh grade students were referred to DJJ more often than students in any other grade (30%). Ninth grade students were the next highest (26%), with seventh grade students next (14%).

Tenth grade students were most likely to disappear (30%), with seventh grade students being the second most likely to disappear (14%). Other grades' disappearance rates were equal to or less than 10%. In 2000-2001, seventh grade students were most likely to return to public school (89%). Tenth, eighth, and eleventh grade students were clustered together and returned to school 78% to 82% of the time. Twelfth grade students again returned to public school at a rate of 25%, but are the only students eligible for graduation and did so at a rate of 50%. Eleventh grade students were most likely to get referred to DJJ (22%). Eighth and ninth grade students were the second most likely to be referred (16% and 17% respectively). Ninth and twelfth grade students disappeared at the same rate of 25%, which was also the highest. Again, the rest of the grades disappeared at a rate less than or equal to 10%. For Euclid, it appears that students in seventh, eighth, and eleventh grades have the highest consistent rate of returning to public school while ironically, eleventh grade students are also referred to DJJ on a consistent basis. Ninth and tenth grade students disappear most often, while the majority of twelfth grade students graduated. These results seem to be similar to those found at Riverview.

Eighth grade students at Riverview, like those at Euclid, returned to public school most often in 1999-2000 (81%). Eleventh grade students returned to public school the second most often at 67%. Seventh, ninth, and eleventh grade students did so at rates of 50%, 41%, and 30% respectively. The number of sixth graders was again low, and 100% of them returned to public school. Twelfth grade students, as with Euclid, returned to public school least often (10%). Seventh grade students were most likely to be referred to DJJ (36%), with tenth grade students following close behind (35%). Eleventh grade students were referred at a rate of 27%, while ninth, twelfth, and eighth were referred 19% to 24% of the time. Twelfth grade students were the only ones entitled to graduate and did so at a rate of 20%, and they also disappeared more than other grade students (50%). Both ninth and tenth grade students disappeared at a rate of 35%. Seventh and eleventh grade students disappeared at rates of 14% and seven percent respectively. No students disappeared from sixth or eighth grade.

In 2000-2001, sixth and seventh grade students returned to school 94% and 86% of the time, while eighth and tenth grade students did so at rates of 71% and 65%. The remaining grades returned to public school at rates less than 35%. Twelfth grade students

were most likely to be referred to DJJ (29%), and they graduated 43% of the time. These findings are not consistent with the previously offered findings at Euclid and the subsequent hypothesis about twelfth grade students. At Euclid, twelfth grade students tended to graduate more than the other three outcomes, while at Riverview the graduation rate is not significantly different from the rates of the other outcomes. Therefore, the conclusion that 12th grade students are more apt to graduate than return to public school does not appear to be true for Riverview. This could again be due to the school's location within an urban environment and the influence of these surroundings on its students. Eighth, ninth, and 11th grade students were referred to DJJ 25% of the time, while tenth grade students were referred at a rate of 22%. Only 10% of seventh grade students were referred to DJJ. Eleventh grade students disappeared most often (50%), while 40% of ninth grade students disappeared. Tenth grade students disappeared 13% of the time, with the remaining grades disappearing at rates less than 10%. These results show that students in the lower grades have a higher return to school rate, while students in the higher grades tend to graduate or disappear most often. These findings could reflect the amount of parental control that is exacted over the student. Younger students are more apt to be controlled by their parents via curfews and rules. These findings could also be attributed to the number of school contradicting opportunities available to older students. Older students tend to be exposed to more counterculture experiences than younger students.

Table 10.7-7 provides the ESE breakdown of the students in each outcome trajectory for both Euclid and Riverview in the 1999-2000 and 2000-2001 academic years.

Table 10.7-7: ESE Distribution by School and Outcomes for Students Released from Euclid and Riverview in 1999-2000 and 2000-2001

		Euclid							
		<i>EH/SED</i>		<i>SLD</i>		<i>OTHER</i>		<i>NO ESE</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%e</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
1999-2000	Return to Public School	10	67	8	67	0	0	41	72
	DJJ Referral	4	27	3	25	0	0	7	12
	Graduation ⁵	0	0 (0)	1	8 (25)	0	0 (0)	2	4 (50)
	Disappear	1	7	0	0	0	0	7	12
	Total	15	100*	12	100	0	0	57	100
2000-2001	Return to Public School	16	94	21	88	6	75	49	69
	DJJ Referral	1	6%	3	13	1	13	10	14
	Graduation	0	0 (0)	0	0 (0)	0	0 (0)	4	6 (50)
	Disappear	0	0	0	0	1	13	8	11
	Total	17	100	24	101*	8	101	71	100
		Riverview							
		<i>EH/SED</i>		<i>SLD</i>		<i>OTHER</i>		<i>NO ESE</i>	
		<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
1999-2000	Return to Public School	11	46	4	67%	6	86	39	43
	DJJ Referral	8	33	0	0	1	14%	24	26
	Graduation	0	0 (0)	0	0 (0)	0	0 (0)	3	3 (27)
	Disappear	5	21	2	33	0	0	25	27
	Total	24	100	6	100	7	100	91	100
2000-2001	Return to Public School	12	67	13	62	5	83	51	64
	DJJ Referral	4	22	6	29	0	0	12	15
	Graduation	0	0 (0)	1	5 (8)	0	0 (0)	5	6 (38%)
	Disappear	2	11	1	5	1	17	12	15
	Total	18	100	21	101	6	100	80	100

Note. Percentage may not equal 100% due to rounding.

The next step in the analysis was to take ESE services into account. At Euclid in 1999-2000, EH/SED students and SLD students returned to school at the same rate of 67%. Non-ESE students returned to school at an approximate equivalent rate of 72%. EH/SED and SLD students were referred to DJJ at rates of 27% and 25%, which is more than twice as high as non-ESE students (12%). This could imply that the underlying issues of the student's disability also affect their behavior in such a way as to put them at risk for involvement with the juvenile justice system. When looking at students eligible for graduation, non-ESE students graduated 50% of the time and SLD students did so at a rate of 25%. Non-ESE students also disappeared at a higher rate than all other students (12%).

In 2000-2001, 94% of EH/SED students and 88% of SLD students returned to public school, while only 69% of non-ESE students did so. EH/SED students were referred to DJJ least often at six percent with the remaining students being referred approximately

⁵ The percentages shown in parenthesis are those rates based solely on students who were eligible for graduation, specifically twelfth grade students and adult education students.

15% of the time. Non-ESE students were most likely to disappear (11%), compared to EH/SED and SLD students. These results show that in 00-01, ESE students fared significantly better.

In 1999-2000, students at Riverview with disabilities other than EH/SED and SLD returned to public school most often (86%). EH/SED students were referred to DJJ most often (33%), whereas non-ESE students were referred 26% of the time. EH/SED, SLD, and non-ESE students disappeared at approximately the same rate (21%, 33% and 27% respectively). In 2000-2001, again, students with disabilities other than EH/SED and SLD returned to public school most often (83%). EH/SED students returned to public school more often than SLD and non-ESE students (67% compared to 62% and 64%). SLD students were most likely to be referred to DJJ (29%), while EH/SED students were referred at a rate of 22%. Non-ESE students were referred least (15%). Of those students eligible to graduate, 38% were non-ESE students and eight percent were SLD students. Students with other disabilities disappeared most often (17%), but non-ESE students did so with equal frequency (15%). SLD students disappeared least often at five percent. Students without disabilities do not appear to be performing at a higher rate than those students with disabilities in regards to their outcomes, but again, the variability of these results does not lend itself to dramatic conclusions.

Table 10.7-8 describes the lunch status of the students who were released from Euclid and Riverview in 1999-2000 and 2000-2001. The students are broken down by outcome.

Table 10.7-8: Lunch Status Distribution by School and Outcomes for Students Released from Euclid and Riverview in 1999-2000 and 2000-2001

Euclid									
		<i>Did Not Apply</i>		<i>Applied Did Not Qualify</i>		<i>Free</i>		<i>Reduced</i>	
		<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>
1999-2000	Return to Public School	23	62	2	100	29	74	5	83
	DJJ Referral	6	16	0	0	7	18	1	17
	Graduation ⁶	3	8 (75)	0	0 (0)	0	0 (0)	0	0 (0)
	Disappear	5	14	0	0	3	8	0	0
	Total	37	100	2	100	39	100	6	100
2000-2001	Return to Public School	35	76	1	100	41	73	15	88
	DJJ Referral	5	11	0	0	10	18	0	0
	Graduation	1	2 (13)	0	0 (0)	3	5 (38)	0	0 (0)
	Disappear	5	11	0	0	2	4	2	12
	Total	46	100	1	100	56	100	17	100
Riverview									
		<i>Did Not Apply</i>		<i>Applied Did Not qualify</i>		<i>Free</i>		<i>Reduced</i>	
		<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>	<i>N</i>	<i>Percentage</i>
1999-2000	Return to Public School	21	38	3	75	31	52	5	56
	DJJ Referral	12	22	1	25	19	32	1	11
	Graduation	2	4 (18)	0	0 (0)	1	2 (9)	0	0 (0)
	Disappear	20	36	0	0	9	15	3	33
	Total	55	100	4	100	60	100	9	100
2000-2001	Return to Public School	25	51	4	100	37	69	15	83
	DJJ Referral	9	18	0	0	12	22	1	6
	Graduation	5	10 (38)	0	0 (0)	1	2 (8)	0	0 (0)
	Disappear	10	20	0	0	4	7	2	11
	Total	49	99	4	100	54	100	18	100

Note. Percentages may not equal 100% due to rounding error.

The last layer that was added to the analysis was the consideration of lunch status. At Euclid in 1999-2000, 74% of students who received free lunch and 83% of students who received reduced price lunch returned to public school. This is greater than the 62% of students who did not apply for lunch assistance. The rates were approximately the same for students who did not apply for aid and those students who received free or reduced price lunch in regards to DJJ referrals. Students who did not apply for assistance were referred to DJJ 16% of the time, while those who received free or reduced price lunch were referred at 18% and 17%, respectively. Those students who did not apply for assistance and were eligible for graduation graduated at a higher rate than any other type of student (75%)—no other types were eligible in 1999-2000. Those students who did not apply disappeared more often (14%) than those students who received free lunch (eight percent).

⁶ The percentages shown in parenthesis are those rates based solely on students who were eligible for graduation, specifically twelfth grade students and adult education students.

In 2000-2001, students who did not apply for lunch aid returned to public school more often than students who received free lunch (76% compared to 73%), but not more than students who received reduced price lunch (88%). Again, students who received free lunch were referred to DJJ more often (18%) than those students who did not apply (11%). When looking at students who were eligible for graduation, students who received free lunch graduated more often than students who did not apply for assistance (38% compared to 13%). Again, students who did not apply for lunch assistance disappeared often (11%), but reduced price lunch students disappeared most often at a rate of 12%. At Euclid students who receive lunch assistance are at a higher risk of being referred to DJJ. A hypothesis for these findings is the impact of a lower SES not only is detrimental to a student's academic performance, but also contributes to delinquent behavior. Those students who did not apply for assistance are most apt to disappear. This result is more difficult to interpret or explain because of the difficulty of using lunch status to infer SES. The deficiency lies with the students who did not apply for assistance, because no assumption about their SES can be made. Therefore, to provide an explanation as to why they are the type of student who is most apt to disappear is impossible.

The results seen with Riverview students paralleled those above in regards that students who received free or reduced price lunch returned to public school more often than students who did not apply for assistance in 1999-2000 (56% and 52% compared to 38%). Students who received reduced price lunch were referred to DJJ least often (11%). Students who received free lunch were again referred to DJJ at a higher rate (32%), than those students who did receive assistance (22%). Graduation eligible students who did not apply for assistance graduated more than graduation eligible students who received free lunch (18% compared to nine percent). Students who did not apply for lunch assistance disappeared most often (36%), but students who received reduced price lunch disappeared almost as often (33%). Fifteen percent of students who received free lunch disappeared.

In 2000-2001, again, students who received assistance, either free or reduced price lunch, returned to public school at a higher rate than those students who did not apply for assistance (69% and 83% compared to 51%). Those who received free lunch were referred to DJJ more often (22%), than those who did not apply for assistance (18%), and students who received reduced price lunch were referred to DJJ the least (6%). Again, those graduation eligible students who did not apply for lunch assistance graduated more often than graduation eligible students who received free lunch (38% compared to eight percent). Students who did not apply for assistance also disappeared most often (20%), when compared to students who received free (seven percent) or reduced price lunch (11%). The findings are consistent across both schools. Again, caution should be used when interpreting these results because using lunch status as a proxy for SES has flaws.

The final picture that is shown is the following: White female students who are in the seventh or eight grades and receive lunch assistance are most likely to return to public school. Black males in the eleventh grade and receive no lunch assistance are most likely

to be referred to DJJ; Black males in the ninth and tenth grades who did not receive lunch assistance disappear most often.

10.8 Program Level Findings

Throughout the individual-level findings, Euclid appears to be producing more positive student outcomes. (This could be attributed to the school's location and, therefore, the population it serves, or it could be that, during the time these data reflect, Euclid provided better service to its students.) The individual-level data were taken from the 1999-2000 and 2000-2001 academic years, while the following program-level data were collected in 2003 and 2004. It must be cautioned that both programs underwent changes during the time between 2001 and 2003; most importantly, the number of successful days needed to complete the program was raised from 45 to 65. Additionally, it was both schools' practice to take successful days away from students when they did not complete a successful day. This programmatic change was implemented between 2001 and 2003. In addition, no outside influences were controlled for when analyzing the student-level data. The findings based on the program-level data conflict with the individual-level conclusions above, and no conclusions should be drawn from this contradiction.

Table 10.8-1 shows the scores that both schools received during the two reviews that have been performed. There are two types of indicators, each with a separate scoring system. Performance indicators are scored from 0 to 9, with 0 indicating nonperformance and 9 indicating superior performance. Compliance indicators have scores ranging from 0 to 6 with a score of 0 signifying noncompliance and 6 signifying full compliance. For a complete description of the performance rating system, see Chapter 3.

Table 10.8-1: Quality Assurance Score Assigned to Euclid and Riverview Alternative Education Disciplinary Schools in May 2003 and January 2004

	Euclid			Riverview		
	May 2003	January 2004	Difference	May 2003	January 2004	Difference
Enrollment	4	6	+2	4	6	+2
Assessment	2	2	0	3	2	-1
Student Planning	3	2	-1	3	6	+3
Student Progress	3	2	-1	3	6	+3
Guidance Services	5	4	-1	5	6	+1
Exit Transition	3	2	-1	3	5	+2
Transition	3.3	3	-0.3	3.5	5.2	+1.7
Academic	6	4	-2	6	4	-2
Literacy and Reading	NA	5	NA	NA	5	NA
Instructional Delivery	4	4	0	5	4	-1
Support Services	6	6	0	6	6	0
Attendance	4	4	0	4	5	+1
Service Delivery	5	4.6	0.4	5.25	4.8	-.45
Social Skill Curriculum	3	4	+1	3	3	0
Physical and Psychological Safety	4	5	+1	4	4	0
Program Structure and Behavior Expectations	4	4	0	4	4	0
Meaningful Emotional and Psychological Relationships	3	3	0	3	3	0
Family, School, and Community Linkages	2	2	0	2	2	0
Program Behavioral Support	3.2	3.6	+0.4	3.2	3.2	0
Communication	5	4	-1	5	5	0
Instructional Personnel Qualifications	5	5	0	6	6	0
Professional Development	4	4	0	5	4	-1
School Improvement	6	7	+1	5	7	+2
Funding and Support	4	4	0	5	4	-1
Administration	4.8	4.8	0	5.2	5.2	0
Overall	4	4	0	4.3	4.6	+0.3

When comparing both schools, Riverview has consistently received higher QA scores than Euclid. Additionally, Riverview showed more of an improvement between the two reviews than did Euclid, which showed no overall improvement. Each school displayed variability on each standard. Euclid showed improvement only on the program behavioral support standard and deterioration on both the transition and service delivery standards. Riverview showed significant progress on the transition standard, but a weakening on the service delivery standard.

Both Euclid and Riverview showed a change in the scores that they received for the indicators in the transition standard. Both schools showed improvement on the enrollment indicator because the quality of the orientations that the students received prior to enrollment had improved. Both schools exhibited a decrease on the assessment

indicator. Both schools used the WRAT as an entry and exit test assessment, but the WRAT does not include language arts and, therefore, is not a comprehensive assessment. In addition, neither school administers a social skills assessment nor do the sending schools perform their required behavioral assessments. Euclid showed a decrease on the remaining indicators, while Riverview showed an increase on the residual indicators in the standard. Academic improvement plans (AIPs) and individual educational plans (IEPs) were being developed in an appropriate manner and within the required time frame, utilized to guide instruction, and reviewed regularly with students at Riverview but not at Euclid. Riverview's guidance staff develops exit/transition plans for all students, but this procedure is not in place at Euclid.

Both schools showed an overall decrease on the service delivery standard. Both schools exhibited a decrease on the academic indicator primarily because neither school has a middle school model (i.e., thematic programming, team teaching), and curricular activities are not based on the student's assessed educational needs. Euclid remained consistent on the rest of the indicators in the standard. Not all of the teachers at Riverview participated in inservice training during the second review, resulting in a decrease on the instructional delivery indicator. The attendance policies and appropriate documentation at the school have improved, resulting in an increase on the attendance indicator.

Out of both schools, only Euclid showed change on the program behavioral support standard. Euclid increased on the social skills curriculum indicator and the physical and psychological safety indicator. The social skills training that the ESE students improved, resulted in the increase on the social skills curriculum indicator. During the May 2003 review, it was noted that the enforcement of disciplinary infractions was inconsistent among the faculty and staff; this had been rectified by the January 2004 review, producing an increase on the physical and psychological safety indicator.

Neither school showed an overall change on the administration standard; however, both schools showed an increase on the school improvement indicator. During the May 2003 review Euclid had received a higher score on the indicator due to the fact that their school improvement plan included a timeline and persons responsible for implementing the school improvement goals, which was not found within the school improvement plan at Riverview. Both schools received the same score for the indicator during the January 2004 review; therefore, Riverview showed a larger increase than did Euclid. Euclid showed a change on one other indicator, communication. One week prior to the January 2004 review, the school's assistant principal retired, and the new assistant principal had only been at the school for one week; consequently, the decline in the communication indicator was expected, and should only be seen as a temporary deterioration. Riverview showed a decrease on two indicators, professional development and funding and support. The teacher professional development plans and inservice training were not found to be directly related to school goals, student outcomes, or the content area that the instructor was teaching. No improvement was seen on the lack of computers and Internet access for the middle school program and a media resource center, resulting in the decline on the funding and support indicator.

Based on the May 2004 QA review, both schools exhibited the following strengths:

- Both schools contained computer lab technology with educational software for the high school students.
- A majority of the staff at both schools exhibited positive interest and motivation in their jobs and a respectful and personable behavior toward students.
- A reading plan that conforms to the *Just Read, Florida!* initiative had been created and had begun to be implemented.

Both schools also displayed the following weaknesses:

- In spite of the fact that students were sent to these alternative disciplinary schools as a result of behavioral issues, the students' school and behavioral histories were not reviewed with the student during their orientation to the schools or at any time during their attendance at the schools. This type of review would allow for the identification of attendance, academic, and/or behavioral issues and goals.
- Academic improvement plans (AIPs) were not utilized, and individualized goals and instructional objectives for non-ESE students were not developed for all students.
- The high school curriculum included limited direct instruction and off-line activities for students. This was seen more so at Euclid than Riverview.
- The schools' primary goals are stated as successfully returning students to their home schools and modifying the students' behavior that contributed to their initial placement in the schools. Both schools' policies and practices did not contain specific protocols for assisting students with a successful transition back to their home schools. Special education students received some support prior to exiting the alternative schools, but non-special education students often received little more than a phone call to the home school.
- Reports from staff and students indicated that often students were not well received back at their home schools after being labeled troublemakers.
- Community involvement and mentoring was almost non-existent in the schools.
- A strict 300-minute school day due to the extended time needed for busing also resulted in very little social skills instruction. There was a lack of consistency with providing the existing social skills training.
- Middle school students did not have access to technology in their classrooms.

There were areas of difference between the two schools.

- The limited direct instruction and off-line activities for students in the high school appeared more problematic at Euclid than Riverview.
- Euclid had not administered entry assessment tests for the two weeks prior to the review because of FCAT administration.
- Communication between faculty, administration, and staff appeared to be fragmented at Euclid.

- Euclid had two teachers with temporary certification, while all of the teachers at Riverview had professional certification. Euclid also employed one long-term substitute teacher with no documentation of certification.
- Euclid had new educational materials on site that had not been disseminated to the classrooms.

The second QA review performed in January 2004 revealed substantial improvements at both schools. The improvements at Euclid did not show up in the January QA scores; in fact, the changes may have either had a detrimental effect on the QA scores due to their proximity to the review or had not come to fruition at the time of the review. In regards to QA scores, Euclid was essentially unchanged overall, but Riverview displayed an overall improvement. These changes are as follows:

- Riverview had outlined and begun to implement an exit protocol for all students.
- At Riverview, AIPs were being developed with specific and individualized long-term goals and short-term instructional objectives for academics and social/behavioral skills and to guide instruction.
- Euclid underwent administrative changes; the former assistant principal retired at the beginning of January; therefore, the current assistant principal had only been in place for approximately one week prior to the review.
- The principal of both sites indicated that a new facility has been secured for Euclid, and the school will move to their new building at the beginning of the 2004-2005 academic year.

10.9 Summary Discussion

At the request of the Volusia County School District, JJEEP has developed a QA system to review the district's two alternative education schools. Literature pertaining to promising practices in alternative schools was used to create the QA standards for the alternative disciplinary schools. JJEEP patterned the QA standards around those currently in place for juvenile justice education day treatment. Modifications were made to the day treatment standards to account for the differences between the two types of schools, specifically the addition of the program behavioral support standard. Other adjustments were made based on the comments of the faculty and staff at Volusia County's two alternative disciplinary schools, namely Euclid and Riverview.

Student level data and demographic information were collected and analyzed in attempts to depict student characteristics and outcomes. Demographic information was assessed. Students who attended either Euclid or Riverview tend to be predominantly White males. The students have an equal rate of requiring ESE services and receiving lunch assistance. Students from Euclid return to public school at a higher rate than students from Riverview. As stated earlier, White female students who are in the seventh or eighth grades and receive lunch assistance are most likely to return to public school. Black males in the eleventh grade and receive no lunch assistance are most likely to be referred to DJJ; Black males in the ninth and tenth grades who did not receive lunch assistance

were not found in subsequent years' data most often. Again, because only two years of data were used in this analysis, conclusions as to individual students outcome trends should not be made. Rather, lessons from these analyses will be used to refine and guide JJEEP's subsequent efforts to implement QA entry and exit assessment of these two alternative education disciplinary schools.

QA reviews began on both programs in May 2003. A second review was performed in January 2004 revealing significant changes in both schools. Riverview showed overall improvement between the two reviews, while Euclid did not. QA scores from both reviews indicate that Riverview is doing slightly better than Euclid, although student outcome data reveal the contrary. This contradiction could be attributed to the fact that the student level data were collected during a different time frame than the program level data; therefore, no conclusion should be drawn.

This project has just begun and is in the initial stages of its implementation; therefore, caution should be used when making any interpretations based on these exploratory preliminary data and findings. The alternative education QA system appears to be effective at this stage of the project, but further research is necessary. Future research will entail continuing the QA process and ascertaining its effects on students' outcomes

CHAPTER 11

JJEEP'S IMPLEMENTATION PLAN FOR NO CHILD LEFT BEHIND

11.1 Introduction

Consistent with the No Child Left Behind Act of 2001 (NCLB), the mission of the Juvenile Justice Educational Enhancement Program (JJEEP) is to ensure that each student who is assigned to a Department of Juvenile Justice (DJJ) program receives high quality and comprehensive educational services that increase students' potential for future success. Since its inception in 1998, JJEEP has been implementing its mission through its four interrelated functions: conducting research that identifies best education practices, conducting annual quality assurance (QA) reviews, providing technical assistance (TA), and providing research-based recommendations annually to the Florida Department of Education (FLDOE) concerning juvenile justice education policies and practices. In order to embrace the requirements of NCLB and to better meet the goals of these four interrelated functions, JJEEP is restructuring its QA, TA, and research practices for 2004.

This chapter is comprised of four subsequent sections and discusses the changes that will be implemented during 2004. Section 11.2 describes JJEEP's current research activities, including longitudinal case studies of chronically high- and low-performing juvenile justice educational programs and a national survey. Section 11.3 describes the development of juvenile justice education demonstration sites, which have been identified as model programs and will be used to assist JJEEP in providing technical assistance to other juvenile justice educational programs in the state of Florida. Additionally, the designation of these demonstration sites will help JJEEP conduct research on known best practices in the juvenile justice education system. Section 11.4 discusses the modifications of the QA system and the new methodology that will be employed. Section 11.5 explains the new system improvement process, which includes both the TA and correction action (CA) processes. Section 11.6 concludes with a summary discussion of the chapter.

11.2 Research Initiatives

JJEEP began its research efforts in 1998 and 1999 by conducting literature reviews in the areas of juvenile justice and alternative education best practices, transition and aftercare, privatization, facility size, and numerous other topics. These earlier research efforts led to the development and continual modification of the QA standards. Current JJEEP research focuses upon longitudinal studies and program evaluations that attempt to determine the effects of educational opportunity while incarcerated, as well as academic attainment, on both short- and long-term community reintegration outcomes (for longitudinal findings and community reintegration results, see Chapter 8). As new methods and data become available, JJEEP plans to expand its longitudinal research to include the study of specific

groups of youths, such as students identified with mental health and behavioral disorders, younger adolescents, and deep-end chronic juvenile offenders. Furthermore, in 2004 JJEEP is initiating two new research projects. First, JJEEP will conduct a national survey of all fifty states to identify state-level policies and accountability mechanisms that lead toward improved educational services for delinquent youths. Second, case studies of chronically high- and low-performing programs throughout Florida will be conducted in order to capture specific program and classroom level practices that may contribute to positive student academic achievement and post-release outcomes.

National State Survey

During the winter and spring of 2003-2004, JJEEP is conducting a national telephone survey of all fifty states regarding each state's organizational model and accountability system for their juvenile justice schools. Many states have differing organizational structures, including both centralized and decentralized models. Furthermore, different state and/or local agencies may be responsible for educational services within each state, and the level of privatization varies considerably.

JJEEP's national survey will gather specific information on each state's organizational structure and the responsible parties for juvenile justice education. Further, the study will capture information regarding each state's accountability and data collection system. This will determine the feasibility of states conducting program evaluations of their juvenile justice schools. This section of the survey includes specific questions relating to the implementation of NCLB and the states' efforts to evaluate the effectiveness of their juvenile justice schools. Effective evaluation may be achieved through the use of pre/post data, community reintegration data, and program processes captured through a monitoring or quality assurance system of juvenile justice schools.

In addition, the survey poses questions concerning recent lawsuits regarding educational services within each state's juvenile justice education system, and asks how the organizational structure may have changed as a result. To assist in developing a national typology of different states' juvenile justice education systems, demographic information is collected, which include numbers of residential, detention, and day treatment programs; facility size; class size; number of youths served annually; and the level of involvement and responsibility of local education agencies (LEAs). Information garnered from the survey relating to state level organizational structures may provide policy relevant data for Florida's current juvenile justice accountability system. In determining program practices that may contribute to positive student achievement and outcomes, however, specific processes must be examined at the program and classroom level.

Case Studies of High- and Low-Performing Programs

Conducting case studies of approximately 18 high- and low-performing programs will ultimately lead to the identification of program practices that contribute to positive student academic achievement and community reintegration outcomes. There were several steps involved in the identification and selection of specific programs for case studies.

The first step involved analysis of the approximately 190 juvenile justice educational programs' educational performance using five years of QA data. In addition, available student outcome data were used, including rates of return to school, graduation, and recommitment. Currently, 27 high- and low-performing programs have been identified as potential sites for case studies. Once these programs receive their 2004 QA reviews (to determine if the quality of educational service has remained consistent), the list will be reduced to 18.

The second step in the process involves conducting case studies on those 18 programs to obtain a detailed understanding of the processes and procedures used in both high- and low-performing programs. The two-day QA review will be used as the starting point, and will take place prior to the on-site case study. Twelve of the programs receiving a case study will be high performing programs and six will be low performing. Depending on the size of each program, the case study will range from four to seven days and will require one to two site-visits in order to accurately capture specific program practices and processes. Table 11.2-1 shows the type and number of programs in the initial selection.

Table 11.2-1: Initial Selection of High- and Low-Performing Programs by Security Level

<i>Security Level</i>	<i>High Performing</i>	<i>Low Performing</i>
Detention	2-3	1
Day Treatment	2-3	2
Low & Moderate	5-7	2-3
High & Maximum	3-5	1-3
Total	12-18	6-9

The programs selected for the case studies vary in their characteristics. In the day treatment category, a prevention program, an intensive probation program, and an aftercare program have been selected. In residential programs, the initial selection includes both public and private providers and both types of gender programming. Some examples of the program types that have been selected are halfway houses, boot camps, youth academies, youth development centers, serious habitual offender programs, and wilderness camps. These programs also differ in size and location.

Although QA reviews provide baseline information on overall program characteristics and some specified program practices, they ultimately fail to capture some specific processes as they relate to the students' interaction with their environment. Programs inherently have different processes in place for assessing, treating, and educating juveniles. Furthermore, these processes are often directed by differing program goals such as treatment, education, and/or security. Ultimately, these processes help determine how students are sorted, treated, and served, and in effect they determine the types and quality of services that students receive. As a result, the third step in the case study process is to capture and explain specific program processes that may lead to desirable outcomes through the identification of best

practices. Given the differing goals, QA results, and outcomes that programs exhibit, case studies are ultimately intended to capture each program's specific inputs, resources, and processes that may relate to student outcomes. Case studies will entail a thorough examination of eight specific areas.

1. **Education Budgets:** The education budget will be reviewed to identify all outside sources of funding, the amount of this funding, and to verify how education monies are being spent. Prior literature has identified that education budgets should remain separate from custody care operations, and programs often supplement their base educational funding through federal dollars, grants, and donations.
2. **Interaction and Engagement with Curriculum:** Case studies will determine how students interact with the curriculum and instruction, and their level of engagement in the curriculum. They will determine how the program, the curriculum, and the instruction are designed and delivered to meet the students' post placement goals. Further, the procedures used to ensure that students' educational deficiencies are being addressed and mediated will be explored.
3. **Classroom and Behavior Management:** Juvenile justice educational programs use a variety of behavior modification techniques, ranging from military style to open campuses where students have the opportunity to practice and model appropriate social skills and behavior. Case studies will determine what behavior management techniques are used to prepare students for return to school and community, as well as how these techniques interact with and affect the program's educational process.
4. **Transition Process:** This process has always been important to the successful reintegration of students. Case studies will determine how programs prepare students for return to school and the community, when the transition process begins, who is involved in the process, and how and to what extent high and low performing programs work with key people in students' home communities. Also examined are the facility's method for determining proper educational placement, and the availability of transition services.
5. **Student, Staff, and Program Interaction:** Case studies will determine how the educational component of the program and the educational staff interact with other components and staff such as transition, behavior modification, and treatment. It also will be determined whether the educational component of the program competes with other treatment components for time and resources, as well as how well the educational component is integrated with other functions. If competition or integration problems do arise, case studies will explore how the program remedies these situations. Further, case studies will determine how students and teachers interact. Specifically, they will examine how teachers serve as mentors and models for students, what type of planning and instruction the teacher uses to engage students in the curriculum, and what type of relationship is formed between students and teachers.

6. **Parent Involvement:** Case studies will determine to what level and extent the program has parent and community involvement, how the program communicates with parents, and what specifically is communicated.
7. **Educational Staff Qualifications:** This area of focus is particularly important due to the new requirement in NCLB (refer to Chapter 2 for more information on NCLB). Beyond staff qualifications, case studies will determine staff turnover rates and how programs recruit and maintain highly qualified staff. Differences between highly qualified teachers and those teachers who do not meet that designation's criteria will be documented.
8. **Educational Resources:** Case studies will not only determine the levels and amounts of educational resources, such as technology, textbooks, supplemental materials, and support staff, but also will determine how these resources are used in the educational process. The studies will discover if resources are allocated differently for different subgroups within the program, what procedures are used to meet intended goals, and how resources are used to both mediate educational deficiencies and prepare students for a return to school and the community.

The previous eight areas included in the case studies are ultimately intended to capture and explain each program's characteristic processes as students progress from program entry, through on-site service delivery, to eventual release back into the community. Information will be collected and analyzed using the three traditional research methods of interviews, observations, and review of documentation. Specific areas of interviews, observations, and document reviews are:

Observations

- Classrooms
- Treatment team meetings
- Entry transition meetings
- Exit transition meetings
- Extra curricular activities
- Group sessions
- Facility design
- Down time/recreational time
- Use of educational resources (textbooks, technology, support staff, etc.)

Interviews

- Lead educator
- All teachers
- ESE consultant
- Guidance/advising personnel
- Students
- School district contact
- Lead treatment coordinator or case manager
- Parents
- Aftercare counselors or juvenile probation officers affiliated with the program
- Facility director

Document Review

- Educational budget and expenditures
- Curriculum documents
- Student educational plans
- Transition plans
- Teacher lesson plans
- Student coursework
- Tracking of student progress
- Personnel files
- Data from JJEEP's 2004 QA reviews

Case studies, once completed, will serve multiple purposes. First, in accordance with NCLB, case studies will be used to identify scientifically based best practices and processes that lead to improved student academic attainment and outcomes. Second, a comparison of high- and low-performing programs will be used to identify the major differences in program practices and processes. Finally, once the identification of specific best practice processes are completed, case study results will be used in the final selection of demonstration sites, the development of technical assistance materials for average and low performing programs, and will lead to policy recommendations for statewide system improvement.

11.3 Demonstration Sites

A model and design for demonstration sites is being developed and will be used to assist JJEEP in providing technical assistance to juvenile justice educational programs in the state of Florida. The model is developed and aligned based on QA standards and NCLB, which requires all education decisions to be grounded in "scientifically based research." The model will focus on performance-based outcomes, student gains, and meeting the desired outcomes of NCLB.

The intent of the model is to utilize high performing programs as an example of best practices and positive student outcomes for lower performing programs. This will be made possible through the networking of low performing programs with high performing programs

sharing similar characteristics. Currently, based on five years of QA ratings and student outcome measurements, JJEPP has identified 27 high- and low-performing juvenile justice programs that qualify for the first step in the selection process. The selection of demonstration sites will result from this group. The outcomes, used in conjunction with the QA ratings, are the rates of students returning to school, recommitment, and high school graduation. Demonstration sites also will form a partnership with JJEPP in providing TA to programs across the state of Florida. This model will be ongoing and evaluated periodically.

Demonstration Site Criteria and Areas

The determination of which programs are designated as demonstration sites will be based upon a variety of measures. First, input was gathered from JJEPP's juvenile justice education specialists, as well as from participants at the Juvenile Justice Education Institute (JJEI) conference, to establish what should be baseline criteria. The consensus from these discussions and questionnaire responses indicated that the criteria should be based on QA scores of 6.0 or higher during the previous five years and on analyses of student outcomes. The case studies, discussed above, will determine which programs exhibit procedures and practices that may contribute to positive student academic achievement and community reintegration outcomes. Once case studies are completed, selected programs will be designated as demonstration sites.

As the project progresses, the selection process will stratify the programs according to security level. JJEPP ultimately plans to designate as demonstration sites, one detention center, two day treatment programs, three low and/or moderate security level programs and one high/maximum security level program. This is proportional to the overall number of these types of programs in the state.

Although high performing programs have exhibited high overall QA scores for multiple years, these same programs may excel in particular areas. As a result, a list of programs with exceptional performance in specific areas was generated from programs receiving a score of eight or above in the areas of transition, curriculum and instruction (including academic, employability skills, social and life skills, vocational curriculum), support services, communication, and instructional personnel qualifications. Those programs receiving a score of eight or above in the aforementioned areas qualify to be used as potential area-specific demonstration sites.

These areas are aligned with what participant responses from the JJEI conference indicated as areas needing technical assistance. Figure 11.3-1 illustrates the results of the survey completed at the JJEI conference. Thirty-eight participants completed the survey on demonstration sites.

Figure 11.3-1: Demonstration Site Area Survey Responses

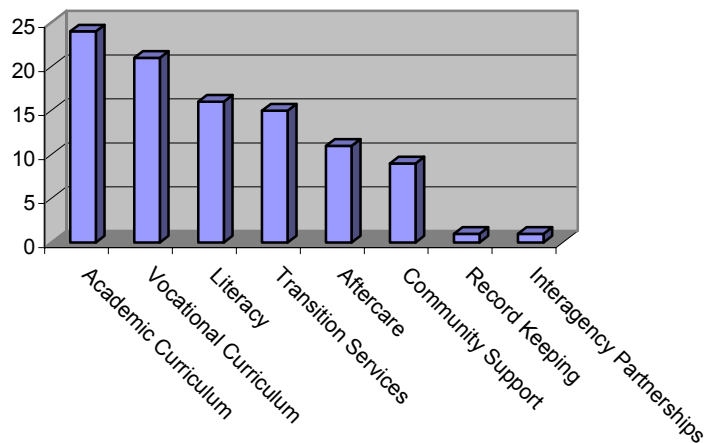


Figure 11.3-1 shows that respondents would like to see demonstration sites that particularly excel in academic curriculum, with 24 indicating a need for technical assistance in this area. Also needed are demonstration sites in the areas of vocational curriculum (21), literacy (16), and transition services (15). Less requested were model programs focusing on aftercare (11) and community support (9).

The Operation of Demonstration Sites

Once demonstration sites are selected, they will provide both direct and indirect technical assistance to programs of similar levels, types, and locales. Demonstration sites will serve as lab schools and will partner with JJEPP to conduct ongoing research in the field of juvenile justice education. Programs that share common characteristics with these exemplary sites will be able to visit and use demonstration sites as a guide for implementing best practices and procedures.

Upon selection, these demonstration sites will be exhibited on JJEPP's website with the possibility of interactive tours for administrators and other program personnel. The results of case studies and the ultimate selection of demonstration sites will be used to create technical assistance documents describing, in detail, what successful applications are needed to implement best practices. In addition to the technical assistance function of the demonstration sites, those sites with exceptional displays of best practices in specific areas will be invited to conduct workshops at the annual JJEI conference.

Demonstration sites will be subject to ongoing evaluation to ensure that they remain high quality and maintain positive student outcomes. As the project progresses and other programs begin to visit the demonstration sites, JJEPP will follow up with the visiting programs to determine what type of TA was provided and if it resulted in higher performance.

11.4 Quality Assurance for 2004

In 1995, FLDOE staff developed the first set of QA standards to encourage continuous improvement in juvenile justice educational programs. One set of standards was drawn from special education performance standards and statutory authority. These standards focused on administration, and evaluated each program's philosophy, procedures, and approach to education. The standards received minor revisions in 1996 and 1997.

In 1998, the project was awarded to the Florida State University School of Criminology and Criminal Justice, resulting in the creation of JJEEP. During that year, JJEEP conducted an extensive literature review on promising and best educational practices for delinquent and at-risk youths, and hosted five regional meetings with more than 300 participants to obtain input from practitioners in the field.

A new set of standards, based on the results of the literature review and input from practitioners, was developed for the 1999 QA review cycle. Early in 1999, JJEEP, the Office of Program Policy Analysis and Government Accountability (OPPAGA), and the Juvenile Justice Accountability Board (JJAB) submitted reports to the Florida Legislature, which resulted in the enactment of House Bill (HB) 349. This legislation addressed numerous requirements for juvenile justice education, including the creation of a State Board Administrative Rule for Juvenile Justice Education Services.

The 2000 QA standards were modified to address these new requirements, including contract management, year-round schooling, and other educational accountability issues. The 2001 QA standards addressed new legislative requirements, including adult and vocational education. Minor revisions occurred in 2002 and 2003 based on input from school districts and educational providers. The standards continue to be revised each year, based on ongoing best practice evaluation research and new legislative requirements.

In 2002, President Bush signed NCLB into law, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). This legislation is having a far-reaching impact upon school performance and accountability throughout the country. Because the QA standards are based on state and federal requirements, this legislation has substantially affected the educational standards for 2004. For juvenile justice schools, NCLB mandates (among other requirements) transition services, highly qualified teachers, program evaluation, and student outcome and assessment testing. Additionally, in Florida, juvenile justice schools are required to implement the *Just Read, Florida!* initiative.

QA Review Protocol

In order to effectively implement the requirements of NCLB and FLDOE, JJEEP has changed the 2004 QA review protocol so that more time and resources can be allocated for providing technical assistance to the lowest performing programs and identifying best practices in the highest performing programs. Therefore, the 2004 reviews streamline data collection and document review through a self-report process and a two-day on-site visit. Larger programs may require more than one reviewer and more than two days. In order to

meet the requirements of NCLB, all programs will receive the same two-day review regardless of deemed status. The on-site portion of the review focuses on student services and will ensure that state and federal laws regarding juvenile justice education are being implemented appropriately. Reviewers will continue to communicate with educational personnel regarding questions or concerns throughout the review until the exit meeting on the final day of the review.

Self-Reporting

Much of the information required for the rating of the standards will be conducted through a self-report process. Programs will be required to submit pertinent documents and information to the JJEEP offices no later than three weeks prior to the on-site QA review. Failure to submit self-report information prior to the on-site QA review may negatively affect the QA rating for indicator 9: school district monitoring, accountability, and evaluation. Final verification of the accuracy of this self-report information will be made on site during the two-day review process. Examples of self-reported information that will be requested include teacher certifications and qualifications, inservice training records, courses taught by each teacher, qualifications and duties of all educational support personnel, assessment information, program characteristics (such as size, location, provider, vocational level, security level, program type, and age range of students), course offerings, class schedules, bell schedules, school calendars, and sample educational forms (such as student academic and transition plans). For complete information on self-reporting requirements and timelines visit the JJEEP website at www.jjeep.org or contact the JJEEP QA Coordinator at (850) 414-8364.

QA Review Methods

Educational QA ratings are determined using the same methods and rating scales for each DJJ educational program. The QA review process uses multiple data sources to evaluate the quality of educational services within each DJJ educational programs. Information about educational performance is gathered by JJEEP reviewers through (1) review of self-report information and documentation; (2) on-site review of policies, documents, and files; (3) interviews with school administrators, support personnel, teachers, and students; (4) observations of classrooms, educational activities, and services. Indicator ratings are then based on substantiated information using these multiple sources to verify program practices.

In determining specific QA review scores, reviewers consider the preponderance of evidence to determine whether the intent of the indicator in question is being met. These determinations are made in relation to the multiple sources of data that reviewers collect and examine during the QA review.

Prior to assessing the overall quality of an indicator, reviewers will first determine if minimum requirements are met within each benchmark. Failure to meet minimum requirements within a single benchmark will result in a rating no higher than a 5 for that indicator. Failure to meet minimum requirements within a single critical benchmark will result in the entire indicator being assigned a below satisfactory (0-3) rating.

The 11 critical benchmarks in the educational standards for residential commitment programs are:

- 1.1** (enrollment)
- 2.1** (entry academic assessment)
- 2.4** (FCAT participation)
- 2.5** (exit academic assessment and MIS reporting)
- 3.1** (individual academic plans [IAPs])
- 4.1** (individualized curriculum)
- 6.1** (individual educational plan [IEP] development)
- 6.2** (ESE services)
- 7.1** (teacher certification)
- 8.1** (300 minutes per day of instruction)
- 9.2** (data management)

These eleven benchmarks are incorporated into the 2004 QA standards for residential programs. Comparable critical benchmarks are highlighted in the detention and day treatment versions of the QA standards.

As in previous years, there are three sets of educational QA standards. A set of standards has been developed for each of the juvenile justice facility types—residential commitment programs, day treatment programs (includes prevention, intensive probation, and conditional release), and detention centers. The standards for day treatment programs have an extra indicator for attendance, and the standards for detention centers have two less indicators, excluding vocational curriculum and instruction and some transition and student planning requirements. Although the structure and organization of the QA standards has changed for the 2004 QA cycle, there are only minor changes in the content of the standards. Overall changes to the content of the standards include focusing on student services and accountability measures required in federal and state legislation. Administrative requirements that may not affect the quality of student services have been minimized in this current version. As a result, the number of indicators within each standard has been reduced. The following is a complete listing of indicators for residential programs:

Educational Standard One: Transition

The transition standard is comprised of three indicators and 14 benchmarks that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students. Exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Indicator 3: Student Planning

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experience successful transition back to school and the community.

Educational Standard Two: Service Delivery

The service delivery standard is comprised of three indicators and 15 benchmarks that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

Indicator 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, thus allowing progression toward obtaining high school diplomas or the equivalent.

Indicator 5: Employability, Career, and Technical Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution post release and/or obtain employment and become productive members of society.

Indicator 6: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Educational Standard Three: Educational Resources

The educational resources standard is comprised of two indicators and 11 benchmarks that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 7: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 8: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator and eight benchmarks that address the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 9: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that there is local oversight by the school district of educational services and that the school district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

11.5 System Improvement Process

In 2004, the former technical assistance and corrective action processes will be combined to form a more seamless system. This will enable JJEEP to focus more of its resources on improving lower performing programs most in need of assistance. Under the new system improvement process, juvenile justice educational programs that are identified as needing targeted assistance will receive follow-up technical assistance from the quality assurance reviewer and other appropriate personnel via mail and telephone. These programs will be required to develop and submit targeted assistance reports (TARs). Programs identified as needing corrective action will receive on-site technical assistance follow-up visits to assist the program with needs assessments, corrective action plans (CAPs), and to verify that system improvement is being implemented in a timely manner. If a program is required to develop a CAP, all deficiencies will be addressed, and a TAR will not be required.

Targeted Assistance Report (TAR)

Programs that receive a below satisfactory (0 to 3) rating in any of the nine indicators, all of which are considered to be priority indicators, but have a standard average score in the satisfactory range, will be required to develop and submit a TAR.

The school district will be notified during the exit interview of any indicators that require targeted assistance. If a TAR is required, JJEEP staff will collaborate via mail and telephone with the school district contact and the lead educator in the development of the TAR. TARs must be signed by the lead educator of the educational program and the designated school district contract manager and must be submitted to JJEEP within 30 days of official notification that a TAR is required. School superintendent signatures are not required for TARs.

Corrective Action Plan (CAP)

CAPs will be required for all educational programs that receive a below satisfactory rating (lower than 4.00) in standard one, standard two, or standard three. The CAP will generate a process enabling programs to identify systemic processes and procedures that may be contributing to the program's receiving a below satisfactory rating. To isolate the areas that are contributing to the underlying problems, programs with CAPs will conduct needs assessments of teachers, administrators, and students in order to provide additional survey data relative to the quality of the program and needed areas of improvement. With assistance from JJEEP and FLDOE, the school district will then be responsible for the development of the CAP using the JJEEP format. The CAP should be returned to JJEEP within 90 days of the date of the official notification letter from FLDOE. FLDOE will then review and approve all CAPs. School districts will be required to meet all timelines in the State Board of Education rule for the implementation of CAPs.

If a CAP is required, the program will receive a follow-up visit(s) that provides additional documented technical assistance and verifies that the program is successfully implementing the agreed upon CAP. Once the CAP is implemented, the school district superintendent will approve and sign the CAP implementation form, which will then be submitted to the JJEEP QA Coordinator within six months of the date of the official notification letter from FLDOE.

If a school district does not successfully implement a CAP, Rule 6A-6.05281(10), FAC, provides for interventions and sanctions. Interventions include the provision of technical assistance to the program and/or a follow-up review of the educational program.

Sanctions include public release of unsatisfactory findings, the interventions, and/or corrective actions proposed; assignment of a monitor, master, or management team to address identified deficiencies paid for by the local school board or private provider if included in the contract; and/or reduction in payment or withholding of state and/or federal funds. Should these sanctions prove to be ineffective in improving the quality of the program, the State Board of Education may require further actions. These actions might

include revocation of current contracts, requirements for specific provider contracts, and/or transfer of responsibility and funding for the educational program to another school district.

11.6 Summary Discussion

To ensure that every student in a juvenile justice facility in the state of Florida is receiving quality education and being given every opportunity for post-release success, JJEEP has modified its procedures for 2004. To ensure that the educational services given to all youths in Florida's juvenile justice facilities are implementing best practices and most effective strategies to obtain positive student outcomes, JJEEP will begin conducting case studies. From these case studies, JJEEP will develop model demonstration sites to serve as an example for lower performing programs. Furthermore, the completion of case studies will provide more comprehensive information as to what practices contribute to positive student outcomes, and what impediments are associated with a lack of student progress.

The new QA procedures and methodology also will help the research function by providing better baseline data on all programs and will allow JJEEP and FLDOE to focus their resources on low performing programs. Finally, with the system improvement process, low performing programs will receive more targeted and ongoing TA, and as seen from the on-site visits conducted in 2002, this approach has been proven successful in helping programs raise their levels of performance (see Chapter 4).

JJEEP's four interrelated functions of research, QA, TA, and policy recommendation have remained the guiding principles for the modification of the 2004 procedures. Overall, the new strategies being employed by JJEEP will ultimately serve the goal of improving all juvenile justice education programs while embracing the requirements of NCLB.

CHAPTER 12

SUMMARIES, CONCLUSIONS, AND 2004 INITIATIVES

12.1 Introduction

During 2003, Florida continued to advance the quality of education throughout its juvenile justice system. Beginning in 1998 and each year thereafter, the bar has been raised in what is expected of the state's juvenile justice educational programs. Nonetheless, each year since 1998, the overall quality assurance (QA) scores for the state's juvenile justice educational programs have improved. Clearly, this pattern of overall QA score improvement and annual raising of the expectations for these educational programs, demonstrates that Florida's QA process, together with its ongoing research, corrective action, and increasing technical assistance efforts, are indeed effective. Further, what can be stated conclusively is that the receipt of these increasingly high quality educational services is serving as a positive turning point in the life course of many low- and moderate risk delinquent youths. (These low and moderate risk security youths comprise nearly 73% of the total delinquent population incarcerated in Florida.) While this record of performance is impressive, many major challenges lie ahead in Florida's continuing efforts to advance research-based quality education for its incarcerated and delinquent youths. The 2003 Annual Report has described JJEEP's 2003 activities and results and outlined its plans for the future as Florida's juvenile justice education system continues in its efforts to successfully implement No Child Left Behind (NCLB).

This chapter is comprised of three subsequent sections. Section 12.2 provides summaries of Chapters 2 through 11. Section 12.3 draws several conclusions from Chapters 2 through 11. Section 12.4 closes the chapter with a description of JJEEP's major 2004 initiatives.

12.2 Chapter Summaries

Chapter 2 provided an overview description of the specific NCLB requirements for each state's juvenile justice educational programs. The chapter concludes that Florida has already implemented major components of NCLB related to the use of research-based and scientifically validated practices in its juvenile justice educational system.

Chapter 3 presents the 2003 QA review scores and compares these scores with the previous year's scores. In 2003, as in previous years, and despite the consecutive annual raising of the bar, overall QA scores continued to improve in Florida's juvenile justice educational programs.

Chapter 4 describes and assesses JJEEP's 2003 corrective action and technical assistance activities. While the number of corrective actions declined in 2003, JJEEP's technical

assistance efforts were expanded for low QA performing educational programs. Of particular note was the significant improvement in the low-performing program's indicators in which targeted on-site technical assistance was provided. It is clear from these efforts and results that targeted on-site technical assistance is integral to the continuous quality improvement of lower performing educational programs. The chapter concludes that Florida's system of juvenile justice educational program QA, corrective action, and technical assistance is effective.

Chapter 5 presents the results of JJEEP's assessment of the correlates to educational program quality. Classroom size was a new correlate for the 2003 assessment. The chapter concludes that each of the correlates that were assessed, namely, facility and classroom size, profit status of the program provider, teacher qualifications, strength of contracts, and quality of contract management were all significantly correlated to educational program quality.

Chapter 6 concludes that there is a positive relationship between DJJ's mean QA treatment score and JJEEP's mean QA education score. While the findings are preliminary, they do demonstrate the potential importance of providing incarcerated delinquent youths comprehensive treatment and education services. The chapter closes with discussion of JJEEP's subsequent research plans to identify, categorize, and evaluate the different modalities subsumed under the broad category of treatment.

Chapter 7 provides a review of the literature on life course theory and crime. The chapter describes how continuities as well as turning points in the delinquent to crime life course provide a useful theoretical framework for conceptualizing and interpreting JJEEP's various longitudinal research findings on the relationship between quality education, academic attainment, and community reintegration.

Chapter 8 concludes that high educational opportunity and academic attainment do serve as a positive turning point in the life course of low and moderate risk incarcerated delinquent youth. It is reported that these low and moderate risk youths comprise 73% of Florida's incarcerated delinquent population. Those students with high educational opportunity and academic attainment were significantly more likely to return to school and those youth returning to school were less likely to be arrested. Maximum and high risk incarcerated youths, who are likely more entrenched in their delinquent life course and have a longer history of poor school performance, were not as likely to respond positively to high educational opportunity. The chapter includes discussion of JJEEP's plans to extend the follow-up of its longitudinal analysis to two and three years. The extended follow-up is explained as crucial in the ultimate determination of whether educational opportunity and academic attainment while incarcerated, do, in fact, serve as a true "turning point" or merely a temporary transition in the subsequent life course of released youths.

Chapter 9 reviews some of the research problems related to the lack of a uniform entry and exit academic assessment test for the state's approximately 200 juvenile justice educational programs. The chapter reports that the Florida Department of Education (FLDOE) is planning to issue a Request for Proposal for the development of a uniform entry and exit academic assessment test for use in all the state's juvenile justice educational programs. It is

planned that the test will be available for statewide use in 2005, following selection of the instrument.

Chapter 10 reports upon the status of a pilot project to implement QA for Volusia County's two alternative school discipline schools. These early analyses are aimed at identifying the data sources that will be used in the subsequent pre-and-post QA assessments of the two schools. As a result, no meaningful conclusions can be drawn at this point concerning the effectiveness of QA upon the alternative disciplinary schools' program performance or student outcomes. Data collection is continuing and it is anticipated that during the 2004 cycle, JJEEP will have more complete program and student outcome data addressing the potential effectiveness of QA for improving the performance of these two alternative disciplinary schools.

Chapter 11 describes various changes to JJEEP's QA and technical assistance efforts for 2004 that respond to NCLB requirements. In sum, as JJEEP moves into full implementation of NCLB, increasing efforts will be centered upon research-based technical assistance both on site and through training and the use of demonstration sites.

12.3 Conclusions

Following six years of continuous effort, JJEEP can conclude that Florida has substantially improved the overall quality of its juvenile justice educational system. Further, the receipt of quality education and associated academic attainment have resulted in higher rates of return to school upon release, and returning to and staying in school substantially reduces the likelihood of re-arrest. Other conclusions include:

- The completion of such academic core courses as math, English, social studies, and science is integral to whether youths return to and stay in school following release from juvenile justice facilities.
- Youths whose course work is largely concentrated in vocational and elective courses are less likely to return to and stay in school and are, therefore, more likely to be re-arrested.
- Overall, youths who receive high school diplomas while incarcerated are less likely to be re-arrested within twelve months of release than those students who did not receive high school diplomas or return to school upon release.
- Youths who earned General Educational Development (GED) diplomas while incarcerated were slightly more likely to be re-arrested than those earning standard high school diplomas. In part, this conclusion reflects that in Florida as well as in a number of other states, it is possible for 16 and 17 year olds to get a GED.
- Youths in maximum and high-risk programs are not as likely to return to school and stay in school and are, therefore, more likely to be re-arrested.

- Florida's aftercare services have been subject to decline, resulting in uneven and fragmented aftercare services statewide. Limited and nonexistent aftercare services contribute to post release difficulties, including a greater likelihood of re-arrest.

With the mandates of NCLB, it can be concluded that Florida and all other states must continue to advance quality education in juvenile justice. It can also be expected that there will be impediments for Florida and other states as they attempt to implement NCLB. As a result, it will be necessary to carefully plan and monitor each step in the implementation of NCLB to ensure appropriate and effective implementation of this major education reform movement.

12.4 2004 Initiatives

During JJEEP's 2004 QA cycle, a series of initiatives will be undertaken to continue JJEEP's efforts to systematically implement the various juvenile justice education requirements of NCLB. Prominent among these initiatives will be the use of educational program self-reports in which each educational program provides responses to a series of questions related to program practices and resources just before the program's QA review. During the QA review, reviewers will validate the program's various self-report data. It is anticipated that these program self-reports will become a major component of future program quality and accountability efforts. As this occurs, it is expected that JJEEP's QA reviewers will increasingly focus their time and efforts upon targeted technical assistance.

In their efforts to expand and improve technical assistance, JJEEP and FLDOE will select several demonstration educational programs in 2004. The criteria for demonstration program selection include consistently high QA scores over the past six years (1998 - 2003) and the results of comprehensive case studies of these high QA performing programs. The case studies will be focused upon program processes and relationships in which each program will be conceptualized in terms of its program inputs, activities, immediate results, and outcomes. The case studies are aimed at identifying and describing specific program input and activity relationships that produce specific and desired results and outcomes. The underlying goal of each case study will be to describe the program as comprehensively as possible in order to identify various program inputs and activities that are associated with desired educational program results and outcomes. The case studies can be understood as ex post facto studies in which JJEEP will be re-tracing educational program outcomes, results, activities, and inputs. These case study results will enable JJEEP to describe, explain, and predict the particular juvenile justice educational program input characteristics and activities that lead to particular student results and outcomes. Specific demonstration program protocols will be developed to structure visits to the programs and to increase the technical assistance benefits of these visits.

JJEEP will continue its interrelated program and longitudinal research. Of particular interest will be an expansion in the study of the characteristics of youths in high security programs, their education and vocational experiences, and their subsequent community reintegration outcomes. Our previous research has indicated that these high-risk youths are not benefiting as much from high quality educational services as are low- and moderate risk youths. More

in-depth study should explain this finding more fully and guide more appropriate education and/or vocational programming for these maximum/high risk youths. Further, JJEPP plans to assess if these high-risk youths are completing the GED diploma option more often than are youths in low- to moderate risk programs. If this is found to be the case, alternative policies could be developed and implemented if completion of the GED diploma option is found to result in negative or unintended consequences.

JJEPP has experienced a number of methodological problems in attempting to employ the Florida Education and Training Placement Information Program (FETPIP) data in its longitudinal study of employment during community reintegration. Ways to overcome the methodological problems with this database and/or alternative measures of employment during community reintegration will be explored, as this outcome measure is required by NCLB.

In response to the NCLB requirement to employ scientifically validated (peer-reviewed) juvenile justice education practices, JJEPP will seek peer review of its major program and longitudinal research findings and conclusions. Finally, JJEPP will continue to collaborate with the U.S. DOE in its nationwide effort to familiarize every state with the juvenile justice education requirements of NCLB and strategies for successfully implementing these requirements.

APPENDICES

APPENDIX A EDUCATIONAL TERMS DEFINED

Academic assessments are any written, oral, or computer-based evaluation of, at a minimum, students' reading, writing, and math skills.

Academic program includes a curriculum of, at a minimum, reading, writing, math, social studies, and science.

Adequate space is an instructional environment that provides an area large enough to promote and encourage learning.

Aftercare is the care, treatment, assistance, and supervision provided to a youth released from a program into the community.

Career/vocational assessments are any written, oral, or computer-based evaluation of, at a minimum, student interest and/or aptitude in various occupational fields.

Community involvement includes student participation in local activities, such as civic, social, and religious organizations; volunteer activities; and business partnerships.

Comprehension- the ability to understand and gain meaning from what has been read.

Comprehensive educational program includes instruction in academic, vocational, ESE, and GED diploma preparation.

Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

Contract-A binding agreement between a government agency and a private educational provider.

Cooperative agreement- A binding agreement between a government agency and the Department of Juvenile Justice.

Correctional inservice training includes services delivered to educators to provide continued professional development addressing working with at-risk and delinquent youths.

Educational exit packets should include current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, a school district withdrawal form that includes grades in progress from the program, a current individual educational plan (IEP) and/or individual academic plan (IAP), and copies of any certificates and/or diplomas earned at the program.

Educational inservice training includes services delivered to educators to provide continued professional development addressing academic content areas and instructional strategies.

Exceptional student education (ESE) services are provided to students eligible for such programs. This includes gifted students or students with disabilities.

ESE inservice training includes services delivered to educators to provide continued professional development addressing the needs of students in ESE programs.

Fluency-effortless, automatic ability to read words in isolation and connected text.

General Educational Development (GED) diploma preparation is instructional delivery and planning to assist a student in obtaining a high school equivalent diploma.

GED Exit Option allows students to receive a standard high school diploma in addition to a State of Florida high school diploma provided they pass both the GED exam and the High School Competency Test (HSCT) or the Florida Comprehensive Assessment Test (FCAT).

Individual academic plans (IAPs) are written documents for each student and include specific and individualized long-term goals, short-term instructional objectives, and a schedule for determining progress toward meeting the goals and objectives.

Individual educational plans (IEPs) are written documents for each student participating in an ESE program. IEPs include specific and individualized long-term goals, short-term instructional objectives, identified remedial strategies, and a schedule for determining progress toward meeting the goals and objectives.

Individualized curriculum is academic and/or vocational instruction based upon each student's functional abilities.

“In-county” support services may include contacts with the receiving school's guidance counselor, teachers, and principal.

Inservice training includes, but is not limited to, instructional presentations, technical assistance, hands-on experiences, and other means of information exchange to provide continued professional development.

Instructional materials are supplies provided to educational personnel necessary for adequate delivery of educational services to students.

Learning styles indicate how a student will best acquire and retain knowledge. Learning styles include auditory, visual, kinesthetic, and tactile.

Learning styles assessments are any written, oral, or computer-based evaluation of, at a minimum, auditory, visual, kinesthetic, and tactile student learning abilities.

LEP-Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be limited English proficient, or "LEP." These individuals may be entitled language assistance with respect to a particular type or service, benefit, or encounter.

Life skills address communication and employability skills, decision-making, and money management.

Phonemic awareness- the ability to hear and manipulate individual sounds in spoken words.

Phonics- the ability to associate sounds with letters and use these sounds to read words.

Professional development plan- any form of written plan leading toward professional growth or development in the teaching profession.

Progress monitoring assessment

Psychosocial curriculum addresses such issues as anger management and conflict resolution.

Pupil progression requirements- Each school board shall establish a comprehensive program for pupil progression which shall include standards for evaluations of each pupil's performance, including how well he or she masters the minimum performance standards approved by the State Board of Education.

Research based reading curriculum has been validated through a validation process by conducting control group studies in use with targeted student populations. The curriculum should contain an instructional plan to deliver explicit instruction, a systematic scope and sequence, and allow opportunity for independent student practice that follows explicit instruction so that the curriculum adequately scaffolds students toward mastery in reading knowledge and skills.

Student/teacher ratio describes the proportion of students to teachers in a classroom.

Teacher certification refers to the legally required State of Florida endorsement.

Technology is the use of equipment, such as video, media, and computers, for the purpose of providing educational instruction to students.

Transition plans are written documents for each student that include next educational placement, aftercare provider, job or career plans, behavioral goals, and any continuing educational needs or goals to assist in the transition back into the community.

Vocabulary- the knowledge of words students must have to communicate effectively.

Vocational curriculum includes any course directed toward occupational skill development.

**APPENDIX B
2004 EDUCATIONAL
QUALITY ASSURANCE STANDARDS
FOR
RESIDENTIAL PROGRAMS,
DAY TREATMENT PROGRAMS, AND
DETENTION CENTERS**

2004 Residential Programs Educational Quality Assurance Standards

2004 Residential Programs Educational Standard One: Transition

The transition standard is comprised of three indicators and 14 benchmarks that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Indicator 3: Student Planning

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** enrolling students in the school district MIS and course schedules based on a review of past records, entry assessments, and pupil progression requirements, including withdrawal forms from the previous school with grades in progress; when the most current records are not present or the student is "out-of-county," making and documenting (with dates) requests for student educational records, transcripts, AIPs, withdrawal forms, and ESE records, including IEPs, within five school days of student entry into the facility, and making and documenting (with dates) follow-up requests for records not received
- 1.2 reviewing students' academic progress toward achieving the content of their goals and objectives during treatment team meetings and (when appropriate) the revision of goals and objectives in IAPs and transition plans by an educational representative; advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress
- 1.3 documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 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 and in the transition exit staffing
- 1.5 documenting transmittal of the educational exit packet to the next educational placement, including another DJJ program, at the time of exit. The exit packet shall include, at a minimum, current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to and during commitment, a school district withdrawal form that includes grades in progress from the program, a current IEP and/or IAP, and copies of any certificates and/or diplomas earned at the program.
- 1.6 providing "in-county" support services to ensure students' successful transition back to "in-county" schools

Benchmarks 1.2 and 1.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and

- review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe student exit staffings and treatment team meetings, when possible.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for "in-county" student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); IAPs (educational plans are as appropriate); entry and exit assessments; and school district course schedules. Electronic files of educational records maintained on site, which contain required educational information, are acceptable. Withdrawal grades should be averaged into current semester grades from the program. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

The student and an educational representative should participate in treatment team meetings. Proper tracking and documentation of student progress may assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

The program should retain evidence that all required information is being transmitted to juvenile probation officers (JPOs) and aftercare providers. This evidence may include complete closed commitment files, signatures of JPOs on receipts of educational information, and/or certified mail receipts of educational information. For students who are transferred to another DJJ commitment facility, educational exit packets must be transmitted to that facility. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, participation via telephone or e-mail is permissible. Documentation of communication with the parent should be available. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 2: Testing and Assessment

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students, and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1 academic entry assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility. All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines
- 2.2 students identified with specific areas of need in reading (defined as two grade levels or more below current grade placement based on entry reading assessments or scoring level one on the Florida Comprehensive Assessment Test [FCAT]) are diagnosed within 10 school days of entry using a reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary; and meets appropriate psychometric parameters
- 2.3 career and technical aptitude assessments and/or career interest surveys are administered within five school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.4 student participation in the FCAT as appropriate
- 2.5 academic exit assessment using age-appropriate and DOE-approved assessments for reading, writing or language arts, and math; scores are reported through the MIS, and the same assessment instruments are used at entry and exit

Benchmarks 2.2, 2.3, and 2.5 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and

- review student educational files, assessment tests, MIS records, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students
- review the most recent year's FCAT participation data to determine whether students participate in the FCAT as appropriate.

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. Unanticipated transfers should be documented that post testing was not possible.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. If a student has an AIP from the current school year that contains reading goals, objectives, and remedial strategies, a diagnostic reading assessment is not required. If a juvenile justice school does not use a diagnostic reading instrument that has been screened by Just Read Florida!, it must report the following data on the instrument they have selected: types of reliabilities of the assessments, reliability values for each type (coefficient range of at least 0.6 to 0.8), types of validities of the assessments, validity values for each type (predictive validity of 0.4 to 0.6 is acceptable), and the reading components assessed by the instrument.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 3: Student Planning

Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has individual student planning activities that include

- 3.1 developing written IAPs for all non-ESE students based upon each student's entry assessments, past records, and post-placement goals within 15 school days of student entry into the facility. IAPs include specific and individualized long-term goals for pupil progression and short-term instructional objectives for academics (addressing reading, writing, and math at a minimum) and career/technical areas (social/employability skills, career awareness, or career and technical training); identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs
- 3.2 developing reading goals and objectives to address the specific areas of need identified by the assessment of students' phonemic awareness, phonics, fluency, comprehension, and vocabulary abilities; and outlining these goals and objectives in a student plan (IAP, IEP, or AIP) that also includes the methods and services that will be used to meet the stated reading goals
- 3.3 developing an age-appropriate exit transition plan (completed at final exit staffing) for each student that identifies (with accurate and current educational information), at a minimum, desired diploma option, anticipated next educational placement, post-release educational goals, aftercare provider, job/career or career and technical training plans, and the parties responsible for implementing the plan; and providing copies of the plan to the responsible parties

Benchmark 3.2 and specific IAP content requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, AIPs, IAPs, transition plans, treatment files, and other appropriate documentation interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

IAPs should document student needs and identify strategies that assist them in meeting their potential. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student's performance contract, treatment plan, IAP, or other appropriate documents. AIPs with specific goals for reading are required for all of Florida's public school students when it is determined that they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPs if they address all of the required components for reading. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on career and technical benchmarks. Instructional personnel should use IAPs for instructional planning purposes and for tracking students' progress.

A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. Students who have high school diplomas or the equivalent are not required to have academic plans; however, these students' curricular activities must address their individual needs.

Responsible parties for implementing the transition plan may include the student's parents/guardians, juvenile probation officer, aftercare/reentry counselor, zoned school personnel, and/or mentors. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Residential Programs

Educational Standard Two: Service Delivery

The service delivery standard is comprised of three indicators and 14 benchmarks that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

Indicator 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 5: Employability, Career, and Technical Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution post release and/or obtain employment and become productive members of society.

Indicator 6: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 4: Academic Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 4.1** elementary, middle, and secondary educational programs that address English, math, and access to GED testing and curriculum; and social studies and science curriculum, as needed, to address individual students' needs for pupil progression or high school graduation
- 4.2** a year-round curriculum (including summer school course offerings that address the pupil progression needs of students) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for pupil progression, (b) the *Florida Course Code Directory and Instructional Personnel Assignments*, (c) the course descriptions of the courses in which students are receiving instruction, and (d) the Florida Sunshine State Standards (FSSS)
- 4.3** individualized instruction and a variety of instructional strategies that are documented in lesson plans; demonstrated in all classroom settings; and address instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- 4.4** reading instruction, support services, and research-based reading curricula that are designed to address the reading goals and objectives outlined in the students' plans

Benchmark 4.4 and the requirements pertaining to GED, social studies, science, and writing curricula are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation interview instructional personnel, educational administrators, other appropriate personnel, and students observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age-appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. Direct reading instruction must include a variety of strategies to address the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. Courses may be integrated and/or modified to best suit the needs and interests of the students.

The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year.

Based on the student's individual needs and post-placement goals, programs should prepare the student so that he/she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 5: Employability, Career, and Technical Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to transfer to a career and technical institution post release and/or obtain employment and become productive members of society.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the standard and will be used to gather evidence when determining if the indicator's intent is being met.

Curricular activities are demonstrated in educational settings, for Type 1 programs, are based on students' entry assessments, IAPs, and IEPs, and

- 5.1 address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards; instruction and courses offered are for credit, follow course descriptions, or are integrated into other courses already offered for credit.
- 5.2 are delivered through individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings.
- 5.3 must 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.

Curricular activities are demonstrated in educational settings for Type 2 programs, are based on students' entry assessments, IAPs, and IEPs, and

- 5.4 provide all students a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes.
- 5.5 offer instruction and courses for credit and follow course descriptions or workforce education course requirements.

Curricular activities are demonstrated in educational settings for Type 3 programs, are based on students' entry assessments, IAPs, and IEPs, and

- 5.6 provide appropriate access for all students to hands-on career and technical training, career and technical competencies, and the prerequisites needed for entry into a specific occupation.
- 5.7 offer instruction and courses for credit and follow course descriptions or workforce education course requirements.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation interview instructional personnel, educational administrators, other appropriate personnel, and students observe educational settings, classroom activities, and instruction for Type 3 programs, determine evidence of implementation of the program's vocational plan

Clarification

This indicator addresses the requirements outlined in the DOE and DJJ *Interagency Plan for Career and Technical Education*.

Type 2 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Exploring and gaining knowledge of occupational options and the level of effort required to achieve them are essential.

Type 3 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Students in these programs will have access to direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate.

For Type I programs, activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; and character education, health, life skills, and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. Courses and activities should be age-appropriate. Courses in employability, social, and life skills include, but are not limited to, employability skills for youth; personal, career, and school development; peer counseling; life management skills; physical education; health; and fine arts.

Type 3 vocational programs should have evidence of career and technical programs that offer hands-on courses and training. There should be evidence of implementation of vocational plans previously accepted, and programs should be meeting the timelines outlined in their vocational plans. All students should have appropriate access to career and technical programs. Appropriate students include those who are behaviorally appropriate and age-appropriate. The plan should be developed collaboratively between school districts, programs, community colleges, local workforce development boards, and DJJ and must contain timelines for implementation.

Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills classes and career and technical activities. Online courses can be found at Floridaworks.org.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 6: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

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

- 6.1** documenting the provision of ESE services within 11 school days of student entry into the facility, including
- obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student's placement in the DJJ program;
 - if the IEP cannot be implemented as written, then convening an IEP meeting as soon as possible;
 - developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs;
 - soliciting and documenting participation from parents in ESE staffings;
 - placing students in appropriate courses.
- 6.2** ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services.
- 6.3** an educational representative acting as the LEA who is knowledgeable of the educational resources within the local school district and is either an employee of the school district or is under contract with the school district to act as the LEA

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation

interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is under contract with the school district to act as the LEA. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

Students participating in ESE and/or English for speakers of other languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for "in-county" students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting.

IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student's IEP. IEPs should address behavioral and academic goals and objectives as appropriate.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Residential Programs

Educational Standard Three: Educational Resources

The educational resources standard is comprised of two indicators and 10 benchmarks that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 7: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 8: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Indicator 7: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 7.1 in core academic areas have professional or temporary state teaching certification, or a valid statement of eligibility and/or proof of a submitted application for teaching certification
- 7.2 in non-core academic areas (including social, employability, and career/technical skills instructors) are certificated or, if noncertificated, possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of noncertificated instructional personnel
- 7.3 participate in facility program orientation and a beginning teacher program when appropriate; use written professional development plans or annual teacher evaluations to foster professional growth
- 7.4 receive continual annual inservice 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 QA findings. Inservice 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, ESE, and ESOL programs

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The No Child Left Behind Act (NCLB) establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper issued by DOE on this may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertificated personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy.

Inservice training should qualify for inservice points for certification renewal. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youths, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel.

Professional development plan refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 8: Learning Environment and Resources

Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources to enhance their academic achievement and prepare them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 8.1** the minimum requirements for daily instruction including 300 minutes of instruction or its weekly equivalent
- 8.2 community involvement that is solicited, documented, and focused on educational and transition activities
- 8.3 an adequate number of instructional personnel and educational support personnel
- 8.4 current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest reading materials available for students; these materials should include fiction and non-fiction materials that address the characteristics and interests of adolescent readers
- 8.5 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 8.6 an environment that is conducive to learning, including demonstrated classroom management procedures for managing behavior that are clearly defined for both educational personnel and facility staff in policy, and are understood by all facility staff, educational personnel, and students; and a consistent use of reinforcement for positive student behavior

Benchmark 8.2 and the reading material requirements are not applicable to programs that only serve students for less than 40 calendar days.

Student participation in off-site community activities is not required for high-risk and maximum-risk programs.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review the cooperative agreement and/or contract, community involvement documentation, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation

interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students

observe educational settings

discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals (the average student to teacher ratio in Florida juvenile justice educational programs is 15:1). Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs.

Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, educational field trips, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum and may be aligned with school-to-work initiatives.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Residential Programs

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator and eight benchmarks that address the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 9: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that there is local oversight by the school district of educational services and that the school district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

Indicator 9: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services, and that the district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 9.1 the program submits all self-report information and documents to JJEEP offices no later than three weeks prior to the program's QA review
 - 9.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, pupil progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, and diplomas earned for every eligible student who attends the program
 - 9.3 accurate attendance records are maintained in the program, and current school membership as evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
 - 9.4 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district
 - 9.5 a contract manager or designated administrator has been appointed to oversee educational program services
- There is documentation that illustrates that either the contract manager or designated educational administrator is
- 9.6 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
 - 9.7 conducting and documenting annually evaluations of the program's educational component
 - 9.8 assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum

Benchmark 9.7 is not applicable to charter school programs. The remainder of the indicator will be rated based on the program's charter.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review the cooperative agreement and/or contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation interview school district administrators, on-site administrators, lead educators, and other appropriate personnel.

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the Alternative Education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Educational Quality Assurance Standards Day Treatment Programs

2004 Day Treatment Programs Educational Standard One: Transition

The transition standard is comprised of three indicators and 14 benchmarks that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through guidance and transition services.

Indicator 2: Testing and Assessment

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Indicator 3: Student Planning

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, and/or work settings through guidance and transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1** enrolling students in the school district MIS and course schedules based on a review of past records, entry assessments, and pupil progression requirements, including withdrawal forms from the previous school with grades in progress; when the most current records are not present or the student is "out-of-county," making and documenting (with dates) requests for student educational records, transcripts, AIPs, withdrawal forms, and ESE records, including IEPs, within five school days of student entry into the facility, and making and documenting (with dates) follow-up requests for records not received
- 1.2 reviewing students' academic progress toward achieving the content of their goals and objectives during treatment team meetings and (when appropriate) the revision of goals and objectives in IAPs and transition plans by an educational representative; advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress
- 1.3 documenting that an educational representative who is familiar with the students' performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- 1.4 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 and in the transition exit staffing
- 1.5 documenting transmittal of the educational exit packet to the next educational placement, including another DJJ program, at the time of exit. The exit packet shall include, at a minimum, current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to and during commitment, a school district withdrawal form that includes grades in progress from the program, a current IEP and/or IAP, and copies of any certificates and/or diplomas earned at the program.
- 1.6 providing "in-county" support services to ensure students' successful transition back to "in-county" schools

Benchmarks 1.2 and 1.4 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation

interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

observe student exit staffings and treatment team meetings, when possible.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for "in-county" student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); individual academic plans (IAPs) (educational plans are as appropriate); entry and exit assessments; and school district course schedules. Electronic files of educational records maintained on site, which contain required educational information, are acceptable. Withdrawal grades should be averaged into current semester grades from the program. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

The program should retain evidence that all required information is being transmitted to juvenile probation officers (JPOs) and aftercare providers. This evidence may include complete closed commitment files, signatures of JPOs on receipts of educational information, and/or certified mail receipts of educational information. For students who are transferred to another DJJ commitment facility, educational exit packets must be transmitted to that facility. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, participation via telephone or e-mail is permissible. Documentation of communication with the parent should be available. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 2: Testing and Assessment

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students, and that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has testing and assessment practices that include

- 2.1 academic entry assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility. All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines
- 2.2 students identified with specific areas of need in reading (defined as two grade levels or more below current grade placement based on entry reading assessments or scoring level one on the Florida Comprehensive Assessment Test [FCAT]) are diagnosed within 10 school days of entry using a diagnostic reading assessment(s) that addresses the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary; and meets appropriate psychometric parameters
- 2.3 career and technical aptitude assessments and/or career interest surveys are administered within five school days of student entry into the facility and are used to enhance employability, career, and technical instruction
- 2.4 student participation in the FCAT as appropriate
- 2.5 academic exit assessment using age-appropriate and DOE-approved assessments for reading, writing or language arts, and math; scores are reported through the MIS, and the same assessment instruments are used at entry and exit

Benchmarks 2.2, 2.3, and 2.5 are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, assessment tests, MIS records, and other appropriate documentation interview personnel responsible for testing procedures, other appropriate personnel, and students verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students review the most recent year's FCAT participation data to determine whether students participate in the FCAT as appropriate.

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. Unanticipated transfers should be documented that post testing was not possible.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. If a student has an AIP from the current school year that contains reading goals, objectives, and remedial strategies, a diagnostic reading assessment is not required. If a juvenile justice school does not use a diagnostic reading instrument that has been screened by *Just Read Florida!*, it must report the following data on the instrument they have selected: types of reliabilities of the assessments, reliability values for each type (coefficient range of at least 0.6 to 0.8), types of validities of the assessments, validity values for each type (predictive validity of 0.4 to 0.6 is acceptable), and the reading components assessed by the instrument.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 3: Student Planning

Intent

The expected outcome of this indicator is that academic and transition planning is designed and implemented to assist students in maximizing academic achievement and experiencing successful transition back to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has individual student planning activities that include

- 3.1** developing written IAPs for all non-ESE students based upon each student's entry assessments, past records, and post-placement goals within 15 school days of student entry into the facility. IAPs include specific and individualized long-term goals for pupil progression and short-term instructional objectives for academics (addressing reading, writing, and math at a minimum) and career/technical areas (social/employability skills, career awareness, or career and technical training); identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs
- 3.2** developing reading goals and objectives to address the specific areas of need identified by the assessment of students' phonemic awareness, phonics, fluency, comprehension, and vocabulary abilities; and outlining these goals and objectives in a student plan (IAP, IEP, or AIP) that also includes the methods and services that will be used to meet the stated reading goals
- 3.3** developing an age-appropriate exit transition plan (completed at final exit staffing) for each student that identifies (with accurate and current educational information), at a minimum, desired diploma option, anticipated next educational placement, post-release educational goals, aftercare provider, job/career or career and technical training plans, and the parties responsible for implementing the plan; and providing copies of the plan to the responsible parties
- 3.4** conditional release programs have the exit transition plan and the educational portfolio from the residential commitment program, modify the transition goals as needed, and assist the student with implementing the transition process

Benchmark 3.2 and specific IAP content requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, AIPs, IAPs, transition plans, treatment files, and other appropriate documentation
interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

IAPs should document student needs and identify strategies that assist them in meeting their potential. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student's performance contract, treatment plan, IAP, or other appropriate documents. AIPs with specific goals for reading are required for all of Florida's public school students when it is determined that they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPs if they address all of the required components for reading. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on career and technical benchmarks. Instructional personnel should use IAPs for instructional planning purposes and for tracking students' progress.

A schedule for determining student progress should be based on an accurate assessment, resources, and instructional strategies. Students performing at or above grade level must have appropriate goals and objectives on their IAPs; remedial strategies are not required for these students. Students who have high school diplomas or the equivalent are not required to have academic plans; however, these students' curricular activities must address their individual needs.

Responsible parties for implementing the transition plan may include the student's parents/guardians, juvenile probation officer, aftercare/reentry counselor, zoned school personnel, and/or mentors. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Day Treatment Programs

Educational Standard Two: Service Delivery

The service delivery standard is comprised of three indicators and 11 benchmarks that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, and/or work settings.

Indicator 4: Academic Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 5: Employability, Career, and Technical Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

Indicator 6: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 4: Academic Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 4.1** elementary, middle, and secondary educational programs that address English, math, and access to GED testing and curriculum; and social studies and science curriculum, as needed, to address individual students' needs for pupil progression or high school graduation
- 4.2** a year-round curriculum (including summer school course offerings that address the pupil progression needs of students) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for pupil progression, (b) the *Florida Course Code Directory and Instructional Personnel Assignments*, (c) the course descriptions of the courses in which students are receiving instruction, and (d) the Florida Sunshine State Standards (FSSS)
- 4.3** individualized instruction and a variety of instructional strategies that are documented in lesson plans; demonstrated in all classroom settings; and address instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught; and a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- 4.4** reading instruction, support services, and research-based reading curricula that are designed to address the reading goals and objectives outlined in the students' plans

Benchmark 4.4 and the requirements pertaining to GED, social studies, science, and writing curricula are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation interview instructional personnel, educational administrators, other appropriate personnel, and students observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age-appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. Direct reading instruction must include a variety of strategies to address the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. Courses may be integrated and/or modified to best suit the needs and interests of the students.

The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year.

Based on the student's individual needs and post-placement goals, programs should prepare the student so that he/she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 5: Employability, Career, and Technical Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the standard and will be used to gather evidence when determining if the indicator's intent is being met.

Curricular activities are demonstrated in educational settings, are based on students' IAPs and IEPs and

- 5.1 address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards for practical arts courses.
- 5.2 provide all students a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes.
- 5.3 instruction and courses offered are for credit and follow course descriptions, or are integrated into other courses already offered for credit
- 5.4 address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation interview instructional personnel, educational administrators, other appropriate personnel, and students observe educational settings, classroom activities, and instruction.

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches: employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans, materials, and activities that reflect cultural diversity; character education; health; life skills; and fine or performing arts. Courses and activities should be age-appropriate. Social skills can include a broad range of skills that will assist students in successfully reintegrating into the community, school, and/or work settings. Courses in employability, social, and life skills include, but are not limited to, employability skills for youths, personal, career, and school development, peer counseling, life management skills, physical education, health, and fine arts courses. Students who have attained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills classes and activities.

Students who have obtained high school diplomas or the equivalent should participate in the educational program's employability, social, and life skills classes and activities. Online courses can be found at *Floridaworks.org*.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 6: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

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

6.1 documenting the provision of ESE services within 11 school days of student entry into the facility, including

- obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student's placement in the DJJ program;
- if the IEP cannot be implemented as written, then convening an IEP meeting as soon as possible;
- developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs;
- soliciting and documenting participation from parents in ESE staffings;
- placing students in appropriate courses

6.2 ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services

6.3 an educational representative acting as the LEA who is knowledgeable of the educational resources within the local school district and is either an employee of the school district or is under contract with the school district to act as the LEA

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation

interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is under contract with the school district to act as the LEA. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

Students participating in ESE and/or English for speakers of other languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for "in-county" students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting.

IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student's IEP. IEPs should address behavioral and academic goals and objectives as appropriate.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Day Treatment Programs

Educational Standard Three: Educational Resources

The educational resources standard is comprised of three indicators and 12 benchmarks that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 7: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 8: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Indicator 9: Student Attendance

The expected outcome of this indicator is that students maintain regular school attendance, which ensures that they receive ongoing and consistent educational services.

Indicator 7: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 7.1** in core academic areas have professional or temporary state teaching certification, or a valid statement of eligibility and/or proof of a submitted application for teaching certification
- 7.2** in non-core academic areas (including social, employability, and career/technical skills instructors) are certificated or, if noncertificated, possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of noncertificated instructional personnel
- 7.3** participate in facility program orientation and a beginning teacher program when appropriate; use written professional development plans or annual teacher evaluations to foster professional growth
- 7.4** receive continual annual inservice 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 QA findings. Inservice 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, ESE, and ESOL programs

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation

interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The No Child Left Behind Act (NCLB) establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A, funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper issued by DOE on this subject may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertificated personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy.

Inservice training should qualify for inservice points for certification renewal. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youths, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel.

Professional development plan refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 8: Learning Environment and Resources

Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources to enhance their academic achievement and prepare them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 8.1** the minimum requirements for daily instruction including 300 minutes of instruction or its weekly equivalent
- 8.2 community involvement that is solicited, documented, and focused on educational and transition activities
- 8.3 an adequate number of instructional personnel and educational support personnel
- 8.4 current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest reading materials available for students; these materials should include fiction and non-fiction materials that address the characteristics and interests of adolescent readers
- 8.5 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 8.6 an environment that is conducive to learning, including demonstrated classroom management procedures for managing behavior that are clearly defined for both educational personnel and facility staff in policy, and are understood by all facility staff, educational personnel, and students; and a consistent use of reinforcement for positive student behavior

Benchmark 8.2 and the reading material requirements are not applicable to programs that only serve students for less than 40 calendar days.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review the cooperative agreement and/or contract, community involvement documentation, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation

interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students

observe educational settings

discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals (the average student to teacher ratio in Florida juvenile justice educational programs is 15:1). Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs.

Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, educational field trips, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum and may be aligned with school-to-work initiatives.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 9: Student Attendance

Intent

The expected outcome of this indicator is that students maintain regular school attendance, which ensures that they receive ongoing and consistent educational services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by

- 9.1 maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of daily student attendance
- 9.2 documenting efforts to maintain student attendance and utilizing a plan of action for non-attending students

Methods

To determine the rating, the reviewer, at a minimum should

- Review procedures related to attendance policies, grade books, attendance registries, work portfolios, school district MIS attendance records, and other appropriate documentation related to reporting attendance and providing interventions for non-attendance
- Interview on-site administrators, instructional personnel, other appropriate personnel, and students.

Clarification

The program should follow and implement state law and school district policies and procedures for membership, attendance, truancy reporting, and providing interventions. Major discrepancies found in attendance and full-time equivalent (FTE) membership will be reported to DOE. Programs with verified discrepancies affecting FTE will be required to make the appropriate FTE adjustments. School district administrators and lead educators should communicate to instructional personnel and staff all attendance procedures and strategies. The program should document efforts to maintain student attendance. Students who miss school should be provided time to make up work. This should be documented in student work portfolios.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Day Treatment Programs Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator and seven benchmarks that address the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 10: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that there is local oversight by the school district of educational services and that the school district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

Indicator 10: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services, and that the district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 10.1 the program submits all required self report documents and information to JJEEP offices no later than three weeks prior the program's QA review
 - 10.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, pupil progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, and diplomas earned for every eligible student who attends the program
 - 10.3 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district
 - 10.4 a contract manager or designated administrator has been appointed to oversee educational program services
- There is documentation that illustrates that either the contract manager or designated educational administrator is
- 10.5 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
 - 10.6 conducting and documenting annually evaluations of the program's educational component
 - 10.7 assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum

**Benchmark 10.6 is not applicable to charter school programs.
The remainder of the indicator will be rated based on the
program's charter.**

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review the cooperative agreement and/or contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation interview school district administrators, on-site administrators, lead educators, and other appropriate personnel.

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the Alternative Education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), and outcome evaluations. Documentation of these evaluations should be available.

An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Educational Quality Assurance Standards Detention Centers

2004 Detention Centers Educational Standard One: Transition

The transition standard is comprised of two indicators and eight benchmarks that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for successful reentry into community, school, post-commitment programs, and/or work settings.

Indicator 1: Transition Services

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings through transition services.

Indicator 2: Assessment and Planning

The expected outcome of this indicator is that assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

Indicator 1: Transition Services

Intent

The expected outcome of this indicator is that the juvenile justice school assists students with reentry into community, school, post-commitment programs, and/or work settings through transition services.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has transition activities that include

- 1.1 documenting requests for records that are not electronically accessible within five school days of student entry, and making additional requests as necessary; reviewing past educational records, transcripts, and withdrawal forms to develop an appropriate course schedule; changing enrollment from temporary to permanent status after a student's 22nd school day in the program; providing to educational staff daily population reports and details regarding students' release status and transition plans.
- 1.2 providing DJJ population reports to the lead educator, teachers, school registrar, and other educational support staff as needed daily; making educational staff aware of each student's status (i.e., which students are awaiting placement into commitment programs and which students are going to be released to their respective communities) and, when known, each student's expected release date from detention.
- 1.3 documenting participation of an educational representative who is familiar with the students' performance and of appropriate representatives from the communities to which students will return, in detention hearings or staffings to determine the status of students in the detention center and to assist students with successful transition to their next educational or career/technical placements.
- 1.4 documenting transmittal of the educational exit packet to the next educational placement, including another DJJ program, within five school days. The exit packet shall include, at a minimum, current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to and during commitment, a school district withdrawal form that includes grades in progress from the program, a current IEP and/or IAP, and copies of any certificates and/or diplomas earned at the program.

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, closed commitment files, educational exit packets, records requests, MIS enrollment, course schedules, prior records, documented transmittal of records (e.g., fax or mail receipts), AIPs, IAPs, transition plans, and other appropriate documentation

interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students

observe student exit staffings and treatment team meetings, when possible.

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for "in-county" student records should be documented. Required educational records include records requests; transcripts; withdrawal forms; ESE records, including individual educational plans (IEPs); academic improvement plans (AIPs); IAPs (educational plans are as appropriate); entry and exit assessments; and school district course schedules. Electronic files of educational records maintained on site, which contain required educational information, are acceptable. Withdrawal grades should be averaged into current semester grades from the program. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transferring Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian.

The program should retain evidence that all required information is being transmitted to juvenile probation officers (JPOs) and aftercare providers. This evidence may include complete closed commitment files, signatures of JPOs on receipts of educational information, and/or certified mail receipts of educational information. For students who are transferred to another DJJ facility, educational exit packets must be transmitted to that facility, but transition staffings and planning are not required. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. For more information, please refer to *Transition Guidebook for Educational Personnel in Juvenile Justice Programs* (jjeep.org/docs.htm#taps).

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 2: Assessment and Planning

Intent

The expected outcome of this indicator is that entry assessments are used to diagnose students' academic and career and technical strengths, weaknesses, and interests to address the individual needs of the students, that exit assessments and state assessments are used to evaluate the performance of students in juvenile justice schools, and that academic and transition planning is designed and implemented to assist students in maximizing academic achievement.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program has assessment and planning practices that include

- 2.1** academic entry assessments for reading, writing or language arts, and mathematics that are used by all instructional personnel for diagnostic and prescriptive purposes and are administered within five school days of student entry into the facility. All academic assessments must be DOE-approved, age-appropriate, and administered according to the test publisher's guidelines
- 2.2** career and technical aptitude assessments and/or career interest surveys; administered within 22 school days of student entry into the facility; and used to enhance employability and social skills instruction
- 2.3** developing written individual academic plans (IAPs) for all non-ESE students based upon each student's entry assessments, past records, and post-placement goals by the 22nd school day. IAPs should include specific and individualized long-term goals for pupil progression and short-term instructional objectives for academics (addressing reading, writing, and math at a minimum); identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs
- 2.4** reviewing students' academic progress toward achieving the content of their goals and objectives and (when appropriate) the revision of goals and objectives in IAPs and transition plans; advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, assessment tests, MIS records, and other appropriate documentation interview personnel responsible for testing procedures, other appropriate personnel, and students, and verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students review student educational files, IAPs, treatment files, and other appropriate documentation interview instructional personnel, guidance personnel, transition personnel, other appropriate personnel, and students.

Clarification

Programs must administer entry assessments that are DOE-approved. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status.

To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Entry assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about students' needs and abilities.

Career and technical assessments are used to determine students' career interests and assess their career and technical aptitudes. These assessments also should be used to determine student placement in career and technical programming when appropriate and to set student goals and guide students in future career decision-making. For additional information, please refer to *A Guide to Test Instruments for Entry and Exit Assessment in Florida Department of Juvenile Justice Educational Programs* (www.firn.edu/doe/commhome/drophome.htm) and *Diagnostic Instruments Appropriate for Primary and Secondary Levels* (www.firn.edu/doe/bin00014/progress/diagnostic.pdf).

Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement. All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities.

Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*, the school district's pupil progression plan, state and district-wide assessments, and requirements for high school graduation, including all diploma options and post-commitment career and technical educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Students working to obtain a General Educational Development (GED) diploma should receive counseling that explains this diploma option's benefits and limitations.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Detention Centers

Educational Standard Two: Service Delivery

The service delivery standard is comprised of two indicators and six benchmarks that address curriculum, instructional delivery, exceptional student education (ESE), and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for successful reentry into community, school, post-commitment programs, and/or work settings.

Indicator 3: Curriculum and Instruction

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Indicator 4: ESE and Related Services

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Indicator 3: Curriculum and Instruction

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that focuses on their assessed educational needs and is appropriate to their future educational plans, allowing them to progress toward obtaining high school diplomas or the equivalent.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program offers academic curriculum and instruction through

- 3.1 a year-round curriculum (including summer school course offerings that address the pupil progression needs of students) designed to provide students with educational services through a substantial curriculum based on (a) curricular offerings that provide credit and the opportunity for pupil progression, (b) the *Florida Course Code Directory and Instructional Personnel Assignments*, (c) the course descriptions of the courses in which students are receiving instruction, and (d) the Florida Sunshine State Standards (FSSS)
- 3.2 **for students in the detention center 21 school days or less**, literacy skills activities, tutorial and remedial strategies, and social skills programs that meet students' needs
- 3.3 **for students in the detention center 22 school days or more**, individualized instruction and a variety of instructional strategies that are documented in lesson plans and demonstrated in all classroom settings. Such strategies should address instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught, and provide a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review student educational files, student work folders, course schedules, class schedules, curriculum documents and materials, lesson plans, and other appropriate documentation interview instructional personnel, educational administrators, other appropriate personnel, and students observe educational settings, activities, and instruction.

Clarification

Courses and activities should be age-appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE *GED Exit Option Procedure Manual*. Courses may be integrated and/or modified to best suit the needs and interests of the students.

The curriculum may be offered through a variety of scheduling options, such as block scheduling, performance-based education, or offering courses at times of the day that are most appropriate for the program's planned activities. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year.

Based on the student's individual needs and post-placement goals, programs should prepare the student so that he/she has the opportunity to obtain a high school diploma through his or her chosen graduation program.

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of their students' IEPs and/or IAPs.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 4: ESE and Related Services

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

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

4.1 documenting the provision of ESE services within 11 school days of student entry into the facility, including

- obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student's placement in the DJJ program;
- if the IEP cannot be implemented as written, then convening an IEP meeting as soon as possible;
- developing IEP goals and objectives that directly relate to the student's identified academic and/or behavioral deficiencies and needs;
- soliciting and documenting parent participation in ESE staffings;
- placing students in appropriate courses.

4.2 ESOL, Section 504, educational psychological services, ESE services, related services, and mental and physical health services as outlined in the students' plans (i.e., IEP, 504, and LEP plans) and, at a minimum, regularly scheduled consultative services.

4.3 an educational representative acting as the LEA who is knowledgeable of the educational resources within the local school district and is either an employee of the school district or is under contract with the school district to act as the LEA

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review IEPs, cooperative agreement and/or contract, student files, records requests, support services consultation logs, and other appropriate documentation

interview ESE personnel, educational administrators, instructional and support personnel, other appropriate personnel, and students.

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. LEA participation must be provided by an educational representative who is knowledgeable of the educational resources within the local school district where the student is receiving services and is either an employee of the school district or is under contract with the school district to act as the LEA. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

Students participating in ESE and/or English for speakers of other languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for "in-county" students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting.

IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process, and parents must receive a copy of their student's IEP. IEPs should address behavioral and academic goals and objectives as appropriate.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Detention Centers

Educational Standard Three: Educational Resources

The educational resources standard is comprised of two indicators and nine benchmarks that are designed to ensure that students in juvenile justice educational programs are provided with educational personnel, services, materials, and environment necessary to successfully accomplish their educational goals and to ensure collaboration and effective communication among all parties involved in the educational programs of juvenile justice facilities.

Indicator 5: Educational Personnel Qualifications and Professional Development

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Indicator 6: Learning Environment and Resources

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources in order to maximize their academic achievement and prepare them for a successful return to school and the community.

Indicator 5: Educational Personnel Qualifications and Professional Development

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in juvenile justice schools and that they are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

All instructional personnel

- 5.1** in core academic areas have professional or temporary state teaching certification, or a valid statement of eligibility and/or proof of a submitted application for teaching certification
- 5.2 in non-core academic areas (including social, employability, and career/technical skills instructors) are certificated or, if noncertificated, possess documented expert knowledge and/or skill in the field(s) they are teaching and follow the school board's policy for the approval and use of noncertificated instructional personnel
- 5.3 participate in facility program orientation and a beginning teacher program when appropriate; use written professional development plans or annual teacher evaluations to foster professional growth
- 5.4 receive continual annual inservice 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 QA findings. Inservice 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, ESE, and ESOL programs

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review educational personnel files, teaching certificates, statements of eligibility, training records, and other appropriate documentation interview instructional personnel, educational administrators, and other appropriate personnel.

Clarification

Instructional personnel are considered to be those who are hired to teach students. Schools should hire and assign teachers in core academic areas according to their area of certification. Core academic areas include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

The No Child Left Behind Act (NCLB) establishes specific requirements for highly qualified teachers in core subject areas. All instructional personnel whose salaries are supported wholly or in part by Title I, Part A, funds must meet “highly qualified” teacher requirements within the timelines prescribed in NCLB. The technical assistance paper issued by DOE on this subject may be found online at http://info.fldoe.org/dscgi/ds.py/Get/File-1485/DPS_04-027_TAP.pdf.

Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract. Teachers in school district-operated programs and teachers who are contracted with a private provider must meet this indicator’s requirements. The use and approval of noncertificated personnel who teach non-core academic subjects in both types of programs must be documented and based on local school board policy.

Inservice training should qualify for inservice points for certification renewal. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youths, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel.

Professional development plan refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

Indicator 6: Learning Environment and Resources

Intent

The expected outcome of this indicator is that funding provides for substantial educational services and that students have access to high-quality materials and resources to enhance their academic achievement and prepare them for a successful return to school and the community.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The program's educational environment and resources include

- 6.1** the minimum requirements for daily instruction including 300 minutes of instruction or its weekly equivalent
- 6.2 an adequate number of instructional personnel and educational support personnel
- 6.3 current instructional materials that are appropriate to students' ages and ability levels, including a variety of multi-level instructional texts for core content areas and high-interest reading materials available for students
- 6.4 educational supplies, media materials, equipment, and technology for use by instructional personnel and students
- 6.5 an environment that is conducive to learning, including demonstrated classroom management procedures for managing behavior that are clearly defined for both educational personnel and facility staff in policy, and are understood by all facility staff, educational personnel, and students; and a consistent use of reinforcement for positive student behavior

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review the cooperative agreement and/or contract, community involvement documentation, available media resources and technology, student to teacher ratio, curriculum and instruction materials, and other appropriate documentation

interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students

observe educational settings

discuss findings with DJJ quality assurance reviewer when possible.

Clarification

Depending on the type and the size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals (the average student to teacher ratio in Florida juvenile justice educational programs is 15:1). Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population.

An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs.

Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, educational field trips, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum and may be aligned with school-to-work initiatives.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2004 Detention Centers

Educational Standard Four: Contract Management

The contract management standard is comprised of one indicator and eight benchmarks that address the role and responsibility of school districts that serve juvenile justice students to ensure local oversight of juvenile justice educational programs.

Indicator 7: School District Monitoring, Accountability, and Evaluation

The expected outcome of this indicator is that there is local oversight by the school district of educational services and that the school district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

Indicator 7: School District Monitoring, Accountability, and Evaluation

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services, and that the district ensures accurate reporting of student and staff data for accountability and evaluation purposes.

Process Guidelines

The following benchmarks have been identified as representing the major elements of the indicator and will be used to gather evidence when determining if the indicator's intent is being met.

The school district ensures that

- 7.1 the program submits all required self-report information and documents to JJEEP offices no later than three weeks prior to the program's QA review
- 7.2 the program is assigned an individual school number and accurately reports all MIS data, including grades, credits, pupil progression, certificates, accurate entry and withdrawal dates, the use of valid withdrawal codes, and diplomas earned for every eligible student who attends the program
- 7.3 accurate attendance records are maintained in the program, and current school membership as evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- 7.4 there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly provided by the school district
- 7.5 a contract manager or designated administrator has been appointed to oversee educational program services

There is documentation that illustrates that either the contract manager or designated educational administrator is

- 7.6 monitoring and documenting quarterly the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- 7.7 conducting and documenting annually evaluations of the program's educational component
- 7.8 assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum

Methods

To determine the rating, the reviewer, at a minimum, should review all required self-report information and review the cooperative agreement and/or contract, educational evaluations, expenditure reports, MIS data, relevant correspondence between the school district and the program, and other appropriate documentation interview school district administrators, on-site administrators, lead educators, and other appropriate personnel.

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the Alternative Education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs.

Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

To ensure that outcomes associated with a program's performance are valid, QA reviewers will verify that student information is accurately reported for all students through the MIS. Accountability issues should be clarified in the cooperative agreement and/or the contract and in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. All students should have a valid withdrawal code each year unless they are still enrolled in the school at the end of the school year. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE.

Annual program evaluations may include mock QA reviews, site-specific school improvement plans (SIPs), outcome evaluations, etc. Documentation of these evaluations should be available.

An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

**APPENDIX C
2003 EDUCATIONAL
QUALITY ASSURANCE STANDARDS
FOR
RESIDENTIAL PROGRAMS,
DAY TREATMENT PROGRAMS, AND
DETENTION CENTERS**

2003 Residential Programs Educational Quality Assurance Standards

2003 Residential Programs Educational Standard One: Transition

The transition standard is comprised of six key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into community, school, and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled so that they may progress toward obtaining a high school diploma or its equivalent.

E1.02 Entry Transition: Assessment Performance Indicator

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

E1.03 On-Site Transition: Student Planning Performance Indicator (PRIORITY)

The expected outcome of this indicator is that programs develop individual academic plans (IAPs) for non- exceptional student education (ESE) students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress Performance Indicator

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to the students' changing needs and interests as they progress during their commitment.

E1.05 Guidance Services Performance Indicator

The expected outcome of this indicator is to ensure that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings, and transmits educational portfolios to appropriate personnel at the students' next educational placements.

E1.01 Entry Transition: Enrollment

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students are properly enrolled so that they may progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

The program has entry transition activities that include

- when the most current records are not present or the student is "out-of-county," making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ensuring that student educational files contain, at a minimum,
 - the student's permanent record information, which includes the student's legal name, date of birth, race, sex, date of entry, home address, phone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student's most recent and past transcripts, including a course history with total credits attempted and earned at previous schools, including previous juvenile justice programs
- enrollment in the school district management information system (MIS) based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

When the program does not have on-site access to the management information system (MIS), record requests for "in-county" student records should be documented. Electronic files of transcripts maintained on site, which contain required educational information, are acceptable. Hard copies of students' current course schedules should be maintained in student files. Appropriate school personnel should review students' past educational records from DJJ commitment files from detention, assignment, or prior commitment programs. Withdrawal grades should be averaged into current semester grades from the program. The program must have access to the school district MIS for requesting "in-county" records and completing enrollment. Programs with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. Documenting requests for records of "in-county" students is not required when there is on-site access. "Out-of-county" records should be requested through multiple sources, such as Florida Automated System for Transfer of Educational Records (FASTER), the student's probation officer, detention centers, the previous school district, and/or the student's legal guardian. Cumulative transcripts and permanent record cards from the school district MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in the student files. They also will help prevent course duplication and the loss of individual transcripts and will help ensure that a continuum of educational services is provided throughout the student's schooling. DJJ programs have access to a 30-day waiver for immunization information. Student files also should contain report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

E1.02 Entry Transition: Assessment*

Performance Indicator

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to address the individual needs of the students.

Process Guidelines

The program has entry transition activities that include

- academic assessments for reading, writing, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- vocational aptitude assessments and/or career interest surveys that are aligned with the program's employability, career awareness, and/or vocational curriculum activities; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files*

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. Vocational assessments are used to determine students' career interests and assess their vocational aptitudes. These assessments should also be used to determine student placement in vocational programming when appropriate and to set student goals and guide students in future career decision-making.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This requirement is not applicable to programs that only serve students for less than 40 calendar days.**

**E1.03 On-Site Transition:
Student Planning**

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and IEPs for students in ESE programs so that all students receive individualized instruction and services.

Process Guidelines

The program has on-site transition activities that include

- developing written IAPs for non-ESE students based upon each student’s entry assessments and past records within 15 days of student entry into the facility (excluding weekends and holidays)
- developing IAPs that include specific and individualized long-term goals and short-term instructional objectives for academics (reading, writing, and mathematics), and career/technical areas (social/employability skills, career awareness, or vocational training); identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs*
- documenting the provision of ESE services within 11 days of student entry into the facility, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student’s placement in the DJJ program; if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible; IEP goals and objectives should directly relate to the student’s identified deficiencies and needs

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, treatment files, and other appropriate documentation
- interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

IAPs should document student needs and identify strategies that assist students in meeting their potential. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student’s performance contract, treatment plan, academic improvement plan, academic plan, or other appropriate documents. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on vocational benchmarks. Instructional personnel should use IAPs for instructional planning purposes and for tracking students’ progress. A schedule for determining student progress should be based on an accurate assessment, resources, and strategies. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for “in-county” students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process. IEPs should address behavioral and academic goals and objectives as appropriate.

References

Sections 1003.51, 1003.52, 1003.57, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.03028, 6A-6.05221, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This requirement is not applicable to programs that only serve students for less than 40 calendar days.**

**E1.04 On-Site Transition:
Student Progress**

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their commitment.

Process Guidelines

The program documents that students have attained academic gains through

- the review of students' academic progress toward achieving the content of their IEPs and IAPs during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative
- student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, performance-based curriculum documentation, and/or student work folders

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, IEPs, grade books, continuing assessments, treatment team notes, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe treatment team meetings (when possible) and educational settings

Clarification

Treatment team meetings should occur at a time agreed upon by educational and treatment personnel. The student and an educational representative should be present at treatment team and transition meetings. When an educational representative is unable to participate in these meetings, the treatment or transition team personnel should review the instructional personnel's detailed written comments. Treatment team meetings should be conducted according to DJJ guidelines, and students should have input during the meetings. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|----------------------------|---|---|---|
| □ Superior Performance | 7 | 8 | 9 |
| □ Satisfactory Performance | 4 | 5 | 6 |
| □ Partial Performance | 1 | 2 | 3 |

Nonperformance 0

E1.05 Guidance Services*

Performance Indicator

Intent

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

Process Guidelines

The program is providing and documenting ongoing guidance services to all students by trained educational personnel. Guidance services must include, at a minimum

- advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress, including grade level, credits earned, and credits required for graduation
- recommending and assisting with placement options for return to the community, school, and/or work settings

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, exit plans, and other appropriate documentation
- interview personnel responsible for guidance services and students

Clarification

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, including the benefits and limitations of pursuing a General Educational Development (GED) diploma, the GED Exit Option (if applicable), and vocational and career opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district's pupil progression plan, state and district-wide assessments, requirements for high school graduation, including all diploma options and post-commitment vocational/career educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post-placement plans and opportunities. Students working to obtain a GED diploma should receive counseling that explains this diploma option's benefits and limitations. Vocational/career counseling should be consistent with the student's post-placement career and/or vocational training opportunities.

References

Sections. 1003.52, F.S.; Rules 6A-6.05281, 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

*This indicator is not applicable to programs that only serve students for less than 40 calendar days.

E1.06 Exit Transition

Performance Indicator (PRIORITY)

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the program assists students with reentry into community, school, and/or work settings and transmits educational exit portfolios to appropriate personnel at students' next educational placements.

Process Guidelines

The program has exit transition activities that include

- documenting that an educational representative who is familiar with the student's performance participates in student exit staffings or transition meetings and assists students with successful transition to their next educational or career/technical placements
- developing an age-appropriate exit plan for each student that identifies, at a minimum, desired diploma option, continuing education needs and goals, anticipated next educational placement, aftercare provider, and job/career or vocational training plans, including the responsible parties for implementing the plan
- documenting placement and/or transmittal of the educational exit packet to the next educational placement, including another DJJ program, which includes the following items in the student's DJJ commitment file or DJJ discharge packet
 - a copy of the student's exit plan
 - current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to commitment, and a current cumulative transcript (should be generated from the school district MIS)
 - a school district withdrawal form that includes grades in progress from the program
 - a current IEP and/or IAP
 - all entry assessment information and exit assessment data on reading, writing, and math using the same instruments
 - length of participation in the program (including entry and exit dates)
 - copies of any certificates and/or diplomas earned at the program

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review closed commitment files, current educational files of students preparing for exit, documented transmittal of records (e.g., fax or mail receipts), and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe student exit staffings, when possible

Clarification

The program should retain evidence that all required information is being transmitted to juvenile probation officers (JPOs) and aftercare providers via the DJJ discharge packets or commitment files. This evidence can include complete closed commitment files, signatures of JPOs on receipts of educational information, and/or certified mail receipts of educational information. Transition meetings or exit staffings should occur at a time agreed upon by educational and treatment personnel. The student, a parent, and an educational representative should be present at all transition meetings or exit staffings. If a parent cannot attend, documentation of communication with the parent should be available. When an educational representative is unable to participate in these meetings, transition personnel should review the educational personnel's detailed written comments about continuing education. When the next educational placement for a student has not been determined, the program should make every effort to identify the most appropriate setting for the student's continuing educational development, including an alternative educational placement. Permanent record information and cumulative transcripts from the school district MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in student files. Also, they will help prevent course duplication and help ensure that a continuum of educational services is provided throughout the student's schooling.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0014, 6A-1.0955, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2003 Residential Programs

Educational Standard Two: Service Delivery

The service delivery standard is comprised of eight key indicators that address curriculum, instructional delivery, classroom management, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into community, school, and/or work settings.

E2.01 Curriculum: Academic Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

E2.02 Curriculum: Employability, Social, and Life Skills Performance Indicator

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to obtain employment and become productive members of society.

E2.03 Curriculum: Career and Technical Performance Indicator

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to secure employment in an area of their interest and to become productive members of society.

E2.04 Instructional Delivery Performance Indicator

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

E2.05 Classroom Management Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between educational personnel, facility staff, and students are promoted, and the environment is conducive to learning.

E2.06 Support Services Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

2003 Residential Programs Educational Standard Two: Service Delivery, Continued

E2.07 Community and Parent Support Performance Indicator

The expected outcome of this indicator is that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for a successful transition back to the community.

E2.08 Literacy and Reading Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

E2.01 Curriculum: Academic

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

Academic curricular activities are demonstrated in educational settings and are designed to provide students with educational services that are based on their assessed educational needs, IEPs and IAPs, and prior educational records and that include

- elementary, middle, and secondary educational programs that address English, math, social studies, and science curriculum as needed to address individual students’ needs
- lesson plans, materials, and activities that reflect cultural diversity and the individual academic and instructional needs of the students, including
 - instruction in reading, writing,* and mathematics*
 - curriculum modifications and instructional accommodations as appropriate to meet the needs of all students as noted in IAPs and IEPs
 - tutorial, remedial, and literacy instruction as needed
- a substantial curriculum that consists of curricular offerings that provide credit and are based on the school district’s pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS) access to GED testing and preparation for the GED for appropriate students, either through access to a GED curriculum that is substantial and meets state course descriptions and state and federal guidelines, through a GED course, or use of the GED Exit Option (which must be approved by DOE*)
- a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction
- participation in the Florida Comprehensive Assessment Test (FCAT) as appropriate

***The requirements for writing and mathematics instruction and GED are not applicable to programs that only serve students for less than 40 calendar days.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

Students should be placed in appropriate courses that assist them in attaining a high school diploma or its equivalent. Courses and activities should be age-appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE’s GED Exit Option Procedure Manual. Courses may be integrated and/or modified to best suit the needs and interests of the students. The curriculum may be offered through a variety of scheduling options, such as block scheduling or offering courses at times of the day that are most appropriate for the program’s planned activities. Prior year’s FCAT participation data will be reviewed to determine whether students participate in the FCAT as appropriate. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year. Programs may use traditional scheduling, block scheduling, or performance-based education to provide the most effective year-round schooling.

References

Sections 1001.11, 1003.42, 1003.43, 1003.435, 1003.438, 1003.51, 1003.52, 1003.53, 1008.23, 1008.25, 1008.345, F.S.; Rules 6A-6.05281, 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), 6A-6.0571, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.02 Curriculum: Employability, Social, and Life Skills*

Performance Indicator

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to obtain employment and become productive members of society.

Process Guidelines

Curricular activities are demonstrated in educational settings, are based on students' IAPs and IEPs, and

- address employability skills, social skills, and life skills on a year-round basis through courses or curricula that are based on state and school board standards
- address employability, social, and life skills instruction for students who have received a high school diploma or its equivalent
- instruction and courses offered are for credit, follow course descriptions, or are integrated into other courses already offered for credit

***This indicator addresses the requirements of all Type 1 programs, which include all residential programs in the state. Type 1 program requirements also must be addressed in Type 2 and Type 3 vocational programming.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

This indicator addresses the requirements for all Type 1 programs as outlined in the DOE and DJJ Interagency Plan for Vocational Education. The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction and social skills instruction that are appropriate to students' needs; lesson plans; materials; and activities that reflect cultural diversity; character education; health; life skills; and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. Courses and activities should be age-appropriate. Social skills can include a broad range of skills that will assist students in successfully reintegrating into the community, school, and/or work settings. Courses in employability, social, and life skills include, but are not limited to, employability skills for youth, personal, career, and school development; peer counseling; life management skills; physical education; health; and fine arts. Students who have obtained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills classes and activities.

References

Sections 985.3155, 1003.42, 1003.43, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.03 Curriculum: Career and Technical

Performance Indicator

Intent

The expected outcome of this indicator is that students have the opportunity to acquire the skills necessary to secure employment in an area of their interest and to become productive members of society.

Type 2 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Exploring and gaining knowledge of occupational options and the level of effort required to achieve them are essential.

Type 3 programs are expected to provide a curriculum that includes Type 1 program course content and addresses the areas described in this indicator. Youths in these programs will have access to direct work experiences, job shadowing, and youth apprenticeship programs, as appropriate.

Process Guidelines

Curricular activities are demonstrated in educational settings for Type 2 programs and

- provide all students a broad scope of career exploration and prerequisite skill training based on students' abilities, interests, and aptitudes
- offer instruction and courses for credit and follow course descriptions or workforce development course requirements
- address the career exploration needs of every student who has received a high school diploma or its equivalent

Curricular activities are demonstrated in educational settings for Type 3 programs and

- provide access for all appropriate students to vocational/technical training, vocational competencies, and the prerequisites needed for entry into a specific occupation
- offer instruction and courses for credit and follow course descriptions or workforce development course requirements
- address the career and technical education needs of every student who has received a high school diploma or its equivalent

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

Type 3 vocational programs that do not currently have hands-on career/technical course work and activities should have a written implementation plan that outlines the vocational resources, curriculum, and personnel needed to offer hands-on career/technical courses and training. The plan should be developed collaboratively between school districts, programs, community colleges, local workforce development boards, and DJJ and must contain timelines for implementation. The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as career awareness and technical skills instruction that are appropriate to students' needs should be offered to assist students in acquiring the skills necessary to make a successful transition back into community, school, and work settings. Courses and activities should be age-appropriate. Students who have obtained a high school diploma or its equivalent should participate in the educational program's career and technical classes and activities.

References

Sections 1003.42, 1003.43, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all classroom settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- maintaining instructional momentum to ensure that students are engaged in learning activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the IAPs of their non-ESE students.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.05 Classroom Management

Performance Indicator

Intent

The expected outcome of this indicator is that mutual respect and understanding between educational personnel, facility staff, and students are promoted, and the environment is conducive to learning.

Process Guidelines

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- procedures for managing behavior are clearly defined for both educational personnel and facility staff in policy; and are understood by all facility staff, educational personnel, and students
- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review program behavior policy, student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between educational personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.06 Support Services

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

Support services are available to students and include English for Speakers of Other Languages (ESOL), 504, educational psychological services, ESE services, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review IEPs, cooperative agreement and/or contract, educational written procedures, support services consultation logs, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 1003.51, 1003.52, 1003.57, 1006.04, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E2.07 Community and Parent Support*

Performance Indicator

Intent

The expected outcome of this indicator is that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for successful transition back to the community.

Process Guidelines

The educational program ensures that

- community involvement is solicited, documented, and focused on educational and transition activities**
- parent/family involvement is solicited, documented, and focused on educational and transition activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the school calendar, volunteer participation documentation, and other appropriate documentation
- interview on-site administrators, instructional personnel, other appropriate personnel, and students

Clarification

Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be solicited, and parents should be informed about their child's needs before the student exits back to the home, school, and community. School advisory councils (SACs) should include members from the community and parents when possible.

References

Sections 1003.51, 1003.52, F.S.; Rules 6A-1.0502, 6A-1.070, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

*This indicator is not applicable to programs that only serve students for less than 40 calendar days.

**Student participation in off-site community activities is not required for high-risk and maximum-risk programs.

E2.08 Literacy and Reading*

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

Process Guidelines

The educational program ensures that

- students are assessed for reading deficiencies during the entry transition process
- students identified with a reading deficiency are assessed with an appropriate diagnostic reading assessment that addresses the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary
- an academic improvement plan (AIP) is being developed (or incorporated into another existing student plan) for all students with identified reading deficiencies or that their IAP addresses the student's reading deficiencies by containing goals and objectives that address the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary, as appropriate; plans must also address the methods and services that will be used to meet the stated reading goals
- reading instruction and support services are designed to assist students in meeting the desired levels of performance
- there are sufficient and appropriate instructional reading materials

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student assessments, transcripts, IAPs or AIPs, lesson plans, instructional materials, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and instruction

Clarification

This indicator will not be rated or scored during the 2003 QA review cycle. Reviewers will assess the indicator during their reviews to identify any program recommendations that may be needed to fully implement the indicator. During 2003, this indicator will be field tested and modified as law and research dictates. After input from school districts and providers, it will be fully implemented and scored during the 2004 QA review cycle. AIPs with specific goals for reading are required for all of Florida's public school students when it is determined they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPs if they address all of the required components for reading.

References

Section 1008.25(4)(b), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

2003 Residential Programs Educational Standard Three: Administration

The administration standard is comprised of six key indicators that are designed to ensure collaboration and communication among all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E3.01 Communication Performance Indicator

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 Program Evaluations Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

Process Guidelines

On-site educational administrators ensure that there is documented communication

- between the school district, DJJ, the facility, and on-site educational administrators
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings that focus on curriculum, instruction, and transition services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty meeting agendas, educational written procedures, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe faculty meetings, when possible

Clarification

Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program's and the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address such issues as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 1003.51, 1003.52, 1003.53, F.S.; Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

Educational administrators ensure that

- instructional personnel have professional or temporary state teaching certification or statement of eligibility
- noncertificated personnel (including social and career/technical skills instructors) possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract. The use and approval of noncertified personnel should be based on local school board policy.

References

Sections 1003.51, 1003.52, 1012.22, 1012.42, 1012.55, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.03 Professional Development

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

Educational administrators ensure and document that all instructional personnel, including noncertificated instructional personnel

- have and use written professional development plans or annual teacher evaluations to foster professional growth
- receive continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - 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 youth, ESE, and ESOL programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records (school district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district’s inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youths, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel. *Professional development plan* refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel’s strengths and weaknesses.

References

Sections 1003.51, 1003.52, 1003.53, 1008.345, 1012.42, F.S.; Rules 6A-6.05281, 6A-5.071, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.04 School Improvement

Performance Indicator

Intent

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

Process Guidelines

The program has a school improvement plan (SIP) and ensures that

- educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP
- the school district-approved and current SIP is based on site-specific educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on site-specific issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented by instructional personnel and evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review SIPs, program evaluation tools, and other appropriate documentation
- interview school district administrators, on-site administrators, and other appropriate personnel

Clarification

Principals of Alternative Education or Dropout Prevention Programs or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school advisory council (SAC) shall participate in the development and evaluation of the SIP process.

References

Sections 1001.452, 1003.52, 1008.345, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

***For charter school programs, the charter will be reviewed to ensure that this indicator is addressed and includes all required components.**

E3.05 Policies and Procedures

Compliance Indicator

Intent

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

Process Guidelines

On-site administrators develop and educational staff have knowledge of written educational procedures that address the current educational quality assurance standards and

- accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
- address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit assessment, educational personnel's participation in treatment team meetings, ESE services (types and frequency of services), ESOL services, guidance services (types and frequency of services), and soliciting community involvement and organizing community activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, school calendar, class schedules, evidence of state and district-wide testing, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe educational settings

Clarification

Descriptions of the roles and responsibilities of educational personnel should remain current in the program's written procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures.

References

Sections 1000.01, 1003.51, 1003.52, 1008.345, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that funding provides high-quality educational services.

Process Guidelines

Educational funding provides support in the areas of

- an adequate number of qualified instructional personnel
- current instructional materials that are appropriate to students' ages and ability levels
- educational supplies for students and staff
- educational support personnel
- technology for use by instructional personnel and students
- media materials and equipment
- an environment that is conducive to learning

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, instructional materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 1003.51, 1003.52, 1003.53, 1006.28, 1011.62, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2003 Residential Programs Educational Standard Four: Contract Management

The contract management standard is comprised of three compliance indicators that define the roles and responsibilities of all agencies involved with juvenile justice students and ensure local oversight of juvenile justice educational programs. Contract management indicators will be evaluated for both direct service (district-operated) educational programs and contracted (private-operated) educational programs. The ratings for the contract management indicators will not affect the overall rating of the individual program, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance Compliance Indicator

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

E4.03 Data Management Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

Process Guidelines

The school district must ensure that there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district.*

The school district has appointed a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a regular and as-needed basis to ensure that both parties to the cooperative agreement and/or contract are fulfilling their contractual obligations and any other obligations required by federal or state law
- quarterly (at a minimum) monitoring and documenting the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- annually (at a minimum) conducting and documenting evaluations of the program's educational component

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the Alternative Education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

References

Sections 1003.02, 1003.51, 1003.52, 1003.57, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

***For charter school programs, the charter will be reviewed to ensure that this indicator is addressed.**

E4.02 Oversight and Assistance*

Compliance Indicator

Intent

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

Process Guidelines

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving the school improvement process and assisting with the implementation of the SIP
- assisting with the development of the program’s ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, the SIP, student registration documentation, state and district-wide assessments, curriculum materials, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- observe educational settings

Clarification

School district support services include access to personnel such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, school data personnel, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities and the pool of substitute teachers is provided. This may be clarified in the cooperative agreement and/or contract or in the program’s written procedures. State and district assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

***This indicator is not applicable for charter school programs.**

E4.03 Data Management*

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

Process Guidelines

The school district is addressing the data management needs of the program through

- assigning the program an individual school number
- implementing and operating a year-round school, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 (7.5 if the program uses block scheduling) credits within a 12-month period
- maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- providing official oversight of the registration and withdrawal of all students through the school district MIS, providing permanent record cards and cumulative transcripts, and accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results in reading, writing, and math*, credits earned, and pupil progression

***The entry and exit testing results component is not required in detention centers and short-term educational programs.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues may be clarified in the cooperative agreement and/or the contract or in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

2003 Educational Quality Assurance Standards Day Treatment Programs

2003 Day Treatment Programs Educational Standard One: Transition

The transition standard is comprised of six key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into school and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled so they may progress toward a high school diploma or its equivalent.

E1.02 Entry Transition: Assessment Performance Indicator (PRIORITY)

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

E1.03 On-Site Transition: Student Planning Performance Indicator

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instruction and services.

E1.04 On-Site Transition: Student Progress

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to the students' changing needs and interests as they progress during their lengths of stay.

E1.05 Guidance Services

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Exit Transition Performance Indicator

The expected outcome of this indicator is that the program assists students with reentry into school and/or work settings and transmits educational exit portfolios to appropriate personnel at the students' next educational placements.

**E1.01 Entry Transition:
Enrollment**

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students are properly enrolled so they may progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

The program has entry transition activities that include

- when the most current records are not present or the student is "out-of-county," making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ensuring that student educational files contain, at a minimum,
 - the student's permanent record information, which includes the student's legal name, date of birth, race, sex, date of entry, home address, phone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student's most recent and past transcripts, including a course history with total credits attempted and earned at previous schools, including previous juvenile justice programs
 - enrollment in the school district management information system (MIS) based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files
- When the most current records are not present, conditional release programs request educational portfolios, including past records and exit transition plans from the residential commitment program within five days and follow the same school enrollment procedures listed above

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

The program should seek access to the school district MIS for requesting "in-county" records and completing enrollment. Conditional release programs must request and receive student records from residential commitment programs. Grades and credits earned in commitment must be entered into the school district MIS and be reflected on the student's current permanent record card or cumulative transcript. Exit plans from commitment programs should be used in developing an appropriate educational program for the student during conditional release. Cumulative transcripts and permanent record cards from the school district MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in the student files. They also will help prevent course duplication and the loss of individual transcripts and will help ensure that a continuum of educational services is provided throughout the student's schooling. Student files also should contain report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators. Electronic files maintained on site, which contain required educational information, are acceptable.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- Full Compliance 6
- Substantial Compliance 4
- Noncompliance 0

**E1.02 Entry Transition:
Assessment**

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to address the individual needs of the students.

Process Guidelines

The program has entry transition activities that include

- academic assessments for reading, writing, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- vocational aptitude assessments and/or career interest surveys that are aligned with the program's employability, career awareness, and/or vocational curriculum activities; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files.*

***This requirement is not applicable to programs that only serve students for less than 40 calendar days.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the ages and grade levels of the students

Clarification

Programs must administer entry and exit assessments that are reportable to the DOE. Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, are determined by instructional personnel to be accurate, and are the same instruments used at the current program. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. Vocational assessments are used to determine students' career interests and assess their vocational aptitudes. These assessments should also be used to determine student placement in vocational programming when appropriate and to set student goals and guide students in future career decision-making.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

**E1.03 On-Site Transition:
Student Planning**

Performance Indicator

Intent

The expected outcome of this indicator is that programs develop IAPs for non-ESE students and IEPs for students in ESE programs so that all students receive individualized instruction and services.

Process Guidelines

The program has on-site transition activities that include

- developing IAPs that include specific and individualized long-term goals and short-term instructional objectives for academics (reading, writing, and mathematics), and career/technical areas (social/employability skills, career awareness, or vocational training); identified remedial strategies; and a schedule for determining progress toward achieving the goals and objectives of the IAPs*
- documenting the provision of ESE services within 11 days of student entry into the facility, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the student’s placement in the DJJ program; if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible; IEP goals and objectives should directly relate to the student’s identified deficiencies and needs
- conditional release programs have the exit transition plan and the educational portfolio from the residential commitment program, modify the transition goals as needed, and assist the student with implementing the transition plan

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, treatment files, and other appropriate documentation
- interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

IAPs should document students’ needs and identify strategies that assist students in meeting their potential. Long-term educational goals and short-term instructional objectives for non-ESE students may be found in each student’s performance contract, treatment plan, academic improvement plan, academic plan, or other appropriate documents. Career/technical objectives may include objectives for career awareness and exploration, employability skills, or hands-on vocational benchmarks. Instructional personnel should use IAPs for instructional planning purposes and for tracking students’ progress. A schedule for determining student progress should be based on an accurate assessment, resources, and strategies. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for “in-county” students, appropriate student course schedules based on current and appropriate IEPs, official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting. IEPs for students assigned to ESE programs should be individualized and include all information required by federal and state laws. Instructional personnel should have access to IEPs. The program must document soliciting parent involvement in the IEP development process. IEPs should address behavioral and academic goals and objectives as appropriate.

References

Sections 1003.51, 1003.52, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.03028, 6A-6.05221, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

**E1.04 On-Site Transition:
Student Progress**

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their commitment.

Process Guidelines

The program documents that students have attained academic gains through

- the review of students' academic progress toward achieving the content of their IEPs and IAPs during the students' treatment team meetings and (when appropriate) the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative
- student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, performance-based curriculum documentation, and/or student work folders

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, IEPs, grade books, continuing assessments, treatment team notes, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe treatment team meetings (when possible) and educational settings

Clarification

Treatment team meetings should occur at a time agreed upon by educational and treatment personnel. The student and an educational representative should be present at treatment team and transition meetings. When an educational representative is unable to participate in these meetings, the treatment or transition team personnel should review the instructional personnel's detailed written comments. Treatment team meetings should be conducted according to DJJ guidelines, and students should have input during the meetings. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their age-appropriate placement.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E1.05 Guidance Services*

Performance Indicator

Intent

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

Process Guidelines

The program is providing and documenting ongoing guidance services to all students by trained educational personnel. Guidance services must include, at a minimum

- ❑ advising students with regard to their abilities and aptitudes, educational and occupational opportunities, personal and social adjustments, diploma options, and post-secondary opportunities, and communicating to students their educational status and progress, including grade level, credits earned, and credits required for graduation
- ❑ recommending and assisting with placement options for return to the community, school, and/or work settings

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, exit plans, and other appropriate documentation
- interview personnel responsible for guidance services and students

Clarification

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition and treatment activities. Individuals delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, including the benefits and limitations of pursuing a General Educational Development (GED) diploma, the GED Exit Option (if applicable), and vocational and career opportunities. Guidance activities should be based on the *Florida Course Code Directory and Instructional Personnel Assignments*; the school district’s pupil progression plan, state and district assessments, requirements for high school graduation, including all diploma options and post-commitment vocational/career educational options. Students will be expected to have knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post-placement plans and opportunities. Students working to obtain a GED diploma should receive counseling that explains this diploma option’s benefits and limitations. Vocational/career counseling should be consistent with the student’s post-placement career and/or vocational training opportunities.

References

Sections 1003.52, F.S.; Rules 6A-6.05281, 6A-6.021, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

E1.06 Exit Transition

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the program assists students with reentry into school and/or work settings, and transmits educational portfolios to appropriate personnel in the student’s home community.

Process Guidelines

The program has exit transition activities that include

- documenting that an educational representative who is familiar with the student’s performance conducts student exit staffings or transition meetings with parent (when possible) and student participation, (and when possible the next school’s guidance personnel via phone) and assists students with successful transition to their next career/technical or educational placements
- developing an age-appropriate exit plan for each student that identifies, at a minimum, desired diploma option, continuing education needs and goals, anticipated next educational placement, aftercare provider, and job/career or vocational training plans, including the responsible parties for implementing the plan; the transition plan is provided to the student and parent/guardian
- documenting transmittal of the educational records, which includes the following items to the student’s next educational placement prior to or at the time of exit
 - current permanent record information that includes the results of any state and district assessments, a current cumulative total of credits attempted and earned, including those credits earned prior to commitment, and a current cumulative transcript (should be generated from the school district MIS)
 - a school district withdrawal form that includes grades in progress from the program
 - a current IEP and/or IAP
 - all entry assessment information and exit assessment data on reading, writing, and math using the same instruments
 - length of participation in the program (including entry and exit dates)
- copies of any certificates and/or diplomas earned at the program

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review closed commitment files, current educational files of students preparing for exit, documented transmittal of records (e.g., fax or mail receipts), and other appropriate documentation
- interview transition specialist, registrar, guidance counselors, treatment team members, other appropriate personnel, and students
- observe student exit staffings, when possible

Clarification

The program should retain evidence that all required information is being transmitted to the next educational placement. Transition meetings or exit staffings should occur at a time agreed upon by educational personnel and parents. The student, a parent, and the academic guidance representative should be present at all transition meetings or exit staffings. When an educational representative is unable to participate in these meetings, transition personnel should review the educational personnel’s detailed written comments about continuing education. The educational program must identify the most appropriate setting for the student’s continuing educational development, including an alternative educational placement when appropriate. Permanent record cards and cumulative transcripts from the school district MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in student files. Also, they will help prevent course duplication and help ensure that a continuum of educational services provided throughout the student’s schooling.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0014, 6A-1.0955, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

2003 Day Treatment Programs

Educational Standard Two: Service Delivery

The service delivery standard is comprised of eight key indicators that address curriculum, instructional delivery, classroom management, attendance, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into school and/or work settings.

E2.01 Curriculum

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

E2.02 Curriculum: Employability, Career, Social, and Life Skills

Performance Indicator

The service delivery standard is comprised of eight key indicators that address curriculum, instructional delivery, classroom management, attendance, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into school and/or work settings.

E2.03 Instructional Delivery

Performance Indicator

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

E2.04 Classroom Management

Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.05 Support Services

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

E2.06 Community and Parent Support

Performance Indicator

The expected outcome of this that students' isolation from the community is reduced through community and parent/family involvement in the students' education, and students are prepared for successful transition back to the community.

2003 Day Treatment Programs Educational Standard Two: Service Delivery, Continued

E2.07 Student Attendance

Performance Indicator

The expected outcome of this indicator is that students maintain a regular school attendance, which ensures they receive ongoing and consistent educational services.

E2.08 Literacy and Reading

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

E2.01 Curriculum

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and allows them to progress toward obtaining a high school diploma or its equivalent.

Process Guidelines

Academic curricular activities are demonstrated in educational settings and are designed to provide students with educational services that are based on their assessed educational needs, IEPs and IAPs, and prior educational records and that include

- elementary, middle, and secondary educational programs that address English, math, social studies, and science curriculum as needed to address individual students' needs
- lesson plans, materials, and activities that reflect cultural diversity and the individual academic and instructional needs of the students, including
 - instruction in reading, writing,* and mathematics*
 - curriculum modifications and instructional accommodations as appropriate to meet the needs of all students as noted in IAPs and IEPs
 - tutorial, remedial, and literacy instruction as needed
- a substantial curriculum that consists of curricular offerings that provide credit and are based on the school district's pupil progression plan, the *Florida Course Code Directory and Instructional Personnel Assignments*, the course descriptions of the courses in which students are receiving instruction, and the Florida Sunshine State Standards (FSSS)
- access to GED testing and preparation for the GED for appropriate students, either through access to a GED curriculum that is substantial and meets state course descriptions and state and federal guidelines, through a GED course, or use of the GED Exit Option (which must be approved by DOE*)
- a minimum of 240 days (230 days with approval from DOE) per year of 300 minutes daily (or the weekly equivalent) of instruction
- participation in the Florida Comprehensive Assessment Test (FCAT) as appropriate

***The requirements for writing and mathematics instruction and GED are not applicable to programs that only serve students for less than 40 calendar days.**

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, work folders, course and class schedules, curriculum documents, lesson plans, educational policies and procedures, volunteer participation documentation, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

Students should be placed in appropriate courses that assist them in attaining a high school diploma or its equivalent. Courses and activities should be age-appropriate. A substantial curriculum will meet state course descriptions and will not consist only of supplemental materials. GED preparation is different from the GED Exit Option. For appropriate use of the GED Exit Option, refer to the DOE's GED Exit Option Procedure Manual. Courses may be integrated and/or modified to best suit the needs and interests of the students. The curriculum may be offered through a variety of scheduling options, such as block scheduling or offering courses at times of the day that are most appropriate for the program's planned activities. Prior year's FCAT participation data will be reviewed to determine whether students participate in the FCAT as appropriate. Programs must provide course credits or pupil progression leading toward high school graduation throughout the 250-day school year. Programs may use traditional scheduling, block scheduling, or performance-based education to provide the most effective year-round schooling. Day treatment programs may reduce the number of days of instruction to 230 with approval from the local school board, DOE, and DJJ.

References

Sections 1003.42, 1003.43, 1003.435, 1003.438, 1003.51, 1003.52, 1003.53, 1008.23, 1008.25, F.S.; Rules 6A-6.05281, 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), 6A-6.0571, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.02 Curriculum: Employability, Career, Social, and Life Skills

Performance Indicator

Intent

The expected outcome of this indicator is that students have the opportunity to obtain the skills necessary to secure employment in an area of their interest and to become productive members of society.

Process Guidelines

Curricular activities are demonstrated in educational settings, are based on students' IAPs and IEPs, and

- address employability, social, and life skills on a year-round basis through courses or curricula that are based on state and school board standards for practical arts courses
- provide all students a broad scope of career exploration and pre-requisite skill training based on students' abilities, interests, and aptitudes
- instruction and courses offered are for credit and follow course descriptions, or are integrated into other courses already offered for credit
- address the employability, social, career, and life skills of every student who has received a high school diploma or its equivalent

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

The following activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Such activities as employability skills instruction, career awareness, and social skills instruction that are appropriate to students' needs; lesson plans; materials; and activities that reflect cultural diversity; character education; health; life skills; and fine or performing arts should be offered to assist students in attaining the skills necessary to successfully transition back into community, school, and/or work settings. Courses and activities should be age-appropriate. Social skills can include a broad range of skills that will assist students in successfully reintegrating into the community, school, and/or work settings. Courses in employability, social, and life skills include, but are not limited to, employability skills for youths, personal, career, and school Development, peer counseling, life management skills, physical education, health, and fine arts courses. Students who have attained a high school diploma or its equivalent should participate in the educational program's employability, social, and life skills classes and activities.

References

Sections 1003.42, 1003.43, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-6.05281, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

***This indicator is not applicable to programs that only serve students for less than 40 calendar days.**

E2.03 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate continual student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all classroom settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)
- maintaining instructional momentum to ensure that students are engaged in learning activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the IAPs of their non-ESE students.

References

Sections 1003.51, 1003.52, 1003.53, F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Classroom Management

Performance Indicator

Intent

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

Process Guidelines

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- procedures for managing behavior are clearly defined for both educational personnel and facility staff in policy; and are understood by all facility staff, educational personnel, and students
- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.05 Support Services

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

Support services are available to students and include

- Support services are available to students and include English for Speakers of Other Languages (ESOL), 504, educational psychological services, ESE services, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services.

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review IEPs, cooperative agreement and/or contract, educational written procedures, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 1003.51, 1003.52, 1003.57, 1006.04, F.S.; Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E2.06 Community and Parent Support*

Performance Indicator

Intent

The expected outcome of this indicator is that students' isolation from the community is reduced, and students are prepared for a successful transition back to the community.

Process Guidelines

The educational program ensures that

- there is documented evidence of community involvement that is focused on educational, employment, and transition activities including community-based education.
- there is documented evidence of parent and/or family involvement that is focused on educational, employment, and transition activities including parental invitations to transition meetings

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the school calendar, volunteer participation documentation, case treatment files, and other appropriate documentation
- interview on-site administrators, instructional personnel, other appropriate personnel, and students

Clarification

Community-based education may include field trips and community projects, such as Habitat for Humanity, that are aligned with course performance standards. Community involvement may consist of tutoring, mentoring, clerical and/or classroom volunteers, career days, guest speakers, business partnerships that enhance the educational program, and student involvement in the community that supports education and learning. Student volunteerism in the community, community volunteerism within the program, and mentoring/role-modeling are also examples of community involvement. Community involvement activities should be integrated into the educational program's curriculum. Community activities could be aligned with school-to-work initiatives. Parent involvement should be evident, and parents should be involved in the successful transition of the student to school and/or employment. School advisory councils (SACs) should include members from the community and parents when possible.

References

Sections 1003.51, 1003.52, F.S.; Rules 6A-1.0502, 6A-1.070, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

*This indicator is not applicable to programs that only serve students for less than 40 calendar days.

E2.07 Student Attendance

Performance Indicator

Intent

The expected outcome of this indicator is that students maintain regular school attendance, which ensures they receive ongoing and consistent educational services.

Process Guidelines

The program has and uses procedures and practices that ensure regular student attendance in the educational program and accurate reporting of student membership by

- maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of daily student attendance
- documenting efforts to maintain student attendance and utilizing a plan of action for non-attending students

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review procedures related to attendance policies, grade books, attendance registries, work portfolios, school district MIS attendance records, and other appropriate documentation related to reporting attendance and providing interventions for non-attendance
- interview on-site administrators, instructional personnel, other appropriate personnel, and student

Clarification

The program should follow and implement state law and school district policies and procedures for membership, attendance, truancy reporting, and providing interventions. Major discrepancies found in attendance and FTE membership will be reported to DOE. Programs with verified discrepancies affecting FTE will be required to make the appropriate FTE adjustments. School district administrators and lead educators should communicate to instructional personnel and staff all attendance procedures and strategies. The program should document efforts to maintain student attendance. Students who miss school should be provided time to make up work. This should be documented in student work portfolios.

References

Sections 1003.23; 1003.24; 1003.26; 1003.27; 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E2.08 Literacy and Reading*

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students with identified deficiencies in reading receive specific and appropriate instruction aimed at increasing their reading proficiency.

Process Guidelines

The educational program ensures that

- students are assessed for reading deficiencies during the entry transition process
- students identified with a reading deficiency are assessed with an appropriate diagnostic reading assessment that addresses the five areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary
- an academic improvement plan (AIP) is being developed (or incorporated into another existing student plan) for all students with identified reading deficiencies or that their IAP addresses the students' reading deficiencies by containing goals and objectives that address the areas of phonemic awareness, phonics, fluency, comprehension, and vocabulary, as appropriate; plans must also address the methods and services that will be used to meet the stated reading goals
- reading instruction and support services are designed to assist students in meeting the desired levels of performance
- there are sufficient and appropriate instructional reading materials

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student assessments, transcripts, IAPs or AIPs, lesson plans, instructional materials, and other appropriate documents
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and instruction

Clarification

This indicator will not be rated or scored during the 2003 QA review cycle. Reviewers will assess the indicator during their reviews to identify any program recommendations that may be needed to fully implement the indicator. During 2003, this indicator will be field tested and modified as law and research dictates. After input from school districts and providers, it will be fully implemented and scored during the 2004 QA review cycle. AIPs with specific goals for reading are required for all of Florida's public school students when it is determined they are deficient in reading. IAPs required for all DJJ students or IEPs for students with disabilities may substitute for AIPS if they address all of the required components for reading.

References

Section 1008.25(4)(b), F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

*This indicator is not applicable to programs that only serve students for less than 40 calendar days.

2003 Day Treatment Programs Educational Standard Three: Administration

The administration standard is comprised of six key indicators that are designed to ensure collaboration and communication among all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E3.01 Communication Performance Indicator

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities

E3.03 Professional Development Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support Performance Indicator (PRIORITY)

The expected outcome of this indicator is that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

Process Guidelines

On-site educational administrators ensure that there is documented communication that focuses on improving the quality of teaching and learning

- among the school district, DJJ, the facility, and on-site educational administrators
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings that focus on curriculum, instruction, and transition services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty meeting agendas, educational written procedures, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe faculty meetings, when possible

Clarification

Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program's and the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address such issues as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

Process Guidelines

Educational administrators ensure that

- instructional personnel have professional or temporary state teaching certification or statements of eligibility
- noncertificated persons (including social and career/technical skills instructors) possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract. The use and approval of noncertificated personnel should be based on local school board policy.

References

Sections 1003.51, 1003.52, 1012.22, 1012.42, 1012.55, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.03 Professional Development

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

Educational administrators ensure and document that all instructional personnel, including noncertificated instructional personnel

- have and use written professional development plans or annual teacher evaluations to foster professional growth
- receive continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - 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 ESE and ESOL programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records (school district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youths, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel. *Professional development plan* refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel’s strengths and weaknesses.

References

Sections 1003.51, 1003.52, 1003.53, 1008.345, 1012.42, F.S.; Rules 6A-6.05281, 6A-5.071, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.04 School Improvement

Performance Indicator

Intent

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

Process Guidelines

The program has a school improvement plan (SIP) and ensures that

- educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP
- the school district-approved and current SIP is based on site-specific educational program needs, actual instructional assignments, and QA findings and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based on site-specific issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented by instructional personnel and evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review SIPs, program evaluation tools, and other appropriate documentation
- interview school district administrators, on-site administrators, and other appropriate personnel

Clarification

Principals of Alternative Education or Dropout Prevention Programs or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school advisory council (SAC) shall participate in the development and evaluation of the SIP process.

References

Sections 1001.452, 1003.52, 1008.345, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.05 Policies and Procedures

Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

Process Guidelines

On-site administrators develop and educational staff have knowledge of written educational procedures that address the current educational quality assurance standards and

- accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
- address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit assessment, educational personnel's participation in treatment team meetings, ESE services (types and frequency of services), ESOL services, guidance services (types and frequency of services), and soliciting community involvement and organizing community activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, school calendar, class schedules, evidence of state and district-wide testing, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe educational settings

Clarification

Descriptions of the roles and responsibilities of educational personnel should remain current in the program's written procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures.

References

Sections 1000.01, 1003.51, 1003.52, 1008.345, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that funding provides high-quality educational services.

Process Guidelines

Educational funding provides support in the areas of

- an adequate number of qualified instructional personnel
- current instructional materials that are appropriate to age and ability levels
- educational supplies for students and staff
- educational support personnel
- technology for use by instructional personnel and students
- media materials and equipment
- an environment that is conducive to learning

Interpretive Guidelines

The expected outcome of this indicator is that funding provides high-quality educational services.

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, instructional materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of students to instructional personnel should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 1003.51, 1003.52, 1003.53, 1006.28, 1011.62, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2003 Day Treatment Programs

Educational Standard Four: Contract Management

The contract management standard is comprised of three compliance indicators that define the roles and responsibilities of all agencies involved with juvenile justice students and ensure local oversight of juvenile justice educational programs. Contract management indicators will be evaluated for both direct service (district-operated) educational programs and contracted (private-operated) educational programs. The ratings for the contract management indicators will not affect the overall rating of the individual program, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance

Compliance Indicator

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

E4.03 Data Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

Process Guidelines

The school district must ensure that there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when educational services are not directly operated by the school district.

The school district has appointed a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a regular basis and ensuring that both parties to the cooperative agreement and/or contract are fulfilling their contractual obligations and any other obligations required by federal or state law
- quarterly (at a minimum) monitoring and documenting the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- annually (at a minimum) conducting and documenting evaluations of the program's educational component

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the Alternative Education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

References

Sections 1003.02, 1003.51, 1003.52, 1003.57, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.02 Oversight and Assistance

Compliance Indicator

Intent

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational programs.

Process Guidelines

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving the school improvement process and assisting with the implementation of the SIP
- assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, the SIP, student registration documentation, state and district-wide assessments, curriculum materials, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- observe educational settings

Clarification

School district support services include access to personnel such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, school data personnel, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities and the pool of substitute teachers is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.03 Data Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

Process Guidelines

The school district is addressing the data management needs of the program through

- assigning the program an individual school number
- implementing and operating a year-round school, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 (7.5 if the program uses block scheduling) credits within a 12-month period
- maintaining accurate attendance records in the program and current school membership as evidenced by enrollment in the school district MIS, including documentation of student daily attendance records
- providing official oversight of the registration and withdrawal of all students through the school district MIS, providing permanent record cards and cumulative transcripts, and accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results in reading, writing, and math*, credits earned, and pupil progression

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, student registration documentation, state and district-wide assessments, relevant correspondence between the school district and the program, entry and exit assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues should be clarified in the cooperative agreement and/or the contract or in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2003 Residential Programs

Educational Quality Assurance Standards

2003 Detention Centers

Educational Standard One: Transition

The transition standard is comprised of seven key indicators that address entry, on-site, and exit transition activities. Transition activities ensure that students are placed in appropriate educational programs that prepare them for a successful reentry into community, school, post-commitment programs, and/or work settings.

E1.01 Entry Transition: Enrollment Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that students are properly enrolled and assessed so they may achieve their educational goals.

E1.02 Entry Transition: Assessment Performance Indicator

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

E1.03 On-Site Transition: Student Planning Performance Indicator (PRIORITY)

For short-term students, the expected outcome of this indicator is that instructional personnel address the needs of individual students who require tutorial and remedial instruction. For students in the detention center 22 days or more, the expected outcome of this indicator is that (1) the educational program develops individual academic plans (IAPs) for non-exceptional student education (ESE) students and individual educational plans (IEPs) for students in ESE programs so that all students receive individualized instruction and services and (2) the plans address the needs of students who require extended educational instruction.

E1.04 On-Site Transition: Student Progress (22 Days or More) Performance Indicator

For students in the detention center 22 days or more, the expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to the students' changing needs and interests as they progress during their detention.

E1.05 Guidance Services Performance Indicator

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

E1.06 Daily Population Notification Compliance Indicator

The expected outcome of this indicator is that all educational staff, including instructional personnel, know which students are awaiting placement into commitment programs and which are returning to their communities, so that staff can provide appropriate educational services and commitment preparation services.

E1.07 Exit Transition Performance Indicator (PRIORITY)

The intent of this indicator is to ensure that the detention center has and uses procedures that assist students with their transition to schools or to commitment programs.

E1.01 Entry Transition: Enrollment

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students are properly enrolled so that they may achieve their educational goals.

Process Guidelines

The detention center has entry transition activities that include

- ❑ when the most current records are not present or the student is “out-of-county,” making and documenting (with dates) requests for student educational records, transcripts, withdrawal forms, and ESE records, including IEPs, within five days of student entry into the facility (excluding weekends and holidays), and making and documenting (with dates) follow-up requests for records not received
- ❑ ensuring that student educational files contain, at a minimum,
 - the student’s permanent record information, which includes the student’s legal name, date of birth, race, sex, date of entry, home address, telephone number, name of parent or legal guardian, native language, immunization status, state testing information, and name of last school attended (including DJJ programs)
 - the student’s most recent and past transcripts, including a course history with total credits attempted and earned at previous schools, including previous juvenile justice programs
- ❑ enrollment in the school district MIS based on a review of past records, including withdrawal forms from the previous school with grades in progress, entry assessments, and pupil progression, and including the placement of current school district course schedules in student files

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, entry documentation, student educational files, prior educational records or documentation of records requests, current transcripts, course schedules, enrollment forms, and other appropriate documentation
- interview the registrar, data entry clerk, other appropriate personnel, and students

Clarification

For “in-county” students, records should be obtained through the school district management information system (MIS). Documenting requests for records of “in-county” students is not required. Electronic files of transcripts maintained on site, which contain required educational information, are acceptable. Hard copies of students' current course schedules should be maintained in student files. Temporary enrollment may be used for up to 21 calendar days. Detention centers may utilize the 30-day waiver for immunization records. The detention center should seek access to the school district MIS for requesting “in-county” records and completing enrollment. Detention centers with 50 beds or more must have access to the school system database for the purpose of requesting records and enrolling students. Documenting requests for records of “in-county” students when there is on-site access is not required. “Out-of-county” records should be requested through multiple sources, such as Florida Automated System for Transfer of Records (FASTER), the student’s probation officer, detention centers, the previous school district, and/or the student’s legal guardian. Cumulative transcripts and permanent record cards from the school district MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in the student files. They also will help prevent course duplication and the loss of individual transcripts and will help ensure that a continuum of educational services is provided throughout the student’s schooling. Student files also should contain report cards, progress reports, assessment information, and ESE information, which will be recorded and rated in subsequent indicators.

References

Sections 1002.22, 1003.25, 1003.51, 1003.52, F.S.; Rules 6A-6.05281, 6A-1.0955, 6A-1.0014, FAC

Compliance Rating

- ❑ Full Compliance 6
- ❑ Substantial Compliance 4
- ❑ Noncompliance 0

E1.02 Entry Transition: Assessment Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that assessments are utilized to diagnose students' academic and vocational strengths, weaknesses, and interests in order to individually address the needs of the students.

Process Guidelines

The program has entry transition activities that include

- academic assessments for reading, writing, and mathematics for diagnostic and prescriptive purposes to be used by all instructional personnel; administered within five days of student entry into the facility (excluding weekends and holidays); and placed in student files. Assessments must be age-appropriate and administered according to the test publisher's guidelines.
- administering a vocational aptitude and/or career assessment within 22 calendar days of student entry into the detention center

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review educational written procedures, student educational files, and other appropriate documentation
- interview personnel responsible for testing procedures, other appropriate personnel, and students
- verify that the assessments used are appropriate for the areas to be assessed and for the ages and grade levels of the students

Clarification

Programs may use prior assessment results from detention, assignment, or prior commitment when those results are recent according to the administrative guidelines of the instrument used, and are determined by instructional personnel to be accurate. Assessment measures shall be appropriate for the student's age, grade, language proficiency, and program length of stay, and shall be non-discriminatory with respect to culture, disability, and socioeconomic status. To accurately diagnose student needs and measure student progress, academic assessments should be aligned with the program's curriculum and administered according to the publisher's administrative manual. Assessments should be re-administered when results do not appear to be consistent with the students' reported performance levels. Instructional personnel should have access to assessment results and records in student files and be well informed about the students' needs and abilities. Anticipated long-term students should have vocational assessments administered within 22 days of student entry. Vocational assessments are used to determine students' career interests and assess their vocational aptitudes. These assessments also should be used to determine student placement in vocational programming when appropriate and to set student goals and guide students in future career decision-making.

References

Sections 1001.11, 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

**E1.03 On-Site Transition:
Student Planning**

Performance Indicator (PRIORITY)

Intent

For students in the detention center 21 calendar days or less, the expected outcome of this indicator is that instructional personnel address the needs of individual students who require tutorial and remedial instruction. For students in the detention center 22 calendar days or more, the expected outcome of this indicator is that (1) the educational program develops IAPs for non-ESE students and IEPs for students in ESE programs so all students receive individualized instruction and (2) these plans address the needs of students who require extended educational instruction.

Process Guidelines

The detention center has on-site transition activities that include

- documenting that, for students in the detention center 21 days or less, accurate academic assessments and current grade levels are used to provide individualized remedial and tutorial activities
- documenting the provision of ESE services within 11 days of student entry into the detention center, including obtaining current IEPs and reviewing and determining whether the IEP is appropriate given the students' placement in the detention center, (if it cannot be implemented as written, then an IEP meeting must be convened as soon as possible)
- changing enrollment from temporary to permanent status using specific courses listed in the *Florida Course Code Directory and Instructional Personnel Assignments* within the 22nd calendar day of student entry into the detention center
- developing IAPs for non-ESE students based on each student's entry assessments and past records by the 22nd calendar day of student entry into the detention center; these plans should include long-term goals and short-term instructional objectives for reading, writing, and mathematics; identified remedial strategies when appropriate; and a schedule for determining progress toward achieving the goals and objectives of the IAPs

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files and other appropriate documentation
- interview instructional personnel, ESE personnel, other appropriate personnel, and students

Clarification

Tutorial and remedial instruction should be provided for short-term students based on their assessed individual needs. IAPs for non-ESE students should document student needs and identify strategies that assist students in meeting their potential. Educational goals and instructional objectives for non-ESE students may be found in each student's IAPs or other appropriate documents. Students participating in the ESE and/or English for Speakers of Other Languages (ESOL) programs should be provided all corresponding services and documentation (i.e., written parental notification and procedural safeguards) required by federal and state laws. Documentation of ESE service delivery within the required time frame may include continuation of ESE services for "in-county" students, appropriate student course schedules based on current and appropriate individual educational plans (IEPs), official enrollment, class attendance, written parental notification and/or parental contact for an IEP review meeting. IEPs for students assigned to ESE programs should be individualized and include all required information. Instructional personnel should have access to IEPs. The program should document soliciting parent involvement in the IEP development process. Anticipated long-term students should have IAPs completed within 22 calendar days of student entry into the detention center. Career assessments should be sent to commitment programs with the transfer of students moving on to commitment.

References

Sections 1003.51, 1003.52, 1008.25, F.S.;
Rules 6A-6.03028, 6A-6.05221, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

**E1.04 On-Site Transition:
Student Progress (22 Days or More)**

Performance Indicator

Intent

The expected outcome of this indicator is that students are making progress toward their educational goals and that instructional objectives remain relevant to students' changing needs and interests as they progress during their detention.

Process Guidelines

The detention center documents that students have attained academic gains through

- documenting student progress and work products as determined by instructional personnel observations, continuing assessment, grade books, report cards, progress reports, and/or student work folders
- documenting (with dates) the review of students' academic progress toward achieving the content of their IEPs and IAPs and, when appropriate, the revision of long-term goals and short-term instructional objectives in IAPs by an educational representative

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student work folders, IAPs, IEPs, grade books, continuing assessments, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings and the transition of long-term students (when possible)

Clarification

The progress toward achieving the goals and objectives listed on IAPs and IEPs should occur at least every grading period. Proper tracking and documentation of student progress may also assist in offering performance-based education that will allow students performing below grade level the opportunity to advance to their appropriate grade level.

References

Sections 1003.51, 1003.52, F.S.

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E1.05 Guidance Services

Performance Indicator

Intent

The expected outcome of this indicator is that students receive assistance in setting realistic goals and making appropriate decisions about their futures.

Process Guidelines

Guidance services should be documented and should

- be available to all students
- assist students in returning to the community and/or school or in preparing for commitment

Educational personnel who deliver guidance/advising services are responsible for

- articulating knowledge of graduation requirements, diploma options, the adult education options (if applicable), and vocational and career opportunities
- communicating to students in the detention center 22 days or more their grade level, credits earned, credits required for graduation, and diploma options

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student IAPs, IEPs, and other appropriate documentation
- interview students and personnel responsible for guidance services

Clarification

All students should have easy and frequent access to guidance/advising services, and these services should be aligned with transition activities. Educational personnel delivering guidance/advising services should demonstrate detailed knowledge of graduation requirements, diploma options, and vocational and career opportunities. Students who are in the detention center 22 calendar days or more will be expected to articulate knowledge of their credits, grade levels, and diploma options to verify that individuals delivering guidance services are communicating this information to students. Guidance services for middle school students should consist of promotion criteria, high school planning, and vocational/career counseling consistent with post placement plans and opportunities. Students working to obtain a GED diploma should receive counseling that explains this diploma option's benefits and limitations.

References

Sections 1003.52, F.S. Rule 6A-6.0521, FAC; *Florida Course Code Directory and Instructional Personnel Assignments*

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E1.06 Daily Population Notification

Compliance Indicator

Intent

The expected outcome of this indicator is that all educational staff, including instructional personnel, know which students are awaiting placement into commitment programs and which students are returning to their communities, so that staff can provide appropriate educational services and commitment preparation services.

Process Guidelines

The lead educator documents and ensures that

- DJJ population reports are provided to the lead educator, teachers, school registrar, and other educational support staff as needed daily
- educational staff are aware of each student's status (i.e., which students are awaiting placement into commitment programs and which students are going to be released to their respective communities) and, when known, each student's expected release date from detention
- a representative from the educational program attends and/or receives information from all detention hearings or staffings to determine the status of students in the detention center

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review documentation that educational staff received daily population reports
- interview the registrar, data entry clerk, other appropriate personnel, and students
- observe student exit staffings, when possible

Clarification

The detention center superintendent has copies of the DJJ daily population report, which usually lists students and their status (i.e., whether students are awaiting placement into commitment programs or are going to be released to their respective communities). This report may also list the student's expected release date from detention. The lead educator must ensure that the detention center superintendent informs him or her daily of students exiting the detention center (i.e., each student's name, status, and expected date of release from detention). This information is used to assist in accomplishing Exit Transition. The lead educator relays this information daily to instructional personnel, registrars, and assessment personnel.

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E1.07 Exit Transition (PRIORITY)

Performance Indicator

Intent

The expected outcome of this indicator is that the detention center has and uses procedures that assist students with transition to schools or commitment programs.

Process Guidelines

The detention center has exit transition activities that include

- ❑ **for students who are returning to the community or schools**
 - ❑ transmitting students’ educational assessment results, days in attendance, and grades to the home school district or other placement within seven days of student exit from the detention center (excluding weekends and holidays)
- ❑ **for students who are awaiting placement into commitment programs**
 - ❑ either placing the educational exit portfolio, which includes the following items in the student’s DJJ commitment file through the detention case manager or transition specialist prior to the student’s exit or the educational department provides educational information directly to commitment within five days of the students transfer to commitment so that educational information arrives with the student at the commitment program
 - ❑ current permanent record information and cumulative transcript from the school district MIS that includes the courses in which the student is currently enrolled and the student’s total credits attempted and earned at previous schools, including previous juvenile justice programs
 - ❑ current or most recent records
 - ❑ IEPs for students assigned to ESE programs
 - ❑ assessment information
 - ❑ student withdrawal form which contains a current course schedule and grades in progress if applicable

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review documented transmittal of records (e.g., fax or mail receipts), closed educational files, and other appropriate documentation
- interview transition specialist, registrar, other appropriate personnel, and students
- observe student exit staffings when possible

Clarification

For students who are in the detention center 21 calendar days or less, the educational program should transmit their grades and attendance information to the home school upon student exit from the detention center. This will ensure the continuation of educational services by the appropriate school district. For students who are awaiting placement into commitment programs and have spent an extended amount of time receiving educational instruction in a detention center, the educational program should send documentation of the students’ educational achievements to the next educational placement or commitment program. The program should maintain documentation indicating that student records were provided to the detention case manager and/or directly to the commitment program. This will help ensure that a continuum of educational services is provided throughout the students’ educational placement in the juvenile justice system. Permanent record information and cumulative transcripts from the school district MIS will reduce the number of miscellaneous transcripts from multiple programs and schools in student files. Also, they will help prevent course duplication and the loss of individual transcripts and help ensure that a continuum of educational services is provided throughout the student’s schooling. Parent involvement should be solicited, and parents should be informed about the student’s needs prior to exiting back to the home, community, and school.

Performance Rating

❑ Superior Performance	7	8	9
❑ Satisfactory Performance	4	5	6
❑ Partial Performance	1	2	3
❑ Nonperformance			0

2003 Detention Centers

Educational Standard Two: Service Delivery

The service delivery standard is comprised of four key indicators that address curriculum, instructional delivery, classroom management, and educational support services. Service delivery activities ensure that students are provided with educational opportunities that will best prepare them for a successful reentry into community, school, and/or work settings.

E2.01 Curriculum

Performance Indicator (PRIORITY)

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and employment needs and allows them to progress toward a high school diploma or its equivalent.

E2.02 Instructional Delivery

Performance Indicator

The expected outcome of this indicator is to ensure that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

E2.03 Classroom Management

Performance Indicator

The expected outcome of this indicator is that mutual respect and understanding between instructional personnel and students are promoted, and the environment is conducive to learning.

E2.04 Support Services

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that detention centers provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics

E2.01 Curriculum

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that students have the opportunity to receive an education that is appropriate to their future educational plans and employment needs and allows them to progress toward a high school diploma or its equivalent.

Process Guidelines

Curricular activities are demonstrated in educational settings and are designed to

- provide students with educational services that are based on their assessed educational needs and prior educational records
- consist of curricular offerings that are based on the school district’s pupil progression plan and the *Florida Course Code Directory and Instructional Personnel Assignments* and address the Florida Sunshine State Standards (FSSS)
- provide a minimum of 240 days per year of 300 minutes daily (or the weekly equivalent) of instruction
- provide for community involvement
- for students in the detention center 21 days or less, address**
 - literacy skills
 - tutorial and remedial needs
 - social skills that meet students’ needs
- for students in the detention center 22 days or more, address**
 - course credits that lead to a high school diploma or its equivalent
 - instruction in reading, writing, and mathematics
 - employability skills and social skills
 - modifications and accommodations as appropriate to meet the needs of all students
 - tutorial, remedial, and literacy instruction as needed

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review student educational files, student work folders, course schedules, class schedules, curriculum documents, lesson plans, educational written procedures, volunteer participation documentation, and other appropriate documentation
- interview instructional personnel, administrators, other appropriate personnel, and students
- observe educational settings

Clarification

Curricular activities may be offered as specific courses, integrated into one or more core courses offered for credit, and/or provided through thematic approaches. Students should be placed in courses that assist them in progressing toward a high school diploma or its equivalent. Employability and social skills can include a broad range of skills that will assist students in successfully reintegrating into community, school, and/or work settings.

References

Sections 1003.42, 1003.43, 1003.435, 1003.438, 1003.51, 1003.52, 1003.53, 1008.25, F.S.; Rules 6A-1.09401, 6A-1.09412, 6A-1.09414, 6A-1.09441, 6A-6.021, 6A-6.0521(2), FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.02 Instructional Delivery

Performance Indicator

Intent

The expected outcome of this indicator is that instruction addresses each student's needs, goals, and learning styles to stimulate ongoing student participation and interest.

Process Guidelines

Individualized instruction and a variety of instructional strategies are documented in lesson plans, demonstrated in all educational settings, and address

- instruction that is aligned with IAPs and IEPs and students' academic levels in reading, writing, and mathematics in all content areas being taught
- a variety and balance of targeted and appropriate teaching strategies to accommodate students' learning styles (e.g., auditory, visual, kinesthetic, tactile)

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review lesson plans, student work folders, IAPs for non-ESE students, IEPs, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Individualized instruction may be delivered in a variety of ways, including one-on-one instruction, computer-assisted instruction (CAI), or the use of a curriculum with the same content that addresses multiple academic levels. Long-term goals and short-term instructional objectives in students' IAPs and IEPs should be used by all instructional personnel to assist in providing individualized instruction and educational services. Instructional strategies may include, but are not limited to, thematic teaching, team teaching, direct instruction, experiential learning, CAI, cooperative learning, one-on-one instruction, audio/visual presentations, lecturing, group projects, and hands-on learning. Teachers should have knowledge of the content of the IEPs of their students, if appropriate, and of the IAPs of their non-ESE students.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.03 Classroom Management

Performance Indicator

Intent

The expected outcome of this indicator is that mutual respect and understanding between educational personnel, facility staff, and students are promoted, and the environment is conducive to learning.

Process Guidelines

The behavior management system of the educational program and the facility's behavior management system must be aligned and facilitate a classroom environment that supports high expectations. Classroom management procedures are documented and demonstrated by

- procedures for managing behavior are clearly defined for both educational personnel and facility staff in policy; and are understood by all facility staff, educational personnel, and students
- posted rules that are consistently enforced by instructional personnel and program staff and are clearly understood by all students
- equitably applying behavior management strategies and establishing and maintaining acceptable student behavior

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review program behavior policy, student work folders, lesson plans, instructional materials, curriculum documents, and other appropriate documentation
- interview instructional personnel, other appropriate personnel, and students
- observe educational settings

Clarification

Classroom management should be incorporated in the program's behavior management plan. The term "classroom" refers to any setting or location that is utilized by the program for instructional purposes. Equitable behavior/classroom management includes treating all students fairly, humanely, and according to their individual behavioral needs. Behavior and classroom management policies should be developed and implemented through collaboration between instructional personnel and facility staff and through instructional delivery activities. Classroom management procedures should be designed to empower students to become independent learners and to promote positive student self-esteem.

References

Sections 1003.51, 1003.52, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E2.04 Support Services

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that programs provide equal access to education for all students, regardless of functional ability, disability, or behavioral characteristics.

Process Guidelines

Support services are available to students and include English for Speakers of Other Languages (ESOL) services, 504, educational psychological services, and ESE services, related services, and mental and physical health services that, at a minimum, consist of regularly scheduled consultative services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review IEPs, cooperative agreement and/or contract, educational written procedures, support services consultation logs, and other appropriate documentation
- interview ESE personnel, administrators, instructional and support personnel, other appropriate personnel, and students

Clarification

Students participating in ESOL, Section 504, ESE programs, and/or related services should be provided all corresponding services, including mental and physical health services, required by federal and state laws. Students' support and educational services should be integrated. Consultative services may include services to instructional personnel serving students assigned to ESE programs or services provided directly to students in accordance with their IEPs.

References

Sections 1003.51, 1003.52, 1003.57, 1006.04, F.S.;
Rules 6A-6.05281, 6A-6.0521, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

2003 Detention Centers Educational Standard Three: Administration

The administration standard is comprised of six key indicators that are designed to ensure collaboration and communication among all parties involved in the educational programs of juvenile justice facilities. Administrative activities should ensure that students are provided with instructional personnel, services, and materials necessary to successfully accomplish their goals.

E3.01 Communication Performance Indicator

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

E3.02 Instructional Personnel Qualifications Performance Indicator (PRIORITY)

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

E3.03 Professional Development Performance Indicator

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

E3.04 School Improvement Performance Indicator

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

E3.05 Policies and Procedures Compliance Indicator

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

E3.06 Funding and Support Performance Indicator (PRIORITY)

The expected outcome of this indicator is to ensure that funding provides high-quality educational services.

E3.01 Communication

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel and educational staff are well informed about the program's and the school district's purpose, policies, expected student outcomes, and school improvement initiatives.

Process Guidelines

On-site educational administrators ensure that there is documented communication that focuses on the quality of teaching and learning

- among the school districts, DJJ, facility, and on-site educational administrators
- between educational personnel and facility/treatment staff
- including regularly held faculty and/or staff meetings and that focus on curriculum, instruction, and transition services

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review faculty meeting agendas, educational policies and procedures, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe faculty meetings when possible

Clarification

Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. It is the responsibility of the on-site educational administrators to ensure that all educational staff are informed about the program's and the school district's purpose, policies, expected students outcomes, and school improvement initiatives. Communication among relevant parties (the school district, DJJ, and providers) should be ongoing and facilitate the smooth operation of the educational program. Faculty meetings should address issues, such as inservice training, the development and implementation of the school improvement plan (SIP), expected student educational outcomes and goals, and educational program written procedures.

References

Sections 1003.51, 1003.52, 1003.53, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

E3.02 Instructional Personnel Qualifications

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that the most qualified instructional personnel are employed to educate students in Florida's juvenile justice facilities.

Process Guidelines

Educational administrators ensure that

- instructional personnel have professional or temporary state teaching certification or statements of eligibility
- noncertificated personnel (including social and career/technical skills instructors) possess documented expert knowledge and/or skill in the field(s) they are teaching and must follow the school board's policy for the approval and use of non-certified instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review teaching certificates, statements of eligibility, training records, and other appropriate documentation
- interview instructional personnel, educational administrators, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or program directors are considered to be the educational administrators for contracted (private-operated) educational programs. Both the program provider and the school district should have input into hiring all instructional personnel, either directly through the hiring process or through the cooperative agreement and/or contract. The use and approval of noncertificated personnel should be based on local school board policy.

References

Sections 1003.51, 1003.52, 1012.22, 1012.42, 1012.55, F.S.; Rules 6A-6.05281, 6A-1.0502, 6A-1.0503, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.03 Professional Development

Performance Indicator

Intent

The expected outcome of this indicator is that instructional personnel are provided continuing education that will enhance the quality of services provided to at-risk and delinquent students.

Process Guidelines

Educational administrators ensure and document that all instructional personnel, including noncertificated instructional personnel,

- have and use written professional development plans or annual teacher evaluations to foster professional growth
- receive continual annual inservice training or continuing education (including college course work)
 - based on educational program needs, actual instructional assignments, and QA findings
 - from a variety of sources on such topics as instructional techniques, reading and literacy skills, content-related skills and knowledge, working with delinquent and at-risk youths, and ESE and ESOL programs
 - that qualifies for inservice points for certification renewal
- participate in facility program orientation and a beginning teacher program when appropriate

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review inservice training records (school district and program), teacher certifications, statements of eligibility, professional development plans and/or annual evaluations, school district inservice training offerings, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel

Clarification

Instructional personnel are considered to be those who are hired to teach students. Principals of Alternative Education or Dropout Prevention Programs and/or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. While routine training in such areas as policies and procedures, safety, and program orientation is important, the majority of inservice training should be related to instructional techniques, teaching delinquent and at-risk youths, and the content of courses that instructional personnel are assigned to teach. All instructional personnel (including noncertificated personnel) should have access to and the opportunity to participate in school district inservice training on an annual basis. Inservice training hours should qualify for certification renewal for certificated instructional personnel. *Professional development plan* refers to any form of written plan leading toward professional growth or development in the teaching profession. Instructional personnel should have input into creating these plans, which should address the instructional personnel’s strengths and weaknesses.

References

Sections 1003.51, 1003.52, 1003.53, 1008.345, 1012.42, F.S.; Rules 6A-6.05281, 6A-5.071, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.04 School Improvement

Performance Indicator

Intent

The expected outcome of this indicator is that ongoing program improvement through self-evaluation and planning is promoted.

Process Guidelines

The program has a school improvement plan and ensures that

- educational administrators work cooperatively with school district administrators, program instructional personnel, students, and parents (when possible) to create a written SIP
- the school district-approved and current SIP is based on site-specific educational program needs, actual instructional assignments, and QA findings, and is designed to address student outcomes and performance and achieve state educational goals
- the SIP is based onsite-specific issues relevant to budget, training, instructional materials, technology, staffing, and student support services
- the SIP is implemented by instructional personnel and evidenced through adequate school improvement progress reports and annual evaluations

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review SIPs, program evaluation tools, and other appropriate documentation
- interview school district administrators, on-site administrators, and other appropriate personnel

Clarification

Principals of Alternative Education or Dropout Prevention Programs or designated school district administrators are considered to be the educational administrators for direct service (district-operated) educational programs. Lead educators and/or educational program directors are considered to be the educational administrators for contracted (private-operated) educational programs. SIPs should be prepared annually, be specific to each juvenile justice educational program, and be approved by the school board. The quality and comprehensiveness of the SIP and the effectiveness of its implementation will be examined. Other school improvement initiatives may be based on student outcomes or program evaluation methods, such as QA reviews. Student outcomes may include student advancement in grade level; gains in assessment results; and/or successful reintegration into community, school, and/or work settings. The school advisory council (SAC) shall participate in the development and evaluation of the SIP process.

References

Sections 1001.452, 1003.52, 1008.345, F.S.;
Rule 6A-6.05281, FAC

Performance Rating

<input type="checkbox"/> Superior Performance	7	8	9
<input type="checkbox"/> Satisfactory Performance	4	5	6
<input type="checkbox"/> Partial Performance	1	2	3
<input type="checkbox"/> Nonperformance			0

E3.05 Policies and Procedures

Compliance Indicator

Intent

The expected outcome of this indicator is that effective organization and consistency between school districts and the educational components of juvenile justice facilities are promoted.

Process Guidelines

On-site administrators develop and educational staff have knowledge of written educational policies and procedures that address the current educational quality assurance standards and

- accurately reflect the roles and responsibilities of all educational personnel (including school district personnel and overlay personnel who work on a consultative basis)
- address the provision of on-site leadership to the educational program (extent of responsibility and services), teaching assignments, requests for student records, enrollment, maintenance of student educational files, entry and exit assessment, educational personnel's participation in treatment team meetings, ESE services (types and frequency of services), ESOL services, guidance services (types and frequency of services), and soliciting community involvement and organizing community activities

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, school calendar, class schedules, evidence of state and district testing, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, and other appropriate personnel
- observe educational settings

Clarification

Descriptions of the roles and responsibilities of educational personnel should remain current in the program's written procedures. The program should clarify and describe the types of and frequency of ESE, guidance, and other support services in the program's written procedures

References

Sections 1000.01, 1003.51, 1003.52, 1008.345, F.S.; Rules 6A-1.0941, 6A-1.0942, 6A-1.0943, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E3.06 Funding and Support

Performance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is to ensure that funding provides for high-quality educational services.

Process Guidelines

Educational funding provides support in the areas of

- an adequate number of qualified instructional personnel
- current instructional materials that are appropriate to students' ages and ability levels
- educational supplies for students and staff
- educational support personnel
- technology for use by instructional personnel and students
- media materials and equipment
- an environment that is conducive to learning

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, instructional materials, and other appropriate documentation
- interview school district administrators, on-site administrators, instructional personnel, other appropriate personnel, and students
- observe educational settings
- discuss findings with DJJ quality assurance reviewer when possible

Clarification

Depending on the type and size of the program, support personnel may include principals, assistant principals, school district administrators who oversee program operations, curriculum coordinators, ESE personnel, guidance counselors, lead educators, registrars, transition specialists, or others. The ratio of instructional personnel to students should take into account the nature of the instructional activity, the diversity of the academic levels present in the classroom, the amount of technology available for instructional use, and the use of classroom paraprofessionals. Technology and media materials should be appropriate to meet the needs of the program's educational staff and student population. An environment conducive to learning includes, but is not limited to, the facility, school climate, organization and management, and appropriate materials, supplies, and technology.

References

Sections 1003.51, 1003.52, 1003.53, 1006.28, 1011.62, F.S.; Rule 6A-6.05281, FAC

Performance Rating

- | | | | |
|---|---|---|---|
| <input type="checkbox"/> Superior Performance | 7 | 8 | 9 |
| <input type="checkbox"/> Satisfactory Performance | 4 | 5 | 6 |
| <input type="checkbox"/> Partial Performance | 1 | 2 | 3 |
| <input type="checkbox"/> Nonperformance | | | 0 |

2003 Detention Centers

Educational Standard Four: Contract Management

The contract management standard is comprised of three compliance indicators that define the roles and responsibilities of all agencies involved with juvenile justice students and ensure local oversight of juvenile justice educational programs. Contract management indicators will be evaluated for both direct service (district-operated) educational programs and contracted (private-operated) educational programs. The ratings for the contract management indicators will not affect the overall rating of the individual detention center, but will only reflect the services of the school district that is responsible for the educational program.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

E4.02 Oversight and Assistance

Compliance Indicator

The expected outcome of this indicator is that the school district provides adequate support to juvenile justice educational program.

E4.03 Data Management

Compliance Indicator (PRIORITY)

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

E4.01 Contract and Cooperative Agreement Management

Compliance Indicator (PRIORITY)

Intent

The expected outcome of this indicator is that there is local oversight by the school district of educational services.

Process Guidelines

The school district must ensure that there is a current and approved (by DOE and DJJ) cooperative agreement with DJJ and a contract with the educational provider when services are not directly operated by the school district.

The school district has appointed a contract manager or designated administrator to oversee the educational program. There is documentation that illustrates that either the contract manager or designated administrator is

- in contact with the program on a monthly basis and as needed to ensure that both parties to the cooperative agreement and/or contract are fulfilling their contractual obligations and any other obligations required by federal or state law
- quarterly (at a minimum) monitoring and documenting the expenditures of all state and federal educational funds provided through the school district from both publicly and privately operated programs
- annually (at a minimum) conducting and documenting periodic evaluations of the program's educational program

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or contract, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

In the case of a direct service (district-operated) educational program, the contract manager is usually the Alternative Education or Dropout Prevention principal or the school district administrator. The school district principal may assign a representative as a contract manager for contracted (private-operated) educational programs and for direct service (district-operated) educational programs. Site visits should occur as determined by program needs. Contact may include, but is not limited to, site visits, telephone calls, e-mails, district meetings, and faxes. The contract manager may contact or designate other personnel to assist with contract management.

References

Sections 1003.02, 1003.51, 1003.52, 1003.57, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.02 Oversight and Assistance

Compliance Indicator

Intent

The expected outcome of this indicator is that the school district accurately reports all pertinent student and program data in juvenile justice educational programs.

Process Guidelines

There is documented evidence that the school district offers technical assistance and support services to the program that include

- participating in and approving the school improvement process and assisting with the implementation of the SIP
- assisting with the development of the program's ESE, academic, and career/technical curriculum and annually approving any non-school district curriculum
- providing access to school district inservice training
- providing access to the school district pool of substitute instructional personnel

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, the SIP, student registration documentation, state and district assessments, curriculum materials, relevant correspondence between the school district and the program, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel
- observe educational settings

Clarification

School district support services include access to personnel such as curriculum coordinators, testing departments, adult and vocational education departments, student services, personnel offices, MIS departments, and federal project coordinators. The program and the school district should decide how access to inservice training opportunities and the pool of substitute teachers is provided. This may be clarified in the cooperative agreement and/or contract or in the program's written procedures. State and district assessments must be administered to all eligible students. The school improvement process and the development of an SIP should be a collaborative effort between the school district and the program.

References

Sections 1003.51, 1003.52, F.S.;
Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

E4.03 Data Management

Compliance Indicator (PRIORITY)

Intent

The intent of this indicator is to ensure that the school district provides adequate support to juvenile justice educational programs.

Process Guidelines

The school district is addressing the data management needs of the program through

- assigning the program an individual school number
- implementing and operating a year-round school based on 240 days of instruction, including MIS requirements, report cards, and the issuing of grades that accommodates a year-round school, and the opportunity for students to earn a minimum of 8 (7.5 if the program uses block scheduling) credits within a 12-month period
- providing official oversight of the registration and withdrawal of all students through the school district MIS and providing permanent record cards and cumulative transcripts, and accurate reporting of all MIS data for every student who exits the program, including academic entry and exit testing results in reading, writing, and math, credits earned, and pupil progression

Interpretive Guidelines

To determine the rating, the reviewer, at a minimum, should

- review the cooperative agreement and/or the contract, student registration documentation, state and district assessments, relevant correspondence between the school district and the program, assessment data, school calendars, MIS information, and other appropriate documentation
- interview school district administrators, on-site administrators, lead educators, and other appropriate personnel

Clarification

Data management issues should be clarified in the cooperative agreement and/or the contract or in the program's written procedures. The program and the school district should decide how access to the school district MIS is provided. Major discrepancies in attendance and full-time equivalent (FTE) membership will be reported to DOE. An individual school number means that the school number used by the program is not shared with any other school, including other DJJ schools. Only students enrolled in the particular school should be reported under the program's unique school number. Adult county jail students should be reported under separate school numbers. All of the students' information contained in Survey One through Survey Five should be reported under the same school number.

References

Sections 1003.51, 1003.52, F.S.; Rule 6A-6.05281, FAC

Compliance Rating

- | | |
|---|---|
| <input type="checkbox"/> Full Compliance | 6 |
| <input type="checkbox"/> Substantial Compliance | 4 |
| <input type="checkbox"/> Noncompliance | 0 |

APPENDIX D

2003 QA REVIEW TABLES

Table D-1: 2003 QA Review Scores for each Indicator and Overall Mean Score for Detention Centers, Day Treatment, and Residential Commitment Educational Programs

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean	
DETENTION CENTERS																										
Alachua Regional Juvenile Detention Center	Alachua	6	7	7	N/A	N/A	N/A	5	8	7	7	N/A	N/A	N/A	N/A	8	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	N/A	7.00
Bay Regional Juvenile Detention Center	Bay	6	7	8	N/A	N/A	N/A	7	8	7	7	N/A	N/A	N/A	N/A	8	N/A	N/A	N/A	8	N/A	N/A	N/A	N/A	N/A	7.33
Brevard Regional Detention Center	Brevard	6	6	6	6	7	6	5	5	7	7	6	N/A	N/A	N/A	7	6	7	6	6	7	6	6	6	6.24	
Broward Regional Juvenile Detention Center	Broward	6	3	4	4	4	6	6	5	5	4	6	N/A	N/A	N/A	7	6	7	7	6	5	6	6	6	5.35	
Collier County Detention Center	Collier	6	8	7	4	5	6	6	7	7	7	6	N/A	N/A	N/A	7	8	7	7	6	8	4	6	6	6.59	
Dade Regional Juvenile Detention Center	Dade	4	3	3	3	7	4	3	3	5	2	6	N/A	N/A	N/A	2	5	4	5	6	7	0	4	0	4.24	
Duval Regional Juvenile Detention Center	Duval	6	7	7	7	7	6	7	7	7	5	6	N/A	N/A	N/A	7	6	5	5	6	5	4	6	6	6.24	
Escambia Regional Juvenile Detention Center	Escambia	6	5	8	7	7	6	7	8	7	7	6	N/A	N/A	N/A	8	7	7	8	6	7	6	6	6	6.88	
Hillsborough Regional Detention Center - East	Hillsborough	6	3	5	N/A	N/A	N/A	5	7	7	6	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	6	N/A	N/A	N/A	N/A	N/A	5.78
Hillsborough Regional Detention Center - West	Hillsborough	6	7	5	5	4	6	4	7	5	6	6	N/A	N/A	N/A	7	6	5	7	6	7	6	6	6	5.82	
Southwest Florida Detention Center	Lee	6	7	7	6	8	6	2	3	4	7	6	N/A	N/A	N/A	4	7	5	6	6	7	6	6	6	5.71	
Leon Regional Juvenile Detention Center	Leon	6	7	7	7	6	6	7	7	7	7	6	N/A	N/A	N/A	7	7	7	7	6	7	6	6	6	6.71	
Manatee Regional Juvenile Detention Center	Manatee	6	5	5	5	4	6	4	7	7	7	6	N/A	N/A	N/A	4	8	6	5	4	7	6	6	6	5.65	
Marion Regional Juvenile Detention Center	Marion	6	4	5	N/A	N/A	N/A	7	5	5	4	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A	5.33
Okaloosa Regional Juvenile Detention Center	Okaloosa	6	6	7	6	6	6	7	7	7	7	6	N/A	N/A	N/A	7	7	7	5	6	7	6	6	6	6.47	
Orange Regional Juvenile Detention Center	Orange	6	7	8	7	7	6	8	7	7	8	6	N/A	N/A	N/A	8	7	8	8	6	7	6	6	6	7.12	
Osceola Regional Juvenile Detention Center	Osceola	6	6	5	7	7	6	6	7	7	5	6	N/A	N/A	N/A	7	7	7	7	6	7	6	6	6	6.41	
Palm Beach Regional Juvenile Detention Center	Palm Beach	6	4	5	5	7	6	4	5	4	4	6	N/A	N/A	N/A	7	5	5	7	6	5	6	6	4	5.35	
Pasco Regional Juvenile Detention Center	Pasco	6	6	7	7	7	6	7	8	7	7	6	N/A	N/A	N/A	7	8	7	7	6	8	6	6	6	6.88	
Pinellas Regional Juvenile Detention Center	Pinellas	6	4	7	6	5	6	6	7	7	5	6	N/A	N/A	N/A	7	6	7	7	6	7	6	6	6	6.18	
Polk Regional Juvenile Detention Center	Polk	6	6	4	2	5	6	4	4	4	4	6	N/A	N/A	N/A	7	5	7	5	6	4	6	6	6	5.00	
St. Johns Regional Juvenile Detention Center	St. Johns	6	5	6	N/A	N/A	N/A	5	7	7	6	N/A	N/A	N/A	N/A	7	N/A	N/A	N/A	7	N/A	N/A	N/A	N/A	N/A	6.22
St. Lucie Regional Juvenile Detention Center	St. Lucie	6	7	5	7	5	6	7	3	5	3	6	N/A	N/A	N/A	5	5	4	7	6	5	6	6	6	5.41	
Seminole Regional Juvenile Detention Center	Seminole	6	7	4	5	5	6	5	5	5	4	6	N/A	N/A	N/A	7	8	8	7	6	7	6	6	6	5.94	
Volusia Regional Juvenile Detention Center	Volusia	6	7	7	8	7	6	8	7	6	8	6	N/A	N/A	N/A	8	7	8	7	6	7	6	6	6	7.00	
Mean Scores		5.9	5.8	6.0	5.7	6.0	5.9	5.7	6.2	6.1	5.8	6.0	N/A	N/A	N/A	6.5	6.6	6.4	6.5	5.9	6.7	5.5	5.9	5.6		
Day Treatment Programs																										
Alachua Regional Marine Institute (GOMI)	Alachua	6	3	4	5	4	4	N/A	5	7	5	6	6	8	7	5	3	5	7	6	4	6	6	0	5.26	

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean
PACE Alachua	Alachua	6	4	3	N/A	N/A	4	N/A	4	N/A	4	7	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	5	N/A	N/A	N/A	4.44
Panama City Marine Institute	Bay	4	5	7	N/A	N/A	7	N/A	4	N/A	2	2	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	7	N/A	N/A	N/A	4.67
Rainwater Center for Girls	Brevard	6	7	6	N/A	N/A	7	N/A	6	N/A	6	6	N/A	N/A	N/A	N/A	6	N/A	N/A	N/A	6	N/A	N/A	N/A	6.22
Florida Ocean Science Institute	Broward	6	8	5	4	5	5	N/A	6	6	5	2	6	7	6	5	3	5	4	6	5	6	4	4	5.21
PACE Broward	Broward	6	7	8	N/A	N/A	8	N/A	7	N/A	7	9	N/A	N/A	N/A	N/A	6	N/A	N/A	N/A	7	N/A	N/A	N/A	7.22
PACE Immokalee	Collier	6	7	4	5	7	7	N/A	7	7	7	7	6	8	7	7	6	7	7	6	8	0	6	6	6.63
Dade Marine Institute - North	Dade	6	5	3	N/A	N/A	7	N/A	5	N/A	5	7	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	6	N/A	N/A	N/A	5.22
Dade Marine Institute - South	Dade	6	3	4	N/A	N/A	7	N/A	7	N/A	4	7	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	7	N/A	N/A	N/A	5.56
PACE Dade	Dade	6	6	7	N/A	N/A	4	N/A	5	N/A	7	7	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	5	N/A	N/A	N/A	5.67
Jacksonville Marine Institute - East	Duval	6	4	4	4	8	4	N/A	6	6	4	4	6	8	8	7	5	6	7	6	5	6	6	6	5.68
Jacksonville Youth Center	Duval	6	3	5	2	7	5	N/A	7	4	7	7	6	8	7	7	4	7	7	6	4	6	6	4	5.74
PACE Duval	Duval	6	4	4	N/A	N/A	4	N/A	7	N/A	7	7	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	5	N/A	N/A	N/A	5.22
Escambia Bay Marine Institute	Escambia	6	7	6	4	6	4	N/A	5	5	4	5	6	7	6	6	3	4	5	4	4	6	6	0	5.11
PACE Pensacola	Escambia	6	4	3	N/A	N/A	4	N/A	3	N/A	6	5	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	5	N/A	N/A	N/A	4.56
PACE Hillsborough	Hillsborough	6	4	5	N/A	N/A	4	N/A	7	N/A	5	4	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	5	N/A	N/A	N/A	4.67
Tampa Marine Institute	Hillsborough	6	3	2	N/A	N/A	2	N/A	4	N/A	1	1	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	4	N/A	N/A	N/A	3.00
Southwest Florida Marine Institute	Lee	6	4	4	4	6	5	N/A	4	5	4	4	6	4	5	6	4	6	7	6	5	6	6	6	5.00
PACE Leon	Leon	6	4	7	N/A	N/A	4	N/A	7	N/A	6	7	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	5	N/A	N/A	N/A	5.67
Tallahassee Marine Institute	Leon	6	2	7	N/A	N/A	4	N/A	4	N/A	4	4	N/A	N/A	N/A	N/A	2	N/A	N/A	N/A	1	N/A	N/A	N/A	3.78
Gulf Coast Marine Institute - North	Manatee	6	7	7	5	6	7	N/A	3	7	3	6	6	7	7	7	3	7	7	6	7	6	6	6	6.00
PACE Manatee	Manatee	6	2	7	N/A	N/A	3	N/A	7	N/A	7	6	N/A	N/A	N/A	N/A	6	N/A	N/A	N/A	8	N/A	N/A	N/A	5.78
PACE Marion	Marion	6	4	5	6	7	4	N/A	6	5	6	7	6	7	7	7	3	6	5	4	4	6	6	4	5.53
Silver River Marine Institute	Marion	6	7	2	5	7	7	N/A	4	7	4	4	4	8	7	7	4	4	6	6	4	6	6	6	5.42
PACE Lower Keys	Monroe	6	7	4	5	7	4	N/A	7	7	7	7	4	7	7	7	7	4	7	4	5	6	6	4	5.95
PACE Upper Keys	Monroe	6	4	4	N/A	N/A	7	N/A	7	N/A	5	8	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	4	N/A	N/A	N/A	5.44
Emerald Coast Marine Institute	Okaloosa	6	2	6	N/A	N/A	3	N/A	5	N/A	5	3	N/A	N/A	N/A	N/A	3	N/A	N/A	N/A	5	N/A	N/A	N/A	4.22
Orlando Marine Institute	Orange	6	2	2	4	7	4	N/A	2	5	2	4	4	8	5	4	1	4	4	6	2	6	4	0	4.00
PACE Orange	Orange	6	5	4	N/A	N/A	5	N/A	7	N/A	6	7	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A	7	N/A	N/A	N/A	5.78
PACE Palm Beach	Palm Beach	6	7	7	N/A	N/A	7	N/A	6	N/A	5	9	N/A	N/A	N/A	N/A	6	N/A	N/A	N/A	5	N/A	N/A	N/A	6.44
Palm Beach Marine Institute	Palm Beach	6	5	5	5	6	6	N/A	6	7	5	7	6	N/A	N/A	5	2	5	5	6	5	6	6	6	5.41
New Port Richey Marine Institute	Pasco	6	8	7	7	5	7	N/A	7	7	5	8	6	7	6	7	4	5	7	6	5	6	6	6	6.32
PACE Pasco	Pasco	6	8	5	8	8	7	N/A	6	6	7	7	6	7	7	7	6	7	5	6	6	6	6	6	6.58

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean
Boley Young Adult Program	Pinellas	6	4	5	4	7	2	N/A	5	7	7	5	6	7	4	7	7	4	7	4	5	6	6	6	5.42
Eckerd Leadership Program	Pinellas	6	7	7	7	5	5	N/A	5	5	5	7	6	6	5	7	6	4	7	4	6	6	6	6	5.79
PACE Pinellas	Pinellas	6	4	5	7	4	5	N/A	3	5	4	4	4	8	4	7	4	4	7	6	5	6	6	4	5.05
Pinellas Marine Institute	Pinellas	6	4	5	7	5	3	N/A	4	7	4	7	6	7	7	7	4	5	2	6	5	4	4	4	5.32
Central Florida Marine Institute	Polk	6	5	7	4	4	4	N/A	5	4	2	1	4	4	5	5	5	4	4	6	5	6	6	6	4.42
PACE Polk Lakeland	Polk	6	7	7	N/A	N/A	7	N/A	7	N/A	7	7	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	5	N/A	N/A	N/A	6.33
PACE Treasure Coast	St. Lucie	6	4	4	3	7	4	N/A	3	7	4	7	6	7	7	7	3	4	6	6	4	4	4	0	5.21
Gulf Coast Marine Institute - South	Sarasota	6	7	3	5	7	6	N/A	4	7	4	5	6	7	7	7	6	4	7	6	6	6	4	6	5.79
PACE Volusia-Flagler	Volusia	6	3	4	N/A	N/A	4	N/A	4	N/A	4	5	N/A	N/A	N/A	N/A	4	N/A	N/A	N/A	7	N/A	N/A	N/A	4.56
Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	6	4	7	7	7	3	N/A	7	5	5	7	7	6	5	7	7	7	7	6	6	6	6	4	6.11
Stewart Marchman Transitions Day Treatment	Volusia	6	4	7	7	7	3	N/A	7	6	7	7	6	8	7	7	7	7	7	6	7	6	6	4	6.47
Mean Scores		6.0	4.9	5.1	5.2	6.2	4.9	N/A	5.4	6.0	5.0	5.8	5.6	7.0	6.2	6.5	4.3	5.2	6.0	5.6	5.3	5.6	5.6	4.3	
RESIDENTIAL COMMITMENT PROGRAMS																									
Alachua Halfway House	Alachua	6	4	3	5	6	7	N/A	6	6	5	6	7	6	7	7	7	7	7	6	7	4	6	4	6.05
Bay Boot Camp	Bay	6	4	4	N/A	N/A	7	N/A	7	N/A	N/A	4	7	N/A	N/A	N/A	7	N/A	N/A	N/A	8	N/A	N/A	N/A	6.00
Bay HOPE	Bay	6	6	6	8	7	4	N/A	5	7	8	7	7	6	7	7	7	7	4	6	6	6	4	6	6.37
Alligator Creek STOP Camp	Bradford	6	6	6	7	6	6	N/A	6	6	N/A	7	7	6	6	7	7	7	6	6	5	6	6	6	6.28
Brevard Group Treatment Home	Brevard	6	4	6	3	6	5	N/A	6	7	N/A	6	7	6	5	6	7	6	7	6	5	6	6	6	5.78
Space Coast Marine Institute	Brevard	6	6	8	7	8	5	N/A	5	5	5	5	8	6	7	7	5	4	7	6	7	6	6	6	6.16
Broward Intensive Halfway House	Broward	6	6	7	7	8	7	N/A	8	7	5	7	7	6	8	8	6	7	5	6	7	6	6	6	6.74
Elaine Gordon Sexual Offender Program	Broward	6	2	4	7	5	4	N/A	4	5	5	4	7	6	7	5	4	4	6	6	4	4	6	4	5.00
LEAF Group Treatment Home	Broward	6	3	5	N/A	N/A	3	N/A	7	N/A	N/A	7	8	N/A	N/A	N/A	7	N/A	N/A	N/A	5	N/A	N/A	N/A	5.67
South Pines Academy	Broward	6	4	7	7	7	4	N/A	7	7	6	7	5	6	5	7	6	7	6	6	4	6	6	4	6.00
Crossroads Wilderness Institute	Charlotte	6	6	6	7	7	6	N/A	7	6	6	7	8	6	7	6	4	6	6	6	7	6	6	6	6.32
Kelly Hall Halfway House	Charlotte	0	7	7	4	4	6	N/A	6	5	2	5	6	6	6	4	3	7	4	4	4	0	4	0	4.74
Big Cypress Wilderness Institute	Collier	4	6	5	4	7	6	N/A	4	5	5	5	7	6	5	7	4	5	4	6	4	4	6	4	5.21
Collier Drill Academy	Collier	6	7	7	7	7	7	N/A	6	7	5	7	8	6	8	7	7	5	5	6	7	4	6	6	6.58
Bay Point Schools - Main (West/Kennedy)	Dade	6	7	3	4	6	8	N/A	8	7	7	6	8	6	8	7	6	7	6	6	8	6	4	0	6.53
Bay Point Schools - North	Dade	6	3	3	3	5	3	N/A	7	7	7	4	7	6	8	7	7	4	7	6	7	6	4	0	5.63
Everglades Youth Development Center	Dade	4	2	3	3	5	2	N/A	3	5	0	3	4	6	7	5	5	5	7	6	5	6	6	0	4.21
Florida City Youth Center	Dade	4	2	1	5	5	2	N/A	5	5	7	5	5	6	7	7	7	7	7	6	5	6	4	0	5.16

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean
Southern Glades Youth Academy	Dade	6	5	7	7	7	4	N/A	6	5	4	6	5	6	7	7	6	7	7	6	7	6	6	0	6.05
WINGS (Women in Need of Greater Strength)	Dade	6	8	5	N/A	N/A	7	N/A	7	N/A	N/A	4	8	N/A	N/A	N/A	5	N/A	N/A	N/A	7	N/A	N/A	N/A	6.33
Desoto Correctional Facility	DeSoto	6	5	5	5	5	7	N/A	3	5	4	5	4	6	3	7	5	7	6	6	5	6	6	6	5.21
Desoto Dual Diagnosis Correctional Facility	DeSoto	6	5	6	7	5	6	N/A	4	4	4	5	5	6	4	7	4	4	7	6	5	6	6	6	5.26
Kingsley Center - 6 & 8 Combined	DeSoto	6	6	7	7	7	5	N/A	7	7	7	7	5	6	6	7	6	6	7	6	7	6	6	6	6.42
Peace River Outward Bound	DeSoto	4	7	5	2	4	4	N/A	4	5	N/A	4	5	6	5	5	3	4	4	6	4	4	4	0	4.50
Duval Halfway House	Duval	6	5	6	5	7	5	N/A	6	5	5	5	5	6	7	5	7	5	5	6	5	6	6	6	5.58
Duval START Center	Duval	6	4	3	4	5	4	N/A	3	5	4	4	3	6	4	4	7	4	4	6	2	6	6	4	4.32
Impact Halfway House	Duval	6	2	1	1	4	1	N/A	3	1	0	2	2	4	2	3	7	4	4	0	4	4	4	0	2.68
Tiger Success Center	Duval	6	4	3	5	5	4	N/A	4	5	4	4	7	6	4	7	7	5	5	6	2	6	6	4	4.89
Escambia River Outward Bound	Escambia	6	7	7	4	7	7	N/A	2	2	5	3	3	6	7	7	2	4	5	6	2	6	6	6	4.84
Pensacola Boys Base	Escambia	6	7	7	N/A	N/A	7	N/A	8	N/A	N/A	7	8	N/A	N/A	N/A	7	N/A	N/A	N/A	8	N/A	N/A	N/A	7.22
Florida Environmental Institute	Glades	6	7	3	3	4	3	N/A	3	5	7	3	3	4	5	4	5	4	4	4	5	4	4	0	4.32
Panther Success Center	Hamilton	4	5	3	4	4	2	N/A	5	7	7	5	8	6	7	5	4	5	4	4	5	6	6	0	4.95
Bowling Green Youth Academy	Hardee	6	4	6	6	6	4	N/A	6	6	7	5	5	6	6	4	6	5	5	6	4	6	6	4	5.42
Hendry Halfway House	Hendry	4	3	2	4	4	2	N/A	3	5	3	5	3	6	2	3	3	3	3	6	4	0	4	0	3.58
Hendry Youth Development Academy	Hendry	4	3	2	4	4	2	N/A	3	5	3	5	3	6	2	3	3	3	3	6	4	0	4	0	3.58
Hillsborough Academy	Hillsborough	6	7	7	7	6	7	N/A	7	7	6	7	7	6	8	8	7	7	7	6	5	6	6	6	6.74
Leslie Peters Halfway House	Hillsborough	N/A	5	7	5	6	7	N/A	7	7	8	5	4	6	7	5	7	7	6	6	7	6	6	6	6.22
Riverside Academy	Hillsborough	6	4	7	N/A	N/A	4	N/A	5	N/A	N/A	6	6	N/A	N/A	N/A	6	N/A	N/A	N/A	6	N/A	N/A	N/A	5.56
Youth Environmental Services	Hillsborough	6	7	7	7	8	8	N/A	7	6	6	8	8	6	7	8	6	7	7	6	7	6	6	6	6.95
West Florida Wilderness Institute	Holmes	6	7	7	N/A	N/A	7	N/A	7	N/A	N/A	5	7	N/A	N/A	N/A	5	N/A	N/A	N/A	5	N/A	N/A	N/A	6.22
Monticello New Life Center	Jefferson	6	4	5	5	5	4	N/A	5	6	5	5	5	6	7	7	2	5	7	6	5	6	6	4	5.26
Price Halfway House	Lee	6	4	1	3	4	4	N/A	5	5	4	3	3	4	7	5	6	5	6	4	3	6	4	4	4.32
Sawmill Academy for Girls	Leon	6	6	5	4	3	5	N/A	5	6	5	5	7	6	5	5	5	5	7	6	5	6	6	6	5.32
Seminole Work and Learn	Leon	6	4	4	4	7	4	N/A	4	5	5	5	5	6	7	7	3	5	7	6	5	6	6	4	5.21
Forestry Youth Academy	Levy	6	2	3	6	5	4	N/A	5	6	7	4	5	4	7	7	3	4	5	6	5	0	6	4	4.95
Bristol Youth Academy	Liberty	6	3	7	6	4	4	N/A	4	5	7	4	5	6	5	4	4	4	4	6	5	6	6	6	4.89
Liberty Wilderness Crossroads Camp	Liberty	6	5	4	7	5	3	N/A	7	5	8	6	7	6	5	6	3	4	5	4	6	6	6	6	5.37
Greenville Hills Academy	Madison	6	3	4	N/A	N/A	3	N/A	7	N/A	N/A	7	7	N/A	N/A	N/A	5	N/A	N/A	N/A	6	N/A	N/A	N/A	5.33
JoAnn Bridges Academy	Madison	6	2	2	2	3	2	N/A	3	1	0	5	7	4	1	3	2	4	3	4	4	0	0	0	3.05
Residential Alternatives for the Mentally Challenged (RAMC)	Madison	6	3	4	6	5	2	N/A	5	5	8	7	7	6	5	6	4	5	7	6	5	6	6	0	5.37

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean
Challenged (RAMC)																									
Manatee Boot Camp	Manatee	6	7	4	5	7	3	N/A	7	7	7	7	4	6	7	4	5	5	4	4	5	4	N/A	0	5.47
Manatee Omega	Manatee	6	7	4	5	4	3	N/A	3	7	3	4	2	6	5	4	4	5	4	4	4	4	N/A	0	4.42
Manatee Wilderness Outward Bound	Manatee	6	7	7	4	4	2	N/A	4	5	N/A	5	6	6	5	5	2	4	4	4	4	4	4	4	4.67
Manatee Youth Academy	Manatee	6	7	4	5	5	3	N/A	3	7	4	7	2	6	4	4	5	5	4	4	5	4	N/A	0	4.74
MATS Halfway House and Sex Offender Program	Manatee	6	7	3	4	7	6	N/A	7	7	7	7	6	6	7	7	7	7	6	6	7	6	6	6	6.32
Marion Juvenile Correctional Facility	Marion	6	6	4	4	5	4	N/A	5	4	4	5	7	6	5	6	6	6	7	6	7	6	6	6	5.42
Marion Youth Development Center	Marion	6	6	4	4	4	4	N/A	3	5	6	4	3	6	5	2	4	5	6	6	4	0	4	0	4.58
Jonathan Dickinson STOP Camp	Martin	6	7	7	N/A	N/A	5	N/A	7	N/A	N/A	7	7	N/A	N/A	N/A	7	N/A	N/A	N/A	5	N/A	N/A	N/A	6.44
Martin County Boot Camp/JOTC	Martin	6	4	3	N/A	N/A	5	N/A	7	N/A	N/A	7	4	N/A	N/A	N/A	5	N/A	N/A	N/A	4	N/A	N/A	N/A	5.00
Nassau Halfway House	Nassau	6	6	6	6	5	6	N/A	6	7	6	7	7	6	6	7	8	7	7	6	6	6	6	6	6.37
STEP North (Nassau)	Nassau	6	6	6	7	N/A	7	N/A	6	N/A	N/A	8	8	6	N/A	7	5	7	5	6	7	6	6	6	6.47
Adolescent Substance Abuse Program	Okaloosa	6	6	7	8	8	8	N/A	6	5	5	8	8	6	7	8	6	7	8	6	6	6	6	6	6.79
Gulf Coast Youth Academy	Okaloosa	6	8	7	8	8	7	N/A	8	8	8	8	8	6	8	8	7	8	7	6	8	6	6	6	7.47
Milton Girls Juvenile Residential Facility	Okaloosa	6	7	4	7	7	4	N/A	7	7	5	5	4	6	4	5	5	5	5	6	5	6	6	6	5.47
Okaloosa Youth Academy	Okaloosa	6	8	8	N/A	N/A	7	N/A	8	N/A	N/A	8	7	N/A	N/A	N/A	7	N/A	N/A	N/A	8	N/A	N/A	N/A	7.44
Okaloosa Youth Development Center	Okaloosa	6	6	8	4	7	8	N/A	7	7	7	5	7	6	7	7	7	7	6	6	8	6	6	6	6.63
Okeechobee Redirection Camp	Okeechobee	6	2	2	5	5	4	N/A	3	4	1	5	7	6	5	4	7	4	5	0	4	6	4	6	4.16
Vision Quest Okeechobee	Okeechobee	6	2	3	4	3	2	N/A	5	4	4	5	4	6	5	4	3	4	2	0	3	0	4	0	3.63
Adolescent Therapeutic Center Dual Diagnosis	Orange	6	4	4	4	7	7	N/A	5	5	5	4	7	6	7	7	6	7	7	6	5	6	6	6	5.74
Adolescent Therapeutic Center for Boys	Orange	6	4	4	4	7	7	N/A	5	5	5	4	7	6	7	7	6	7	7	6	5	6	6	6	5.74
Adolescent Therapeutic Center for Girls	Orange	6	4	4	4	7	7	N/A	5	5	5	4	7	6	7	7	6	7	7	6	5	6	6	6	5.74
First Step II Halfway House	Orange	6	7	7	N/A	N/A	7	N/A	7	N/A	N/A	5	7	N/A	N/A	N/A	7	N/A	N/A	N/A	6	N/A	N/A	N/A	6.56
Orange Halfway House	Orange	6	7	7	7	7	7	N/A	7	6	6	6	7	6	7	7	7	7	8	6	6	6	6	6	6.68
Adolescent Residential Campus (Combined)	Osceola	6	7	4	4	4	6	N/A	7	6	7	5	7	6	7	7	5	7	7	6	7	6	6	6	6.05
Kissimmee Juvenile Correctional Facility	Osceola	6	4	5	7	7	4	N/A	3	4	4	4	2	6	7	4	4	2	5	6	4	6	6	4	4.63
Florida Institute for Girls	Palm Beach	6	2	3	4	5	4	N/A	3	4	4	3	2	6	7	6	7	5	5	4	5	6	6	4	4.47
SAGO PALM - Pahokee Youth Development Center	Palm Beach	4	3	4	2	0	2	N/A	2	7	8	3	4	6	5	5	5	5	6	6	4	6	4	4	4.26
Gulf and Lake Academy	Pasco	6	6	3	N/A	N/A	6	N/A	6	N/A	N/A	6	7	N/A	N/A	N/A	5	N/A	N/A	N/A	7	N/A	N/A	N/A	5.78
Harbor-Mandala Adolescent Treatment Center	Pasco	6	7	1	5	6	2	N/A	4	6	N/A	5	7	6	4	7	4	2	7	6	5	4	0	6	5.00
San Antonio Boys Village	Pasco	6	4	4	4	7	3	N/A	7	6	6	4	4	6	6	6	7	5	7	0	8	6	6	6	5.26

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean
Wilson Youth Academy	Pasco	6	6	6	N/A	N/A	4	N/A	6	N/A	N/A	6	7	N/A	N/A	N/A	7	N/A	N/A	N/A	7	N/A	N/A	N/A	6.11
Britt Halfway House	Pinellas	6	4	6	6	5	4	N/A	6	5	4	6	6	6	4	5	7	7	6	4	6	6	6	4	5.42
Camp E-How-Kee	Pinellas	6	7	6	N/A	N/A	8	N/A	7	N/A	N/A	7	7	N/A	N/A	N/A	4	N/A	N/A	N/A	7	N/A	N/A	N/A	6.56
Camp E-Kel-Etu	Pinellas	6	4	5	7	7	5	N/A	6	8	7	7	7	6	8	5	3	4	5	6	5	6	6	6	5.84
Camp E-Ma-Chamee	Pinellas	6	5	5	7	4	6	N/A	5	5	4	5	7	6	7	7	4	7	7	4	4	6	6	6	5.53
Camp E-Nini-Hassee	Pinellas	6	5	5	5	7	3	N/A	6	5	5	7	7	6	7	5	5	7	7	6	5	6	6	6	5.74
Camp E-Tu-Makee	Pinellas	6	6	7	7	7	7	N/A	4	6	4	4	5	6	7	7	3	7	4	6	4	6	6	4	5.63
Eckerd Intensive Halfway House	Pinellas	6	8	7	N/A	N/A	8	N/A	7	N/A	N/A	8	8	N/A	N/A	N/A	6	N/A	N/A	N/A	5	N/A	N/A	N/A	7.00
Eckerd Youth Academy	Pinellas	6	7	7	7	5	5	N/A	7	7	6	7	7	6	7	7	5	5	7	6	7	6	6	6	6.37
Eckerd Youth Challenge Program	Pinellas	6	7	7	N/A	N/A	7	N/A	7	N/A	N/A	7	8	N/A	N/A	N/A	7	N/A	N/A	N/A	7	N/A	N/A	N/A	7.00
Florida Youth Academy - Level 6	Pinellas	6	4	7	7	8	4	N/A	7	7	7	7	7	6	7	7	7	8	6	6	8	6	6	4	6.63
Florida Youth Academy - Level 8	Pinellas	6	4	7	7	8	6	N/A	7	7	7	6	6	6	7	7	7	8	6	6	8	6	6	4	6.63
Florida Youth Academy Low Risk	Pinellas	6	4	7	7	8	4	N/A	7	7	7	7	7	6	7	7	7	8	6	6	8	6	6	4	6.63
LEAF Recovery	Pinellas	4	4	2	5	7	2	N/A	5	7	8	7	8	6	7	7	6	7	5	6	5	6	6	4	5.68
Pinellas County Boot Camp	Pinellas	6	4	7	8	8	4	N/A	7	7	8	8	8	6	8	8	7	7	7	6	7	6	6	4	6.89
Avon Park Youth Academy	Polk	6	5	6	5	7	8	N/A	5	7	8	5	7	6	8	7	4	7	7	6	7	6	6	6	6.37
Live Oak Academy	Polk	6	6	8	7	7	7	N/A	7	6	6	7	7	6	6	6	7	6	7	6	5	6	6	6	6.47
Polk County Boot Camp	Polk	6	8	7	N/A	N/A	7	N/A	7	N/A	N/A	7	8	N/A	N/A	N/A	7	N/A	N/A	N/A	8	N/A	N/A	N/A	7.22
Hastings Youth Academy	St. Johns	6	4	2	3	6	4	N/A	5	5	5	4	4	4	7	5	7	7	4	6	6	4	4	6	4.95
Sarasota YMCA Character House	Sarasota	6	4	2	4	5	4	N/A	3	2	2	4	7	6	7	5	2	3	6	0	5	4	6	0	4.05
First Step Four (EXCEL Anex)	Seminole	6	6	4	7	7	4	N/A	6	5	5	5	8	6	7	5	3	5	5	4	5	4	6	4	5.42
GOALS	Seminole	6	4	2	5	7	3	N/A	3	7	5	4	3	4	7	5	4	8	4	6	5	6	6	4	4.84
(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	6	6	5	4	5	6	N/A	5	6	6	5	5	6	7	6	6	6	4	6	7	4	4	6	5.63
Stewart Marchman Pines Halfway House	Volusia	6	4	7	N/A	N/A	3	N/A	7	N/A	N/A	7	7	N/A	N/A	N/A	7	N/A	N/A	N/A	7	N/A	N/A	N/A	6.11
Three Springs of Daytona	Volusia	6	7	7	N/A	N/A	7	N/A	7	N/A	N/A	7	7	N/A	N/A	N/A	7	N/A	N/A	N/A	7	N/A	N/A	N/A	6.89
Walton Learning Center IHH	Walton	6	5	4	N/A	N/A	5	N/A	5	N/A	N/A	4	6	N/A	N/A	N/A	5	N/A	N/A	N/A	5	N/A	N/A	N/A	5.00
Walton Learning Center SHOP	Walton	6	5	4	N/A	N/A	5	N/A	5	N/A	N/A	4	6	N/A	N/A	N/A	5	N/A	N/A	N/A	5	N/A	N/A	N/A	5.00
Dozier Training School for Boys	Washington	6	8	8	N/A	N/A	8	N/A	8	N/A	N/A	8	8	N/A	N/A	N/A	8	N/A	N/A	N/A	8	N/A	N/A	N/A	7.78
Eckerd Youth Development Center (Okc. Boys School)	Washington	6	7	4	N/A	N/A	4	N/A	5	N/A	N/A	4	7	N/A	N/A	N/A	6	N/A	N/A	N/A	5	N/A	N/A	N/A	5.33
Jackson Juvenile Offender Correction Center	Washington	6	8	8	N/A	N/A	8	N/A	8	N/A	N/A	7	8	N/A	N/A	N/A	7	N/A	N/A	N/A	8	N/A	N/A	N/A	7.56
Vernon Place	Washington	6	8	8	N/A	N/A	7	N/A	8	N/A	N/A	7	4	N/A	N/A	N/A	8	N/A	N/A	N/A	8	N/A	N/A	N/A	7.11

Program Name	School District	E1.01	E1.02	E1.03	E1.04	E1.05	E1.06	E1.07	E2.01	E2.02	E2.03	E2.04	E2.05	E2.06	E2.07	E3.01	E3.02	E3.03	E3.04	E3.05	E3.06	E4.01	E4.02	E4.03	Mean
	Mean Scores	5.8	5.2	5.1	5.2	5.8	5.0	N/A	5.6	5.6	5.3	5.5	6.0	5.8	6.1	5.9	5.5	5.6	5.7	5.3	5.6	5.1	5.4	4.0	

*N/A means that the program did not receive scores in that indicator due to its deemed status, or the Program Type.

Table D-2: 2003 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Programs by Security Level

Level	Program Name	School District	Standard				Mean
			1	2	3	**4	
Detention	Alachua Regional Juvenile Detention Center	Alachua	6.25	7.33	8.00	N/A	7.00
	Bay Regional Juvenile Detention Center	Bay	7.00	7.33	8.00	N/A	7.33
	Brevard Regional Detention Center	Brevard	6.00	6.25	6.50	6.00	6.24
	Broward Regional Juvenile Detention Center	Broward	4.71	5.00	6.33	6.00	5.35
	Collier County Detention Center	Collier	6.00	6.75	7.17	5.33	6.59
	Dade Regional Juvenile Detention Center	Dade	3.86	4.00	4.83	1.33	4.24
	Duval Regional Juvenile Detention Center	Duval	6.71	6.25	5.67	5.33	6.24
	Escambia Regional Juvenile Detention Center	Escambia	6.57	7.00	7.17	6.00	6.88
	Hillsborough Regional Detention Center - East	Hillsborough	4.75	6.67	6.50	N/A	5.78
	Hillsborough Regional Detention Center - West	Hillsborough	5.29	6.00	6.33	6.00	5.82
	Southwest Florida Detention Center	Lee	6.00	5.00	5.83	6.00	5.71
	Leon Regional Juvenile Detention Center	Leon	6.57	6.75	6.83	6.00	6.71
	Manatee Regional Juvenile Detention Center	Manatee	5.00	6.75	5.67	6.00	5.65
	Marion Regional Juvenile Detention Center	Marion	5.50	4.67	6.00	N/A	5.33
	Okaloosa Regional Juvenile Detention Center	Okaloosa	6.29	6.75	6.50	6.00	6.47
	Orange Regional Juvenile Detention Center	Orange	7.00	7.00	7.33	6.00	7.12
	Osceola Regional Juvenile Detention Center	Osceola	6.14	6.25	6.83	6.00	6.41
	Palm Beach Regional Juvenile Detention Center	Palm Beach	5.29	4.75	5.83	5.33	5.35
	Pasco Regional Juvenile Detention Center	Pasco	6.57	7.00	7.17	6.00	6.88
	Pinellas Regional Juvenile Detention Center	Pinellas	5.71	6.25	6.67	6.00	6.18
Polk Regional Juvenile Detention Center	Polk	4.71	4.50	5.67	6.00	5.00	
St. Johns Regional Juvenile Detention Center	St. Johns	5.50	6.67	7.00	N/A	6.22	
St. Lucie Regional Juvenile Detention Center	St. Lucie	6.14	4.25	5.33	6.00	5.41	
Seminole Regional Juvenile Detention Center	Seminole	5.43	5.00	7.17	6.00	5.94	
Volusia Regional Juvenile Detention Center	Volusia	7.00	6.75	7.17	6.00	7.00	
Mean Scores			5.84	6.04	6.54	5.67	6.11
Prevention	PACE Alachua	Alachua	4.25	5.00	4.00	N/A	4.44
	PACE Broward	Broward	7.25	7.67	6.50	N/A	7.22
	PACE Immokalee	Collier	6.00	7.00	6.83	4.00	6.63
	PACE Dade	Dade	5.75	6.33	4.50	N/A	5.67
	PACE Duval	Duval	4.50	7.00	4.00	N/A	5.22
	PACE Pensacola	Escambia	4.25	4.67	5.00	N/A	4.56
	PACE Hillsborough	Hillsborough	4.75	5.33	3.50	N/A	4.67
	PACE Leon	Leon	5.25	6.67	5.00	N/A	5.67
	PACE Manatee	Manatee	4.50	6.67	7.00	N/A	5.78
	PACE Marion	Marion	5.33	6.29	4.83	5.33	5.53
	PACE Lower Keys	Monroe	5.50	6.57	5.67	5.33	5.95
	PACE Upper Keys	Monroe	5.25	6.67	4.00	N/A	5.44
	PACE Orange	Orange	5.00	6.67	6.00	N/A	5.78
	PACE Palm Beach	Palm Beach	6.75	6.67	5.50	N/A	6.44
	PACE Pasco	Pasco	7.00	6.57	6.17	6.00	6.58

2003 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program

Level	Program Name	School District	Standard				Mean
			1	2	3	**4	
	PACE Pinellas	Pinellas	5.17	4.57	5.50	5.33	5.05
	PACE Polk Lakeland	Polk	6.75	7.00	4.50	N/A	6.33
	PACE Treasure Coast	St. Lucie	4.67	5.86	5.00	2.67	5.21
	PACE Volusia-Flagler	Volusia	4.25	4.33	5.50	N/A	4.56
		Mean Scores	5.38	6.19	5.21	4.78	5.62
Intensive Probation	Rainwater Center for Girls	Brevard	6.50	6.00	6.00	N/A	6.22
	Orlando Marine Institute	Orange	4.17	4.29	3.50	3.33	4.00
	Eckerd Leadership Program	Pinellas	6.17	5.57	5.67	6.00	5.79
		Mean Scores	5.61	5.29	5.06	4.67	5.34
Conditional Release	Jacksonville Youth Center	Duval	4.67	6.57	5.83	5.33	5.74
	Forestry Youth Academy	Levy	4.33	5.43	5.00	3.33	4.95
	Boley Young Adult Program	Pinellas	4.67	5.86	5.67	6.00	5.42
	Stewart Marchman Transitions Day Treatment	Volusia	5.67	6.86	6.83	5.33	6.47
		Mean Scores	4.83	6.18	5.83	5.00	5.64
Mixed Intensive Probation and Conditional Release	Alachua Regional Marine Institute	Alachua	4.33	6.29	5.00	4.00	5.26
	Panama City Marine Institute	Bay	5.75	2.67	5.50	N/A	4.67
	Florida Ocean Science Institute	Broward	5.50	5.43	4.67	4.67	5.21
	Dade Marine Institute - North	Dade	5.25	5.67	4.50	N/A	5.22
	Dade Marine Institute - South	Dade	5.00	6.00	6.00	N/A	5.56
	Jacksonville Marine Institute - East	Duval	5.00	6.00	6.00	6.00	5.68
	Escambia Bay Marine Institute	Escambia	5.50	5.43	4.33	4.00	5.11
	Tampa Marine Institute	Hillsborough	3.25	2.00	4.00	N/A	3.00
	Southwest Florida Marine Institute	Lee	4.83	4.57	5.67	6.00	5.00
	Tallahassee Marine Institute	Leon	4.75	4.00	1.50	N/A	3.78
	Gulf Coast Marine Institute - North	Manatee	6.33	5.57	6.17	6.00	6.00
	Silver River Marine Institute	Marion	5.67	5.43	5.17	6.00	5.42
	Emerald Coast Marine Institute	Okaloosa	4.25	4.33	4.00	N/A	4.22
	Palm Beach Marine Institute	Palm Beach	5.50	6.20	4.67	6.00	5.41
	New Port Richey Marine Institute	Pasco	6.67	6.57	5.67	6.00	6.32
	Pinellas Marine Institute	Pinellas	5.00	6.00	4.83	4.00	5.32
	Central Florida Marine Institute	Polk	5.00	3.57	4.83	6.00	4.42
	Gulf Coast Marine Institute - South	Sarasota	5.67	5.71	6.00	5.33	5.79
		Mean Scores	5.18	5.08	4.92	5.33	5.08
Low Risk	Alligator Creek STOP Camp	Bradford	6.17	6.33	6.33	6.00	6.28
	Brevard Group Treatment Home	Brevard	5.00	6.17	6.17	6.00	5.78
	LEAF Group Treatment Home	Broward	4.25	7.33	6.00	N/A	5.67
	Escambia River Outward Bound	Escambia	6.33	4.00	4.33	6.00	4.84
	Manatee Wilderness Outward Bound	Manatee	5.00	5.17	3.83	4.00	4.67
	Jonathan Dickinson STOP Camp	Martin	6.25	7.00	6.00	N/A	6.44
	STEP North (Nassau)	Nassau	6.40	7.00	6.17	6.00	6.47
	Eckerd Youth Academy	Pinellas	6.17	6.71	6.17	6.00	6.37
	Florida Youth Academy Low Risk	Pinellas	6.00	6.86	7.00	5.33	6.63
			Mean Scores	5.73	6.29	5.78	5.62

Level	Program Name	School District	Standard	Level	Program Name	School District	Standard
Mixed Low & Moderate Risk	South Pines Academy	Broward	5.83	6.14	6.00	5.33	6.00
	Vision Quest Okeechobee	Okeechobee	3.33	4.71	2.67	1.33	3.63
Mean Scores			4.58	5.43	4.33	3.33	4.82
Moderate Risk	Alachua Halfway House	Alachua	5.17	6.14	6.83	4.67	6.05
	Bay Boot Camp	Bay	5.25	6.00	7.50	N/A	6.00
	Bay HOPE	Bay	6.17	6.71	6.17	5.33	6.37
	Space Coast Marine Institute	Brevard	6.67	5.86	6.00	6.00	6.16
	Crossroads Wilderness Institute	Charlotte	6.33	6.71	5.83	6.00	6.32
	Kelly Hall Halfway House	Charlotte	4.67	5.14	4.33	1.33	4.74
	Big Cypress Wilderness Institute	Collier	5.33	5.29	5.00	4.67	5.21
	Collier Drill Academy	Collier	6.83	6.71	6.17	5.33	6.58
	Bay Point Schools - Main (West/Kennedy)	Dade	5.67	7.14	6.67	3.33	6.53
	Bay Point Schools - North	Dade	3.83	6.57	6.33	3.33	5.63
	Florida City Youth Center	Dade	3.17	5.71	6.50	3.33	5.16
	Southern Glades Youth Academy	Dade	6.00	5.57	6.67	4.00	6.05
	WINGS (Women in Need of Greater Strength)	Dade	6.50	6.33	6.00	N/A	6.33
	Kingsley Center - 6 & 8 Combined	DeSoto	6.33	6.43	6.50	6.00	6.42
	Peace River Outward Bound	DeSoto	4.33	4.83	4.33	2.67	4.50
	Duval Halfway House	Duval	5.67	5.57	5.50	6.00	5.58
	Duval START Center	Duval	4.33	4.14	4.50	5.33	4.32
	Impact Halfway House	Duval	2.50	2.00	3.67	2.67	2.68
	Pensacola Boys Base	Escambia	6.75	7.67	7.50	N/A	7.22
	Florida Environmental Institute	Glades	4.33	4.29	4.33	2.67	4.32
	Panther Success Center	Hamilton	3.67	6.43	4.50	4.00	4.95
	Bowling Green Youth Academy	Hardee	5.33	5.86	5.00	5.33	5.42
	Hendry Halfway House	Hendry	3.17	3.86	3.67	1.33	3.58
	Hendry Youth Development Academy	Hendry	3.17	3.86	3.67	1.33	3.58
	Leslie Peters Halfway House	Hillsborough	6.00	6.29	6.33	6.00	6.22
	Riverside Academy	Hillsborough	5.25	5.67	6.00	N/A	5.56
	Youth Environmental Services	Hillsborough	7.17	6.86	6.83	6.00	6.95
	West Florida Wilderness Institute	Holmes	6.75	6.33	5.00	N/A	6.22
	Price Halfway House	Lee	3.67	4.43	4.83	4.67	4.32
	Sawmill Academy for Girls	Leon	4.83	5.57	5.50	6.00	5.32
	Seminole Work and Learn	Leon	4.83	5.29	5.50	5.33	5.21
	Bristol Youth Academy	Liberty	5.00	5.14	4.50	6.00	4.89
	Liberty Wilderness Crossroads Camp	Liberty	5.00	6.29	4.67	6.00	5.37
Greenville Hills Academy	Madison	4.00	7.00	5.50	N/A	5.33	
JoAnn Bridges Academy	Madison	2.83	3.00	3.33	.00	3.05	
Residential Alternatives for the Mentally Challenged RAMC	Madison	4.33	6.14	5.50	4.00	5.37	
Manatee Boot Camp	Manatee	5.33	6.43	4.50	2.00	5.47	
Martin County Boot Camp/JOTC	Martin	4.50	6.00	4.50	N/A	5.00	
Nassau Halfway House	Nassau	5.83	6.43	6.83	6.00	6.37	
Adolescent Substance Abuse Program	Okaloosa	7.17	6.43	6.83	6.00	6.79	

Level	Program Name	School District	Standard	Level	Program Name	School District	Standard
	Gulf Coast Youth Academy	Okaloosa	7.33	7.71	7.33	6.00	7.47
	Milton Girls Juvenile Residential Facility	Okaloosa	5.83	5.43	5.17	6.00	5.47
	Okaloosa Youth Academy	Okaloosa	7.25	7.67	7.50	N/A	7.44
	Okeechobee Redirection Camp	Okeechobee	4.00	4.43	4.00	5.33	4.16
	Adolescent Therapeutic Center Dual Diagnosis	Orange	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Boys	Orange	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Girls	Orange	5.33	5.57	6.33	6.00	5.74
	First Step II Halfway House	Orange	6.75	6.33	6.50	N/A	6.56
	Orange Halfway House	Orange	6.83	6.43	6.83	6.00	6.68
	Gulf and Lake Academy	Pasco	5.25	6.33	6.00	N/A	5.78
	Harbor-Mandala Adolescent Treatment Center	Pasco	4.50	5.33	5.17	3.33	5.00
	San Antonio Boys Village	Pasco	4.67	5.57	5.50	6.00	5.26
	Wilson Youth Academy	Pasco	5.50	6.33	7.00	N/A	6.11
	Britt Halfway House	Pinellas	5.17	5.29	5.83	5.33	5.42
	Camp E-How-Kee	Pinellas	6.75	7.00	5.50	N/A	6.56
	Camp E-Kel-Etu	Pinellas	5.67	7.00	4.67	6.00	5.84
	Camp E-Ma-Chamee	Pinellas	5.50	5.57	5.50	6.00	5.53
	Camp E-Nini-Hassee	Pinellas	5.17	6.14	5.83	6.00	5.74
	Camp E-Tu-Makee	Pinellas	6.67	5.14	5.17	5.33	5.63
	Eckerd Intensive Halfway House	Pinellas	7.25	7.67	5.50	N/A	7.00
	Eckerd Youth Challenge Program	Pinellas	6.75	7.33	7.00	N/A	7.00
	Florida Youth Academy - Level 6	Pinellas	6.00	6.86	7.00	5.33	6.63
	LEAF Recovery	Pinellas	4.00	6.86	6.00	5.33	5.68
	Pinellas County Boot Camp	Pinellas	6.17	7.43	7.00	5.33	6.89
	Avon Park Youth Academy	Polk	6.17	6.57	6.33	6.00	6.37
	Live Oak Academy	Polk	6.83	6.43	6.17	6.00	6.47
	Polk County Boot Camp	Polk	7.00	7.33	7.50	N/A	7.22
	Sarasota YMCA Character House	Sarasota	4.17	4.43	3.50	3.33	4.05
	(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	5.33	5.71	5.83	4.67	5.63
	First Step Four (EXCEL Annex)	Seminole	5.67	6.00	4.50	4.67	5.42
	GOALS	Seminole	4.50	4.71	5.33	5.33	4.84
	Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	5.67	6.00	6.67	5.33	6.11
	Stewart Marchman Pines Halfway House	Volusia	5.00	7.00	7.00	N/A	6.11
		Mean Scores	5.38	5.93	5.71	4.80	5.68
Mixed	Desoto Correctional Facility	DeSoto	5.50	4.29	6.00	6.00	5.21
Mod & Hi Risk	MATS Halfway House and Sex Offender Program	Manatee	5.50	6.71	6.67	6.00	6.32
	Okaloosa Youth Development Center	Okaloosa	6.50	6.57	6.83	6.00	6.63
	Adolescent Residential Campus (Combined)	Osceola	5.17	6.43	6.50	6.00	6.05
	Hastings Youth Academy	St. Johns	4.17	4.86	5.83	4.67	4.95
		Mean Scores	5.37	5.77	6.37	5.73	5.83

Level	Program Name	School District	Standard	Level	Program Name	School District	Standard
High Risk	Broward Intensive Halfway House	Broward	6.83	6.86	6.50	6.00	6.74
	Elaine Gordon Sexual Offender Program	Broward	4.67	5.43	4.83	4.67	5.00
	Everglades Youth Development Center	Dade	3.17	4.00	5.50	4.00	4.21
	Desoto Dual Diagnosis Correctional Facility	DeSoto	5.83	4.57	5.50	6.00	5.26
	Tiger Success Center	Duval	4.50	4.86	5.33	5.33	4.89
	Hillsborough Academy	Hillsborough	6.67	6.86	6.67	6.00	6.74
	Monticello New Life Center	Jefferson	4.83	5.57	5.33	5.33	5.26
	Manatee Youth Academy	Manatee	5.00	4.71	4.50	2.00	4.74
	Marion Juvenile Correctional Facility	Marion	4.83	5.14	6.33	6.00	5.42
	Marion Youth Development Center	Marion	4.67	4.57	4.50	1.33	4.58
	Kissimmee Juvenile Correctional Facility	Osceola	5.50	4.29	4.17	5.33	4.63
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	2.50	5.00	5.17	4.67	4.26
	Florida Youth Academy - Level 8	Pinellas	6.33	6.57	7.00	5.33	6.63
	Three Springs of Daytona	Volusia	6.75	7.00	7.00	N/A	6.89
	Walton Learning Center IHH	Walton	5.00	5.00	5.00	N/A	5.00
	Walton Learning Center SHOP	Walton	5.00	5.00	5.00	N/A	5.00
	Dozier Training School for Boys	Washington	7.50	8.00	8.00	N/A	7.78
Eckerd Youth Development Center (Okc. Boys School)	Washington	5.25	5.33	5.50	N/A	5.33	
Jackson Juvenile Offender Correction Center	Washington	7.50	7.67	7.50	N/A	7.56	
Mean Scores			5.48	5.64	5.87	4.77	5.65
Maximum Risk	Manatee Omega	Manatee	4.83	4.29	4.17	2.00	4.42
	Florida Institute for Girls	Palm Beach	4.00	4.14	5.33	5.33	4.47
Mean Scores			4.42	4.21	4.75	3.67	4.45
All Programs Combined			5.43	5.84	5.70	5.02	5.65

**Deemed programs do not receive a score on any standard 4 indicators.

Table D-3: 2003 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Programs by Supervising School District

School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
Alachua	Alachua Regional Juvenile Detention Center	Detention Secure	6.25	7.33	8.00	N/A	7.00
	PACE Alachua	Prevention	4.25	5.00	4.00	N/A	4.44
	Alachua Regional Marine Institute (GOMI)	Mixed - IP & CR***	4.33	6.29	5.00	4.00	5.26
	Alachua Halfway House	Moderate Risk	5.17	6.14	6.83	4.67	6.05
Mean Scores			5.00	6.19	5.96	4.33	5.69
Bay	Bay Regional Juvenile Detention Center	Detention Secure	7.00	7.33	8.00	N/A	7.33
	Panama City Marine Institute	Mixed - IP & CR***	5.75	2.67	5.50	N/A	4.67
	Bay Boot Camp	Moderate Risk	5.25	6.00	7.50	N/A	6.00
	Bay HOPE	Moderate Risk	6.17	6.71	6.17	5.33	6.37
Mean Scores			6.04	5.68	6.79	5.33	6.09
Bradford	Alligator Creek STOP Camp	Low Risk	6.17	6.33	6.33	6.00	6.28
	Mean Scores			6.17	6.33	6.33	6.00
Brevard	Brevard Regional Detention Center	Detention Secure	6.00	6.25	6.50	6.00	6.24
	Rainwater Center for Girls	Intensive Probation	6.50	6.00	6.00	N/A	6.22
	Brevard Group Treatment Home	Low Risk	5.00	6.17	6.17	6.00	5.78
	Space Coast Marine Institute	Moderate Risk	6.67	5.86	6.00	6.00	6.16
Mean Scores			6.04	6.07	6.17	6.00	6.10
Broward	Broward Regional Juvenile Detention Center	Detention Secure	4.71	5.00	6.33	6.00	5.35
	PACE Broward	Prevention	7.25	7.67	6.50	N/A	7.22
	Florida Ocean Science Institute	Mixed - IP & CR***	5.50	5.43	4.67	4.67	5.21
	LEAF Group Treatment Home	Low Risk	4.25	7.33	6.00	N/A	5.67
	South Pines Academy	Mixed - Mod & Low	5.83	6.14	6.00	5.33	6.00
	Broward Intensive Halfway House	High Risk	6.83	6.86	6.50	6.00	6.74
	Elaine Gordon Sexual Offender Program	High Risk	4.67	5.43	4.83	4.67	5.00
Mean Scores			5.58	6.27	5.83	5.33	5.88
Charlotte	Crossroads Wilderness Institute	Moderate Risk	6.33	6.71	5.83	6.00	6.32
	Kelly Hall Halfway House	Moderate Risk	4.67	5.14	4.33	1.33	4.74
Mean Scores			5.50	5.93	5.08	3.67	5.53
Collier	Collier County Detention Center	Detention Secure	6.00	6.75	7.17	5.33	6.59
	PACE Immokalee	Prevention	6.00	7.00	6.83	4.00	6.63
	Big Cypress Wilderness Institute	Moderate Risk	5.33	5.29	5.00	4.67	5.21
	Collier Drill Academy	Moderate Risk	6.83	6.71	6.17	5.33	6.58
Mean Scores			6.04	6.44	6.29	4.83	6.25
DeSoto	Kingsley Center - 6 & 8 Combined	Moderate Risk	6.33	6.43	6.50	6.00	6.42
	Peace River Outward Bound	Moderate Risk	4.33	4.83	4.33	2.67	4.50
	Desoto Dual Diagnosis Correctional Facility	High Risk	5.83	4.57	5.50	6.00	5.26
	Desoto Correctional Facility	Mixed - Mod & High	5.50	4.29	6.00	6.00	5.21
Mean Scores			5.50	5.03	5.58	5.17	5.35
Duval	Duval Regional Juvenile Detention Center	Detention Secure	6.71	6.25	5.67	5.33	6.24
	PACE Duval	Prevention	4.50	7.00	4.00	N/A	5.22
	Jacksonville Youth Center	Conditional Release	4.67	6.57	5.83	5.33	5.74
	Jacksonville Marine Institute - East	Mixed - IP & CR***	5.00	6.00	6.00	6.00	5.68

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School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
	Duval Halfway House	Moderate Risk	5.67	5.57	5.50	6.00	5.58
	Duval START Center	Moderate Risk	4.33	4.14	4.50	5.33	4.32
	Impact Halfway House	Moderate Risk	2.50	2.00	3.67	2.67	2.68
	Tiger Success Center	High Risk	4.50	4.86	5.33	5.33	4.89
	Mean Scores		4.74	5.30	5.06	5.14	5.04
Escambia	Escambia Regional Juvenile Detention Center	Detention Secure	6.57	7.00	7.17	6.00	6.88
	PACE Pensacola	Prevention	4.25	4.67	5.00	N/A	4.56
	Escambia Bay Marine Institute	Mixed - IP & CR***	5.50	5.43	4.33	4.00	5.11
	Escambia River Outward Bound	Low Risk	6.33	4.00	4.33	6.00	4.84
	Pensacola Boys Base	Moderate Risk	6.75	7.67	7.50	N/A	7.22
	Mean Scores		5.88	5.75	5.67	5.33	5.72
Glades	Florida Environmental Institute	Moderate Risk	4.33	4.29	4.33	2.67	4.32
	Mean Scores		4.33	4.29	4.33	2.67	4.32
Hamilton	Panther Success Center	Moderate Risk	3.67	6.43	4.50	4.00	4.95
	Mean Scores		3.67	6.43	4.50	4.00	4.95
Hardee	Bowling Green Youth Academy	Moderate Risk	5.33	5.86	5.00	5.33	5.42
	Mean Scores		5.33	5.86	5.00	5.33	5.42
Hendry	Hendry Halfway House	Moderate Risk	3.17	3.86	3.67	1.33	3.58
	Hendry Youth Development Academy	Moderate Risk	3.17	3.86	3.67	1.33	3.58
	Mean Scores		3.17	3.86	3.67	1.33	3.58
Hillsborough	Hillsborough Regional Detention Center - East	Detention Secure	4.75	6.67	6.50	N/A	5.78
	Hillsborough Regional Detention Center - West	Detention Secure	5.29	6.00	6.33	6.00	5.82
	PACE Hillsborough	Prevention	4.75	5.33	3.50	N/A	4.67
	Tampa Marine Institute	Mixed - IP & CR***	3.25	2.00	4.00	N/A	3.00
	Leslie Peters Halfway House	Moderate Risk	6.00	6.29	6.33	6.00	6.22
	Riverside Academy	Moderate Risk	5.25	5.67	6.00	N/A	5.56
	Youth Environmental Services	Moderate Risk	7.17	6.86	6.83	6.00	6.95
	Hillsborough Academy	High Risk	6.67	6.86	6.67	6.00	6.74
	Mean Scores		5.39	5.71	5.77	6.00	5.59
Holmes	West Florida Wilderness Institute	Moderate Risk	6.75	6.33	5.00	N/A	6.22
	Mean Scores		6.75	6.33	5.00	N/A	6.22
Jefferson	Monticello New Life Center	High Risk	4.83	5.57	5.33	5.33	5.26
	Mean Scores		4.83	5.57	5.33	5.33	5.26
Lee	Southwest Florida Detention Center	Detention Secure	6.00	5.00	5.83	6.00	5.71
	Southwest Florida Marine Institute	Mixed - IP & CR***	4.83	4.57	5.67	6.00	5.00
	Price Halfway House	Moderate Risk	3.67	4.43	4.83	4.67	4.32
	Mean Scores		4.83	4.67	5.44	5.56	5.01
Leon	Leon Regional Juvenile Detention Center	Detention Secure	6.57	6.75	6.83	6.00	6.71
	PACE Leon	Prevention	5.25	6.67	5.00	N/A	5.67
	Tallahassee Marine Institute	Mixed - IP & CR***	4.75	4.00	1.50	N/A	3.78
	Sawmill Academy for Girls	Moderate Risk	4.83	5.57	5.50	6.00	5.32
	Seminole Work and Learn	Moderate Risk	4.83	5.29	5.50	5.33	5.21
	Mean Scores		5.25	5.65	4.87	5.78	5.34
Levy	Forestry Youth Academy	Conditional Release	4.33	5.43	5.00	3.33	4.95
	Mean Scores		4.33	5.43	5.00	3.33	4.95

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School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
Liberty	Bristol Youth Academy	Moderate Risk	5.00	5.14	4.50	6.00	4.89
	Liberty Wilderness Crossroads Camp	Moderate Risk	5.00	6.29	4.67	6.00	5.37
	Mean Scores			5.00	5.71	4.58	6.00
Madison	Greenville Hills Academy	Moderate Risk	4.00	7.00	5.50	N/A	5.33
	JoAnn Bridges Academy	Moderate Risk	2.83	3.00	3.33	.00	3.05
	Residential Alternatives for the Mentally Challenged (RAMC)	Moderate Risk	4.33	6.14	5.50	4.00	5.37
Mean Scores			3.72	5.38	4.78	2.00	4.58
Manatee	Manatee Regional Juvenile Detention Center	Detention Secure	5.00	6.75	5.67	6.00	5.65
	PACE Manatee	Prevention	4.50	6.67	7.00	N/A	5.78
	Gulf Coast Marine Institute - North	Mixed - IP & CR***	6.33	5.57	6.17	6.00	6.00
	Manatee Wilderness Outward Bound	Low Risk	5.00	5.17	3.83	4.00	4.67
	Manatee Boot Camp	Moderate Risk	5.33	6.43	4.50	2.00	5.47
	Manatee Youth Academy	High Risk	5.00	4.71	4.50	2.00	4.74
	Manatee Omega	Maximum Risk	4.83	4.29	4.17	2.00	4.42
	MATS Halfway House and Sex Offender Program	Mixed - Mod & High	5.50	6.71	6.67	6.00	6.32
Mean Scores			5.19	5.79	5.31	4.00	5.38
Marion	Marion Regional Juvenile Detention Center	Detention Secure	5.50	4.67	6.00	N/A	5.33
	PACE Marion	Prevention	5.33	6.29	4.83	5.33	5.53
	Silver River Marine Institute	Mixed - IP & CR***	5.67	5.43	5.17	6.00	5.42
	Marion Juvenile Correctional Facility	High Risk	4.83	5.14	6.33	6.00	5.42
	Marion Youth Development Center	High Risk	4.67	4.57	4.50	1.33	4.58
Mean Scores			5.20	5.22	5.37	4.67	5.26
Martin	Jonathan Dickinson STOP Camp	Low Risk	6.25	7.00	6.00	N/A	6.44
	Martin County Boot Camp/JOTC	Moderate Risk	4.50	6.00	4.50	N/A	5.00
Mean Scores			5.38	6.50	5.25	N/A	5.72
Miami-Dade	Dade Regional Juvenile Detention Center	Detention Secure	3.86	4.00	4.83	1.33	4.24
	PACE Dade	Prevention	5.75	6.33	4.50	N/A	5.67
	Dade Marine Institute - North	Mixed - IP & CR***	5.25	5.67	4.50	N/A	5.22
	Dade Marine Institute - South	Mixed - IP & CR***	5.00	6.00	6.00	N/A	5.56
	Bay Point Schools - Main (West/Kennedy)	Moderate Risk	5.67	7.14	6.67	3.33	6.53
	Bay Point Schools - North	Moderate Risk	3.83	6.57	6.33	3.33	5.63
	Florida City Youth Center	Moderate Risk	3.17	5.71	6.50	3.33	5.16
	Southern Glades Youth Academy	Moderate Risk	6.00	5.57	6.67	4.00	6.05
	WINGS (Women in Need of Greater Strength)	Moderate Risk	6.50	6.33	6.00	N/A	6.33
Everglades Youth Development Center	High Risk	3.17	4.00	5.50	4.00	4.21	
Mean Scores			4.82	5.73	5.75	3.22	5.46
Monroe	PACE Lower Keys	Prevention	5.50	6.57	5.67	5.33	5.95
	PACE Upper Keys	Prevention	5.25	6.67	4.00	N/A	5.44
Mean Scores			5.38	6.62	4.83	5.33	5.70
Nassau	STEP North (Nassau)	Low Risk	6.40	7.00	6.17	6.00	6.47
	Nassau Halfway House	Moderate Risk	5.83	6.43	6.83	6.00	6.37
Mean Scores			6.12	6.71	6.50	6.00	6.42
Okaloosa	Okaloosa Regional Juvenile Detention Center	Detention Secure	6.29	6.75	6.50	6.00	6.47
	Emerald Coast Marine Institute	Mixed - IP & CR***	4.25	4.33	4.00	N/A	4.22
	Adolescent Substance Abuse Program	Moderate Risk	7.17	6.43	6.83	6.00	6.79

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School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
	Gulf Coast Youth Academy	Moderate Risk	7.33	7.71	7.33	6.00	7.47
	Milton Girls Juvenile Residential Facility	Moderate Risk	5.83	5.43	5.17	6.00	5.47
	Okaloosa Youth Academy	Moderate Risk	7.25	7.67	7.50	N/A	7.44
	Okaloosa Youth Development Center	Mixed - Mod & High	6.50	6.57	6.83	6.00	6.63
		Mean Scores	6.37	6.41	6.31	6.00	6.36
Okeechobee	Okeechobee Redirection Camp	Moderate Risk	4.00	4.43	4.00	5.33	4.16
	Vision Quest Okeechobee	Mixed - Mod & Low	3.33	4.71	2.67	1.33	3.63
		Mean Scores	3.67	4.57	3.33	3.33	3.89
Orange	Orange Regional Juvenile Detention Center	Detention Secure	7.00	7.00	7.33	6.00	7.12
	PACE Orange	Prevention	5.00	6.67	6.00	N/A	5.78
	Orlando Marine Institute	Intensive Probation	4.17	4.29	3.50	3.33	4.00
	Adolescent Therapeutic Center Dual Diagnosis	Moderate Risk	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Boys	Moderate Risk	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Girls	Moderate Risk	5.33	5.57	6.33	6.00	5.74
	First Step II Halfway House	Moderate Risk	6.75	6.33	6.50	N/A	6.56
	Orange Halfway House	Moderate Risk	6.83	6.43	6.83	6.00	6.68
		Mean Scores	5.72	5.93	6.15	5.56	5.92
Osceola	Osceola Regional Juvenile Detention Center	Detention Secure	6.14	6.25	6.83	6.00	6.41
	Kissimmee Juvenile Correctional Facility	High Risk	5.50	4.29	4.17	5.33	4.63
	Adolescent Residential Campus (Combined)	Mixed - Mod & High	5.17	6.43	6.50	6.00	6.05
		Mean Scores	5.60	5.65	5.83	5.78	5.70
Palm Beach	Palm Beach Regional Juvenile Detention Center	Detention Secure	5.29	4.75	5.83	5.33	5.35
	PACE Palm Beach	Prevention	6.75	6.67	5.50	N/A	6.44
	Palm Beach Marine Institute	Mixed - IP & CR***	5.50	6.20	4.67	6.00	5.41
	SAGO PALM - Pahokee Youth Development Center	High Risk	2.50	5.00	5.17	4.67	4.26
	Florida Institute for Girls	Maximum Risk	4.00	4.14	5.33	5.33	4.47
		Mean Scores	4.81	5.35	5.30	5.33	5.19
Pasco	Pasco Regional Juvenile Detention Center	Detention Secure	6.57	7.00	7.17	6.00	6.88
	PACE Pasco	Prevention	7.00	6.57	6.17	6.00	6.58
	New Port Richey Marine Institute	Mixed - IP & CR***	6.67	6.57	5.67	6.00	6.32
	Gulf and Lake Academy	Moderate Risk	5.25	6.33	6.00	N/A	5.78
	Harbor-Mandala Adolescent Treatment Center	Moderate Risk	4.50	5.33	5.17	3.33	5.00
	San Antonio Boys Village	Moderate Risk	4.67	5.57	5.50	6.00	5.26
	Wilson Youth Academy	Moderate Risk	5.50	6.33	7.00	N/A	6.11
		Mean Scores	5.74	6.24	6.10	5.47	5.99
Pinellas	Pinellas Regional Juvenile Detention Center	Detention Secure	5.71	6.25	6.67	6.00	6.18
	PACE Pinellas	Prevention	5.17	4.57	5.50	5.33	5.05
	Eckerd Leadership Program	Intensive Probation	6.17	5.57	5.67	6.00	5.79
	Boley Young Adult Program	Conditional Release	4.67	5.86	5.67	6.00	5.42
	Pinellas Marine Institute	Mixed - IP & CR***	5.00	6.00	4.83	4.00	5.32
	Eckerd Youth Academy	Low Risk	6.17	6.71	6.17	6.00	6.37
	Florida Youth Academy Low Risk	Low Risk	6.00	6.86	7.00	5.33	6.63
	Britt Halfway House	Moderate Risk	5.17	5.29	5.83	5.33	5.42
	Camp E-How-Kee	Moderate Risk	6.75	7.00	5.50	N/A	6.56
	Camp E-Kel-Etu	Moderate Risk	5.67	7.00	4.67	6.00	5.84

2003 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program

School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
	Camp E-Ma-Chamee	Moderate Risk	5.50	5.57	5.50	6.00	5.53
	Camp E-Nini-Hassee	Moderate Risk	5.17	6.14	5.83	6.00	5.74
	Camp E-Tu-Makee	Moderate Risk	6.67	5.14	5.17	5.33	5.63
	Eckerd Intensive Halfway House	Moderate Risk	7.25	7.67	5.50	N/A	7.00
	Eckerd Youth Challenge Program	Moderate Risk	6.75	7.33	7.00	N/A	7.00
	Florida Youth Academy - Level 6	Moderate Risk	6.00	6.86	7.00	5.33	6.63
	LEAF Recovery	Moderate Risk	4.00	6.86	6.00	5.33	5.68
	Pinellas County Boot Camp	Moderate Risk	6.17	7.43	7.00	5.33	6.89
	Florida Youth Academy - Level 8	High Risk	6.33	6.57	7.00	5.33	6.63
	Mean Scores		5.81	6.35	5.97	5.54	6.07
Polk	Polk Regional Juvenile Detention Center	Detention Secure	4.71	4.50	5.67	6.00	5.00
	PACE Polk Lakeland	Prevention	6.75	7.00	4.50	N/A	6.33
	Central Florida Marine Institute	Mixed - IP & CR***	5.00	3.57	4.83	6.00	4.42
	Avon Park Youth Academy	Moderate Risk	6.17	6.57	6.33	6.00	6.37
	Live Oak Academy	Moderate Risk	6.83	6.43	6.17	6.00	6.47
	Polk County Boot Camp	Moderate Risk	7.00	7.33	7.50	N/A	7.22
	Mean Scores		6.08	5.90	5.83	6.00	5.97
Sarasota	Gulf Coast Marine Institute - South	Mixed - IP & CR***	5.67	5.71	6.00	5.33	5.79
	Sarasota YMCA Character House	Moderate Risk	4.17	4.43	3.50	3.33	4.05
	Mean Scores		4.92	5.07	4.75	4.33	4.92
Seminole	Seminole Regional Juvenile Detention Center	Detention Secure	5.43	5.00	7.17	6.00	5.94
	(GUYS) Grove Residential Program (Excel Alternatives)	Moderate Risk	5.33	5.71	5.83	4.67	5.63
	First Step Four (EXCEL Anex)	Moderate Risk	5.67	6.00	4.50	4.67	5.42
	GOALS	Moderate Risk	4.50	4.71	5.33	5.33	4.84
	Mean Scores		5.23	5.36	5.71	5.17	5.46
St. Johns	St. Johns Regional Juvenile Detention Center	Detention Secure	5.50	6.67	7.00	N/A	6.22
	Hastings Youth Academy	Mixed - Mod & High	4.17	4.86	5.83	4.67	4.95
	Mean Scores		4.83	5.76	6.42	4.67	5.58
St. Lucie	St. Lucie Regional Juvenile Detention Center	Detention Secure	6.14	4.25	5.33	6.00	5.41
	PACE Treasure Coast	Prevention	4.67	5.86	5.00	2.67	5.21
	Mean Scores		5.40	5.05	5.17	4.33	5.31
Volusia	Volusia Regional Juvenile Detention Center	Detention Secure	7.00	6.75	7.17	6.00	7.00
	PACE Volusia-Flagler	Prevention	4.25	4.33	5.50	N/A	4.56
	Stewart Marchman Transitions Day Treatment	Conditional Release	5.67	6.86	6.83	5.33	6.47
	Stewart Marchman Oaks (Terrance and Lee Hall)	Moderate Risk	5.67	6.00	6.67	5.33	6.11
	Stewart Marchman Pines Halfway House	Moderate Risk	5.00	7.00	7.00	N/A	6.11
	Three Springs of Daytona	High Risk	6.75	7.00	7.00	N/A	6.89
	Mean Scores		5.72	6.32	6.69	5.56	6.19
Walton	Walton Learning Center IHH	High Risk	5.00	5.00	5.00	N/A	5.00
	Mean Scores		5.00	5.00	5.00	N/A	5.00
Washington	Dozier Training School for Boys	High Risk	7.50	8.00	8.00	N/A	7.78
	Eckerd Youth Development Center (Okc. Boys School)	High Risk	5.25	5.33	5.50	N/A	5.33
	Jackson Juvenile Offender Correction Center	High Risk	7.50	7.67	7.50	N/A	7.56
	Vernon Place	High Risk	7.25	6.33	8.00	N/A	7.11
	Mean Scores		6.88	6.83	7.25	N/A	6.94

2003 Annual Report to the Florida Department of Education: Juvenile Justice Educational Enhancement Program

School District	Program Name	*Level	Standard				Mean
			1	2	3	**4	
<i>All Programs Combined</i>		<i>Mean Scores</i>	5.43	5.84	5.70	5.02	5.65

**Deemed programs do not receive a score on any standard 4 indicators.

*** Mixed – Intensive Probation and Conditional Release

Table D-4: 2003 Mean QA Review Scores for each QA Standard and Overall Mean Scores for All Programs by Educational Provider

Educational Provider	Program Name	School District	*Level	Standard				Mean	
				1	2	3	**4		
Affiliated Computer Services (ACS)	First Step Four (EXCEL Annex)	Seminole	Moderate Risk	5.67	6.00	4.50	4.67	5.42	
	GOALS	Seminole	Moderate Risk	4.50	4.71	5.33	5.33	4.84	
Mean Scores				5.09	5.36	4.92	5.00	5.13	
Alachua School District	Alachua Regional Juvenile Detention Center	Alachua	Detention Secure	6.25	7.33	8.00	N/A	7.00	
	Alachua Halfway House	Alachua	Moderate Risk	5.17	6.14	6.83	4.67	6.05	
Mean Scores				5.71	6.74	7.42	4.67	6.53	
Associated Marine Institutes, Inc.	Alachua Regional Marine Institute	Alachua	Mixed - IP & CR***	4.33	6.29	5.00	4.00	5.26	
	Panama City Marine Institute	Bay	Mixed - IP & CR***	5.75	2.67	5.50	N/A	4.67	
	Space Coast Marine Institute	Brevard	Moderate Risk	6.67	5.86	6.00	6.00	6.16	
	Florida Ocean Science Institute	Broward	Mixed - IP & CR***	5.50	5.43	4.67	4.67	5.21	
	Crossroads Wilderness Institute	Charlotte	Moderate Risk	6.33	6.71	5.83	6.00	6.32	
	Big Cypress Wilderness Institute	Collier	Moderate Risk	5.33	5.29	5.00	4.67	5.21	
	Dade Marine Institute - North	Dade	Mixed - IP & CR***	5.25	5.67	4.50	N/A	5.22	
	Dade Marine Institute - South WINGS (Women in Need of Greater Strength)	Dade	Mixed - IP & CR***	5.00	6.00	6.00	N/A	5.56	
	Jacksonville Marine Institute - East	Duval	Mixed - IP & CR***	5.00	6.00	6.00	6.00	5.68	
	Escambia Bay Marine Institute	Escambia	Mixed - IP & CR***	5.50	5.43	4.33	4.00	5.11	
	Florida Environmental Institute	Glades	Moderate Risk	4.33	4.29	4.33	2.67	4.32	
	Tampa Marine Institute	Hillsborough	Mixed - IP & CR***	3.25	2.00	4.00	N/A	3.00	
	Youth Environmental Services	Hillsborough	Moderate Risk	7.17	6.86	6.83	6.00	6.95	
	West Florida Wilderness Institute	Holmes	Moderate Risk	6.75	6.33	5.00	N/A	6.22	
	Southwest Florida Marine Institute	Lee	Mixed - IP & CR***	4.83	4.57	5.67	6.00	5.00	
	Tallahassee Marine Institute	Leon	Mixed - IP & CR***	4.75	4.00	1.50	N/A	3.78	
	Gulf Coast Marine Institute - North	Manatee	Mixed - IP & CR***	6.33	5.57	6.17	6.00	6.00	
	Silver River Marine Institute	Marion	Mixed - IP & CR***	5.67	5.43	5.17	6.00	5.42	
	Emerald Coast Marine Institute	Okaloosa	Mixed - IP & CR***	4.25	4.33	4.00	N/A	4.22	
	Orlando Marine Institute	Orange	Intensive Probation	4.17	4.29	3.50	3.33	4.00	
	Palm Beach Marine Institute	Palm Beach	Mixed - IP & CR***	5.50	6.20	4.67	6.00	5.41	
	New Port Richey Marine Institute	Pasco	Mixed - IP & CR***	6.67	6.57	5.67	6.00	6.32	
	Pinellas Marine Institute	Pinellas	Mixed - IP & CR***	5.00	6.00	4.83	4.00	5.32	
	Central Florida Marine Institute	Polk	Mixed - IP & CR***	5.00	3.57	4.83	6.00	4.42	
	Gulf Coast Marine Institute - South	Sarasota	Mixed - IP & CR***	5.67	5.71	6.00	5.33	5.79	
	Mean Scores				5.40	5.28	5.04	5.15	5.27
	Bay Point Schools, Inc.	Bay Point Schools - North	Dade	Moderate Risk	3.83	6.57	6.33	3.33	5.63
	Mean Scores				3.83	6.57	6.33	3.33	5.63

Educational Provider	Program Name	School District	*Level	Standard				Mean
				1	2	3	**4	
Bay School District	Bay Regional Juvenile Detention Center	Bay	Detention Secure	7.00	7.33	8.00	N/A	7.33
	Bay Boot Camp	Bay	Moderate Risk	5.25	6.00	7.50	N/A	6.00
	Mean Scores				6.13	6.67	7.75	N/A
Bradford School District	Alligator Creek STOP Camp	Bradford	Low Risk	6.17	6.33	6.33	6.00	6.28
	Mean Scores				6.17	6.33	6.33	6.00
Brevard School District	Brevard Regional Detention Center	Brevard	Detention Secure	6.00	6.25	6.50	6.00	6.24
	Brevard Group Treatment Home	Brevard	Low Risk	5.00	6.17	6.17	6.00	5.78
	Mean Scores				5.50	6.21	6.34	6.00
Broward School District	Broward Regional Juvenile Detention Center	Broward	Detention Secure	4.71	5.00	6.33	6.00	5.35
	LEAF Group Treatment Home	Broward	Low Risk	4.25	7.33	6.00	N/A	5.67
	South Pines Academy	Broward	Mixed - Mod & Low	5.83	6.14	6.00	5.33	6.00
	Broward Intensive Halfway House	Broward	High Risk	6.83	6.86	6.50	6.00	6.74
	Elaine Gordon Sexual Offender Program	Broward	High Risk	4.67	5.43	4.83	4.67	5.00
	Mean Scores				5.26	6.15	5.93	5.50
Central Florida Youth Service	Bowling Green Youth Academy	Hardee	Moderate Risk	5.33	5.86	5.00	5.33	5.42
	Mean Scores				5.33	5.86	5.00	5.33
Children's Comprehensive Services, Inc.	Jacksonville Youth Center	Duval	Conditional Release	4.67	6.57	5.83	5.33	5.74
	Mean Scores				4.67	6.57	5.83	5.33
Coastal Recovery, Inc	Kelly Hall Halfway House	Charlotte	Moderate Risk	4.67	5.14	4.33	1.33	4.74
	Mean Scores				4.67	5.14	4.33	1.33
Collier School District	Collier County Detention Center	Collier	Detention Secure	6.00	6.75	7.17	5.33	6.59
	Collier Drill Academy	Collier	Moderate Risk	6.83	6.71	6.17	5.33	6.58
	Mean Scores				6.42	6.73	6.67	5.33
Correctional Services Corporation	JoAnn Bridges Academy	Madison	Moderate Risk	2.83	3.00	3.33	0.00	3.05
	Mean Scores				2.83	3.00	3.33	.00
Crosswinds Youth Services	Rainwater Center for Girls	Brevard	Intensive Probation	6.50	6.00	6.00	N/A	6.22
	Mean Scores				6.50	6.00	6.00	N/A
Dept. of Agriculture	Forestry Youth Academy	Levy	Conditional Release	4.33	5.43	5.00	3.33	4.95
	Mean Scores				4.33	5.43	5.00	3.33
DISC Village, Inc.	Greenville Hills Academy	Madison	Moderate Risk	4.00	7.00	5.50	N/A	5.33
	Residential Alternatives for the Mentally Challenged (RAMC)	Madison	Moderate Risk	4.33	6.14	5.50	4.00	5.37
	Mean Scores				4.17	6.57	5.50	4.00

Educational Provider	Program Name	School District	*Level	Standard				
				1	2	3	**4	Mean
Duval School District	Duval Regional Juvenile Detention Center	Duval	Detention Secure	6.71	6.25	5.67	5.33	6.24
	Duval Halfway House	Duval	Moderate Risk	5.67	5.57	5.50	6.00	5.58
	Duval START Center	Duval	Moderate Risk	4.33	4.14	4.50	5.33	4.32
	Impact Halfway House	Duval	Moderate Risk	2.50	2.00	3.67	2.67	2.68
	Mean Scores				4.80	4.49	4.84	4.83
Eckerd Youth Alternatives, Inc.	Eckerd Leadership Program	Pinellas	Intensive Probation	6.17	5.57	5.67	6.00	5.79
	Eckerd Youth Academy	Pinellas	Low Risk	6.17	6.71	6.17	6.00	6.37
	Camp E-How-Kee	Pinellas	Moderate Risk	6.75	7.00	5.50	N/A	6.56
	Camp E-Kel-Etu	Pinellas	Moderate Risk	5.67	7.00	4.67	6.00	5.84
	Camp E-Ma-Chamee	Pinellas	Moderate Risk	5.50	5.57	5.50	6.00	5.53
	Camp E-Nini-Hassee	Pinellas	Moderate Risk	5.17	6.14	5.83	6.00	5.74
	Camp E-Tu-Makee	Pinellas	Moderate Risk	6.67	5.14	5.17	5.33	5.63
	Eckerd Intensive Halfway House	Pinellas	Moderate Risk	7.25	7.67	5.50	N/A	7.00
	Eckerd Youth Challenge Program	Pinellas	Moderate Risk	6.75	7.33	7.00	N/A	7.00
	Mean Scores				6.23	6.46	5.67	5.89
Escambia School District	Escambia Regional Juvenile Detention Center	Escambia	Detention Secure	6.57	7.00	7.17	6.00	6.88
	Pensacola Boys Base	Escambia	Moderate Risk	6.75	7.67	7.50	N/A	7.22
	Mean Scores				6.66	7.34	7.34	6.00
Excel Alternatives, Inc.	(GUYS) Grove Residential Program (Excel Alternatives)	Seminole	Moderate Risk	5.33	5.71	5.83	4.67	5.63
Mean Scores				5.33	5.71	5.83	4.67	5.63
First Step Adolescent Services II	First Step II Halfway House	Orange	Moderate Risk	6.75	6.33	6.50	N/A	6.56
Mean Scores				6.75	6.33	6.50	N/A	6.56
Hamilton School District	Panther Success Center	Hamilton	Moderate Risk	3.67	6.43	4.50	4.00	4.95
Mean Scores				3.67	6.43	4.50	4.00	4.95
Hendry School District	Hendry Halfway House	Hendry	Moderate Risk	3.17	3.86	3.67	1.33	3.58
	Hendry Youth Development Academy	Hendry	Moderate Risk	3.17	3.86	3.67	1.33	3.58
	Mean Scores				3.17	3.86	3.67	1.33
Hillsborough School District	Hillsborough Regional Detention Center - East	Hillsborough	Detention Secure	4.75	6.67	6.50	N/A	5.78
	Hillsborough Regional Detention Center - West	Hillsborough	Detention Secure	5.29	6.00	6.33	6.00	5.82
	Leslie Peters Halfway House	Hillsborough	Moderate Risk	6.00	6.29	6.33	6.00	6.22
	Riverside Academy	Hillsborough	Moderate Risk	5.25	5.67	6.00	N/A	5.56
	Hillsborough Academy	Hillsborough	High Risk	6.67	6.86	6.67	6.00	6.74
	Mean Scores				5.59	6.30	6.37	6.00

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Educational Provider	Program Name	School District	*Level	Standard				
				1	2	3	**4	Mean
Human Services Associates, Inc.	Kingsley Center - 6 & 8 Combined	DeSoto	Moderate Risk	6.33	6.43	6.50	6.00	6.42
	Desoto Dual Diagnosis Correctional Facility	DeSoto	High Risk	5.83	4.57	5.50	6.00	5.26
	Desoto Correctional Facility	DeSoto	Mixed - Mod & High	5.50	4.29	6.00	6.00	5.21
Mean Scores				5.89	5.10	6.00	6.00	5.63
Hurricane Island Outward Bound School, Inc.	Peace River Outward Bound	DeSoto	Moderate Risk	4.33	4.83	4.33	2.67	4.50
	Escambia River Outward Bound	Escambia	Low Risk	6.33	4.00	4.33	6.00	4.84
	Manatee Wilderness Outward Bound	Manatee	Low Risk	5.00	5.17	3.83	4.00	4.67
	STEP North (Nassau)	Nassau	Low Risk	6.40	7.00	6.17	6.00	6.47
Mean Scores				5.52	5.25	4.67	4.67	5.12
ICare Baypoint Schools, Inc	Bay Point Schools - Main (West/Kennedy)	Dade	Moderate Risk	5.67	7.14	6.67	3.33	6.53
	Mean Scores				5.67	7.14	6.67	3.33
Keystone Educational Youth Services	Bay HOPE	Bay	Moderate Risk	6.17	6.71	6.17	5.33	6.37
	Mean Scores				6.17	6.71	6.17	5.33
Lee School District	Southwest Florida Detention Center	Lee	Detention Secure	6.00	5.00	5.83	6.00	5.71
	Price Halfway House	Lee	Moderate Risk	3.67	4.43	4.83	4.67	4.32
	Mean Scores				4.84	4.72	5.33	5.34
Leon School District	Leon Regional Juvenile Detention Center	Leon	Detention Secure	6.57	6.75	6.83	6.00	6.71
	Mean Scores				6.57	6.75	6.83	6.00
Liberty School District	Bristol Youth Academy	Liberty	Moderate Risk	5.00	5.14	4.50	6.00	4.89
	Mean Scores				5.00	5.14	4.50	6.00
Manatee School District	Manatee Regional Juvenile Detention Center	Manatee	Detention Secure	5.00	6.75	5.67	6.00	5.65
	MATS Halfway House and Sex Offender Program	Manatee	Mixed - Mod & High	5.50	6.71	6.67	6.00	6.32
	Mean Scores				5.25	6.73	6.17	6.00
Marion School District	Marion Regional Juvenile Detention Center	Marion	Detention Secure	5.50	4.67	6.00	N/A	5.33
	Marion Juvenile Correctional Facility	Marion	High Risk	4.83	5.14	6.33	6.00	5.42
	Marion Youth Development Center	Marion	High Risk	4.67	4.57	4.50	1.33	4.58
	Mean Scores				5.00	4.79	5.61	3.67
Martin School District	Jonathan Dickinson STOP Camp	Martin	Low Risk	6.25	7.00	6.00	N/A	6.44
	Martin County Boot Camp/JOTC	Martin	Moderate Risk	4.50	6.00	4.50	N/A	5.00
	Mean Scores				5.38	6.50	5.25	N/A

Educational Provider	Program Name	School District	*Level	Standard				
				1	2	3	**4	Mean
Miami-Dade School District	Dade Regional Juvenile Detention Center	Dade	Detention Secure	3.86	4.00	4.83	1.33	4.24
	Florida City Youth Center	Dade	Moderate Risk	3.17	5.71	6.50	3.33	5.16
	Southern Glades Youth Academy	Dade	Moderate Risk	6.00	5.57	6.67	4.00	6.05
	Everglades Youth Development Center	Dade	High Risk	3.17	4.00	5.50	4.00	4.21
	Mean Scores			4.05	4.82	5.88	3.17	4.92
Nassau School District	Nassau Halfway House	Nassau	Moderate Risk	5.83	6.43	6.83	6.00	6.37
	Mean Scores			5.83	6.43	6.83	6.00	6.37
North American Family Institute, Inc.	Monticello New Life Center	Jefferson	High Risk	4.83	5.57	5.33	5.33	5.26
	Sawmill Academy for Girls	Leon	Moderate Risk	4.83	5.57	5.50	6.00	5.32
	Mean Scores			4.83	5.57	5.42	5.67	5.29
Okaloosa	Okaloosa Regional Juvenile Detention Center	Okaloosa	Detention Secure	6.29	6.75	6.50	6.00	6.47
	Adolescent Substance Abuse Program	Okaloosa	Moderate Risk	7.17	6.43	6.83	6.00	6.79
	Gulf Coast Youth Academy	Okaloosa	Moderate Risk	7.33	7.71	7.33	6.00	7.47
	Milton Girls Juvenile Residential Facility	Okaloosa	Moderate Risk	5.83	5.43	5.17	6.00	5.47
	Okaloosa Youth Academy	Okaloosa	Moderate Risk	7.25	7.67	7.50	N/A	7.44
	Okaloosa Youth Development Center	Okaloosa	Mixed – Mod & High	6.50	6.57	6.83	6.00	6.63
Mean Scores			6.73	6.76	6.69	6.00	6.71	
Okeechobee School District	Okeechobee Redirection Camp	Okeechobee	Moderate Risk	4.00	4.43	4.00	5.33	4.16
	Mean Scores			4.00	4.43	4.00	5.33	4.16
Orange School District	Orange Regional Juvenile Detention Center	Orange	Detention Secure	7.00	7.00	7.33	6.00	7.12
	Adolescent Therapeutic Center Dual Diagnosis	Orange	Moderate Risk	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Boys	Orange	Moderate Risk	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Girls	Orange	Moderate Risk	5.33	5.57	6.33	6.00	5.74
	Orange Halfway House	Orange	Moderate Risk	6.83	6.43	6.83	6.00	6.68
	Mean Scores			5.96	6.03	6.63	6.00	6.20
Osceola School District	Osceola Regional Juvenile Detention Center	Osceola	Detention Secure	6.14	6.25	6.83	6.00	6.41
	Kissimmee Juvenile Correctional Facility	Osceola	High Risk	5.50	4.29	4.17	5.33	4.63
	Adolescent Residential Campus (Combined)	Osceola	Mixed – Mod & High	5.17	6.43	6.50	6.00	6.05
Mean Scores			5.60	5.66	5.83	5.78	5.70	

Educational Provider	Program Name	School District	*Level	Standard				Mean
				1	2	3	**4	
PACE Center for Girls, Inc.	PACE Alachua	Alachua	Prevention	4.25	5.00	4.00	N/A	4.44
	PACE Broward	Broward	Prevention	7.25	7.67	6.50	N/A	7.22
	PACE Immokalee	Collier	Prevention	6.00	7.00	6.83	4.00	6.63
	PACE Dade	Dade	Prevention	5.75	6.33	4.50	N/A	5.67
	PACE Duval	Duval	Prevention	4.50	7.00	4.00	N/A	5.22
	PACE Pensacola	Escambia	Prevention	4.25	4.67	5.00	N/A	4.56
	PACE Hillsborough	Hillsborough	Prevention	4.75	5.33	3.50	N/A	4.67
	PACE Leon	Leon	Prevention	5.25	6.67	5.00	N/A	5.67
	PACE Manatee	Manatee	Prevention	4.50	6.67	7.00	N/A	5.78
	PACE Marion	Marion	Prevention	5.33	6.29	4.83	5.33	5.53
	PACE Lower Keys	Monroe	Prevention	5.50	6.57	5.67	5.33	5.95
	PACE Upper Keys	Monroe	Prevention	5.25	6.67	4.00	N/A	5.44
	PACE Orange	Orange	Prevention	5.00	6.67	6.00	N/A	5.78
	PACE Palm Beach	Palm Beach	Prevention	6.75	6.67	5.50	N/A	6.44
	PACE Pasco	Pasco	Prevention	7.00	6.57	6.17	6.00	6.58
	PACE Pinellas	Pinellas	Prevention	5.17	4.57	5.50	5.33	5.05
	PACE Polk Lakeland	Polk	Prevention	6.75	7.00	4.50	N/A	6.33
PACE Treasure Coast	St. Lucie	Prevention	4.67	5.86	5.00	2.67	5.21	
PACE Volusia-Flagler	Volusia	Prevention	4.25	4.33	5.50	N/A	4.56	
Mean Scores				5.38	6.19	5.21	4.78	5.62
Palm Beach School District	Palm Beach Regional Juvenile Detention Center	Palm Beach	Detention Secure	5.29	4.75	5.83	5.33	5.35
	SAGO PALM - Pahokee Youth Development Center	Palm Beach	High Risk	2.50	5.00	5.17	4.67	4.26
	Florida Institute for Girls	Palm Beach	Maximum Risk	4.00	4.14	5.33	5.33	4.47
Mean Scores				3.93	4.63	5.44	5.11	4.69
Pasco School District	Pasco Regional Juvenile Detention Center	Pasco	Detention Secure	6.57	7.00	7.17	6.00	6.88
	Gulf and Lake Academy	Pasco	Moderate Risk	5.25	6.33	6.00	N/A	5.78
	Harbor-Mandala Adolescent Treatment Center	Pasco	Moderate Risk	4.50	5.33	5.17	3.33	5.00
	San Antonio Boys Village	Pasco	Moderate Risk	4.67	5.57	5.50	6.00	5.26
	Wilson Youth Academy	Pasco	Moderate Risk	5.50	6.33	7.00	N/A	6.11
Mean Scores				5.30	6.11	6.17	5.11	5.81
Pinellas School District	Pinellas Regional Juvenile Detention Center	Pinellas	Detention Secure	5.71	6.25	6.67	6.00	6.18
	Boley Young Adult Program	Pinellas	Conditional Release	4.67	5.86	5.67	6.00	5.42
	Florida Youth Academy Low Risk	Pinellas	Low Risk	6.00	6.86	7.00	5.33	6.63
	Britt Halfway House	Pinellas	Moderate Risk	5.17	5.29	5.83	5.33	5.42
	Florida Youth Academy - Level 6	Pinellas	Moderate Risk	6.00	6.86	7.00	5.33	6.63
	LEAF Recovery	Pinellas	Moderate Risk	4.00	6.86	6.00	5.33	5.68
	Pinellas County Boot Camp	Pinellas	Moderate Risk	6.17	7.43	7.00	5.33	6.89
	Florida Youth Academy - Level 8	Pinellas	High Risk	6.33	6.57	7.00	5.33	6.63
Mean Scores				5.51	6.50	6.52	5.50	6.19

Educational Provider	Program Name	School District	*Level	Standard				
				1	2	3	**4	Mean
Police Athletic League Charter School	Manatee Boot Camp	Manatee	Moderate Risk	5.33	6.43	4.50	2.00	5.47
	Manatee Youth Academy	Manatee	High Risk	5.00	4.71	4.50	2.00	4.74
	Manatee Omega	Manatee	Maximum Risk	4.83	4.29	4.17	2.00	4.42
Mean Scores				5.05	5.14	4.39	2.00	4.88
Polk School District	Polk Regional Juvenile Detention Center	Polk	Detention Secure	4.71	4.50	5.67	6.00	5.00
	Live Oak Academy	Polk	Moderate Risk	6.83	6.43	6.17	6.00	6.47
	Polk County Boot Camp	Polk	Moderate Risk	7.00	7.33	7.50	N/A	7.22
Mean Scores				6.18	6.09	6.45	6.00	6.23
Radar Group, Inc	Walton Learning Center IHH	Walton	High Risk	5.00	5.00	5.00	N/A	5.00
	Walton Learning Center SHOP	Walton	High Risk	5.00	5.00	5.00	N/A	5.00
Mean Scores				5.00	5.00	5.00	N/A	5.00
Sarasota Family YMCA, Inc.	Sarasota YMCA Character House	Sarasota	Moderate Risk	4.17	4.43	3.50	3.33	4.05
	Mean Scores				4.17	4.43	3.50	3.33
Securicor New Century, Inc.	Avon Park Youth Academy	Polk	Moderate Risk	6.17	6.57	6.33	6.00	6.37
	Mean Scores				6.17	6.57	6.33	6.00
Seminole School District	Seminole Regional Juvenile Detention Center	Seminole	Detention Secure	5.43	5.00	7.17	6.00	5.94
	Mean Scores				5.43	5.00	7.17	6.00
St. Johns School District	St. Johns Regional Juvenile Detention Center	St. Johns	Detention Secure	5.50	6.67	7.00	N/A	6.22
	Hastings Youth Academy	St. Johns	Mixed - Mod & High	4.17	4.86	5.83	4.67	4.95
	Mean Scores				4.84	5.77	6.42	4.67
St. Lucie School District	St. Lucie Regional Juvenile Detention Center	St. Lucie	Detention Secure	6.14	4.25	5.33	6.00	5.41
	Mean Scores				6.14	4.25	5.33	6.00
Three Springs Corporation	Three Springs of Daytona	Volusia	High Risk	6.75	7.00	7.00	N/A	6.89
	Mean Scores				6.75	7.00	7.00	N/A
Twin Oaks Juvenile Development	Liberty Wilderness Crossroads Camp	Liberty	Moderate Risk	5.00	6.29	4.67	6.00	5.37
	Mean Scores				5.00	6.29	4.67	6.00
VisionQuest Ltd.	Vision Quest Okeechobee	Okeechobee	Mixed - Mod & Low	3.33	4.71	2.67	1.33	3.63
	Mean Scores				3.33	4.71	2.67	1.33
Volusia School District	Volusia Regional Juvenile Detention Center	Volusia	Detention Secure	7.00	6.75	7.17	6.00	7.00
	Stewart Marchman Transitions Day Treatment	Volusia	Conditional Release	5.67	6.86	6.83	5.33	6.47
	Stewart Marchman Oaks (Terrance and Lee Hall)	Volusia	Moderate Risk	5.67	6.00	6.67	5.33	6.11
	Stewart Marchman Pines Halfway House	Volusia	Moderate Risk	5.00	7.00	7.00	N/A	6.11
	Mean Scores				5.84	6.65	6.92	5.55

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Educational Provider	Program Name	School District	*Level	Standard				Mean
				1	2	3	**4	
Washington School District	Dozier Training School for Boys	Washington	High Risk	7.50	8.00	8.00	N/A	7.78
	Eckerd Youth Development Center (Okc. Boys School)	Washington	High Risk	5.25	5.33	5.50	N/A	5.33
	Jackson Juvenile Offender Correction Center	Washington	High Risk	7.50	7.67	7.50	N/A	7.56
	Vernon Place	Washington	High Risk	7.25	6.33	8.00	N/A	7.11
Mean Scores				6.88	6.83	7.25	N/A	6.94
Youthtrack, Inc.	Tiger Success Center	Duval	High Risk	4.50	4.86	5.33	5.33	4.89
	Seminole Work and Learn	Leon	Moderate Risk	4.83	5.29	5.50	5.33	5.21
Mean Scores				4.67	5.08	5.42	5.33	5.05
All Programs Combined				5.43	5.84	5.70	5.02	5.65

**Deemed programs do not receive a score on any standard 4 indicators.

*** Mixed – Intensive Probation and Conditional Release

Table D-5: 2003 Mean QA Review Scores for each QA Standard and Overall Mean Scores for Programs by Public-Operated, and Private-Operated Not-for-Profit and For-Profit Educational Providers

Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				Mean
					1	2	3	**4	
Public-Operated	PUBLIC DAY TREATMENT PROGRAMS								
	Boley Young Adult Program	Conditional Release	Pinellas	Public	4.67	5.86	5.67	6.00	5.42
	Stewart Marchman Transitions Day Treatment	Conditional Release	Volusia	Public	5.67	6.86	6.83	5.33	6.47
Mean Scores					5.17	6.36	6.25	5.67	5.95
	PUBLIC RESIDENTIAL PROGRAMS								
	Forestry Youth Academy	Conditional Release	Levy	Department of Agriculture	4.33	5.43	5.00	3.33	4.95
	Alligator Creek STOP Camp	Low Risk	Bradford	Public	6.17	6.33	6.33	6.00	6.28
	Brevard Group Treatment Home	Low Risk	Brevard	Public	5.00	6.17	6.17	6.00	5.78
	LEAF Group Treatment Home	Low Risk	Broward	Public	4.25	7.33	6.00	N/A	5.67
	Jonathan Dickinson STOP Camp	Low Risk	Martin	Public	6.25	7.00	6.00	N/A	6.44
	Florida Youth Academy Low Risk	Low Risk	Pinellas	Public	6.00	6.86	7.00	5.33	6.63
	Alachua Halfway House	Moderate Risk	Alachua	Public	5.17	6.14	6.83	4.67	6.05
	Bay Boot Camp	Moderate Risk	Bay	Public	5.25	6.00	7.50	N/A	6.00
	Collier Drill Academy	Moderate Risk	Collier	Public	6.83	6.71	6.17	5.33	6.58
	Florida City Youth Center	Moderate Risk	Dade	Public	3.17	5.71	6.50	3.33	5.16
	Southern Glades Youth Academy	Moderate Risk	Dade	Public	6.00	5.57	6.67	4.00	6.05
	Duval Halfway House	Moderate Risk	Duval	Public	5.67	5.57	5.50	6.00	5.58
	Duval START Center	Moderate Risk	Duval	Public	4.33	4.14	4.50	5.33	4.32
	Impact Halfway House	Moderate Risk	Duval	Public	2.50	2.00	3.67	2.67	2.68
	Pensacola Boys Base	Moderate Risk	Escambia	Public	6.75	7.67	7.50	N/A	7.22
	Panther Success Center	Moderate Risk	Hamilton	Public	3.67	6.43	4.50	4.00	4.95
	Hendry Halfway House	Moderate Risk	Hendry	Public	3.17	3.86	3.67	1.33	3.58
	Hendry Youth Development Academy	Moderate Risk	Hendry	Public	3.17	3.86	3.67	1.33	3.58
	Leslie Peters Halfway House	Moderate Risk	Hillsborough	Public	6.00	6.29	6.33	6.00	6.22
	Riverside Academy	Moderate Risk	Hillsborough	Public	5.25	5.67	6.00	N/A	5.56
	Price Halfway House	Moderate Risk	Lee	Public	3.67	4.43	4.83	4.67	4.32
	Bristol Youth Academy	Moderate Risk	Liberty	Public	5.00	5.14	4.50	6.00	4.89
	Martin County Boot Camp/JOTC	Moderate Risk	Martin	Public	4.50	6.00	4.50	N/A	5.00
	Nassau Halfway House	Moderate Risk	Nassau	Public	5.83	6.43	6.83	6.00	6.37
	Adolescent Substance Abuse Program	Moderate Risk	Okaloosa	Public	7.17	6.43	6.83	6.00	6.79
	Gulf Coast Youth Academy	Moderate Risk	Okaloosa	Public	7.33	7.71	7.33	6.00	7.47
	Milton Girls Juvenile Residential Facility	Moderate Risk	Okaloosa	Public	5.83	5.43	5.17	6.00	5.47
	Okaloosa Youth Academy	Moderate Risk	Okaloosa	Public	7.25	7.67	7.50	N/A	7.44
	Okeechobee Redirection Camp	Moderate Risk	Okeechobee	Public	4.00	4.43	4.00	5.33	4.16

Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				
					1	2	3	**4	Mean
	Adolescent Therapeutic Center Dual Diagnosis	Moderate Risk	Orange	Public	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Boys	Moderate Risk	Orange	Public	5.33	5.57	6.33	6.00	5.74
	Adolescent Therapeutic Center for Girls	Moderate Risk	Orange	Public	5.33	5.57	6.33	6.00	5.74
	Orange Halfway House	Moderate Risk	Orange	Public	6.83	6.43	6.83	6.00	6.68
	Gulf and Lake Academy	Moderate Risk	Pasco	Public	5.25	6.33	6.00	N/A	5.78
	Harbor-Mandala Adolescent Treatment Center	Moderate Risk	Pasco	Public	4.50	5.33	5.17	3.33	5.00
	San Antonio Boys Village	Moderate Risk	Pasco	Public	4.67	5.57	5.50	6.00	5.26
	Wilson Youth Academy	Moderate Risk	Pasco	Public	5.50	6.33	7.00	N/A	6.11
	Britt Halfway House	Moderate Risk	Pinellas	Public	5.17	5.29	5.83	5.33	5.42
	Florida Youth Academy - Level 6	Moderate Risk	Pinellas	Public	6.00	6.86	7.00	5.33	6.63
	LEAF Recovery	Moderate Risk	Pinellas	Public	4.00	6.86	6.00	5.33	5.68
	Pinellas County Boot Camp	Moderate Risk	Pinellas	Public	6.17	7.43	7.00	5.33	6.89
	Live Oak Academy	Moderate Risk	Polk	Public	6.83	6.43	6.17	6.00	6.47
	Polk County Boot Camp	Moderate Risk	Polk	Public	7.00	7.33	7.50	N/A	7.22
	Stewart Marchman Oaks (Terrance and Lee Hall)	Moderate Risk	Volusia	Public	5.67	6.00	6.67	5.33	6.11
	Stewart Marchman Pines Halfway House	Moderate Risk	Volusia	Public	5.00	7.00	7.00	N/A	6.11
	South Pines Academy	Mixed - Mod & Low	Broward	Public	5.83	6.14	6.00	5.33	6.00
	Broward Intensive Halfway House	High Risk	Broward	Public	6.83	6.86	6.50	6.00	6.74
	Elaine Gordon Sexual Offender Program	High Risk	Broward	Public	4.67	5.43	4.83	4.67	5.00
	Everglades Youth Development Center	High Risk	Dade	Public	3.17	4.00	5.50	4.00	4.21
	Hillsborough Academy	High Risk	Hillsborough	Public	6.67	6.86	6.67	6.00	6.74
	Marion Juvenile Correctional Facility	High Risk	Marion	Public	4.83	5.14	6.33	6.00	5.42
	Marion Youth Development Center	High Risk	Marion	Public	4.67	4.57	4.50	1.33	4.58
	Kissimmee Juvenile Correctional Facility	High Risk	Osceola	Public	5.50	4.29	4.17	5.33	4.63
	SAGO PALM - Pahokee Youth Development Center	High Risk	Palm Beach	Public	2.50	5.00	5.17	4.67	4.26
	Florida Youth Academy - Level 8	High Risk	Pinellas	Public	6.33	6.57	7.00	5.33	6.63
	Dozier Training School for Boys	High Risk	Washington	Public	7.50	8.00	8.00	N/A	7.78
	Eckerd Youth Development Center (Okc. Boys School)	High Risk	Washington	Public	5.25	5.33	5.50	N/A	5.33
	Jackson Juvenile Offender Correction Center	High Risk	Washington	Public	7.50	7.67	7.50	N/A	7.56
	Vernon Place	High Risk	Washington	Public	7.25	6.33	8.00	N/A	7.11
	Florida Institute for Girls	Maximum Risk	Palm Beach	Public	4.00	4.14	5.33	5.33	4.47
	MATS Halfway House and Sex Offender Program	Mixed - Mod & High	Manatee	Public	5.50	6.71	6.67	6.00	6.32
	Okaloosa Youth Development Center	Mixed - Mod & High	Okaloosa	Public	6.50	6.57	6.83	6.00	6.63
	Adolescent Residential Campus (Combined)	Mixed - Mod & High	Osceola	Public	5.17	6.43	6.50	6.00	6.05
	Hastings Youth Academy	Mixed - Mod & High	St. Johns	Public	4.17	4.86	5.83	4.67	4.95
Mean Scores					5.34	5.93	6.04	5.05	5.75

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Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				
					1	2	3	**4	Mean
PUBLIC DETENTION CENTERS									
	Alachua Regional Juvenile Detention Center	Detention Secure	Alachua	Public	6.25	7.33	8.00	N/A	7.00
	Bay Regional Juvenile Detention Center	Detention Secure	Bay	Public	7.00	7.33	8.00	N/A	7.33
	Brevard Regional Detention Center	Detention Secure	Brevard	Public	6.00	6.25	6.50	6.00	6.24
	Broward Regional Juvenile Detention Center	Detention Secure	Broward	Public	4.71	5.00	6.33	6.00	5.35
	Collier County Detention Center	Detention Secure	Collier	Public	6.00	6.75	7.17	5.33	6.59
	Dade Regional Juvenile Detention Center	Detention Secure	Dade	Public	3.86	4.00	4.83	1.33	4.24
	Duval Regional Juvenile Detention Center	Detention Secure	Duval	Public	6.71	6.25	5.67	5.33	6.24
	Escambia Regional Juvenile Detention Center	Detention Secure	Escambia	Public	6.57	7.00	7.17	6.00	6.88
	Hillsborough Regional Detention Center - East	Detention Secure	Hillsborough	Public	4.75	6.67	6.50	N/A	5.78
	Hillsborough Regional Detention Center - West	Detention Secure	Hillsborough	Public	5.29	6.00	6.33	6.00	5.82
	Southwest Florida Detention Center	Detention Secure	Lee	Public	6.00	5.00	5.83	6.00	5.71
	Leon Regional Juvenile Detention Center	Detention Secure	Leon	Public	6.57	6.75	6.83	6.00	6.71
	Manatee Regional Juvenile Detention Center	Detention Secure	Manatee	Public	5.00	6.75	5.67	6.00	5.65
	Marion Regional Juvenile Detention Center	Detention Secure	Marion	Public	5.50	4.67	6.00	N/A	5.33
	Okaloosa Regional Juvenile Detention Center	Detention Secure	Okaloosa	Public	6.29	6.75	6.50	6.00	6.47
	Orange Regional Juvenile Detention Center	Detention Secure	Orange	Public	7.00	7.00	7.33	6.00	7.12
	Osceola Regional Juvenile Detention Center	Detention Secure	Osceola	Public	6.14	6.25	6.83	6.00	6.41
	Palm Beach Regional Juvenile Detention Center	Detention Secure	Palm Beach	Public	5.29	4.75	5.83	5.33	5.35
	Pasco Regional Juvenile Detention Center	Detention Secure	Pasco	Public	6.57	7.00	7.17	6.00	6.88
	Pinellas Regional Juvenile Detention Center	Detention Secure	Pinellas	Public	5.71	6.25	6.67	6.00	6.18
	Polk Regional Juvenile Detention Center	Detention Secure	Polk	Public	4.71	4.50	5.67	6.00	5.00
	St. Johns Regional Juvenile Detention Center	Detention Secure	St. Johns	Public	5.50	6.67	7.00	N/A	6.22
	St. Lucie Regional Juvenile Detention Center	Detention Secure	St. Lucie	Public	6.14	4.25	5.33	6.00	5.41
	Seminole Regional Juvenile Detention Center	Detention Secure	Seminole	Public	5.43	5.00	7.17	6.00	5.94
	Volusia Regional Juvenile Detention Center	Detention Secure	Volusia	Public	7.00	6.75	7.17	6.00	7.00
Mean Scores					5.84	6.04	6.54	5.67	6.11
PUBLIC-OPERATED PROGRAMS MEAN					5.48	5.97	6.18	5.24	5.86
Privately-Operated	PRIVATE NOT-FOR-PROFIT DAY TREATMENT PROGRAMS								
	PACE Alachua	Prevention	Alachua	PACE Center for Girls, Inc	4.25	5.00	4.00	N/A	4.44
	PACE Broward	Prevention	Broward	PACE Center for Girls, Inc	7.25	7.67	6.50	N/A	7.22
	PACE Immokalee	Prevention	Collier	PACE Center for Girls, Inc	6.00	7.00	6.83	4.00	6.63

Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				Mean
					1	2	3	**4	
	PACE Dade	Prevention	Dade	PACE Center for Girls, Inc	5.75	6.33	4.50	N/A	5.67
	PACE Duval	Prevention	Duval	PACE Center for Girls, Inc	4.50	7.00	4.00	N/A	5.22
	PACE Pensacola	Prevention	Escambia	PACE Center for Girls, Inc	4.25	4.67	5.00	N/A	4.56
	PACE Hillsborough	Prevention	Hillsborough	PACE Center for Girls, Inc	4.75	5.33	3.50	N/A	4.67
	PACE Leon	Prevention	Leon	PACE Center for Girls, Inc	5.25	6.67	5.00	N/A	5.67
	PACE Manatee	Prevention	Manatee	PACE Center for Girls, Inc	4.50	6.67	7.00	N/A	5.78
	PACE Marion	Prevention	Marion	PACE Center for Girls, Inc	5.33	6.29	4.83	5.33	5.53
	PACE Lower Keys	Prevention	Monroe	PACE Center for Girls, Inc	5.50	6.57	5.67	5.33	5.95
	PACE Upper Keys	Prevention	Monroe	PACE Center for Girls, Inc	5.25	6.67	4.00	N/A	5.44
	PACE Orange	Prevention	Orange	PACE Center for Girls, Inc	5.00	6.67	6.00	N/A	5.78
	PACE Palm Beach	Prevention	Palm Beach	PACE Center for Girls, Inc	6.75	6.67	5.50	N/A	6.44
	PACE Pasco	Prevention	Pasco	PACE Center for Girls, Inc	7.00	6.57	6.17	6.00	6.58
	PACE Pinellas	Prevention	Pinellas	PACE Center for Girls, Inc	5.17	4.57	5.50	5.33	5.05
	PACE Polk Lakeland	Prevention	Polk	PACE Center for Girls, Inc	6.75	7.00	4.50	N/A	6.33
	PACE Treasure Coast	Prevention	St. Lucie	PACE Center for Girls, Inc	4.67	5.86	5.00	2.67	5.21
	PACE Volusia-Flagler	Prevention	Volusia	PACE Center for Girls, Inc	4.25	4.33	5.50	N/A	4.56
	Rainwater Center for Girls	Intensive Probation	Brevard	Crosswinds Youth Services	6.50	6.00	6.00	N/A	6.22
	Orlando Marine Institute	Intensive Probation	Orange	Associated Marine Institutes, Inc	4.17	4.29	3.50	3.33	4.00
	Eckerd Leadership Program	Intensive Probation	Pinellas	Eckerd Youth Alternatives, Inc	6.17	5.57	5.67	6.00	5.79
	Alachua Regional Marine Institute (GOMI)	Mixed - IP & CR**	Alachua	Associated Marine Institutes, Inc	4.33	6.29	5.00	4.00	5.26
	Panama City Marine Institute	Mixed - IP & CR**	Bay	Associated Marine Institutes, Inc	5.75	2.67	5.50	N/A	4.67
	Florida Ocean Science Institute	Mixed - IP & CR**	Broward	Associated Marine Institutes, Inc	5.50	5.43	4.67	4.67	5.21
	Dade Marine Institute - North	Mixed - IP & CR**	Dade	Associated Marine Institutes, Inc	5.25	5.67	4.50	N/A	5.22
	Dade Marine Institute - South	Mixed - IP & CR**	Dade	Associated Marine Institutes, Inc	5.00	6.00	6.00	N/A	5.56
	Jacksonville Marine Institute - East	Mixed - IP & CR**	Duval	Associated Marine Institutes, Inc	5.00	6.00	6.00	6.00	5.68
	Escambia Bay Marine Institute	Mixed - IP & CR**	Escambia	Associated Marine Institutes, Inc	5.50	5.43	4.33	4.00	5.11
	Tampa Marine Institute	Mixed - IP & CR**	Hillsborough	Associated Marine Institutes, Inc	3.25	2.00	4.00	N/A	3.00
	Southwest Florida Marine Institute	Mixed - IP & CR**	Lee	Associated Marine Institutes, Inc	4.83	4.57	5.67	6.00	5.00
	Tallahassee Marine Institute	Mixed - IP & CR**	Leon	Associated Marine Institutes, Inc	4.75	4.00	1.50	N/A	3.78
	Gulf Coast Marine Institute - North	Mixed - IP & CR**	Manatee	Associated Marine Institutes, Inc	6.33	5.57	6.17	6.00	6.00
	Silver River Marine Institute	Mixed - IP & CR**	Marion	Associated Marine Institutes, Inc	5.67	5.43	5.17	6.00	5.42

Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				
					1	2	3	**4	Mean
	Emerald Coast Marine Institute	Mixed - IP & CR**	Okaloosa	Associated Marine Institutes, Inc	4.25	4.33	4.00	N/A	4.22
	Palm Beach Marine Institute	Mixed - IP & CR**	Palm Beach	Associated Marine Institutes, Inc	5.50	6.20	4.67	6.00	5.41
	New Port Richey Marine Institute	Mixed - IP & CR**	Pasco	Associated Marine Institutes, Inc	6.67	6.57	5.67	6.00	6.32
	Pinellas Marine Institute	Mixed - IP & CR**	Pinellas	Associated Marine Institutes, Inc	5.00	6.00	4.83	4.00	5.32
	Central Florida Marine Institute	Mixed - IP & CR**	Polk	Associated Marine Institutes, Inc	5.00	3.57	4.83	6.00	4.42
	Gulf Coast Marine Institute - South	Mixed - IP & CR**	Sarasota	Associated Marine Institutes, Inc	5.67	5.71	6.00	5.33	5.79
Mean Scores					5.31	5.62	5.07	5.10	5.35
PRIVATE NOT-FOR PROFIT RESIDENTIAL PROGRAMS									
	Escambia River Outward Bound	Low Risk	Escambia	Hurricane Island Outward Bound	6.33	4.00	4.33	6.00	4.84
	Manatee Wilderness Outward Bound	Low Risk	Manatee	Hurricane Island Outward Bound	5.00	5.17	3.83	4.00	4.67
	STEP North (Nassau)	Low Risk	Nassau	Hurricane Island Outward Bound	6.40	7.00	6.17	6.00	6.47
	Eckerd Youth Academy	Low Risk	Pinellas	Eckerd Youth Alternatives, Inc	6.17	6.71	6.17	6.00	6.37
	Space Coast Marine Institute	Moderate Risk	Brevard	Associated Marine Institutes, Inc	6.67	5.86	6.00	6.00	6.16
	Crossroads Wilderness Institute	Moderate Risk	Charlotte	Associated Marine Institutes, Inc	6.33	6.71	5.83	6.00	6.32
	Kelly Hall Halfway House	Moderate Risk	Charlotte	Coastal Recovery, Inc	4.67	5.14	4.33	1.33	4.74
	Big Cypress Wilderness Institute	Moderate Risk	Collier	Associated Marine Institutes, Inc	5.33	5.29	5.00	4.67	5.21
	WINGS (Women in Need of Greater Strength)	Moderate Risk	Dade	Associated Marine Institutes, Inc	6.50	6.33	6.00	N/A	6.33
	Bay Point Schools - North	Moderate Risk	Dade	Bay Point Schools	3.83	6.57	6.33	3.33	5.63
	Bay Point Schools - Main (West/Kennedy)	Moderate Risk	Dade	ICare Baypoint Schools, Inc	5.67	7.14	6.67	3.33	6.53
	Peace River Outward Bound	Moderate Risk	DeSoto	Hurricane Island Outward Bound	4.33	4.83	4.33	2.67	4.50
	Florida Environmental Institute	Moderate Risk	Glades	Associated Marine Institutes, Inc	4.33	4.29	4.33	2.67	4.32
	Bowling Green Youth Academy	Moderate Risk	Hardee	Central Florida Youth Service	5.33	5.86	5.00	5.33	5.42
	Youth Environmental Services	Moderate Risk	Hillsborough	Associated Marine Institutes, Inc	7.17	6.86	6.83	6.00	6.95
	West Florida Wilderness Institute	Moderate Risk	Holmes	Associated Marine Institutes, Inc	6.75	6.33	5.00	N/A	6.22
	Sawmill Academy for Girls	Moderate Risk	Leon	North American Family Institute	4.83	5.57	5.50	6.00	5.32
	Liberty Wilderness Crossroads Camp	Moderate Risk	Liberty	Twin Oaks Juvenile Development	5.00	6.29	4.67	6.00	5.37
	Greenville Hills Academy	Moderate Risk	Madison	DISC Village	4.00	7.00	5.50	N/A	5.33
	Residential Alternatives for the Mentally Challenged (RAMC)	Moderate Risk	Madison	DISC Village	4.33	6.14	5.50	4.00	5.37
	Manatee Boot Camp	Moderate Risk	Manatee	Police Athletic League Charter School	5.33	6.43	4.50	2.00	5.47
	First Step II Halfway House	Moderate Risk	Orange	First Step Adolescent Services II	6.75	6.33	6.50	N/A	6.56
	Camp E-How-Kee	Moderate Risk	Pinellas	Eckerd Youth	6.75	7.00	5.50	N/A	6.56

Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				Mean
					1	2	3	**4	
				Alternatives, Inc					
	Camp E-Kel-Etu	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc	5.67	7.00	4.67	6.00	5.84
	Camp E-Ma-Chamee	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc	5.50	5.57	5.50	6.00	5.53
	Camp E-Nini-Hassee	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc	5.17	6.14	5.83	6.00	5.74
	Camp E-Tu-Makee	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc	6.67	5.14	5.17	5.33	5.63
	Eckerd Intensive Halfway House	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc	7.25	7.67	5.50	N/A	7.00
	Eckerd Youth Challenge Program	Moderate Risk	Pinellas	Eckerd Youth Alternatives, Inc	6.75	7.33	7.00	N/A	7.00
	Sarasota YMCA Character House	Moderate Risk	Sarasota	Sarasota Family YMCA, Inc	4.17	4.43	3.50	3.33	4.05
	(GUYS) Grove Residential Program (Excel Alternatives)	Moderate Risk	Seminole	EXCEL, Inc	5.33	5.71	5.83	4.67	5.63
	Desoto Dual Diagnosis Correctional Facility	High Risk	DeSoto	Human Services Associates	5.83	4.57	5.50	6.00	5.26
	Monticello New Life Center	High Risk	Jefferson	North American Family Institute	4.83	5.57	5.33	5.33	5.26
	Manatee Youth Academy	High Risk	Manatee	Police Athletic League Charter School	5.00	4.71	4.50	2.00	4.74
	Walton Learning Center IHH	High Risk	Walton	Radar Group, Inc	5.00	5.00	5.00	N/A	5.00
	Walton Learning Center SHOP	High Risk	Walton	Radar Group, Inc	5.00	5.00	5.00	N/A	5.00
	Manatee Omega	Maximum Risk	Manatee	Police Athletic League Charter School	4.83	4.29	4.17	2.00	4.42
	Desoto Correctional Facility	Mixed - Mod & High	DeSoto	Human Services Associates	5.50	4.29	6.00	6.00	5.21
Mean Scores					5.53	5.82	5.32	4.62	5.58
PRIVATE NOT-FOR-PROFIT PROVIDER MEAN					5.42	5.72	5.19	4.82	5.46
For Profit	PRIVATE FOR-PROFIT DAY TREATMENT PROGRAMS								
	Jacksonville Youth Center	Conditional Release	Duval	Children's Comprehensive Services, Inc	4.67	6.57	5.83	5.33	5.74
Mean Scores					4.67	6.57	5.83	5.33	5.74
For Profit	PRIVATE FOR-PROFIT RESIDENTIAL PROGRAMS								
	Bay HOPE	Moderate Risk	Bay	Keystone Educational Youth Services	6.17	6.71	6.17	5.33	6.37
	Kingsley Center - 6 & 8 Combined	Moderate Risk	DeSoto	Human Services Associates	6.33	6.43	6.50	6.00	6.42
	Seminole Work and Learn	Moderate Risk	Leon	Youthtrack, Inc	4.83	5.29	5.50	5.33	5.21
	JoAnn Bridges Academy	Moderate Risk	Madison	Correctional Services Corporation	2.83	3.00	3.33	.00	3.05
	Avon Park Youth Academy	Moderate Risk	Polk	Securicor New Century	6.17	6.57	6.33	6.00	6.37
	First Step Four (EXCEL Annex)	Moderate Risk	Seminole	Affiliated Computer Services (ACS)	5.67	6.00	4.50	4.67	5.42
	GOALS	Moderate Risk	Seminole	Affiliated Computer Services (ACS)	4.50	4.71	5.33	5.33	4.84
	Vision Quest Okeechobee	Mixed - Mod & Low	Okeechobee	VisionQuest, Ltd	3.33	4.71	2.67	1.33	3.63

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Educational Provider Status	Program Name	*Level	School District	Educational Provider	Standard				
					1	2	3	**4	Mean
	Tiger Success Center	High Risk	Duval	Youthtrack, Inc	4.50	4.86	5.33	5.33	4.89
	Three Springs of Daytona	High Risk	Volusia	Three Springs Corporation	6.75	7.00	7.00	N/A	6.89
Mean Scores					5.11	5.53	5.27	4.37	5.31
PRIVATE FOR-PROFIT PROVIDER MEAN					5.07	5.62	5.32	4.47	5.35
PRIVATE-OPERATED PROGRAMS MEAN					5.37	5.71	5.21	4.76	5.45

*** Mixed – Intensive Probation and Conditional Release

APPENDIX E DATA PROCESSING METHODS

Data Acquisition and Sources

During the course of its ongoing research activities, the Juvenile Justice Educational Enhancement Program (JJEED) obtains student-level data from a number of sources each year. These data provide the basis from which to evaluate aggregate student performance in relation to various demographic and program characteristics, and to assist in the specification of facility and student outcomes, such as school success (e.g., credits and diplomas earned, return to school) and continuation of delinquency (e.g., arrest and recommitment rates). Data are provided by means of secure electronic transmission, usually on disk or CD. The student-level data used for the research in this year's annual report were obtained from the following sources:

- Department of Education's (DOE) Survey Five
- Florida Department of Law Enforcement (FDLE)
- Florida Department of Corrections (FDOC)
- Florida Education and Training Placement Information Program (FETPIP)

The content of the submissions from each of these data sources is discussed below.

DOE Survey Five

Survey Five contains a variety of reporting formats, but JJEED's research initiatives are based on information contained in the following:

- Student Demographics
- Attendance
- Disciplinary Referral
- End-of-Year Status
- Exceptional Student Education
- Transcript
- Entry/Exit Academic Assessment Testing

FDLE

FDLE was the source of arrest data for the measurement of both the number of prior arrests and whether and when Department of Juvenile Justice (DJJ) youths were arrested subsequent to release from a residential facility. A formal data sharing agreement was first established with FDLE's Statistical Analysis Center (SAC). JJEED then supplied the SAC with a dataset of the FY2000-01 cohort, which contained offender identifiers, including: last name, first

name, middle initial, social security number, sex, race, and date of birth. Using these identifiers, the SAC matched the cohort to FDLE's Computerized Criminal History (CCH) database to extract all arrest records for any offender who was in both datasets. Only cases that matched on an appropriate number and type of identifiers, to ensure they were the same person, were retained as legitimate matches. Arrest events with multiple charges were counted as one arrest.

The types of arrest charges reported to FDLE are those submitted by local law enforcement agencies in accordance with section 943.051, Florida Statutes (F.S.).

943.051, F.S. Criminal justice information; collection and storage; fingerprinting.--

3)(a) A minor who is charged with or found to have committed an offense that would be a felony if committed by an adult shall be fingerprinted and the fingerprints shall be submitted to the department in the manner prescribed by rule.

(b) A minor who is charged with or found to have committed the following offenses shall be fingerprinted and the fingerprints shall be submitted to the department:

1. Assault, as defined in s. [784.011](#), F.S.
2. Battery, as defined in s. [784.03](#), F.S.
3. Carrying a concealed weapon, as defined in s. [790.01](#)(1), F.S.
4. Unlawful use of destructive devices or bombs, as defined in s. [790.1615](#)(1), F.S.
5. Negligent treatment of children, as defined in s. [827.05](#), F.S.
6. Assault or battery on a law enforcement officer, a firefighter, or other specified officers, as defined in s. [784.07](#)(2)(a) and (b), F.S.
7. Open carrying of a weapon, as defined in s. [790.053](#), F.S.
8. Exposure of sexual organs, as defined in s. [800.03](#), F.S.
9. Unlawful possession of a firearm, as defined in s. [790.22](#)(5), F.S.
10. Petit theft, as defined in s. [812.014](#)(3), F.S.
11. Cruelty to animals, as defined in s. [828.12](#)(1), F.S.
12. Arson, as defined in s. [806.031](#)(1), F.S.
13. Unlawful possession or discharge of a weapon or firearm at a school-sponsored event or on school property as defined in s. [790.115](#), F.S.

FDOC

Obtained from the FDOC were data that included all offenders' identification information and all sentencing events in its Offender Based Information System (OBIS). To determine if, and when, DJJ releases in the FY2000-01 cohort had been sentenced to prison subsequent to release, it was necessary to match the cohort cases to the FDOC offender identification information. The identifiers used included last name, first name, middle initial, date of birth, sex, race, and social security number (SSN). Various combinations of these identifiers were

tested for matching accuracy, and only in those cases where there was a high degree of confidence that the youth in the cohort was, in fact, the same offender in the FDOC data was a decision made that a valid match had been obtained.

For those cohort cases that matched to the FDOC identification data, the FDOC offender identification number was used to match to the FDOC sentencing data to determine if these youths had a prison sentencing date after their DJJ release date. If so, the DJJ release date was retained as part of the cohort data and used to create indicators to determine whether the youth had been sentenced to prison and the length of time from DJJ release to a prison commitment.

FETPIP

Data from FETPIP consist of an extract provided at JJEEP's request on an annual basis. JJEEP submits a file of student SSNs, names, and dates of birth, which FETPIP matches to its database. The resultant file, which is returned to JJEEP contains the employee number, year and quarter of employment, wages for the quarter in each job held during that quarter, and total wages earned during the quarter for each student. It is important to note, however, that FETPIP only uses SSN to match records, which may result in imprecise matching.

Cleaning the DOE Survey Five Demographic Format

The first task in this process involves the *grouping* of DOE data in the demographic format in an effort to identify which entries refer to the same individual student, in order to form a complete educational history for each student who may have attended multiple schools within the school year. Getting this "right" is extremely important in the context of tracking individual student outcomes over time.

- There are two possible scenarios that require data "cleaning" and must be considered before records can be successfully *grouped* using a single unique student identifier:
 - a. Two or more *different* students share the same Student ID (SID).
 - b. A single student has records listed under *several different* SIDs.

These issues arise for several different reasons but most frequently occur due to:

- common names
- students, either intentionally or unintentionally, providing inaccurate or inconsistent information to school officials, and
- data entry errors at the school or district level

Correcting these errors requires carefully examining student ID, student alias, name, date of birth, and several other demographic variables for each record. The end result is that all

records referring to the same youth are *grouped* by assigning them a common identifier in the form of a variable derived from SID; this variable is called TRUESID.

Student ID is, in most cases, the student's SSN; however, it also may be a district-generated identifier. To make matters more difficult, approximately 1/3 of the records in the demographic format for a given year contain both a student ID and an alias variable, which are not the same. For these cases, a duplicate line is created, and the student ID line is recoded to contain the alias so that student ID now contains all possible SSNs and school district IDs present in the Survey Five demographic format.

TXTID is a concatenation of the first four letters of the student's last name, the first three letters of the student's first name, and the month and year of their date of birth. It is used as an additional method for grouping student records in cases where the same student is reported in the demographic format using multiple, different student IDs.

TRUESID is the student's SSN, whenever present in the demographic file, or the school district identification number if no SSN is present for that student. If multiple SSNs are present then the first one (starting with 592, if possible, since this is a common SSN prefix in Florida) is selected. If no SSN is present then the first district ID is selected. A student is given a TRUESID for every academic year, and the digit that follows the variable title delineates the reference year. For example, TRUESID0 is for the academic year 1999-2000.

The entire demographic format, consisting of nearly 3.9 million records after adding records where alias and SID differ, is assigned a TRUESID. The file is then *unduplicated* (though no records are actually deleted) by SID and again by TXTID. TRUESID is electronically "lagged down" to all records according to scoring criteria. This process is largely automated and compares first name, last name, middle initial, date of birth, race, county, and gender between records sharing Student ID, and again between records sharing TXTID. Using probabilistic record linkage scoring criteria, all but approximately 100,000 records are assigned a TRUESID. Research staff must examine the remainder manually, and a judgment call must be made. Once this process is complete, the cohort(s) may be selected.

Cohorts Produced for the Annual Report

Three student-level cohorts were produced using the "cleaned" DOE Survey Five Demographic format data for this year's annual report. These include, by chapter:

Chapter 8 Incarceration, Educational Opportunity and Community Reintegration

- all youths *released* from any DJJ residential commitment program during FY 2000-01

Chapter 10 Implementing Quality Assurance into Alternative Education Disciplinary Schools

- all youths *released* from either of two Volusia County Alternative Discipline Schools during FY 1999-00

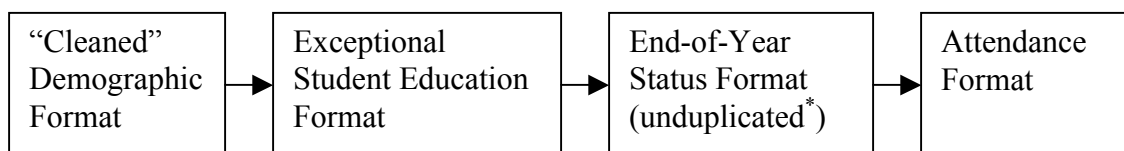
- all youths *released* from either of two Volusia County Alternative Discipline Schools during FY 2000-01

Creating the Cohorts

Data for the three cohorts were selected using the school number from DOE Survey Five data for a given year. Using the Master School ID list as well as the expertise of JJEPP staff, all residential DJJ Commitment programs were identified by school number and selected from the Survey Five Demographic Format for FY 2000-01. The process was identical for selecting the Volusia County cohorts, except that instead of DJJ schools, the school numbers for the two Alternative Disciplinary Schools were used. This excludes any students who had already earned diplomas prior to entering the DJJ program since they are not contained in the DOE data, but does not affect the Volusia cohorts. Once identified, the cohorts were further reduced to only those youths who were released from their programs during the school year in question, based on withdrawal code and withdrawal date.

- Data obtained from DOE arrive in separate formats (Student Demographics, Attendance, Disciplinary Referral, End of Year Status, ESE Status, and Transcript), which must be *linked* together and later *matched* to other data sources, such as FDLE, FDOC, FETPIP, and JJEPP’s own program-level QA database.
- *Linking* within the DOE Survey Five formats is done using SID (either an SSN or an alias), District, and School Number.
- *Matching* to data sources outside DOE Survey Five is done using SSN and TXTID.
- Once data are grouped, linked, and matched, they may be summarized and analyzed.

Data are linked in the following order:



Students may attend, and even be released from, more than one DJJ school within a given school year. In keeping with the notion of longitudinal follow up, the *last* DJJ (or Volusia) school from which the student was released is selected as the cohort record. Because follow-up analyses are calculated using release date from the DJJ (or Volusia) program, records with no release date are excluded. If a student’s only DJJ (or Volusia) record in the DOE Survey Five demographic file is missing an exit date, that student cannot be retained in the cohort.*

*Fewer than 200 records in a given year contain duplicate sid disnum1 and school data in the end-of-year status format. These duplicates represent “co-enrollment” where a student simultaneously attends high school and adult education classes during the evening, thereby doubling the number of credits that can be earned in a semester. The result is often graduation or a GED, which only shows up in one of the records. Unduplicating this file involves taking the record with the diploma and discarding the other one.

Widow and Orphan Records

Occasionally, data in the demographic format may not have a corresponding record in the attendance format. Or, conversely, a student who might otherwise be selected for inclusion in the cohort may have a line in the attendance file but not have a corresponding record at the same school in the demographic file. These records are called “widow” and “orphan” records. Widow and orphan records were excluded from the cohorts.

All records with release dates prior to the entry date into the cohort record program were discarded. All subsequent records were used for follow-up analyses.

At this point, the cohort file was matched to subsequent years’ “cleaned” demographic formats to build a placement history spanning the entire period from release to the end of follow-up in order to ascertain short- and long-term outcomes. The matching procedure included three steps. The first used TRUSID, the second used SID and the last used TXTID in an effort to locate students in following years’ data. The cohorts were further refined by examining student withdrawal codes after being linked to the Survey Five attendance format and matched to subsequent years. Records that could be identified as “rollovers” (i.e., students who appeared in the same school the following year with less than a two week break or who were only gone during the summer semester and did not have any other attendance record at a different school in between) were removed from the analyses since they had not actually been released during the school year. Withdrawal codes also were helpful in making a determination regarding releases; however, since many records did not contain a withdrawal code, it could not be the sole metric used to make the determination.

Tracking Student-Level Data Across Multiple Years

Only about 2/3 of cases match from one year to the next in the FLDOE Survey Five demographic format.

Possible reasons why students may not be found in future Survey Five data:

- Students obtained a high school diploma or its equivalent while committed to DJJ.
- Students may have left the state after their incarceration.
- Local school district registrar never officially enrolled the student.
- The student’s SSN or SID may have been reported incorrectly.
- Death of the student
- The student dropped out of school.
- The student entered private school.

Educational performance and outcomes are measured using the variables of return to school, arrest, recommitment, attendance rate, employment, diplomas and credits earned. Return to school is defined as whether the youth returned to a secondary, non-DJJ school following

release from the DJJ program. There are many possible measures of recidivism. The one used in this report is based on re-arrest using FDLE data. Given that longitudinal recidivism data were not available from DJJ, it was necessary to reach a conclusion regarding recommitment using the data obtained from DOE. The DOE records include youths' placements in juvenile justice schools, but often do not contain the specificity necessary to discern whether such a placement is merely a transfer commitment or an aftercare commitment associated with the original placement resulting in the youth being included in the 2000-2001 cohort, or whether the placement is a continuation of the original placement and re-commitment to the same facility. As such, the most conservative approach was taken by defining a recommitment as only placements in a higher security level program within one year of release from a DJJ program. Individual outcomes also were examined relative to the security levels of the program from which youths were released. DJJ has a four-tier security and restrictiveness level system for its residential programs. In order of restrictiveness, the levels are as follows: low-risk residential, moderate-risk residential, high-risk residential, and maximum-risk residential/juvenile prisons. Day treatment programs often serve a mix of intensive probation, referral, prevention, and conditional release students. Because DOE student level data do not distinguish between these different types of youths served in day treatment programs, day treatment was excluded from the cohort used in Chapter 8.

Measurement of prior arrests and arrests after release from a residential DJJ facility

The FDLE was the source of arrest data for the measurement of both the number of prior arrests and whether and when DJJ youths were arrested subsequent to release from a residential facility. A formal data sharing agreement was first established with FDLE's Statistical Analysis Center (SAC). JJEPP then supplied the SAC with a dataset of the FY2000-01 cohort that contained offender identifiers including: last name, first name, middle initial, social security number, sex, race, and date of birth. Using these identifiers, the SAC matched the cohort to FDLE's Computerized Criminal History (CCH) database to extract all arrest records for any offender who was in both datasets. Only cases that matched on an appropriate number and type of identifiers to ensure they were the same person were retained as legitimate matches. Arrest events with multiple charges were counted as one arrest.

The type of arrest charges reported to FDLE from local law enforcement agencies are those submitted by local law enforcement agencies in accordance with section 943.051, F.S.

Measurement of employment after release from a residential DJJ facility

The data used to determine whether DJJ releases were employed were obtained from the Florida Education and Training Placement Information Program (FETPIP). The SSNs of the FY2000-01 release cohort were shared with FETPIP as part of a data sharing agreement and were used to match to the quarterly employment data in their repository. Only employment records of those with SSNs that have been verified by the Social Security Administration are retained by FETPIP, therefore, if a youth provided an invalid SSN and was employed, there would be no match between the two datasets. Therefore, the number of employed youths reported for the cohort may be an underrepresentation of the actual number employed.

For those youths who have employment records, FETPIP supplied data on each year and quarter they were employed, from quarter three of 2000 to present. Additionally, the average salary earned during each quarter of employment was part of the data FETPIP shared with JJEEP.

For analysis purposes, the first step was to determine the first quarter after release that the youth was available to work. It was decided that a release during any time in the first half of a quarter made him or her available to work during that quarter and any subsequent quarters. A release in the latter half of a quarter made the youth eligible to be employed during the following quarter and any subsequent quarters. Based on this determination of the quarter of employment eligibility, and which quarters the youth was employed, it was possible to create variables that indicated whether or not the youth was employed at any time during the first six and 12 months after release from a residential facility.

Measurement of academic, vocational, and elective credits earned while in DJJ facilities

The FY2000-01 DJJ release cohort was matched to FLDOE transcript data to capture data on academic, vocational, and elective credits earned while in DJJ facilities. These credits only apply to those earned while in high school because elementary and middle school students do not earn Carnegie credits. These data include a record for each specific type of class taken and the associated number of credits earned. The specific class types were grouped into the three categories of academic, vocational, and electives; the total number of credits earned within each broad category was summed. Additionally, the total number of credits earned while in DJJ facilities was summed across the three types of credits, and the percentage of the total comprised of academic, vocational, and elective credits, was calculated.

In order to then quantify *academic attainment* while in DJJ, a measure was developed which takes into consideration both the total number of academic credits earned and the proportion of all credits earned that were academic. To consider both these indicators of academic attainment, a scale score was developed by first weighting the total number of academic credits earned by the proportion of all credits earned that were academic by multiplying these two values. The scale score after weighting was difficult to interpret. Thus, Z scores for the weighted score were computed by subtracting the mean of the weighted score distribution from every weighted score and then dividing it by standard deviation of the weighted scores. This procedure converted the distribution of the scale score into one that was approximately normal, with a mean of zero and standard deviation of one, such that the deviation from the mean could be interpreted easily in terms of the percentage of the distribution that was above or below a given score.

The final measure of the level of academic attainment was measured based on whether the student was below or above the average on the scale score. A value of zero was used if the student was below the mean on the scale, and a value of one was applied if the student was above the average of all the scale scores.

Measurement of return to school and attendance upon returning to school

The FY2000-01 DJJ release cohort was matched to FLDOE attendance data to determine whether the juvenile returned to public school within one semester after DJJ release and the level of attendance if they returned. The DOE attendance records have the dates of enrollment, the number of days the student was in attendance, and the number of days they were absent. In order to capture the level of commitment to education upon release from DJJ, whether the juvenile returned to school or not was combined with the level of attendance. Whether they returned to school was simply based on whether they were enrolled for at least one day.

The level of school attendance is based on a measure that takes into account both the number of days students attended school and the percentage of enrollment days that they attended. The purpose of this measure is to capture the level of commitment youths have to education. Therefore, if a youth is enrolled in school for a very few days but attends all of those days and then drops out of school, using the percentage of enrolled days attended gives them a value of 100%. Using only the attendance percentage in this case would exaggerate the level of commitment to education. Also, if a student attends for many days (say 180) and has an attendance rate of 90%, his level of commitment to school, based on his attendance, is quite high, but his attendance rate is less than the previous example of low enrollment days with perfect attendance.

To consider both the number of days present in school and the percentage of enrollment days present, a scale score was developed by first weighting the percentage of days present by the number of days present. This was done by multiplying the percentage of days present by the number of days present. The scale score after weighting was difficult to interpret. Thus, *Z* scores for the weighted score were computed by subtracting the mean of the weighted score distribution from every weighted score and then dividing it by standard deviation of the weighted scores. This procedure converted the distribution of the scale score into one that was approximately normal, with a mean of zero and standard deviation of one, where the deviation from the mean could be interpreted easily in terms of the percentage of the distribution that was above or below a given score.

A variable that combines whether DJJ releases returned to school and their level of attendance was defined with three values. A zero indicated that they did not return to school. If they returned to school and their attendance rate was below the average on the attendance scale score for those who did return, they were given a value of one. If they returned to school and their attendance rate was above average, based on the attendance scale score, they were given a value of two. In other words, the higher the value on this variable, the higher the level of commitment to education. The inclusion of the below or above average attendance provides a more precise and useful indicator of the level of commitment to education than one that simply indicates if the juvenile returned to school, because many youths return to school but have low rates of attendance.

APPENDIX F REFERENCES

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